TABLE OF CONTENTS

Address .................................................................................................................................................. 3
Board of Governors.................................................................................................................................. 3
Program at a Glance................................................................................................................................. 4
Student Financial Services..................................................................................................................... 20
Student Services.................................................................................................................................. 31
Policies and Procedures......................................................................................................................... 41
Acknowledgements.............................................................................................................................. 90
# Mayo Clinic College of Medicine and Science Addresses

<table>
<thead>
<tr>
<th>Mayo Clinic School of Medicine-Rochester</th>
<th>Mayo Clinic School of Medicine - Arizona</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 First Street SW</td>
<td>13400 East Shea Blvd</td>
</tr>
<tr>
<td>Rochester, MN 55905</td>
<td>Scottsdale, AZ 85259</td>
</tr>
<tr>
<td>Phone: 507-284-2316; Fax: 507-284-2634</td>
<td>Phone: 480-301-8000; Fax: 480-301-8323</td>
</tr>
<tr>
<td><a href="http://www.mayo.edu/mms">http://www.mayo.edu/mms</a></td>
<td><a href="http://www.mayo.edu/mms">http://www.mayo.edu/mms</a></td>
</tr>
</tbody>
</table>

Fredric B. Meyer, M.D.  
**Dean**  
Mayo Clinic School of Medicine  
**Executive Dean**  
Mayo Clinic College of Medicine and Science

Michele Y. Halyard, M.D.  
**Vice Dean**  
Mayo Clinic School of Medicine  
**Dean**  
Mayo Clinic School of Medicine – Arizona Campus

# Members of Mayo Clinic Board of Governors

<table>
<thead>
<tr>
<th>John H. Noseworthy, MD</th>
<th>Charles M. Harper, Jr. MD</th>
<th>Cathryn Fraser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, Member</td>
<td>Member</td>
<td>Ex-Officio</td>
</tr>
<tr>
<td>Daniel J. Berry, MD</td>
<td>Lois E. Krahn, MD</td>
<td>Chris W. Gade</td>
</tr>
<tr>
<td>Member</td>
<td>Member</td>
<td>Ex-Officio</td>
</tr>
<tr>
<td>Jeffrey W. Bolton</td>
<td>Paula E. Menkosky</td>
<td>Gregory J. Gores, MD</td>
</tr>
<tr>
<td>Secretary, Member</td>
<td>Member</td>
<td>Ex-Officio</td>
</tr>
<tr>
<td>Steven J. Buskirk, MD</td>
<td>Heidi Nelson, MD</td>
<td>Frederic B. Meyer, MD</td>
</tr>
<tr>
<td>Member</td>
<td>Member</td>
<td>Ex-Officio</td>
</tr>
<tr>
<td>Wyatt W. Decker, MD</td>
<td>Veronique L. Roger, MD</td>
<td>Joshua B. Murphy</td>
</tr>
<tr>
<td>Member</td>
<td>Member</td>
<td>Ex-Officio</td>
</tr>
<tr>
<td>Gianrico Farrugia, MD</td>
<td>Mary J. Williamson</td>
<td>Clark C. Otley, MD</td>
</tr>
<tr>
<td>Member</td>
<td>Member</td>
<td>Ex-Officio</td>
</tr>
<tr>
<td>Bobbie S. Gostout, MD</td>
<td>Kedrick D. Adkins</td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td>Ex-Officio</td>
<td></td>
</tr>
<tr>
<td>Eddie L. Greene, MD</td>
<td>Michael Camilleri, M.D.</td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td>Ex-Officio</td>
<td></td>
</tr>
</tbody>
</table>
Program Offered

Doctor of Medicine (M.D.)

Program at a Glance

Statement of Purpose
To train physician and physician scientist leaders who will practice and teach patient-centered, science-driven, team-based, high-value health care, and contribute to a resilient, diverse and culturally competent physician workforce.

Objectives
Graduate physicians who will:
- Provide service and demonstrate leadership within health care systems and within the community
- Serve as leaders of change to improve our health care system and delivery
- Advance the scientific foundations of medicine through leadership in basic, clinical and translational research
- Promote the role of the physician as educator-mentor and the importance of lifelong learning
- Foster resilience and wellness in themselves and others, demonstrating work life integration and compassionate self-care and care of others
- Make altruistic career choices based on personal skills without the burden of excessive educational debt
- Have mastered the knowledge and skills required for diagnosis, patient management, health promotion, disease prevention and high-value healthcare
- Respect the importance of the patient as an individual as well as the needs of populations, and consistently practice evidence-based medicine and shared decision-making
- Work collaboratively within multi-disciplinary healthcare teams
- Contribute to a diverse and culturally competent workforce
- Practice both the Art and Science of medicine, incorporating the highest ethical principles into their life and practice

Subjects
<table>
<thead>
<tr>
<th>Basic Doctoring</th>
<th>Biochemistry and Genetics</th>
<th>Neurology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Structure</td>
<td>Respiration (Oxygen)</td>
<td>Obstetrics/Gynecology</td>
</tr>
<tr>
<td>Pathology</td>
<td>Musculoskeletal/Rheumatology</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>Immunology</td>
<td>Renal and Urinary Tract</td>
<td>Social Medicine</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Endocrinology and</td>
<td>Radiology</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>Gynecology</td>
<td>Medical Economics</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>Nutrition and Digestion</td>
<td>Microscopic Anatomy</td>
</tr>
<tr>
<td>Cardiology</td>
<td>Advance Doctoring</td>
<td>Medical Jurisprudence</td>
</tr>
<tr>
<td>Hematology</td>
<td>Improving Public Health</td>
<td>Palliative Medicine</td>
</tr>
<tr>
<td>Clinical Pharmacology</td>
<td>Principles of Disease,</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>Diagnosis, and Treatment</td>
<td>Issues in Bioethics</td>
</tr>
<tr>
<td>Surgery</td>
<td>Evidence-Based Medicine</td>
<td></td>
</tr>
</tbody>
</table>
Job to be learned  Doctor of Medicine

Clock hours for program  109 credits offered over 199 weeks

The Mayo Clinic School of Medicine M.D. Program offers a powerful, life-enriching educational experience. It is designed to provide the knowledge and skills upon which to build a successful, rewarding practice.

Hallmarks of the Mayo Clinic School of Medicine M.D. Program include:
- A small class size of 50 students allows for personal attention from our faculty of more than 2,000 physicians and scientists
- Our strong curriculum uniquely integrates clinical and basic science disciplines and investigates the complex societal, economic, legal, and ethical issues affecting health care
- Elective clerkships provide access to Mayo Clinic's vast patient-care, education and biomedical research resources
- Mayo graduates have exceptional residency acceptance rates
- Mayo Clinic School of Medicine graduate outcomes:
  - Outstanding scholarly clinicians, scientists, and educators who place the need of the patient first
  - Compassionate physicians who value diversity and work toward social responsibility
  - Effective leaders and members of interdisciplinary teams who improve the processes and outcomes of health care
  - Promoters of wellness in themselves, their patients, and their communities
  - Creative thinkers who translate discovery into practice and advance medicine through innovation and education

The Mayo Clinic School of Medicine curriculum is uniquely designed to provide individual education and fully prepare students for the challenges of 21st-century medicine.

Snapshot
At a glance, the Mayo Clinic School of Medicine curriculum is committed to:
- Active and cooperative learning styles, supported by a pass/fail evaluation system in Year 1 and Year 2 that encourages collaboration by eliminating competition for grades.
- A focus on patient care and clinical experiences that broaden and deepen classroom learning.
- Core competencies united by four themes:
  - Basic science
  - Improving the public's health
  - Clinical experiences
  - Pharmaceuticals and therapeutics
• Integration of daily topic presentations with clinic rotations. For example, first-year students completing the hematology course will be in the hematology clinic that week shadowing doctors and learning firsthand the content presented in class.

• Healthy, flexible schedules that allow for optimal learning that leads to long-term understanding: repeated exposure to ideas, time to reflect on new information, remedial support when necessary, and time for rest and renewal.

• Continuous improvement, assessment, and evaluation of the effectiveness of our curriculum through multiple feedback systems.

• Support and mentorship from interdisciplinary collaborative teams of physicians and staff who are dedicated to the personal and professional development of students.

Highlights

Blocks. Students study one topic at a time for three to seven weeks. This is known as a subject “block.” In the first year, students take a series of seven blocks. The blocks address three fundamental themes: basic structure, basic functions and basic principles. For example, Block 1 is Orientation and Improving the Public's Health and Block 2 is Basic Structure, taught through molecular biology, basic gene expression, basic cell structure and microscopic anatomy.

In the second year, students take a series of seven blocks that address three more themes: organ systems, pathophysiology, and diagnostics and therapeutics. Morning sessions of the block are thematically reinforced in the afternoon during clinical integration sessions with patients, small groups of students, or in facilitated sessions with faculty members.

Selectives. Each block is separated by a flexible one- to two-weeklong academic enrichment period known as a selective. Twelve weeks of selectives are vacation periods that include the winter holiday and summer break. The other weeks are broken into short courses that allow for career exploration or specialty enrichment experiences, such as time in a research lab or in community service.

Students or faculty may design selectives. A limited number of selectives are required, such as the Center for Clinical and Translational Science (CCaTS), and the Advanced Doctoring surgery week, which occur during the second year.

• Didactic sessions. Didactic sessions consist of short overview lectures (20 to 30 minutes) followed by faculty-led small group discussions or lab exercises. Tighter focus on essential concepts leads to deeper student engagement, increased attention spans, and higher aptitudes for learning.

• More time in the clinic. Students experience more time in the clinic with patients and less time in lectures and labs. So-called “seat time” spent in classroom lectures have been reduced from an average of 36 hours per week to an average of approximately 20 hours per week. This reduction increases time for group learning, collaborative projects, reflection and clinical immersion.
By reducing seat time, our school encourages students to take the initiative in learning, know and master individual learning styles, and be thoughtful and attentive to self-care in addition to patient care. Our goal is to nurture extraordinarily successful lifelong learners who are happy, healthy, expert and adaptable physicians.

- **Public health.** The Improving the Public's Health theme emphasizes awareness of health care needs of patients and their communities and the importance of developing more-effective means of delivering compassionate, high-quality and effective care.

Within the two-year Outreach Program, students put into practice what they are learning about improving the public's health. First-year students are introduced to community organizations and, as second-year students, staff a free clinic under Mayo Clinic faculty supervision.

