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# Mayo Clinic College of Medicine and Science – Arizona

**Mayo Clinic Graduate School of Biomedical Sciences - Arizona**

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**John D. Fryer, Ph.D.**  
*Associate Dean, Mayo Clinic Graduate School of Biomedical Sciences*

# Mayo Clinic College of Medicine and Science – Florida

**Mayo Clinic Graduate School of Biomedical Sciences - Florida**

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Jacksonville, FL 32224  
https://college.mayo.edu

**Evette S. Radisky, Ph.D.**  
*Associate Dean, Mayo Clinic Graduate School of Biomedical Sciences*

# Mayo Clinic College of Medicine and Science – Rochester

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200 First Street SW  
Rochester, MN 55905  
Phone: 507-284-1339  
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https://college.mayo.edu

**Stephen C. Ekker, Ph.D.**  
*Dean, Mayo Clinic Graduate School of Biomedical Sciences*

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## Members of Mayo Clinic Board of Governors

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<tr>
<th>Name</th>
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<th>Affiliation</th>
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<td>Christina K. Zorn, M.D.</td>
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1
Mayo Clinic Mission
To inspire hope and contribute to health and well-being by providing the best care to every patient through integrated clinical practice, education, and research.

Mayo Clinic Primary Value
The needs of the patient come first.

Mayo Clinic Value Statements
These values, which guide Mayo Clinic’s mission to this day, are an expression of the vision and intent of our founders, the original Mayo physicians, and the Sisters of Saint Francis.

Respect
Treat everyone in our diverse community including patients, their families, and colleagues with dignity.

Integrity
Adhere to the highest standards of professionalism, ethics, and personal responsibility, worthy of the trust our patients place in us.

Compassion
Provide the best care, treating patients and family members with sensitivity and empathy.

Healing
Inspire hope and nurture the well-being of the whole person, respecting physical, emotional, and spiritual needs.

Teamwork
Value the contributions of all, blending the skills of individual staff members in unsurpassed collaboration.

Innovation
Infuse and energize the organization, enhancing the lives of those we serve, through the creative ideas and unique talents of each employee.

Excellence
Deliver the best outcomes and highest quality service through the dedicated effort of every team member.

Stewardship
Sustain and re-invest in our mission and extended communities by wisely managing our human, natural and material resources.
Mayo Clinic Graduate School of Biomedical Sciences Mission

The overriding mission of the Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS) is to train future leaders in biomedical research and education. In order to pursue this goal, we will:

- Enroll outstanding students
- Utilize the unique education, research and clinical practice resources of Mayo Clinic to foster the individual academic strengths of each student;
- Engage students in interactive learning and research experiences that enhance their critical thinking, problem solving, and biomedical knowledge.

A fundamental goal of MCGSBS is to promote an academic environment that supports trainee and faculty development and facilitates biomedical innovation.
Mayo Clinic College of Medicine and Science
Fredric B. Meyer, M.D.
  Juanita Kious Waugh Executive Dean for Education

Scott A. Seinola
  Chair, Department of Education Administration

Shannon K. Laughlin-Tommaso, M.D.
  Associate Dean for Education Diversity, Equity and Inclusion

Mayo Clinic Graduate School of Biomedical Sciences
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  Dean
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  Associate Dean, Academic Affairs
J. Luis Lujan, Ph.D., M.S.
  Associate Dean, Student Affairs
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  Associate Dean, Faculty Affairs

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  Associate Dean, Mayo Clinic Arizona
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  Assistant Dean, Mayo Clinic in Arizona

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  Operations Manager
Victoria (Vicki) A. Hochstetler, M.Ed.
  Operations Manager, Mayo Clinic in Arizona
Christopher C. Bleau
  Operations Manager, Mayo Clinic in Florida


2021-2022 Academic Calendar

Summer Quarter (Term 202210)

Registration for summer quarter courses opens – June 1, 2021
Registration for summer quarter courses due – June 18, 2021
Summer quarter begins – July 6, 2021
Independence Day Holiday (observed) – July 5, 2021
Last date to register or withdraw – Before one-half of the course is completed
Labor Day Holiday – September 6, 2021
Last day of quarter – September 24, 2021

Fall Quarter (Term 202220)

Registration for fall quarter courses opens – September 1, 2021
Registration for fall quarter courses due – September 17, 2021
Fall quarter begins – September 27, 2021
Last date to register or withdraw – Before one-half of the course is completed
Thanksgiving Holiday – Thursday, November 25, 2021
Last day of quarter – December 17, 2021

Winter Quarter (Term 202230)

Registration for winter quarter courses opens – December 1, 2021
Registration for winter quarter courses due – December 17, 2021
Winter quarter begins – January 3, 2022
Last date to register or withdraw – Before one-half of the course is completed
Last day of quarter – March 25, 2022

Spring Quarter (Term 202240)

Registration for spring quarter courses opens – March 1, 2022
Registration for spring quarter courses due – March 18, 2022
Spring quarter begins – April 4, 2022
Last date to register or withdraw – Before one-half of the course is completed
Memorial Day Holiday – May 30, 2022
Last day of quarter – June 24, 2022
2022-2023 Academic Calendar

Summer Quarter (Term 202310)

Registration for summer quarter courses opens – June 1, 2022
Registration for summer quarter courses due – June 17, 2022
Summer quarter begins – July 5, 2022
Independence Day Holiday (observed) – July 4, 2022
Last date to register or withdraw – Before one-half of the course is completed
Labor Day Holiday – September 6, 2022
Last day of quarter – September 23, 2022

Fall Quarter (Term 202320)

Registration for fall quarter courses opens – September 1, 2022
Registration for fall quarter courses due – September 16, 2022
Fall quarter begins – September 26, 2022
Last date to register or withdraw – Before one-half of the course is completed
Thanksgiving Holiday – Thursday, November 24, 2022
Last day of quarter – December 16, 2022

Winter Quarter (Term 202330)

Registration for winter quarter courses opens – December 1, 2022
Registration for winter quarter courses due – December 16, 2022
Winter quarter begins – January 3, 2023
Last date to register or withdraw – Before one-half of the course is completed
Last day of quarter – March 24, 2023

Spring Quarter (Term 202340)

Registration for spring quarter courses opens – March 1, 2023
Registration for spring quarter courses due – March 17, 2023
Spring quarter begins – April 3, 2023
Last date to register or withdraw – Before one-half of the course is completed
Memorial Day Holiday – May 29, 2023
Last day of quarter – June 23, 2023
Introduction

Mayo Clinic Graduate School of Biomedical Sciences

History
The Mayo Clinic developed gradually from the family medical practice of Dr. William Worrall Mayo and his sons, Dr. William James Mayo, and Dr. Charles Horace Mayo. The elder Dr. Mayo came to Rochester in 1863 to practice medicine. His sons assisted him during their boyhood years and later joined him in the practice of medicine. As the demand for their services increased, the Mayos invited other physicians to work with them.

This pioneering venture in the private group practice of medicine became known in the early 1900s as Mayo Clinic. This name today describes an organization of over 3,300 scientists and medical and surgical specialists working together as a team for the advancement of medical and biomedical education, research in medicine and related sciences, and medical care.

Mayo awarded its first Ph.D. degree in 1917 in affiliation with the University of Minnesota. Since 1984, Mayo has been an independent, degree granting institution. In January 1989, MCGSBS became a separate unit that administers Ph.D. and Master’s degree programs in the biomedical sciences. Enrollment currently includes approximately 190 Ph.D. and M.D.-Ph.D. candidates, and 100 Master’s candidates in biomedical science.

Other educational components of Mayo Clinic include:

- Mayo Clinic School of Graduate Medical Education, organized in 1915 to offer programs of graduate medical education. Enrollment currently includes nearly 1,600 residents and fellows in clinical fields.
- Mayo Clinic School of Medicine (MCSOM), an undergraduate medical school offering the M.D. degree, opened in 1972. Current enrollment includes over 200 students on the Rochester, Minnesota campus and 100 on the MCSOM Arizona campus (opened July 2017.)
- Mayo Clinic School of Health Sciences, organized in 1973 to provide training and certification in the health professions allied to medicine. The school offers 120 programs with an enrollment of more than 1,800.
- Mayo Clinic School of Continuous Professional Development, organized in 1977 to provide continuing education for care providers within Mayo Clinic, nationally and internationally.

Mayo Clinic is accredited by The Higher Learning Commission, https://www.hlcommission.org/.

Mayo Clinic College of Medicine and Science is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A .61 to 136A .71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.
Faculty
All staff appointments are made to Mayo Clinic and this staff constitutes the faculty for the educational programs of Mayo Clinic. The 4,000 plus faculty members include full-time investigators in the biomedical sciences, clinician investigators, and clinicians. Each member of the staff is full-time salaried and individual staff members have ample opportunity to teach. Members of the staff have the overall responsibility for undergraduate and graduate education in medicine and the biomedical sciences, for continuing education and research, as well as for the care of patients. Graduate faculty privileges are awarded to qualified faculty members with interest in delivering graduate level courses and in supervising candidates for graduate degrees.

See listing of graduate faculty with full privileges and their research interests here.

Facilities
Educational programs, clinical practice and research are conducted within three key locations; Mayo Clinic campus in Rochester, Minnesota; Jacksonville, Florida; and Phoenix and Scottsdale, Arizona.

Technology
Mayo Clinic in Rochester, Arizona and Florida are linked via a sophisticated telecommunications system, which provides videoconferencing and data transmission. Staff and students in Rochester, Arizona and Florida can have live, interactive courses and seminars via TV monitors. In addition, Mayo has a telephone dialing and pager system that ties all three sites together.

Mayo Clinic also provides delivery of education in a virtual setting to accommodate students who cannot be physically present in a classroom on the Mayo campus. MCGSBS utilizes Blackboard Collaborate, a web conferencing/webinar platform designed for use in online teaching, in addition to Zoom and other virtual delivery tools. The Education Technology Center and Learning Solutions Center have partnered to provide resources for students and instructors for learning in a virtual setting.

Graduate Student Association
The Mayo Graduate Student Association is comprised of Ph.D. students pursuing graduate degrees at MCGSBS. Membership includes a representative (rep) from each track, a first year student rep, an Arizona and Florida rep, a MCGSBS Education Committee member rep, an M.D.- Ph.D. program rep, social media rep, Mayo Clinic Alumni Association rep, International student rep, MRFA rep, IMSD rep, Communications Liaison, Treasurer, Secretary, and prior year president(s) emeritus. Its purpose is to facilitate interaction among graduate students, and among students, faculty, and administration. It provides a means for students to give input concerning coursework and curriculum and other MCGSBS issues.
Career Development Internships

What is a Career Development Internship

Career Development Internships (CDIs) are MCGSBS-funded opportunities for upper-level PhD students to spend 100 hours (or more) as interns in one of several career environments. CDI internships allow MCGSBS students to explore possible interests, network with professionals, contribute to the mission of the CDI partner organization and gain informed appreciation for career options.

The goal of the CDI program is to provide MCGSBS students with hands-on experience in diverse career environments to assist with making informed career path decisions.

CDI activities are flexible, allowing approximately 100 hours of paid study leave from MCGSBS during one quarter. For off-site CDI opportunities requiring travel, the CDI program may cover travel and housing costs. Internships are individualized. The MCGSBS intern and sponsoring CDI partner work together to design the ideal experience.

CDI Application Process:

PhD and MD/PhD students currently in MCGSBS are eligible to apply if they have:

1. successfully completed the written and oral qualifying exams,
2. are in good academic standing at MCGSBS (average GPA of 3.0 or higher),
3. have selected a mentor and an area of research, and
4. are making satisfactory PhD thesis research progress.

The CDI application includes the following supporting documents, to be combined into a single pdf and emailed to Career Development Applications. If it is a competitive CDI opportunity, the single pdf will need to be received by the deadline specified in the email announcement.

1. CDI Application
2. Letter of recommendation from thesis mentor / or email with thesis mentor’s support
3. CV or resume
4. 1-page single spaced statement of interest
   a. Specify which of the CDI experiences is requested and an explanation for why you are interested in this particular opportunity. Include information you wish the CDI partner to consider.

The Special CDI Offering is competitive. Applications are collected for an internal deadline, and then reviewed internally and by the external CDI collaborator of interest. CDI awards are based on matching qualifications and interests of the applicant with the proposed CDI partner. Applicants may indicate only one CDI collaborator in their application.

If approved, credit can be obtained by registering for MGS 5200 Career Development Internship (CDI).
CDI Structure and Students Responsibility of Documentation

After a student has been selected for a CDI experience, there is the expectation that the experience will be documented and provide to MCGSBS.

1. Selected applicants will be provided with contact information for the CDI collaborator and will have the responsibility to initiate contact.
   a. **Record of Initial Meeting** (form)
2. Working with the CDI collaborator, the student will then develop a CDI Plan to be summarized in a 1-2 page single-spaced .pdf document
   a. The CDI Plan will indicate how the 100-hour internship will occur (a single block of time, or multiple contacts), the name and contact information for the CDI collaborator mentor, and a brief description of planned activities. The 1-2 page CDI Plan summary should contain a budget proposal estimating reimbursable costs associated with any ground travel and/or accommodations. Meal costs are the responsibility of the intern. For CDI experiences involving travel off campus, trip and reimbursement arrangements must be made through the MCGSBS office.
3. Prior to or shortly after the internship ending, the student will host a meeting with the CDI collaborator to review the experience.
   a. **Record of Summary Meeting** (form)
4. Within 14 days of completion of the CDI experience, the intern will submit, to MCGSBS administration, a brief report summarizing their experience.
   a. The CDI Summary will summarize in a 1-2 page single-space document the CDI experience.
5. Evaluation of the CDI experience will be captured in similar surveys provided to the student and the CDI partner. The focus of the evaluation will not be on the intern performance, but on the value of the CDI experience.

Graduate Employment Opportunities

See latest employment opportunities in our most recent [This Week at Mayo Clinic Graduate School of Biomedical Sciences Newsletter](#) (TW@MCGSBS).
Policies

Stipends
Students accepted into the Ph.D. program receive a fellowship, which includes stipend, tuition, and fees. The stipend, provided by Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS), continues until successful thesis defense or up to five years, whichever comes first, contingent upon satisfactory performance. Students have up to 30 days after successful thesis defense for completion of all requirements. Support for additional years beyond the fifth (fourth for M.D.-Ph.D. students) must be provided by the mentor. Stipends for all graduate students are set at a uniform level (planned for $34,218 for 2021-2022) and are reviewed at regular intervals.

Students who are accepted into the M.D.-Ph.D. program are provided a fellowship with stipend, tuition, and fees. The stipend is provided by Mayo Clinic School of Medicine (MCSOM) while the student is in the M.D. portion of training. MCGSBS provides up to four years of funding for the Ph.D. portion of the program. Extensions in the Ph.D. program beyond four years must be financially supported by the mentor. MCSOM and MCGSBS tuition and fees are provided by a full fellowship for students accepted into this combined M.D.-Ph.D. program, with satisfactory performance.

Clinical residents and research fellows accepted into the Master’s program continue to receive the salary from their primary appointment and do not receive a stipend from MCGSBS.

Employees pursuing Master’s degrees on a part-time basis receive their usual employee salary.

Tuition/Program Fees
Annual tuition for graduate students is $27,000 for Ph.D. students. Tuition is $700 per quarter credit. Tuition is provided by a full fellowship for students who are enrolled in the Ph.D and M.D.-Ph.D. degree programs of MCGSBS. Extramural sources of funds are used to defray tuition when appropriate and all eligible students are expected to apply for individual extramural awards. Program Fees are charged for many Master’s programs to cover administrative costs. More details are available on the MCGSBS Master’s Programs intranet site, including options for financial support.

Registration
Mayo courses are primarily intended for individuals appointed to the degree programs of MCGSBS. Others may enroll if they show appropriate prerequisites and secure the course director’s approval. Tracks may have differing course enrollment criteria. Enrollment in some courses is severely limited; degree candidates are given preference for these courses. Registration information is available on the MCGSBS intranet site. Registration for MCGSBS courses is accomplished through the Registrar’s Office and must be made online before the applicable deadline (see Academic Calendar on previous pages).

*An individual must have an active Mayo employment or education role to be eligible for MCGSBS courses.

Registration for credit
- Unless provided through a fellowship or scholarship, students will be billed for tuition.
- Tuition is refunded if a course is cancelled.

Changes in registration
- The current tuition refund policy is available on the Financial Aid intranet site.
- Retroactive registration after a course is completed is not permitted.
- Students who wish to register for a course after the registration deadline date must have written permission from the course director. Some courses may only allow late registrants up until the first day of class.
Grading System

MCGSBS uses two grading systems:

- **A** Outstanding
- **A-** Excellent
- **B+** Very Good
- **B** Acceptable
- **B-** Marginal/below standards expected
- **C+** Below standards
- **C** Poor/lowest performance to receive credit
- **F** Unsatisfactory

The Grade Point Average (GPA) is based on:

- **A** = 4.0
- **A-** = 3.7
- **B+** = 3.3
- **B** = 3.0
- **C+** = 2.3
- **C** = 2.0
- **F** = 0.0

The grading system to be used is determined by the course director at the time the course is established. A grade of “S”, “P”, or “N” is not considered in determination of GPA. A grade of “F” is considered in determination of the GPA if the course is assigned the standard letter grading scale. The GPA, which is recorded on the official transcript, is calculated by dividing the sum of all grade points earned by the sum of all credits assigned grade points. Students do not receive credits for courses in which they received an “F” grade. In addition to the grades, the transcripts show the following, if applicable (see list below).

- **CRX** Credit by examination
- **I** Incomplete
- **PD** Proficiency demonstrated and transfer credits awarded
- **R** Indicates a student registered for a course, did not attend, and did not officially withdraw
- **W** Withdrawn
- **WVD** Course waived
- **T** Transfer course
- **X** Continuous registration/multi-term. A course that is continued over more than one quarter is given an “X” until the final quarter, when a grade is assigned. Credits are counted in the quarter the grade is entered.
- **Z** Repeated course

Students may retake a course one time to improve their grade with the permission of their program director and the course director. The higher grade will appear on the transcript and will be used in computation of the GPA.

**Definition of Credit Hour**

Credit is determined by the number of contact hours per week. A one-hour lecture per week equals one credit per quarter. A quarter is usually 12 weeks. In some courses, credit is also given for laboratory time.

**Course Numbering**

Graduate courses are designated with a 5— or 6— number. The 5— level courses are introductory graduate courses. The 6— level courses include MCGSBS core courses and the track courses considered
to be at the boundary of what is known or done in a particular field. They can be expected to be exceptionally rigorous.

**Residence Requirement**
Regardless of how many transfer credits are awarded, candidates for graduate degrees from MCGSBS must complete a minimum period in residence after admission to their degree program. For Ph.D. degree candidates, the minimum period of residence will be two years (start date to end date), and for Master’s degree candidates the period is one year.

**Your Transcript**
Current learners and alumni employed by Mayo Clinic may request a transcript online through EdLink, the student portal. To request an official copy of your transcript, click on Student Records from the home menu.

Directions on how to print an unofficial academic transcript are found on the MCGSBS Policies and Procedures intranet site.

**Student Responsibility**
Each graduate student must complete all requirements for a degree established by MCGSBS and the student’s track. It is the student’s personal responsibility to be aware of and to understand these requirements. A student’s mentor may not assume these responsibilities, nor substitute, waive, or exempt the student from any established requirement or academic standard. Such exemptions may, however, be proposed for consideration by MCGSBS. MCGSBS reserves the right to modify requirements at any time.

**Extensions**
Ph.D. appointments are for up to five years and M.D.-Ph.D. appointments are for up to four years in the Ph.D. program. Extensions beyond the fifth year for Ph.D. students and beyond four years for M.D.-Ph.D. students are permitted with evidence of satisfactory performance and a recommendation signed by at least four of the five members of the student’s Thesis Advisory Committee and the program director. Each extension is for a maximum of one year. If a Ph.D. student is extended into a sixth year or an M.D.-Ph.D. student into a fifth year, the student’s stipend and benefits must be provided by the mentor.

For more details, see the Extension Request Procedure and Extension Request Form found on the MCGSBS intranet site.

**Confidentiality of Student Records**
The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. The FERPA policy is available on the MCGSBS Policies and Procedures intranet site.

**Equal Opportunity/Affirmative Action**
Mayo Clinic College of Medicine and Science upholds all federal and state laws that preclude discrimination on the basis of race, sex, age, religion, national origin, marital status, sexual orientation, disabilities, or veteran status.
Doctor of Philosophy (Ph.D.) in Biomedical Sciences Degree Program

- Biochemistry and Molecular Biology Track (BMB)
- Biomedical Engineering and Physiology Track (BMEP)
- Clinical and Translational Science Track (CTS)
- Immunology Track (IMM)
- Molecular Pharmacology and Experimental Therapeutics Track (MPET)
- Neuroscience Track (NSC)
- Regenerative Sciences Track (REGS)
- Virology and Gene Therapy Track (VGT)

Purpose and Philosophy
The Biomedical Sciences Ph.D. Program is intended to train students in the most modern approaches to biomedical research, and to assist with development of analytical, technical, oral, and written communication skills, which allow students to become independent investigators of the most important and challenging problems in biomedical research.

Students are provided with a supportive atmosphere where they can find role models and mentors to emulate in the development of their research skills and begin acculturation into the biomedical research community. Courses introduce students to the body of information most important to their subsequent research endeavors and other educational activities facilitate the development of independent learning skills. Students are assisted with formulation of career goals and pathways which best utilize their individual talents and skills.

Mayo Clinic’s Ph.D. program places heavier emphasis on research training than on course work. This philosophy is a natural outgrowth of the institution’s long history as a center for investigation in the life sciences. Courses are, nevertheless, an integral part of the Ph.D. program providing the intellectual foundation necessary for a well-rounded scientist. A minimum of 66 credits is required of all Ph.D. students matriculating 2020 and forward; 42 for matriculants prior to 2020. (Difference now granting credit for Predoctoral Research course registration vs. no credit.) Mayo Clinic’s graduate level courses in specific disciplines of the basic sciences will be adequate preparation for most students. All Ph.D. candidates must complete at least two years of full-time course registration at Mayo to be eligible for the degree.

Admission
Appointment Requirements
To be considered for admission to the Ph.D. program, applicants must:

1. Hold a bachelor’s degree from an accredited college or university with a minimum 3.0 grade point average based on a 4.0 scale and supply the official transcript.
   a. It is strongly recommended that candidates have completed at least one year of coursework, with demonstrated competence (B average or above), in the following undergraduate courses: biology, calculus, chemistry and physics.
   b. In addition, foundation courses in biochemistry, molecular biology, cell biology and physiology are highly recommended. Biomedical Engineering and Physiology
students are encouraged to have courses in quantitative science and engineering (e.g., signal processing, computer science, instrumentation).

2. Foreign applicants must demonstrate proof of English language proficiency to be considered for an appointment. This can be satisfied via the Test of English as a Foreign Language (TOEFL), or via other method as described on the English Language Proficiency Attestation.

3. Each track may establish additional requirements.

4. Applications will only be considered for review if they are submitted within the application submission window of September 1 – December 1 each year, for appointment in the following academic year.

Authority to make appointments rests with the Mayo Clinic Graduate School of Biomedical Sciences Education Committee. Falsifying or omitting information on or accompanying the application may disqualify an applicant from admission or subject a student to dismissal. The application and supporting documents become the property of MCGSBS upon receipt. The average number of years to degree is 5.2.

Inquiries regarding admission to the MCGSBS Ph.D. Program should be sent to: phd.training@mayo.edu

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### Core Courses

The core curriculum has been designed to provide a common fundamental knowledge base and technical language supporting multiple discipline-specific, advanced fields. With advice from a first year mentor and/or the program director, the core credits are chosen from the following courses:

#### Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CORE 6000</td>
<td>Responsible Conduct of Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CORE 6150</td>
<td>Genome Biology (begins in late July)</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

#### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 6100</td>
<td>Chemical Principles of Biological Systems</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6200</td>
<td>Basic Graduate Immunology</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CORE 6000</td>
<td>Responsible Conduct of Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CORE 6250</td>
<td>Molecular Cell Biology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6400</td>
<td>Molecular Genetics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6770</td>
<td>Virology and Gene Therapy</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 6050</td>
<td>Critical Thinking and Scientific Writing</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CORE 6300</td>
<td>Molecular Biophysics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6450</td>
<td>Molecular Pharmacology and Receptor Signaling</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6510</td>
<td>Molecular Mechanisms of Human Disease</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>CORE 6001</strong></td>
<td>Responsible Conduct of Research Refresher Course</td>
<td>0 cr.</td>
</tr>
</tbody>
</table>

*Students in Biomedical Engineering and Physiology are not subject to the same core requirements.

* Required of all students.

**The NIH requires Responsible Conduct of Research (RCR) instruction at least once during each career stage, and at a frequency of no less than once every four years. Ph. D. and M.D.–Ph.D. students will be notified by MCGSBS when they are required to take the refresher course and no grade will be assigned.
Area of Specialization/Track

In addition to the core courses, track courses are also required. These courses are chosen with the aid and approval of the student’s mentor. Courses required by the different tracks are outlined in the next section. Any remaining credits needed to meet the minimum 66 required credits may be selected from any area that the student and mentor deem appropriate and necessary. The typical program structure is as follows:

- Year I Core, track course work, and laboratory rotations
- Year II Advanced courses and commencement of thesis research
- Year III, IV, & V Primarily thesis research with some additional advanced courses, seminars, and journal clubs.

All students enrolled in the Ph.D. program are full-time students. Full-time enrollment each quarter may include any combination of course work, laboratory rotations or research. This does not preclude students from registering for research before course work is complete. These students retain full-time enrollment status and will be graded on the S-N scale. No credit hours will be assigned, and research is not calculated in the GPA. Students who have completed all course work and are engaged in full-time thesis research must register for research each quarter.

Laboratory Rotations

Each student must complete three laboratory rotations in three different laboratories for a total of six credits. Rotations must be done in the laboratories of faculty with full graduate faculty privileges. These credits count towards the track credits required. Students who have participated in a Mayo Summer Undergraduate Research Fellowship (SURF) or the Mayo Post-baccalaureate Program may substitute this experience for one lab rotation. Students entering the Ph.D. program with a relevant Master’s degree may petition MCGSBS to waive one laboratory rotation. A minimum of 66 credits will still be required for graduation (42 credits for matriculants prior to 2020). For more details see the Laboratory Rotations Policy on the MCGSBS Policies and Procedures intranet site.

Mentor

A Ph.D. degree mentor must have full graduate faculty privileges and must be selected after three laboratory rotations have been completed. For more details see the Mentor Selection, Withdrawal and Transfer Policy on the MCGSBS Policies and Procedures intranet site.

Official Degree Planning Tools

The use of a Degree Planning Tool (DPT) is required and allows students to list the course work to fulfill degree requirements, including transfer credits. Fifty percent of the credits counting toward degree must be graded on the A-F grading system.

The DPT must be completed during the first academic year and should be updated as courses are completed throughout the training program. The DPT should be reviewed periodically with the mentor or program director; frequency of review is at the program’s discretion. Variation from the original course plan must be approved by the program director. A final completed DPT must be submitted to the school when a tentative defense date has been determined to be cleared to graduate. The DPT is available on the MCGSBS intranet site under For Students/General Forms/Resources/PhD Forms.

Ph.D. students who matriculated prior to 2015 are allowed to submit a Degree Planning Form (DPF) in place of the DPT. All M.D.-Ph.D. students use the DPF in lieu of the DPT.
Minimum Grade Requirements
Students are expected to maintain a grade point average of 3.0 in didactic course work. Students whose performance falls below this standard in a given quarter will be placed on academic probation, as described in the Deficiencies and Unsatisfactory Progress Policy and Warning, Probation, Dismissal and Appeal Policy found on the MCGSBS Policies and Procedures intranet site.

Transfer Credits
A total of 21 credits may be transferred into the Ph.D. Program. For more details, see the Credit Transfer Policy on the MCGSBS Policies and Procedures intranet site.

Qualifying Examinations
The qualifying examinations are intended to test the student’s fund of information in the sciences related to the chosen field of study and to evaluate the student’s ability to reason critically.

Written Qualifying Examination
The written qualifying examination will test the breadth of biomedical knowledge, and analytic and critical reasoning skills. The content and format of the examination is determined by each track. The written qualifying examination may be taken no more than twice. If it is not passed on the first attempt, the exam must be retaken by the end of the quarter following the quarter in which the exam was first taken. Failing the examination once will result in the student being placed on academic probation. Failing the examination twice will result in dismissal. The written qualifying examination must be completed by timeline defined by track, but at latest before September 30 of the third year for Ph.D. students, and before September 30 of the second year for M.D.-Ph.D. students. MCGSBS must be informed of the exam date three weeks in advance so that the Ph.D. Written Qualifying Examination Report form can be sent to the exam chair. For more details, see the Written Qualifying Exam Procedure on the MCGSBS Policies and Procedures intranet site.

Oral Qualifying Examination
Oral qualifying exam committee composition is determined collaboratively between student and student’s mentor and requires approval of the program director and the school. Selection timeline varies by track, but at very latest must be before September 30 of the third year for Ph.D. students, and before September 30 of the second year for M.D-Ph.D. students. All members must have graduate faculty privileges.

The oral qualifying exam committee must consist of a minimum of four members and membership must include:
• OQE Chair
• Mentor
• A minimum of three members must have Full Faculty Privileges (FF).
• A minimum of two members must be designated Experienced Examiners, in any track.
Note: Tracks may have more specific requirements

For more details, see the Oral Qualifying Exam Committee Selection and Procedure on the MCGSBS Policies and Procedures intranet site.

When MCGSBS is notified that the written qualifying examination has been passed, the oral qualifying examination may be taken. MCGSBS must be informed of the date of the examination three weeks in advance so that the Ph.D. Oral Qualifying Examination Report form can be sent to the oral qualifying examination committee chair. The oral qualifying examination timeline varies by track, but at latest must be completed before December 31 of the third year for Ph.D. students, and before December 31 of the
second year for M.D.-Ph.D. students. All approved committee members must be present at the exam. Any absent member is considered a dissenting vote. Only one dissenting vote will be allowed for a “Pass” or “Conditional Pass.” In the event of a Conditional Pass, the specific requirements that must be satisfied by the student must be listed on the back of the Ph.D. Oral Qualifying Examination Report form. The oral qualifying examination may be taken no more than twice. If it is not passed on the first attempt, the exam must be retaken by the end of the quarter following the quarter in which the exam was first taken. Failing the examination once will result in the student being placed on academic probation. Failing the examination twice will result in dismissal.

Thesis

Thesis Advisory Committee
Ph.D. candidates are expected to submit to the MCGSBS office the composition of their Thesis Advisory Committee (TAC) within 90 days of selecting a mentor.

The TAC composition is determined collaboratively between student and student’s mentor and requires approval of the program director and the school. All members must have graduate faculty privileges.

The TAC must consist of five members and membership must include:
- TAC Chair
- Mentor
- Three faculty members must have Full Faculty Privileges (FF), including the Chair.
- A minimum of two members must be Experienced Examiners, of any track.
- Two faculty members must have mentored a student to Ph.D. degree.
- The committee for M.D.-Ph.D. students must include a member of the M.D.-Ph.D. Executive Committee either as a voting member or ex-officio.
- The student may consider having the mentor and TAC Chair be separate to avoid potential conflict of interest. This is recommended by the graduate school, but not required.

Note: Tracks may have more specific requirements.

For more details, see the Thesis Advisory Committee Meeting Selection and Documentation Procedure on the MCGSBS Policies and Procedures intranet site.

Thesis Proposal
A written thesis proposal, presentation and thesis committee discussion of the proposal must be completed by December 31 of the student’s third year for Ph.D. students, depending on track, and by December 31 of the second year for M.D.-Ph.D. students. This requirement may be accomplished during the oral qualifying examination or at a separate committee meeting for this purpose. The TAC must be approved prior to this committee discussion.

The Mayo Institutional Review Board must review all protocols for research involving the use of human subjects. It is the candidate’s responsibility to secure approval of any such protocols before the research is undertaken.

Preparation of thesis
The thesis is the most important document that the Ph.D. candidate will prepare during the course of graduate study and is a record of the scientific accomplishments that justify the awarding of the degree. The thesis is archival. Consequently, MCGSBS has developed standards for its format and style, which should be closely followed. MCGSBS Thesis Guidelines for Ph.D. thesis are available on the MCGSBS
intranet site under For Students/General Forms/Resources. The student's mentor must sign a form indicating that he/she has read the thesis and that it is ready for defense prior to distribution to the thesis advisory committee members. The Verification Thesis Ready to Defend form can be accessed on the MCGSBS intranet site under For Students/General Forms/Resources. The thesis must be submitted to the TAC at least three weeks prior to the final oral examination.

Students enrolled in the M.D.-Ph.D. program must submit their final thesis to their TAC and the Verification of Thesis Corrections Form must be signed and submitted to the MCGSBS office before they can resume studies in Mayo Clinic School of Medicine (MCSOM).

**Student Progress**

Students must have meetings every six months with their TAC. Students are expected to register each quarter and will be contacted if they have not registered. To remain in good standing, compliance with all requirements is expected. Continuation of stipend depends upon remaining in good standing.

**Extramural Fellowship Award Submission**

Students must submit an application for extramural fellowship award or equivalent during their training.

- All Ph.D. students must submit a fellowship application, preferably during their 2nd year of study but by end of 3rd year. (Applies to students who matriculated in 2020 or after.) Alternatives for international students are explained in the Academic Success and Graduation Requirements Policy.
- All M.D.-Ph.D. students must submit an NIH F30 fellowship application (or equivalent) by the end of their 2nd PhD year.

For more details, see the Extramural Funding Policy on the MCGSBS Policies and Procedures intranet site.

**Publication Requirement**

Ph.D. thesis research must make a substantial contribution to the biomedical literature and preparing work for publication is an important part of research training. The expectation is that student thesis research will result in multiple publications, with the requirement for graduation of a minimum of one peer-reviewed first-authored original paper accepted for publication. Students are required to indicate in publications their affiliation with and support from MCGSBS. Exceptions to the publication requirement must be submitted as a recommendation from the TAC with endorsement from the program director, and approval by the MCGSBS Education Committee. For more details, see the Publication Requirement Policy and Publication Exception Request Procedure on the MCGSBS Policies and Procedures intranet site.

**Final Oral Examination**

The final oral examination will be scheduled after 1) the written qualifying and oral qualifying examinations have been passed, and 2) all course and non-course requirements have been met. MCGSBS must be informed of the date of the examination three weeks in advance so that the Ph.D. Final Oral Examination Report form can be sent to the TAC Chair. The exam will be open to the Mayo public. Members of the TAC should receive copies of the thesis at least three weeks prior to the final oral examination.

The Chair must be present at the defense as a real time participant. Additional, voting members of the TAC must be present in real time via physical presence or video- or teleconferencing at the final oral examination. Only one dissenting vote will be allowed for a “Pass.” Any absent voting member is considered a “Fail” vote. Passage of the final oral examination requires a minimum of four passing votes, otherwise a determination of “Fail” must be made. Thus, no more than one TAC member may be absent for the final oral examination. The final oral examination may be taken no more than once. Failing the
examination will result in dismissal. PhD appointments in MCGSBS will continue no more than 30 days beyond a successful thesis defense date.

For more details, see the Final Oral Examination-Thesis Defense Procedure on the MCGSBS Policies and Procedures intranet site.

**Final Thesis Corrections**

After the student has passed the final oral examination, the student has no more than 30 days to complete all degree requirements. The chair of the TAC must sign a form indicating he/she is satisfied that the final corrections to the thesis have been made and before the student will be cleared for graduation. MCGSBS will not certify completion of degree requirements until the final thesis has been submitted. This requirement is satisfied by uploading the final thesis into ProQuest for publication with the option of adding a publication hold if needed. If a student does not wish to have their thesis published, they must submit a PDF version of the final thesis to the graduate school by their student end date.

**Graduation**

Students are granted degrees four times a year (3rd Friday except in May it is the date of commencement): February, May, August, and November. The May date involves a formal ceremony as part of the Mayo Clinic graduation exercises in conjunction with MCSOM. No ceremony is held in February, August, and November, but students who graduate at one of these times are encouraged to participate in the May ceremony.

Students are allowed no more than 30 days to complete Ph.D. degree requirements after a successful thesis defense. Students should also keep in mind that Ph.D. appointments in MCGSBS will continue no more than 30 days beyond a successful thesis defense when scheduling the thesis defense. If a student does not meet the thesis deadline, they will be required to re-defend their thesis.

<table>
<thead>
<tr>
<th>To graduate in</th>
<th>Defend by:</th>
<th>All Post-Defense Requirements Due by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Defend by January 1</td>
<td>January 31</td>
</tr>
<tr>
<td>May</td>
<td>Defend by April 1</td>
<td>May 1</td>
</tr>
<tr>
<td>August</td>
<td>Defend by July 1</td>
<td>July 31</td>
</tr>
<tr>
<td>November</td>
<td>Defend by October 1</td>
<td>November 1</td>
</tr>
</tbody>
</table>
The M.D.-Ph.D. program is a highly competitive program for students with exceptional academic records and previous research experience. Both the M.D. and Ph.D. degrees may be earned in an integrated seven-to eight-year program. Students follow the Mayo Clinic Alix School of Medicine (MCASOM) curriculum for two years. Step 1 of the United States Medical Licensing Examination (USMLE) must be taken by the end of the second year and a passing score must be documented before entry into the Ph.D. phase of the dual degree. Students then begin Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS) training. The advanced course work in the track and the thesis research are undertaken and usually completed in the next three to four years. During the final two years, students complete the MCASOM curriculum.

The elements of the Ph.D. training for students enrolled in the M.D.-Ph.D. program are generally the same as those for non-M.D.-Ph.D. candidates, except for laboratory rotations. M.D.-Ph.D. students are required to take the following courses:

**Core Courses**
- CORE 6000 Responsible Conduct of Research
- CORE 6100 Chemical Principles of Biological Systems (all tracks except BMEP)
- CORE 6150 Genome Biology
- CORE 6300 Molecular Biophysics (required for BMEP)
- MGS 5000 Fundamental Skills (required starting with 2021 G1s)

**Intermediate and Advanced Quantitative Biology Courses- 2 courses required** (not required for BMEP)
- BMB 6000 Biological Macromolecule
- BMEP 6305 Seminars in Machine Learning
- BMEP 6350 Advanced Concepts in Molecular Biophysics
- CORE 6300 Molecular Biophysics
- CTSC 5400 Introduction to Bioinformatics Concepts and Core Technologies for Individualized Medicine Approaches
- CTSC 5600 Statistics in Clinical and Translational Research
- CTSC 5602 Utilizing Statics in Clinic Research
- CTSC 5610 Introductory Statistical Methods II
- CTSC 5650 Survival Analysis
- CTSC 5740 Systematic Reviews and Meta-Analyses
- CTSC 6160 Case Studies in Precision Medicine
- MPET 6450 Applied Data Science and Artificial Intelligence in Pharmacology
- MPET 6813 Tutorial in Systems Pharmacology

**M.D.-Ph.D. Electives- both required**
- MDPH 5150 Medical Scientist Survival Skills I
- MDPH 5200 Medical Scientist Survival Skills II

**Weekly M.D.-Ph.D. Conference** – required to register each year during the Ph.D. phase of the program:
- MDPH 5300 Weekly MD-PhD Conference

**Submission of a fellowship application.** All M.D.-Ph.D. students will work with their Mentors to prepare and submit an application for an F30 or equivalent fellowship before their 48th month in the program. Submission of a fellowship application is a program requirement.
Clinical Experience Elective Course. For MD-PhD students in the research years to maintain focused clinical training after they have taken CLNX 7640 (MD-PhD Clinical Experience) twice for credit through MCASOM.

MDPH 6100   MD-PhD Clinical Experience

Senior Post Graduate MD-PhD Research Experience. For students who have completed all PhD requirements, completed all required medical school courses and electives and would like to return to the laboratory to work on a new project with a new laboratory mentor or complete a promising project that was started with their original mentor.

MDPH 6200   Senior Post Graduate MD/PhD Research Experience

Track Requirements

M.D.- Ph.D. students must complete all track-required courses, journal clubs and seminars; however, there are exceptions allowed for track electives and MCGSBS laboratory rotations. As a result of these exceptions, M.D.-Ph.D. students are allowed to take less than the standard 66 credits.

- Track electives are fulfilled by first and second year medical school coursework.
- Laboratory rotations are satisfied by completing 2 or 3 one-month, full-time rotations. It is recommended that one rotation be completed before entering medical school, the second between the first and second years of medical school, and the third (optional) between medical school and graduate school (after taking USMLE Step 1).

MDPH 5000   Laboratory Rotation for M.D.-Ph.D. Students (4 weeks)

Waived Courses

CORE 6050   Critical Thinking & Writing – waived for M.D.-Ph.D. students in the Biomedical Engineering and Physiology and Neuroscience tracks.

CORE 6200   Basic Graduate Immunology – waived for M.D.-Ph.D. students in the Immunology and Virology & Gene Therapy tracks

CORE 6510   Molecular Mechanisms of Human Disease – waived for M.D.-Ph.D. students in the Clinical and Translational Science Track

BMGP 6700   Physiology from Cells to Organisms – waived for M.D.-Ph.D. students in the Biomedical Engineering and Physiology Track (and students with existing MD if pass WQE)

MPET 5808   Introduction to Molecular Pharmacology – waived for M.D.-Ph.D. students in the Molecular Pharmacology and Experimental Therapeutics track

M.D.-Ph.D. candidates are expected to submit to the MCGSBS office the composition of their Thesis Advisory Committee (TAC) within 90 days of selecting a mentor. The thesis advisory committee must include a member of the M.D.-Ph.D. Executive Committee, either as a voting member or an ex-officio member.
Biochemistry and Molecular Biology (BMB) – Ph.D. Degree

John R. Hawse, IV, Ph.D., Program Director
Jason D. Doles, Ph.D., Associate Program Director

Biochemistry and Molecular Biology Track:
Biochemistry and Structural Biology (BSB) | Cell Biology (CBG) | Genetics | Cancer Biology (CB)

Course Work
The curriculum for the Predoctoral degree consists of 68 credits, which can include a maximum of 24 Research credits. (Matriculants prior to 2020 have 42 credit requirement, not counting Research credit.)

CORE Courses (12 credits required)
CORE 6000 Responsible Conduct of Research ................................................................. 1 cr.
CORE 6100 Chemical Principles of Biological Systems ....................................................... 3 cr.
CORE 6150 Genome Biology ................................................................................................. 3 cr.
CORE 6250 Molecular Cell Biology ...................................................................................... 3 cr.
MGS 5000 Fundamental Skills (required for 2021 matriculants and forward) .................. 2 cr.

Lab Rotations (6 credits maximum, a minimum of 3 rotations)
MGS 5102 Lab Rotations (8 weeks) ..................................................................................... 2 cr.
M.D.-Ph.D. students satisfy this requirement with three one-month full-time rotations.

Track Requirements (8 credits required)
BMB 5200 BMB Works in Progress (1 cr./yr.)* ................................................................. 2 cr.
BMB 6500 BMB Journal Club (1 cr./yr.)** ........................................................................ 4 cr.
BMB 6900 BMB Thesis Proposal ......................................................................................... 2 cr.

*Two credits maximum. Students must attend all years enrolled in the program and present annually from Year 2. At least 70% attendance is required. **Four credits maximum. Students must attend all years enrolled in the program and present annually at the journal club and also attend the associated BMB Seminar. At least 70% attendance is required at both the journal club and seminar.

Intermediate and Advanced Courses (18 credits required)
Any courses approved for graduate credit.

Journal Clubs (maximum of 4 credits)
Any graduate school approved Journal Clubs.
Courses to be selected in consultation with your thesis mentor.

Research (minimum 24 credits required)
MGS 6890 Predoctoral Research (3 cr./qtr x minimum 8 terms)
Must enroll every quarter once a thesis laboratory is selected for remainder of program.
Directed research projects under the supervision of a faculty mentor.

Qualifying Exams and Thesis Research
Students are expected to complete their rotations and select the laboratory for their thesis studies within six months of joining the program.

Written Qualifying Exam
Written qualifying exam: Students take the written qualifying exam at the end of the first year. The exam is a one-day exam held at the beginning of July. The exam consists of demonstrating critical evaluation
and understanding of two published primary research papers relevant to the broad field of Biochemistry and Molecular Biology as covered in the core courses CORE 6100, CORE 6150 and CORE 6250 as well as the intermediate courses, CORE 6400 and BMB 5000. Three sets of papers reflecting the three areas of emphasis of the track: BSB, CBG and CB, will be made available to the students three days before the exam, and the student then selects two papers from which a series of specific questions are answered. The questions will cover foundation of knowledge in addition to synthesis of concepts. The exam is prepared and graded by the faculty and a pass rate of 70% is required for successful completion of the exam.

**Oral Qualifying Exam**
Students are expected to take the oral qualifying exam as soon as possible, typically during the end of the second or beginning of the third year. This exam includes a thesis proposal and it is presumed that preliminary data in support of the project will be in hand. Concerns pertaining to the timing of this exam should be directed to BMB Track leadership. Before taking the exam, the student must prepare a final version of their thesis proposal and circulate it to their thesis committee at least two weeks before the examination. The thesis proposal serves as a springboard for faculty to probe the student’s background knowledge, ability to propose and defend hypotheses, and design experiments to test these hypotheses. The oral qualifying exam committee must conform to MCGSBS requirements and be approved by the program director.