- **Highest patient-to-student ratio anywhere.** Students embrace clinical immersion by taking full advantage of the 1,165,000 patients who seek care each year at Mayo Clinic. Mayo Clinic School of Medicine has the highest ratio of patients to medical students anywhere in the world, and clinical experiences are therefore abundant.

**Curriculum Outline**

**Selectives**

Selectives enrich the Mayo Clinic School of Medicine curriculum by encouraging innovation and leadership while offering a tremendous variety of learning experiences. Selectives are a significant component of our school's curriculum because they:

- Allow students to develop important skills in professional interaction and management
- Encourage students to practice a self-directed approach toward their medical curriculum
- Promote personal responsibility for an enhanced learning experience
- Provide career or personal exploration whether it be working in underserved communities, decompressing, taking part in remedial activities, exploring research interests or attending research presentations
- Support students in achieving higher level learning objectives through reflection and enhancement of clinical skills or experiences related to medical education that are not provided in the medical curriculum

**How selectives work**

Selectives are one of the unique features of the Mayo Clinic School of Medicine curriculum. They are dedicated one- to two-week blocks that enable students to experience the self-directed approach behind the design of the medical curriculum, emphasizing personal responsibility for the learning experience. Activities are not restricted to Mayo Clinic in Arizona and may be embarked upon at Mayo Clinic in Rochester, Mayo Clinic in Florida, Mayo Clinic Health System, or other national and international medical centers. Students may self-propose selectives or select from a list of available clinical experiences organized through Mayo Clinic. Students and their mentors provide the school with feedback at the conclusion of each selective.
Year 1
The first academic year is 51 weeks, which includes 13 weeks of selective opportunities. Students begin patient contact early in Year 1.

The primary academic focus of the first six blocks is on the basic sciences:

**Basic sciences**
- Basic Principles and Structure — microscopic anatomy (histology), genetics and biochemistry
- Human Structure — gross anatomy and radiology
- Normal Function — pathology, cell biology, and immunology
- Principles of Disease — microbiology, pharmacology and therapeutics

The Year 1 course "Basic Doctoring" teaches basic principles of interviewing, taking histories and conducting a physical examination. Students also become certified in Basic Life Support (BLS) and participate in public health and growth and development courses.

Year 2
The 51-week second academic year, including 15 weeks of selective opportunities, is a blend of clinical and didactic experiences, providing the student with:
- Opportunities to use clinical problems to study pathophysiology and revisit the sciences basic to medicine
- Introduction to broad areas of clinical medicine
- The tools and background necessary to enter Year 3 clerkships

The "organ systems approach" is utilized, integrating the concepts of physiology, anatomy and pathology to teach the following systems:

**Systems**
- Brain and neurosciences (occurs at the end of Year 1)
- Introduction to psychiatry
- Cardiovascular system
- Respiratory system
- Hematology
- Musculoskeletal system (rheumatology)
- Renal system
- Urinary tract system
- Gynecology
- Endocrine system
- Gastrointestinal system

Sessions in the second-year Advanced Doctoring course introduce students to a variety of clinical experiences. Students develop a clinical database and acquire skills of observation and physical diagnosis. Students evaluate patients under the guidance of a preceptor in several clinical experiences.
Clinical experiences during Advanced Doctoring:
- Internal medicine
- Pediatrics
- Surgery
- Clinical integration with blocks (for example, see dialysis patients while learning about the renal system; practice cardiac assessment skills on the automated mannequin at the Mayo Clinic Multidisciplinary Simulation Center during the circulation block)
- Time is devoted to prepare for clinical clerkships; topics covered include:
  - Hospital survival skills (transitions course)
  - Study of the most common presentations in ophthalmology, obstetrics and gynecology, pediatrics, psychiatry, general surgery, dermatology, family medicine, internal medicine, neurology, electrocardiography (ECG) and more
  - Musculoskeletal physical exam skills
  - Evidence-based medicine
  - Innovation in medicine
  - Procedural skills
  - Communication skills — collaboration with interdisciplinary care teams

USMLE: Step 1
Near the end of the Year 2 curriculum, six weeks are devoted to intensive review in preparation for Step 1 of the United States Medical Licensing Examination (USMLE).

Year 3
There are 52 weeks in Year 3. The Year 3 curriculum contains seven core clinical clerkships, a three-week intersession of basic science integration, and a research experience. Mayo Clinic School of Medicine’s commitment to improving the public’s health is explicitly and rigorously taught to the advanced students during their learning experiences as they embark on Year-3 clerkships.

Required clerkships
- Family medicine (6 weeks)
- Internal medicine (6 weeks)
- Neurology (3 weeks)
- Obstetrics and gynecology (6 weeks)
- Pediatrics (6 weeks)
- Psychiatry (3 weeks)
- Surgery (6 weeks)

Additional courses and requirements
- Research (12 weeks)
- Safe harbor — professionalism
- Residency boot camp
- Year 3 intersession (3 weeks):
  - Preventive medicine and public health
  - Hot topics in medical ethics
  - Radiology III
The three-week intersession applies basic science knowledge from earlier years to patient care and continues the Improving the Public's Health theme. Integrated topics also include:

- "Shock state" workshop at the simulation center
- Principles of professional conduct
- Instruction in managing patient confidentiality
- The role of humanities in medicine
- Strategies for minimizing medical errors in practice
- Methods for setting boundaries in patient-physician relationships

**Year 4**
During the Year 3 intersession, students and their advisers begin planning the fourth-year schedule. Together, they will develop a Year 4 program that reflects students' career goals, individual strengths and educational needs — all informed by the themes of the Mayo Clinic School of Medicine curriculum.

There are 45 weeks in the fourth academic year. The curriculum is composed of the internal medicine sub-internship, emergency medicine, elective rotations, and a three-week intersession. Time is allotted for board examination preparation, residency program interviews and vacation.

The student goals for Year 4 are to:

- Expand the breadth of medical knowledge and skills needed to be well-versed in many fields of medicine
- Establish patterns of independence and initiative for lifelong learning
- Successfully complete all requirements for graduation
- Demonstrate the medical knowledge and clinical skills necessary to enter graduate medical education training programs

**Required clerkships**
- Emergency medicine
- Internal medicine hospital sub-internship
- Residency boot camp (held at the simulation center)
- Social medicine

**Electives**
Students complete at least one elective from each category (medicine, pediatrics and surgery) in addition to general electives. Elective rotations can be completed at Mayo Clinic campuses in Arizona, Minnesota, or Florida, as well as at national and international locations. Many students complete an international or underserved population elective in the spring of their fourth year.
Surgery electives (partial list)
- Anesthesiology
- General surgery
- Gynecologic surgery
- Ophthalmology
- Orthopedics
- Head and neck surgery
- Surgery subspecialties (trauma, cardiovascular, colorectal, pediatrics, plastic)
- Urology

Pediatric electives (partial list)
- Community pediatrics and adolescent medicine
- Critical care (neonatal and children's)
- Hospital pediatrics
- Pediatric subspecialties (infectious diseases, hematology/oncology, gastroenterology, neurology)

Medicine electives (partial list)
- Critical care medicine
- Family medicine
- General internal medicine
- Medicine subspecialties (cardiology, gastroenterology, hematology, infectious diseases, nephrology, rheumatology)
- Physical medicine and rehabilitation

General electives (partial list)
- Dermatology
- Neurology
- Obstetrics
- Pathology
- Psychiatry
- Radiology
- Urology
- International and underserved populations

USMLE: Step 2
All students must complete and pass both Step 2 components — Step 2 CK (Clinical Knowledge) and Step 2 CS (Clinical Skills) — of the United States Medical Licensing Examination (USMLE) before graduation from the M.D. Program.

Program Special Features

Science of Health Care Delivery
In partnership with Arizona State University (ASU), the Mayo Clinic School of Medicine curriculum in the Science of Healthcare Delivery (SHCD) focuses on innovation and systems engineering principles to improve the quality and value of patient care. Experts in this field design, implement, measure, and disseminate high-value health care best practices. Areas of
emphasis include population health; prediction, prevention, and wellness; chronic disease management; inter-professional learning; quality and professionalism; and new models of care.

Through partial use of selective time in Year 1 and Year 2 and designated research time in Year 3, the SHCD will be longitudinally embedded within the four-year medical school curriculum. Students will also be given the option to complete the master’s degree program with ASU by either using a combination of selective and vacation time or taking an additional year.

**Education Delivery Methods**

**Class-Based Instruction/Didactic Sessions**
Didactic sessions consist of short overview lectures (20 to 30 minutes) followed by faculty-led small group discussions or lab exercises. Tighter focus on essential concepts leads to deeper student engagement, increased attention spans and higher aptitudes for learning.

**Online Computer-Based Instruction (Blended Learning)**
Students attending Mayo Clinic School of Medicine will have the advantage of cutting-edge curriculum using online and blended learning to create a more personalized learning experience, enhanced by interaction and training with Mayo Clinic’s distinguished faculty. With online modules ready to access at any time, students will have independence in time, pace, repetition and pattern of learning in preparation for classroom interaction designed to reinforce web-based learning.

**Clinical Rotations/Clerkships**
During clinical rotations/clerkships, medical students explore the fundamentals of clinical examination, evaluation and care provision by interacting with patients and staff in the physical healthcare environment. During clerkships, medical students can observe and take part in the operating room, participate in outpatient and inpatient care of multiple disciplines including inpatient rounds, on-call duty, patient admissions and workups and a number of other clinical duties to lay the foundation for practicing patient-centric care.

**Admissions and Application Process**

Mayo Clinic School of Medicine enrolls students with superior academic credentials, leadership characteristics and a sincere desire to commit their lives to service. Recognizing the strength of diversity, we encourage individuals with diverse backgrounds to apply. Equal opportunity and access are embraced throughout the admissions process.

**Admissions Committee**
- The Admissions Committee comprises current and retired Mayo staff, medical school administrators, current medical students and community leaders. Members are actively involved in the on-campus candidate interview process.
- The Admissions Committee meets weekly from September through December to review and rank interviewed candidates.
During the admissions cycle, appointment offers are made to all ranked candidates every two to three weeks.

Those interviewed applicants not receiving appointments during the initial review will receive notification of their "hold status." During each subsequent review, all previously reviewed applicants remain active and eligible to receive appointment offers.

This periodic and rolling admissions process allows for all applicants to remain active for admissions consideration, irrespective of their interview dates, until the class is filled (March 15).

How to apply
Apply to Mayo Clinic School of Medicine through the American Medical College Application Service (AMCAS). Applications are accepted from June 1 through October 1. Transcripts are due to Mayo Clinic School of Medicine by October 15.

For those applicants selected for secondary review, an application filing fee of $120 must be submitted. There are no secondary applications to be completed. The application fee deadline is Nov. 15. This fee is waived for all applicants who have been granted an AMCAS fee waiver.

Early submission of the application materials is strongly encouraged. All letters of evaluation must be received by AMCAS no later than Nov. 15. Applications remaining incomplete after the November 15 deadline will not be reviewed.

Applicants selected for interviews will be notified on a rolling basis beginning in late July. Offers of acceptance will begin in mid-October. All on-site interviews will be completed by mid-December. The waitlist will be created by late February.

Application process
- AMCAS application deadline. The last date to submit the AMCAS application is October 1, 11:59 p.m. Eastern Standard Time. No extensions will be granted.
- AMCAS application fee and letters of evaluation deadline. Application fees and letters of evaluation must be received by AMCAS by November 15. After November 15, incomplete applications will no longer be considered. No extensions will be granted.
- Invitations for interviews. Interview invitations are emailed July through November. Interviews are conducted from early September through mid-December. Offers of acceptance will be made from the group of applicants selected for interviews.
- Waitlist. The waitlist will be created by late February. Offers of acceptance ("appointments") will be made until the class is filled. Initial offers will be completed by February, and the waitlist will be created by the end of February. Offers of acceptance from the waitlist will be made until the first day of class in mid-July.

Application review
- AMCAS releases all verified applications to medical schools for admissions consideration each year beginning in early summer.
- Mayo Clinic School of Medicine receives all applications that are submitted to AMCAS by the October 1 application deadline.
- The Admissions Executive Committee reviews all applications.
**Prerequisites for the M.D. program**

- **Citizenship.** Applicants must be a citizen or permanent resident of the United States or Canada at the time of application. Foreign nationals, regardless of visa status, are currently not eligible for admission to Mayo Clinic School of Medicine.

- **Degree.** All applicants must have a bachelor's or Pharm.D. degree from an accredited college or university in the United States or Canada. A higher degree cannot be substituted for this requirement, and no exceptions will be made.

- **Medical College Admission Test (MCAT).** Applicants must have a current MCAT exam (within three years of matriculation). Applications will not be reviewed until the most recent MCAT scores have been received by the American Medical College Application Service (AMCAS).

All applicants must have these prerequisite courses completed by June 15 of the planned matriculation year:

- One year of biology and/or zoology (with one year of lab)
- One year of inorganic chemistry (with one year of lab)
- One year or organic chemistry (with one year of lab)
- One year of physics (with one year of lab)
- One course in biochemistry

**Medical College Admission Test**

The Medical College Admission Test (MCAT) is required of all applicants. The minimum required MCAT score percentile that Mayo Medical School accepts is 70th percentile. Scores must be posted to the AMCAS application no later than Oct. 15 in order to be considered for the current application cycle. Only MCAT scores reported within three years of matriculation year are considered in admissions decisions.

For applicants with more than one MCAT, the most recent MCAT will be the test considered in preliminary review.

Information regarding this test and the procedures to be followed in reporting scores to medical schools may be obtained through college premedical advisory offices or by writing directly to:

MCAT Program  
P.O. Box 4056  
Iowa City, IA 52243-4056  
Phone: 319-337-1357

**Selection factors**

Factors included in the selection process are:

- Academic record
- GPA
- MCAT score
- Community service involvement
- Leadership and research experience
- Health care exploration
- Personal statement
- Letters of recommendation
**Letters of Recommendation**
Mayo School of Medicine does not have a secondary application and does not request letters of recommendation from all applicants. Applicants will be notified via email if the school requires letters of recommendation from them.

Mayo Clinic School of Medicine only accepts recommendation letters submitted through the American Medical College Application Service (AMCAS) letter service. Letters sent directly to the school are not accepted.

Applicants are encouraged to visit the letters of evaluation page on the AMCAS website for more information about submitting letters of recommendation to Mayo Clinic School of Medicine. To ensure efficient processing of your letters by AMCAS, please carefully follow all instructions.

Mayo Clinic School of Medicine requires three letters of recommendation or a composite letter from a premedical committee. A maximum of 10 letters are accepted. Recommendations should be written by people who know applicants well and whose opinions have bearing on the likelihood of applicants’ success in medical school. At least one of the recommendations should be from a member of the science faculty. A letter from a teaching assistant is acceptable. Ensure that letter authors include AMCAS identification numbers on the letters of recommendation whenever possible. If submitted letters of recommendation are not signed and on letterhead paper, they will be considered invalid.

The review of application files will continue upon receipt of applicants’ letters of recommendation. Applicants will be notified via email when a change is made to their application status. It is important to keep all contact information current with AMCAS.

The deadline for receipt of letters of recommendation is November 15. Mayo Clinic School of Medicine and Science operate on a rolling admissions policy, so it's advantageous to submit letters of recommendation as soon as possible. Applicants are welcome to submit letters of recommendation at any point through AMCAS, though Mayo Clinic School of Medicine will not review them until a formal request has been made inviting applicants to send their letters.

Invitations to attend on-site interviews will be sent beginning in late July, and all on-site interviews will be completed by mid-December.

**On Site Interview**
The Admissions Executive Committee reviews completed applications and selects qualified applicants for on-campus interviews in Phoenix, Arizona. If candidates are invited for an on-site interview, there are no phone interviews or regional interviews allowed. Candidates must be able to attend an interview in Phoenix.

- We interview on Mondays and Fridays from September through mid-December.
- If selected, an admissions coordinator will work with candidates to schedule a day to accommodate their schedule.
- Candidates will receive information to arrange either hotel accommodations or to stay with a medical student host.
The interview day at Mayo Clinic School of Medicine begins at 8:30 a.m. with introductions and orientation. Our goal is to provide an informative and enjoyable day for prospective students, featuring open dialogue and lively conversation. From 8 to 8:30 a.m., interviewees are welcome to observe a portion of the morning lectures while in session (with the exception of the anatomy laboratory). Candidates will also have the opportunity to meet with current students, staff and faculty throughout the day. Each prospective student will have two 30-minute interviews with members of the Admissions Committee.

The interview day includes a one-hour walking tour of campus, a student panel with lunch, and a question-and-answer session with the Chair of the Admissions Committee or Dean of Admissions. Candidates will also have plenty of "explore time" to rest, relax or walk around the extensive Mayo Clinic campus on their own. Scheduled sessions on interview day will be completed by 3 p.m.

**Equipment/Technology Requirements**

Medical students are supplied a laptop by Mayo Clinic School of Medicine. Internet access at home is recommended.

**Graduation Requirements**

Students must complete the degree program within 6 years from initial enrollment in the program. Time away for leaves of absence is not counted toward the 6 year period.

<table>
<thead>
<tr>
<th>Year 1 Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Doctoring</strong> - Introduction to the Patient (<em>Longitudinal course occurs in the afternoons during Blocks 1-6)</em></td>
</tr>
<tr>
<td><strong>Basic Life Support (BLS)</strong> - taken during Block 1 Orientation</td>
</tr>
<tr>
<td><strong>Disruptions in Development</strong> - (<em>Longitudinal course occurring during Blocks 1-6)</em></td>
</tr>
<tr>
<td><strong>Block 1</strong> - Orientation and Introduction to Improving the Public's Health/Science of Health Care Delivery</td>
</tr>
<tr>
<td><strong>Block 2</strong> - Basic Structure (<em>Histology and Genetics)</em></td>
</tr>
<tr>
<td><strong>Block 3</strong> - Human Structure (<em>Anatomy)</em></td>
</tr>
<tr>
<td><strong>Block 4</strong> - Improving the Public's Health</td>
</tr>
<tr>
<td><strong>Block 5</strong> - Normal Function (<em>Pathology and Immunology)</em></td>
</tr>
<tr>
<td><strong>Block 6</strong> - Principles of Disease, Diagnosis, and Treatment (<em>Microbiology and Pharmacology)</em></td>
</tr>
<tr>
<td><strong>Block 7</strong> - Brain and Nervous System (<em>Neuroscience)</em></td>
</tr>
<tr>
<td><strong>Introduction to Psychiatry</strong> - taken during Block 7</td>
</tr>
<tr>
<td>Outreach Program (<em>Equivalent to Mayo Clinic School of Medicine Rochester REACH program)</em></td>
</tr>
</tbody>
</table>
### Year 2 Requirements

**Advanced Doctoring** *(Longitudinal course occurs in the mornings during Blocks 8-13)*

**Autopsy Requirement**

- **Block 8** - Circulation
- **Block 9** - Oxygen
- **Block 10** - Hematology *(Blood and Immunity)*
- **Block 11** - Musculoskeletal System/Rheumatology/Orthopedics
- **Block 12** - Renal
- **Block 13** - Endocrine and Gynecology
- **Block 14** - Nutrition and Digestion
- **Block 15** - Preclinical Block *(taken after Step 1 and just before the start of Year 3)*

**Evidence-Based Medicine 2 *(EBM)*** - taken during the Preclinical Block

**Outreach Program** *(Equivalent to Mayo Clinic School of Medicine Rochester REACH program)*

**ACLS** *(Advanced Cardiac Life Support)*

### Year 3 Requirements

**Safe Harbor - Professionalism**

**Core Clerkships**

- **Internal Medicine**
- **Obstetrics/Gynecology**
- **Surgery**
- **Pediatrics**

**Year 3 Intersession**

3 weeks in December of the third year where students come out of the Core Clerkships and spend time in the classroom

**Public Health/Preventative Medicine**

**Radiology 3**

**Sepsis Module - ICU Grand Rounds**

**Evidence-Based Medicine (EBM) 3**

**Psychiatry**

**Neurology**

**Family Medicine**

**Palliative Medicine**

**Bioethics 3 *(Issues in Bioethics)***

**Medical Economics** *(builds on content started in Year 1 during Orientation and Improving the Public's Health)*
| Medical Jurisprudence  
(builds on content started in Year 1 during Orientation and Improving the Public's Health) | Sexual Medicine  
(builds on content started in Year 1 during Basic Doctoring and Improving the Public's Health) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Musculoskeletal Workshop 3</td>
<td></td>
</tr>
</tbody>
</table>

### Research Requirements - Years 3 & 4

<table>
<thead>
<tr>
<th>12 Scheduled Research Weeks in Year 3 and/or Research LOA</th>
<th>Presentation Skills Workshop <em>(Public Speaking)</em> in Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in Research Symposium during Year 4 Intersession</td>
<td>Medical Written Communication - due January 31 of Year 4</td>
</tr>
</tbody>
</table>

### Year 4 Requirements

**Internal Medicine Sub-internship (Sub-I)**

<table>
<thead>
<tr>
<th>Emergency Medicine</th>
<th>Social Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency Boot Camp</td>
<td>Evidence-Based Medicine <em>(EBM)</em> 4</td>
</tr>
</tbody>
</table>

**Year 4 Intersession**

3 weeks in March of the 4th year where students are not scheduled for the Sub I or an elective and spend time in the classroom

<table>
<thead>
<tr>
<th>Clinical Pharmacology</th>
<th>Research Symposium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiology Emergencies</td>
<td>Musculoskeletal Workshop 4</td>
</tr>
</tbody>
</table>

**Required Specific Electives (9 weeks total)**

Medicine, pediatric, and surgery-specific electives can be completed at Mayo or a U.S. accredited academic health center.