**Thesis Proposal**
The written thesis proposal now matches the new format of NIH R01 grants and, hence, is limited to 14 pages, including illustrations but not including references. In the student’s own words, the proposal should outline the rationale for the proposed project and how it is to be executed. The proposal is subdivided into the following sections.

- **Abstract**: Summary of your project (1 page).
- **Specific Aims**: Describe briefly the aims of your project and hypotheses (1 page).
- **Significance**: Put your project into context with what is known about this area of biology and show the importance of the questions you are asking (2-3 pages).
- **Innovation**: How is the project you are proposing novel and groundbreaking (~1 page).
- **Approach**: Describe what you plan to do and how you plan to do it. Include preliminary data for each aim that sets the scene and supports your hypotheses (8-10 pages).

Reflecting the importance the track puts on the quality of this document and the role it plays in planning your thesis studies, 2 credits are given for preparing and defending the proposal.
Biomedical Engineering and Physiology (BMEP) – Ph.D. Degree

Carlos B. Mantilla, M.D., Ph.D., Program Director
Armando Manduca, Ph.D., Associate Program Director

Biomedical Engineering and Physiology has four major areas of emphasis:
Biomechanics | Biomedical Imaging | Molecular Biophysics | Physiology

Course Work
The curriculum for the Predoctoral degree consists of 71 or 72 credits (depending on emphasis chosen), which can include a maximum of 24 Research credits. (Matriculants prior to 2020 have 46 or 47 credit requirement, not counting Research credits.)

CORE Courses (8 credits required)
CORE 6000  Responsible Conduct of Research ................................................................. 1 cr.
CORE 6050  Critical Thinking and Scientific Writing ......................................................... 2 cr.
CORE 6300  Molecular Biophysics ......................................................................................... 3 cr.
MGS  5000  Fundamental Skills (required for 2021 matriculants and forward) ............... 2 cr.

Track Requirements (24 credits required)
BMEP 5200  Mathematics in Biomedical Engineering and Physiology ....................... 4 cr.
BMEP 5452  Biomechanics ...................................................................................................... 3 cr.
BMEP 5704  Bio-Instrumentation and Signal Processing .................................................... 3 cr.
BMEP 5800  Introduction to Medical Imaging ........................................................................ 6 cr.
BMEP 6600  Biomedical Engineering and Physiology Seminars ..................................... 1 cr.
BMEP 6650  BMEP Journal Club .......................................................................................... 1 cr.
*BMEP 6700  Physiology from Cells to Organism .............................................................. 6 cr.
*M.D.-Ph.D. students may exclude these in accordance with M.D.-Ph.D. requirements.
Also waived for students matriculating with an MD degree, contingent upon passing WQE.

Lab Rotations (6 credits maximum, a minimum of 3 rotations)
MGS 5102  Lab Rotations (8 weeks) ..................................................................................... 2 cr.
M.D.-Ph.D. students satisfy this requirement with three one-month full-time rotations.

Research (minimum 24 credits required)
MGS 6890  Predoctoral Research (3 cr./qtr x minimum 8 terms)
Must enroll every quarter once a thesis laboratory is selected for remainder of program.
Directed research projects under the supervision of a faculty mentor.

Emphasis Requirements (10 or 11 credits required)

Biomechanics Emphasis (10 credits required)
BMEP 5250  Anatomy for Biomedical Engineering & Physiology .................................. 2 cr.
BMEP 5453  Fundamental Concepts in Biomechanics ....................................................... 3 cr.
BMEP 5802  Advanced Principles of Biomechanics ............................................................ 3 cr.
BMEP 6710  Numerical Methods in Biomedical Research .................................................. 3 cr.
BMEP 6840  Laboratory Methods in Biomechanics ............................................................ 2 cr.
BMEP 6857  Tutorial in Cellular Mechanics ....................................................................... 2 cr.
BMEP 6861  Tutorial in Skeletal Muscle Physiology ............................................................ 2 cr.
### Biomedical Imaging Emphasis (minimum of 11 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BMEP 5100</td>
<td>Radiological Health</td>
<td>2 cr.</td>
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<tr>
<td>BMEP 5160</td>
<td>Radiation Physics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BMEP 5250</td>
<td>Anatomy for Biomedical Engineering &amp; Physiology</td>
<td>2 cr.</td>
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<tr>
<td>BMEP 5460</td>
<td>Finite Element Methods</td>
<td>3 cr.</td>
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<tr>
<td>BMEP 5550</td>
<td>Image Guided Procedures in Biomedical Applications</td>
<td>4 cr.</td>
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<tr>
<td>BMEP 5740</td>
<td>Magnetic Resonance Imaging Systems</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BMEP 6100</td>
<td>Medical Health Physics</td>
<td>2 cr.</td>
</tr>
<tr>
<td>BMEP 6151</td>
<td>Radiation Oncology Physics</td>
<td>3 cr.</td>
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<tr>
<td>BMEP 6302</td>
<td>Tutorial in Ultrasonic Imaging</td>
<td>2 cr.</td>
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<tr>
<td>BMEP 6304</td>
<td>Tutorial in Physiological Imaging</td>
<td>2 cr.</td>
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<tr>
<td>BMEP 6305</td>
<td>Seminars in Machine Learning</td>
<td>1 cr.</td>
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<tr>
<td>BMEP 6490</td>
<td>Advanced Topics in Biomedical Image Processing</td>
<td>3 cr.</td>
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<tr>
<td>BMEP 6500</td>
<td>Special Topics in Imaging Science</td>
<td>2 cr.</td>
</tr>
<tr>
<td>BMEP 6704</td>
<td>Digital Signal Processing I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BMEP 6705</td>
<td>Digital Signal Processing II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BMEP 6710</td>
<td>Numerical Methods in Biomedical Research</td>
<td>3 cr.</td>
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<tr>
<td>BMEP 6720</td>
<td>Deep Learning for medical Resonance Imaging</td>
<td>3 cr.</td>
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<tr>
<td>BMEP 6730</td>
<td>Laboratory Methods in Magnetic Resonance Imaging</td>
<td>2 cr.</td>
</tr>
<tr>
<td>BMEP 6740</td>
<td>Advanced Topics in Magnetic Resonance Imaging</td>
<td>3 cr.</td>
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<tr>
<td>BMEP 6750</td>
<td>Magnetic Resonance Technical Seminar</td>
<td>1 cr.</td>
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<tr>
<td>BMEP 6770</td>
<td>Fuzzy Logic Theory and Applications</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BMEP 6853</td>
<td>Readings in Biomedical Engineering</td>
<td>2 cr.</td>
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### Molecular Biophysics Emphasis (minimum of 11 credits required)

**CORE 6100** Chemical Principles of Biological Systems ........................................ 3 cr.

Choose at least one:

- **CORE 6450** Molecular Pharmacology and Receptor Signaling ........................................ 3 cr.
- **BMEP 6350** Advanced Concepts in Molecular Biophysics ........................................ 4 cr.

**Additional Courses** - Choose at least three of the following:

- **BMB 6100** Macromolecular Structure and Dynamics .................................................. 2 cr.
- **BMB 6050** Biological Kinetics .................................................................................. 3 cr.
- **CORE 6150** Genome Biology ....................................................................................... 3 cr.
- **CORE 6250** Molecular Cell Biology ............................................................................ 3 cr.
- **CORE 6400** Molecular Genetics .................................................................................. 3 cr.

### Physiology Emphasis (10 credits required)

**BMEP 6830** Laboratory Methods in Physiology ......................................................... 2 cr.

**Additional Courses**:

Choose at least three of the following:

- **BMEP 6000** Tutorial in Exercise Physiology ............................................................ 2 cr.
- **BMEP 6300** Tutorial in Neurophysiology .................................................................... 3 cr.
- **BMEP 6855** Tutorial in Cardiovascular Physiology .................................................... 3 cr.
- **BMEP 6856** Tutorial in Respiratory Physiology ......................................................... 3 cr.
- **BMEP 6858** Tutorial in Smooth Muscle Physiology .................................................... 2 cr.
- **BMEP 6859** Tutorial in Renal Physiology .................................................................... 2 cr.
- **BMEP 6860** Tutorial in Endocrine Physiology ............................................................ 2 cr.
- **BMEP 6861** Tutorial in Skeletal Muscle Physiology ................................................... 2 cr.
- **BMEP 6862** Tutorial in Neuromotor Control Physiology ........................................... 2 cr.
Qualifying Exams and Thesis Research
During the first two years of the program, each student is expected to select a laboratory and thesis mentor. This occurs largely as a result of lab rotations. By the beginning of the second year all students should select an area of emphasis. Students may combine areas. At the beginning of the second year, all students must take and satisfactorily pass a comprehensive qualifying exam, consisting of both written and oral components. The written qualifying exam focuses on required core curriculum courses taken in the first year and tests the conceptual integration of material in these courses. The oral qualifying exam will include a presentation of proposed research and tests the synthesis of course work and research interests.

During the second year of the program it is expected that all students will have selected thesis mentor and a Thesis Advisory Committee with approval of the Biomedical Engineering & Physiology Education Committee. Students must have their first thesis committee meeting by March of their 3rd year.

Each student is expected to meet with their TAC at least twice a year to discuss progress towards their dissertation research. The TAC will decide when the research has progressed sufficiently so that a dissertation can be written, and the student will then write their dissertation and publicly defend it.
Clinical and Translational Science (CTS) – Ph.D. Degree

Anthony J. Windebank, M.D., Program Director
Felicity T. Enders, Ph.D., Associate Program Director

Course Work
The curriculum for the Predoctoral degree consists of 68 credits, which can include a maximum of 24 Research credits. (Matriculants prior to 2020 have 42 credit requirement, not counting Research credit.)

CORE Courses (14 credits required)
CORE 6000 Responsible Conduct of Research ................................................................. 1 cr.
CORE 6050 Critical Thinking and Scientific Writing* ......................................................... 2 cr.
CORE 6100 Chemical Principles of Biological Systems ...................................................... 3 cr.
CORE 6150 Genome Biology ............................................................................................... 3 cr.
*CORE 6510 Molecular Mechanisms of Human Disease .................................................. 3 cr.
MGS 5000 Fundamental Skills (required for 2021 matriculants and forward) ................ 2 cr.

*Clinical and Translational Science M.D.-Ph.D. students may exclude this in accordance with M.D-Ph.D. requirements.

Lab Rotations (6 credits maximum, a minimum of 3 rotations)
The track education committee will guide students to a minimum of one rotation each in laboratory-based translational research (wet bench); patient-based translational research (human studies, clinical trials, CRU-based); and population-based translational research (epidemiology, statistics, health outcomes, biomedical ethics, community engagement).

MGS 5102 Lab Rotations (8 weeks) ...................................................................................... 2 cr.
M.D.-Ph.D. students satisfy this requirement with three one-month full-time rotations.

Track Requirements (15 credits required)
CTSC 5010 Clinical Research Proposal Development .......................................................... 2 cr.
CTSC 5020 Regulatory Issues in Clinical Research ............................................................... 1 cr.
CTSC 5370 Introduction to Epidemiology ........................................................................... 2 cr.
CTSC 5600 Statistics in Clinical and Translational Research ............................................. 2 cr.
CTSC 5602 Utilizing Statistics in Clinical Research ............................................................. 1 cr.
CTSC 5720 Clinical Trials: Design and Conduct ................................................................. 1 cr.
CTSC 6110 CTS Works in Progress ..................................................................................... 1 cr.
(Students gain credit only for quarters in which they present. Minimum one credit required.)
CTSC 6120 Case Studies in Translation .............................................................................. 2 cr.
CTSC 6130 CTS Journal Club .............................................................................................. 1 cr.
CTSC 5100 Writing and Publishing High Impact Research Manuscripts ................................ 1 cr.
CTSC 5110 Write Winning Grant Proposals ....................................................................... 1 cr.
(Students gain credit only for quarters in which they present. Minimum one credit required.)

Research (minimum 24 credits required)
MGS 6890 Predoctoral Research (3 cr./qtr x minimum 8 terms)
Must enroll every quarter once a thesis laboratory is selected for remainder of program.
Directed research projects under the supervision of a faculty mentor.
Advanced and Elective Courses (9 credits required)
Sixty-six credits are required for graduation. In addition to the core and track requirements, courses should be selected after consultation between the student, their mentor, and the program director/associate program director. Depending on the student’s area of concentration (laboratory, patient or population-based translational science) additional advanced courses will be selected from either CTSC track courses or MCGSBS core courses in the basic science disciplines.

Qualifying Exams and Thesis Research
Written Qualifying Examination (WQE)
The written qualifying examination tests your breadth of biomedical knowledge, as well as your analytical and critical reasoning skills. This examination must be completed before the end of your second year in the program. The CTS predoctoral programs education coordinator will assist you in selecting a date to take it.

For the WQE, students are given two sets of very recently published manuscripts. The student will review the manuscripts and choose one set as the basis in developing a research question. The examination consists of writing an NIH-formatted research proposal based on the student’s question. Students are given 72 hours to complete this exam. Generally, the subject matter is outside of the student’s area of research training.

These courses must be completed before you take the exam:
- CORE 6000 Responsible Conduct of Research
- CORE 6050 Critical Thinking and Writing
- CORE 6100 Chemical Principles of Biological Systems
- CORE 6150 Genome Biology
- CORE 6510 Mechanisms of Human Disease
- CTSC 5010 Clinical Research Proposal Development
- CTSC 5020 Regulatory Issues in Clinical Research
- CTSC 5370 Introduction to Epidemiology
- CTSC 5600 Statistics in Clinical Research
- CTSC 5602 Utilizing Statistics in Clinical Research
- CTSC 5720 Clinical Trials: Design and Conduct

Oral Qualifying Examination (OQE)
For the oral qualifying examination, students submit a written thesis proposal and defend their thesis research proposal to the Oral Qualifying Exam Committee. The proposal should summarize the goals, methods, and rationale for the research project. The specific guidelines for the form of this proposal are available from the CTS predoctoral education coordinator. This proposal must be submitted to the oral qualifying exam committee at least one week prior to the examination. The oral examination is composed of two or three parts. The first part will be an oral presentation by the student of their proposal; the second part will be a discussion between the student and the committee about this proposal.

If there were any conditional elements or weaknesses identified at the time of the written qualifying exam, the committee may then add a third part to the examination which will include a wide-ranging discussion of either the area of deficiency or course work material covered by the student during the first two years. Students will be notified after their written qualifying examination whether this third component should be expected during the oral qualifying exam.
Pre-Thesis Advisory Committee (Pre-TAC)
CTS students are strongly advised to form a pre-TAC by the end of their first year after their mentor selection to support their experiential training. This will prepare students for the formation of their formal TAC. The pre-TAC will help the student and mentor identify key team members for an official TAC and formulate specific aims that will form the basis of the student’s thesis proposal moving forward.

Thesis Advisory Committee
The student, their thesis mentor and the CTS predoctoral program director/associate director will establish a formal TAC to monitor the student’s thesis research progress. This should be established no later than the beginning of the student’s second year. The student’s adviser is chair of the committee. Students are required to meet with their thesis advisory committee at least once every six months. At the meetings, the student will present progress on his, her, or their thesis project. The committee will offer advice, and an evaluation of the student’s progress will be discussed with the student at the end of the meeting.

Thesis proposal
Students must complete a written thesis proposal, presentation and thesis committee discussion of their proposal. This requirement may be accomplished during the oral qualifying examination or at a separate committee meeting for this purpose. The student’s TAC must be approved prior to this committee discussion.

Publication requirement
Ph.D. thesis research must make a substantial contribution to the biomedical literature, and preparing work for publication is an important part of research training. The expectation is that thesis research will result in multiple publications. To graduate, students need to publish at least one original peer-reviewed paper on which they are first author.
Immunology (IMM) – Ph.D. Degree

Aaron J. Johnson, Ph.D., Program Director
Haidong Dong, M.D., Ph.D., Associate Program Director

Course Work
The curriculum for the Predoctoral degree consists of 68 credits, which can include a maximum of 24 Research credits. (Matriculants prior to 2020 have 42 credit requirement, not counting Research credit.)

CORE Course (12 credits required)
CORE 6000    Responsible Conduct of Research ............................................................... 1 cr.
CORE 6100    Chemical Principles of Biological Systems .................................................. 3 cr.
CORE 6150    Genome Biology ...................................................................................... 3 cr.
**CORE 6200   Basic Graduate Immunology .................................................................... 3 cr.
**CORE electives* ........................................................................................................ 6 cr.
MGS 5000    Fundamental Skills (required for 2021 matriculants and forward) ............. 2 cr.
* Ph.D. students may take any core courses approved for graduate credit as electives.
** Immunology M.D.-Ph.D. students may exclude these in accordance with M.D.-Ph.D. requirements.

Lab Rotations (6 credits maximum, a minimum of 3 rotations)
MGS 5102    Lab Rotations (8 weeks) 2 cr.
M.D.-Ph.D. students satisfy this requirement with three one-month full-time rotations.

Track Requirements (4 credits required)
During the first two years, students must take a total of four credits as follows: IMM 6863 for one credit each for each of the first and second years. The final two credits can be taken from a combination of any of the following: IMM 6862, IMM 6867 (up to 2 credits), or one credit can be from a journal club in another track.
*Immunology M.D.-Ph.D. students may fulfill this requirement by taking IMM 6863 twice for credit and MDPhD 5300 twice for credit.

IMM 6862    Current Topics in Cell Activation and Signaling ................................. 1 cr.
IMM 6863    Current Topics in Immunology ................................................................. 1 cr.
IMM 6867    *Current Topics in Clinical and Translational Immunology ............... 1 cr.
*IMM 6867 may be taken twice for credit

Track Tutorials (12 credits required)
Students are required to take the following tutorial courses.

IMM 6878    Tutorial in Innate Immunity and Immunometabolism ......................... 2 cr.
IMM 6879    Tutorial in Cellular Activation ............................................................... 2 cr.
IMM 6880    Tutorial in Immunopathology ............................................................... 2 cr.
IMM 6882    Tutorial in Mucosal Immunology ......................................................... 2 cr.
IMM 6884    Tutorial in Tumor Immunology ............................................................. 2 cr.
IMM 6885    Tutorial in the Generation and Function of B Cells ......................... 2 cr.
Electives/ Other Required CORE & Upper Level Courses  (10 credits total required)
Approximately 6 of these credits should be taken from CORE courses, while approximately 4 should be from upper-level courses. MD-PhD students are only required to take 4 elective credits from upper-level courses; these are often MD-PhD program required courses. Any group of courses offered by MCGSBS can be used to fulfill this requirement; however, students are expected to choose courses that complement their thesis work and careers. Also, the plans for elective coursework must be approved by the IMM graduate program director.
In addition, before completion of the program, all students are encouraged to attend the one week long summer course in advanced immunology sponsored by the American Association of Immunologists.

Research (minimum 24 credits required)
MGS 6890 Predoctoral Research (3 cr./qtr x minimum 8 terms)
Must enroll every quarter once a thesis laboratory is selected for remainder of program.
Directed research projects under the supervision of a faculty mentor.

Qualifying Exams and Thesis Research
By the end of the first year of the program, each student is expected to select a laboratory and thesis mentor. At the end of the second year, all students take a written and oral qualifying exam. The written exam precedes the oral exam and is administered over two consecutive half-day sessions. This exam covers fundamental Immunology, including the material taught in the core Immunology course and the six required Immunology tutorials. The exam is prepared and graded by the faculty responsible for teaching the courses.

Within two months after passing the written exam, all students must take and satisfactorily pass an oral qualifying exam, but no later than October 31 of the third year. Immunology track students are required to have five faculty members on their exam committee, the composition of which will be determined by the Immunology program director with input from the student and the mentor. The student and mentor may choose two examiners and the Immunology program director drawing from a designated pool of examiners, will choose the remaining three.

A written thesis proposal, presentation, and Thesis Advisory Committee (TAC) discussion of the proposal must be completed by the middle of the student’s third year. Immunology track degree candidates, however, are strongly encouraged to complete this requirement within two months of successfully passing the oral qualifying exam. The composition of the TAC will be determined by the Mentor with input from the student and must be approved by the Immunology program director and MCGSBS. The TAC must consist of a minimum of five faculty members; three members must have full privileges.
Molecular Pharmacology and Experimental Therapeutics (MPET) – Ph.D. Degree

Richard Weinshilboum, M.D., Program Co-Director
Liewei Wang, M.D., Ph.D., Program Co-Director

Course Work
The curriculum for the Predoctoral degree consists of 68 credits, which can include a maximum of 24 Research credits. (Matriculants prior to 2020 have 42 credit requirement, not counting Research credit.)

CORE Courses (15 credits, all required courses)
- CORE 6000   Responsible Conduct of Research ................................................................. 1 cr.
- CORE 6100   Chemical Principles of Biological Systems ..................................................... 3 cr.
- CORE 6150   Genome Biology ............................................................................................. 3 cr.
- CORE 6250   Molecular Cell Biology .................................................................................... 3 cr.
- CORE 6450   Molecular Pharmacology and Receptor Signaling .......................................... 3 cr.
- MGS 5000    Fundamental Skills (required for 2021 matriculants and forward) ...................... 2 cr.

Lab Rotations (6 credits maximum, a minimum of 3 rotations)
- MGS 5102   Lab Rotations (8 weeks) ..................................................................................... 2 cr.
M.D.-Ph.D. students satisfy this requirement with three one-month full-time rotations.

Track Requirements (12 credits required)
- MPET 5100  Pharmacology Seminar Series (required attendance; no credit)
- MPET 5808* Introduction to Molecular Pharmacology ........................................................... 4 cr.
- MPET 6800  Research Seminars in Pharmacology (1 cr./yr.) .................................................... 4 cr.
- MPET 6805  Drug Metabolism and Pharmacogenomics ............................................................. 2 cr.
- CTSC 5600  Statistics in Clinical and Translational Research .................................................. 2 cr.
*MPET M.D.-Ph.D. students may exclude in accordance with M.D.-Ph.D. requirements.

Track Tutorials (6 credits required or 3 tutorials required)
- MPET 6400  Introduction to Principles of Pharmacokinetics ................................................ 2 cr.
- MPET 6450  Applied Data Science and Artificial Intelligence in Pharmacology ................. 2 cr.
- MPET 6655  Mechanisms of Cell Growth and Death ............................................................... 2 cr.
- MPET 6811  Tutorial in Cardiovascular Pharmacology .......................................................... 2 cr.
- MPET 6812  Tutorial in Molecular Pharmacology and Receptor Signaling ............................. 1 cr.
- MPET 6813  Tutorial in Systems Pharmacology ................................................................. 2 cr.
- MPET 6814  Cellular Pharmacology of Agents that Target Cancer .................................... 2 cr.
- MPET 6815  Neurobehavioral Pharmacology ....................................................................... 2 cr.
- MPET 6820  Regenerative Medicine ..................................................................................... 2 cr.

Electives (5 credits required)
Any courses approved for graduate credit; select in consultation with your thesis mentor.

Research (minimum 24 credits required)
- MGS 6890   Predoctoral Research (3 cr./qtr x minimum 8 terms)
Must enroll every quarter once a thesis laboratory is selected for remainder of program.
Directed research projects under the supervision of a faculty mentor.
Qualifying Exams and Thesis Research

Written qualifying exam: Ph.D. students can take the written qualifying exam at the end of the first or second year, but no later than September 30 of the third year. M.D.-Ph.D. students must take the written qualifying exam before December 31 of the second year. The written exam covers the fundamentals of pharmacology, including the material covered in Molecular Pharmacology and Receptor Signaling (CORE 6450), Introduction to Molecular Pharmacology (MPET 5808), Drug Metabolism and Pharmacogenomics (MPET 6805) as applied in a laboratory setting. In addition, each student is asked to write an “NIH-style grant” based on data in a recent research article in one of the fields of molecular pharmacology. The exam is prepared and graded by the faculty.

Oral qualifying exam: The oral qualifying exam must be taken by December 31 of the student’s third year. In this exam, students orally present a preliminary thesis proposal, which serves as a springboard for faculty to probe the student’s background knowledge, ability to propose hypotheses, and design experiments to test hypotheses. The oral qualifying exam committee must conform to the MCGSBS requirements and be approved by the program director.

Thesis proposal: A written thesis proposal in the format of an NIH R01 grant must be presented to your Thesis Advisory Committee within two months of completing the oral qualifying exam. The proposal should be divided into the following sections:

- **Abstract:** Summary of your project.
- **Specific Aims:** Describe briefly the aims of your project and hypotheses.
- **Significance and Innovation:** Put your project into context with what is known about this area of biology and show the importance of the questions you are asking.
- **Approach:**
  A. Background and Preliminary Data: Describe the results you (and others) have obtained, in your host laboratory (and in collaboration), that set the scene for your proposal and supports your hypotheses.
  B. Rationale: Here, you summarize AGAIN your key background and preliminary data facts, and say why they support your hypothesis and approach. Explain why in general you chose your particular specific aims/experiments/approach to test your hypothesis.
  C. Research Plan: Describe what you plan to do and how you plan to do it. Break this down by specific aims. Include expected outcomes and potential pitfalls for each aim.
Neuroscience (NSC) – Ph.D. Degree

Owen A. Ross, Ph.D., Program Director, Mayo Clinic in Florida
Long-Jun Wu, Ph.D., Associate Program Director, Mayo Clinic in Rochester
Wolfdieter Springer, Ph.D., Associate Program Director, Mayo Clinic in Florida
John D. Fryer, Ph.D., Associate Program Director, Mayo Clinic in Arizona

Course Work
The curriculum for the Predoctoral degree consists of 68 credits, which can include a maximum of 24 Research credits. (Matriculants prior to 2020 have 42 credit requirement, not counting Research credit.)

CORE Courses (15 credits required)
CORE 6000 Responsible Conduct of Research ................................................................. 1 cr.
CORE 6050* Critical Thinking and Scientific Writing ......................................................... 2 cr.
CORE 6051 Scientific Writing Part II .................................................................................. 1 cr.
CORE 6100 Chemical Principles of Biological Systems .................................................... 3 cr.
CORE 6150 Genome Biology .............................................................................................. 3 cr.
CORE 6250 Molecular Cell Biology .................................................................................... 3 cr.
MGS 5000 Fundamental Skills (required for 2021 matriculants and forward) ...................... 2 cr.
*Neuroscience M.D.-Ph.D. students may exclude in accordance with M.D.-Ph.D. requirements.

Lab Rotations (6 credits maximum, a minimum of 3 rotations)
MGS 5102 Lab Rotations (8 weeks) .................................................................................... 6 cr.
M.D.-Ph.D. students satisfy this requirement with three one-month full-time rotations.

Track Requirements (21 credits required)
NSC 6210 Neurobiology of Disease .................................................................................... 3 cr.
NSC 6310 Methods in Neuroscience Research .................................................................. 2 cr.
NSC 6250 Skills for Effective Presentations ...................................................................... 2 cr.
NSC 6401 Practical Neuroanatomy .................................................................................... 2 cr.
NSC 6600 Neuroscience Journal Club (1 cr. / yr.)* .............................................................. 2 cr.
NSC 6650 Works in Progress (1 cr. / yr.)* .......................................................................... 2 cr.
NSC 6857 Systems Neuroscience and Behavior ............................................................... 3 cr.
NSC 6862 Molecular and Cellular Neuroscience ................................................................ 3 cr.
NSC 6900 NBD Thesis Proposal ....................................................................................... 2 cr.
*Two credits maximum.

Suggested Electives (2 credits required)
NSC 5600 Behavioral Neurology ....................................................................................... 2 cr.
BMEP 6300 Tutorial in Neurophysiology ......................................................................... 3 cr.
MPET 6820 Regenerative Medicine .................................................................................. 2 cr.
CORE 6200 Basic Graduate Immunology ......................................................................... 3 cr.
CORE 6400 Molecular Genetics ....................................................................................... 3 cr.
CORE 6450 Molecular Pharmacology and Receptor Signaling ........................................ 3 cr.

Research (minimum 24 credits required)
MGS 6890 Predoctoral Research (3 cr./qtr x minimum 8 terms)
Must enroll every quarter once a thesis laboratory is selected for remainder of program.
Directed research projects under the supervision of a faculty mentor.
Sixty-six credits are required for graduation. In addition to the core and track requirements, additional courses should be selected after consultation between the student and their mentor. Any courses offered by the MCGSBS may be taken for elective credit.

**Thesis Mentor**
Ideally, you will have identified a thesis mentor by the end of your third rotation. However, additional rotations can be performed if necessary. If you have not identified a thesis mentor after three rotations, you should meet with the program director to discuss any problems/concerns you may have experienced during your rotations and to discuss the identification of another rotation. If you are unable to choose a mentor after 5 rotations you must resign from the program.

**Thesis Advisory Committee**
You should form your thesis advisory committee within 90 days of selecting your mentor and joining their lab. This committee has a minimum of 5 members who should be identified with the help of your thesis mentor. The committee composition must be approved by the program director. In consultation with your mentor you should select one committee member other than your mentor to serve as the chair of this committee and they must, therefore, have full graduate faculty privileges. Overall, three of the committee members must have full graduate privileges, two of the members must have successfully mentored a student to degree, and two members must be from your degree track. This committee is intended to help you become a successful scientist – as such, and due to the natural evolution of Ph.D. research projects, the committee composition may change over time. Any changes should be discussed thoroughly with your thesis mentor and approved by the program director. Appropriate paperwork for the committee roster must be filed within 90 days of selecting your thesis mentor.

**First TAC Meeting:** Your first TAC meeting should occur within 90 days of selecting your thesis lab. At this meeting you will introduce your committee to your proposed thesis project area and should include the hypothesis, specific aims, and experimental objectives that you intend to accomplish during your Ph.D. research. Your committee will discuss your intentions and determine whether they represent an appropriate starting point for your thesis research. The initial thesis proposal is not a contract between you and the committee – all Ph.D. projects evolve in response to actual experimentation and your final thesis research may differ substantially from your original proposal. Likewise, your committee may modify their expectations and requirements throughout the course of your thesis research. An important aspect of successful Ph.D. training is constant communication with your thesis committee.

**Qualifying Exams and Thesis Research**

**Written Qualifying Exam**
Neuroscience students will meet the requirement of the written qualifying exam by preparing a submission-ready pre-doctoral grant application (F31 or equivalent) by the end of fall quarter, year 2. Students will receive ample instruction into the format and expected content of the proposal during CORE6050/6051 the scientific writing courses. All pre-doctoral grants will be reviewed by faculty for quality before a passing grade is conferred. Completion of an acceptable pre-doctoral grant will constitute a passing grade on the written qualifying exam. All students are required to submit the application to a funding agency during the following calendar year (January-December/Yr2-3).

**Oral Qualifying Exam**
The oral qualifying exam is a critical step on the road to acquiring the Ph.D. You are strongly encouraged to discuss the oral exam with the program director or educational coordinator well in advance of the end of your 6th quarter.
Timing: The graduate school formally allows students to delay their oral exam until the end of the 2nd year. While this remains an option, Oral qualifying exams should be scheduled no earlier than the 5th quarter, but before the end of your 8th quarter (basically towards the end of your second year). Students will disseminate their Thesis Proposal (F31 or equivalent grant application prepared for the written qualifying exam) to members of their oral exam committee at least 3 weeks before the exam. This document will be used as the basis for your oral exam. Paperwork must be submitted with the graduate school at least three weeks before the scheduled exam.

Committee Composition: The oral exam committee usually mirrors your TAC and includes a minimum of 4 members chosen for their expertise in the general area of research relevant to the student’s proposal. The oral exam committee will always include two designated examiners, one of whom should be a member of the NSC Education Committee in order to ensure that all candidates meet a standard level of general background knowledge and to ensure that each candidate is tested fairly on the basis of their readiness for advancement to candidacy, rather than upon the quality of their preliminary data, the nature of their research project, or the influence of their faculty mentor. All members must be approved by the program director and site-specific associate director and should be selected after extensive discussion between the student and their faculty mentor.

Exam Format: The exam will be driven by a well-written, in-depth F31-like proposal focused upon the student’s general research area. The oral exam will emphasize general neuroscience knowledge, the ability to generate hypotheses, the ability to “think on your feet”, and the ability to diagram and explain scientific concepts (a “chalk talk” format). The exam will also probe the depth of knowledge specific to the proposed area of research. Ultimately, any aspect of scientific thinking and general scientific knowledge is fair game, but the intention of this exam is not to trick or confuse but rather to provide a fair and supportive environment in which each student can prove their readiness for advancement to candidacy.

Fellowships

All eligible students are required to apply for pre-doctoral funding via the National Research Service Award (NRSA) mechanism (F31) or equivalent. The written qualifying exam and thesis proposal format is intended to assist in the preparation of a competitive NRSA application. Further information is available at http://grants.nih.gov/training/nrsa.htm or the Publication Requirement Policy.

Lab Changes

Changes in thesis mentor are strongly discouraged after the 6th quarter. If changes are requested after this time they will be approved at the discretion of the program director and School.
Regenerative Sciences (REGS) – Ph.D. Degree

Isobel A. Scarisbrick, Ph.D., Program Director
Quinn P. Peterson, Ph.D., Associate Program Director – Rochester Campus
Clifford D. Folmes, Ph.D., Associate Program Director – Arizona Campus
Joy V. Wolfram, Ph.D., Associate Program Director – Florida Campus

Course Work
The curriculum for the Predoctoral degree consists of **68 credits**, which can include a maximum of 24 Research credits.

CORE Courses (14 credits required)
- **CORE 6000** Responsible Conduct of Research ......................................................... 1 cr.
- **CORE 6100** Chemical Principles of Biological Systems ........................................... 3 cr.
- **CORE 6150** Genome Biology .................................................................................. 3 cr.
- **CORE 6250** Molecular Cell Biology ......................................................................... 3 cr.
- **CORE 6050** Critical Thinking and Scientific Writing* .............................................. 2 cr.
- **MGS 5000** Fundamental Skills *(required for 2021 matriculants and forward) .......... 2 cr.
*Regenerative Sciences M.D.-Ph.D. students may exclude this in accordance with M.D-Ph.D. requirements but highly recommended to facilitate preparation of thesis proposal.

Lab Rotations (6 credits maximum, a minimum of 3 rotations)
- **MGS 5102** Lab Rotations (8 weeks) ........................................................................ 2 cr.
  M.D.-Ph.D. students satisfy this requirement with three one-month full-time rotations.

Track Requirements (14 credits required)
- **REGS 5200** Fundamentals of Regenerative Sciences ............................................. 2 cr.
- **REGS 5300** Stem Cells and Development ................................................................. 3 cr.
- **REGS 5500** Topics in Regenerative Sciences and Medicine** ........................................ 1-3 cr.
- **REGS TBD** Regenerative Tissue Engineering Principals *(first offering 2022) ............ 2 cr.
- **REGS 5800** Developmental Biology ......................................................................... 2 cr.
- **CTSC 5210** Ethics and Regenerative Medicine ..................................................... 2 cr.
- **MPET 6820** Regenerative Medicine Principles to Practice ...................................... 2 cr.
**Three credits maximum, (1 cr./yr.) starting year 2

Research (maximum 24 credits required)
- **MGS 6890** Predoctoral Research (3 cr./qtr x minimum 8 terms)
  Directed research projects under the supervision of a faculty mentor.
  Student must enroll every quarter once a thesis laboratory is selected for remainder of program, usually beginning in year 3.

Elective Courses (10 credits required)
In addition to the core and track requirements, elective courses should be selected after consultation between the student, their mentor, and the program director/associate program director, based on area of emphasis.

Recommended Elective Courses
- **CORE 6510** Molecular Mechanisms of Human Disease ............................................ 2 cr.
- **IMM 6865** Regenerative T Cell Immunotherapy and Cellular Engineering .................. 3 cr.
- **REGS TBD** Genomic and Epigenomic Data Integration *(first offering 2022) ............ 3 cr.
Potential Pathways to Elective Credits
The following are some recommended pathways to fulfill the elective credits. Students may follow one of these pathways, or make their own selections for elective credits.

Advanced Tissue Engineering Emphasis
REGS TBD  Biomaterials and Advanced Tissue Engineering (first offering 2022)

Regulatory Science in Regenerative Medicine Emphasis
CTSC 6150  Case Studies in Entrepreneurship
CTSC 6120  Case Studies in Translation

Data Science in Regeneration Emphasis
MPET 6813  Tutorial in Systems Pharmacology
REGS TBD  Genomic and Epigenomic Data Integration (future offering)
BMB 6150  Epigenomics Journal Club

Regenerative Genetic Engineering and Immunology Emphasis
CORE 6200  Basic Graduate Immunology
CORE 6770  Virology and Gene Therapy
IMM 6865  Regenerative T Cell Immunotherapy and Cellular Engineering

Regenerative Neuroscience
NSC 6210  Neurobiology of Disease
NSC 6857  Systems Neuroscience and Behavior
NSC 6862  Molecular and Cellular Neuroscience

Qualifying Exams and Thesis Research

Written Qualifying Examination (WQE)
The written qualifying examination tests your breadth of biomedical knowledge, as well as your analytical and critical reasoning skills and is intended to evaluate whether a student has sufficient knowledge and competency in regenerative sciences to continue to PhD candidacy. This examination must be completed before the end of your second year in the program. The REGS Education Coordinator will assist you in ensuring completion of this exam on schedule.

For the WQE, students will develop a research question and prepare a submission-ready pre-doctoral grant application (F31 or equivalent). The pre-doctoral grant will be reviewed by faculty and a passing grade granted for completion of the WQE. The grant proposal will be evaluated to determine the student’s understanding of the field of regenerative sciences, ability to establish a research plan to address the proposed question and ability for independent thought.
These courses must be completed before you take the exam:

- CORE 6000 Responsible Conduct of Research
- CORE 6050 Critical Thinking and Writing
- CORE 6100 Chemical Principles of Biological Systems
- CORE 6150 Genome Biology
- CORE 6250 Molecular Cell Biology
- REGS 5200 Fundamentals of Regenerative Medicine
- REGS 5300 Stem Cell and Development
- REGS ### Regenerative Tissue Engineering Principles
- REGS 5800 Developmental Biology
- CTSC 5210 Ethics and Regenerative Medicine
- MPET 6820 Regenerative Medicine Principles to Practice

**Oral Qualifying Examination (OQE)**

For the oral qualifying examination, students will be evaluated on their theoretical and practical knowledge in the regenerative sciences. Students will defend their thesis research proposal to the Oral Qualifying Exam Committee. The proposal should summarize the goals, methods, and rationale for the research project. This examination must be completed before the end of your second year in the program. The specific guidelines for the form of this oral presentation are available from the REGS Education Coordinator. The oral examination is composed of two or three parts. The first part will be an oral presentation by the student of their proposal; the second part will be a discussion between the student and the committee about this proposal.

If there were any conditional elements or weaknesses identified at the time of the written qualifying exam, the committee may then add a third part to the oral examination which will include a wide-ranging discussion of either the area of deficiency or course work material covered by the student during the first two years. Students will be notified after their written qualifying examination whether this third component should be expected during the oral qualifying exam.

**Formation of Thesis Advisory Committee (TAC)**

REGS students are strongly advised to form a TAC by the end of their first year and within 90 days of mentor selection to support their experiential training. TAC formation at this early stage will help the student and mentor chart progress through coursework, qualifying exams and project development. TAC members may change over the course of PhD studies and this early TAC formation should be viewed as a starting point to aid the student to formulate specific aims that will form the basis of the student’s thesis proposal moving forward.

The student, their thesis mentor and the REGS predoctoral program director/associate director will establish a formal TAC to monitor the student’s thesis research progress. The TAC must be approved by the REGS Education Committee. This should be established no later than the beginning of the student’s second year. The student’s adviser is chair of the committee. Additional requirements regarding committee composition may be obtained from the REGS Education Coordinator.

**Thesis Advisory Committee Meetings**

Students are required to meet with their thesis advisory committee at least once every six months. At the meetings, the student will present progress on his, her, or their thesis project. The committee will offer advice, and an evaluation of the student’s progress will be discussed with the student at the end of the meeting.
Thesis Proposal
Students must complete a written thesis proposal, presentation and thesis committee discussion of their proposal. This requirement may be accomplished during the written and oral qualifying examinations or at the first thesis committee meeting after advancement to candidacy. The student’s TAC must be approved prior to this committee discussion.
Virology and Gene Therapy (VGT) – Ph.D. Degree

Michael A. Barry, Ph.D., Program Director

Course Work
The curriculum for the Predoctoral degree consists of 68 credits, which can include a maximum of 24 Research credits. (Matriculants prior to 2020 have 42 credit requirement, not counting Research credit.)

CORE Courses (18 credits required)
CORE 6000 Responsible Conduct of Research ................................................................. 1 cr.
CORE 6100 Chemical Principles of Biological Systems ...................................................... 3 cr.
CORE 6150 Genome Biology ............................................................................................... 3 cr.
CORE 6200 Basic Graduate Immunology ............................................................................. 3 cr.
CORE 6250 Molecular Cell Biology ...................................................................................... 3 cr.
CORE 6770 Intro to Virology and Gene Therapy ................................................................. 3 cr.
MGS 5000 Fundamental Skills (required for 2021 matriculants and forward) ...................... 2 cr.

Lab Rotations (6 credits maximum, a minimum of 3 rotations)
MGS 5102 Lab Rotations (8 weeks) ..................................................................................... 2 cr.
M.D.-Ph.D. students satisfy this requirement with three one-month full-time rotations.

Track Requirements (6 credits required)
VGT 6740 Viruses and Vectors Journal Club (1 cr./yr.) .................................................... 3 cr.
VGT 6745 Current Topics in VGT (1 cr./yr.) ...................................................................... 3 cr.

Track Tutorials (8 credits required)
Tutorials will be presented in the areas of Virology and Gene Therapy and in related areas. Students are required to take all three VGT tutorials (VGT 6884, 6886, 6888). They are also required to take one additional tutorial from another track that supports their thesis research.

VGT 6884 Viral Disease Tutorial (odd years) ..................................................................... 2 cr.
VGT 6886 Tutorial in Molecular Virology (odd years) ...................................................... 2 cr.
VGT 6888 Gene Therapy Tutorial (even years) .................................................................. 2 cr.

Electives (6 credits required)
Any course approved for graduate credit, including elective core courses.

Research (minimum 24 credits required)
MGS 6890 Predoctoral Research (3 cr./qtr x minimum 8 terms)
Must enroll every quarter once a thesis laboratory is selected for remainder of program.
Directed research projects under the supervision of a faculty mentor.
Postdoctoral Basic Science Master’s Degree Program
Descriptions and Track Requirements

- Artificial Intelligence in Health Care Track (AIHC)
- Biochemistry and Molecular Biology Track (BMB)
- Clinical and Translational Science Track (CTS)
- Immunology Track (IMM)
- Molecular Pharmacology and Experimental Therapeutics Track (MPET)
- Virology and Gene Therapy Track (VGT)

Master of Science – Postdoctoral or Doctoral Candidates

The Postdoctoral Master of Science (M.S.) Program in Biomedical Sciences is designed to advance research training through a combination of course work, a mentored research experience and the development of a manuscript submitted for publication.

Eligibility
Applicants must be an appointed Mayo Clinic physician, scientist, fellow/resident or student with a doctoral degree in a discipline applicable to clinical research. Some tracks are also available for doctoral-seeking students, e.g. medical student, with plans for a research career. Medical students, residents and fellows must have a minimum of 1 year of protected time in their training program to complete course requirements and begin their research project. The research project may take an additional 2-3 years to complete, but must be completed by the end of the training period.

Scholars must have a Mayo Clinic appointment of sufficient length to allow for completion of all requirements of the program. Tracks may have more defined eligibility criteria. More details on eligibility for the CTS track can be found here.

The opportunity to take graduate school courses is a benefit and privilege for qualified learners, but not a guarantee. Permission to take courses may be restricted and/or forfeited at the discretion of the learner’s program director if expectations of the learner’s primary training role are not being met. Any violation of Mayo Clinic policies may forfeit acceptance into a Master’s degree program.

Cost
A Program Fee is due upon admission. More details available on the MCGSBS Master’s Programs web page, including options for financial support.

Application
Candidates must complete a formal application. More details available on the MCGSBS Master’s Programs web page. Additional details specific to the CTS Master’s Program can be found here. Applicants must be approved by the track program director and admission endorsed by MCGSBS.

Time Requirement
Time to completion can vary by program and Mayo Clinic role from two to five years. Most master’s programs are designed to be completed in approximately 2 years. All scholars must be in their program a minimum of 1 year in order to meet the MCGSBS residency requirement. Scholars must complete all program requirements within 5 years. The ability to attend all required courses during the first year is a
critical requirement for successful completion of the degree. All requirements must be satisfied within 30
days of the thesis defense.

Registration Requirement
At least 75% of the coursework for the Master’s degree must be completed in MCGSBS. Enrollment in the
degree program for a minimum of one year is required.

Minimum Credit Requirements
Students must complete a minimum of 45 credits, which can include a maximum of 16 Research credits.
(See individual specialty track descriptions for specific course requirements.) It is expected that a
minimum of one year will be devoted to research.

Transfer Credits
A total of 6 didactic credits may be transferred into the program. For more details, see the Credit
Transfer Policy on the MCGSBS Policies and Procedures intranet site.