**Internal Medicine and Related Sub-specialties** *(3 weeks/credits required)*

**Surgery and Related Sub-specialties** *(3 weeks/credits required)*

**Pediatrics and Related Sub-specialties** *(3 weeks/credits required)*

**Minimum of 12 Weeks General Clinical Electives are Required**

There are a number of electives available in all areas of medicine, surgery, pediatrics, and specialty departments, and at other institutions: Year 4 Elective Opportunities at Mayo *(Arizona, Florida, Rochester)*; Off-Campus Elective Opportunities/Resources

**USMLE Step Examinations**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USMLE Step 1</strong></td>
<td>Must take by end of Year 2 Selectives, before Pre-Clinical Block</td>
</tr>
<tr>
<td><strong>USMLE Step 2 - CK (Clinical Knowledge)</strong></td>
<td>Must take by <strong>December 1</strong> of 4th year</td>
</tr>
<tr>
<td><strong>USMLE Step 2 - CS (Clinical Skills)</strong></td>
<td>Must take by <strong>December 1</strong> of 4th year</td>
</tr>
</tbody>
</table>

**Requirements for Graduate to Practice**

Upon graduation from medical school, graduates are expected to complete a minimum of one year of postgraduate ACGME-accredited residency training and pass Step 3 of the USMLE Board Exam in order to become licensed to practice medicine in most states.

**Residency Programs (Graduate Employment Opportunities)**

Residency programs provide in-depth training for physicians in a particular medical specialty. Students participate in the National Residency Match Program (NRMP) in their final year of medical school. The NRMP system uses an algorithm to match residency programs to students, in which students and programs are contractually obligated to attend and/or accept matches. Match Day occurs every year in late March and students do have resources provided to them by the institution to help guide them through the process. The duration of a residency program varies across medical specialties and many specialties require fellowships after residency is complete.
STUDENT FINANCIAL SERVICES
Financial Aid Services
We believe that student qualifications, motivation and commitment to service — rather than finances — should guide their decision to apply to Mayo Clinic School of Medicine. While financing education is the student's responsibility, we are committed to helping students take advantage of the full range of financial aid benefits and services available. The Mayo Clinic Student Financial Aid Office processes financial aid applications for students that have accepted an appointment to Mayo Clinic School of Medicine. Following a student’s’ appointment, he/she will receive a packet with financial aid information and forms to submit. There are four steps in the financial aid process.

Financial Aid Process

Step 1: Applying for financial aid

FAFSA Application
You need to complete the 2007-2008 Free Application for Federal Student Aid (FAFSA). There are several ways to file a FAFSA, but the most efficient is online at www.fafsa.ed.gov. Be sure to include the Mayo Clinic Title IV School Code (017114) in Step 2 of the application.

Mayo Financial Aid Application
You will also need to complete the Mayo Clinic Financial Aid Application, which is included in your financial aid packet. This form requests basic demographic information about you. In addition, it is used to identify your student loan preference. Please return this form to the Mayo Clinic Financial Aid Office.

Step 2: Review your processed application (SAR)
Two to four weeks after you file your FAFSA, you will receive a Student Aid Report (SAR) from the Department of Education central processor. At approximately the same time, the Mayo Financial Aid Office will receive this information electronically. The Financial Aid Office uses this information to determine your eligibility for financial aid. Review your SAR for accuracy. If changes are necessary, please log on to www.fafsa.ed.gov and submit the corrections.

The US Department of Education mandates that certain applications be checked for accuracy. This process is called verification. If your application is selected for verification, the Mayo Clinic Financial Aid Office will send you a tracking letter requesting the necessary information. Additional information may include copies of prior federal tax returns, W-2 forms and/or institutional verification forms.

Step 3: Accept your Financial Aid Award
After your financial aid file is complete, the Student Financial Aid office will send you an Award Notification letter. This letter will list the types and amounts of aid for which you qualify. This award letter allows you to reject any of the aid you have been awarded.

You must sign and return a copy of the Award Notification letter. Subsequent revised award notification letters will be sent if your financial aid is updated.

The Award Notification will also contain information on the required steps necessary to initiate the student loan process.
Step 4: Disbursement of Financial Aid
Student financial aid disbursements coincide with the tuition billing cycle. It is important to update your mailing address and bank deposit information to ensure that the disbursement process goes smoothly. Failure to do so could result in a delay in receiving your financial aid disbursement.

Estimated first-year Mayo Clinic School of Medicine student expenses (12 months) for 2017-2018 academic year:
Tuition — $49,900
Books — $1,950 (approximation)
Total budget — $51,850

Loan Programs

Federal Unsubsidized Stafford Loan
The Federal Unsubsidized Stafford Loan is available and is not based on financial need. The student is responsible for accrued interest, but may defer interest payments until graduation. Terms are subject to change each academic and/or fiscal year. The Federal Direct Loan Servicer will mail the borrower a disclosure statement indicating the exact loan terms.

The terms include:
- Loan Limit: Mayo Clinic School of Medicine: $40,500 annually
- Cumulative Loan Limits (i.e. total limit for Subsidized and Unsubsidized loans): $224,000
- Interest Rate: Fixed; see specific rates at https://studentaid.ed.gov/types/loans/interest-rates
- Number of Disbursements: At least two per academic year
- Repayment Term: 10 year standard
- Origination Fee: See specific fees at https://studentaid.ed.gov/types/loans/interest-rates

Federal Direct PLUS Loan
The Federal PLUS Loan is not need-based and is available for students in graduate programs. A credit check is completed prior to loan approval. If the applicant has an adverse credit history, he/she will not be eligible for a PLUS Loan and the loan application will be denied. In this scenario, the graduate student may seek an endorser or apply for an alternative loan. Terms are subject to change each academic and/or fiscal year. The Federal Direct Loan Servicer will mail the borrower a disclosure statement indicating the exact loan terms.

The terms include:
- Loan Limit: Varies (cost of attendance less other aid)
- Cumulative Loan Limit: None
- Interest Rate: Fixed; see specific rates at https://studentaid.ed.gov/types/loans/interest-rates
- Number of Disbursements: At least two per academic year
- Repayment Term: 10 year standard
- Origination Fee: See specific fees at https://studentaid.ed.gov/types/loans/interest-rates
Grants and Scholarships

Mayo Clinic School of Medicine Tuition Scholarships
Through the generous gifts of Mayo Clinic School of Medicine benefactors, medical school tuition scholarships are available. The Admissions Committee makes these awards as part of the application review and on-campus interview process. These awards are very competitive.

Scholarship eligibility is reviewed for all appointed students who apply for financial aid. Parental data is used in the evaluation of each scholarship award and recipient. These awards are renewable subject to continued meritorious performance and annual financial aid application resubmission. These awards will be rescinded if the student receives external funding equal to 100% of their tuition.

External Funding & Scholarship Opportunities
General Scholarship searches:
- Collegescholarships.com
- Scholarships.com
- Fastweb.com
- Collegequest.com
- Collegeboard.com
- Walmart Foundation Scholarship Programs
- Explore Health Careers

AAMC Grants & Awards
The Association of American Medical Colleges makes grant awards available to individuals and programs making significant contributions in the field of medical education, research, and community service. Specific information about each grant and the application requirements are available by accessing the link above.

Beinecke Brothers Scholarships
Scholarships (up to $2,000. prior to entering graduate school and $30,000. while attending graduate school) are awarded to highly motivated men and women pursuing graduate degrees at any university.

Carnegie Endowment Junior Fellowship
Fellowships (up to $33,000. per year) are awarded to seniors and recent graduates from over 300 colleges for individuals to work as research assistants.

Fogarty International Center / Ellison Medical Foundation Overseas Fellowships in Global Health and Clinical Research
One-year clinical research training experiences are offered to graduate-level health related students.

Fulbright Scholarship
Grants are made to U.S. citizens and nationals of other countries for a variety of educational activities, primarily university lecturing, advanced research, graduate study and teaching in elementary and secondary schools.
Gates Scholarships
The Gates Foundation awards scholarships to promising students who do not have the financial means to attend college. Read the descriptions on the website to see if you meet eligibility guidelines for one of the four scholarship programs.

Goldwater Scholarships
Scholarships are awarded to highly qualified college students who intend to pursue careers as scientists, mathematicians, and/or engineers.

Hispanic Scholarship Fund
Scholarships are awarded to US citizens or legal permanent residents of Hispanic heritage that plan to pursue undergraduate or graduate degrees.

Jackie Robinson Foundation
Scholarships (up to $6,000 per year) are awarded based on academic merit, leadership, community service, and general commitment.

Rhodes Scholarships
Fellowships are awarded for a two-year period to outstanding students from around the world in an effort to bring them to the University of Oxford to study.

Soros Fellowships for New Americans
Scholarships are awarded to undergraduate and graduate students from any field of study.

Ron Brown Scholar Program
A national program benefiting academically-talented, highly motivated African-American high school seniors who have demonstrated financial need, social commitment and leadership potential. The Program awards its Scholars $40,000 towards their college costs — $10,000 per year for 4 years.

United Negro Scholarship Fund
Scholarships of varying amounts are awarded to help students pay tuition, room and board, and fees.

Indian Ethnicity Scholarships:
- Association on American Indian Affairs
- American Indian College Fund

Hispanic Ethnicity Scholarships:
- Hispanic Scholarship Fund
- "First in My Family" Scholarship Program

Military Scholarships
- Pat Tillman Military Scholarship (Applications accepted in the Spring for the upcoming academic year)
**Student Payment Schedules and Financing Options**
Payment plans and/or financing options are not available to students. All financial aid to the student is disbursed in two equal portions of the academic year in accordance to state guidelines as outlined in R4-39-405 to coincide with tuition billing dates. Tuition charges are billed to the student on July 15 of the first semester and due no later than 30 days after billing on August 15 and billed on January 15 of the second semester and due no later than 30 days after billing on February 15. Payment methods accepted include check, credit card and bank transfer.

**Tuition Reductions and Tuition Discounts**
Mayo Clinic College of Medicine and Science does not offer students tuition reductions or tuition discounts.

**Withdrawal and Tuition Refund Policy**

**Purpose**
The MCCM Withdrawal and Tuition Refund Policies are designed for students who wish to discontinue their enrollment in their educational program.

**Withdrawal Policy**
Students who choose to terminate their enrollment before the completion of their program or payment term must officially withdraw from their classes and notify appropriate MCCM staff/departments. Official withdrawal is essential to ensure that the student’s academic record is not jeopardized and that financial matters are addressed. Failure to properly withdraw (unofficial withdraw) may impact readmission and could result in unexpected financial liabilities for the student and/or the MCCM.

**Withdrawal Procedure**
Students who withdraw from the MCCM must initiate the process with their respective school or program director. The following steps must be taken to officially withdraw from the MCCM:

1. The student must provide written notice of withdrawal to the program director and/or other appropriate school official. Email is an acceptable form of written communication.

2. An appropriate school official will notify the Student Financial Aid/Registrar’s Office that the student has withdrawn from the program.

3. The Student Financial Aid/Registrar’s Office and the Bursar’s Office will determine the appropriate refund of tuition (if applicable) and whether or not the student has any financial liability from the calculation of the Return of Title IV funds. The student will be notified if additional financial obligations are incurred.
Tuition/Fee Refund Policy
Withdraws made within 7 calendar days following the start of the course, program or payment period, will receive a 100% refund. No refund will be made to the students who withdraw after the 7th calendar day of the payment period.

Students who receive a MCCM 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.

If the student is a federal financial aid recipient, the refund will be returned to the grant, scholarship, or loan source from which they received funds in compliance with the Return of Title IV Funds policy. If the student used check, credit or bank transfer as a payment method, the refund will be returned to the source of payment and/or within the same form of payment (check).

Total withdrawals prior to the 60th percentile of the payment term may require the student to return financial aid funds. If circumstances require the student to withdraw or leave a MCCM school or program, they are encouraged to contact the MCCM Student Services Office to clearly understand the financial implications of withdrawal.

The MCCM 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.

Return of Title IV Funds Policy

Purpose
The College of Medicine Return of Title IV Funds Policy is designed for students who wish to discontinue their enrollment in their educational program, or for those students who cease attendance without officially notifying the college.

Policy
Federal regulations require that Title IV financial aid funds to be awarded and disbursed under the assumption that the student will attend the institution for the entire period in which federal assistance was provided. When a student withdraws from all courses for any reason he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based on the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal aid he/she will have earned at the time of the withdrawal.

Please Note:
- Institutional funds are not subject to the R2T4 policy.
- If a student withdraws from all courses after the 60th percentile of the payment period the Return of Title IV refund calculation is not required.
- Prior to completing the Return of Title IV Funds calculation, the College will
evaluate student eligibility for a post-withdrawal disbursement, and if eligible, the post-withdrawal disbursement will be made.

This calculation must be completed if a student receives federal funds and:
- completely withdraws prior to the 60th percentile of the payment period, or
- does not complete all modules (courses that are not scheduled for the entire payment period), or
- stops attending before completing the payment period

**How is the earned financial aid calculated?**

Students who receive federal financial aid must “earn” the aid they receive by enrolling and participating in classes. The amount of federal financial aid assistance the student earns is on a pro-rated basis. Students who withdraw or do not complete all registered classes during the payment term may be required to return some of the federal financial aid they received.

If a student completely withdraws, institutions are required to determine the percentage of Title IV aid “earned” by the student and to return the unearned portion to the appropriate aid programs. Regulations require schools to perform calculations within 30 days from the date the school determines a student’s complete withdrawal. The school must return the funds within 45 days of the calculation. The R2T4 calculation process and return of funds is completed by the Financial Aid Office.

For example, if a student completes 20 percent of the payment period, they earn 20 percent of the aid they were originally scheduled to receive. This means that 80 percent of the scheduled awards remain “unearned” and must be returned to the federal government. After 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any federal funds.

The following formula is used to determine the percentage of unearned aid that has to be returned to the federal government:
- The **percent of earned aid** is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long).
- The **payment period** for most students is the time frame for which federal funds were provided to the student. However, for students enrolled in modules (courses which are not scheduled for the entire semester or term), the payment period only includes those days for the module(s) in which the student is registered.
- The **percent of unearned aid** is equal to 100 percent minus the percent earned.

**For students enrolled in modules (block scheduling):**

A student is considered withdrawn if he/she does not complete all of the days in the payment period that the student was scheduled to complete. Each MCCM school has agreed to notify the Financial Aid Office when students cease their enrollment in a module (a group of courses in a program that do not span the entire length of the payment period combined to form a payment term). If a student officially drops courses in a later module while still attending a current module, he/she is not considered as withdrawn based on not attending the later module.
However, a recalculation of aid based on a change in enrollment status may still be required. Students who provide written confirmation to the Financial Aid Office at the time of ceasing attendance that they plan to attend another course later in the same payment period are not considered to have withdrawn from the term. If the student does not provide written confirmation of plans to return to school later in the same payment period or term, MCCM considers the student to have withdrawn and begins the R2T4 process immediately. However, if the student does return to their program in the same term, even if he/she did not provide written confirmation of plans to do so, the student is not considered to have withdrawn and is eligible to receive the Title IV funds for which the student was eligible before ceasing attendance. Financial Aid will then reverse the R2T4 process and provide additional funds that the student is eligible to receive at the time of return.

Determining the withdrawal date
For an official withdrawal, the effective withdrawal date is the first date of notification by the student to the Mayo school. We may use a last date of attendance for the effective withdrawal date if the last date a student attended class or submitted coursework is verified by an employee at the College who has knowledge of a student's class attendance, or if there is an emergency situation and there is third party documentation that verifies a student has not attended class.

Mayo Clinic College of Medicine does not accept a student's self-reported last date of attendance. For an unofficial withdrawal, it is the date the institution becomes aware that the student is no longer attending the institution.

For an unofficial withdrawal, due to the student failing all classes, the effective withdrawal date is the midpoint of the term if there is no last date of attendance reported by instructors. The withdrawal date for students who are academically dismissed is the date of the notification of their dismissal. We may use a last date of attendance for the effective withdrawal date if the last date a student attended class or submitted coursework is verified by an employee at the College who has knowledge of a student's class attendance or if there is an emergency situation and there is third party documentation that verifies a student has not attended class. Mayo Clinic does not accept a student's self-reported last date of attendance.

Steps Involved in the Return of Title IV Funds Calculation

Step 1: Student's Title IV Information
Financial Aid Office will determine:
- The total amount of Title IV aid disbursed (if any) for the term the student withdrew. (Title IV aid is counted as aid disbursed in the calculation if it has been applied to the student account on or before the date the student withdrew.)
- The total amount of Title IV aid disbursed, plus the aid that could have disbursed (if any) for the term in which the student withdrew.
**Step 2: Percentage of Aid Earned**
Financial Aid Office will calculate the percentage of aid earned as follows:
The number of calendar days completed by the student divided by the total number of calendar
days in the term (weekends included) in which the student withdrew.

\[
\frac{\text{Days Attended}}{\text{Days in Enrollment Period}} = \text{Percentage Completed}
\]

If the calculated percentage exceeds 60%, the student is considered to have "earned" all aid for
the period and there is no need to return any federal funds.

**Important note:** The date the student earns more than 60% of aid does not coincide with the
MCCM Tuition Refund Policy for dropped classes, and is only used to determine the amount of
financial aid we must return (if any).

**Step 3: Amount of Aid Earned by Student**
The Financial Aid Office will calculate the amount of aid earned as follows:
The percentage of Title IV aid earned (step 2) multiplied by the total amount of Title IV aid
disbursed or that could have disbursed for the term in which the student withdrew (Step 1).

\[
\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}
\]

**Step 4: Amount of Title IV Aid to be Disbursed or Returned**
- If the aid already disbursed equals the earned aid, no further action is required.
- If the aid already disbursed is greater than the earned aid, the difference must be returned
to the appropriate Title IV aid program. This means that a balance may be created on the
Mayo student account, and he/she will then be billed and responsible for paying all charges.

\[
\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}
\]

- If the aid already disbursed is less than the earned aid, Financial Aid will calculate a
post-withdrawal disbursement. If this post-withdrawal disbursement contains loan funds, the
student may elect to decline these funds as to not incur additional debt. The student will be
notified of any additional disbursements via email.

Students are strongly advised to meet with a member Financial Aid Office to discuss the
financial consequences of dropping out of or withdrawing from the College before doing so.

**Determination of aid for students who fail to earn a passing grade in any class**
Financial aid is awarded under the assumption that the student will attend Mayo Clinic College
of Medicine for the entire term for which federal assistance was disbursed. When the student has
failed to earn a passing grade in at least one class for the term, federal regulations require the
school to determine whether the student established eligibility for funds disbursed by attending at
least one class or participating in any academic-related activity. If the school cannot verify that
the student attended, all financial aid must be repaid to the federal programs. The student’s
account will be charged and the student will be responsible for any balance due.
If the student can document that they have participated in a class or academic-related activity past the 60% date, the student will not be required to return any disbursed financial aid. The student’s account will be updated and the student will be responsible for any other charges that may have been applied to their account.

Order of funds returned
The order of return of funds at Mayo Clinic College of Medicine is prescribed by the Department of Education and is as follows:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Direct Graduate PLUS Loan
4. Federal Direct Parent PLUS Loan
5. Federal Pell Grant

Loans must be repaid by the loan borrower as outlined in the terms of the borrower's promissory note.