Mentor
A Master’s degree mentor must have MCGSBS full or Master’s graduate faculty privileges.
A list of Faculty with Privileges can be found on the MCGSBS intranet site.

Official Degree Planning Tool
The use of a Degree Planning Tool (DPT) is required and allows students to list the course work to fulfill
degree requirements, including transfer credits. Fifty percent of the credits counting toward degree must
be graded on the A-F grading system.

The DPT should be completed during the first academic year and should be updated as courses are
completed throughout the training program. A final completed DPT must be reviewed with the
student’s mentor before finalizing a defense date, and submitted to the school when a defense date has
been determined (ideally 8 weeks prior to defense). The DPT is available on the MCGSBS intranet site
under For Students/General Forms/Resources/Master’s Forms.

Minimum Grade Requirements
Students are expected to maintain a grade point average of 3.0 in didactic course work. Students whose
performance falls below this standard in a given quarter will be placed on academic probation, as
described in the Deficiencies and Unsatisfactory Progress Policy and Warning, Probation, Dismissal and
Appeal Policy outlined on the MCGSBS Policies and Procedures intranet site.

Examinations

Written Examination
A comprehensive written examination must be taken before completion of the training program. The
written examination may be taken no more than twice. Failing the examination twice will result in
dismissal. The written examination must be passed before the final oral examination may be scheduled.

Final Oral Examination
Candidates for the Master’s degree are expected to pass the final oral examination before completion of
the Mayo residency or fellowship training program. The final oral examination may be taken after: 1) the
written examination has been passed, 2) all course work has been completed, and 3) the thesis is reviewed
and deemed ready to defend.
Voting members of the Thesis Advisory Committee must be present in real time via physical presence or video- or teleconferencing at the final oral examination. Only one dissenting vote will be allowed for a “Pass.” Passage of the final oral examination requires a minimum of three passing votes; otherwise a determination of “Fail” must be made. Thus, no more than one Thesis Advisory Committee member may be absent for the final oral examination. The final oral examination may be taken no more than twice. If it is not passed on the first attempt, it must be retaken by the end of the quarter following the quarter in which the exam was first taken. Failing the examination twice will result in dismissal.

Thesis

Research Proposal: The research proposal must clearly define the candidate’s role in the project and must have sufficient detail to permit review by an advisory committee. Additional details on the research proposal can be found on the Master’s Forms web page.

Thesis Advisory Committee: After approval by the track, students submit the Master’s Thesis Advisory Committee E-Form recommending the members of their Thesis Advisory Committee (TAC). All members must have graduate faculty privileges and the chair must have a minimum of Master’s graduate faculty privileges. The TAC must consist of:

- Four members, including the student’s mentor
- Mentor serves as the chair of the TAC
- Any additional members beyond four will be designated as ex-officio and will not vote at the final defense.
- No more than two members may have Teaching/Examining Privileges (TE).

Some tracks may define more specific criteria.

Progress Meetings: The Master’s Thesis Advisory Committee must meet at minimum every six months from the date of committee approval. Documentation of student progress using a progress meeting report form, must be signed by all members of the Thesis Advisory Committee, and saved within the program. The report form templates can be found on the Master’s Forms web page.

Preparation of Thesis: The thesis is the most important document that the Master’s candidate will prepare during the course of graduate study and is a record of the scientific accomplishments that justify the awarding of the degree. The thesis is submitted to ProQuest. Consequently, MCGSBS has developed a standard for its format and style, which should be closely followed. Guidelines for Master’s thesis are available on the MCGSBS intranet site under For Students/General Forms/Resources.

Final Thesis Corrections: After the student has passed the final oral examination, the chair of the Thesis Advisory Committee must sign a form indicating he/she is satisfied that the final corrections to the thesis have been made. The chair must sign before the student will be cleared for graduation. MCGSBS will not certify completion of degree requirements until the final thesis has been submitted.

Graduation

Students are granted degrees four times a year (3rd Friday except in May it is the date of commencement): February, May, August, and November. Students are allowed no more than 30 days to complete Master’s degree requirements after a successful thesis defense. If a student does not meet this deadline, he/she will be required to re-defend their thesis.
Artificial Intelligence in Health Care (AIHC) – Postdoctoral Masters

David R. Holmes, III Ph.D., *Program Director*

Postdoctoral Basic Science Master’s Degree

The Master’s degree track in Artificial Intelligence in Health Care is open only to Mayo Clinic employees who have a doctoral degree in a discipline applicable to clinical research. Doctoral candidates may be considered. Potential candidates for the degree must hold Mayo Clinic appointments of sufficient duration to complete the program requirements.

Pre-Requisite Course Work (more resources to be added)

1) Introduction to statistics: Data summarization and statistical testing (like CTSC 5600)
2) Linear Algebra: Matrix Math
3) Calculus: Single variable (“Calc 1”)
4) Introduction to Scientific Programming (Python and/or R preferred)

Course Requirements

The curriculum for the Master’s degree consists of **45 credits**. The student must complete all of the required courses listed below:

**Track Requirements (16 credits required)**

- AIHC 5010 Introduction to Machine Learning ........................................... 3 cr.
- AIHC 5020 Introduction to Data ............................................................... 3 cr.
- AIHC TBD Introduction to Deployment, Adoption and Maintenance .......... 2 cr.
- BMEP 5200 Mathematics in Biomedical Engineering & Physiology (1st qtr only) ................. 2 cr.
- BMEP 6305 Seminars in Machine Learning ............................................. 1 cr.
- CTSC 5300 Fundamentals of Epidemiology ............................................. 1 cr.
- CTSC 5350 Ethics Issues in Artificial Intelligence and Information Technologies ............. 1 cr.
- AIHC 5615 Fundamentals of Statistics for Artificial Intelligence ...................... 3 cr.

**Elective Courses (4 credits required)**

Students can choose to focus their elective credits into one of the concentration areas listed below or select their elective credits based on recommendations from their mentor or based on their professional goals.

**Concentration Requirements**

**Signals & Systems (6 credits required)**

- BMEP 6720 Deep Learning for Medical Imaging ...................................... 3 cr.
- BMEP 5704 Bio-instrumentation & Signal Processing .............................. 3 cr.

**Discovery Science (6 credits required)**

- CTSC 5140 Epigenetic & Epigenomics: Impact on Translational Research ........ 2 cr.
- CTSC 5410 Molecular Variant Evaluation .................................................. 1 cr.
- CTSC 5500 Modern Genetic Epidemiology .............................................. 1 cr.
- CTSC 6160 Case Studies in Precision Medicine ........................................ 2 cr.

**Discovery Science – Molecular Genetics (6 credits required)**

- CORE 6400 Molecular Genetics ............................................................. 3 cr.
- CTSC 5400 Introduction to Bioinformatics Concepts & Core Technologies ........ 1 cr.
- MPET 6450 Applied Data Science & Artificial Intelligence in Pharmacology .. 2 cr.
Applied Clinical Informatics (6 credits required)
AIHC 5960  Introduction to Medical Informatics.................................................................2 cr.
AIHC 5961  Health Information Technology Evaluation: Clinical Informatics Methods........2 cr.
AIHC TBD  Clinical Surveillance, Alerting & Data Representation (future offering).............1 cr.
AIHC TBD  Health Information Security (future offering)......................................................1 cr.

Translational & Regulatory (6 credits required)
AIHC 5045  FDA & ISO Software Verification & Validation (future offering)......................1 cr.
CTSC 5020  Regulatory Issues in Clinical Research..............................................................1 cr.
CTSC 5025  Introduction to Regulatory Science.................................................................1 cr.
CTSC 5035  Case Studies in Regulatory Science.................................................................1 cr.
CTSC 5400  Introduction to Bioinformatics Concepts & Core Technologies.......................1 cr.
CTSC 5720  Clinical Trials: Design & Conduct.................................................................1 cr.

Research
It is expected that a minimum of one year will be devoted to research.

MGS Course Requirements (19 credits required)
MGS 6100  Master’s Thesis Proposal......................................................................................3 cr.
MGS 6840  Master’s Research (4 cr/qtr – 4 qtrs required, 16 credits).......................................16 cr.

Written Qualifying Exam (WQE)
The WQE is designed to demonstrate a student’s ability to integrate and synthesize the core competencies of the program. Students must pass the WQE to complete the degree requirements.

Thesis Defense (Final Oral Examination)
The final oral examination cannot be completed until the following criteria have been met:
- The Written Qualifying Examination has been passed,
- All coursework has been completed with a GPA of 3.0 or higher,
- All program milestones have been met, and
- AIHC Postdoctoral Programs Committee has reviewed and approved the thesis proposal

Publication Requirement
Master’s thesis research must make a substantial contribution to the biomedical literature, and preparing work for publication is an important part of research training. The expectation is that thesis research will result in multiple publications. To graduate, students need to publish at least two original peer-reviewed papers on which they are first author.
Biochemistry and Molecular Biology (BMB) – Postdoctoral Masters

John R. Hawse, IV, Ph.D., Program Director
Jason D. Doles, Ph.D., Associate Program Director

Biochemistry and Molecular Biology Track:
Biochemistry and Structural Biology; Cell Biology and Genetics; Cancer Biology Sub-tracks

BMB Postdoctoral Basic Science Master's Degree
This Master’s degree track in Biochemistry and Molecular Biology is open only to residents and research fellows in the Mayo School of Graduate Medical Education. It offers a flexible course for Master’s study that can be designed to emphasize one of three areas of specialty: Biochemistry and Structural Biology (BSB), Cell Biology and Genetics (CBG) or Cancer Biology (CB).

Course Requirements
The curriculum for the Basic Science Master’s degree consists of 45 credits, which can include a maximum of 16 Research credits.

MGS Course Requirements (19 credits required)
MGS 6100 Master’s Thesis Protocol ........................................................................................................... 3 cr.
MGS 6840 Master’s Research (4cr/qtr – 4qtrs required, 16 credits) ................................................... 16 cr.

Biomedical Science Requirements (12 credits required)
CORE 6000 Responsible Conduct of Research .......................................................................................... 1 cr.
CORE 6100 Chemical Principles of Biological Systems ............................................................................ 3 cr.
CORE 6150 Genome Biology .................................................................................................................... 3 cr.
CORE 6250 Molecular Cell Biology .......................................................................................................... 3 cr.
Additional biomedical science credits ....................................................................................................... 2 cr.

Intermediate/Advanced/Elective Courses (12 credits required)*
Any courses approved for graduate credit.

Journal Clubs (maximum of 4 credits)*
Any graduate school approved Journal Clubs.
*Courses to be selected in consultation with your project mentor.

Research
It is expected that a minimum of one year will be devoted to research.

Written Qualifying Exam
The Master’s candidate must pass the BMB Written Qualifying Exam to complete the degree requirements. Students take the written qualifying exam once they have completed the core courses and have considered whether to take the others featured in the exam. The exam is a one-day exam held at the beginning of July. The exam consists of demonstrating critical evaluation and understanding of two published primary research papers relevant to the broad field of Biochemistry and Molecular Biology as covered in the core courses CORE 6100, CORE 6150 and CORE 6250 as well as the intermediate courses, CORE 6400 and BMB 5000. Three sets of papers reflecting the three areas of emphasis of the track: BSB, CBG and CB, will be made available to the students three days before the exam, and the student then selects two papers from which a series of specific questions are answered. The questions will cover foundation of knowledge in addition to synthesis of concepts. The exam is prepared and graded by the faculty and a pass rate of 70% is required for successful completion of the exam.
Clinical and Translational Science (CTS) – Postdoctoral Masters

Prasad G. Iyer, M.D., Program Director
Shawna L. Ehlers, Ph.D., L.P., Associate Program Director

CTS Postdoctoral Basic Science Master’s Degree
The Master’s degree track in Clinical and Translational Science is open only to Mayo Clinic employees who have a doctoral degree in a discipline applicable to clinical research and are pursuing a clinical and translational research project that will lead to improvements in human health. Potential candidates for the degree must hold Mayo Clinic appointments of sufficient duration to complete the program requirements. Visiting research fellows are eligible to apply. However, visiting clinicians and research trainees are not eligible.

Course Work
The curriculum for the Master’s degree consists of 45 credits. The student must complete all of the required courses listed below:

MGS Course Requirements (19 credits required)
MGS 6100 Master’s Thesis Proposal..................................................................................................................3 cr.
MGS 6840 Master’s Research (4 cr/qtr – 4 qtrs required, 16 credits)....................................................................16 cr.

CORE Course Requirements (1 credit required)
CORE 6000 Responsible Conduct of Research..................................................................................................1 cr.

Track Requirements (16 credits required)
CTSC 5010 Clinical Research Proposal Development..........................................................................................2 cr.
CTSC 5020 Regulatory Issues in Clinical Research.................................................................................................1 cr.
CTSC 5100 Publishing in the Sciences.....................................................................................................................1 cr.
CTSC 5110 Grant Writing in the Sciences................................................................................................................1 cr.
CTSC 5370 Introduction to Epidemiology...............................................................................................................2 cr.
CTSC 5390 Advanced Applied Epidemiologic Methods..........................................................................................2 cr.
CTSC 5600 Statistics in Clinical and Translational Research....................................................................................2 cr.
CTSC 5602 Utilizing Statistics in Clinical Research................................................................................................1 cr.
CTSC 5610 Introductory Statistical Methods II......................................................................................................3 cr.

Choose one of the following:
CTSC 5710 Practical Data Collection....................................................................................................................1 cr.
CTSC 5810 Qualitative Research Design, Methods and Analysis...........................................................................1 cr.
CTSC 5820 Introduction to Survey Research........................................................................................................1 cr.

Elective Courses (9 credits required)
Students can choose to focus their elective credits into one of the concentration areas listed below or select their elective credits based on recommendations from their mentor or based on their professional goals. Students are encouraged to select their elective credits from CTSC courses – CORE courses are also acceptable. However, other courses listed in the MCGSBS catalog may be taken with prior approval from the CCaTS Postdoctoral Executive Committee. Note: CTSC 5300 will only count as an elective if a scholar transferred into the Master’s program from the CCaTS Certificate program and completed the course prior to April 2020.
### Concentration Requirements

#### Biomedical Ethics (BET) (5 credits required)
- **CTSC 5260** Advanced Methods in Biomedical Ethics Research ................................................................. 1 cr.
- **CTSC 5261** Theoretical and Historical Foundations of Biomedical Ethics .................................................. 2 cr.
- **CTSC 5262** Case Studies in Biomedical Ethics Research ................................................................................. 1 cr.
- **CTSC 5263** Ethical Issues in Population Health Science .................................................................................. 1 cr.

#### Clinical Innovation & Entrepreneurship (CIE) (5 credits required)
- **CTSC 6150** Case Studies in Entrepreneurship ........................................................................................................ 2 cr.
- **CTSC 6151** Case Studies in Entrepreneurship: Key Resources & Revenue Streams ........................................ 1 cr.
- **CTSC 6152** Case Studies in Entrepreneurship: Risk Assessment, Prototyping, and Commercialization Plan ........................................................................................................ 1 cr.
- **CTSC 6170** The Science of Team Science: Strategies for Success ................................................................. 1 cr.

#### Clinical Trials (CLTR) (5 credits required)
- **CTSC 5025** Introduction to Regulatory Science ................................................................................................. 1 cr.
- **CTSC 5650** Survival Analysis ................................................................................................................................. 1 cr.
- **CTSC 5720** Clinical Trials: Design and Conduct ................................................................................................. 1 cr.

Select 2 credits from:

- **CTSC 5640** Logistic Regression ......................................................................................................................... 1 cr.
- **CTSC 5761** Evidence-Based Medicine for Clinical Researchers ........................................................................... 1 cr.
- **CTSC 5770** Diagnostic Testing Strategies ........................................................................................................... 1 cr.
- **CTSC 5820** Introduction to Survey Research (NOTE: excluded if taken as a foundational credit) .................... 1 cr.

#### Health Care Delivery (HCD) (5 credits required)
- **CTSC 5900** Introduction to Health Services Research ......................................................................................... 1 cr.

Select 4 credits from:

- **CTSC 5640** Logistic Regression ......................................................................................................................... 1 cr.
- **CTSC 5715** Publication Quality Tables and Figures ........................................................................................... 1 cr.
- **CTSC 5740** Systematic Reviews and Meta-Analysis ............................................................................................. 2 cr.
- **CTSC 5810** Qualitative Research Design, Methods and Analysis (NOTE: excluded if taken as a foundational credit) ............................................................................................................. 1 cr.
- **CTSC 5820** Introduction to Survey Research (NOTE: excluded if taken as a foundational credit) ................. 1 cr.
- **CTSC 5910** Economic Evaluation in Health Care ................................................................................................. 1 cr.
- **CTSC 5940** Secondary Data Analysis .................................................................................................................. 1 cr.

#### Individualized Medicine (IDVM) (5 credits required)
- **CTSC 5340** Ethical Issues in Individualized Medicine ......................................................................................... 1 cr.
- **CTSC 5400** Introduction to Bioinformatics Concepts and Core Technologies ................................................. 1 cr.
- **CTSC 5410** Molecular Variant Evaluation ........................................................................................................... 1 cr.
- **CTSC 6160** Case Studies in Precision Medicine ................................................................................................. 2 cr.

#### Quantitative Research Methods (QUAN) (5 credits required)
- **CTSC 5640** Logistic Regression ......................................................................................................................... 1 cr.
- **CTSC 5650** Survival Analysis ................................................................................................................................. 1 cr.

Select 3 credits from:

- **CTSC 5500** Modern Genetic Epidemiology .......................................................................................................... 1 cr.
- **CTSC 5641** Comparative Effectiveness Research: Observational Studies and Pragmatic Trials ................. 1 cr.
- **CTSC 5710** Practical Data Collection (NOTE: excluded if taken as a foundational credit) ................................. 1 cr.
- **CTSC 5715** Publication Quality Tables and Figures ............................................................................................. 1 cr.
Research

It is expected that a minimum of one year will be devoted to research.

Research Proposal

Students develop their research proposals in CTSC 5010: Clinical Research Proposal Development and submit their proposal to the CCaTS Postdoctoral Programs Executive Committee following completion of the course. Proposals are due on February 1 or August 1 following course completion. Members of the CCaTS Scientific Review Group review research proposals, and the Postdoctoral Programs Executive Committee approves them. Details on Research Proposal found here.

Thesis Advisory Committee

When developing your TAC, consider the following:

- Your mentor serves as committee chair.
- Identify three additional faculty members from at least two different clinical research disciplines.
- Identify one member with expertise in statistics, epidemiology or study design.
- It is desirable to have a member with basic science or translational laboratory expertise related to your project.

Additional guidelines specific to CTS scholars are defined here.

Progress Meetings: The CTS scholars must submit their completed CTSA Master’s Thesis Committee Meeting Progress Report Form for approval by the CTS Postdoc Executive Committee.

Written Qualifying Exam (WQE)

The WQE is designed to demonstrate a student’s ability to integrate and synthesize the core competencies of the program. Students must pass the WQE to complete the degree requirements. The one-day exam is held the third Tuesday of January, April and September. Students can take the WQE once they have their research proposal approved by the CCaTS Postdoctoral Programs Executive Committee and have earned a minimum GPA of 3.0 in the following courses:

- CTSC 5010 Clinical Research Proposal Development
- CTSC 5370 Introduction to Epidemiology
- CTSC 5390 Advanced Applied Epidemiologic Methods
- CTSC 5600 Statistics in Clinical and Translational Research
- CTSC 5602 Utilizing Statistics in Clinical Research
- CTSC 5610 Introductory Statistical Methods II

Thesis Defense (Final Oral Examination)

The final oral examination cannot be completed until the following criteria have been met:

- The Written Qualifying Examination has been passed,
- All coursework has been completed with a GPA of 3.0 or higher,
- All program milestones have been met, and
- CCaTS Postdoctoral Programs Committee has reviewed and approved the thesis
Publication Requirement
Master’s thesis research must make a substantial contribution to the biomedical literature, and preparing work for publication is an important part of research training. The expectation is that thesis research will result in multiple publications. To graduate, students need to have a minimum of two-three original peer-reviewed papers on which they are first author.
Immunology (IMM) – Postdoctoral Masters

Aaron J. Johnson, Ph.D., Program Director
Haidong Dong, M.D., Ph.D., Associate Program Director

IMM Postdoctoral Basic Science Master’s Degree

The Master’s degree track in Immunology is open only to residents and research fellows in the Mayo School of Graduate Medical Education.

Course Requirements
The curriculum for the Basic Science Master’s degree consists of 45 credits, which can include a maximum of 16 Research credits.

MGS Course Requirements (19 credits required)
MGS 6100 Master’s Thesis Protocol ................................................................................................ 3 cr.
MGS 6840 Master’s Research (4cr/qtr – 4qtrs required, 16 credits) ........................................... 16 cr.

Biomedical Science Requirements (12 credits required)
Students are expected to complete 12 credits of course work selected from the Biomedical Sciences core curriculum. CORE 6000 and CORE 6200 must be selected. Students with extensive background in particular areas of the core curriculum will have the opportunity to test out of the core courses.

Track Requirements (4 credits required)
Each student will be expected to take a minimum of four credits offered by the Immunology faculty in areas specific to the student’s research interest. IMM 6863 must be taken at least once. The three remaining credits in Current Topics can be any combination of the following journal clubs:
IMM 6862 Current Topics in Cell Activation and Signaling ....................................................... 1 cr.
IMM 6863 Current Topics in Immunology ..................................................................................... 1 cr.
IMM 6867 *Current Topics in Clinical and Translational Immunology ......................................... 1 cr.
*IMM 6867 may be taken twice for credit

Written Examination
The Master’s candidate must pass the Immunology written qualifying exam to complete the degree requirements.

Track Tutorials (8 credits required)
IMM 6878 Tutorial in Innate Immunity and Immunometabolism ........................................... 2 cr.
IMM 6879 Tutorial in Cellular Activation ...................................................................................... 2 cr.
IMM 6880 Tutorial in Immunopathology ...................................................................................... 2 cr.
IMM 6882 Tutorial in Mucosal Immunology .................................................................................. 2 cr.
IMM 6884 Tutorial in Tumor Immunology .................................................................................... 2 cr.
IMM 6885 Tutorial in the Generation and Function of B Cells .................................................. 2 cr.

Students who are not currently enrolled in a degree program must first obtain a signature from the IMM graduate program before enrolling in any IMM tutorial course.

Electives (2 credits required)
Any courses approved for graduate credit; select in consultation with your mentor.

Research
It is expected that a minimum of one year will be devoted to research.
Molecular Pharmacology and Experimental Therapeutics (MPET) – Postdoctoral Masters

Richard Weinshilboum, M.D., Program Director
Liewei Wang, M.D., Ph.D., Program Co-Director

MPET Postdoctoral Basic Science Master’s Degree

The Master’s degree track in Molecular Pharmacology and Experimental Therapeutics offers a Master’s degree within the Biomedical Sciences Program. This track is only open to residents and research fellows in the Mayo Clinic School of Graduate Medical Education.

Course Requirements

The curriculum for the Basic Science Master’s degree consists of 45 credits, which can include a maximum of 16 Research credits.

MGS Course Requirements (19 credits required)

MGS 6100 Master’s Thesis Protocol........................................................................................................... 3 cr.
MGS 6840 Master’s Research (4cr/qtr – 4qtrs required, 16 credits).........................................................16 cr.

Biomedical Science Requirements (12 credits required)

Students are expected to complete 12 credits of introductory Biomedical Sciences courses chosen from the core curriculum. These 12 credits must include CORE 6000, Responsible Conduct of Research.

Track Requirements (9 credits required)

CORE 6450 Molecular Pharmacology and Receptor Signaling................................................................. 3 cr.
MPET 5808 Introduction to Molecular Pharmacology............................................................................. 4 cr.
MPET 6805 Drug Metabolism and Pharmacogenomics...................................................................... 2 cr.

Track Tutorials (3 credits or 2 courses required from the following)

MPET 6400 Introduction to Principles of Pharmacokinetics................................................................. 2 cr.
MPET 6655 Mechanisms of Cell Growth and Death........................................................... 2 cr.
MPET 6811 Tutorial in Cardiovascular Pharmacology................................................................. 2 cr.
MPET 6812 Tutorial in Molecular Pharmacology and Receptor Signaling................................ 1 cr.
MPET 6813 Tutorial in Systems Pharmacology...................................................................................... 2 cr.
MPET 6814 Cellular Pharmacology of Agents that Target Cancer.................................................. 2 cr.
MPET 6815 Neurobehavioral Pharmacology......................................................................................... 2 cr.

Electives (2 credits required)

Any courses approved for graduate credit; select in consultation with your mentor.

Research

Students will identify a research mentor on entry into the degree program. It is assumed that the equivalent of 12 months will be spent in full-time academic work, which will consist primarily of research, but will also involve advanced course work.
Virology and Gene Therapy (VGT) - Postdoctoral Master’s Degree

Michael A. Barry, Ph.D., Program Director

Postdoctoral Basic Science Master’s Degree – 45 credits required over 2 years
The Postdoctoral Master’s degree track in Virology and Gene Therapy has two pathways to choose from:

The **REGULATORY/TRANSLATIONAL PATHWAY** student will gain a broad scope of gene therapy and will learn how to develop a gene based therapeutic from an idea to a validated product. Various gene therapy strategies will be considered in relation to a broad spectrum of human diseases illustrating how genes can be used for gene replacement, tissue engineering, destruction of unwanted tissues, or immune stimulation. Stages in the development of gene-based drugs & biologics will be studied from vector design through preclinical proof of efficacy, clinical protocol development, product manufacture, pharmacology and toxicology testing, analysis of clinical trial outcomes, regulatory affairs, patenting and partnering with industry. *The Regulatory/Translation pathway is designed for those learners who desire to conduct or participate in research that will identify therapies/devices that will move into manufacturing facilities.*

The **RESEARCH PATHWAY** student will learn from and work alongside faculty members who have primary interests in virology, viral vectors and gene therapy and will develop research skills in conducting and participating in vaccine and gene therapy discovery. These areas overlap with the fields of biochemistry, cell and molecular biology, genetics, and immunology and regulatory science. *The Research pathway is designed for learners who desire to be an informed member of a research team conducting or participating in Virology and Gene Therapy research.*

**Coursework**
Scholars in the Postdoctoral Master’s Degree Program in virology and gene therapy are expected to gain competencies through carefully selected didactic coursework and a mentored research project.

**Regulatory/Translation Pathway**

**CORE Courses (21 credits required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CORE 6000</td>
<td>Responsible Conduct of Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CORE 6050</td>
<td>Critical Thinking &amp; Scientific Writing</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5020</td>
<td>Regulatory Issues in Clinical Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5025</td>
<td>Introduction to Regulatory Science</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5035</td>
<td>Case Studies in Regulatory Science</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5300</td>
<td>Introduction to Clinical Epidemiology</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5600</td>
<td>Statistics in Clinical &amp; Translational Research</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CORE 6100</td>
<td>Chemical Principles of Biological Systems</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6150</td>
<td>Genome Biology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6770</td>
<td>Intro to Virology and Gene Therapy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CTSC 5040</td>
<td>Intro to the Principles of Current Good Manufacturing Practices (cGMP)</td>
<td>1 cr.</td>
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<tr>
<td>VGT 6740</td>
<td>Viruses and Vectors Journal Club (1 cr. /yr.)</td>
<td>1 cr.</td>
</tr>
<tr>
<td>VGT 6745</td>
<td>Current Topics in VGT (1 cr. /yr.)</td>
<td>1 cr.</td>
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**Research Pathway**

**CORE Courses (19 credits required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 6000</td>
<td>Responsible Conduct of Research</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>
CORE 6050  Critical Thinking & Scientific Writing.......................................................... 2 cr.
CORE 6100  Chemical Principles of Biological Systems.................................................. 3 cr.
CORE 6150  Genome Biology.......................................................................................... 3 cr.
CORE 6200  Basic Graduate Immunology ...................................................................... 3 cr.
CORE 6770  Intro to Virology and Gene Therapy ......................................................... 3 cr.
VGT 6888  Molecular Therapy Tutorial.......................................................................... 2 cr.
VGT 6740  Viruses and Vectors Journal Club (1 cr./yr.)................................................ 1 cr.
VGT 6745  Current Topics in VGT (1 cr./yr.)................................................................. 1 cr.

Research
It is expected that a minimum of one year be devoted to research.

Graduation Requirements
The degree requirements include:
- A minimum of 45 didactic credits
- VGT Written Qualifying Exam
- Preparation and oral defense of a thesis
Employee-Professional Master’s Degree Program Descriptions and Track Requirements

- Biochemistry and Molecular Biology Track (BMB)
- Biomedical Engineering and Physiology Track (BMEP)
- Immunology Track (IMM)
- Molecular Pharmacology and Experimental Therapeutics Track (MPET)
- Neuroscience Track (NSC)

Master of Science – Mayo Employees

The Master of Science (M.S.) in Biomedical Sciences for Mayo employees is designed to develop the individual’s information base in a basic science field and to enable the individual to become competent in acquiring knowledge independently. This Master’s program emphasizes course work and a final project and does not include a research thesis.

The Master’s program provides the Mayo employee with an organized plan of study to enhance their professional development. The Master’s degree is the culmination of this educational program and documents the acquisition of a high level of knowledge in a particular area of science. Although employees currently do not receive direct salary benefit from earning a Master’s degree, receipt of the degree may make the employee qualified for a job of a higher classification, should one become available.

Eligibility

Enrollment is restricted to permanent Mayo employees and is available at all three sites: Arizona, Florida, and Rochester. Temporary roles are not eligible if you were hired with an appointment end date. The opportunity to take graduate school courses is a benefit and privilege for qualified employees, but not a guarantee. Permission to take courses may be restricted and/or forfeited at an employee supervisor’s discretion if expectations of the learner’s employment role are not being met. Any violation of Mayo Clinic policies may forfeit acceptance into a Master’s degree program.

Applicants must have received a bachelor’s degree from an accredited college or university, must have taken appropriate undergraduate science courses to adequately prepare for the Master’s program, must have a minimum undergraduate grade point average that demonstrates a record of academic excellence. The employee's supervisor must endorse in writing the application of the employee and commit to allowing time to attend scheduled coursework.

Cost

A Program Fee is due upon admission. More details available on the MCGSBS Master’s Programs intranet site, including options for financial support.

Application

Candidates must complete a Employee Master’s Degree Application form. This form is available on the MCGSBS Master’s Programs intranet site. Supporting documents include transcripts from previous colleges and three letters of recommendation - one preferred from your direct supervisor/manager.
Time Requirement

All requirements for the Master’s degree must be completed within five years. The five-year period begins on the start date of the term the student is appointed to. Permanent Mayo employees whose Mayo employment terminates are required to notify MCGSBS; their MCGSBS appointments will also end.

Registration Requirement

At least 75% of the coursework for the Master’s degree must be completed in MCGSBS.

Minimum Credit Requirements

Students must complete a minimum of 45 credits, including CORE 6000, “Responsible Conduct of Research.” Six of the credits in the track must be didactic credits. The selection of the courses to be used to meet these requirements will be determined by the student and the track program director.

Transfer Credits

A total of 9 didactic credits may be transferred into the Employee Master’s Program. For more details, see the Credit Transfer Policy on the MCGSBS Policies and Procedures intranet site.

Mentor

A Master’s degree mentor must have MCGSBS Full or Master’s graduate faculty privileges. List of Faculty with Privileges can be found on the MCGSBS intranet site.

Official Degree Planning Tool

The use of a Degree Planning Tool (DPT) is required and allows students to list the course work to fulfill degree requirements, including transfer credits. Fifty percent of the credits counting toward degree must be graded on the A-F grading system.

The DPT must be completed during the first academic year and should be updated as courses are completed throughout the training program. Variation from the original course plan must be approved by the program director. A final completed DPT must be submitted to the school prior to completion of the scholarly review article (final project). The DPT is available on the MCGSBS intranet site under For Students/General Forms/Resources/Master’s Forms.

Minimum Grade Requirements

Students are expected to maintain a grade point average of 3.0 in didactic course work. Students whose performance falls below this standard in a given quarter will be placed on academic probation, as described in the Deficiencies and Unsatisfactory Progress Policy and Warning, Probation, Dismissal and Appeal Policy outlined on the MCGSBS Policies and Procedures intranet site.
Examinations

Written Qualifying Examination: At the completion of the required course work, students must pass the track written qualifying examination. MCGSBS must be informed of the date of the examination three weeks in advance so that the Master’s Written Qualifying Examination Report form can be sent to the track Program director. The examination is designed to evaluate the student’s depth and breadth of knowledge in the student’s track and related fields of study. The written qualifying examination may be taken after courses on the Degree Program Form are completed. The written qualifying examination may be taken no more than twice. If it is not passed on the first attempt, it must be taken within six months. Failing the examination twice will result in dismissal. The written qualifying examination must be passed before the Master’s final project review may be scheduled.

Master’s Project Review: At the completion of the Master’s scholarly review article (final project), students must review their document with the Employee Master’s Advisory Committee. MCGSBS must be informed of the date at least three weeks in advance so that the Master’s Final Project Review Report Form can be sent to the Employee Master’s Advisory Committee chair. Members of the Employee Master’s Advisory Committee should receive copies of the scholarly review article (final project) at least three weeks prior to the final review.

Voting members of the Employee Master’s Advisory Committee must be present in real time via physical presence or video- or teleconferencing at the review. Only one dissenting vote will be allowed for a “Pass.” Thus, no more than one Employee Master’s Advisory Committee member may be absent for the review. In the case where a student fails the review, the committee will recommend to the student and to MCGSBS remedial studies that should be undertaken by the student before the student reviews his/her review article (final project) again with the Employee Master’s Advisory Committee. The review may occur no more than twice. If it is not passed on the first attempt, it must be taken within six months. Failing the review twice will result in dismissal.

Scholarly Review Article (Final Project)

Master’s degree tracks will specify the requirements for a scholarly review article (final project) to be completed as a required component of the degree program. This scholarly review article (final project) needs to be under the supervision of a faculty member with graduate faculty privileges. The scholarly review article (final project) needs to be approved by the track Program Director.

Employee Master’s Advisory Committee
The Employee Master’s Advisory Committee must consist of four members, one of whom is the student’s mentor, who serves as chair of the committee. Any additional members beyond four will be designated as “ex-officio.” All members must have graduate faculty privileges and the chair must have a minimum of Master’s graduate faculty privileges. No more than two members may have teaching/examining privileges. The composition of this committee will be determined by MCGSBS upon recommendation by the student and the student’s track Program Director. The recommendations are submitted on the Employee Master’s Advisory Committee form available on the MCGSBS intranet site.

Graduation
Students are granted degrees four times a year (3rd Friday except in May it is the date of commencement): February, May, August, and November. Students are allowed no more than 30 days to complete M.S. degree requirements after the final Scholarly Review Article is successfully presented.
Biochemistry and Molecular Biology (BMB) – Employee-Professional Masters

John R. Hawse, IV, Ph.D., Program Director
Jason D. Doles, Ph.D., Associate Program Director

Biochemistry and Molecular Biology Track:
Biochemistry and Structural Biology; Cell Biology and Genetics; Cancer Biology Subtracks

Employee Master’s Degree
The Biochemistry and Molecular Biology (BMB) Track offers a flexible course for Employee Master’s study that can be designed to emphasize one of three areas of specialty: Biochemistry and Structural Biology (BSB), Cell Biology and Genetics (CBG) or Cancer Biology (CB). The requirements for the Employee Master’s Degree in Biochemistry and Molecular Biology conform to the general requirements of the MCGSBS.

Course Requirements
A total of 45 credits with maintenance of at least a 3.0 GPA are required for graduation.

Core Courses (10 credits required)
CORE 6000 Responsible Conduct of Research................................................................. 1 cr.
CORE 6100 Chemical Principles of Biological Systems................................................... 3 cr.
CORE 6150 Genome Biology ........................................................................................... 3 cr.
CORE 6250 Molecular Cell Biology ................................................................................. 3 cr.

MGS Course (6 credits required)
MGS 6400 Master’s Scholarly Review Article (Final Project) ........................................... 6 cr.

Track Courses (2 credits required)
BMB 6500 BMB Journal Club (1 cr./yr.)*........................................................................ 2 cr.

*Two credits maximum. Students must attend all years after completing the written qualifying exam and present at least once. The second journal club credit may be obtained by taking and presenting at the Cancer Biology Journal Club.

Intermediate/Advanced/Elective Courses (23 credits required)
Any course approved for graduate credit.

Journal Clubs (maximum of 4 credits)
Any graduate school approved Journal Clubs.
Courses to be selected in consultation with your thesis mentor.

Written Qualifying Exam
The Master’s candidate must pass the BMB Written Qualifying Exam to complete the degree requirements. Students take the written qualifying exam once they have completed the core courses and have considered whether to take the other courses featured in the exam (see below). The exam is a one-day exam held at the beginning of July. The exam consists of demonstrating critical evaluation and understanding of two published primary research papers relevant to the broad field of Biochemistry and Molecular Biology as covered in the core courses CORE 6100, CORE 6150 and CORE 6250 as well as the intermediate courses, CORE 6400 and BMB 5000. Three sets of papers reflecting the three areas of emphasis of the track: BSB, CBG and CB, will be made available to the students three days before the
exam, and the student then selects two papers from which a series of specific questions are answered during an in-class examination. The questions will cover foundation of knowledge in addition to synthesis of concepts. The exam is prepared and graded by the faculty and a pass rate of 70% is required for successful completion of the exam. No outside materials are allowed during the exam.

Master’s Scholarly Review Article (Final Project)
As a part of the Employee Master’s, the candidate must write a critical literature review of a selected topic in biochemistry and molecular biology and associated with your area of emphasis: Biochemistry and Structural Biology; Cell Biology and Genetics or Cancer Biology. The topic for review should be selected by the candidate in consultation with a faculty member who will act as an mentor for the scholarly review article (final project). The review article (final project) should be written as a comprehensive review of a fundamental question within the field of interest and include details of practical experimental approaches employed to investigate this problem. A perspective of where the candidate sees the field now and speculation about how the field will be advanced in the immediate future should also be included. The typical length of the text of the project is 50-75 double-spaced pages, including figures (but not references).

The scholarly review article (final project) will consist of a: Title page; Contents page; Abstract (one page); Introduction to the subject; Sections discussing different aspects of the question; and a Conclusion and Future Directions part. As in all scientific writing, the scholarly review article (final project) should be precise and concise and give a balanced view of the area of study. The review should be fully referenced (~100 references is typical) and include illustrations and tables as necessary to show data and explain difficult concepts that are better understood visually. This document must be written in close consultation with the scholarly review article (final project) mentor and must be submitted to the Employee Master’s Advisory Committee for review at least one month prior to the final scholarly review article (final project) review date.

Prior to this meeting the committee will carefully review, edit, and critique the scholarly review article (final project) and will provide any changes to the student during the meeting. Significant deficits in the scholarly review article (final project) will require the student to revise and resubmit the document to the committee within 30 days of the defense. Three of four committee members must vote to pass the student and a form signed by all committee members must be submitted to MCGSBS immediately upon completion of the defense. It is advised that students submit an outline to the committee prior to commencing generation of the document.

Advisory Committee
Each student should have an advisory committee consisting of four members of the graduate faculty. This committee will be responsible for evaluating the scope and content of the Master’s scholarly review article (final project). Selection of members of this committee should be discussed with the mentor and the program director and arranged prior to beginning the Master’s scholarly review article (final project). The committee will be chaired by the mentor and meet with the student before starting the Master’s scholarly review article (final project) and composition will be subject to the rules and regulations of the graduate school.
Employee Master’s Degree
The Employee Master’s Degree track in Biomedical Engineering and Physiology is open only to permanent employees of Mayo Clinic. Admission to the program requires an interview with the program director.

Course Requirements
A total of 45 credits with maintenance of at least a 3.0 GPA are required for graduation.

Core Courses (6 credits required)
- CORE 6000 Responsible Conduct of Research ................................................................. 1 cr.
- CORE 6050 Critical Thinking and Scientific Writing ....................................................... 2 cr.
- CORE 6300 Molecular Biophysics .................................................................................... 3 cr.

MGS Course (6 credits)
- MGS 6400 Master’s Scholarly Review Article (Final Project)........................................... 6 cr.

Track Requirements (24 credits required)
- BMEP 5200 Mathematics in Biomedical Engineering and Physiology......................... 4 cr.
- BMEP 5452 Biomechanics .................................................................................................. 3 cr.
- BMEP 5704 Bio-Instrumentation and Signal Processing .................................................... 3 cr.
- BMEP 5800 Introduction to Medical Imaging...................................................................... 6 cr.
- BMEP 6600 Biomedical Engineering and Physiology Seminars........................................ 1 cr.
- BMEP 6650 BMED Journal Club.......................................................................................... 1 cr.
- BMEP 6700 Physiology from Cells to Organism ................................................................. 6 cr.

Electives (9 credits)
Thirty-six total credits are required to complete the program. In addition to the core and track requirements, 9 elective credits should be selected after consultation between the student and the program director. A minimum GPA of 3.0 will be required for combined coursework.

Written Qualifying Exam
The qualifying examination for the Employee Master’s Degree in Biomedical Engineering and Physiology is comprised of a written qualifying exam. The written exam is administered at the beginning of August and will cover track-required courses. A form signed by the track program director will be submitted to MCGSBS upon successful completion of the written qualifying exam.

Advisory Committee
In consultation with the program director, the student will select a Master’s degree mentor within the first year of the program. The mentor must have graduate school privileges and must not be the employee’s direct supervisor. In consultation with the program director and the Master’s degree mentor, the student will select an Employee Master’s Advisory Committee comprised of four faculty members. This committee must include, at a minimum, either the program director or the associate program director. This committee should meet at least every six months to assess the student’s progress and
provide guidance regarding the project. A form indicating the composition of the committee must be submitted to MCGSBS.

**Master's Scholarly Review Article (Final Project)**
The Master’s scholarly review article (final project) forms the central element of the Master’s degree. The student should enroll in BMED 6400 during the final quarter of tenure in the program in order to finalize the project. In general, the project will take the form of a substantial and scholarly review of the current field related to a specific topic of interest to the student. The final form of the scholarly review article (final project) must be approved in advance by the Biomedical Engineering and Physiology Education Committee. This document must be written in close consultation with the Master’s degree mentor and the Employee Master’s Advisory Committee, and must be submitted to the Employee Master’s Advisory Committee for review at least one month prior to the final review date.

The final evaluation of the scholarly review article (final project) is the final committee meeting. Prior to this meeting the committee will carefully review, edit, and critique the scholarly review article (final project) and will provide any changes to the student during the meeting. Committee members may orally examine the student’s general and specific knowledge. Significant deficits in the scholarly review article (final project) will require the student to revise and resubmit the document to the committee within 30 days of the meeting. Three of four committee members must vote to pass the student and a form signed by all committee members must be submitted to MCGSBS immediately upon completion of the review.
Immunology (IMM) – Employee-Professional Masters

Aaron J. Johnson, Ph.D., Program Director
Haidong Dong, M.D., Ph.D., Associate Program Director

Course Requirements
A total of 45 credits with maintenance of at least a 3.0 GPA are required for graduation.

Core Courses (4 credit minimum)
CORE 6000 Responsible Conduct of Research (required) ........................................... 1 cr.
CORE 6200 Basic Graduate Immunology ................................................................. 3 cr.

MGS Course (6 credits)
MGS 6400 Master's Scholarly Review Article (Final Project) ......................... 6 cr

Track Requirements (13 credit minimum).
IMM 6862 Current Topics in Cell Activation and Signaling .............................. 1 cr.
IMM 6863 *Current Topics in Immunology .......................................................... 1 cr.
IMM 6878 Tutorial in Innate Immunity and Immunometabolism ................... 2 cr.
IMM 6879 Tutorial in Cellular Activation ......................................................... 2 cr.
IMM 6880 Tutorial in Immunopathology ............................................................ 2 cr.
IMM 6882 Tutorial in Mucosal Immunology ..................................................... 2 cr.
IMM 6884 Tutorial in Tumor Immunology ....................................................... 2 cr.
IMM 6885 Tutorial in the Generation and Function of B Cells ...................... 2 cr.

*Current Topics courses may be taken more than once

Students who are not currently enrolled in a degree program (including all employee master’s students) must first obtain a signature from the Immunology program director before enrolling in any IMM tutorial course.

Electives (22 credit minimum)
The remainder of the credits can be selected from any field; with no more than nine credits in seminar or journal club style courses.

Written Examination
The Master’s candidate must pass the Immunology written qualifying exam to complete the degree requirements.

Master’s Scholarly Review Article (Final Project)
Master’s degree candidates must complete a written scholarly review article (final project) under the direction of a faculty mentor. The written review article should provide an independent scholarly review of an important topic in immunology or a scientific grant proposal consisting of a major hypothesis, background, preliminary data (if any), and outline of experimental strategies.

Advisory Committee
The Advisory Committee consists of the student’s faculty mentor and three additional members with graduate faculty privileges. The committee must be approved by the program director and MCGSBS. The committee will evaluate the scope and content of the Master’s scholarly review article (final project), and three of the four members must vote to pass the student for successful completion of the Master’s review article (final project).
Molecular Pharmacology and Experimental Therapeutics (MPET) – Employee-Professional Masters

Richard Weinshilboum, M.D., Program Director
Liewei Wang, M.D., Ph.D., Program Co-Director

Employee Master’s Degree
The requirements for the Employee Master’s Degree in Molecular Pharmacology and Experimental Therapeutics conform to the general requirements of MCGSBS.