The grace period for loan repayments for Federal Unsubsidized, Subsidized Direct Loans will begin on the day of the withdrawal from the MCCM. The student should contact their loan servicer if he/she has questions regarding the grace period or repayment status.

Please contact the College of Medicine Financial Aid Office if you have questions regarding this policy.
STUDENT SERVICES
The mission of Student Affairs is to ensure that every Mayo Clinic School of Medicine Student is given the opportunity to *THRIVE in their Medical Education*, through individualized, progressive and integrated Training programs directed at a Sustainable Foundation in Humanism (Professionalism), Resilience (Wellness), Innovation (Dissemination) and Valued Vocational Excellence (for residency and for lifelong contributions to the field of medicine).

**Office of Student Financial Aid & Registrar**

The Office of Student Financial Aid & Registrar seeks to attract the very best students to the Mayo Clinic School of Medicine 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
  - Test Preparation for NBME & USMLE
  - 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 School of Medicine.

Career Advisory and Mentorship Program (C.A.M.P.)
The Career Advisory and Mentorship Program (C.A.M.P.) is designed to champion medical students in their path to becoming doctors. Both the Career Advisory and Mentorship programs promote academic counsel, connection with peers, and wellness.

Career Advisory Program
The MCSOM Advisory Program is a longitudinal advisor program that incorporates self-reflection and regular advisor-advisee discussions on wellness and work-life balance, scholarship, academic performance, and career goals. Advisors and students are paired in their first year based on identified specialty interests. The program is run through the Office of Student Affairs.

Before students meet with their assigned career advisor, an email from C.A.M.P. will be sent to students to fill out a form. This form will assist with facilitating your conversation during the half hour meeting twice a year.
Career Advisory Faculty Workshops are held yearly to coach faculty members to better assist medical students on their career pathway. Medical students are paired with a career advisor in their first year based on their top specialty interests.

Roadmap to Residency

**TIMELINE OF CAREER SUCCESS-COUNSELLING**

**MMS Yr 1**
- Career Development Seminar
- Career Panel

**TEAM**
- Career Advisor
- Mentor Families
- Spec Interest Gr
- Selectives
- AAMC CIM
- Student Affairs Team

**MMS Yr 2**
- Career Development Workshop early yr 2
- Career Counseling Workshop end yr 2

**MMS Yr 3**
- 1:1 Dr. Wolansky
- Residency counseling

**- TEAM:**
- Career Advisor
- Mentor Families
- MMS Grads
- Clerkships Directors
- AAMC CIM
- Student Affairs Team

**MMS Yr 4**
MATCH IN RESIDENCY OF CHOICE

Mentorship Families Program

The MCSOM Mentorship Families program is a one year mentoring program that serves primarily to introduce our first year students to Mayo Clinic, Medicine and Arizona. This involves a first year student, their second year medical school sibling (with one or two upper classmen) paired with a mentor typically based on common specialty interests and personal characteristics. The purpose of the program is to foster inspiration and passion for a specialty, work-life balance modeling and advice to help provide a road map for the student’s professional career.

Life and Wellness

Life and Wellness

The goal of the student wellness program is 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. Such skills are essential to maintain perspective, professionalism, and resilience through the course of a career and are an important competence for medical school graduates.

By participating in the program students will be able to:
- Describe the prevalence of psychological distress among trainees and physicians
- Analyze their own vulnerability to stress, burnout, and impairment
- Discuss the benefits of attending to their own personal well-being
- Employ techniques for stress management, relaxation, time management, and effective communication
- Give examples of how to personally promote high emotional, psychological, and social well-being
- Recognize impact of stress and fatigue on own clinical performance and respond to personal needs
- Reflecting on personal performance, identifying errors and areas of weakness, seeking advice, and taking steps toward improvement
- Formulate a short-term career plan, and
- Feel part of a community of students thriving in their environment

Mayo Clinic School of Medicine students are expected to demonstrate commitment to personal wellness including physical, emotional, chemical, spiritual, and relationship health. Participation in student wellness programs will facilitate acquisition of these essential skills.

The Life & Wellness Program includes 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 School of Medicine sponsored events ranging from parent’s weekend to research symposiums.
- **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
  - Employee Assistance Program (Employee Counseling Office)
    - The EAP is available to you and your families to talk confidentially about relationship issues, family dynamics, emotional health, chemical dependency,
and stress. They can provide assessment and can assist with short term problem resolution or provide referral to appropriate resources for issues and concerns that can impact your personal or professional life.

- 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.

Academic Calendar
The academic year for Mayo Clinic School of Medicine is from July 17th until July 13th. In Year 1 and 2 a total of 12 weeks of selectives time can be used toward vacation. Students can split it up into six weeks for the first year and six weeks within the second year. Year 3 students have four weeks of vacation time allotted within the calendar and Year 4 students are given 12 weeks of vacation, which is also used as time for interviews for residency programs and preparation for USMLE testing.

<table>
<thead>
<tr>
<th>1st year</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 17, 2017 – July 13, 2018</td>
<td>August 7, 2017 – April 13, 2018</td>
</tr>
<tr>
<td>Clinical Integration Curriculum</td>
<td>(afternoons 1:00 - 5:00 p.m.)</td>
</tr>
<tr>
<td>- Basic Doctoring</td>
<td>- Senior Sages</td>
</tr>
<tr>
<td>- MSK Curriculum - 1st year</td>
<td>- Professionalism</td>
</tr>
<tr>
<td>Block 1 - Orientation/Science of Healthcare Delivery (SHCD-I) (3 weeks)</td>
<td>July 17 – August 4, 2017 (mornings 8:00 a.m. to 12:00 p.m.)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Block 2 – Biochemistry and Genetics and Histology (6 weeks)</td>
<td>August 7 – September 15, 2017 (includes 9/4/17 for Labor day/no class) (mornings 8:00 a.m. to 12:00 p.m.)</td>
</tr>
<tr>
<td>Block 3 – Ethics (1 week)</td>
<td>September 18 – 22, 2017 (mornings 8:00 a.m. to 12:00 p.m.)</td>
</tr>
<tr>
<td>Block 4 – Anatomy (7 weeks)</td>
<td>October 2 – November 17, 2017 (mornings 8:00 a.m. to 12:00 p.m.)</td>
</tr>
<tr>
<td>Block 5 – Science of Healthcare Delivery (SHCD-II) (2 weeks)</td>
<td>November 27 – December 9, 2017 (mornings 8:00 a.m. to 12:00 p.m.)</td>
</tr>
<tr>
<td>Block 6 – Pathology and Immunology (6 weeks)</td>
<td>January 1 – February 9, 2018 (includes 9/1/2018 New Year’s Day/no class) (mornings 8:00 a.m. to 12:00 p.m.)</td>
</tr>
<tr>
<td>Block 7 – Microbiology and Pharmacology (Part 1) (2 weeks)</td>
<td>February 26 – March 9, 2018 (mornings 8:00 am to 12:00 pm)</td>
</tr>
<tr>
<td><strong>Spring Break - No classes (1 week)</strong></td>
<td>March 12 – 16, 2018</td>
</tr>
<tr>
<td>Block 7 – Microbiology and Pharmacology (Part 2) (4 weeks)</td>
<td>March 19 – April 13, 2017</td>
</tr>
<tr>
<td>Block 8 - Neuroscience (5 weeks)</td>
<td>April 30 – June 1, 2018 (includes 5/28/18 for Memorial day/no class) (mornings 8:00 a.m. to 12:00 p.m. and afternoons 1:00 – 5:00 pm)</td>
</tr>
<tr>
<td>Block 9 - Introduction to Psychiatry (2 weeks)</td>
<td>June 4 – 15, 2018 (mornings 8:00 a.m. to 12:00 p.m. and afternoons 1:00 - 5:00 p.m.)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Selective Weeks</strong></td>
<td></td>
</tr>
<tr>
<td>September 25 – 30, 2017</td>
<td>December 25 – 29, 2017</td>
</tr>
<tr>
<td>November 20 – 24, 2017 (includes Thanksgiving holiday)</td>
<td>February 12 – 16, 2018</td>
</tr>
<tr>
<td>December 11 – 15, 2017</td>
<td>February 19 – 23, 2018</td>
</tr>
<tr>
<td>December 18 – 22, 2017</td>
<td>March 12 – 16, 2018 (Spring Break)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd year Dates</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July 16, 2018 – June 30, 2019</strong></td>
<td><strong>July 16, 2018 – March 29, 2019</strong> (mornings 8:00 a.m. to 12:00 p.m.)</td>
</tr>
<tr>
<td>Advanced Doctoring Blocks 10, 11, 12, 13, 16, 17, 18, 19</td>
<td></td>
</tr>
<tr>
<td>Block 10 - Circulation (6 weeks)</td>
<td><strong>July 16 – August 24, 2018</strong> (afternoons 1:00 p.m. to 5:00 p.m.)</td>
</tr>
<tr>
<td>Block 11 - Oxygen (4 weeks)</td>
<td><strong>September 3 – 28, 2018</strong> (includes 9/3/14 for Labor day/no class) (afternoons 1:00 p.m. to 5:00 p.m.)</td>
</tr>
<tr>
<td>Block 12 - Musculoskeletal/Rheumatology (2 weeks)</td>
<td><strong>October 8 – 19, 2018</strong> (afternoons 1:00 p.m. to 5:00 p.m.)</td>
</tr>
<tr>
<td>Block 13 – Hematology (4 weeks) (part 1)</td>
<td><strong>October 22 – November 16, 2018</strong> (afternoons 1:00 p.m. to 5:00 p.m.)</td>
</tr>
<tr>
<td>Block 13 – Hematology (1 week) (part 2)</td>
<td><strong>November 26 – 30, 2018</strong> (afternoons 1:00 p.m. to 5:00 p.m.)</td>
</tr>
<tr>
<td>Block 14 - Renal (3 weeks)</td>
<td><strong>December 3 – 20, 2018</strong> (mornings 8:00 am – 12:00 pm) (afternoons 1:00 p.m. to 5:00 p.m.)</td>
</tr>
<tr>
<td>Block 15 – Urinary Tract (1 week)</td>
<td><strong>January 7 – 11 2019</strong></td>
</tr>
</tbody>
</table>
### Block 16 – Endocrine (4 weeks)

**January 14 – February 8, 2019**

(afternoons 1:00 p.m. to 5:00 p.m.)

### Block 17 – Gynecology (1 week)

**February 11 – 15, 2019**

(afternoons 1:00 p.m. to 5:00 p.m.)