Course Requirements
A total of **45 credits** with maintenance of at least a 3.0 GPA are required for graduation.

Core Courses (13 credits required)
- CORE 6000 Responsible Conduct of Research ....................................................... 1 cr.
- CORE 6100 Chemical Principles of Biological Systems ........................................ 3 cr.
- CORE 6150 Genome Biology ................................................................................. 3 cr.
- CORE 6250 Molecular Cell Biology ....................................................................... 3 cr.
- CORE 6450 Molecular Pharmacology and Receptor Signaling............................... 3 cr.

MGS Course (6 credits)
- MGS 6400 Master’s Scholarly Review Article (Final Project) ................................. 6 cr

Track Requirements (7 credits required)
- MPET 5808 Introduction to Molecular Pharmacology ............................................. 4 cr.
- MPET 6800 Research Seminars in Pharmacology .................................................. 1 cr.
- MPET 6805 Drug Metabolism and Pharmacogenomics .......................................... 2 cr.

Track Tutorials (5 credits required or 3 tutorials required)
- MPET 6400 Introduction to Principles of Pharmacokinetics ..................................... 2 cr.
- MPET 6655 Mechanisms of Cell Growth and Death ............................................... 2 cr.
- MPET 6812 Tutorial in Molecular Pharmacology and Receptor Signaling ................ 1 cr.
- MPET 6814 Cellular Pharmacology of Agents that Target Cancer .......................... 2 cr.
- MPET 6815 Neurobehavioral Pharmacology ......................................................... 2 cr.

Electives (14 credits required)
Any courses approved for graduate credit; select in consultation with your project mentor.

Written Qualifying Examination
The Master’s candidate must pass the MPET Written Qualifying Exam to complete the degree requirements.

Master’s Scholarly Review Article (Final Project)
Master’s degree candidates must complete a written scholarly review article (final project) under the direction of a faculty mentor with graduate faculty privileges. The written scholarly review article (final project) should provide an independent scholarly review of an important topic in pharmacology, propose an important question related to the topic, and outline an experimental strategy to address the question.
Advisory Committee
Advisory committees shall consist of the student’s faculty mentor and three additional members with graduate faculty privileges. The committee must be approved by the program director and MCGSBS. The committee will evaluate the scope and content of the Master’s scholarly review article (final project) during an oral defense of the project. Three of the four members must vote to pass the student for a successful defense.
Neuroscience (NSC) – Employee-Professional Masters

Owen A. Ross, Ph.D., Program Director, Mayo Clinic in Florida
Long-Jun Wu, Ph.D., Associate Program Director, Mayo Clinic in Rochester
Owen A. Ross, Ph.D., Associate Program Director, Mayo Clinic in Florida
John D. Fryer, Ph.D., Associate Program Director, Mayo Clinic in Arizona

Employee Master’s Degree
The Employee Master’s Degree track in Neuroscience is only open to permanent employees of Mayo Clinic. Admission to the program requires an interview with the program director.

Course Requirements
A total of 45 credits with maintenance of at least a 3.0 GPA are required for graduation.

Core Courses (12 credits required)
- CORE 6000 Responsible Conduct of Research ................................................................. 1 cr.
- CORE 6100 Chemical Principles of Biological Systems ..................................................... 3 cr.
- CORE 6150 Genome Biology ............................................................................................ 3 cr.
- CORE 6250 Molecular Cell Biology ................................................................................ 3 cr.
- CORE 6510 Molecular Mechanisms of Human Disease .................................................... 2 cr.

Track Requirements (20 credits required)
- REGS 5200 Fundamentals of Regenerative Sciences ......................................................... 2 cr.
- NSC 6210 Neurobiology of Disease .................................................................................. 3 cr.
- NSC 6250 Skills for Effective Presentations ...................................................................... 2 cr.
- NSC 6310 Methods in Neuroscience Research ................................................................. 2 cr.
- NSC 6401 Practical Neuroanatomy .................................................................................. 2 cr
- NSC 6600 Neuroscience Journal Club (1 cr./yr.)* ............................................................. 3 cr.
- NSC 6857 Systems Neuroscience and Behavior ............................................................... 3 cr.
- NSC 6862 Molecular and Cellular Neuroscience ............................................................. 3 cr.
* Three credits maximum

Suggested Electives (7 credits required)
- NSC 5600 Behavioral Neurology ....................................................................................... 2 cr.
- BMEP 6300 Tutorial in Neurophysiology ......................................................................... 3 cr.
- MPET 6820 Regenerative Medicine .................................................................................. 2 cr.
- CORE 6200 Basic Graduate Immunology ....................................................................... 3 cr.
- CORE 6450 Molecular Genetics ....................................................................................... 3 cr.
- CORE 6450 Molecular Pharmacology and Receptor Signaling ........................................ 3 cr.
- REGS 5300 Stem Cells and Development ........................................................................ 3 cr.

Final Project (6 credits) (You must registrar for this during your final quarter)
- MGS 6400 Master’s Scholarly Review .............................................................................. 6 cr.
Written Qualifying Examination
The qualifying examination for the Employee Master’s Degree in the Neuroscience Track is a single written qualifying exam composed of knowledge-based and research-based questions based on assigned research articles. A form signed by the track program director will be submitted to MCGSBS upon successful completion of the written qualifying exam.

Advisory Committee
In consultation with the program director, the student will select a Master’s project mentor within the first year of the program. The mentor must have MCGSBS faculty privileges and must not be the employee’s direct supervisor. In consultation with the program director and the Master’s project mentor, the student will select an Employee Master’s Advisory Committee comprised of four faculty members. This committee must include, at a minimum, either the track program director or the associate program directors. This committee should meet yearly to assess the student’s progress and to provide guidance regarding the Master’s scholarly review article (final project). A form indicating the composition of the committee must be submitted to MCGSBS.

Master’s Scholarly Review Article (Final Project)
The project forms the central element of the Master’s degree. The student should enroll in MGS 6400, Master’s Scholarly Review Article (Final Project) during the final quarter of tenure in the program in order to finalize the scholarly review article (final project). In general, the project will take the form of a substantial and scholarly review of the current field related to a specific topic of interest to the student. While the final form of the scholarly review article (final project) is at the discretion of the Employee Master’s Advisory Committee, a 50-100 page, double-spaced document comprised of text, figures, and tables as appropriate, is recommended. This document must be written in close consultation with the Master’s project mentor and must be submitted to the Employee Master’s Advisory Committee for review at least one month prior to the final scholarly review article (final project) defense date. Upon successful completion of the defense and careful editing of the document, the track will pay to have 3 copies bound (one for the Master’s project mentor, one for the track, and one for the student). Binding should be coordinated with the program director or associate program directors.

The scholarly review article (final project) defense is the final committee meeting. Prior to this meeting the committee will carefully review, edit, and critique the scholarly review article (final project) and will provide any changes to the student during the meeting. Committee members may orally examine the student’s general and specific knowledge. Significant deficits in the project will require the student to revise and resubmit the document to the committee within 30 days of the defense. Three of four committee members must vote to pass the student and a form signed by all committee members must be submitted to MCGSBS immediately upon completion of the defense.
Clinical Master’s Degree Program Descriptions and Track Requirements

- Dentistry
  - Orthodontics (ODON)
  - Periodontics (PDON)
  - Prosthodontics (PROS)

- Obstetrics and Gynecology
  - Female Pelvic Medicine/Reconstructive Surgery (GYNP)
  - Gynecologic Oncology (GYNO)
  - Maternal Fetal Medicine (MFM)
  - Reproductive Endocrinology and Infertility (REPR)

- Orthopedics (OR)

Master of Science – Clinical Specialties

The primary purpose of the Master of Science (M.S.) in Biomedical Sciences degree program in select clinical specialties is to enhance the scholarly dimension of the education of physicians and dentists who have an interest in academic medicine. Training in research is emphasized. The degree program provides a structure for development of a plan to address a research problem, an orderly approach to the project, assurance of the credentials of the mentor, appropriate supervision, and a suitable approach to the analysis and presentation of the results.

Courses in basic biomedical sciences are required to provide the student with the knowledge to address a research problem, conduct the research and evaluate the results. Courses in the track are required in addition to provide special skills, techniques or knowledge related to the specialty track. General program requirements and specialty track descriptions are outlined on the following pages. Degree candidates must be enrolled in the program at least one year prior to graduation.

Eligibility
This program is designed for Mayo residents who hold appointments to the clinical programs of Mayo School of Graduate Medical Education. Potential candidates for the degree must hold appointments of sufficient duration to complete degree program requirements.

The opportunity to take graduate school courses is a benefit and privilege for qualified trainees, but not a guarantee. Permission to take courses may be restricted and/or forfeited at the discretion of the learner’s program director if expectations of the learner’s primary training role are not being met. Any violation of Mayo Clinic policies may forfeit acceptance into a Master’s degree program.

Tuition
No tuition or program fee; incorporated into residency training.
**Application**

Candidates must complete an Application for Graduate Training Master’s Program in Biomedical Sciences-Clinical Specialties form. The application must be approved by the track program director and MCGSBS. This form is available from the MCGSBS Master’s Programs web page.

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**Time Requirement**

All requirements must be satisfied within 30 days of the thesis defense.

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**Registration Requirement**

At least 75% of the coursework for the Master’s degree must be completed in MCGSBS. Enrollment in the degree program for a minimum of one year is required. It is expected that a minimum of six months will be devoted to research.

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**Minimum Credit Requirements**

Students must complete a minimum of 12 credits in basic biomedical sciences and 12 additional credits in the track (credits may vary depending on the chosen track but the minimum MCGSBS credit requirement must be met). Six of the 12 credits in the track must be didactic credits. It is expected that a minimum of six months will be devoted to research. Students are not admitted to a specialty track unless there is reasonable assurance that course work required for completion of degree requirements is available.

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**Transfer Credits**

A total of 6 didactic credits may be transferred into the Clinical Master’s Program. For more details, see the Credit Transfer Policy on the MCGSBS Policies and Procedures intranet site.

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**Mentor**

A Master’s degree mentor must have MCGSBS full or Master’s graduate faculty privileges. A List of Faculty with Privileges can be found on the MCGSBS intranet site.

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**Official Degree Planning Tool**

The use of a Degree Planning Tool (DPT) is required and allows students to list the course work to fulfill degree requirements, including transfer credits. Fifty percent of the credits counting toward degree must be graded on the A-F grading system.

The DPT must be completed during the first academic year and should be updated as courses are completed throughout the training program. Variation from the original course plan must be approved by the program director. A final completed DPT must be submitted to the school when your defense date has been determined. The DPT is available on the MCGSBS intranet site under For Students/General Forms/Resources/Master’s Forms.

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**Minimum Grade Requirements**

Students are expected to maintain a grade point average of 3.0 in didactic course work. Students whose performance falls below this standard in a given quarter will be placed on academic probation, as described in the Deficiencies and Unsatisfactory Progress and Warning, Probation and Dismissal policies outlined on the MCGSBS intranet Policies and Procedures webpage.
Examinations

Written Examination: A comprehensive written examination must be taken before completion of the training program. MCGSBS must be informed of the date of the examination three weeks in advance so that the Master’s Written Examination Report form can be sent to the track program director. The written examination may be taken no more than twice. If it is not passed on the first attempt, it must be retaken by the end of the quarter following the quarter in which it was first taken. Failing the examination twice will result in dismissal. The written examination must be passed before the final oral examination may be scheduled.

Final Oral Examination: Candidates for the Master’s degree are expected to pass the final oral examination before completion of the Mayo residency or fellowship training program. The final oral examination may be taken after: 1) the written examination has been passed, 2) all course work shown on the Degree Program form has been completed, and 3) the thesis is reviewed. MCGSBS must be informed of the date of the examination three weeks in advance so that the Master’s Final Oral Examination Report form can be sent to the Thesis Advisory Committee chair.

The student’s mentor must sign a form indicating that he/she has read the thesis and that it is ready for defense prior to distribution to the Thesis Advisory Committee members. The Verification that the Thesis is Ready to Defend form can be accessed on the MCGSBS intranet site. A copy of the title page of the thesis and the form must be submitted to the MCGSBS office. The thesis must be submitted to the Thesis Advisory Committee at least three weeks before the final oral examination.

Voting members of the Thesis Advisory Committee must be present in real time via physical presence or video- or teleconferencing at the final oral examination. Only one dissenting vote will be allowed for a “Pass.” Passage of the final oral examination requires a minimum of three passing votes; otherwise a determination of “Fail” must be made. Thus, no more than one Thesis Advisory Committee member may be absent for the final oral examination. The final oral examination may be taken no more than twice. If it is not passed on the first attempt, it must be retaken by the end of the quarter following the quarter in which the exam was first taken. Failing the examination twice will result in dismissal.

Thesis

Thesis Protocol: This protocol must clearly define the candidate’s role in the project and must have sufficient detail to permit review by an advisory committee. An Outline for the Master’s Thesis Protocol is available on the MCGSBS intranet site. The Recommended Action on Thesis Protocol for Clinical Master’s Degree form (thesis protocol form) is also available on the intranet site.

The Mayo Institutional Review Board must review all protocols for research involving the use of human subjects. It is the candidate’s responsibility to secure approval of any such protocols before the research is undertaken.

Thesis Advisory Committee: With the thesis protocol, students must submit the Master’s Thesis Advisory Committee e-form recommending the members of their thesis advisory/ final oral examining committee and the Degree Program form. All members must have graduate faculty privileges and the chair must have a minimum of Master’s graduate faculty privileges. The examining committee must consist of four members, one of whom is the student’s mentor, who serves as chair of the committee. Any additional Thesis Advisory Committee members beyond four will be designated as “ex officio” and will not vote at the final defense. No more than two members of the committee may have teaching/examining privileges. The recommended committee must be approved by the track program director and MCGSBS.
**Progress Meetings:** The Master’s Thesis Advisory Committee must meet every six months from the date of committee approval. Documentation of student progress, using the progress meeting form, must be signed by all members of the Thesis Advisory Committee, and saved within the program.

**Preparation of Thesis:** The thesis is the most important document that the Master’s candidate will prepare during the course of graduate study and is a record of the scientific accomplishments that justify the awarding of the degree. The thesis is submitted to Proquest. Consequently, MCGSBS has developed a standard for its format and style, which should be closely followed. Guidelines for Master’s thesis are available on the MCGSBS intranet site at For Students/General Forms/Resources.

**Final Thesis Corrections:** After the student has passed the final oral examination, the chair of the Thesis Advisory Committee must sign a form indicating he/she is satisfied that the final corrections to the thesis have been made. The chair must sign before the student will be cleared for graduation. MCGSBS will not certify completion of degree requirements until the final thesis has been submitted.

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**Graduation**

Students are granted degrees four times a year (3rd Friday except in May it is the date of commencement): February, May, August, and November. Students are allowed no more than 30 days to complete M.S. degree requirements after a successful thesis defense. If a student does not meet this deadline, he/she will be required to re-defend their thesis.
Dentistry – Orthodontics (ODON) – Clinical Master’s Degree

Chad M. Rasmussen, D.D.S., Program Director

Clinical Master’s Degree
In addition to the following courses, successful completion of the requirements for the Certificate in Orthodontics is required.

Course Requirements
A total of 47 credits with maintenance of at least a 3.0 GPA are required for graduation.

Biomedical Sciences Courses (all 16 credits required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMEP 5453</td>
<td>Fundamental Concepts in Biomechanics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6000</td>
<td>Responsible Conduct of Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5600</td>
<td>Statistics in Clinical and Translational Research</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5602</td>
<td>Utilizing Statistics in Clinical Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>DERM 6870</td>
<td>Mucous Membrane Course</td>
<td>1 cr.</td>
</tr>
<tr>
<td>ODON 6857</td>
<td>Research in Selected Problems</td>
<td>8 cr.</td>
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<td></td>
<td>(1 cr./qtr. – 8 qtrs. required)</td>
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</tbody>
</table>

Orthodontic Didactic Courses (all 7 credits required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODON 6806</td>
<td>Orthodontic Seminar: Technique</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>(1 cr./qtr. - 2 qtrs. required)</td>
<td></td>
</tr>
<tr>
<td>ODON 6807</td>
<td>Orthodontic Seminar: Literature Review</td>
<td>1 cr.</td>
</tr>
<tr>
<td>ODON 6808</td>
<td>Orthodontic Seminar: Case Presentation</td>
<td>1 cr.</td>
</tr>
<tr>
<td>ODON 6809</td>
<td>Surgical Orthodontic Seminar</td>
<td>1 cr.</td>
</tr>
<tr>
<td>ODON 6810</td>
<td>Clinical Oro-Facial Pathology and Developmental Disorders</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PDON 6884</td>
<td>Periodontics/Orthodontics Seminar</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

Orthodontic Clinical Courses (all 24 credits required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODON 6804</td>
<td>Clinical Orthodontics</td>
<td>12 cr.</td>
</tr>
<tr>
<td></td>
<td>(6 cr./qtr. – 2 qtrs. required)</td>
<td></td>
</tr>
<tr>
<td>ODON 6805</td>
<td>Advanced Clinical Orthodontics</td>
<td>12 cr.</td>
</tr>
<tr>
<td></td>
<td>(6 cr./qtr. – 2 qtrs. required)</td>
<td></td>
</tr>
</tbody>
</table>
Dentistry – Periodontics (PDON) – Clinical Master’s Degree

Scott Gruwell, D.D.S., M.S., M.B.A., Program Director

Course Requirements
A total of **61 credits** with maintenance of at least a 3.0 GPA are required for graduation, of which 36 credits are clinical.

**Biomedical Sciences Courses (all 18 credits required)**
- CORE 6000 Responsible Conduct of Research ......................................................... 1 cr.
- CTSC 5300 Fundamentals of Epidemiology .............................................................. 1 cr.
- CTSC 5600 Statistics in Clinical and Translational Research .................................... 2 cr.
- CTSC 5602 Utilizing Statistics in Clinical Research .................................................. 1 cr.
- DERM 6870 Mucous Membrane Course ................................................................. 1 cr.
- PDON 6857 Research in Selected Problems ............................................................. 12 cr. (2 cr./qtr. - 6 qtrs. required)

**Periodontics Didactic Courses (all 7 credits required)**
- PDON 6883 Periodontal Seminar/Current Literature ................................................. 3 cr. (1 cr./qtr. - 3 qtrs. required)
- PDON 6884 Periodontics/Orthodontics Seminar ..................................................... 1 cr.
- PDON 6886 Classic Literature in Periodontics .......................................................... 2 cr.
- PROS 6870 Occlusion ................................................................................................ 1 cr.

**Periodontics Clinical Courses (all 36 credits required)**
- PDON 6880 Clinical Periodontics .............................................................................. 36 cr. (3 cr./qtr. - 12 qtrs. required)
Dentistry – Prosthodontics (PROS) – Clinical Master’s Degree

Sarah K. Lee, D.D.S., M.S., Program Director

Course Requirements
A total of 93 credits with maintenance of at least a 3.0 GPA are required for graduation, of which 64 credits are clinical.

Biomedical Sciences Courses (all 17 credits required).
- CORE 6000 Responsible Conduct of Research .............................................................. 1 cr.
- CTSC 5600 Statistics in Clinical and Translational Research .................................... 2 cr.
- CTSC 5602 Utilizing Statistics in Clinical Research ...................................................... 1 cr.
- DERM 6870 Mucous Membrane Course ....................................................................... 1 cr.
- PROS 6857 Research in Selected Problems (2 cr./qtr. - 6 qtrs. required) ...................... 12 cr.
  (Master’s application must be accepted by MCGSBS to enroll in this course.)

Prosthodontic Didactic Courses (all 12 credits required)
- PROS 6841 Prosthodontic Seminar (Complete Dentures) ........................................ 2 cr.
  (1 cr./qtr. - 2 qtrs. required)
- PROS 6843 Prosthodontic Seminar (Partial Dentures) ............................................. 1 cr.
- PROS 6845 Prosthodontic Seminar (Fixed) ................................................................. 1 cr.
- PROS 6847 Seminar: Maxillofacial Prosthetics–Advanced Prosthodontics ............... 1 cr.
- PROS 6848 Seminar: Current Literature ......................................................... 1 cr.
- PROS 6859 Periodontal and Prosthodontic Considerations in Dentistry .................. 1 cr.
- PROS 6862 Dental Materials ..................................................................................... 1 cr.
- PROS 6870 Occlusion ............................................................................................... 1 cr.
- PROS 6871 Physiology, Pharmacology and Pre-Prosthetic Surgery ....................... 1 cr.
- PROS 6873 Cranio-mandibular Disorders and Facial Pain .................................... 1 cr.
- PROS 6874 Prosthodontic Management of the Geriatric Patient .............................. 1 cr.

Prosthodontic Clinical Courses (all 64 credits required)
- PROS 6840 Clinical Prosthodontics: Complete Dentures ..................................... 12 cr.
  (6 cr./qtr. - 2 qtrs. required)
- PROS 6842 Clinical Prosthodontics: Partial Dentures ............................................ 24 cr.
  (6 cr./qtr. - 4 qtrs. required)
- PROS 6851 Dental Roentgenology ............................................................................ 1 cr.
- PROS 6852 Oral Diagnosis and Treatment of Cranio-mandibular Disorders .......... 2 cr.
- PROS 6854 Implant Prosthodontics ................................................................. 18 cr.
  (6 cr./qtr. - 3 qtrs. required)
- PROS 6856 Oral and Maxillofacial Surgery ............................................................. 1 cr
- PROS 6880 Dental Laboratory Technology .............................................................. 6 cr.
Obstetrics & Gynecology- Female Pelvic Medicine/Reconstructive Surgery (GYNP) - Clinical Master’s Degree

John A. Occhino, M.D., Program Director

Course Requirements
A total of 67 credits with maintenance of at least a 3.0 GPA are required for graduation, of which 24 credits are clinical.

Biomedical Sciences Courses Didactic (all 37 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 6000</td>
<td>Responsible Conduct of Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5010</td>
<td>Clinical Research Protocol Development</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5370</td>
<td>Introduction to Epidemiology (formerly CTSC 5310)</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5390</td>
<td>Advanced Applied Epidemiologic Methods</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5600</td>
<td>Statistics in Clinical and Translational Research</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5602</td>
<td>Utilizing Statistics in Clinical Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5610</td>
<td>Introductory Statistical Methods II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>OBG 6840</td>
<td>Research in Obstetrics-Gynecology (6 cr./qtr. – 4 qtrs. required)</td>
<td>24 cr.</td>
</tr>
</tbody>
</table>

Master’s program application must be accepted by MCBSBS to enroll in this course.

Master’s program application must be accepted by MCBSBS to enroll in this course.

Additional elective courses may be taken after discussion and approval by the program director.

Courses available but are not limited to:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTSC 5640</td>
<td>Logistic Regression</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5650</td>
<td>Survival Analysis</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5720</td>
<td>Clinical Trials Design and Conduct</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5740</td>
<td>Systematic Reviews and Meta-Analysis</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5761</td>
<td>Evidence-Based Medicine for Clinical Researchers</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5820</td>
<td>Introduction to Survey Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5910</td>
<td>Economic Evaluation in Health Care</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

Urogynecology/Reconstructive Pelvic Surgery Didactic Courses (all 6 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 6000</td>
<td>Anatomy of the Pelvis-Perineum</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>Register winter quarter; attendance required winter and spring quarters</td>
<td></td>
</tr>
</tbody>
</table>

ObG 5803    | Introduction to Surgical Gynecology (1 cr./qtr. - 4 qtrs. required)| 4 cr.   |
|            | Begin summer quarter of first year of fellowship; student must register for 4 consecutive quarters. |

Urogynecology/Reconstructive Pelvic Surgery Clinical Courses (all 24 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBG 6870</td>
<td>Advanced Urogynecologic Operative Surgery</td>
<td>24 cr.</td>
</tr>
<tr>
<td></td>
<td>(6 cr./qtr. - 4 qtrs. required) Begin summer quarter of second year of fellowship. Student must register for 4 consecutive quarters.</td>
<td></td>
</tr>
</tbody>
</table>
Obstetrics & Gynecology- Gynecologic Oncology (GYNO) - Clinical Master’s Degree

Carrie L. Langstraat, M.D., Program Director

Course Requirements
A total of **74 credits** with maintenance of at least a 3.0 GPA are required for graduation, of which 30 credits are clinical.

Biomedical Sciences Courses

**Didactic (All 35 credits Required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 6000</td>
<td>Responsible Conduct of Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5010</td>
<td>Clinical Research Proposal Development</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5370</td>
<td>Introduction to Epidemiology (formerly CTSC 5310)</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5600</td>
<td>Statistics in Clinical and Translational Research</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5602</td>
<td>Utilizing Statistics in Clinical Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5610</td>
<td>Introductory Statistical Methods II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>OBG 6840</td>
<td>Research in Obstetrics-Gynecology</td>
<td>24 cr. (6 cr./qtr. – 4 qtrs. required)</td>
</tr>
</tbody>
</table>

*Students in this master's program will complete their thesis research and thesis document, and defend their thesis prior to completion of all required course work and the written examination.*

Elective Courses (3 elective credits required)

Electives require discussion with and approval by the program director to tailor courses to student's interest and career pathway. Elective courses may be taken after discussion and approval by the program director. Courses available but are not limited to:

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>CTSC 5080</td>
<td>What Researchers Need to Know about Health Disparities</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5390</td>
<td>Advanced Applied Epidemiologic Methods</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5640</td>
<td>Logistic Regression</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5641</td>
<td>Comparative Effectiveness Research: Observational Studies and Pragmatic Trials</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5650</td>
<td>Survival Analysis</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5720</td>
<td>Clinical Trials Design and Conduct</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5740</td>
<td>Systematic Reviews and Meta-Analysis</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5810</td>
<td>Qualitative Research Design, Methods, and Analysis</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5820</td>
<td>Introduction to Survey Research</td>
<td>1 cr.</td>
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</table>

Gynecologic Oncology Didactic Courses (all 6 credits required)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ANAT 6000</td>
<td>Anatomy of the Pelvis-Perineum</td>
<td>2 cr.</td>
</tr>
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</table>

Register winter quarter; attendance required winter and spring quarters.

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBG 5803</td>
<td>Introduction to Surgical Gynecology</td>
<td>4 cr. (1 cr./qtr. – 4 qtrs. required)</td>
</tr>
</tbody>
</table>

Begin summer quarter of first year of fellowship; student must register for 4 consecutive quarters.

Gynecologic Oncology Clinical Courses (all 30 credits required)

*OBG 6857 | Gynecologic Oncology (6 cr./qtr. - 5 qtrs. required) | 30 cr. |

Begin summer quarter of second year of fellowship. Student must register for 5 consecutive quarters.
Course Requirements
A total of 65 credits with maintenance of at least a 3.0 GPA are required for graduation, of which 24 credits are clinical.

Biomedical Sciences Courses Didactic (all 35 credits required)
- CORE 6000 Responsible Conduct of Research................................................................. 1 cr.
- CTSC 5010 Clinical Research Proposal Development.................................................. 2 cr.
- CTSC 5370 Introduction to Epidemiology (formerly CTSC 5310)................................. 2 cr.
- CTSC 5600 Statistics in Clinical and Translational Research...................................... 2 cr.
- CTSC 5602 Utilizing Statistics in Clinical Research....................................................... 1 cr.
- CTSC 5610 Introductory Statistical Methods II............................................................. 3 cr.
- OBG 6840 Research in Obstetrics-Gynecology ............................................................ 24 cr.
  (6 cr./qtr. - 4 qtrs. required)
  Master’s program application must be accepted by MCBSBS to enroll in this course.

Elective Courses (2 elective credits required) available but not limited to:
- CTSC 5390 Advanced Applied Epidemiologic Methods............................................... 2 cr.
- CTSC 5640 Logistic Regression ...................................................................................... 1 cr.
- CTSC 5650 Survival Analysis......................................................................................... 1 cr.
- CTSC 5820 Introduction to Survey Research ................................................................. 1 cr.
- CTSC 5910 Economic Evaluation in Health Care .......................................................... 1 cr.

Maternal Fetal Medicine Didactic Courses (all 4 credits required)
- OBG 5804 Introduction to Maternal Fetal Medicine .................................................... 4 cr.
  (1 cr./qtr. - 4 qtrs. required)
  Begin summer quarter of first year of fellowship. Student must register for 4 consecutive quarters.

Maternal Fetal Medicine Clinical Courses (all 24 credits required)
- OBG 6875 Maternal Fetal Medicine ............................................................................ 24 cr.
  (6 cr./qtr. - 4 qtrs. required)
Course Requirements
A total of 69 credits with maintenance of at least a 3.0 GPA are required for graduation, of which 30 credits are clinical.

Biomedical Sciences Courses Didactic (all 29 credits required)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CORE 6000</td>
<td>Responsible Conduct of Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5300</td>
<td>Fundamentals of Epidemiology</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CTSC 5600</td>
<td>Statistics in Clinical and Translational Research</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5602</td>
<td>Utilizing Statistics in Clinical Research</td>
<td>1 cr.</td>
</tr>
<tr>
<td>OBG 6840</td>
<td>Research in Obstetrics-Gynecology</td>
<td>24 cr.</td>
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</tbody>
</table>

(6 cr./qtr. – 4 qtrs. required)
Master’s program application must be accepted by MCBSBS to enroll in this course.

Must choose one of the following basic science courses: (3 credits required)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CORE 6150</td>
<td>Genome Biology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6250</td>
<td>Molecular Cell Biology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CORE 6400</td>
<td>Molecular Genetics</td>
<td>3 cr.</td>
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</tbody>
</table>

Additional elective courses may be taken after discussion and approval by the program director.
Courses available but are not limited to:
<table>
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<tbody>
<tr>
<td>BMB 6660</td>
<td>Transcription, Chromatin, and Epigenetics</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5010</td>
<td>Clinical Research Proposal Development</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CTSC 5370</td>
<td>Introduction to Epidemiology (formerly CTSC 5310)</td>
<td>2 cr.</td>
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<td>CTSC 5820</td>
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<tr>
<td>CTSC 5910</td>
<td>Economic Evaluation in Health Care</td>
<td>1 cr.</td>
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</table>

Reproductive Endocrinology & Infertility Didactic Courses (7 credits required)
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<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>Anatomy of the Pelvis-Perineum</td>
<td>2 cr.</td>
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Register winter quarter; attendance required winter and spring quarters

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</thead>
<tbody>
<tr>
<td>OBG 5805</td>
<td>Introduction to Reproductive Endocrinology and Infertility</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

(1 cr./qtr. - 5 qtrs. required)
Begin summer quarter of first year of fellowship; student must register for 5 consecutive quarters.

Reproductive Endocrinology and Infertility Clinical Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBG 6865</td>
<td>Reproductive Endocrinology and Infertility</td>
<td>30 cr.</td>
</tr>
</tbody>
</table>

(6 cr./qtr. - 5 qtrs. required)
Begin summer quarter of first year of fellowship; register for 5 consecutive quarters.
Orthopedics (ORS) - Clinical Master’s Degree

Matthew P. Abdel, M.D., Program Director

Course Requirements
A total of 51 credits with maintenance of at least a 3.0 GPA are required for graduation, of which 15 credits are clinical.

Biomedical Sciences Courses (all 29 credits required)
- ANAT 6855 Orthopedic Anatomy ........................................................................................ 4 cr.
  (2 cr./qtr. - 2 qtrs. required)
- CORE 6000 Responsible Conduct of Research................................................................. 1 cr.
- ORS 6890 Research in Orthopedics.................................................................................. 24 cr.
  (6 cr./qtr. - 4 qtrs. required)

Orthopedics Didactic Courses (all 7 credits required)
- ORS 5803 Prosthetics for Orthopedics ............................................................................ 1 cr.
- ORS 6550 Microvascular Surgery Skills .......................................................................... 2 cr.
- ORS 6860 Basic Knowledge and Motor Skills of Orthopedic Specialties....................... 4 cr.

Orthopedics Clinical Courses (all 15 credits required)
- ORS 6852 Adult Reconstruction ...................................................................................... 3 cr.
- ORS 6853 Surgery of the Hand ......................................................................................... 3 cr.
- ORS 6854 Pediatric Orthopedics .................................................................................... 3 cr.
- ORS 6855 Orthopedic Oncology .................................................................................... 3 cr.
- ORS 6856 Fractures and Related Injuries ...................................................................... 3 cr.
Course Listings – Symbols and Explanations
The following symbols are used throughout the course descriptions in lieu of page footnotes:

- **A-F**: Standard Letter Grading Scale
- **S-N**: Pass / Fail Grading Scale
- **f,w,sp,su**: Following course number indicates fall, winter, spring, or summer quarters respectively.
- **i**: Following course number indicates instructor approval required.

### ANATOMY

**ANAT 6000w. ANATOMY OF THE PELVIS AND PERINEUM. (2 cr.; S-N)** Langstraat, Pawlina– Six two-hour dissection and demonstration periods on the female pelvis and perineum. Primarily intended for residents and fellows in Obstetrics and Gynecology.

**ANAT 6855f,w,sp,su. ORTHOPEDIC ANATOMY. (2 cr.; S-N)** Morrey – Lectures, prosections and demonstrations of gross anatomy of the musculoskeletal system with special emphasis on relationships and surgical approaches.

*Only Anatomy courses which are required for degree completion in clinical programs are listed.*

### ARTIFICIAL INTELLIGENCE IN HEALTH CARE

**AIHC 5010su. INTRODUCTION TO MACHINE LEARNING. (3 cr.; A-F; pre-req. Programming skills in Python or R is required)** Liu, Kline – This course offers a broad introduction to both the theoretical and practical aspects of the design and implementation of modern machine learning techniques. On the theory side, the course will focus on understanding key concepts of the algorithms and the relationships between them. On the applied side, the course will focus on effectively using machine learning methods to solve real-world problems.

**AIHC 5020w. INTRODUCTION TO DATA. (3 cr.; A-F; pre-req. Data summarization and statistical testing, Programming skills in Python or R is preferred)** A. Knopp, J. Juskewitch – Data is the foundation of knowledge generation and the raw material by which machine learning and artificial intelligence are fueled. The use of machine learning and artificial intelligence for the betterment of patient care and healthcare delivery is now coming into its own. An in-depth understanding of the nature of data is a crucial aspect for understanding and leveraging machine learning and artificial intelligence to its fullest. This foundation course will delve into the many attributes of data with a particular focus on the clinical data generated in the medical evaluation and treatment of patients along with the additional regulatory, privacy/confidentiality, and security issues involved with use of clinical data sets.

**AIHC 5045f. FDA & ISO SOFTWARE VERIFICATION AND VALIDATION. (1cr.; S-N;)** Lifson, Vidal – This course will include a full overview of the lifecycle of regulated software from ideation through Food & Drug Administration (FDA) clearance and into post market monitoring and changes. You will be given the tools and resources needed to navigate regulations in this new and innovative area of medical practice. This course is required for the (AIHC) Regulatory/Translational Concentration and can also be taken as an elective for any other student.
**AIHC 5615f. FUNDAMENTALS OF STATISTICS FOR ARTIFICIAL INTELLIGENCE.** (2cr.; A-F;) D. Holmes, J. Mirth – This course will review basic concepts in statistics, specifically with regards to hypothesis testing for a variety of experimental designs regression techniques as useful statistical modeling approach, practical examples using the selected concept, and presentation of findings. The focus of this course will be in the implementation of software code to complete the model development, assessment of the statistical model utility, and visualization of the performance.

**AIHC 5961w. HEALTH INFORMATION TECHNOLOGY EVALUATION: CLINICAL INFORMATICS METHODS.** (1cr.; A-F; pre-req. Basic Epidemiology and Statistics courses) V. Herasevich, B. Pickering – Governments and clinical providers are investing in health information technologies with little evidence as to their ultimate value. For years, health information technology (HIT) has been implemented with the goals of improving clinical care processes, health care quality, and patient safety. A systematic approach to the evaluation and testing allows for comparison of different HIT interventions with the goal of promoting those which improve clinical care and outcomes. In addition, structured evaluations of a projects impact are an essential element of the justification for investment in HIT. The question of the day is no longer “why perform evaluations,” but “how to perform evaluations.” This course will present basic concepts, theory, and methods associated with HIT evaluation.

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**BIOCHEMISTRY AND MOLECULAR BIOLOGY**

**BMB 5000f. CANCER BIOLOGY I: INTRODUCTION TO CANCER BIOLOGY; MOLECULAR, CELLULAR AND GENETIC BASIS OF CANCER.** (3 cr.; A-F) J. Hawse, M. Fernandez-Zapico – This course will provide an introductory foundation for understanding cancer biology through the discussion of normal and abnormal tissue pathology, and the molecular, cellular and genetic mechanisms that contribute to tumorigenesis. Topics that will be covered in the course include: the histopathology of cancer, tumor initiation and promotion, oncogenes and tumor suppressors, cell cycle control, cell migration and angiogenesis. In addition, several lectures will focus on the cellular, molecular and genetic approaches to study cancer in vitro and in animal models.

**BMB 5200f. BMB WORKS IN PROGRESS.** (1 cr; S-N) J. Hawse – Works-in-Progress presentations on experimental research projects, given by graduate students in the Biochemistry and Molecular Biology tracks. Register in fall quarter only (1 cr./yr.). Attendance required fall, winter and spring. At least 70% attendance is required. Students present annually after year 1.

**BMB 5350sp. HORMONES AND CANCER.** (1 cr.; S-N; offered odd years) J. Hawse – This course is a didactic class design to give the student an overview of hormonal carcinogenesis. The malignancies to be covered include breast cancer, prostate cancer, endometrial cancer, ovarian cancer, and thyroid cancer. The course will review epidemiology, signaling pathways, the role of hormones, and novel therapeutic approaches of the mentioned cancers.

**BMB 5660f,w,sp. EPIGENOMICS JOURNAL CLUB.** (1cr *only offered in Fall for credit*; S-N) A. Gaspar Maia – Epigenetics, and its genome-wide applications, are rapidly emerging disciplines, seeking to define how genomes are regulated to give rise to distinct normal and diseased phenotypes. Students will gain a better understanding of Epigenomics concepts and methodologies through discussions of relevant reviews and original articles. The course covers scientific advances in DNA methylation, histone modifications, chromatin dynamics, and regulatory RNA molecules.
BMB 6100w. MACROMOLECULAR STRUCTURE AND DYNAMICS. (2cr.; A-F; offered even years; pre-req. CORE 6100) M. Shellenberg, G. Mer – This course will cover the principles and methods used to analyze and define the structure and dynamic motion of biological macromolecules that drive the cellular processes essential for life. Topics covered will include NMR spectroscopy, X-ray crystallography, Cryo-EM, and other solution-based structure analysis techniques.

BMB 6070w. CANCER BIOLOGY II: MOLECULAR MECHANISMS OF CANCER: SIGNAL TRANSDUCTION PATHWAYS AND NETWORKS. (3 cr.; A-F; offered even years; pre-req. BMB 5000) J. Hawse, M. Fernandez-Zapico – This course will provide a basic CORE of information on the molecular mechanisms through which cells receive and respond to external signals in the normal state, while highlighting how dysregulation of these signaling pathways contributes to tumorigenesis. Emphasis will be on the principles of cell signaling through specific cell surface receptors or within specific signaling networks. In addition, the molecular, genetic and biochemical strategies by which cell signaling pathways are being elucidated will be discussed. Topics to be covered include: the regulation of cell signaling pathways through cell surface receptors and hormone receptors, intracellular kinases and GTP-binding proteins, NF-kB, apoptosis, and DNA damage signaling.

BMB 6175w. PRINCIPLES AND APPLICATIONS OF X-RAY CRYSTALLOGRAPHY. (2 cr.; A-F, offered odd years; pre-req CORE 6100 or equivalent, or permission of instructor) M. Schellengerg - Lectures and discussion sessions will cover the principles and methods of macromolecule structure determination using X-ray crystallography. Topics covered will include protein crystallization, properties of crystals, X-ray diffraction, structure determination, and analysis of crystal structures with an emphasis of validation and interpretation of crystals structures as they relate to biological systems.

BMB 6315f,w,sp. EXTRACELLULAR VESICLES INTEREST GROUP MEETING. (1 cr. A-F; register Fall term, present Fall, Winter, or Spring) E. Kostallari – This course offers the possibility to practice the understanding and communication skills by presenting a work-in-progress research project and a recent paper to an audience interested in extracellular vesicles.

BMB 6390f,w,sp,su. INDEPENDENT STUDY IN BIOCHEMISTRY AND MOLECULAR BIOLOGY. (2-3 cr.; P/F) TBA– Tutorials arranged on an individual basis in selected advanced topics in biochemistry and molecular biology. Students are expected to define a topic and specific reading list in consultation with a member of the faculty. Mastery of the subject matter is assessed by examination or by submission of a formal review of the subject area.

BMB 6500f,w,sp. BMB JOURNAL CLUB. (1 cr.; S-N) J. Hawse – Students of the Biochemistry and Molecular Biology program present a peer review article relevant to BMB, in some cases associated with the research of the seminar speaker coming the following week. Register in fall quarter only (1 cr. /yr.; total of 4 cr.). Attendance required fall, winter and spring at the journal club and the associated BMB Seminar. At least 70% attendance is required at both the journal club and seminar.

BMB 6510f CANCER BIOLOGY JOURNAL CLUB. (1 cr. /qt.; S-N) M. Fernandez-Zapico, J. Hawse – This journal club will discuss current primary literature covering all aspects of cancer biology. The journal club will meet once per week and be conducted under the open discussion format with directed student and faculty presentations. During the fall quarter, journal articles of fundamental and historic interest in the area of cancer biology will be read and discussed. Topics to be covered include: cell cycle, oncogenes, tumor suppressors, growth factors, signal transduction, metastasis, DNA tumor viruses, and retroviruses.
BMB 6515f, w, sp. MUSCULOSKELETAL JOURNAL CLUB. (1 cr/yr.; S-N; Register in fall quarter only) J. Westendorf – Graduate students, postdoctoral fellows and residents present peer-reviewed articles that describe new and high impact work in musculoskeletal research fields. MCBSBS students from any track or program are welcome to attend and lead discussions in this interdisciplinary forum that spans molecular and cellular biology, biomechanics, endocrinology, orthopedics, osteoimmunology, physiology, and other disciplines. This is a shared course with the Biomedical Engineering and Physiology and track. Attendance required in consecutive fall, winter and spring quarters. Students must present and lead one discussion during one of the quarters and attend 75% of meetings over all three quarters to earn credit.

BMB 6520f, w, sp. CURRENT TOPICS IN AGING RESEARCH. (1 cr./yr.; S-N; register in fall quarter only; attendance required fall, winter, and spring) D. Monroe, J. Miller – Current topics in aging research utilizes the Kogod Center’s “Aging Mondays” to expose students to a range of topics related to the basic biology of aging presented in four concurrent series: journal club, works-in-progress, NERDs and seminars presented by an international group of seminar speakers. Each series meets at noon on a different Monday of the month. There are no course prerequisites, but attendance requires preapproval by the course director. Presentation at the Aging JC or WIP during the quarter is required for credit.

BMB 6650sp. RECEPTOR TRAFFICKING AND SIGNALING TUTORIAL. (2 cr.; A-F; offered odd years; pre-req. CORE courses 6100, 6150 and 6250) B. Horazdovsky – This tutorial focuses on understanding the molecular basis of receptor traffic and signaling in eukaryotic cells. Special attention is directed toward contributions by the cytoskeleton and vesicular transport machinery during endocytosis and secretion. Students prepare oral presentations describing a synthesis of appropriate topics.

BMB 6660f. TRANSCRIPTION, CHROMATIN, AND EPIGENETICS. (2 cr.; A-F; offered even years; pre-req. CORE courses 6100, 6150 and 6250) K. Robertson, T. Ordog – This course will cover in depth mechanisms of transcriptional regulation within a modern conceptual framework focused on epigenetics. Topics will include chromatin structure and dynamics, nuclear structure and nuclear domains, and chromosomal territories. The application of epigenetics to human development and diseases will be discussed.

BMB 6665w. CURRENT TOPICS IN NUCLEIC ACIDS BIOCHEMISTRY. (3 cr.; A-F; offered even years; pre-req. CORE courses: CORE 6100, CORE 6150, and CORE 6250 or consent of instructor) J. Maher – The three objectives of this tutorial are 1) to familiarize advanced graduate students with biochemical and biophysical principles of nucleic acids and their interactions with proteins; 2) to introduce molecular viewing tools to facilitate atomic-level understanding of macromolecular structure, and 3) to apply these principles and tools to current biological problems and processes involving nucleic acids.

BMB 6680f. NMR SPECTROSCOPY, MICROSCOPY, AND METABOLOMICS. (1cr; S-N; offered odd years) S. Macura, I. Vuckovic – NMR methods can roughly be divided in spectroscopy (structure and dynamics of molecules), microscopy (imaging of and dynamics in organs and organisms) and metabolomics (identification and quantitation of metabolites in body fluids and tissues/cellular extracts). In this course the basic principles of these methods will be described and explained with emphasis on the experiment design and data interpretation.