### Block 18 - Nutrition and Digestion (4 weeks)

**March 4 – 29, 2019**

(afternoons 1:00 p.m. to 5:00 p.m.)

### USMLE Step 1 Board Review Course (1 week)

**April 1 – 5, 2019**

### Block 19 - Preclinical (5 weeks)

**May 27 – June 28, 2019**

(morning and afternoons 8:00 p.m. to 5:00 p.m.)

#### Selective Weeks

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Total Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2 – 13, 2018</td>
<td>November 19 – 23, 2018</td>
<td></td>
</tr>
<tr>
<td>August 27 – 31, 2018</td>
<td>December 24, 2018 – January 4, 2019</td>
<td></td>
</tr>
<tr>
<td>October 1 – 5, 2018</td>
<td>April 8 – May 31, 2018</td>
<td></td>
</tr>
</tbody>
</table>

Total: 50 Wks
Blocks: 36 Wks
Selective: 14 Wks

#### 3rd year

**July 1, 2019 – July 30, 2020**

### Core Clerkships and Other Requirements

<table>
<thead>
<tr>
<th>Clerkship Type</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgery</td>
<td>(6 weeks)</td>
</tr>
<tr>
<td>Medicine</td>
<td>(6 weeks)</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>(6 weeks)</td>
</tr>
<tr>
<td>Ob/Gyn</td>
<td>(6 weeks)</td>
</tr>
<tr>
<td>Research</td>
<td>(12 weeks)</td>
</tr>
<tr>
<td>Can be taken in 3 week iterations</td>
<td></td>
</tr>
<tr>
<td>Family Medicine</td>
<td>(3 weeks)</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>(4+2 weeks)</td>
</tr>
<tr>
<td>Neurology</td>
<td>(3 weeks)</td>
</tr>
<tr>
<td>Intersession 3</td>
<td>(3 weeks)</td>
</tr>
<tr>
<td>Vacation</td>
<td>(4 weeks)</td>
</tr>
</tbody>
</table>

Total: 53 Weeks
<table>
<thead>
<tr>
<th>4th Year Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-internship (SubI) (4 weeks)</td>
</tr>
<tr>
<td>Medicine Specific Elective (3 weeks)</td>
</tr>
<tr>
<td>Pediatric Specific Elective (3 weeks)</td>
</tr>
<tr>
<td>Residency Boot Camp (1 week)</td>
</tr>
<tr>
<td>Electives (12 weeks)</td>
</tr>
</tbody>
</table>

**Graduation: May 24, 2021**

**Total: 46 Weeks**
POLICIES & PROCEDURES
Glossary of Terms

Content Applies To: Rochester, Arizona, Florida

Scope

These definitions apply to all Mayo Clinic School of Medicine (MCSOM) student policies, procedures, and processes.

Purpose

Clarifications of words/terms used throughout MCSOM policies and processes.

Definitions

<table>
<thead>
<tr>
<th>Academic status</th>
<th>An indication of whether or not a person is registered at MCSOM and is enrolled or not in the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>enrolled</strong></td>
<td>includes students in good standing or on probation who are actively progressing toward graduation</td>
</tr>
<tr>
<td>- <strong>not enrolled</strong></td>
<td>includes students on a leave of absence or students who have been dismissed, withdrawn, or graduated</td>
</tr>
</tbody>
</table>

- **Good standing** The academic status of an enrolled student who is not on probation

- **Probation** The academic status of a student with deficiency(s) warranting disciplinary action according to MCSOM policy but who remains enrolled under terms of the probation

- **Dismissed** The academic status of a student resulting from unsatisfactory progress resulting in the disciplinary action of dismissal; the student has been terminated from all enrollment options before completing the M.D. degree requirements

- **Withdrawn** The academic status of a student who has voluntarily terminated current and future enrollment options before completing the M.D. degree requirements

**Academic enrichment experience** A certificate or degree program at an accredited institution or a nationally competitive research fellowship, e.g. Doris Duke, NIH, or HHMI fellowship, or research experience through CTSA at Mayo Clinic that complements the medical
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>education program</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>Any section of the curriculum that results in a grade on the student transcript, e.g. block, clerkship, rotation, didactic activity</td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
<td>Any course, activity, experience, or training that a student must satisfactorily complete to graduate with the M.D. degree from Mayo Clinic School of Medicine, including but not limited to Selectives, REACH Clinic, USMLE Step 1 and 2 exams, publication, ACLS, etc.</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>Any course a student completes that was not specifically required for graduation. The curriculum may require a certain number of weeks of elective study without predetermining where those weeks are spent.</td>
</tr>
<tr>
<td><strong>Categories of Appointment at Matriculation</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>M.D. student</strong></td>
<td>An appointment at matriculation, M.D. students (also known as medical students) are full-time learners enrolled in the program of medical education leading to the M.D. degree</td>
</tr>
</tbody>
</table>
Deferred Admission Policy

Content Applies To: Arizona, Florida, Rochester

Scope

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

Purpose

The purpose of this policy is to establish guidelines when circumstances necessitate a deferral of an appointed student's matriculation to Mayo Clinic School of Medicine.

Policy

This policy establishes guidelines related to a student's application, appointment, deferment and subsequent matriculation to MCSOM.

Policy Statements

1. A request for deferment must be made in writing by the first of May of the year of expected matriculation for the original application cycle.
2. The Admissions Executive Committee will review each request and may approve or deny. Deferment will typically be granted for no longer than two years.
3. The deferred student must submit a new AMCAS application in October of the calendar year prior to the expected year of matriculation. Receipt of the new AMCAS application for the post-deferment matriculation date by the required deadline constitutes confirmation of the appointee's intent to matriculate to MCSOM.
4. In accepting a deferment, the appointee agrees 1) not to apply to other medical schools, 2) to matriculate to MCSOM at the end of the deferment period, and 3) to pay the tuition charge applicable to the class in which they matriculate.
5. If an appointee has reason to request an extension of the deferment, the appointee must make that request by the first of May of the year of anticipated matriculation. That student will also be required to meet with representatives of the Admissions Executive Committee with the intent of discussing plans for the additional time and assessing his/her continued commitment to matriculating at Mayo Clinic School of Medicine.
**Credit Transfer**

**Content Applies To:** Mayo Clinic in Arizona, Florida, and Minnesota

**Scope**

This policy applies to studies/trainees within the Mayo Clinic School of Medicine.

**Purpose**

The purpose of this policy is to define if and how credits obtained at other accredited institutions of higher education are evaluated for fulfillment of degree or certificate requirements for completion of Mayo Clinic College of Medicine and Science educational programs.

**Mayo Clinic School of Medicine:**

Mayo Clinic School of Medicine does not accept transfer students.

**Grading System Policy**

**Content Applies To:** Arizona, Florida, Rochester

**Scope**

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

**Purpose**

This policy describes the grading systems used for required courses at MCSOM. ("Course" collectively represents all curriculum components, e.g. block, longitudinal learning experience, clerkship, selective, elective, etc.)

**Policy**

During the first two years of the curriculum, grading at MCSOM is based on a Pass, Pass with Remediation, Fail system in an effort to promote collaboration and team learning and to discourage competition amongst peers. Students are not assigned an academic class rank.

During the residency application process, at which time the Medical Student Performance Evaluation (MSPE, formerly known as the Dean's letter), is prepared, students are assigned categories of achievement based on overall academic performance. The categorization is determined using overall assessments of clerkship grades, professionalism, and performance in courses. This categorization follows the Association of American Medical Colleges (AAMC) recommendations regarding MSPE format and content.

**Years 1 and 2**

In general, each Year 1 and Year 2 course consists of several classroom components and at least one clinical component. Courses include all blocks and longitudinal learning experiences including, but not limited to, Basic and Advanced Doctoring, REACH, and Disruptions of Development.
• Summative assessment of each component will provide the basis for a Pass, Pass with Remediation, or Fail grade for the overall course.
• Students must successfully meet expectations for all components of a course to receive a grade of Pass.
• Components of a grade that do not measure a specific competency recognized by MCSOM cannot be granted credit, e.g. faculty may encourage student physical activity but cannot provide points for exercising.
• Students who do not successfully meet expectations for all components of a course on the first attempt are required to complete a program of remediation within a specified period. Successful completion of this remediation will result in a grade of Pass with Remediation.
• Students who do not successfully meet expectations following remediation will receive a grade of Fail. The Fail grade will remain on the transcript. Students will then be required to repeat the course in its entirety.
• Students are eligible for grades of Pass, Pass with Remediation or Fail the second time the course is taken. The grade earned the second time the course is taken will also remain on the transcript.

Year 3 and 4

Required core clerkships, typically completed in the third year of the curriculum, and the required medicine sub-internship are graded using an Honors, High Pass, Pass, Pass with Remediation, Fail system.

Other required courses and electives completed in the third and fourth years may utilize Pass, Pass with Remediation, Fail or Honors, High Pass, Pass, Pass with Remediation, Fail grading systems.

• Students who do not meet all expectations of a clerkship, which include but are not limited to a composite of clinical performance, professionalism and medical knowledge, will be required to complete a program of remediation within a specified period. Successful completion of this remediation will result in a grade of Pass with Remediation.
• Students who do not successfully meet expectations following remediation will receive a grade of Fail. The Fail grade will remain on the transcript. Students will then be required to repeat the clerkship in its entirety. Students are eligible for Honors, High Pass, Pass, Pass with Remediation, or Fail for the second time the clerkship is taken.

NBME Shelf Exams, when applicable, impact clerkship grading as follows:

First attempt

• Students who successfully pass the exam on the first attempt are eligible for Honors, High Pass, Pass, Pass with Remediation, or Fail in the clerkship.
• Students who do not pass the exam on the first attempt will be required to repeat the exam within a specified time period. Academic Affairs recommends completion of the retake exam within two weeks of the clerkship end date, however the exam retake must occur no later than six weeks of the clerkship end date.
Second attempt

- Students who pass the exam on the second attempt are eligible for a grade of High Pass, Pass, Pass with Remediation, or Fail in the clerkship, but are not eligible for Honors.
- Students who do not pass the exam on the second attempt will result in one of the following actions:
  - If there are no concerns regarding clinical performance and professionalism, the student may be allowed to repeat the exam a third time within a specified time period.
  - If there are concerns regarding clinical performance and professionalism students will receive a grade of Fail, which will remain on the transcript, and students will be required to repeat the clerkship in its entirety. Students are eligible for Honors, High Pass, Pass, Pass with Remediation, or Fail for the second time the clerkship is taken.