BMB 6801f, w, sp. CONCEPTS OF MEMBRANE-CYTOSKELETAL DYNAMICS JOURNAL CLUB. (1 cr./qt.; S-N; pre-req. CORE 6250) G. Razidlo, R. Schulze – This Journal Club is a cell biology-based discussion of recent literature detailing the mechanisms of basic cellular processes, including
membrane trafficking and dynamics, cytoskeletal remodeling, organelle interactions, cell migration, and autophagic/nutrient signaling.

BMB 6900f, w, sp, su. BMB THESIS PROPOSAL. (2 cr.; S-N) TBA – Thesis proposal: The written thesis proposal matches the new format of NIH R01 grants and, hence, is limited to 8 pages, including illustrations but not including references. In the student’s own words, the proposal should outline the rationale for the proposed project and how it is to be executed. The proposal is subdivided into the following sections:

- Abstract: Summary of your project (1 page).
- Specific Aims: Describe briefly the aims of your project and hypotheses (1 page).
- Research Strategy: This includes “Significance” - put your project into context with what is known about this area of biology and show the importance of the questions you are asking (~ 3/4 page), “Innovation” - how is the project you are proposing novel and groundbreaking (~1/2 page) and “Approach” - describe what you plan to do and how you plan to do it. Include preliminary data for each aim that sets the scene and supports your hypotheses (4-5 pages).

Register for course credit the quarter AFTER you have prepared your proposal and taken the oral exam. Submit note signed by your committee to the course director indicating that your thesis proposal was satisfactory.

BIOMEDICAL ENGINEERING AND PHYSIOLOGY *Course Auditing with Instructor Approval

BMEP 5100f. RADIOLOGICAL HEALTH. (2 cr.; S-N; offered odd years; consent of instructor required prior to registration) G. Sturchio – An introduction to concepts of radiological health, philosophy and principles of radiation protection, interpretation of standards and regulations, and planning of facilities and activities.

BMEP 5160sp. INTRODUCTION TO RADIATION PHYSICS. (3 cr.; A-F; offered even years, pre-req. calculus, atomic or modern physics) J. Johnson, H. Seum, S. Wan Chan Tseung – This is an introductory graduate course designed for those interested in the radiation sciences. The course will introduce the student to the basic concepts and physical principles that underlie modern radiation physics including atomic structure, radiation, interactions of radiation with matter, introduction to cavity theory, biological effects of radiation (dose), x-ray production and dosimetry techniques.

BMEP 5200su, f. MATHEMATICS IN BIOMEDICAL ENGINEERING & PHYSIOLOGY. (Begins Summer term to be completed prior to Fall, must register for both terms, 4 cr., 2 per quarter; A-F) A. Manduca, M. Urban – This course will introduce mathematical topics used in biomedical engineering and quantitative physiological applications including a brief review of trigonometry and calculus, then covering linear algebra, vector analysis, complex variables and functions, Fourier series and transforms, dimensional analysis, ordinary differential equations, and basic concepts in probability. A basic introduction to MATLAB and mathematical modeling is included.

BMEP 5250w. ANATOMY FOR BIOMEDICAL ENGINEERS. (2 cr.; S-N; offered odd years) W. Pawlina – Students dissect selected regions of the human body and learn correct names and locations of associated anatomical structures. Each student then gives a detailed presentation to the class of the region studied.
BMEP 5450f. LABORATORY METHODS IN BIOMEDICAL IMAGE PROCESSING. (3 cr.; A-F) Holmes – An introduction to important concepts in applied biomedical imaging, including digital processing of images, image signal characteristics, histogram analysis, domain processing, digital filters, image compression, reconstruction from projections, discussions of image composition, interactive 3D display, image processing and segmentation, registration and quantitative analysis. Practical applications in basic science and medicine are discussed. Students will use ANALYZE biomedical imaging software developed at Mayo to investigate these topics. “offered any quarter if enough students are participating”

BMEP 5452w. BIOMECHANICS. (3 cr.; A-F) K. Zhao, M. Morrow – This course provides an overview of the mechanical properties and structural behavior of biological tissues. Specific course topics include cell matrix level mechanics, structure and function relationships in tissues and organs, analysis of forces in human function and movement, and application of stress and strain analysis to biological tissues.

BMEP 5453w. FUNDAMENTAL CONCEPTS IN BIOMECHANICS. (3 cr.; A-F) K. Kaufman – This course is an introduction to biomechanics and addresses the fundamental topics of kinematics and kinetics.

BMEP 5550sp. IMAGE GUIDED PROCEDURES IN BIOMEDICAL APPLICATIONS. (4 cr.; A-F; pre-req. BMEP 5450 or equivalent) D. Holmes – An introduction to the concepts, methods and applications of image guided technology and interventions, including device tracking, advanced visualizations, workflow emulation and virtual reality simulations in biomedical research and clinical procedures.

BMEP 5704sp. MAGNETIC RESONANCE IMAGING SYSTEMS. (3 cr.; A-F; offered odd years; pre-req. advanced calculus, Fourier analysis, and a course in modern physics) S. Riederer – An introduction to physics and engineering aspects of modern diagnostic magnetic resonance imaging (MRI).

BMEP 5740sp. ADVANCED PRINCIPLES OF BIOMECHANICS. (3 cr.; A-F; pre-req. BMEP 5453) C. Zhao – Advanced concepts of orthopedic biomechanics, including kinematics and kinetics, mechanics of deformable bodies, stress analysis, tissue engineering and fluid mechanics.

BMEP 6000i. TUTORIAL IN EXERCISE PHYSIOLOGY. (2 cr.; A-F; offered only once per year with consent of instructor required prior to registration) M. Joyner – This course is designed for selected physiology graduate students who seek a broad overview in integrative physiology. The focus
will be on presenting broad biological concepts related to integration, regulation, homeostasis, and the multitude of organ systems and how they adapt to various environmental and physical stresses. The course meets once a week for 1½ to 2 hours. It is taught using a collegial problem solving approach. Students take a major role in where the course goes. The course runs one full academic year.

BMEP 6100sp. MEDICAL HEALTH PHYSICS. (2 cr.; A-F; pre-req. BMEP 5100 or equivalent, or consent of instructor) G. Sturchio – Radiation protection philosophy and principles as applied to the medical environment: protection of patients, public, and employees; procedures for obtaining Nuclear Regulatory Commission license. This course has been accredited by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP); please contact the instructor for further information.

BMEP 6151w. RADIATION ONCOLOGY PHYSICS. (3 cr.; A-F; pre-req. BMEP 5160) N. Remmes, J. Ma, D. Moseley – Physics principles of the application of ionizing radiation in radiation therapy, including radiation characteristics, dose calculation, treatment planning/dosimetry, brachytherapy and quality assurance. This course has been accredited by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP); please contact the instructor for further information.

BMEP 6300i. TUTORIAL IN NEUROPHYSIOLOGY. (3 cr.; A-F; offered only once per year with consent of instructor required prior to registration) G. Sieck – This course will provide an understanding of the basic concepts in cell and neurophysiology. The application of current experimental methods and techniques will be emphasized. Classic papers from the literature will be assigned and discussed. Laboratory demonstrations and computer modeling will be included if class size permits.

BMEP 6302i. TUTORIAL IN ULTRASONIC IMAGING. (2 cr.; A-F; offered only once per year with consent of instructor required prior to registration) M. Fatemi – Principles of ultrasound physics and interaction of ultrasound with biological tissues; principles and methods of tissue imaging using ultrasound; evaluating mechanical properties of tissue by ultrasound; measuring blood flow and tissue motion by Doppler method; artifacts in ultrasound imaging and in Doppler techniques; overview of recent and advanced techniques in medical ultrasound clinical applications of ultrasound.

BMEP 6305w. SEMINARS IN MACHINE LEARNING. (1 cr.; S-N) B. Erickson – This is a seminar course on machine learning, with particular focus on applications in medical imaging. The course will include discussions of seminal as well as more recent publications that are of interest to the field. There will also be discussion of challenges of practical application of methods, as well as potential pitfalls.

BMEP 6350sp. ADVANCED CONCEPTS IN MOLECULAR BIOPHYSICS. (4 cr.; A-F; offered even years) BMEP TBA – This course focuses on the biophysics of ion channels, solute transporters, molecular motors, elastic proteins, molecular recognition, protein dynamics and enzyme kinetics. A set of technical lectures will cover patch clamp recording, single channel kinetic analysis, x-ray crystallography, mass spectrometry and fluorescence spectroscopy. Didactic lectures are complemented by student presentations of a corresponding scientific paper.

BMEP 6375w,sp,su. CONCEPTUAL INTEGRATION AND COMMUNICATION IN MULTIDISCIPLINARY SCIENCE. (2 cr. S-N) J. Miller, D. Linden - The goal of this multi-quarter course will be to emphasize conceptual integration across multiple biomedical disciplines and the
ability to concisely and effectively communicate concepts. Via this integrative approach, the student is expected to be able to communicate, especially in written form, basic knowledge gained through the core curriculum of the graduate program in biomedical engineering and physiology. The learning model will consist of faculty lead discussions.

In the first quarter emphasis will be on effective written communication and identifying key concepts in the core curriculum. The student will be provided writing examples for discussion, given writing assignments, and given timed writing assignments. The student will be provided core curriculum objectives and discuss identification of key concepts to organize and chunk learning material.

In the second and third quarters the emphasis will be on conceptual integration of core curriculum. Writing assignments and discussions will emphasize communication of concepts across multiple disciplines.

Student evaluations will be based largely on class participation and performance on assignments. A comprehensive final exam will consist of four questions with each question testing conceptual understanding and effective written communication of concepts integrated between two core courses.

**BMEP 6470f. TWO-DIMENSIONAL DIGITAL SIGNAL PROCESSING.** (4 cr.; A-F; pre-req. BMEP 6704 or working knowledge of linear system theory and one-dimensional digital signal processing)

**STAFF** – Fundamentals of 2-D digital signal processing, including 2D discrete Fourier and Z-transforms, 2D discrete cosine transforms, and 2D linear and nonlinear Finite Impulse Response filters. Other topics covered are histogram equalization, edge-detection methods, morphology, compression routines and fuzzy logic filters. This class is a foundation for image processing. There will be homework and class projects.

**BMEP 6490w,sp. ADVANCED TOPICS IN BIOMEDICAL IMAGE PROCESSING.** (3 cr.; A-F; offered based on student interest; pre-req. BMEP 5450 or BMEP 6700, equivalent experience or coursework)

A. Manduca – Please contact Dr. Manduca if you are planning to take this course, as the frequency the course is held is based on student interest. An in-depth study of difficult problems in imaging science as they relate to biomedical images. Areas of study include image segmentation, image registration, texture analysis, shape description and matching, deconvolution, multispectral analysis and denoising.

**BMEP 6500i. SPECIAL TOPICS IN IMAGING SCIENCE.** (2 cr.; A-F; pre-req. BMEP 5450, BMEP 6700; consent of instructor required prior to registration) TBA – Special topics in the imaging sciences applied to biomedical problems and data; including 3-D imaging, volume rendering, surface rendering, image segmentation, image registration and fusion, shape description and analysis, multi-spectral analysis and classification, virtual reality visualization, image modeling.

**BMEP 6600i. PHYSIOLOGY & BIOMEDICAL ENGINEERING SEMINARS.** (1 cr.; S-N; consent of instructor required prior to registration) A. Matveyenko, M. Urban – Presentations of research topics related to physiology and biomedical engineering. All BMEP students are required to attend seminars. In addition to attendance, students are required to give two short (30 min) presentations related to their own research projects, one prior to the start of winter quarter in their third year and the second in their fifth year. Students should register in the quarter in which they give their second presentation.
BMEP 6650f,w,sp. BIOMEDICAL ENGINEERING & PHYSIOLOGY JOURNAL CLUB. (1 cr.; S-N) D. Holmes, C. Haider – The Biomedical Engineering Journal Club provides a forum for discussion of recent advances in biomedical engineering and physiology. Development of critical reading and writing skills will be incorporated as they apply to manuscript and grant reviewing and writing. Each student is expected to present at least one paper per year. Faculty will be invited to participate as appropriate. Students are required to attend for 3 consecutive quarters in a given year - fall, winter and spring (register for course in spring).

BMEP 6700su,f,w. PHYSIOLOGY FROM CELLS TO ORGANISM. (Must be taken sequentially beginning with summer; 6 cr.; 2 cr. per quarter; A-F) J. Miller, D. Linden – The goal of this course will be an emphasis on the importance of integrative physiology in the evolving area of functional genomics. Laboratory demonstrations will provide exposure to state-of-the-art physiological techniques with applications from cell physiology to human disease.

BMEP 6710w. NUMERICAL METHODS IN BIOMEDICAL RESEARCH. (3 cr.; A-F) A. Manduca – This course provides an overview of advanced mathematical and numerical methods commonly used in biomedical research including: theory and solution of ordinary and partial differential equations, common transforms, function fitting, interpolation and extrapolation, optimization and search algorithms, and filtering and time series analysis.

BMEP 6720f. DEEP LEARNING FOR MEDICAL IMAGING (3 cr.; S-N) B. Erickson – We will cover deep learning methods, with particular emphasis on applications in medical imaging. Moderate Python programming skills are required. The course will consist of a series of videos to be viewed on the student’s own time, and classroom time will consist of discussion of principles covered. The course will also include a major project that serves as the “final exam” for the course.

BMEP 6730w. LABORATORY METHODS IN MAGNETIC RESONANCE IMAGING. (2 cr.; S-N; offered even years; pre-req. BMEP 5740, previous or concurrent registration or course director approval) H. Edmonson – Introduction to MRI laboratory methods. Firsthand experience in basic and advanced MR image acquisition strategies, experimental tradeoffs, image reconstruction, and data interpretation.

BMEP 6740w. ADVANCED TOPICS IN MAGNETIC RESONANCE IMAGING SYSTEMS. (3 cr.; S-N; offered even years; pre-req. BMEP 5740) S. Riederer – A technical study of advanced topics in contemporary magnetic resonance imaging (MRI). Topics to be discussed include vascular imaging and flow assessment, motion effects and compensation, echo-planar imaging, parallel acquisition, cardiac imaging, and diffusion.

BMEP 6745su. ADVANCED MEDICAL IMAGE RECONSTRUCTION: THEORY AND APPLICATIONS. (3 cr.; A-F; offered odd years; pre-req. BMEP 5200 and BMEP 5800 or equivalent coursework) J. Trzasko – The objective of this course is to provide imaging students in-depth training in the theory and applications of advanced signal processing techniques for medical image reconstruction (all modalities), including statistical and iterative techniques for limited data and quantitative imaging applications.

BMEP 6750f,sp. MAGNETIC RESONANCE TECHNICAL SEMINAR. (1 cr.; S-N; offered odd years; consent of instructor required prior to registration) S. Riederer – Seminar held weekly consisting of a presentation of some contemporary technical research topic in magnetic resonance.

BMEP 6755f. X-RAY COMPUTED TOMOGRAPHY. (3 cr; A-F; offered even years; pre-req. BMEP 5800) L. Yu, S. Leng, C. McCollough – The objective of this course is to give students in-depth training in
X-ray computed tomography, including analytical and iterative reconstruction; dose measurement, management and reduction; cardiac and multi-energy CT; current clinical applications; and emerging techniques. Hands-on lab work and programming will be required as part of this course.

BMEP 6820su,f,w,sp. ADVANCED APPLICATIONS IN BIOMECHANICS. (2cr.; S-N; pre-req. BMEP 5452) K. Zhao, M. Morrow, B. Cloud-Biebl - This course incorporates advanced anatomy, kinematics, kinetics, and protocol development, with a focus on the student’s specific research topic and interest. The course will culminate in a project that integrates the methods and applies them to a research question related to the student’s thesis work.

BMEP 6830w. LABORATORY METHODS IN PHYSIOLOGY. (2 cr.; A-F) T. Meier – This course provides instruction and hands-on experience in the use of common methods and techniques in physiology. It will acquaint students with regulations, information sources, and ethical considerations of responsible animal use in research. Lab directors will teach students techniques such as appropriate handling, sampling, anesthesia, and surgery of animal subjects, with an emphasis on rodents, including transgenic methods and rodent models.

BMEP 6840f. LABORATORY METHODS IN BIOMECHANICS. (2 cr.; A-F) K. Kaufman – This course is an introduction to biomechanics laboratory methods, covering techniques spanning from the in-vitro tissue level to in-vivo joint biomechanics. The course will include hands-on experience in material testing, motion tracking, force measurement, EMG measurement, device accuracy testing, and data processing. Students will also become familiar with IRB and IACUC study requirements.

BMEP 6853i. READINGS IN BIOMEDICAL ENGINEERING. (2 cr.; S-N; consent of instructor required prior to registration) BMEP Faculty – Review of contemporary topics in Biomedical Engineering literature to be arranged with individual BMEP faculty members. Prior approval from Program Director. Name of faculty with syllabus required for approval.

BMEP 6855i. TUTORIAL IN CARDIOVASCULAR PHYSIOLOGY. (3 cr.; A-F; offered only once per year with consent of instructor required prior to registration) J. Miller – Students will be exposed to advanced topics in cardiovascular physiology with an emphasis on Integrative control mechanisms in health and disease, structure and function, sex-based medicine and translational approaches to investigations. Students will be required to critically evaluate current literature, provide a historical overview of a specific topic and to write a review article on a topic of mutual interest to the group.

BMEP 6856i. TUTORIAL IN RESPIRATORY PHYSIOLOGY. (3 cr.; A-F; offered only once per year with consent of instructor required prior to registration) G. Sieck – The goal of this course is to provide an in-depth account of the functional components of the respiratory system and their integration in health and disease.

BMEP 6857i. TUTORIAL IN CELLULAR MECHANICS. (2 cr.; A-F; consent of instructor required prior to registration) D. Tschumperlin – Detailed review of cellular structure and function relationships, diffusion, micro-mechanics, mechano-chemical signal transduction.

BMEP 6858i. TUTORIAL IN SMOOTH MUSCLE PHYSIOLOGY. (2 cr.; A-F; offered only once per year with consent of instructor required prior to registration) Y. Prakash – Students will be exposed to advanced topics related to smooth muscle signaling pathways, intracellular calcium regulation, pharmaco-mechanical coupling, etc.
BMEP 6859i. TUTORIAL IN RENAL PHYSIOLOGY. (2 cr.; A-F; offered only once per year with consent of instructor required prior to registration) M. Romero – Renal hemodynamics, glomerular function, mechanisms and regulation of electrolyte transport.

BMEP 6860i. TUTORIAL IN ENDOCRINE PHYSIOLOGY. (2 cr.; A-F; offered only once per year with consent of instructor required prior to registration) A. Matveyenko – This course focuses on several aspects of endocrine physiology, including mechanisms of hormone action, calcium homeostasis, glucose, and fatty acid metabolism, pituitary, thyroid and adrenal physiology, immunologic aspects of endocrinology, and endocrine effects on bone biology.

BMEP 6861i. TUTORIAL IN SKELETAL MUSCLE PHYSIOLOGY. (2 cr.; A-F; offered only once per year with consent of instructor required prior to registration) G. Sieck – The goal of this course is to explore muscle physiology from the protein-protein interactions that establish the molecular basis of muscle contraction to the biomechanics of movement.

BMEP 6862i. TUTORIAL IN NEUROMOTOR CONTROL PHYSIOLOGY. (2 cr.; A-F; offered only once per year with consent of instructor required prior to registration) G. Sieck – The goal of this course is to explore modeling and analysis of complex physiological systems: respiratory control, sleep apnea, and locomotion. A laboratory session and journal reviews are also planned to prove some of the above concepts and their applications.

BMEP 6863f. TUTORIAL IN NEURAL ENGINEERING. (2 cr.; A-F; offered odd years; pre-req: BMEP 6700, BMEP 5704, BMEP 5200) G. Sieck, G. Worrell – Course offered at the discretion of the instructors, or Fall term if the first option is not possible. This course is designed to explore the engineering applications in neuroscience. Included topics are the fundamental physical principles governing neural interface systems, relevant anatomy and physiology of the nervous system, and the conceptual design, optimization and implementation of neural interface technology. The course focuses mainly on neural interfaces and prosthetics.

BMEP 6864f. NEURAL ENGINEERING TUTORIAL – ELECTROPHYSIOLOGY OF THE BRAIN. (2 cr; A-F; offered odd years; pre-req: BMEP 6700, BMEP 5704, BMEP 5200) G. Sieck, G. Worrell – This course is designed to explore the engineering applications in neuroscience. Included topics are the fundamental physical principles governing neural interface systems, relevant anatomy and physiology of the nervous system, and the conceptual design, optimization and implementation of neural interface technology. This course focuses mainly on neural interfaces and prosthetics.

BMEP 6870f. SYSTEMS PHYSIOLOGY I. (3 cr.; A-F) M. Romero – In Systems Physiology I; The Cell as a Complex Biological System – the students will obtain a broader view of traditional “Cellular Physiology.” All systems are made up of components which must communicate and respond. This course will focus on the fundamental organization that exists at the molecular, cellular, tissue, organism and population levels.

BMEP 6871w. SYSTEMS PHYSIOLOGY II. (3 cr.; A-F) G. Sieck – Development, Growth and Regeneration – concepts of intracellular communications as taught in Systems Physiology I will be reinforced, and the concept of intercellular communication will be introduced as they relate to the development, growth, and regeneration of issues. Roles of stem and progenitor cells along with contributions from various model systems will be incorporated.

BMEP 6876w. ADAPTIVE AND NONLINEAR PHYSIOLOGICAL SYSTEMS. (3 cr.; A-F; pre-req. BMEP 6875) TBA – The course covers the modeling and analysis of the following complex physiological systems: Respiratory Control, Cardiac Dysrhythmias, Sleep Apnea, Neutrophil Density
Regulation, Cardiovascular Variability, and Circadian Rhythms. Adaptive and nonlinear control concepts are explained and applied to these physiological systems, and where Matlab and Simulink are used for simulation. A laboratory session and journal reviews are also planned to prove some of the above concepts and their applications.

BMEP 6878i. TUTORIAL IN BONE PHYSIOLOGY. (3 cr.; A-F; offered only once per year with consent of instructor required prior to registration) Contact Shirley Kingsley-Berg – Lectures and discussions in physiology of both normal and abnormal bone. Classes are a combination of lectures and current topical literature. Topics will vary, depending on the interest of enrolled students.

CORE COURSES:
Summer: CORE 6000 (1 cr.), CORE 6150 (3 cr.)
Fall: CORE 6100 (3 cr.), CORE 6200 (3 cr.)
Winter: CORE 6000 (1 cr.), CORE 6250 (3 cr.), CORE 6400 (3 cr.), CORE 6770 (3 cr.)
Spring: CORE 6050 (2 cr.), CORE 6300 (3 cr.), CORE 6450 (3 cr.), CORE 6510 (3 cr.)

CORE 6000w,su. RESPONSIBLE CONDUCT OF RESEARCH. (1 cr.; S-N) Z. Master – A series of presentations on various aspects of biomedical ethics.

CORE 6001 RESPONSIBLE CONDUCT OF RESEARCH REFRESHER COURSE. (0 cr.; pre-req CORE 6000) Z. Master – The NIH requires Responsible Conduct of Research (RCR) instruction at least once during each career stage, and at a frequency of no less than once every four years. The RCR Refresher Course consists of three hours of face-to-face instruction and case-based discussion using interactive video. Ph.D. and M.D., Ph.D. students will be notified by MCGSBS when they are required to take the refresher course.

CORE 6010w. RIGOR AND REPRODUCIBILITY (1 cr; S-N.) B. Horazdovsky – This course will focus on key concepts in scientific rigor and reproducibility. CORE 6010 curriculum will be delivered in a blended format that consists of online modules through Blackboard, in-person lectures, and face-to-face discussions (as conditions allow).*to be offered beginning winter term 2022

CORE 6050sp. CRITICAL THINKING AND SCIENTIFIC WRITING. (2 cr.; S-N; pre-req. enrollment in a degree-granting program of the Mayo Clinic College of Medicine and Science or consent of instructors) L. Lujan – This course is intended for first year graduate students across all tracks. The course will involve two components. The first will be a didactic element that introduces the scientific method, techniques and tools for searching and organizing the scientific literature, practical bioinformatics approaches, applied biostatistical analysis, scientific manuscript writing, and grant preparation. In parallel, students will choose a topic of interest and will prepare an NIH-style small grant proposal (e.g. 6-12 page R01 format) that will be critiqued by the course directors, the instructors, and by the other students in the class in a “study section” setting. Via a series of weekly roundtable forums discussing the merits and faults of each proposal throughout the writing process, the students will learn to craft a coherent and well-reasoned grant.

CORE 6051su. SCIENTIFIC WRITING PART II. (1cr; S-N; pre-req.CORE 6050) J.L. Lujan, P. McLean – The purpose of this course is to have students prepare a polished, submission-ready F31 grant to be submitted during their second year of beginning of their third year of training. The course is open to students who have completed CORE 6050 (Part I) and is intended for PhD students entering year 2 of the PhD program.
CORE 6100f. CHEMICAL PRINCIPLES OF BIOLOGICAL SYSTEMS. (3 cr.; A-F; pre-req. calculus, organic chemistry, quantitative analytical chemistry, or consent of instructor) J. Maher – An introduction to the fundamental principles of biomacromolecular structure and function, including nucleic acids, proteins, and biomembranes. The course also provides a survey of methods of structure determination and analysis, principles of catalysis, kinetics and bioenergetics.

CORE 6150su. GENOME BIOLOGY. (3 cr.; A-F) B. Horazdovsky – This course will explore the organization and function of the genome, with an emphasis on the features that are critical for the regulation of gene expression in mammalian systems. Topics to be examined include genome packaging and replication, as well as transcription, RNA processing, translation, and protein processing.

CORE 6200f. BASIC GRADUATE IMMUNOLOGY. (3 cr.; A-F) A. Johnson – Structure, genetics, and function of immunoglobulins; biosynthesis of antibody; cellular regulation of immune response; tumor and transplantation immunology; immune response to infectious agents; autoimmunity and immune deficiencies.

CORE 6250w. MOLECULAR CELL BIOLOGY. (3 cr.; A-F) D. Radisky, S. Zhu – Class is designed to convey the central principles of how eukaryotic cells function at the structural and biochemical level. Emphasis of topics is on: the cytoskeleton, extracellular matrix and cell-cell interactions, protein transport in the secretory and endocytic pathways, and cell cycle, mitosis, programmed cell death. Course format utilizes didactic lectures combined with student presentations and interactive problem sets.

CORE 6300sp. MOLECULAR BIOPHYSICS. (3 cr.; A-F) Q. Peterson – This course is an introduction to the molecular organization, dynamics and intermolecular interactions of biologically important macro-molecules with emphasis on proteins. Introductory courses in organic chemistry, biochemistry and calculus are recommended prerequisites.

CORE 6400w. MOLECULAR GENETICS. (3 cr.; A-F) P. Harris, X. Xu – Overview of topics in genetics of general importance to biomedical research with emphasis on molecular aspects.

CORE 6450sp. MOLECULAR PHARMACOLOGY AND RECEPTOR SIGNALING. (3 cr.; A-F) S. Sine – Receptor-ligand interactions underpin a multitude of biological processes, and are central to the field of pharmacology. This course will develop mechanistic understanding of receptor-ligand interactions and how they are linked to biological responses. Types of receptor ligand interactions will include agonists, partial agonists, competitive and non-competitive antagonists, and allosteric modulators. Quantitative aspects of the mechanisms will be considered from both steady state and kinetic perspectives. Hands on computational methods using MATLAB will solidify understanding of how different types of ligands interact with receptors and elicit or modify their biological responses. Selected topics will include neurotransmitter-gated ion channels, G-protein coupled receptors, Grehlin receptors, tyrosine kinase receptors, enzymes as receptors, and structure-guided drug design. Grading is based on homework assignments, midterm exam, and a mini-proposal on a receptor system of choice.

CORE 6510sp. MOLECULAR MECHANISMS OF HUMAN DISEASE. (3 cr.; A-F), D. Mukhopadhyay, A. Windebank – This course is designed to introduce students to the basic organization, histology, and function of major organ systems and provide an appreciation for patho-physiological conditions leading to disease and therapeutic interventions. Lecture topics will focus on five different systems: renal, immunologic, cardiovascular, gastroenteric, and endocrine with emphasis given to the importance of each system’s structure and function. Students will have the opportunity
to review case studies including imaging, pathology and treatments. By the end of the course, students will have gained skills in cross-disciplinary communication, specifically with those in the medical field.

CORE 6770w. VIROLOGY AND GENE THERAPY. (3 cr.; A-F) R. Cattaneo – The Virology and Gene Therapy core course is the sum of three one-credit courses that will be held consecutively during the spring quarter: Molecular Virology, From Viruses to Vectors, and Gene Therapy.

CLINICAL AND TRANSLATIONAL SCIENCE *CTSC course auditing is NOT allowed

CTSC 5010f,sp. CLINICAL RESEARCH PROPOSAL DEVELOPMENT. (2 cr.; A-F; pre-req., CTSC 5300 & CTSC 5610 (prior to 2019) OR CTSC 5370 and CTSC 5600; limited to students admitted to CTS programs and T32 trainees with faculty approval) A. Rule – The goal of this course is to systematically teach the process by which one takes a conceptual idea for a clinical research project and converts it into a research proposal or grant application. It is expected that students will already have begun to formulate their research question and refine their research project. Students will use their own research question to build a proposal for a research project that they intend to conduct in the future. By the end of the course, students will have a proposal for an important, valid, feasible research project that can serve as the foundation for a Certificate or Master’s thesis research project or a grant application.

CTSC 5011su. INDEPENDENT CLINICAL RESEARCH PROPOSAL DEVELOPMENT. (1 cr.; A-F; pre-req., CTSC 5300 (until 2020/2021) OR CTSC 5370 OR CTSC 5310 (prior to 2019) & CTSC 5600; Mayo CTSC MD/MS program scholars only) L. Roberts – The goal of this online course is to systematically teach the process by which one takes a conceptual idea for a clinical research project and converts it into a research proposal or grant application. It is expected that scholars will already have begun to formulate their research question and refine their research project. Scholars will use their own research question to build a proposal for a research project that they intend to conduct in the future. By the end of the course, scholars will have a proposal for an important, valid, feasible research project that can serve as the foundation for a Master’s thesis research.

NOTE: This course is offered to Mayo CTSC MD/MS program scholars only. Scholars admitted to other CTS programs should take CTSC 5010 – Clinical Research Proposal Development.

CTSC 5020w,su. REGULATORY ISSUES IN CLINICAL RESEARCH. (1 cr.; A-F) N. Staff – This course is designed to introduce students to regulatory issues pertaining to clinical research. Topics will expose students to the various external and internal regulatory agencies, including the Institutional Animal Care and Use Committees (IACUC), Institutional Review Board (IRB) and U.S. Food and Drug Administration (FDA), with a focus on how the agencies affect investigator’s research responsibilities. Students will view lectures by content experts and engage in activities that include, but are not limited to, analyzing an actual IRB protocol, reviewing regulator documents and attend an IRB Overview/IRB Meeting session. Evaluation will be based on completion of online modules, assessments and attending one IRB Overview/IRB Meeting session.

CTSC 5025su. INTRODUCTION TO REGULATORY SCIENCE. (1 cr.; A-F) A. Windebank - In this course, participants will learn about critical areas of regulatory science, as defined by the FDA’s “Advancing Regulatory Science” report. This will include: the role of bioethics in regulation; toxicology and product safety; innovations in the science and conduct of clinical trials; product manufacturing and quality; evaluating emerging technologies; using informatics to improve health outcomes; and understanding regulatory processes, including the role of advisory committees and meetings.
CTSC 5035sp. CASE STUDIES IN REGULATORY SCIENCE. (1 cr; A-F; pre-reqs CTSC 5020 and CTSC 5025) A. Windebank – In this course participants will be tasked with evaluating real-life case studies for new medical technologies and therapies, analyzing related regulations and guidelines, and synthesizing these ideas to suggest new paradigms for assessment of product safety, efficacy, and quality. Each week, one student will work with a content expert to prepare, present, and discuss an assigned case study.

CTSC 5040su. INTRODUCTION TO THE PRINCIPLES OF CURRENT GOOD MANUFACTURING PRACTICES (cGMP) (1 cr; A-F) A. Windebank, C. Schmidt – This course is a broad introduction to the principles of current good manufacturing practices (cGMP). Through a series of presentations by content experts students will learn how to apply these principles to individual types of manufacturing areas. Evaluation will be based on writing a standard operating procedure for selected components of a manufacturing process using FDA compliant formats.

CTSC 5070su. WHAT RESEARCHERS NEED TO KNOW ABOUT COMMUNITY-ENGAGED RESEARCH. (1 cr.; A-F) TBD – Community-engaged research consists of a variety of research methods and tools that explore the bi-directional relationships of community members, patients, community leaders, and researchers. This introductory course will use didactic and interactive lectures to provide learners with a foundation in community engaged research principles. Learners will expand their knowledge base on community engaged research techniques and will be introduced to the methodological approaches of participatory research, Active Community Engagement Continuum, rapid assessment methods, deliberative democracy, and community-based participatory research. Learners will interact with investigators and staff who conduct community engaged research.

CTSC 5080f. WHAT RESEARCHERS NEED TO KNOW ABOUT ELIMINATING HEALTH DISPARITIES. (1 cr.; A-F) TBD – The course provides students with basic information on populations who experience disease burden and introduced to the concept of health equity. Reflection on past events both in the context of biomedical research and health care will serve as starting points for class discussions. The course gives an introduction to some of the thinking, paradigms, and active work of leading experts in health disparities research. Students will also interact with investigators who conduct research in underrepresented populations.

CTSC 5081sp. ADVANCED TOPICS IN HEALTH DISPARITIES. (1 cr; A-F) TBD – Health disparities impacts a variety of populations and groups. This course will expand on topics covered in CTSC 5080 What Researchers Need to Know About Eliminating Health Disparities. We will explore a variety of topics related to health disparities around different communities and cultural groups. Learners will gain a deeper understanding to the policies for the inclusions of a variety of groups in research. We will also examine the impact of culture on determinants to health while discussing research strategies to increase wellness.

CTSC 5100sp. PUBLISHING IN THE SCIENCES. (1 cr; S-N) N. Staff – By the end of this course, the learner will be comfortable with the proper techniques of writing and publishing a biomedical manuscript. Publishing strategies are also highlighted. Although not required, it is strongly suggested that students working on a biomedical journal manuscript for publication while taking this course to receive the maximum benefit.

CTSC 5110f. GRANT WRITING FOR THE SCIENCES. (1 cr; S-N) N. Staff – This course focuses on the principles and fundamentals of grant proposal writing. Additionally, this course emphasizes the
partnership of candidate, mentor and institution needed for career development award proposal success. (Available starting Fall 2022)

CTSC 5120w. BIOBEHAVIORAL AND SOCIAL MECHANISMS IN MENTAL HEALTH. (1 cr; A-F) N. Staff, S. Ehlers – All humans have mental health, just as they have physical health. This course will introduce concepts central to understanding established and evolving bio-behavioral and social mechanisms of mental health. Both classic and cutting-edge clinical trials targeting these mechanisms will be reviewed and critiqued. Mental health stigma will be challenged with scientific review. The artificial dichotomy of health and psychopathology will be challenged by review of the continuous distribution of mental health symptoms. The artificial dichotomy of mind and body will be challenged by review of biobehavioral mechanisms.

CTSC 5140f. EPIGENETICS AND EPIGENOMICS: IMPACT ON TRANSLATIONAL RESEARCH AND FUTURE MEDICAL PRACTICE. (2 cr.; A-F; offered odd years) T. Ordog, K. Robertson – This introductory course is designed to introduce students to Epigenetics and Epigenomics, which are promising to become an important foundation of modern medicine, including individualized health care delivery. Of great interest to translational medicine, emerging data demonstrate that epigenetic changes are often amenable to therapeutic intervention. In this course, students will discuss molecular mechanisms underlying epigenetic events, the tools for the design and execution of research in this discipline, how to generate and analyze data and the application of Epigenomics to diagnostic and therapeutic treatments. The course will consist of didactic evidence-based lectures and class discussions, writing exercises and critical research literature which aim at gaining a deeper insight on the impact of Epigenomics to human health.

CTSC 5210su. ETHICAL ISSUES IN REGENERATIVE MEDICINE. (1 cr.; A-F) Z. Master – The ethical, legal/policy, and social (ELS) issues surrounding regenerative medicine, including its clinical translation, continues to receive significant attention by the public, professionals, and policy-makers. Research scientists and clinicians need to be cognizant of ELS quandaries surrounding the field of regenerative medicine along with understanding ELS implications of their particular research or practice. This course meets learner demands for obtaining a richer understanding of the norms and practices related to contemporary regenerative medicine technologies. More specifically, this course will provide a deeper understanding of several ELS issues of regenerative medicine including stem cell research, gene editing, chimeras and organoids, and the FDA’s Expanded Access Program and federal Right-to-Try law. Learners will be able to have greater appreciation for a diversity of views and be able to communicate the ELS ramifications of regenerative medicine to the public.

CTSC 5240w. PRINCIPLES AND PRACTICES OF PEDIATRIC RESEARCH. (2 cr.; A-F; class extends over two quarters) R. Jacobson – This course addresses the special concerns and challenges faced by clinical investigators when conducting clinical research involving infants, children, or teenagers. The course will address the principles and practice of pediatric research as it applies to epidemiological, observational, and experimental studies. Topics include ethics, regulation, parental permission, child assent, funding, recruitment, remuneration, and data collection. Skills taught include using a reference-management software and testing for and improving readability.

CTSC 5250su. SCIENCE BEYOND THE LAB: INTERSECTIONS OF SCIENCE, SOCIETY AND POLICY. (1 cr; A-F) A. Kumbamu - This course is intended to provide an overview of the contemporary culture of science and its implications for science production and translation, socio-political relations in the scientific community, and the general public. Students will be introduced to various structural, institutional and policy aspects that influence and are influenced by their research. In addition to social and policy aspects, students will also learn about dynamics of professionalism.
and ethics in science production and translation, and inclusion and diversity aspects in science enterprise. The importance of scientists’ engagement with various social institutions, policy makers and institutions (civic engagement), and the public communication of science will be discussed in this course.

CTSC 5260su. ADVANCED METHODS IN BIOMEDICAL ETHICS RESEARCH. (1 cr.; A-F) J. Tilburt – The methods of biomedical ethics provide a rigorous analytic framework for engaging ethical challenges in medicine and translational research. The aim of this workshop-based course is to prepare participants to develop research studies that examine topics in bioethics, develop their scholarly interest in biomedical ethics, and identify ethical issues in their work. Individual sessions will examine how to develop a research topic, how to identify and critically assess relevant literature, how to design robust empirical research studies in bioethics, and how to select among potential research methods. Specific case studies will be used to illustrate exemplary bioethics research. A textbook is required for this course.

CTSC 5261f. THEORETICAL AND HISTORICAL FOUNDATIONS OF BIOMEDICAL ETHICS (2 cr.; A-F) J. Hirsch – The goal of the course is to provide the learner with an understanding of key events and cases that have influenced the development of biomedical ethics, along with a reflection of the presuppositions and thinking of those involved at the time. In addition to the historical review of the medical, legal, philosophical, ethical, and, where appropriate, theological aspects of past cases, the learner will also be challenged to reassess contemporary views, presuppositions and practices from the perspective of criticisms that might arise from future generations of patients, physicians, scientists and jurists. Learners will be encouraged to reflect upon and begin articulating the implications of these perennial challenges to contemporary case examples and probable future challenges in which innovative technologies are being rapidly translated into clinical care and/or where historical distinctions between research and clinical care are blurred by translational science.

CTSC 5262w. CASE STUDIES IN HEALTH POLICY AND BIOMEDICAL ETHICS RESEARCH (1 cr.; A-F) R. Sharp, A. Barwise – Advances in medicine and technology are allowing researchers to make discoveries faster than at any time before, yet the societal and human consequences of these discoveries often go unchecked. The unique value of biomedical ethics research is to help inform our understanding of these consequences. This course is designed to illustrate how biomedical ethics research and normative analyses in bioethics can advance our thinking about particularly complex situations in clinical practice, translational research, and health policy. This course will showcase several high visibility cases that highlight the impact biomedical ethics research findings have on the direction and evolution of medicine & public policy. We will also explore lesser known cases that might serve as examples for students to model in their own research projects. Cases will span multiple topics and methodologies in biomedical ethics research. Although the course is a required element of the Biomedical Ethics Research concentration, it is open to other students and may be of particular interest to learners interested in related forms of translational research, such as health outcomes research, health disparities research, and community based participatory research.

CTSC 5263sp. ETHICAL ISSUES IN POPULATION HEALTH SCIENCE (1 cr.; A-F) K. Meagher – The contemporary emphasis on population health raises ethical questions about the good of the many versus the good of the few. Traditional bioethics principles must be interpreted and applied to population health and the research methodologies it uses. This overview course will give learners an introduction to ethical issues in the science of population health, science of healthcare delivery, and community engagement.
CTSC 5270su. HEPATOBILIARY PATHOBIOLOGY. (1 cr.; A-F; offered even years) R. Huebert – This introductory course is designed to teach hepatobiliary pathobiology through a series of 12 interactive lectures covering a broad range of topics within the field. The focus of the course is: i) to cover the mechanisms of liver injury, ii) emphasize basic hepatobiliary pathophysiology research with translational applicability. Areas of research approaches will include state of the art cellular and molecular biology methods. Principles and methodologies of complex liver disorders will be presented. Emerging knowledge on the role of the microbiome, epigenetics, and experimental therapeutics are incorporated into the presentations, including novel experimental approaches and cutting-edge animal models.

CTSC 5271su. PATHOPHYSIOLOGY OF DIGESTIVE DISEASE. (1 cr.; A-F; offered odd years) P. Kashyap – This introductory course is designed to teach gastrointestinal physiology and discourse through a series of 12 interactive lectures covering a broad range of topics within the field. The course will emphasize basic cellular and molecular concepts with clinical and clinical research correlations.

CTSC 5280f. APPLIED ENTERIC NEUROSCIENCES IN HEALTH AND DISEASE. (1 cr.; A-F; offered odd years) M. Camilleri – This course provides information of the mechanisms, diagnosis, and management of gastrointestinal diseases that affect motor and sensory functions of the digestive tract. Topics covered will include genetic and molecular basis of motility disorders, antroduodenal manometry, sensitivity testing, gastroduodenal motility disorders, diabetes and the gut, colonic motility testing and management of constipation, dyspepsia, irritable bowel syndrome, current and emerging therapies for IBS, motility disorders, and pharmacogenomics.

CTSC 5290f. GI POPULATION SCIENCES. (1 cr.; A-F) S. Kane, Y. Saito-Loftus – The purpose of this course is to teach clinical epidemiology and methodology as applied to, or specific to, gastrointestinal diseases. During 12 interactive sessions with pre-assigned reading, this course will cover current knowledge and approaches to studying the epidemiology of a wide span of gastrointestinal disorders. Broadly, course topics will be divided into those with a clinical focus and those with a methodological focus. Topics will include the clinical epidemiology of esophageal reflux and Barrett’s esophagus, inflammatory bowel disease, functional gastrointestinal disorders, celiac disease, pancreatic cancer, and chronic liver disease as well as study questionnaire selection and development, conducting clinical trials, molecular epidemiology, and genetic epidemiology as related to the field of GI.

CTSC 5300f,w,sp,su. FUNDAMENTALS OF EPIDEMIOLOGY. (1 cr.; A-F) K. Fischer – This standalone asynchronous course provides an overview of basic epidemiologic terminology and methodology used in clinical research. Topics include: foundational concepts (experiments, causality, bias and error, and reliability and validity); descriptive studies (incidence, prevalence, time, place, and person); bias and causal inference; confounding, mediation, and interaction; and case-control, cohort, and clinical trial studies. Upon completion of this course, scholars will be equipped to understand and interpret epidemiologic studies in the literature, and to contribute to research teams in which an epidemiologist is involved.

NOTE: This course is targeted towards CCaTS KL2 scholars, as well as scholars in MCGSBS tracks other than CTS. For scholars seeking more detailed coursework aimed at preparing them to lead their own epidemiologic or clinical research studies (master’s and predoctoral), take CTSC 5370: Introduction to Epidemiology and CTSC 5390: Advanced Applied Epidemiology.

CTSC 5330w. ETHICAL ISSUES IN BIOMEDICAL ENGINEERING. (1cr.; A-F) C. Hook – This course is an introductory course on the ethics of innovation, engineering, and technology. The goal of the course is to enable the student to employ greater discernment in identifying the ethical issues
raised by technologies, and to routinely prospectively consider and address ethical challenges and implications in the development and implementation of new technologies. The history of bioethics is a history of surprised reaction to new developments in biomedical technology. The technologies on the horizon, near and far, are of such power and potential for harm, as well as good, that we cannot afford to remain in reactive mode. Increasingly, biomedical and other technological innovations have dual use potential, that is, the potential to be weaponized, or be used in ways contrary to respect for human life and human dignity in addition to their usually intended beneficial use. Innovators, engineers and technologists have a moral obligation if possible to anticipate, prevent, and mitigate potential harms and misuse before the damage is done. Those in developmental pathways are in the ideal position to identify those issues early, but only if they embrace this task. This course will examine similarities between medical ethics and engineering ethics, reviewing professional codes for engineering ethics, discussing classic cases of engineering misadventures, and examining contemporary challenges now facing us.

CTSC 5340f. ETHICAL ISSUES IN INDIVIDUALIZED MEDICINE. (1 cr.; A-F) R. Sharp – Advances in medicine and technology are allowing researchers to analyze genome sequencing to understand more nuanced relationships between genes and disease. This course will examine the ethical implications of this emerging capacity to analyze genetic information and apply it to patient care. Topics will include: non-invasive prenatal testing; DNA biobanking; broad data sharing and consent; managing incidental findings; return of uncertain research results; genetic screening; and direct-to-consumer genetic testing. Multiple case examples from the Mayo Clinic Center for Individualized Medicine will be used to facilitate discussion. Using these case studies, several cross-cutting ethical issues will be examined in greater, including: privacy and confidentiality, the right to know genetic information, who has access to genetic information, and the acceptability of genetic exceptionalism. This course is targeted toward scholars conducting research in the field of individualized medicine and/or scholars seeking more advanced bioethics training.

CTSC 5350sp. ETHICAL ISSUES IN ARTIFICIAL INTELLIGENCE AND INFORMATION TECHNOLOGIES. (1cr.; A-F) R. Sharp, C. Hook – Artificial Intelligence (AI) applications to medicine and healthcare are growing exponentially each year, and with them, concerns about the Ethical, Social, and Legal Implications (ELSI) of such technologies on our current health structures. Due to the predicted scoping and disruptive impact of AI, many members of the medical community have expressed interest in understanding the technologies themselves and being able to critically evaluate them for ELSI concerns. This class will serve as an introduction to current and future uses of AI in medicine and the already understood and documented ELSI impacts associated with them. Additionally, this class will give learners the opportunity to engage in current hot-topic discussions about emerging applications of the technology and develop a tool kit to critically evaluate and future applications. Specifically, learners will be introduced to the processes of developing AI tools and implementing them into practice, and asked to view them through various ethical lenses including bias, transparency, privacy and confidentiality, and distinctions between research and practice.

CTSC 5370w,su. INTRODUCTION TO EPIDEMIOLOGY (2 cr.; A-F) M. Murad - This course is the first in a series of two courses about the principles and application of epidemiologic methods. This first course, Introduction to Epidemiology (CTSC 5370), is an introduction to epidemiologic concepts and study design methodology. The second course, Advanced Applied Epidemiologic Methods (CTSC 5390), concentrates on application of these methods. Thus, the two course series equates to a typical 4-credit graduate level introductory epidemiology course. This course will focus on developing a common terminology to discuss epidemiologic concepts. We will begin by focusing on the foundational concepts for all study designs including topics such as incidence, prevalence, and sampling. Next, we will compare and contrast cross-sectional studies, case-control studies,
cohort studies, and randomized trials. Finally, we will address practical issues related to the collection and assessment of quality for research data.

**Note:** This course is targeted towards CCaTS certificate master's and predoctoral scholars, as well as for scholars seeking more detailed coursework aimed at preparing them to lead their own epidemiologic studies. For those more interested in a high-level overview of epidemiology, please consider CTSC 5300: Fundamentals of Epidemiology.

**CTSC 5390f. ADVANCED APPLIED EPIDEMIOLOGIC METHODS (2 cr.; A-F; pre-req. CTSC 5300 (only until 2020/2021), CTSC 5370 (formerly CTSC 5310), CTSC 5600) M. Hassan Murad -** This course will increase the ability of students to interpret and criticize research articles in medical literature. One or more articles for each of the following major types of epidemiological studies will be discussed: 1) prevalence and incidence study, 2) case-control study, 3) cohort study, and 4) clinical trial. For each type of study, the instructor will explain the general terminology and give guidelines on how to read the articles. The students will then be assigned to read an article (or two articles) and to write a summary report for each article following a standardized format (article abstracting form). The instructor and the students will jointly interpret and discuss each article in the following session. All students are expected to participate in the discussion. Three additional lectures will be an introduction, a discussion of bias, and a discussion of confounding and interaction. Most of the articles used as examples will be derived from the neurological literature. However, the course focuses on methodological issues that apply to any medical specialty.

**CTSC 5400w. INTRODUCTION TO BIOINFORMATICS CONCEPTS AND CORE TECHNOLOGIES FOR INDIVIDUALIZED MEDICINE APPROACHES (1 cr.; A-F) G. Oliver –** The purpose of this course is to orient researchers and clinicians in the field of Individualized Medicine and familiarize them with the key ‘omics’ technologies and bioinformatics approaches being employed in clinical and preclinical initiatives. The course combines lectures and practical exercises to introduce students to the core conceptual and practical elements of high throughput data generation, processing and analysis. Individuals will gain understanding of available technologies and data types and be familiarized with use-cases, user-friendly analytical approaches and available online tools and resources.

**CTSC 5410su. MOLECULAR VARIANT EVALUATION (1 cr; A-F) B. Thomas -** This course aims to provide the foundational knowledge and skills used to assess the clinical significance of molecular DNA variants and formulate recommendations for the classification of these variants. Hands-on application of the tools and processes via online modules in conjunction with class discussions will provide experiential education and prepare students for analysis of molecular variants and their contribution to human genetic variation and disorders. Students will learn and apply concepts related to molecular variant nomenclature, genetic variation within the general population, calculation of allele frequencies, utilization of computational tools as well as reported occurrences of variants in the literature and online databases. Critical evaluation of the literature and functional studies, together with standard published guidelines will be used to recommend a variant classification and creation of interpretive comments.

**CTSC 5420su. GENOMIC DATA EXPLORATION WITH GRAPHICAL USER INTERFACES (1 cr; A-F) N. Staff -** This course is designed to continue exposure of graphical user interfaces for laboratory- and clinical based investigators to explore genomics data. This course will leverage open-source tools (free) for graphically exploring data from BAM, VCF, BED, and other standard file types. As these tools expect highly specific inputs, the course will also cover the details regarding file and nomenclature types that you need to be aware of when exploring genomic data. We will highlight common pitfalls when exploring genomic data regarding poor data quality & structural variants,
inconsistent annotation sources, and poor experimental design. Upon completion of this course, the student will have a basic understanding of navigating through the different tools so that they can explore their own data.

CTSC 5500w. MODERN GENETIC EPIDEMIOLOGY. (1 cr.; A-F; offered even years; pre-req. CTSC 5300 or CTSC 5370 (former CTSC 5310), CTSC 5600) N. Larson, B. Coombs – This course will introduce students to fundamental concepts of population- and clinic-based genetic studies, including study design principles and analytical approaches used for the purpose of understanding complex disease etiology and prognosis. Topics covered will include quality control and analysis of large genome-wide association studies as well as next-generation DNA sequencing data and rare-variant analyses. Students will also be exposed to advanced topics, including biological pathway analysis, gene-environment interactions, Mendelian randomization, and polygenic risk scores. Evaluation will be based upon critical review and discussion of journal articles and a final project summarizing results from a large genetic association study. Basic foundational knowledge of human genetics is highly recommended. 5.3.21 offered winter quarter only (even)

CTSC 5600w,su. STATISTICS IN CLINICAL AND TRANSLATIONAL RESEARCH. (2 cr.; A-F) T. Dockter, J. Aakre – This online course introduces basic statistical methods used in a variety of clinical study designs. Course materials use published or ongoing clinical research studies and emphasize statistical reasoning and concepts. General concepts covered are exploratory data analysis, descriptive statistics, estimation, and inference. Statistical techniques covered are those for comparing counts/proportions, for comparing means, and for comparing diagnostic tests. Coverage of each statistical technique includes identifying what research questions it can address, verifying that assumptions are adequately met, and identifying limitations of the conclusions. Course material is presented through interactive lectures. Evaluation includes individual homework assignments, group assignments, and midterm and final examinations.

CTSC 5602sp,su. UTILIZING STATISTICS IN CLINICAL RESEARCH. (1 cr.; A-F; pre-req. CTSC 5600 taken concurrently or prior) J. Aakre, T. Dockter – This course introduces statistical software for introductory statistical methods including descriptive statistics, estimation, and inference; students also participate in in-person discussion of the pros and cons of methods used in the literature. The focus of the course is on determining the correct statistical method for a given situation, introducing the corresponding method in the BlueSky statistical software, and correctly interpreting the results of the BlueSky analysis. BlueSky is a Gui interface to R. (This is also available as an accelerated 4-week course CTSC 5602 Section ACC in spring.)

CTSC 5610f. INTRODUCTORY STATISTICAL METHODS II. (3 cr.; A-F; pre-req. CTSC 5600 and CTSC 5602) S. Winham – This course provides an introduction to methods for statistical modeling and introduces some extensions of these methods such as logistic regression and Cox regression. Specific topics covered include simple linear regression and multiple linear regression. General concepts taught include graphical methods, descriptive statistics, and statistical inference. Particular attention is given to verification of model assumptions, interpretation, and generalization of results. Additionally, the course provides a broad overview of basic statistical regression methods, especially the underlying concepts, reasoning, and methods of linear models. The course is a combination of lectures and computer labs; assignments require the use of statistical software (BlueSky). Evaluation includes homework assignments, midterm and final examinations. Note: A grade of ‘B’ or higher is required in CTSC 5600 and CTSC 5602 to ensure success in this course. Specifically, knowledge of basic univariate and bivariate statistics will be assumed as well as familiarity with the BlueSky statistical software package.
CTSC 5640w. LOGISTIC REGRESSION. (1 cr.; A-F; pre-req. CTS 5600, CTSC 5601 (prior to 2020/2021) or CTSC 5602 and CTSC 5610) B. Coombes – Logistic regression is often used as an analytic tool for medical studies with binary endpoints. The goals of this course are to: 1) recognize appropriate occasions to use logistic regression; 2) understand how logistic regression may be used to estimate the magnitude of association for a predictor versus a binary outcome variable using an odds ratio; 3) interpret odds ratios for binary, categorical, and continuous predictor variables; 4) describe how the odds ratio may be influenced by confounding variables and/or interactions among variables, and how logistic regression may be used to adjust for the presence of confounders and to test for the presence of interaction; 5) explore the assessment of statistical significance, model building, and model assessment strategies in the presence of several risk variables; and 6) apply the use of logistic regression in score development and validation with the associated receiver-operator characteristic (ROC) curve. From this course, students will learn how to use statistical software (BlueSky) to perform logistic regression and select appropriate models depending on research questions. Evaluation will include computer laboratory sessions, individual homework, and a final exam.

CTSC 5641sp. COMPARATIVE EFFECTIVENESS RESEARCH: OBSERVATIONAL STUDIES AND PRAGMATIC TRAILS. (1 cr.; A-F) X. Yao – Comparative effectiveness research involves a comparison of two or more interventions or approaches, including strategies for prevention, screening, diagnosis, and treatment of medical conditions, interventions to improve care delivery, reduce health disparities, and improve medical communication and decision-making process, etc. The findings can assist patients, clinicians, health systems, payers, policymakers, and other stakeholders in making informed decisions. Randomized control trials (RCT) are considered as the gold standard but they are time-consuming and expensive to conduct, and the results may not apply to patients in routine clinical practice. This course will provide an introduction to innovative approaches to generate evidence at a faster pace and lower cost, including propensity score in observational studies and pragmatic clinical trials embedded into everyday workflow to facilitate a learning health system.

CTSC 5650sp. SURVIVAL ANALYSIS. (1 cr.; A-F; pre-req. CTSC 5600, CTSC 5601 (prior to 2020/2021) or CTSC 5602 and CTSC 5610) D. Zahrieh, N. Foster – This course will introduce students to methods for summarizing and analyzing time-to-event data, which commonly occur in clinical trials and epidemiological studies. Basic quantities (e.g., survival function, hazard function) and their relationships will be introduced. Non-parametric approaches (such as the Kaplan-Meier method) and parametric approaches (e.g., Weibull) for estimating these quantities for a given data set of event times will be covered. Associated tests (such as the log-rank test) to compare event times originating from multiple groups will be discussed. The widely-used semi-parametric Cox proportional hazards regression model will be introduced and related topics including variable selection, assumption testing, and model building will be covered. Power and sample size calculations for planning studies with survival (time-to-event) outcome data will be discussed.

CTSC 5710f. PRACTICAL DATA COLLECTION. (1 cr.; A-F) J. Larson – This course introduces the general principles and practical exercises of data management and presenting in medical research, including laboratory experiments, cohort observational studies, and clinical trials. Data management portion will cover design of data collection system (case report forms/surveys, electronic databases, and data entry interface) and data quality control and monitoring. Data presentation portion will introduce sound practical data presentations by graphs and tables which are aimed to deliver the appropriate inferences regarding data in an efficient yet objective manner. This course will heavily focus on hands-on practices by introducing REDCap for data collection and management, and statistical software for plots and tables. Evaluation will be based on in-class short quizzes, in-class exercises, and take home assignments.
CTSC 5715f. PUBLICATION QUALITY TABLES AND FIGURES. (1 cr.; A-F; pre-req. CTSC 5600, and CTSC 5601 (prior to 2020/2021) or CTSC 5602) J. Larson – This course introduces sound practical data presentations by tables and graphs which are aimed to deliver the appropriate inferences regarding data in an efficient yet objective manner. This course will utilize the R software to generate reproducible summary statistics and figures via programming. Evaluation will be based on in-class assignments and take home assignments. This course involves learning how to program within R as opposed to using a graphical user interface (GUI) like the one used by the BlueSky software. By learning how to program within R directly, you will be able to generate code to make analysis repeatable.

CTSC 5720w. CLINICAL TRIALS: DESIGN AND CONDUCT. (1 cr.; A-F; pre-req. CTSC 5600 or equivalent) J. Sloan, N. Foster – This course will focus on the statistical considerations and practical issues involved in the design and conduct of clinical trials. The foundation and practical considerations involved in drug development for humans will be presented. The Phase I-III paradigm for clinical trials will be discussed including issues about aims, endpoints, statistical power, early stopping rules, and analytic techniques. There will be a focus on several case studies of clinical trials. Issues about subject selection, study design, masking treatment assignment, outcome measures, goals, and post hoc analyses will be reviewed.

CTSC 5740w. SYSTEMATIC REVIEWS AND META-ANALYSIS. (2 cr.; A-F; pre-req. CTSC 5600 and CTSC 5300 or CTSC 5370 (former CTSC 5310); limited to students admitted to CTS program w/priority to MS students; approval of the selected topic with course faculty is required prior approved admission) M. Murad, C. West, Z. Wang – By the end of this problem-based course, the learner will be comfortable with the methods of evidence synthesis and will have completed a systematic review/meta-analysis, from protocol to journal-ready manuscript, in a topic of their choice. The small group tutorials include expert faculty to discuss key concepts and troubleshoot the students' reviews in progress. Each session will represent a step in conducting a systematic review. A series of selected readings for each session will help students prepare to participate in discussions. Hands-on activities include developing thorough and systematic search strategies, in coordination with Mayo Library experts, and learning how to use meta-analysis statistical software. Evaluation will be based on the methodological quality of the final systematic review/meta-analysis.

CTSC 5761sp. EVIDENCE-BASED MEDICINE FOR CLINICAL RESEARCHERS. (1 cr.; A-F; pre-req. CTSC 5600, CTSC 5300 and CTSC 5370 (formerly CTSC 5310) I. Hargraves, M. Murad Z. Wang – This course addresses the need for evidence to be produced in a manner that contributes to clinicians, patients, health care organizations, policy makers, and other researcher’s ability to pursue high quality care and improved patient outcomes. Students will benefit the most from this course if they have conducted research and have completed the design of one or more studies. Course participants will learn the principles of evidence-based medicine (EBM) through applying the GRADE framework (Grading of Recommendations, Assessment, Development and Evaluation), to research in their own field. By teaching these appraisal and decision-making principles, this course helps researchers design and produce evidence that warrants high certainty and fulfills the needs of evidence users (patients, clinicians, and policy makers). Students will benefit the most from this course if they have conducted clinical research and participated in designing a study.

CTSC 5770sp. DIAGNOSTIC TESTING STRATEGIES. (1 cr.; A-F; pre-req. CTSC 5600) C. West – This course is designed to enable students to become skilled in the formulation and revision of diagnostic testing strategies for common medical problems, within a Bayesian framework (e.g.,
pre-test probabilities, test operating characteristics/likelihood ratios and post-test probabilities). The first five sessions will introduce material in a discussion format. Subsequent sessions will be organized around student presentations on clinical topics selected from a pool of over 50 which have been formally analyzed in the text. Students will review the relevant background for the clinical problem, the prevalence of the disease in question, the operating characteristics (sensitivity/specificity, etc.) of the pertinent history and exam components and diagnostic tests, and the range of post-test probabilities that might be expected to result from the application of various diagnostic strategies. Discussion will be initiated by presenting a hypothetical case and requesting input as to suggested plans for diagnostic testing. The instructor will provide a brief summary of learning points at the end of each session.

CTSC 5810sp. QUALITATIVE RESEARCH DESIGN, METHODS, AND ANALYSIS. (1 cr.; A-F) A. Kumbamu – This course provides an overview and comparative analysis of selected qualitative research methodologies, methods and analytic strategies. Focus is on developing rigorous qualitative designs that contribute to the development of health care knowledge for diverse populations. This application based course will provide numerous examples from the qualitative research field as well as practical, hands-on experience for the participant.

CTSC 5815w. QUALITATIVE AND MIXED METHODS RESEARCH FOR TRANSLATIONAL SCIENCE. (2 cr.; A-F) K. Boehmer, J. Griffin, J. Ridgeway – Qualitative and mixed methods are increasingly recognized for their potential to assist in the development of successful interventions in practice, and the translation of scientific knowledge into next-phase research or practice; An understanding of quantitative and qualitative methods is an important prerequisite to learning these skills, but more specific learning is required to understand the nuances of mixed methods research and the ways in which methods can be combined to support research translation. In this course, students will begin by examining applications of qualitative methods and mixed method designs and exploring the clinical and translational research questions that these methods are best designed to answer. They will then incorporate their own translational science interests to evaluate an existing clinical program, or to develop a mixed methods grant/IRB proposal. The course will use readings, discussion, student presentations, and writing to accomplish its learning objectives. A textbook is required for this course.

CTSC 5820sp. INTRODUCTION TO SURVEY RESEARCH. (1 cr.; A-F; pre-req. CTSC 5600) K. Yost – This course provides an overview of survey research. It is intended to familiarize students with the theory and application of survey research in data collection. The overall goal of this course is to provide students with a foundation that will allow them to conduct a survey or be aware of the issues to consider in the design and implementation of a survey. Specific topics covered are question writing, questionnaire design, scale development, reliability and validity, sampling, sample size estimation, survey types, statistical analysis and presentation of results. No prior survey research experience is required or expected.

CTSC 5860f. BEHAVIORAL INTERVENTIONS IN CLINICAL RESEARCH. (1 cr.; pre-req CTSC 5010; A-F, offered even years) S. Ehlers, E. Kacel – This course will focus on techniques for operationalizing, implementing, and monitoring the fidelity of behavioral interventions in clinical trials. Topics will include treatment development, assessing feasibility and acceptability of treatments, study design, recruitment and retention, rationale and techniques for assessing treatment fidelity, participant adherence, and dissemination of results. The course will also examine successes and pitfalls in implementing clinical trials involving behavioral interventions.

CTSC 5870sp. SOCIAL AND BEHAVIORAL FOUNDATIONS OF HEALTH IN HEALTH SCIENCES RESEARCH. (1 cr.; A-F) D. Eton – This course is designed to help students develop a basic
understanding of the role of social constructs and behavioral processes in health and interaction with the healthcare system. The course is intended to provide insight into concepts and theories of social and health behavior. The underlying framework of the course is the biopsychosocial model of health. In this perspective, health is influenced by biologic, social, behavioral, and environmental factors that frequently interact with each other to a greater or lesser extent.

CTSC 5900sp. INTRODUCTION TO HEALTH SERVICES RESEARCH AND POLICY. (1 cr.; A-F) S. Meier – This course provides a broad overview of health services research from a policy and economic perspective. The course reviews key concepts used in the field of health services research, and provides an overview of models, frameworks and methods typically used to evaluate the performance of health care systems. The course highlights the normative aspects of system evaluation, outlines components of the policy process and introduces students to seminal writing in the field of health economics. A textbook is required for this course.

CTSC 5910f. ECONOMIC EVALUATION IN HEALTH CARE. (1 cr.; A-F; pre-req. CTSC 5600 and CTSC 5602) B. Borah – In a world of rising health care costs and fixed budgets, economic evaluation plays an increasingly important role in technology assessment and payment decisions. This course will present basic concepts, theory, and methods associated with economic evaluation in health care. Specific topics include: cost-effectiveness analysis, cost-utility analysis, issues related to study design (trial-based, model-based, and observational administrative claims- based economic evaluation), outcomes measurement and analysis (clinical outcomes, costs, patient-reported outcomes), guidelines and reference standards, and the use of economic data in decision-making. This course will be presented in the form of lectures supported by presentation of case studies demonstrating these methods applied to specific clinical topics.

CTSC 5940f. SECONDARY DATA ANALYSIS. (1 cr.; A-F; pre-req. CTSC 5600) M. Jeffery – Secondary data analysis takes advantage of data originally collected for other purposes in order to answer distinct health services research questions. There are many secondary data sources readily available, yet they are typically underutilized. As such they provide a rich opportunity for empirical investigation and subsequent publication. This course provides the student an introduction to secondary data analysis using publicly available data sources. Data sources covered in this class include survey data, administrative data (hospital, outpatient and administrative claims), clinical electronic data, and cancer and clinical registry data. Note: No data analysis will be completed. However, by completing this class you will grasp not only what is possible but also how to proceed with a secondary data analysis project idea.

CTSC 610f,w,sp. CTS WORKS IN PROGRESS (1 cr.; S-N; registration limited to CTS PhD students only) A. Windebank – CTS Works in Progress provides a forum for CTS predoctoral students to present their research to and have their presentations evaluated by a group of their peers. This course is open to predoctoral students in the CTS track only. Attendance is required for CTS PhD students Fall, Winter and Spring. CTS students register only for the quarter in which they present (1cr. /yr.).

CTSC 6120w. CASE STUDIES IN TRANSLATION. (2 cr.; A-F, CTS PhD students have priority registration) A. Windebank– This course will explore the process by which the fundamental discoveries move from the first demonstration of an experimental observation to widespread use in medicine and public health. Examples will be chosen to represent the different classes of discovery that lead to improved health.

CTSC 6130f,w,sp. CTS JOURNAL CLUB. (1 cr.; S-N; registration limited to CTS PhD students only) A. Windebank – CTS journal club provides a forum for CTS predoctoral students to select, present
and lead a discussion on an original clinical and/or translational research article chosen by the student and their mentor. This course is open to predoctoral students in the CTS track only. Attendance is required for CTS PhD students fall, winter and spring. CTS PhD students register only in the quarter in which they present (1 cr. - /yr.).

**CTSC 6150su,w. CASE STUDIES IN ENTREPRENEURSHIP (2 cr.; A-F) M. Rotman, S. Ekker, R. Hale, A. Sreedhar -** This course was developed in collaboration with the Mayo Clinic Department of Business Development. In this course, we will use experiential learning approaches to learn about entrepreneurship through the actual development and execution of a startup idea. Students will learn about entrepreneurship and startup development through exemplar scenarios, immersion experiences, and team-based business development. This course will culminate with student teams preparing an application to the Walleye Tank Qualifying Round delivering 2-minute business pitches to attempt to qualify for Walleye Tank.

**CTSC 6151f. CASE STUDIES IN ENTREPRENEURSHIP: KEY RESOURCES AND REVENUE STREAMS (1 cr.; A-F; pre-req. CTSC 6150) M. Rotman, S. Ekker, R. Hale, A. Sreedhar –** This course follows after the CTSC 6150 course to refine the value proposition, narrow down to 1-2 key customer segments, and develop the financial business model with those customer segments in mind. At the end of the course, students will be able to answer the question, “Who will pay, what, why, and when” for their business innovation. CTSC 6151 is a deeper dive into a part of the learning objectives of the pre-requisite CSTC 6150 course. Students will utilize skill sets developed in CTSC 6150 to meet the indicated milestones to further de-risk their business hypothesis. Students develop the key resources and revenue streams portion of the business canvas. Teams present an update of their business at the end of the 10 weeks. Teams may be paired with an MBA student to provide business consulting guidance or they may work through the program without an MBA student pairing.

**CTSC 6152sp. CASE STUDIES IN ENTREPRENEURSHIP: RISK ASSESSMENT, PROTOTYPING, AND COMMERCIALIZATION PLAN (1 cr.; A-F; pre-req. CTSC 6150) M. Rotman, S. Ekker, R. Hale, A. Sreedhar –** This course builds off the CTSC 6150 and CTSC 6151 courses and continues to help students de-risk both the business and scientific side of their startup idea. This course dives deeply into specific learning objectives of the pre-requisite course (CTSC 6150), focusing on the left-hand side of the business model canvas: Key Partners, Key Resources, and Key Activities. In this course, we will use experiential learning approaches to continue developing each team’s selected entrepreneurial endeavor, where participants will continue an in-depth exploration of their startup idea. By completing this course, students will have a value proposition validated by at least 30 customer discovery interviews plus a first generation design of a minimal viable product (MVP) informed by inputs from the end users. This course will culminate with an oral and written set of final deliverables. The oral deliverable is a refined 2-minute business pitch, which will be delivered at a Qualifying Round for the Walleye Tank (or similar official competition). The final written deliverable is an outline of a commercialization plan, describing the necessary activities and MVP iterations identified to commercialize their business solution.

**CTSC 6153sp. CASE STUDIES IN ENTREPRENEURSHIP: ACCELERATING SBIR/STTR FUNDING PROPOSALS FOR HEALTHCARE INNOVATIONS (1 cr.; A-F; pre-req. CTSC 6150, CTSC6151, CTSC6152) M. Rotman, S. Ekker, P. Dillon, R. Hale, A. Sreedhar –** This course was developed in collaboration with the Minnesota SBIR/STTR Accelerator. This course collates the oral and written deliverables completed during CTSC6150, CTSC6151 and CTSC6152 to learn the key components of a high-quality research proposal for future submission at the Department of Health and Human Services (HHS), National Institutes of Health, or the Food and Drug Administration, or the Centers for Disease Control and Prevention).
The HHS offers Small Business Innovation Research (SBIR) or Small Business Technology Transfer (STTR) funding to small businesses. This course dives deeply into the HHS SBIR and STTR Programs (R41/R42 and R43/R44) as a roadmap for preparing a research application. Learners must have successfully completed CTSC6150, CTSC6151 and CTSC6152, or have documented evidence of a similar aptitude for entrepreneurship, including a completed business model canvas, completed business pitch and financial estimates for their beachhead market segment, as well as a clear plan for developing a minimally viable product (MVP).

In this course, we will use near-peer learning approaches to continue developing each team’s selected entrepreneurial endeavor, where learners will pursue the preparation of a research application designed to support the research of a healthcare innovation for future commercialization. The SBIR/STTR funding is intended for applied research, which is uniquely different from standard NIH basic research projects. The focus is on product commercialization. Preparation of a commercialization plan using each agency’s guidelines will receive special attention.

CTSC 6154w. ENTREPRENEURIAL LEADERSHIP LAUNCH (1cr. A-F) R. Hale - This course was developed by leadership development experts in collaboration with the Mayo Clinic Office of Entrepreneurship. In this course, we will use experiential learning approaches to launch students into a higher level of confidence and effectiveness in leadership and career achievement. Students will develop and execute on an individualized leadership growth plan organized around achieving a significant professional goal each student selects in this course.

Students will learn about the environmental conditions of psychological safety and the “cohort effect”, and how these impact performance. Students will learn about awareness as a meta skill for professional growth, and they will use pattern recognition to discover patterns of thinking or behavior within themselves that may either limit or enhance performance. This course trains students in these new skills and perspectives through real-life examples, individualized homework assignments, and group and peer-to-peer discussions. This course will culminate with each student preparing a written report and a presentation on their individual plan and progress throughout this course.

CTSC 6160sp. GENOMIC ANALYSIS & DATA INTERPRETATIONS FOR RARE & UNDIAGNOSED DISEASES MEDICINE (2 cr., A-F;) E. Klee, L. Schimmenti, F. Pinto e Vairo - In this course, students will experience an electronic laboratory environment focusing on unsolved medical odyssey cases. These are typically individuals with undiagnosed or rare diseases where current testing has failed to provide an informed assessment of their medical condition. Currently, the standard practice is whole exome sequencing of the patient and, ideally, an unaffected sibling and parent(s). Under direction of key scientists from the Center for Individualized Medicine, students will explore these unsolved cases using modern informatics tools while also delving deeper into both the medical history as well as the published literature. Initially, exemplar cases will be used to provide examples cases, followed by the full laboratory analyses. Each session, student genomic sleuths will present their cases to the class, for group analysis and assessment. For cases where the analysis is considered strongly positive, the results will be transferred to CIM for subsequent implementation in the Clinic. *Will be moved from winter to spring term beginning 2022.

CTSC 6170f. THE SCIENCE OF TEAM SCIENCE: STRATEGIES FOR SUCCESS (1 cr. A-F) H. Billings, K. Turkowski– This course offers practical guidance about engaging in team science to pursue complex research questions, work effectively with team members, and assess team performance in
order to produce high-impact outcomes. Students will explore the basic principles of teamwork and multidisciplinary collaboration in order to accelerate translational research and strengthen the alignment of discovery science with the clinical practice.

DENTISTRY – ORTHODONTICS

Orthodontics Didactic

ODON 6806f,w,sp,su. ORTHODONTIC SEMINAR: TECHNIQUE. (1 cr; A-F) J. Volz
Seminar on technical orthodontic procedures.

ODON 6807f,w,sp,su. ORTHODONTIC SEMINAR: LITERATURE REVIEW. (1 cr; A-F) J. Volz
Classical orthodontic literature as well as current literature review.

ODON 6808f,w,sp,su. ORTHODONTIC SEMINAR: CASE PRESENTATION. (1 cr; A-F) J. Volz
Cases with complete records reviewed and new patient treatment plans discussed.

ODON 6809f,w,sp. SURGICAL ORTHODONTIC SEMINAR. (1 cr; A-F) C. Viozzi - Case presentation, illustration, diagnostic and treatment procedures that encompass the various dental specialties.

ODON 6810w. CLINICAL ORO-FACIAL PATHOLOGY AND DEVELOPMENTAL DISORDERS. (1 cr; A-F; prerequisite D.D.S., D.M.D., M.D. or equivalent required) J. Volz - A review of the clinical presentations of many congenital and acquired pathological disorders, developmental deficiencies, and malformations important to the dental specialist.

Research

ODON 6857f,w,sp,su. RESEARCH IN SELECTED PROBLEMS. (1 cr/qtr; A-F) J. Volz - Arrangements for research in selected areas related to minor.

Clinical

ODON 6800f,w,sp,su. ADVANCED ORTHODONTIC TECHNIQUES. (3 cr; A-F) J. Volz - Initial technical procedures in preparation for clinical patient care. Technical procedures on the typodont, model preparation, photography, metallurgy, and cephalometrics.

ODON 6802f,w,sp,su. ORTHODONTIC CASE ANALYSIS. (6 cr; A-F) J. Volz - First phase involves complete review of previously treated cases. Second phase is application of basic analytic principles to clinical patients.

ODON 6803f,w,sp,su. ORTHODONTIC TREATMENT PLANNING. (6 cr; A-F) J. Volz - Mechanical principles coordinated with case analyses to provide the treatment plan. Force analysis and biomechanics of tooth movement.

ODON 6804f,w,sp,su. CLINICAL ORTHODONTICS. (6 cr; A-F) J. Volz - Individual treatment care and clinical observation. Treatment care coordinated with other services in selected instances in the hospital.

ODON 6805f,w,sp,su. ADVANCED CLINICAL ORTHODONTICS. (6 cr; A-F) J. Volz - Final treatment care of individual patients.

DENTISTRY – PERIODONTICS

Periodontics Didactic
PDON 6883f,w,sp,su. PERIODONTIC SEMINAR. (1 cr; A-F) S. Gruwell - Literature review and discussion.

PDON 6884su. PERIDONTICS/ORTHODONTICS SEMINAR. (1 cr; A-F; offered even years) J. Volz - Histopathology of periodontal disease. Oral mucus membrane; calcified tissues. Interdisciplinary Orthodontic and Periodontics case reviews and literature review.

PDON 6886f,w,sp,su. CLASSIC LITERATURE IN PERIODONTICS. (2 cr/qtr; A-F); S. Gruwell - Review of 55 years of classic literature from the Journal of Periodontology. Two one-hour sessions per week x 26 weeks.

Research
PDON 6857f,w,sp,su. RESEARCH IN SELECTED PROBLEMS. (2 cr; A-F) S. Gruwell

Clinical
PDON 6880f,w,sp,su. CLINICAL PERIODONTICS. (3 cr; A-F) S. Gruwell - Etiology, diagnosis, and treatment of periodontal disease.

DENTISTRY – PROSTHODONTICS

Prosthodontics Didactic
PROS 6841f,w,sp,su. COMPLETE DENTURE PROSTHODONTIC SEMINAR. (1 cr; A-F) O. Muller, T. Salinas, S. Lee - Literature review and discussion of past and current concepts and practices of complete denture prosthesis.

PROS 6843f,w,sp,su. REMOVABLE PARTIAL PROSTHODONTIC SEMINAR. (1 cr; A-F) O. Muller, T. Salinas, S. Lee - Literature review and discussion of past and current concepts and practices of removable partial denture prosthesis.

PROS 6845f,w,sp,su. FIXED PROSTHODONTIC SEMINAR. (1 cr; A-F) T. Salinas, S. Lee - Principles, practices, and concepts related to clinical and laboratory phases of fixed prosthodontics.

PROS 6847f,w,sp,su. SEMINAR: MAXILLOFACIAL PROSTHETICS (INTRAORAL) ADVANCED PROSTHODONTICS. (1 cr; A-F) T. Salinas, S. Lee - Literature review and discussion of past and current concepts and practices of implant prosthodontics and maxillofacial prosthetics.

PROS 6848f,w,sp, su. SEMINAR: CURRENT LITERATURE. (1 cr; A-F) T. Salinas, O. Muller, S. Lee - Review and discussion of practical, clinical, or laboratory applications of current literature in prosthodontics and related fields, with an emphasis on evidence-based appraisal of the literature.

PROS 6859f,w,sp,su. PERIODONTAL AND PROSTHODONTIC CONSIDERATIONS IN DENTISTRY. (1 cr; A-F) T. Salinas, S. Lee - This course is designed to promote in-depth discussions of subjects of interest in the areas of orthodontics, periodontology and prosthodontics. The interrelationship of the three fields is stressed.

PROS 6862f,w,sp,su. DENTAL MATERIALS. (1 cr; A-F) T. Salinas, S. Lee - Discussion of physical properties, mechanical properties, technical procedures and the interrelationship of these with clinical procedures related to dental materials most commonly used in prosthodontics.

PROS 6870f,w,sp,su. OCCLUSION. (1 cr; A-F) T. Salinas, S. Lee - A series of detailed discussions of the principles, practices, and concepts of occlusion.
PROS 6871f,w,sp,su. PHYSIOLOGY, PHARMACOLOGY AND PRE-PROSTHETIC SURGERY. (1 cr; A-F) T. Salinas, S. Lee - Discussion of physiology of major organ systems in conjunction with pharmacologic management of disorders of these systems. Pre-prosthetic surgery is discussed and reviewed through an evaluation of the literature.

PROS 6873f,w,sp,su. CRANIO-MANDIBULAR DISORDERS AND FACIAL PAIN. (1 cr; A-F; prerequisite Pros 6870) K. Reid, S. Lee - Literature review and discussion of past and current concepts and practices in the management of patients with cranio-mandibular disorders including myofacial pain dysfunction, temporomandibular disorders and atypical face pain.

PROS 6874f,w,sp,su. PROSTHODONTIC MANAGEMENT OF THE GERIATRIC PATIENT. (1 cr; A-F) T. Salinas, S. Lee - Literature review and discussion of medical complications found in the geriatric patient with emphasis placed on special considerations made during prosthodontic treatment.

Clinical
PROS 6840f,w,sp,su. CLINICAL PROSTHODONTICS: COMPLETE DENTURES. (6 cr; A-F) T. Salinas, O. Muller, S. Lee - Orientation and introduction to clinical and laboratory phases of prosthodontics in the medical center with emphasis on principles, concepts, and practices related to complete denture prosthesis.

PROS 6842f,w,sp,su. CLINICAL PROSTHODONTICS: PARTIAL DENTURES. (6 cr; A-F) T. Salinas, O. Muller, S. Lee - Orientation and introduction to clinical and laboratory phases of prosthodontics in the medical center with emphasis on principles, concepts, and practices related to removable and fixed partial denture prosthesis.

PROS 6851f,w,sp,su. DENTAL ROENTGENOLOGY. (1 cr; A-F) K. Reid, T. Salinas, S. Lee - X ray diagnosis and technique.

PROS 6852f,w,sp,su. ORAL DIAGNOSIS AND TREATMENT OF CRANIO-MANDIBULAR DISORDERS. (2 cr; A-F) T. Salinas, S. Lee - Clinical diagnosis and treatment related to dental problems, including cranio-mandibular disorders and facial pain.

PROS 6854f,w,sp,su. IMPLANT PROSTHODONTICS. (6 cr; A-F) O. Muller, T. Salinas, S. Lee - Clinical and laboratory procedures involved in the management of patients who receive prostheses supported and retained by endosseous implants.

PROS 6880f,w,sp,su. DENTAL LABORATORY TECHNOLOGY. (6 cr; A-F) T. Salinas, O. Muller, S. Lee - A full time clinical assignment to familiarize the resident with all aspects of laboratory technology used in the fabrication of removable and fixed partial and maxillofacial prostheses.

Electives
PROS 6856f,w,sp,su. ORAL AND MAXILLOFACIAL SURGERY. (1cr; A-F) K. Arce, J. Van Ess, C. Viozzi - Residents will work with the practitioners in the area of Oral and Maxillofacial Surgery to evaluate and treat patients who require surgical treatment of oral disease, elective treatment of partial and complete edentulism and maxillofacial defects. Residents will learn the diagnostic testing media for use with these patients. This will include standard intraoral, panoramic and cephalometric radiography along with lateral hypocycloidal tomography, computerized tomography and magnetic resonance imaging of teeth, jaws, temporomandibular joints and facial structures. Residents will learn techniques for treatment, especially in a multispecialty health care environment.
PROS 6875f,w,sp,su. DENTAL IMPLANT PROCEDURES. (1cr; A-F) T. Salinas, S. Lee - Provide an in depth knowledge of standard methods for the comprehensive approach to using dental implant for comprehensive patient treatment. Additional understanding is introduced of advanced pain control measures, preprosthetic surgery, infection control and sterile technique, dental implant treatment planning, dental implant surgery, dental implant restorative procedures, complication management, and maintenance. Understanding of the indications and benefits for nitrous oxide sedation is provided along with a familiarity with other methods of pain control such as intravenous sedation and general anesthesia. These axioms are taught alongside surgical residents to exchange mutually supportive care between surgery and prosthodontics to allow an in depth experience with this level of care.

PROS 6877f,w,sp,su. DENTOFACIAL ESTHETICS. (1cr; A-F) T. Salinas, S. Lee – Topics covered in formal instruction: Residents are instructed formally with the analysis from photographs, radiographs, and diagnostic casts to utilize for treatment of patients with prosthodontic needs. The resident will start with a critical analysis of facial esthetics and what is considered referenced normal and that of which is achieved through specific objectives. The resident will understand their use of analytic skills at the chairside to perform a thorough clinical assessment of that of facial esthetics and how it correlates to intraoral dental esthetics. After a specific litany of factor recording, the resident will augment their photographic skills with a standardized esthetic display format for mapping the esthetic continuum for patient esthetic dentofacial analysis. Digital Smile design is also introduced to the resident to augment their skills in evaluating these factors for prosthodontic treatment.

Research

PROS 6857f,w,sp,su. RESEARCH IN SELECTED PROBLEMS. (2 cr; A-F; offered 6 quarters during program, including all of final year) T. Salinas, O. Muller, S. Lee

DERMATOLOGY*

DERM 6870f. MUCOUS MEMBRANE COURSE. (1 cr; S-N; Oral - even years) R. Rogers - This course provides knowledge of inflammatory, allergic, premalignant, and malignant conditions affecting the oral mucosa and other mucosal surfaces as well as the skin. Diagnosis utilizing clinical and pathologic tools will be emphasized. Treatment will be discussed.

* Only Dermatology courses which are required for degree completion in clinical programs are listed.

IMMUNOLOGY

IMM 5200su. INTRODUCTION TO FLOW CYTOMETRY. (1 cr; S-N) V. Shapiro – This course will teach the basics of flow cytometry, including how a cytometer functions, designing a panel compensation, statistics, analysis, and interpretation. New technology including new fluorochromes and mass cytometry (CyTOF) are also discussed. No prerequisites are required. The course consists of 10 hours of lecture from RST videoconferenced to AZ and FL, plus 4 hours of hands-in/demonstration.
IMM 6862w,su. CURRENT TOPICS IN CELL ACTIVATION AND SIGNALING. (1 cr.; S-N) D. Billadeau, V. Shapiro – Weekly discussions of recent scientific literature on topics related to receptors, transmembrane signaling mechanisms, and gene expression.

IMM 6863f,sp. CURRENT TOPICS IN IMMUNOLOGY. (1 cr.; S-N) H. Dong – Current literature on important areas of immunology. Critical review of methods, results and findings. Register in the quarter you present (1 cr./yr.). Attendance required fall and spring.

IMM 6865f. REGENERATIVE T CELL IMMUNOTHERAPY AND CELLULAR ENGINEERING. (3cr.; S-N) S. Kenderian – Regenerative T Cell Immunology in the Treatment of Cancer is a 3 credit mini-course focusing on the basics and applications of T cell immunotherapy, chimeric antigen receptor T cell therapy, and next generation T cell immunotherapy. The course is assessed on attendance, assignment completion, and a final project where students work in teams to construct a specific aims page on a T cell immunotherapy based project that they will present to the class.

*This class will be offered Fall 2021*

IMM 6867w,sp. CURRENT TOPICS IN CLINICAL AND TRANSLATIONAL IMMUNOLOGY. (1 cr.; A-F) K. Knoop – This is a series of journal clubs on a broad area of clinical and translational immunology. The topics include: hypersensitivity responses, innate immunity, mucosal immunology, and mechanisms and treatment of immune-mediated diseases. Course may be taken twice for credit.

IMM 6878w. TUTORIAL IN INNATE IMMUNITY AND IMMUNOMETABOLISM. (2 cr.; A-F; offered odd years; pre-req. CORE 6200 or equivalent) J. Sun – Advanced course on innate immune cells including macrophages, IEL’s, and NK cells, roles in health and disease, and regulation by metabolic pathways. Pre-requisite: CORE6200. Enrollment limited to matriculated Ph.D. and M.S. students except by permission of the course director. Offered in the first half of winter quarter during odd years only.

IMM 6879w. TUTORIAL IN CELLULAR ACTIVATION. (2 cr.; A-F; offered even years; pre-req. CORE 6200 or equivalent, basic knowledge of receptor pharmacology is desirable but not a requisite) K. Hedin, D. Billadeau, K. Medina, V. Shapiro, K. Khazaie, H. Zeng, and J. Sun – This course focuses on the intracellular signaling pathways which regulate the activation, growth, and differentiation of lymphoid cells. Additional emphasis is placed on molecular mechanism of immunosuppression by cyclosporine, FK506, and related compounds.

IMM 6880sp. TUTORIAL IN IMMUNOPATHOLOGY. (2 cr.; A-F; offered odd years) A. Johnson – Concepts in the immunopathology of virus and bacterial infection, autoimmunity, tumor immunology, and transplantation. Emphasis will be on immune mechanisms that the host uses to respond against pathologic agents, how disregulation of these responses lead to autoimmunity, and adaptative strategies infectious agents use to evade immunity.

IMM 6882w.TUTORIAL IN MUCOSAL IMMUNOLOGY. (2 cr.; A-F; offered odd years; pre-req. CORE 6200) K. Khazaie – The course will review aspects of mucosal immunology and sterile inflammation. This will include microbiota and their interaction with host, innate immunity, including innate lymphoid cells, NK cells, gdT-cells, dendritic and other myeloid cells, adaptive immunity with emphasis on intraepithelial lymphocytes, Tr1 cells, regulatory T-cells and immune regulation, the current knowledge of the receptors and molecules that are used by immune cells to recognize stress and microorganisms, organ specific immunity, the enteric nervous system and brain-gut axis, circadian rhythm.
IMM 6884w. TUTORIAL IN TUMOR IMMUNOLOGY. (2 cr; A-F; offered even years; pre-req. CORE 6200 or equivalent) H. Dong, K. Khazaie, S. Markovic, K. Pavelko, I. Parney, R. Vile – Concepts in tumor immunology. This course is based on the current literature with heavy emphasis on student/faculty discussion.

IMM 6885sp. TUTORIAL IN THE GENERATION AND FUNCTION OF B CELLS. (2 cr.; A-F; offered even years; pre-req. CORE 6200 or equivalent) K. Medina, A. Novak, V. Shapiro, H. Zeng – This course is designed to provide an in depth understanding of the generation and function of B lymphocytes in health and disease. The prerequisites are successful completion of Immunology CORE 6200 or Mayo Medical School, Block V, Normal Function, Immunology course. The final grade will be based, class participation, and the grade achieved on the comprehensive final exam.

M.D.-Ph.D.

MDPH 5000f,w,sp,su. LABORATORY ROTATIONS FOR M.D.-Ph.D. STUDENTS. (1 cr.; S-N) TBA - Graduate thesis research (4 weeks) under supervision of staff.

MDPH 5150w. MEDICAL SCIENTIST SURVIVAL SKILLS I. (1 cr.; S-N; offered odd years) L. Schimmenti – This one-week colloquium will cover grant writing. Working in small groups, students will be required to produce a complete grant application (F30 format). Students will receive written critiques and a score for their work. Limited to 20 M.D.-Ph.D. students.

MDPH 5200w. MEDICAL SCIENTIST SURVIVAL SKILLS II. (1 cr.; S-N; offered even years) S. Kaufmann – This one-week colloquium is designed to enhance critical reading skills. The course involves large group discussions of recent literature articles, emphasizing best practices in experimental design, data analysis, presentation and interpretation as well as student presentations of paired articles, specifically articles that reach mutually incompatible conclusions. In addition, students will individually prepare brief written critiques of a recent article. Limited to 20 M.D.-Ph.D. students.

MDPH 5300f. WEEKLY MD-PhD CONFERENCE. (1 cr.; S-N) S. Kaufmann, L. Schimmenti – Weekly MD-PhD Conference includes journal clubs (article presentation by students), clinical pathologic correlations (clinical cases presented by students) and career development talks. MD-PhD students in the PhD phase must present one article per year and one clinical pathologic correlations case every other year. Attendance required: 70% of scheduled conferences. Registration limited to M.D.-Ph.D students in the PhD phase of the MD-PhD program. Register in fall quarter only (1 cr./yr.).

MDPH 6100f,w,su. MD-PhD CLINICAL EXPERIENCE COURSE (0 cr.; S-N) L. Schimmenti – For MD-PhD students in the research years to maintain focused clinical training by selecting a MD mentor and performing history/physical exams, developing a clinical plan, and, where able, participating in surgeries. Minimum of 4 hours/month (longitudinal) or 40 hours over 1-2 weeks (immersion) during a semester (summer/fall or winter/spring). Pre-requisites: Successful completion of M1 and M2 coursework, Step 1 USMLE and pre-clinical block.

MDPH 6200f,w,sp,su. SENIOR POST GRADUATE MD/PHD RESEARCH EXPERIENCE. (1 cr.; S-N) S. Kaufmann, L. Schimmenti - This is an up to 16 week course during the last year of the MD-PhD program prior to graduation. This course is specifically for students who have completed their PhD, completed all of the required medical school clinical courses and electives and would like to
return to the laboratory to work on a new project with a new laboratory mentor or complete a promising project that was started with their original mentor.

MAYO CLINIC GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

MGS 5000f,w,sp*. FUNDAMENTAL SKILLS. (2 cr.; S-N) TBA – This required course will introduce students to core professional competencies and tools for success in graduate school. *Students register in Fall term only; course runs fall, winter, and spring terms. Required of all first year PhD students effective with 2021 matriculants and required of all MDPHd G1 students. Not open to other learners at this time.

MGS 5100su. SURF ROTATION AND SEMINAR SERIES. (2 cr.; S-N) TBA – During this 10-week fellowship students will attend a weekly SURF seminar, other seminars and journal clubs within MCGSBS and present at an end-of-the-year event hosted by their program. Students will receive hands-on research training during the 10-week full-time fellowship.

MGS 5101f,w,sp, su. Ph.D. LABORATORY ROTATION. (2 cr.; S-N) TBA – Graduate thesis research (4 weeks) under supervision of staff. This is used for 4th and 5th rotations only – requires Academic Affairs Committee approval prior to registration.

MGS 5102f,w,sp, su. Ph.D. LABORATORY ROTATION. (2 cr.; S-N) TBA – Graduate thesis research (8 weeks) under supervision of staff.

MGS 5104f,w,sp. OTHER ROTATION. (2 cr. S-N) TBA – PostBac, Master’s, PREP, GREP and other similar lab experiences.

MGS 5200f,w,sp,su. CAREER DEVELOPMENT INTERNSHIP (CDI) (1 cr. S-N) J. Doles – Career Development Internships (CDIS) are opportunities for upper-level PhD students to explore biomedical career options, network with biomedical professionals, and contribute to the mission of the CDI partner organization. The goal of the CDI program is to provide MCGSBS students with hands-on experience in the diverse career environments to assist with making informed career path decisions.

MGS 6100f,w,sp,su. MASTER’S THESIS PROTOCOL. (3 cr. S-N) TBA – For Basic Science Master’s students only. Register during the quarter of which the thesis protocol is approved. May be taken only once for credit. Register with program director as course director.

MGS 6400f,w,sp,su. MASTER’S SCHOLARLY REVIEW ARTICLE (FINAL PROJECT). (6 cr. S-N) TBA – For Employee Master’s students only. Requires paper or equivalent in the area of the students’ chosen track submitted as Employee Master’s Project. Topic is chosen by the student with guidance from the mentor. Register during the final quarter of tenure in the program in order to finalize the scholarly review article (Final Project). May be taken only once for credit. Register with mentor as course director.

MGS 6840f,w,sp,su. MASTER’S RESEARCH. (4 cr., S-N) TBA – For Basic Science Master’s Program Student’s only. Graduate research for Master’s students under supervision of staff. Register with mentor as course director. 4 cr/qtr – 4 qtrs required.

MGS 6890f,w,sp,su. PREDOCTORAL RESEARCH. (3 cr., S-N) TBA – Graduate thesis research for Ph.D. students under directed supervision of a faculty mentor. Student must enroll every quarter once
a mentor/thesis laboratory is selected for remainder of program. Register with mentor as course
director. 3 cr/qtr – 8 qtrs (minimum 24 credits required)

Must enroll every quarter once a thesis laboratory is selected for remainder of program- required after 24
credits is fulfilled. Directed research projects under the supervision of a faculty mentor.

MOLECULAR PHARMACOLOGY AND EXPERIMENTAL THERAPEUTICS

MPET 5808f. INTRODUCTION TO MOLECULAR PHARMACOLOGY. (4 cr.; A-F) Sun-Hee Lee – This
course covers the effects of drugs and other therapeutic agents on biological systems, with
particular emphasis on how drugs interact with their receptors, are metabolized by humans, affect
the functions of organ systems, and are used to treat diseases.

MPET 6205f. CLINICAL PHARMACOLOGY AND PHARMACOGENOMICS JOURNAL CLUB. (1 cr.; S-
N) R. Weinshilboum, Wang – This journal club meets once monthly. At each meeting, one
participant chooses, along with their mentor, an original research article and leads the discussion.
Articles deal with any aspect of the interactions between xenobiotics and man, spanning articles of
fundamental laboratory-based science to clinical trials. This journal club will be of interest to
graduate students in pharmacology, post-doctoral students in pharmacology, and trainees in
clinical pharmacology. Register in fall quarter only (1 cr./yr.). Attendance required fall, winter,
spring, and summer.

MPET 6400sp. INTRODUCTION TO PRINCIPLES OF PHARMACOKINETICS. (2 cr.; A-F) J. Reid – This
12-week course will focus on the qualitative and quantitative description of the kinetics of drug
absorption, distribution, and elimination. Learners will gain a basic and practical understanding
of the physiological factors that influence these processes and will develop the skills necessary to
fine tune dosing regimens for the purpose of optimizing drug levels. Rigorous mathematical
derivation of important concepts will be minimized. This course will prepare learners to work in
the pharmaceutical industry or take the board examination in clinical pharmacology.

MPET 6450f. APPLIED DATA SCIENCE AND ARTIFICIAL INTELLIGENCE IN PHARMACOLOGY. (2
cr.; A-F; pre-req: basic statistics knowledge) A. Athreya – Introduction of engineering foundations
of data science (DS) and artificial intelligence (AI) in the context of studying drug response and
identifying biomarkers for laboratory experiments. In a hands-on approach using state-of-the-art
computing infrastructure, the students will implement DS/AI concepts using real- world omics
datasets and interpret results with the rigor needed for publications and grant preparations.

MPET 6655f. MECHANISMS OF CELL GROWTH AND DEATH. (2 cr.; A-F; offered even years; pre-req.
CORE 6100, 6150 and 6250 or consent of instructor) L. Karnitz, S. Kaufmann – This tutorial provides
in-depth coverage of a series of cellular signaling pathways including those activated by receptor
tyrosine kinases, cell death receptors, and DNA damage. Specific topics include receptor tyrosine
kinases and the Ras and phosphatidylinositol 3-kinase pathways, cell death receptors and caspase
activation, and the ATM/ATR-dependent signaling pathways. Alterations in the signaling
pathways in disease states are discussed.

MPET 6700f. APOPTOSIS JOURNAL CLUB. (1 cr.; S-N) S. Kaufmann – The course is a journal club
reviewing recent articles on the cellular mechanisms of apoptosis. An emphasis is placed on
reviewing articles describing new, universal molecular and biochemical pathways of apoptosis.
The course meets monthly throughout the year. No prerequisites are required. Register in fall
quarter only (1 cr./yr.). Attendance required fall, winter, and spring.
MPET 6800f. RESEARCH SEMINARS IN PHARMACOLOGY. (1 cr.; S-N) Y. Machida – The purpose of this course is to provide a forum for development of graduate speaking skills in a seminar setting. Students prepare talks presented to students, faculty, fellows, and research technicians. Register in fall quarter only (1 cr./yr.) Attendance required fall, winter, and spring.

MPET 6805w. DRUG METABOLISM AND PHARMACOGENOMICS. (2 cr.; A-F) R. Weinshilboum, J. Reid – Principles of disposition of drugs in biological systems. Lectures on absorption, distribution, excretion, and metabolic transformation of drugs; descriptions of enzyme systems and factors affecting them. General principles of pharmacogenomics are also presented.

MPET 6811w. TUTORIAL IN CARDIOVASCULAR PHARMACOLOGY. (2 cr.; S-N; offered even years) A. Behfar – Advances in physiology, pharmacology, genomics, and regenerative medicine are in the process of creating new therapeutic opportunities in cardiovascular medicine. The present course will examine recent literature to explore advanced topics related to understanding innovative pharmacological approaches to treating cardiovascular disease. Previous completion of the Principles of Pharmacology course in the Medical School or Graduate School is required.

MPET 6812sp. TUTORIAL IN MOLECULAR PHARMACOLOGY AND RECEPTOR SIGNALING. (1 cr.; A-F) S. Sine – Student-led discussions and presentations on current topics in receptor biology (runs concurrently with CORE 6450).

MPET 6813f. TUTORIAL IN SYSTEMS PHARMACOLOGY (2 cr.; A-F; offered odd years; pre-req. MPET 6805/5808 encouraged.) H. Li, K. Robertson – Changes in biomedical research have greatly increased the opportunities for clinical impact. These new opportunities were born in large part through the emergence of large-scale genomics, transcriptomics, epigenomics, proteomics, and metabolomics research efforts that yielded huge databases from large patient cohorts and laboratory studies. This explosion of data necessitates the use of quantitative, machine learning and systems approaches more broadly than ever. This course will cover an introduction to computational techniques such as machine learning, systems biology and pharmacology as applied to various ‘omics’ datasets, network algorithms, and data science application methodology. We then discuss how these techniques are applied to large multi-layer datasets and more importantly, how they are integrated to yield new information on disease and drug response mechanisms, deregulated pathways, and biomarkers of disease and drug response. The class format is a combination of didactic lecture and computation laboratory-based study that is geared toward advanced graduate students and postdoctoral fellows learning how to generate and analyze ‘omics’ data, and what the pitfalls and limitations are in this field.

MPET 6814w. CELLULAR PHARMACOLOGY OF AGENTS THAT TARGET CANCER. (2 cr.; A-F; offered even years) S. Kaufmann – This tutorial will examine the mechanisms of action of selected pharmacological agents of the cellular and subcellular level. Drug targets to be examined during the quarter will include plasma membrane receptors, enzymes involved in signal transduction, cell cycle regulation, chromatin modification and DNA repair, selected pathways in intermediary metabolism, and/or regulators of apoptosis. Emphasis will be placed on 1) understanding the variety of experimental approaches that are applicable to the study of drug action in different subcellular compartments and, 2) developing an ability to critically evaluate recent literature.

MPET 6815f. NEUROBEHAVIORAL PHARMACOLOGY. (2 cr.; A-F; even years) D. Choi – This course will cover the most recent neuropharmacological aspects of behavior disorders. The emphasis will be on understanding the advancement of neurogenetics, neurobiology, neuroimaging, and human
genomics, which are enabling us to decipher behavioral disorders in molecular levels, and thereby to develop more precise pharmacological treatment methods.

MPET 6820w. REGENERATIVE MEDICINE. (2 cr.; A-F) A. Windebank – This course is designed to introduce students to principles of stem cell biology and provide an appreciation for applications in regenerative medicine and surgery. Presenters will stress fundamental principles. Particular emphasis is placed on state-of-the-art derivation of stem cell population lineages, analysis of respective genomic, proteomic, and metabolomic traits, and applications in therapy in diagnosis. The course will follow a discovery-translation-application curriculum. By course end, students should become proficient in the comprehension of fundamental concepts underlying stem cell platforms as well as obtain insight in new therapeutic/diagnostic opportunities. Proficiency in fundamental cell biology, genomics, and pharmacology is highly recommended. This is a shared course with the Clinical and Translational Sciences track

NEUROSCIENCE

NSC 5600f. BEHAVIORAL NEUROLOGY. (2 cr.; S-N; Register in fall, course runs fall and winter terms; offered odd years) N. Taner – Students will learn about the neuropathological, genetic, and clinical characteristics of neurodegenerative diseases such as Alzheimer’s disease. The course will feature the most current knowledge about each disease, including therapies available or ongoing research on the causes of the disorder. The course features weekly lectures and will be assessed based on attendance and participation.

NSC 6210w,sp. NEUROBIOLOGY OF DISEASE. (3 cr.; A-F; odd years; pre-req. consent of course director) J. Fryer – This course is designed for graduate students (Ph.D. and M.S.), residents, clinical fellows, and postdoctoral fellows in neuroscience/neurology and clinical translational science training programs. It is intended to confer a detailed mechanistic understanding of the genetic, pathological and cell biological basis of important neurological diseases and syndromes. The clinical and scientific background and context for each disease will also be provided and therapeutic rationales will be discussed along with current mechanisms and modeling (cellular or model organisms). The focus will be on research-oriented students, but this course will also provide a mechanistic understanding for clinically oriented students. Basic science and clinical experts from all three Mayo campuses will provide this didactic survey course. These 90-minute lectures will be on Tuesday afternoons, from 4:00pm-5:30pm EST. A two-page proposal on a student-selected disease entailing a brief background, importance, and two specific aims will be due at the end of each term. This course will span two quarters (January to June).

NSC 6250f. SKILLS FOR EFFECTIVE PRESENTATIONS. (2 cr.; S-N) O. Ross – The purpose of this course is to instruct students on critical presentation skills that can be applied to journal club, works-in-progress presentations, and future speaker opportunities. In addition, students will discuss how to critically evaluate published manuscripts and effectively communicate the findings in ways that will keep a journal club audience engaged and encourage discussion. Target audience is first year NSC track students, although it is open to all students.

NSC 6310sp,su. METHODS IN NEUROSCIENCE RESEARCH. (Register Spring term; 2 cr.; A-F) P. McLean – The purpose of this course is to give an overview of commonly used lab techniques in neuroscience research. Students should plan to register for the course in the spring quarter of Year 1 just after choosing a thesis mentor and when beginning to think about thesis projects. This is a 2-quarter course that will run through the end of summer quarter. This will be a team-taught course with a mid-term and final exam.
NSC 6401sp. PRACTICAL NEUROANATOMY. (2 cr.; A-F; odd years; pre-req. first year MCGSBS student or consent of course director) M. Murray – This course is designed to provide a fundamental understanding of neuroanatomical nomenclature and the structure and function of the human nervous system. The emphasis is on practical application of neuroanatomical knowledge for research-oriented students. This course is appropriate for students in all tracks who want to increase their knowledge of Neuroanatomy.

Course detail:
(1) The course is laboratory based. There will be ten 3-hour lecture/laboratory sessions.
(2) Students will view at least one brain cutting session with a Mayo Neuropathologist and one Neuro Histopathology review.
(3) Students will write a mini review of an area of Neuroanatomical interest.

NSC 6600f,w,sp,su. NEUROSCIENCE JOURNAL CLUB. (1 cr.; S-N) Da Mequita, W. Springer – This multifaceted course will address current topics in neuroscience and will emphasize dynamic interactions between students and faculty. Each quarter two to three focused topics will be covered in depth through a series literature reviews and presentations by the students. One credit will be given per year for years 1 and 2 and every student is required to present and participate each quarter in years 1 through 4. Register for this course fall quarter only of years 1-2 (1 cr./yr.). Attendance required fall, winter, and spring all years.

NSC 6650f,w,sp,su. NEUROSCIENCE WORK IN PROGRESS. (1 cr.; S-N) De Mesquita, W. Springer – Presentation of ongoing research projects by graduate students in the Neuroscience Ph.D. Program. One credit will be given per year and every student is required to present a WIP each year in years 2 – 5. Register for this course fall quarter only of years 2-3 (1cr./yr.). Attendance required fall, winter, and spring all years.

NSC 6854w,sp. BASIC NEUROSCIENCE. (5 cr.; A-F) E. Benarroch – The Basic Neuroscience course consists of a series of didactic lectures and question and answer sessions covering basic molecular, cellular, neurochemical and physiological aspects of the organization of the nervous system, with an emphasis on clinical correlations. The course is intended to provide neurology and neurosurgery residents and neuroscience graduate students with basic information on the organization of the nervous system at the molecular, cellular, synaptic, and system levels. The course will also provide information that will allow clinical trainees to understand and critically analyze the increasing number of papers in the neurologic literature that address basic mechanisms of disease and therapeutic approaches. Finally, the course will provide an overview of the spectrum of neurologic disease that will allow basic science trainees to put their specific research projects in the context of potential clinical relevance.

NSC 6857w. SYSTEMS NEUROSCIENCE AND BEHAVIOR. (3 cr.; A-F) C. Blaha, S. Boschen De Souza - The purpose of this course is to provide graduate students with a basic understanding of the neural basis of behavior. As virtually all behavior can be related to the functioning of the brain and nervous system, this course is essentially about these systems. Topics to be covered will include neuroanatomy, neurophysiology, neuropsychological methods, sensory systems, psychiatric disorders, motor disorders, and neurodegenerative diseases. This course is designed to provide a foundation of neuroscience understanding for graduate students. The course will have a strong research orientation but where appropriate, specific disease states and clinical perspectives will be highlighted.
Molecular and Cellular Neuroscience.

This course will present didactic and literature-based training in molecular and cellular neuroscience. The aim of the course is to help students gain an understanding of the molecular basis of neuronal and glial function. Topics to be covered will include neuronal and glial cell biology, ion channels and the generation of membrane potential, the electrical properties of neurons, neurotransmitters, and neurotransmitter release, and second messenger signaling.

Thesis Proposal.

Thesis proposal: The written thesis proposal matches the format of NIH F31 grants and, hence, is limited to 7 pages, including figures but not references. In the student’s own words, the proposal should outline the rationale for the proposed project and how it is to be executed. The proposal is subdivided into the following sections.

- **Abstract:** Summary of the project (1 page)
- **Specific Aims:** Briefly describe the aims and hypotheses of your project (1/2 page).
- **Significance:** Put your project into context with what is known about this area of neuroscience and demonstrate the significance of the questions you are asking (1 page)
- **Innovation:** How is the proposed project novel and groundbreaking (1/2 page)
- **Approach:** Describe what you plan to do and how you plan to do it. Include preliminary data for each aim that supports your question and hypothesis (4 pages). Register for credit the quarter AFTER you have presented your proposal and passed your qualifying oral exam.

**Obstetrics and Gynecology**

**Didactic**

- **OBG 5803f,w,sp,su. Introduction to Surgical Gynecology.** (1 cr; A-F) Prerequisite: must be enrolled in Gynecology Oncology or Fellowship Program, Female Pelvic Medicine, and Reconstructive Surgery Fellowship Program. C. Langstraat, J. Occhino - Didactic sessions presented weekly. Student preparation and participation is required. Students earn MCBSBS credits for participation in fellowship didactic activities, not a formal classroom setting. **Must register each of the four consecutive quarters. Begin summer quarter of first year of fellowship.**

- **OBG 5804f,w,sp,su. Introduction to Maternal Fetal Medicine.** (4 cr; A-F) Prerequisite: must be enrolled in Maternal Fetal Medicine Fellowship Program. C. Rose - Students earn MCBSBS credits for participation in fellowship didactic activities, not a formal classroom setting. Didactic sessions presented weekly. Student preparation and participation is required. **Must register each of the four consecutive quarters. Begin summer quarter of first year of fellowship.**

- **OBG 5805f,w,sp,su. Introduction to Reproductive Endocrinology and Infertility.** (5 cr; A-F; as prerequisite, must be enrolled in Reproductive Endocrinology & Infertility Fellowship Program) E. Stewart and TBA - Students earn MCBSBS credits for participation in fellowship didactic activities, not a formal classroom setting. Didactic sessions presented weekly. Student preparation and participation is required. **Must register each of the five consecutive quarters. Begin summer quarter of first year of fellowship.**

**Research**

- **OBG 6840f,w,sp,su. Research in Obstetrics Gynecology.** (6cr/qtr - 4 qtrs required; A-F; prerequisite: must be enrolled in one of the following programs:
  - Gynecology Oncology Fellowship Program: Instructor C. Langstraat
  - Female Pelvic Medicine and Reconstructive Surgery Fellowship Program: Instructor J. Occhino
• Maternal Fetal Medicine Fellowship Program: Instructor C. Rose
• Reproductive Endocrinology & Infertility Fellowship Program: Instructor J. Occhino

Graduate thesis research under supervision of staff. Students earn MCBBS credits for participation in fellowship research activities; not a formal classroom setting. Master’s program application must be accepted by MCBBS to enroll in this course.

Clinical

OBG 6857f,w,sp,su. GYNECOLOGIC ONCOLOGY. (6cr/qtr - 5 qtrs required; A-F; As prerequisite, satisfactory completion of an obstetrical and gynecologic residency training program at an accredited institution and maintenance of satisfactory status within the Gynecologic Oncology Fellowship Program) C. Langstraat and staff. Preoperative evaluation, surgical treatment, and postoperative management of benign and malignant gynecologic disease processes and the complications thereof arising within the female genitalia. In addition, the acquisition of theoretical and practical knowledge regarding the natural history, the diagnosis, alternatives to surgical management, prognosis, and the postoperative immediate and long-term disposition for each of the disease processes requiring surgery will be anticipated. Students earn MCBBS credits for participation in fellowship clinical and surgical activities, not a formal classroom setting. Must register for each of the five consecutive quarters. Begin summer quarter of second year of fellowship.

OBG 6865f,w,sp,su. REPRODUCTIVE ENDOCRINOLOGY AND INFERTILITY. (6cr/qtr - 5qtrs required; A-F; prerequisite satisfactory completion of an obstetrics and gynecology residency training program at an accredited institution and maintenance of satisfactory status within the Reproductive Endocrinology and Infertility Fellowship Program) E. Stewart and TBA. Management of patient care under faculty supervision, developing clinical and surgical skills related to infertility, amenorrhea, abnormal uterine bleeding, neuroendocrine dysfunction, reproductive tract abnormalities (acquired and developmental), androgen disorders, recurrent abortion, and menopause. Review of patient care cases on a weekly basis to determine the best approach and plan of care. Daily discussion of the best management of patients undergoing ovulation induction or in vitro fertilization (IVF). Participation in IVF, gamete micromanipulation, assisted hatching, embryo cryopreservation, and oocyte donation. Preparation for clinical practice in reproductive endocrinology through extensive experience in sonography, sonohysterography, controlled ovarian hyperstimulation, transvaginal ultrasound-directed oocyte retrieval and embryo transfer. Application of medical and surgical treatments for male infertility, including epididymal aspiration, testicular biopsy and electroejaculation under the supervision of a urologist and medical endocrinologist. Students earn MCBBS credits for participation in fellowship clinical and surgical activities, not a formal classroom setting. Must register for each of the five consecutive quarters. Begin summer quarter of first year of fellowship.

OBG 6870f,w,sp,su. ADVANCED URO GYNECOLOGIC OPERATIVE SURGERY. (6cr/qtr – 4 qtrs required; A-F; prerequisite is satisfactory completion of an obstetrics and gynecology or urology residency training program at an accredited institution and maintenance of satisfactory status within the Female Pelvic Medicine and Reconstructive Surgery Fellowship Program) J. Occhino and TBA. The preoperative, intra operative and postoperative management of gynecological patients. Students earn MCBBS credits for participation in fellowship clinical and surgical activities, not a formal classroom setting. Must register for each of the four consecutive quarters. Begin summer quarter of second year of fellowship.

OBG 6875f,w,sp,su. MATERNAL FETAL MEDICINE. (6cr/qtr – 4 qtrs required; A-F; C. Rose and TBA; prerequisite is completion of an obstetrical and gynecologic residency training program at an accredited institution and maintenance of satisfactory status with the Maternal Fetal Medicine Fellowship Program.) Direct medical management of maternal and fetal conditions during
pregnancy. Clinical experience in obstetrical, genetic, medical, and surgical complications of pregnancy and their effect on the mother and developing fetus through an intensive ambulatory and labor and delivery practice. Focus on the use of screening and diagnostic sonography and development of associated invasive procedural skills including chorionic villus sampling, genetic amniocentesis, in-utero stenting procedures, laser therapy for twin-twin transfusion syndrome, and percutaneous umbilical cord sampling/intrauterine blood transfusion. Students earn MCBSBS credits for participation in fellowship clinical and surgical activities, not a formal classroom setting. Must register for each of the four consecutive quarters. Begin summer quarter of first year of fellowship.

ORTHOPEDICS

Didactic
ORS 5803f,w,sp,su. PROSTHETICS FOR ORTHOPEDICS. (1 cr; A-F) N. Pulos - Lectures and discussions regarding upper and lower extremity Prosthetics for amputations at various levels, includes class participation in the application of immediate-type pylons.
ORS 6550f,w,sp,su. MICROVASCULAR SURGERY SKILLS. (2cr; S-N) W. Anding - Prerequisite is student must be involved in or have completed a training program in an approved surgical specialty or subspecialty or be involved as a research fellow, technician, etc.) Forty hours of instruction and practice, which includes the care and adjustment of the operating microscope, the basic techniques of microsurgical suture placement, and microvascular anastomosis of a rat femoral artery and rat femoral vein. Following successful completion of the above measures, the students will extend their application to end to side microvascular anastomosis, as well as epineural and fascicular nerve repair using the rat sciatic nerve model.
ORS 6860f,w,sp,su. BASIC KNOWLEDGE AND MOTOR SKILLS OF ORTHOPEDIC SPECIALTIES. (4 cr; A-F; consent of instructor is required) N. Pulos - This course will cover pertinent basic knowledge and motor skills as it applies to the subspecialties of Orthopedics, including adult reconstruction/ trauma, hand and upper extremity, pediatrics, spine, and sports medicine.

Clinical
ORS 6852f,w,sp,su. ADULT RECONSTRUCTION. (3 cr; A-F) J. Barlow and TBA - This course covers all areas of adult reconstructive surgery, including spine, hip, knee, shoulder, elbow, ankle, and foot. Course will include personal teaching on patient assessment, surgical technique, pre- and postoperative care, as well as follow-up care.
ORS 6853f,w,sp,su. SURGERY OF THE HAND. (3 cr; A-F) J. Barlow and TBA - Supervised exposure to clinical hand surgery with weekly teaching conference and monthly journal club.
ORS 6854f,w,sp,su. PEDIATRIC ORTHOPEDICS. (3 cr; A-F) J. Barlow and TBA - Incidence, etiology, evaluation, and treatment of congenital developmental, metabolic, and post-traumatic orthopedic conditions from birth to physiologic maturity.
ORS 6855f,w,sp,su. ORTHOPEDIC ONCOLOGY. (3 cr; A-F) J. Barlow and TBA - Orthopedic oncology residents participate in evaluation and management of patients with various musculoskeletal neoplasms. The surgical experience includes modern limb salvage procedures.
ORS 6856f,w,sp,su. ORTHOPEDIC TRAUMA. (3 cr; A-F) J. Barlow and TBA. Instruction in patient assessment by history, physical examination, imaging modes, laboratory tests and other adjunctive special evaluation techniques in the investigation of the musculoskeletal system and its fractures.
Research

ORS  6890f,w,sp,su. RESEARCH IN ORTHOPEDICS. (6cr/qtr – 4 qtrs required; S-N) TBA - Graduate thesis research for Master’s students under supervision of staff.

REGENERATIVE SCIENCES

REGS  5200w. FUNDAMENTALS OF REGENERATIVE SCIENCES. (2 cr. A-F) S. Wyles, R. Hayden, A. Terzic – week course (approx. 6-8 hrs. per day) with no pre-requisites for enrolled PhD students, but employees and GREP/PREP/Postbac students must obtain permission to enroll from Dr. Wyles or Dr. Scarisbrick. Medical and graduate students are introduced to the fundamental principles, tools, and platforms of regenerative medicine. PhD students taking the course for credit must participate in all sessions and discussion. Learners will also be required to complete introductory online modules, Good Clinical Practice FDA CITI certification and multiple-choice written exam (70% pass rate with 2 attempts).

REGS  5210sp. ADVANCED REGENERATIVE MEDICINE AND SURGERY. (2 cr. A-F) S. Wyles, R. Hayden, A. Terzic – 1 week course (approx. 6-8 hrs. per day) with a prerequisite of REGS 5200 for enrolled PhD students, but employees and GREP/PREP/Postbac students must obtain permission to enroll from Dr. Wyles or Dr. Scarisbrick. Medical and graduate students are introduced to regenerative strategies in clinical and biomedical training. PhD students taking the course for credit must participate in all sessions and discussion. Learners will be required to complete a small interdisciplinary group assignment, simulated patient encounter assignment and organ system-based clinical trial critical review for REGS: Advanced Regenerative Medicine and Surgery.

REGS  5300f. STEM CELLS AND DEVELOPMENT. (2 cr. A-F) Q. Peterson – This course will introduce stem cell and developmental biology in the context of regenerative sciences. Emphasis is placed on the fundamental concepts that govern development, regeneration and their application to study and treat disease. Topics covered include embryogenesis, organogenesis, pluripotency, differentiation, maturation, transdifferentiation, along with stem cell technologies and tissue engineering.

REGS  5500f,w,sp. TOPICS IN REGENERATIVE SCIENCES AND MEDICINE. (1 cr S-N) Q. Peterson – Interdisciplinary course required for RSTP Postbac and PhD students; suitable also for all PhD students and others interested in regenerative science and medicine. Class meets regularly during the Fall/Winter/Spring Quarters. Journal club presentations of recent advances in regenerative sciences, research from one Mayo Clinic lab, and guest speakers on a variety of topics (including but not limited to quality control, quality assurance, regenerative regulatory science, manufacturing, and entrepreneurship). All meetings feature extensive discussion.

REGS  5800sp. DEVELOPMENTAL BIOLOGY. (2 cr.; P/F) M. Fernandez-Zapico, J. Doles – Tutorials will be arranged on individual basis in selected advanced topics in developmental biology including cellular process of developing organisms, genetic analysis of development, early development: molecular basis of embryo polarity, maternal effect, patterning mechanisms and signal transduction cascades, molecular mechanisms of organogenesis: derivatives of the primary germ layers, molecular model of differential gene expression (e.g., Homeobox model), sex development pathways, teratogenesis and regeneration and aging. Students will determine a study topic with
a member of the faculty. Knowledge of the topic will be assessed by oral presentation of the material at the end of the course. (Replaced BMB 5400 Indendent Study of Developmental Biology)

VIROLOGY AND GENE THERAPY

VGT 5300w. GENE THERAPY LECTURE COURSE. (1 cr.; A-F) M. Barry – After attending this course the student will have gained an appreciation of the broad potential scope of gene therapy and should understand how to develop a gene based therapeutic from an idea to a validated product. Various gene therapy strategies will be considered in relation to a broad spectrum of human diseases illustrating how genes can be used for gene replacement, tissue engineering, destruction of unwanted tissues, or immune stimulation. Stages in the development of gene-based drugs will be studied from vector design through preclinical proof of efficacy, clinical protocol development, product manufacture, pharmacology and toxicology testing, analysis of clinical trial outcomes, regulatory affairs, patenting and partnering with industry.

VGT 5500w. FROM VIRUSES TO VECTORS LECTURE COURSE. (1 cr.; A-F) M. Barry – This course will cover the structure of viruses from which vectors are commonly derived and will describe the modifications made to the wild-type vectors which ensures the production of safe, efficient, targeted vectors for gene therapy vaccines and oncolytic virotherapy.

VGT 5600w. MOLECULAR VIROLOGY LECTURE COURSE. (1 cr.; A-F) R. Cattaneo – We highlight unifying principles emerging from the study of animal viruses. Using selected examples, we illustrate virus structure, cell entry and receptors, replication of retroviruses, DNA viruses and riboviruses, transcription and RNA processing, translation and intracellular transport, particle assembly and cell escape. We discuss which questions are still outstanding and introduce emerging viruses.

VGT 5650su. EMERGING PATHOGENS JOURNAL CLUB. (1 cr.; S-N) M. Barry – The emergence and persistence of pathogens that cause human and animal diseases have continued to surge despite technological and medical advances in the past century. COVID-19 is the most recent example. This journal club will survey emerging and emerged pathogens in a journal club format.

VGT 6740f. VIRUSES AND VECTORS JOURNAL CLUB. (1 cr.; A-F) R. Cattaneo – Discussion of recent advances in the fields of virology and gene therapy. Students, postdocs, and staff will present recently published papers that are of general interest to the fields. Emphasis will be on the development of new vectors for gene delivery and on cytoreductive therapy. From 2nd year on: Register in fall quarter only (1 cr./yr.). Attendance is required by all students. Presentations are required by all students in the 2nd year and beyond.

VGT 6745f. CURRENT TOPICS IN VIROLOGY AND GENE THERAPY. (1 cr.; A-F) M. Barry – This is a weekly seminar course in which visiting seminar speakers alternate with Mayo investigators. The format is a one-hour seminar in which the presenter gives a detailed account of their own virology or gene therapy research followed by a lively question and answer session. From 2nd year on: Register in fall quarter only (1 cr./yr.). Attendance is required by all students.

VGT 6884sp. VIRAL DISEASE TUTORIAL. (2 cr.; offered odd years; A-F, Structure: 12 sessions with 2 sessions per week) M. Barry – Virus pathology and disease tutorial. Major viruses and their molecular biology, pathogenesis and clinical features, emerging pathogens, therapeutic strategies.
Important viral infections will be covered; emphasis will also be placed on emerging viruses of strong topical or emerging interest. Structure: 11-12 sessions, meeting weekly for about two hours. Discussion will center on important papers after introduction to topic by faculty.

**VGT 6886sp. MOLECULAR VIROLOGY TUTORIAL.** (2 cr.; offered odd years; A-F, Structure: 12 sessions with 2 sessions per week) M. Barry – This tutorial is a companion to the Molecular Virology course. It deepens the subjects illustrated in the lectures. Publications that have contributed in shaping the field or have identified new principles will be introduced by staff members and presented by the students.

**VGT 6888sp. GENE THERAPY TUTORIAL.** (2 cr.; offered even years; A-F, Structure: 12 sessions with 2 sessions per week) P. Devaux – The major goal of this tutorial is to develop a broad understanding of the field of clinical gene transfer and therapy. Tutorials will range from the scientific and biological aspects of gene vectors and safety to the conduct and regulatory issues of clinical gene transfer trials. A variety of instructors will discuss pertinent questions involving the development and practice of ongoing clinical trials. These trials will include those that address infectious disease, malignancies, and cardiovascular disease.

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**Bioinformatics and Computational Biology (BICB)**

The University of Minnesota Rochester in collaboration with MCGSBS offers the following course (Available to MCGSBS PhD, MD-PhD, and Master’s Students):

**BICB 8510 (f,sp) Computation and Biology (2 crs; up to 2 repetitions totaling up to 4.0 crs)**

This course will be taught in modular form and will provide first-year graduate students with an overview of topics in molecular biology and genetics; mathematics, statistics and biostatistics; programming in FORTRAN and C/C++; programming in Perl; data management; and data mining. The modules will be offered based on the needs of each incoming class of BICB graduate students.
Student Services

Office of Student Financial Aid & Registrar
The Office of Student Financial Aid & Registrar seeks to attract the very best students to Mayo Clinic Graduate School of Biomedical Sciences by assisting with financial aid needs. Their support allows students to choose a career based primarily on their interest, skill, and aptitude rather than financial considerations imposed by indebtedness. The office assists students with financial aid processing, grant and scholarship opportunities, loan programs and consolidation counseling, loan deferment processing, etc. More information about the Office of Student Financial Aid & Registrar is available within this catalog in the section marked Student Financial Aid.

Coaching and Academic Success

Academic Success
The primary objective for the Academic Success Coach is to partner with the student to empower success; so the student is able to identify and work through challenges with ownership. The coach may support the student’s academic success by providing individual, small group or workshop sessions, offer resources for emotional issues or learning differences, or provide individualized coaching for:

- Time management
  - Creating and maintaining effective Study Groups
  - Calendar Preparation
- Wellness
  - Stress Management
  - Work-life Integration
- Learning and reading strategies
- Study skills and test preparation
  - Assessing and Optimizing Learning Skills
  - Peer tutoring
- Residency Preparation
  - CV & PS Preparation and Proofing
  - Interview Skills
- Learning differences
- Job search assistance, including creating and editing resumes, CVs, personal statements, and cover letters, as well as developing interview skills
Tutoring Resources
Peer tutors are available in a variety of content areas. Students must complete the online form to request a tutor. Guidelines for requesting a tutor:

- Student must obtain course leader/director approval for a tutor prior to requesting.
- Requests will be filled in the order they are received, with an attempt made to respond within 24 hours.
- Arrangements such as time and location of tutoring will be made between tutors and tutees.
- Tutor costs are covered by Mayo Clinic Graduate School of Biomedical Sciences.

Life and Wellness
Life and Wellness
Student Life and Wellness resources are available to promote the well-being of students; foster an educational environment that nourishes students’ mental, physical, social, and spiritual aspects; and help equip students with the skills to promote personal well-being.

Resources include the following components:

- Physical Wellness
  - Discounts toward workout facilities
  - Mayo Clinic Healthy Weight Program
  - Medical Benefits Plan
  - Primary Care through Mayo Clinic’s Employee Occupational Health Services
  - Health & Wellness Tips and Presentations
    - Presentations address common problems, provide practical tips, and allow ample time for discussion.

- Social Wellness
  - A variety of student organizations and specialty interest groups to choose from
  - A number of Mayo Clinic Graduate Student Association sponsored events.

- Emotional/Mental Wellness
  - Stress Management and Resilience Training Program (SMART)
  - Mayo Clinic Department of Psychiatry and Psychology
  - Ask Mayo Clinic (RN Triage Line)
  - Student Counseling Services

- Spiritual Wellness
  - Chaplain Services
  - Meditation
Disability and Accommodations
Students can get student-specific services from the Department of Preventative, Occupational and Aerospace Medicine if they:

- Have a health issue that is impacting the ability to participate fully in training
- Need accommodations for testing and other activities
- Have been out of class/rotations due to health reasons
- Need a medical leave of absence
- Have been referred by a Dean or faculty member for consultation

Counseling and Testing Performance
Students receive services from a licensed clinical social worker in the following areas:

- Evaluation and counseling for test taking anxiety
- "Drop in" hours to meet about various concerns, that you may have in the dimension of mental health, and collaborate to define a plan
- All records confidential
  - Confidential therapy: all Electronic Medical Records will be noted as ‘confidential’ (only access to record is through use of password)
  - Remains strictly confidential and has no academic consequence or academic oversight
- Can provide ongoing intervention to address anxiety, depression, etc.
Absence and Leave Policy

Scope
Applies to Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS) PhD students and MD-PhD students in the graduate school phase of training when seeking a leave of absence (LOA).

Purpose
To define options and set expectations for students seeking an extended absence from their educational programs while maintaining their MCGSBS appointments.

Policy
- MCGSBS allows students to take an approved LOA when significant extenuating personal circumstances impact their ability for continuation in the program.
- The student must be allowed responsibilities associated with their training to be suspended throughout the leave period. MCGSBS can provide assistance as needed to negotiate these expectations with the student’s mentor, including any required assignments, courses, meetings, or research-related responsibilities.
- An LOA must be endorsed by the program director and mentor (if assigned) and approved by the MCGSBS Education Committee.
- An LOA must be requested in accordance with the Leave of Absence Procedure.
- In order to allow equal training time for PhD students, when an LOA is approved it will result in an automatic extension of training end date, e.g. a 3-month LOA pushes out training end date 3 additional months. This change of end date does not apply to MD-PhD students due to the impact on return to MD training; however, LOA time is considered if an extension of training is requested.

Leave Types
Short-Term Disability Leave of Absence
- MCGSBS provides Short-term Disability (STD) as protection against loss of stipend because of illness or injury.
  - This benefit can be used for a qualifying serious health condition of the student or of an immediate family member who requires the student’s direct care.
  - STD applies for the period after childbirth, typically 6 weeks (see Parental LOA below). Medical considerations may extend STD or cause it to begin prior to delivery.
- STD (13 weeks at full stipend) is available to students at the time of appointment to the PhD or MD-PhD program.
The 13-week balance is renewed annually on the anniversary date of the student's matriculation into their current program.

- If an LOA needs to be extended beyond 13 weeks, the student must be placed on unpaid Personal LOA (unless Long-Term Disability benefits are applicable).
  - Long-Term Disability eligibility is dependent on a student's benefit package.

**Personal Leave of Absence**

- Personal LOA can be requested when the circumstance does not qualify under another leave type.
- Personal LOA is without stipend and limited to 6 months.
- Benefit eligibility continues throughout the leave.
- Students are allowed to use a Personal LOA to extend Parental Leave.

**Parental Leave of Absence**

- MCGSBS allows the student, a parent or primary adoptive parent regardless of gender, a Parental LOA of up to 12 weeks duration for childbirth or adoption, including 6 weeks with stipend.
  - In the event of childbirth, **Short-Term Disability** for medical recovery (paid with stipend) is provided for 6 weeks beginning on the date of birth. (This 6 weeks is included in the yearly 13-week allotment.)
  - A student who does not qualify for **Short-Term Disability**, but has a qualifying birth or adoption, is eligible for a total of 6 weeks of parental leave annually paid with stipend.
  - If both parents are MCGSBS students, each are eligible for 6 weeks of paid leave.
  - Additional absence would involve vacation, **Personal LOA** (without stipend), or a combination of the two.

- A Parental LOA must be communicated to the student’s mentor and program director as early as possible. The student and mentor must discuss and clarify expectations for the planned leave period.
- The student who is a childbearing parent will work closely with their respective lab supervisors to determine if any accommodations are needed to assigned lab tasks, e.g. liquid nitrogen filling, moving lab inventory, etc.
  - The student will review laboratory and chemical safety for expectant mothers.
  - If assistance is needed to help negotiate accommodations the student can contact Student Services or MCGSBS leadership.

**Emergency Leave of Absence**

- MCGSBS allows for a paid emergency LOA of up to 5 days when a student has an emergent need to be away, e.g. experiences a serious illness, student's immediate family member requires the student's direct care, or student has a death in the family.
- If an extended absence is needed, the student can use vacation days, **Personal LOA** (without stipend), or a combination of the two.
- The program director or mentor must notify MCGSBS if the student is unable to do so prior to departure.
- This leave is considered **Short-Term Disability**.
Military Leave of Absence

• MCGSBS allows for Military LOA for military duty or for medical treatment of a service-related medical condition.
• Except under emergency or short-notice situations, the mentor and program director must be notified well in advance of pending military service.
• For short-term military leave (2-4 weeks) a student can use available vacation days, leave without pay, or a combination of the two.
  o Benefit eligibility continues throughout the leave.
• For long-term military leave (greater than 4 weeks), the entire absence must be a LOA without stipend.
  o Benefit eligibility continues for up to 6 months.
• Refer to the Mayo Clinic College of Medicine and Science (MCCMS) Military Leave Policy for consideration of course and/or program withdrawal, impact to financial aid, etc.

Jury Duty/Court Appearances Leave of Absence

• Student stipend and benefit eligibility continues throughout the absence.
• If jury duty will seriously disrupt training, a student can ask the court to reschedule or to be excused from serving.

External Requirement

• When student stipends are supported by NIH federal grant funding, e.g. Kirschstein-NRSA, any relevant paid leave requirements of the grant must supersede school policy.
• MCGSBS Education Committee must approve these exceptions.

Grievance

Any student who believes that he or she has not been treated equitably under the provisions of this policy can file a grievance per the Grievance Procedure or directly with Mayo Clinic’s Title IX Coordinator (Amy Boyer, Integrity and Compliance Office).

Policy Notes

• Students are also eligible for 15 days of paid vacation per academic year.
• A leave of absence can impact both financial aid and loan deferments. If you have Federal Financial Aid, contact the Financial Aid Office at 507-284-2749.

Academic Progress and Graduation Requirements Policy

Scope

Applies to all Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS) students in the pre-doctoral and M.D. - Ph.D. programs in pursuit of a pre-doctoral (Ph.D.) degree.

Purpose

To provide students in the pre-doctoral and M.D. - Ph.D. programs criteria for satisfactory academic progress and to define graduation requirements for the Ph.D. degree.
To define criteria to obtain a master’s degree for students unable to complete all requirements for the Ph.D. degree.
Policy

Satisfactory Academic Progress

- Students are expected to make continuous and successful academic and professional progress toward graduation requirements for the Ph.D. degree. The concept of satisfactory progress mandates monitoring of a students’ academic and professional performance through items including, but not limited to:
  - Register for at least one course all terms throughout training
  - Written Qualifying Exam
  - Oral Qualifying Exam Committee Selection
  - Oral Qualifying Exam
  - Mentor Selection
  - Thesis Advisory Committee (TAC) Selection
  - Submit application for extramural fellowship award or equivalent.
    - All Ph.D. students must submit a fellowship application, preferably during their 2nd year of study (Applies to students who matriculated in 2020 or after.) See Policy Notes below for exceptions for international students.
    - All M.D.-Ph.D. students must submit an NIH F30 fellowship application (or equivalent) by the end of their 2nd PhD year.
  - Routine TAC meetings and Progress Reports, minimum every six months
  - Individualized Development Plan completed and maintained throughout training
  - Minimum of one peer-reviewed first-authored original paper accepted for publication (unless exception approved- see Publication Exception Request Procedure)
  - Submit thesis per MCGSBS Thesis Guidelines for Ph.D.
  - Final Oral Exam/Thesis Defense
  - Meet any program specific competencies as defined by track

- The goal of MCGSBS is for students to successfully complete training leading to the Ph.D. degree within 4-6 traditional academic years (M.D.-Ph.D. 4 years, Ph.D. 5-6 years).

- Consequences for unsatisfactory performance and/or behavior are defined in the Deficiencies and Unsatisfactory Progress Policy.

Graduation Requirements

- In order to graduate, students must meet the following requirements:
  - Pass all required courses and complete required credits as defined by the specific program
  - Successfully pass Written Qualifying Exam
  - Successfully pass Oral Qualifying Exam
  - Successful pass Final Oral Exam- defense and final thesis corrections
  - Complete all graduation clearance and check-out requirements
  - Final GPA of 3.0 or greater

Graduation deadlines

- Students are granted degrees four times a year: February, May, August, and November and must meet the deadlines for requirements listed in the table below.
  - The May date involves a formal ceremony as part of the Mayo Clinic commencement in conjunction with the Mayo Clinic School of Medicine. No
ceremony is held in February, August, and November, but students who
graduate at one of these times are eligible to participate in the May ceremony.

- Ph.D. appointments must end a maximum 30 days after the thesis defense date.
  - Students are allowed the 30 days to complete any outstanding Ph.D. degree
    requirements and make final thesis corrections.
- If a student does not meet the final thesis correction deadline, he/she will be required to re-
defend their thesis within six months.
  - Following the re-defense, a student will have four weeks to submit the final
    copy of their thesis. If this thesis submission deadline is not met, the degree
    will not be awarded and there will be no further opportunities to receive the
    degree from MCGSBS.
- If a student does not defend by defined training end date, and the Thesis Advisory
  Committee is not supportive of an extension, the student will be dismissed from the
  program effective on their training end date.

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<tr>
<th>Graduation Month</th>
<th>Requirements must be completed by:</th>
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<tr>
<td>February</td>
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<td>August</td>
<td>July 1</td>
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<td>November</td>
<td>October 1</td>
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Optional Master's Degree
- When a student is unable to complete Ph.D. requirements, eligibility for an optional master’s
degree in biomedical sciences will be considered.
- To be eligible for an optional master’s degree, the student must meet the following
  minimum MCGSBS requirements:
  - completed all the core and track courses required by the graduate program in
    which the student is enrolled
  - final GPA of 3.0 or greater
  - passed the written qualifying examination of their graduate program within
    allowed maximum of two attempts
  - Has not previously received an MCGSBS Master in Science degree withing
    the same track
  - Any exceptions to the above require both program and school approval
- The optional master’s request is initiated by submission of the Program Withdrawal Request
  From
- Students receiving optional Master’s degree mush complete MCGSBS checkout
  requirements, including return of Mayo laptop if applicable. Diploma will be withheld until
  completed.

Policy Notes
International students are not eligible to apply for federal funding, but are eligible to apply to
some select extramural fellowships. They must either submit an application for an eligible
extramural fellowship or submit a F31 templated grant application to the graduate school for
continued intramural support. See Extramural Awards Policy for more information.
Appointment Eligibility Policy

Scope
Applies to Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS) leaders and faculty at all sites involved in the student admissions and recruitment process and to prospective students when seeking an appointment.

Purpose
To establish requirements for MCGSBS predoctoral (PhD) and MD-PhD student recruitment and funding eligibility for students selected for an appointment.

Policy
• Candidates must meet eligibility requirements and selection criteria as described on the PhD Admissions and MD-PhD Admissions websites.
  o International students must also comply with respective immigration requirements.
• Ph.D. candidates are selected for appointment by the respective track/program’s admissions committees, then endorsed by the MCGSBS Education Committee (MGSEC)
• M.D.-Ph.D. candidates are selected for appointment by the M.D.-Ph.D. Admissions Committee, then endorsed by MGSEC and the Mayo Clinic School of Medicine Admissions Executive Committee.
• Once an appointment is accepted, continuation of the appointment is based on the student’s ability to continuously meet the qualifications, standards, and requirements of the respective program/track.

PhD
• The application, interview, and selection of PhD candidates are managed within each respective program/track.
• Selected candidates will receive an offer for admission from the track and a formal letter of appointment from MCGSBS.

MD-PhD
• The application, interview and selection of MD-PhD candidates are managed by the MD-PhD Admissions Committee in coordination with MCGSBS and Mayo Medical School (MMS).
• Selected candidates will receive an offer for admission and formal letter of appointment from the MD-PhD Program.

Stipend Funding
• Every MCGSBS student must have approved funding before formal MCGSBS appointment.
  o MCGSBS offers a unique, centralized funding model which provides financial support for the entire 5-year PhD appointment (4 years for MD-PhD). The funding model is subject to review and amendment.
  o MCGSBS provides funding for a defined number of student slots per track. Requests to appoint beyond the pre-determined funded slots must be approved and must be requested and approved per the Appointment
Funding Exceptions Procedure.

- Students who enter MCGSBS with pre-awarded Mayo department/division funding will continue under the terms of any such arrangements throughout the duration of their PhD training.
- If a Ph.D. appointment is made contingent on financial support from a concurrent Mayo Clinic employment role and that employment role terminated prior to completion of the program, the MCGSBS appointment must also end.
- To eliminate the risk of a student losing financial support before training is completed, no individual mentor, principal investigator, etc. may directly fund a student.

- Students are encouraged to seek extramural funding awards for which stipend incentives are available as defined in the MCGSBS Extramural Awards Policy.
- If required training exceeds the appointment length, a request for extension may be made for consideration by MGSEC. If extensions are warranted, it is expected that the cost of the student stipend and benefits are incurred by the respective mentor, unless otherwise determined by MGSEC.

Previous Research Activities

- MCGSBS does not recognize research, publications and abstracts generated during employment prior to MCGSBS admission as part of the PhD thesis work, though it may constitute preliminary data for a thesis research project. Data to be included in the PhD thesis must be generated after admission to the PhD program. Therefore; a Ph.D. degree candidate must complete a minimum residence of at least two years within the program (start date to end date).
- Regardless of past research experience, students must complete all required coursework and accomplish all other MCGSBS and track required milestones, including laboratory rotations, written and oral qualifying exams, regular thesis advisory committee meetings, etc.

Attendance, Absences, and Tardiness Policy

Scope

Applies to all students when enrolled in Mayo Clinic College of Medicine and Science (MCCMS) programs.

Purpose

To set expectations for student attendance.
To establish criteria for monitoring and addressing student attendance.

Policy

- Students are expected to attend and be on time for all required learning activities.
- MCCMS programs will inform students of specific rules regarding attendance, absence, and tardiness during program orientation and will apply consistent, fair, and equitable enforcement of those rules.
- MCCMS programs will provide students with clear instructions for requesting an excused absence.
This may include completing a request form or other notification procedure specific to the program and area.

- Unexcused absences and tardiness will be addressed through the Mayo Clinic College of Medicine and Science Warning, Probation, Dismissal and Appeal Policy and Procedure.

Definitions

**Excused Absence**: the program director approves the absence, generally with advance notice.

**Tardy**: student is not present at the designated start time for class/clinical experience.

**Unexcused Absence**: an absence for a reason that is not considered acceptable by the program director, or an absence for which the student could reasonably have given advance notice but failed to do so.

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**Course Management Policy**

**Scope**

Applies to Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS) faculty involved in course development and/or course delivery.

**Purpose**

To provide expectations and requirements for MCGSBS courses

**Policy**

**Course Design**

- Courses must have clear, measurable learning objectives.
- At a minimum, learning objectives must be included in the course syllabus. Ideally, learning objectives are associated with units or modules in the course.
- The current version of the syllabus must be available through the Learning Management System (LMS) by the first day of class. See the Syllabus Policy for further details.
- Faculty must utilize available, relevant educational technologies.
- All courses must have a presence in the LMS.
- Content must be appropriate organized in distinct units or modules.
- Content must flow in a logical progression.
- Supplemental resources are provided, such as journal articles, e-textbooks, etc.
- When applicable, sources are appropriately cited.

**Interaction and Collaboration**

- Confidentiality must be respected when faculty return a student's work or discuss a student's performance.
- Course activities and assignments must promote learner engagement.
- Course activities must achieve a balance of group and individual activities. Group activities should foster a sense of community and collaboration.
- There must be a blend of synchronous and asynchronous interactions.
- Course content must be presented in an engaging way, such as enhancing visual and auditory elements. A wide variety of mediums are used to deliver content.
- Activities must connect course concepts with application in authentic environments ("real-world").
• Required technologies are clearly stated and made available to students, when applicable.
• Guidelines are provided regarding levels of participation, such as the quality of communication. Ideally, this is presented in the form of a rubric.
• Feedback is provided to students in a timely manner.
• Faculty uses communications tools, such as course announcements in the LMS.

Assessment
• The purpose of assessments are clearly communicated to students.
• Grading policies and rubrics are available to students. When appropriate, example submissions are provided to students.
• Assessments are appropriately aligned to the learning objectives.
• Assessments are offered throughout the course. For example, weekly quizzes, unit exams, etc.
• Opportunities for self-assessment are provided.
• Take home exams are not allowed.
• Exam and homework questions must not be reused from prior years. Questions and prompts must be updated each year.

Learner Support
• Orientation to the course is provided.
• Required technologies are stated. Students are directed to links for installation, when applicable.
• Questions directed to instructors are addressed in a timely manner.
• Links to applicable IT support are provided within the course.
• Links to institutional services, policies, procedures, materials, and forms are provided.
• Course materials adhere to applicable accessibility standards.
• Closed captions and transcripts are provided in required course videos.
• Consideration is given to time zones and geographic location when setting course deadlines.
• Students are given the opportunity to provide feedback to instructors and should be encouraged to complete the standard course evaluation. See the Course Evaluation Procedure for details.

Credit Transfer Policy
Scope
Applies to learners within the Mayo Clinic College of Medicine and Science (MCCMS) when they wish to transfer credits.

Purpose
To define if and how credits obtained at other accredited institutions of higher education are evaluated for fulfillment of degree or certificate requirements in MCCMS educational programs.

Policy
Mayo Clinic School of Medicine
• Mayo Clinic School of Medicine does not accept transfer students.
Mayo Clinic School of Health Sciences
- Mayo Clinic School of Health Sciences (MCSHS) does not accept transfer of credits, except on a limited basis for the following programs:
  - Nurse Anesthesia
  - Respiratory Care
- MCSHS program directors evaluate course work and make the final determination regarding credit transfer.

Mayo Clinic School of Graduate Medical Education
- Transfer of credits is not applicable to the Mayo Clinic School of Graduate Medical Education.

Mayo Clinic Graduate School of Biomedical Sciences
- Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS) students who wish to transfer graduate credits to substitute for a Mayo elective, core, or track-required course must obtain approval from both the Mayo course director and their Graduate Program Director.
- To substitute or to waive core or track-required course credits, the student may be required to prove competence by taking an exam as dictated by the course director on the subject.
- If the course director and the Graduate Program Director determine that a student has the knowledge equivalent to satisfactory performance in the Mayo course, written approval from the course director and the Graduate Program Director must be sent to MCGSBS to document the student's academic record accordingly.
- If a student wishes to count credits earned in a Mayo graduate course towards the program’s required elective credits, but the Mayo course is not listed as an option for elective credit, the Graduate Program Director may approve at their discretion based on the student's career objectives. If approved, the Graduate Program Director must provide written approval to MCGSBS to document the student's academic record accordingly.

External Courses
- MCGSBS programs do not accept transfer students; however, transfer credits for graduate courses taken at another institution can be considered by submitting a Transfer Credit Request Form.
- Students who wish to transfer credits for graduate courses taken at another institution must have earned a grade of A or B to request credit and provide a transcript. The student must also provide a course description or syllabus and grading scale from the institution to the Graduate Program Director for approval.
- The time interval since the credits were earned must be within five years, unless exception approved by the Graduate Program Director.
- If the Graduate Program Director supports the credit transfer, written approval from the Graduate Program Director must be sent to MCGSBS, including the supporting course information from the other institution.

Total Credits Allowed
- A total of 21 credits may be transferred into the Ph.D. Program.
- A total of 9 didactic credits may be transferred into the Employee Master's Program.
- A total of 6 didactic credits may be transferred into the Clinical Master’s Program.
- A total of 6 didactic credits may be transferred into the Basic Science Master’s Program.
Definitions
Student: Non-resident/non-fellow individual enrolled in the Mayo Clinic College of Medicine and Science.

Credit Transfer Policy Note: Mayo Clinic will request and evaluate all prior transcripts for those receiving veteran’s educational benefits, including military training, and credit will be granted as appropriate.

Deficiencies and Unsatisfactory Progress Policy

Scope
Applies to Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS) students, leadership, and faculty when students enrolled in an MCGSBS degree program have performance and/or behavior concerns.

Purpose
To define the criteria for student disciplinary action and requirements in addressing MCGSBS student unsatisfactory performance and/or behavior.

Policy
MCGSBS can take disciplinary action for student deficiencies of an academic or non-academic nature. These disciplinary actions may include formal written warning of deficiency, probation or dismissal, and are further defined and explained in the Mayo Clinic College of Medicine and Science (MCCMS) Warning, Probation, Dismissal and Appeal Policy and Procedure.

Formal Warning Criteria
• Criteria for issuing a formal written warning of deficiency may include, but are not limited to the following:
  o Failure to maintain a minimum grade point average (GPA) of 3.0 in didactic course work. A student’s academic standing is evaluated at the end of each term including summer.
  o Failure for new matriculants to maintain a minimum GPA of 3.0 in didactic course work in the first two terms.
  o Pattern of failure to register for a course within the defined open registration period.
  o Pattern of failure to follow-through on required administrative tasks related to student milestones.
  o Failure to process travel expenses timely resulting in delinquent status and suspension of Mayo travel card.

Probation Criteria
• Criteria for issuing probation specific to MCGSBS students may include, but are not limited to the following:
  o Failure to maintain a minimum grade point average (GPA) of 3.0 in didactic course work. (Must have feasible plan to be at or above 3.0 by expected completion date.)
Accumulation of two or more "C," "F," or "N" grades.

Failure of qualifying written or oral exam on first attempt.
- Exam must be retaken by the end of the term following the term in which the exam was first taken.

Unsatisfactory performance in research; such a recommendation is largely the responsibility of the adviser.

**Dismissal Criteria**

- Criteria for dismissal may include, but are not limited to the following:
  - Failure to identify a thesis research laboratory after five rotations.
    - A maximum of five rotations (minimum of three required) will be allowed to find a thesis research laboratory.
    - Based on student performance in rotations, courses and on the examination(s), the program will decide if an optional master's degree is appropriate.
  - Failure to have feasible course remediation plan to obtain 3.0 GPA by expected completion date.
  - Three research grades of "N" (no credit).
    - Based on student performance in rotations, courses and on the examination(s), the program will decide if an optional master's degree is appropriate.
  - Failure of qualifying written or oral examination in second attempt.
    - Students will be given five business days to resign before the dismissal is implemented.
    - Based on student performance in rotations, courses and on the examinations(s), the program will decide if an optional master's degree is appropriate.
  - Failure to meet degree completion timeline standards.
    - PhD students are required to complete all requirements within 8 years of matriculation.
    - MD-PhD students are required to complete all total requirements within 10 years of matriculation.

A student who has been dismissed will not be readmitted to MCGSBS, unless overturned by appeal

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**Grievance Procedure**

**Scope**

This policy applies to Students, residents, fellows and postgraduates (collectively referred to as learners) in the Mayo Clinic School of Health Sciences, Mayo Clinic Graduate School, Mayo Clinic Alix Medical School, Mayo School of Graduate Medical Education, Mayo School of Continuous Professional Development, and other Mayo Clinic College of Medicine and Science (MCCMS) programs.
Purpose
This policy provides a mechanism to facilitate resolution of conflicts, problems, or disagreements raised by individuals enrolled in Mayo education programs, with the exception of disciplinary actions.

Policy Statements
Learners are encouraged to address conflicts or problems in direct communication with the individual with whom they disagree. If the conflict is not resolved, the learner may file a grievance in writing within thirty calendar days of the event in question.

Procedure
Individuals should first discuss any problems or complaints with the program director. The program director will respond in writing within thirty calendar days to answer questions or resolve complaints. In instances where an individual is uncomfortable taking a complaint to the program director, he/she should contact one of the following who will consider the situation and act to address the concern:

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<thead>
<tr>
<th>Mayo Clinic School of Graduate Medical Education (MCSGME)</th>
<th>Mayo Clinic School of Health Sciences (MCSHS)</th>
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<tbody>
<tr>
<td>Division/Department:</td>
<td>• Operations Manager</td>
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<tr>
<td>• Education Chair</td>
<td>• Administrator</td>
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<td>• Administrator</td>
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<th>Mayo Clinic Alix School of Medicine (MCASOM)</th>
<th>Mayo Clinic Graduate School of Biomedical Sciences (MCGBS)</th>
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<td>• Minority Affairs Director</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mayo Clinic School of Continuing Professional Development (MCCPD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Operations Manager</td>
</tr>
<tr>
<td>• Administrator</td>
</tr>
<tr>
<td>• Associate Dean</td>
</tr>
</tbody>
</table>

If satisfactory resolution is not reached, the individual may appeal in writing within thirty calendar days to the Dean of the School. The written request should be limited to three pages and should address why the action taken was inappropriate or indicate what remedy may be suggested. Within thirty calendar days, the Dean (or designee) will judge the merits of this appeal or, in certain situations at the Dean’s discretion, form a panel to consider the submitted
information, and respond to the learner in writing. The panel may request additional information or appearance before the panel of the individuals involved. The decision of the Dean or panel will be final, without further appeal. Every effort will be made to resolve complaints in the most expeditious and confidential manner possible. Retaliation against individuals who bring forward complaints or assist in investigating complaints is prohibited.

For Arizona Students Only: If the student complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The State Board address is:

Arizona State Board for Private Post-Secondary Education
1740 W. Adams Street, Suite 3008
Phoenix, AZ 85007
Phone: (602) 542-5709
Website: www.azppse.gov

Satisfactory Academic Progress (SAP) for Financial Aid Recipients Policy

Scope
Applies to all Mayo Clinic College of Medicine and Science (MCCMS) students who receive Federal or Institutional financial assistance and used when determining satisfactory academic progress (SAP).

Purpose
To comply with federal regulations requiring the Office of Student Financial Aid to monitor the academic progress of students.
To establish the financial aid (FA) SAP standards that apply to undergraduate certificate students, graduate students, and professional students (medical students) who wish to maintain financial aid eligibility.

Policy
- The standards in this Policy apply to a student’s entire academic record at MCCMS (including all credits transferred to MCCMS from another school), whether or not financial aid was received for prior terms of enrollment.
- The FA SAP standards may differ from the academic standards administered by MCCMS schools and/or programs.
- FA SAP standards are cumulative and include all periods of enrollment, whether or not the students received financial aid.

Graduate Students
The below standards apply to all students enrolled in the following graduate degree programs at MCCMS: Doctor of Physical Therapy (D.P.T.), Doctor of Nurse Anesthesia Practice (D.N.A.P.), Doctor of Philosophy (Ph.D.), and the joint Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.)
- Minimum GPA
Students must maintain a minimum cumulative GPA of 3.0 to remain eligible for financial aid.

- Academic records are reviewed at the completion of every term of enrollment (fall, spring, summer) to determine FA SAP.
- Students who earn a GPA of less than 3.0 for any given term will be automatically placed on financial aid warning for one term.
- If the cumulative GPA is less than 3.0 following the warning term, the student will be placed in financial aid suspension.

Grading System:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>-</td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>-</td>
</tr>
<tr>
<td>Withdrawal (student withdraws or resigns)</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>Multi-term course (placeholder)</td>
<td></td>
</tr>
</tbody>
</table>

- Grading System:

<table>
<thead>
<tr>
<th>A = 4.0</th>
<th>C = 2.0</th>
<th>P = Pass</th>
<th>X = Multi-term course (placeholder)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- = 3.7</td>
<td>C- = 1.7</td>
<td>S = Satisfactory</td>
<td>W = Withdrawal (student withdraws or resigns)</td>
</tr>
<tr>
<td>B+ = 3.3</td>
<td>D+ = 1.3</td>
<td>F = Fail</td>
<td></td>
</tr>
<tr>
<td>B- = 2.7</td>
<td>D = 1.0</td>
<td>I = Incomplete</td>
<td></td>
</tr>
<tr>
<td>C+ = 2.3</td>
<td>F = 0.0</td>
<td>NP = Non-passing</td>
<td></td>
</tr>
</tbody>
</table>

- Maximum Time Frame
  - Graduate students are eligible to receive financial aid for 150% of the published degree credits required to complete the program.
  - For example, if a degree program requires 30 credits, the student is eligible to receive financial aid for up to 45 attempted credits.

- Financial Aid Suspension
  - Students can be put on FA SAP suspension for the reasons listed below and are not eligible for financial aid while on FA SAP suspension. Students on FA SAP suspension may appeal for reinstatement of their financial aid. Approval of the appeal is not guaranteed.
  - Reasons for FA SAP suspension:
    - Does not meet the FA SAP requirements as outlined above.
    - Does not meet the academic expectations while on Financial Aid Warning (see Appeals).
    - Meets or exceeds the Maximum Time Frame requirement to complete program.
    - Withdrawal from ALL semester credit hours.
    - Receives a non-passing grade or incomplete in ALL semester credit hours.

- Appeals
  - If a student does not successfully obtain a minimum 3.0 GPA, the student will be placed on financial aid suspension. The student may appeal this determination if there are extenuating circumstances such as a death in the family, student injury, illness, or other special circumstances. Student must submit the appeal, including explanation as to why MCCMS standards were not met, in writing to MCCMS Director of Financial Aid. After the appeal is vetted by the FA Appeals Committee, the student will be notified of decision by email. The email will be sent to the Mayo Clinic and personal email address on record in Banner student record system.
    - If an appeal is approved, the student will be placed in a financial aid
warning status and must complete all coursework (100%) with a GPA of at least 3.0 by the end of the next subsequent semester. Academic advisor support is continuously available to assist student in academic success.

**Policy Notes**
Mayo Clinic College of Medicine and Science does not offer remedial coursework.

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**Student Records and the Family Education Rights and Privacy Act (FERPA)**

**Scope**
Applies to students within the Mayo Clinic College of Medicine and Science (MCCMS) when their educational records are accessed, released, or used.

**Purpose**

**Policy**

**Use of Records**
- MCCMS faculty, administration, and staff are responsible for the careful protection of student records.
- Student educational records will only be used for appropriate MCCMS educational, administrative, and internal research functions.

**Release of Records**
- MCCMS reserves the right to deny the release of any information unless required by law.
- MCCMS has designated the following data as directory/public information which may be released at the discretion of the School administrator without student permission unless mandated by Federal law (Solomon Amendment requests):
  - Name
  - General Mayo mailing address (site specific)
  - Mayo telephone listing, Mayo e-mail address
  - Major field of study
  - Dates of attendance
  - Grade level
  - Enrollment status (full-time/part-time)
  - Degree/Certificates awarded
  - Participation in officially recognized activities
  - Academic degree, certificates, and/or awards/honors
- Directory/public information will not be released to organizations or institutions making large scale requests unless specifically directed by law.
- Student education records other than directory information including, but not limited to: transcripts, test scores, college advising records, disciplinary files, financial aid information, housing records and records of educational services that are provided to students are only disclosed to the following:
  - The student and others on written authorization by the student.
o Persons within the College who have a legitimate interest in the information for educational, administrative or research purposes;
o Other educational institutions in which the student seeks to enroll or Mayo affiliated educational institutions, provided the disclosure is limited to official copies of student transcripts or test scores for the appropriate College office;
o Other organizations conducting educational research studies, provided the studies are conducted in a manner which will not permit identification of students, and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
o Persons in compliance with a court order or lawfully issued subpoena; provided that a reasonable attempt is made to notify the student in advance of compliance thereof, except when required by law;
o Appropriate persons in connection with an emergency if the information is necessary to protect the health or safety of the student or other individuals;
o Accrediting organizations and state or federal education authorities when the information is needed for auditing, evaluating or enforcing legal requirements of educational programs; provided the accrediting organizations and authorities protect the data in a manner which will not permit the personal identification of students, and personally identifiable information is destroyed when no longer needed;
o Appropriate persons or agencies in connection with a student’s application or receipt of financial aid to determine eligibility, amount or conditions of financial aid; or
o Parents of a dependent student as defined under the Internal Revenue Code.

- MCCMS will maintain a record of external requests for information from student education records other than directory information and the disposition of the requests.
- Students may request to prohibit the release of directory (public) information by submitting a completed and signed Request to Prevent Disclosure of Directory Information form.

Access to Records
- Students have the right to access and inspect all information in the student educational record except:
o Financial information submitted by parents; and
o Confidential letters and recommendations collected under established policies of confidentiality or to which the student has waived in writing the right of inspection.
- Access must be granted no later than forty-five days after the request is made. Upon written request, students may obtain copies of items in their file generated by the college.

Amendments to Records
- Students have the right to:
o request amendment of the contents of their education records,
o have a hearing if the result of the request for amendment is unsatisfactory,
provide a statement for inclusion in the record if the decision resulting from the hearing is unacceptable to the student.

**Student Complaints**

- Students have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
  - Family Policy Compliance Office
  - U.S. Department of Education
  - 400 Maryland Avenue Southwest
  - Washington, DC 20202-4605

**Privacy Rights Notification**

- MCCMS will notify students annually of their privacy rights and their right to file complaints concerning the failure of MCCMS to comply with the requirements of FERPA.
- This notice is sent to all students no later than October 1st of each year per Federal regulations.

**Definitions**

**Family Educational Rights and Privacy Act of 1974 (FERPA):** The federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

**Solomon Amendment:** Solomon Amendment is a federal law that allows military recruiters to access some address, biographical and academic program information on students age 17 and older who have not filed any FERPA restrictions. The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA.

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**Warning, Probation, Dismissal and Appeal Policy**

**Scope**

Applies to Mayo Clinic College of Medicine and Science (MCCMS) administration and faculty when a **learner**'s performance or behavior is unsatisfactory. Applies to **learners** when experiencing disciplinary action at MCCMS.

**Purpose**

To provide MCCMS with a framework for working with learners whose performance does not meet **academic** and **non-academic** standards.

**Policy**

- When a learner's performance or behavior does not meet minimum academic and non-academic standards, MCCMS faculty and administration will take one or more of the following actions:
  - issue the learner a formal warning of academic or non-academic deficiency,
  - place the learner on probation, or
  - dismiss the learner.
- MCCMS will follow the **Warning, Probation, Dismissal and Appeal Procedure** in investigating failures to meet academic and/or non-academic standards.
In the case of severe non-academic deficiencies, MCCMS reserves the right to dismiss the learner without formal warning or probation.

MCCMS will provide an ombudsperson upon the learner's request.

A learner has the right to appeal either probation or dismissal.

A learner who appeals a dismissal forfeits the option to resign.

A learner who appeals a dismissal must meet with the Appeal Committee in person.

Attorneys, representing either learners or Mayo Clinic, will not attend appeal committee meetings.

A learner may request to have an Ombudsperson, or one non-attorney support person attend the appeal meeting.
  o Any support person will observe but not directly participate in the meeting.

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**Warning, Probation, Dismissal & Appeal Procedure**

**Scope**
Applies to Mayo Clinic College of Medicine and Science (MCCMS) education leaders and administrators when a learner warrants disciplinary action. Applies to learners when experiencing disciplinary action at MCCMS or for those learners who are seeking to appeal a determination under the Title IX Sexual Misconduct Policy.

**Purpose**
To provide MCCMS staff with instructions for working with learners whose performance or behavior does not meet academic and/or non-academic standards or who are seeking to appeal a determination under the Title IX Sexual Misconduct Policy.

**Procedure**

<table>
<thead>
<tr>
<th>Education Leader</th>
<th>1. Contact the administrator when a learner exhibits academic or non-academic deficiencies, to determine and initiate the proper response and/or action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>2. Determine the appropriate action, with input from the Education Leader, based on the severity of academic or non-academic deficiency: warning, probation, or dismissal.</td>
</tr>
<tr>
<td></td>
<td>a. For academic and non-academic deficiencies for which probation or dismissal are being considered, consult with site HR liaison and/or, the legal department (as needed), and the executive dean of MCCMS or site Medical Director of Education, in accordance with the Notification of Leadership Regarding Extraordinary Events.</td>
</tr>
</tbody>
</table>

**Formal Written Warning**

<table>
<thead>
<tr>
<th>Education Leader</th>
<th>1. Determine remediation plan to address deficiencies with the learner; include metrics to measure success when applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. MCCMS reserves the right to dismiss the learner without formal warning or probation in certain non-academic deficiency cases.</td>
</tr>
<tr>
<td></td>
<td>i. Consult with Human Resources and Legal in cases of dismissal without formal warning or probation.</td>
</tr>
</tbody>
</table>
| Administrator / Education Leader | 2. Approve remediation plan.  
| 3. Generate and sign a **formal written warning**.  
| 4. Issue the formal written warning to the learner. |  
| Learner | 5. Follow the remediation plan included in the written warning. |  
| Administrator / Education Leader | 6. Determine, in collaboration and at the end of the written warning period, and take action on one of the following:  
| a. Remove the learner from formal warning status and return to good standing  
| b. Extend the formal warning period, if applicable  
| c. Place in probationary status |  
| 7. Meet with learner at the end of the timeframe established in the formal written warning to communicate and document if remediation is sufficient or if additional disciplinary action is required.  
| 8. Determine, with input from Education Leader and appropriate dean, whether the formal written warning should be removed immediately after remediation or if it should remain in the school record until the learner completes the Mayo Clinic educational program. |  

**Probation**

| Education Leader | 1. Determine remediation plan to address deficiencies with the learner; include metrics to measure success when applicable.  
| a. MCCMS reserves the right to dismiss the learner without formal warning or probation in certain non-academic deficiency cases.  
| i. Consult with Human Resources and Legal in cases of dismissal without formal warning or probation. |  
| Administrator and/or Program Director | 2. Approve the remediation plan.  
| 3. Generate and sign the probation document.  
| 4. Issue the **probation document** to the learner. |  
| Learner | 5. Choose, within five business days, one of the following actions:  
| a. Accept the probation.  
| b. Appeal the probation.  
| c. Resign from the program if option is offered.  
| 6. Follow the remediation plan included in the probation document. |  
| Administrator | 7. Determine, with input from the Education Leader and appropriate dean, at any time during and at the end of the probationary period, one of the following actions:  
| a. Remove the learner from probationary status.  
| b. Extend the probationary period, if applicable.  
| c. Dismiss the learner.  
| d. Accept learner’s resignation. |  

**Dismissal**

| Administrator / Program Director | 1. Notify the learner of the decision of dismissal, and whether or not resignation is an option. |  

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<table>
<thead>
<tr>
<th>Learner</th>
<th>2. Provide both a <strong>dismissal document</strong> and any relevant policies to the learner.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Choose, within five business days, one of the following actions:</td>
</tr>
<tr>
<td></td>
<td>a. Accept the dismissal.</td>
</tr>
<tr>
<td></td>
<td>b. Submit a resignation, if permitted, effective at a mutually</td>
</tr>
<tr>
<td></td>
<td>acceptable date (resignation forfeits option to appeal).</td>
</tr>
<tr>
<td></td>
<td>c. Appeal the dismissal (forfeits option to resign).</td>
</tr>
<tr>
<td></td>
<td>4. Initiate school's check out process, if dismissed.</td>
</tr>
<tr>
<td></td>
<td>a. Notify appropriate departments, e.g. Human Resources, Payroll,</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
</tr>
<tr>
<td></td>
<td>b. Notify the Director of Financial Aid, Payroll or Student Services,</td>
</tr>
<tr>
<td></td>
<td>as applicable, of the dismissal.</td>
</tr>
</tbody>
</table>

### Appeal

<table>
<thead>
<tr>
<th>Learner</th>
<th>1. Submit a letter of appeal to the School Dean within five business days of notification of probation, dismissal, or determination.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. In the case of Mayo Clinic Alix School of Medicine (MCASOM), this letter is submitted to the vice dean.</td>
</tr>
<tr>
<td></td>
<td>2. Provide acknowledgement in writing of receipt of appeal to learner within 48 hours.</td>
</tr>
<tr>
<td></td>
<td>3. Verify Dean received receipt of appeal.</td>
</tr>
<tr>
<td></td>
<td>4. Notify the Executive Dean of MCCMS that a learner has submitted an appeal.</td>
</tr>
<tr>
<td></td>
<td>5. Determine if the site Chief Executive Officer needs to be notified, in accordance with the Notification of Leadership Regarding Extraordinary Events.</td>
</tr>
<tr>
<td></td>
<td>6. Identify <strong>Appeal Committee</strong> members and set date for meeting within 14 business days of receiving appeal.</td>
</tr>
<tr>
<td></td>
<td>a. Appeal Committee meeting date to occur within 30 business days of receiving an appeal. Exceptions to this timeframe must be explained to the learner.</td>
</tr>
<tr>
<td></td>
<td>7. Provide details of Appeal Committee in writing to learner, e.g. date, time, location, etc., when meeting date is confirmed.</td>
</tr>
<tr>
<td></td>
<td>8. Advise learner to provide an appropriate written reason for appeal with any supporting documentation.</td>
</tr>
<tr>
<td></td>
<td>9. Submit written reason for appeal with any supporting documentation to the Administrator at least ten business days before the Appeals Committee meets.</td>
</tr>
<tr>
<td></td>
<td>10. Review relevant information.</td>
</tr>
<tr>
<td></td>
<td>11. For appeals against probation, determine if the appeal can be resolved based on the submitted written record or if the learner must appear before the Appeal Committee.</td>
</tr>
<tr>
<td></td>
<td>12. For appeal against Title IX determination, determine if the appeal can be resolved on the submitted written record or if the learner must appear before the Appeal Committee.</td>
</tr>
</tbody>
</table>
13. Meet with learner on scheduled Appeal Committee date to hear their summary of basis for appeal.
14. Hear any needed stakeholder and/or witness accounts at the Appeal Committee meeting.
15. Choose one of the following options:
   a. Probation:
      i. Uphold the probation.
      ii. Remove probation from the learner’s record; reduce to Formal Written Warning with remediation plan.
   b. Dismissal:
      i. Uphold the dismissal.
      ii. Overturn dismissal, place in probationary status with remediation plan.
   c. Appeal against negative Title IX determination:
      i. Reject the findings of the investigatory report and request further investigation.
      ii. Reject the sanctions issued by the sanctioning official(s) based on evidence of the investigatory report and other relevant evidence; or
      iii. Deny the appeal in whole or in part.
16. Provide learner with written documentation of decision within 5 business days after the Appeal Committee meeting date.
17. Provide a written determination of any Title IX appeal, summarizing the reasoning behind the determination, to the Title IX Coordinator.
18. Initiate school’s check out process if dismissal is upheld.

**Procedural Notes**

MCGSBS Ph.D. Academic Probation notices related to GPA and grades are communicated directly to students by program.

**Definitions**

**Academic Deficiency:** failure to maintain a satisfactory academic record. Examples of academic deficiencies include, but are not limited to the following:

- Inability to master the technical skills required to competently practice in the specialty.
- Inability to apply knowledge appropriately to the situation.
- Unsatisfactory interpersonal and/or communication skills with patients, colleagues, and other personnel.
- Unacceptable academic commitment, such as, not fulfilling all responsibilities, not participating in all required educational activities, and not completing all required documentation and assignments.
- Unsatisfactory recognition of own limits, such as failing to seek appropriate help when indicated.
- Failure to meet program or school specific academic requirements.
- Disregard for patient safety.

**Administrator:** Refers to the administrator, associate dean, or operations manager of the appropriate school. With respect to dismissals, includes the dean of the appropriate school.
Appeal Committee: must have at least three members, including a committee chairperson. The executive dean may serve on and lead the committee except in the case of the MCASOM, for which the vice dean may serve on and lead the committee.

Dismissal Document:
- A clear description of the reason(s) for dismissal, citing examples of academic or non-academic deficiencies.
- References to previous discussions and documentation of the problems, if any.
- Effective date of dismissal.

Education Leader: Includes, but is not limited to, the physician, scientist, or allied health leader, program director, block leader, faculty, or clerkship director of the educational program to which the learner is appointed.

Formal Written Warning:
- A clear description of the deficiencies, citing examples of academic or non-academic deficiencies.
- References to previous discussions and documentation of the problems, if any.
- A remedial plan with suggestions to improve performance and/or behavior.
- Expectations (metrics) and timeframes for the learner, which can be monitored for compliance.

Learner: an individual enrolled in the Mayo Clinic School of Health Sciences (MCSHS), Mayo Clinic Graduate School of Biomedical Science (MCGSBS), Mayo Clinic School of Graduate Medical Education (MCSGME), or Mayo Clinic Alix School of Medicine (MCASOM).

Non-Academic Deficiency: behavior judged to be illegal, unethical, or objectionable and violation of school or institutional policies or rules, civil or criminal law. Examples of non-academic deficiencies include, but are not limited to, the following:
- Violations of mutual respect.
- Threatening, intimidating, harassing, or coercing patients, learners, employees, volunteers, or visitors on Mayo Clinic's premises at any time for any reason.
- Lying or cheating, misrepresentation, plagiarism.
- Distribution, possession or use of alcoholic beverages, non-prescribed drugs, or illegal/controlled substances on Mayo Clinic property.
- Reporting with the odor of alcohol on one's breath or appearing to be under the influence of alcoholic beverages or any drug that impairs judgment or work performance.
- Theft, misuse, misallocation or inappropriate removal or disposal of property belonging to Mayo Clinic, patients, learners, employees, or visitors.
- Breach of ethics concerning confidentiality of employee, patient, or institutional information.
- Engaging in criminal behavior.
- Engaging in sexual misconduct (see Title IX Sexual Misconduct Policy).
- Any deliberate or negligent act which jeopardizes the health or safety of a patient, employee, learner, volunteer, or visitor.
- Fighting, agitation a fight, or attempting bodily harm or injury to anyone on Mayo Clinic property.
- Bringing a firearm or weapon onto Mayo Clinic property without authorization.
- Failure to report for expected assignments without notification.
- Disruptive behaviors which compromise the learning environment of colleagues.
• Conscious and reckless disregard for safety rules or Mayo Clinic’s safety practices.

Probation Document:
• A clear description of the deficiencies, citing examples of academic or non-academic deficiencies,
• References to previous discussions and documentation of the problems, if any (modeled after the elements in the formal written warning, if the warning preceded probation).
• A remedial plan with suggestions to improve performance and/or behavior.
• Probation length, which begins with the date of the learner’s notification.
  o The recommended minimum probationary period is three months for programs of more than twelve months’ duration,
  o Exceptions for less than three months can be determined by the program and school.

Stakeholder: an individual with an invested interest in the success of the learner.
Witness: an individual who was present at the time of the occurrence warranting discipline or can provide information related to the occurrence that is of value in considering the appeal.

Withdrawal and Tuition Refund Policy

Scope
Applies to employees of the Mayo Clinic College of Medicine and Science (MCCMS) Financial Aid Department and MCCMS students when a student withdraws from a course or program.

Purpose
To define the circumstances under which students may discontinue their enrollment in a MCCMS educational course or program.
To comply with state and federal laws that regulate financial aid and tuition funds.

Policy
• Students who choose to terminate their enrollment before the completion of their course, term or payment period must officially withdraw from their classes and notify appropriate MCCMs staff/departments.
  o Students must withdraw prior to the 80th percentile of the term, course, or payment period to receive a grade of W (withdraw).
• Failure to properly withdraw may impact readmission and may result in financial liabilities for the student and/or MCCMS.

Withdrawal
• Students who withdraw from MCCMS must initiate the process with their respective school or program director.
• A formal withdrawal from MCCMS requires that:
  o The student discusses the matter with the appropriate operations manager, administrator, program director and/or associate dean.
  o The student provides written notice of withdrawal to the program director and/or other appropriate school official. Email is an acceptable form of written communication.
  o An appropriate school official notifies the Student Financial
Aid/Registrar’s Office that the student has withdrawn from the program.
  o The Student Financial Aid/Registrar’s Office and the Bursar’s Office
determine the appropriate refund of tuition (if applicable) and whether or
not the learner has any financial liability from the calculation of the Return
of Title IV policy.
  • The student will be notified if additional financial obligations
are incurred.

Tuition/Fee Refund
  • MCCMS adheres to the following regarding tuition/fee refunds:
    o Withdrawals made within 7 calendar days following the start of the course,
term or payment period will receive a 100% refund.
    o A prorated refund is available for students who withdraw from all courses
after the 7th calendar day but before the 60th percentile of the course term or
payment period. There is no refund for students who withdraw after the
60th percentile of the term or payment period.
  • Students who receive a full MCCMS school or Mayo departmental tuition
scholarship or waiver are not eligible for a refund.
  • Students who have signed an employment contract with a specific department
and have their tuition paid for should review their contract for implications of
withdrawal.
  • Federal Financial Aid recipients who withdraw from all classes/courses prior to the
60th percentile of the term may be required to return a portion of the Federal Title
IV aid they received. Please see the Return of Title IV (R2T4) Funds Policy.
  • MCCMS reserves the right to cancel or postpone any course or program due to
unforeseen circumstances. In the unlikely event a course or program is canceled or
postponed, the registration fee is refunded in full.

Veteran Benefits Educational Assistance Policy

Scope
Applies to covered individuals, as identified by the U.S. Department of Veterans Affairs (VA),
when enrolled in Mayo Clinic College of Medicine and Science.

Purpose
To ensure compliance with the Veterans Benefits and Transition Act of 2018, which requires the
protection covered individual’s enrollment and attendance while waiting for the disbursement
of educational assistance under U.S. Department of Veterans Affairs, Chapter 31, Vocational
Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

Policy
• A Covered Individual, as identified by the U.S. Department of Veterans Affairs (VA), shall
be permitted to participate in appointed Mayo Clinic College of Medicine and Science
(MCCMS) program upon submission of a certificate of eligibility for entitlement to Veterans
Administration educational assistance to MCCMS Financial Aid Office. The certificate of
eligibility may include a Statement of Benefits obtained from the VA website (eBenefits) or a VAF 28-1905 form for authorization purposes.

- Covered Individual shall be permitted to participate in MCCMS program from date of submission of certificate of eligibility and end on the earlier of the following dates:
  1. The date on which payment from VA is made to MCCMS, or
  2. Ninety (90) days after the date MCCMS certified tuition and fees following receipt of the certificate of eligibility.

- MCCMS shall not impose assessment of late fees, denial of access to MCCMS facilities, or require Covered Individual to borrow additional funds to meet MCCMS financial obligations due to delayed disbursement funding from the VA.

- Covered Individual must submit a certificate of eligibility for entitlement to educational assistance no later than first day of MCCMS program.

The difference between MCCMS program tuition and expected amount of VA education benefit shall be the responsibility of Covered Individual and paid in accordance with MCCMS Tuition Payment Policy.

**Definitions**
Covered Individual is any individual who is entitled to educational assistance under U.S. Department of Veterans Affairs Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

**Acknowledgements**

Within 10-days from the date Mayo Clinic College of Medicine and Science, a licensed institution, revises this catalog or publishes a new catalog, the institution shall submit a written or electronic copy of the catalog to the Arizona State Board for Private Postsecondary Education.

This catalog shall be available to students and prospective students in written or electronic format.
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