Third attempt

- Students who pass the exam on the third attempt are eligible for a grade of Pass with Remediation or Fail for the clerkship.
- Students who do not pass the exam on the third attempt will receive a grade of Fail, which will remain on the transcript, and students will be required to repeat the clerkship in its entirety. Students are eligible for Honors, High Pass, Pass, Pass with Remediation, or Fail for the second time the clerkship is taken.

Grade Disputes

Students may dispute a grade by submitting in writing to the Chair of the Student Promotions Assessment and Review Committee. The submission should include the reason for the dispute along with any relevant documentation to support the request.

Transcript Record of Grades

The transcript is a true record of academic progress. All grades achieved are recorded on the transcript. For example, both the original grade of "Fail" (given when a course is not successfully remediated in the specified timeframe) and a second grade of “Pass" (after a course is repeated and all outcomes are met) will be recorded. Per LCME accreditation requirements, final grades are typically available within six weeks of the end date of the rotation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors (H)</td>
<td>The student has substantially exceeded the performance goals of the clerkship in an exceptional way.</td>
</tr>
<tr>
<td></td>
<td>(clerkships only)</td>
</tr>
<tr>
<td>High Pass (HP)</td>
<td>The student performance has been clearly above average but not exceptional.</td>
</tr>
<tr>
<td></td>
<td>(clerkships only)</td>
</tr>
<tr>
<td>Pass (P)</td>
<td>The student has satisfactorily accomplished the performance and learning goals.</td>
</tr>
<tr>
<td>Fail (F)</td>
<td>The student has failed to satisfactorily accomplish the performance and learning goals.</td>
</tr>
</tbody>
</table>
learning goals even after a specified period and program of remediation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass with Remediation (PR)</td>
<td>The student has not met established performance and learning goals by the end of the course. The student completed a program of remediation within a specified period and successfully met performance and learning goals.</td>
</tr>
<tr>
<td>Incomplete (I)</td>
<td>The student was not able to complete the course for a seriously compelling reason other than academic difficulty. This grade can only be assigned by the Sr. Associate Dean for Academic Affairs. This grade will not remain on the final transcript, and is replaced with the respective grade when the remaining course is completed.</td>
</tr>
<tr>
<td>Withdraw (W)</td>
<td>The student was unable to complete the course for a seriously compelling reason other than academic difficulty. This grade can only be assigned by the Sr. Associate Dean for Academic Affairs. This grade remains on the final transcript, along with the respective grade when the course is retaken in its entirety.</td>
</tr>
</tbody>
</table>

**Related Documents**
- Deficiencies and Unsatisfactory Progress
- Satisfactory Academic Progress

**Honor Code Statement Policy**

**Content Applies To:** Arizona, Florida, Rochester

**Scope**

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

**Policy Statement**

By matriculation at Mayo Clinic School of Medicine, the student agrees to abide by general professional standards of honesty, integrity and mutual respect. Such behavior is confidently expected of all students at Mayo.

Behavior judged by the administration, students and/or faculty to be illegal, unethical or so objectionable as to be inconsistent with assumption of the role of a physician may be cause for the imposition of probationary status or dismissal for nonacademic reasons. Examples of such behavior are harassment, lying, cheating, stealing and breach of patient confidentiality.

**Related Documents**
- Deficiencies and Unsatisfactory Progress
Satisfactory Academic Progress Policy

Content Applies To: Arizona, Florida, Rochester

Scope

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

Purpose

Students are expected to make continuous and successful academic and professional progress toward graduation requirements. The concept of satisfactory progress mandates monitoring of a students’ academic and professional performance through items including, but not limited to, grades recorded, evaluations, and timely passage of USMLE Steps 1 and 2.

Policy

The goal of Mayo Clinic School of Medicine is for students to successfully complete training leading to the M.D. degree within four traditional academic years. This policy defines satisfactory academic progress.

Policy Statements

(Qualitative)

Mayo Clinic School of Medicine grades on a pass/fail system in years one and two and an honors/high pass/pass/fail system in years three and four. A numerical grade point average (GPA) is not calculated. Students who do not meet required outcomes are given a grade of "Fail" and remediation is required.

(Quantitative)

The formula for a student to complete the MD degree is as follows:

4 years + time to complete an approved complementary academic enrichment experience + optional 2 years with approval = maximum time allowed from matriculation to graduation from MMS. Periods of approved medical leave of absence are included in the maximum time allowed.

- For promotion to Year II, students must pass all Year I requirements.
- For promotion to Year III, students must pass all Year II requirements and USMLE Step 1.
- For promotion to Year IV, students must be on track to complete all Year III and Year IV requirements before the graduation date for that academic year.

In order to graduate with the MD degree, all students must:

- pass all required courses
- successfully complete all other degree requirements
- pass USMLE Step 1
- pass USMLE Step 2 CK and CS
Technical Standards for Admission and Retention in Medical School Policy

Content Applies To: Arizona, Florida, Rochester

Scope
This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

Purpose
The MCSOM executive governing committee has specified the following non-academic criteria ("technical standards") which all applicants/medical students are expected to meet in order to participate in the medical education program and the practice of medicine.

Policy Statements
1. **Observation:** The applicant/medical student must be able to participate actively in all demonstrations and laboratory exercises in the basic medical sciences and to assess and comprehend the condition of all patients assigned to him or her for examination, diagnosis and treatment. Such observation and information acquisition usually requires the functional use of visual, auditory and somatic sensation.

2. **Communication:** The applicant/medical student must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty, staff and all members of the health care team. Communication skills include speaking, reading and writing, as well as the observation skills described above.

3. **Motor:** The applicant/medical student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers, be able to perform basic laboratory tests, possess all skills necessary to carry out diagnostic procedures and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

4. **Intellectual-Conceptual, Integrative and Quantitative Abilities:** The applicant/medical student must be able to measure, calculate, reason, analyze and synthesize. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the applicant/medical student must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. The applicant/medical student must have the capacity to perform these problem-solving skills in a timely fashion.
5. **Behavioral and Social Attributes:** The applicant/medical student must be able to fully utilize his/her intellectual abilities and exercise good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients and others. Applicants/medical students must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environment, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, commitment and motivation are personal qualities which each applicant/medical student should process.

**Examinations Policy**

**Content Applies To:** Arizona, Florida, Rochester

**Scope**

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

**Purpose**

The function of examinations is to monitor the progress of students and the performance of the curriculum. This policy pertains to all faculty-generated or vendor-ordered assessments, including but not limited to quizzes, audience-response assessments, Blackboard™ examinations, National Board of Medical Examiners web-based and paper-based exams, and standardized patient examinations.

**Policy**

Examinations and individual questions are secure and may **not**, under any circumstances, be removed, reproduced and/or shared or disclosed by any means (e.g., hard copy, verbally, electronically) to any person or entity unless explicitly stated otherwise by the course director. The use of exams that are not distributed by the course director is a breach of the MCSOM Honor Code.

**Policy Statements**

**Oversight of Examinations**

Course and clerkship exams may be coordinated and proctored by either the course director or by medical school staff. Any questions regarding exam coordination should be directed to Academic Affairs staff.

**Exam Security**

For examinations created by MCSOM faculty, students are provided the opportunity to review their score and a copy of the test in the medical school office for a period of seven (7) school days after an examination has been released by the course director. If course directors choose a different review option, they must notify the students and the Associate Dean for Academic Affairs.

Examinations ordered from the National Board of Medical Examiners (NBME) are not available for review.
Absence from Examinations

Attendance at all examinations is mandatory. It is expected that all MCSOM students will take the examinations on the date and at the time scheduled. Absence requests that fall on examination days are not allowed; exceptions for unusual circumstances will be reviewed by Academic Affairs and the block/clerkship leader. Failure to comply will result in a failing grade on the exam.

Related Documents
Absence Reporting Policy and Process
Honor Code Policy

United States Medical Licensing Examinations (USMLE) Requirements

Content Applies To: Arizona, Florida, Rochester

Scope
This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

Purpose
This policy outlines the expectations and timeline of MCSOM student results on USMLE Step examinations.

Policy
Prior to graduation, a student must post passing scores on USMLE Step 1, Step 2 Clinical Knowledge (CK), and Step 2 Clinical Skills (CS) examinations.

Students are responsible for scheduling these tests in order to meet the graduation requirements. The MD diploma will not be conferred until passing scores are received for all exams. Failure to pass the USMLE examinations may result in disciplinary action (see the Deficiencies and Unsatisfactory Progress Policy for more information).

When planning, students must take into consideration that it may take up to 6 months to schedule an exam and receive a score whether this is the first or subsequent attempt.

USMLE Step 1

1. Students are required to take and pass USMLE Step 1 prior to the start of Year 3.

2. Any student who fails the Step 1 examination will be required to have a formal remediation plan approved by the Sr. Associate Dean for Academic Affairs. This remediation plan will include:
   - Modification of the curriculum to accommodate study time
   - A study plan
   - Assignment of a tutor or provision of other resources necessary to allow the student to adequately prepare for a re-take of the Step 1 examination.
3. Failure to post a passing score on Step 1 on the second attempt will result in the following:
   - Student will be referred to Student Promotions Assessment and Review Committee (SPARC)
   - Student would be eligible for probation.

4. Failure to post a passing score on Step 1 on the third attempt will result in the following:
   - Student will be referred to SPARC.
   - Student will be eligible for dismissal. SPARC recommendation for dismissal is approved by Medical School Executive Committee (MSEC).

**USMLE Step 2**

1. Students are required to **take** Step 2 CS and CK by December 1 of Year 4.
   - Exceptions to the December 1 deadline (for CK only) will require a letter of support by the Sr. Associate Dean for Student Affairs in advance of the deadline, otherwise the student will be considered non-compliant.
   - Step 2 CK must be taken no later than February 1 of Year 4.

2. Any student who fails either or both the Step 2 CK or CS examination(s) will be required to have a formal remediation plan approved by the Sr. Associate Dean for Academic Affairs. This remediation plan will include:
   - A study plan
   - A retake of the examination as soon as possible.

If scores are not available by the graduation date, students may participate in the ceremony but will not receive a diploma until they have completed their course of study and passed CK and/or CS.

Students must understand that failure to have the MD conferred may impact the ability to begin post graduate/residency training and/or licensure.

3. Failure to post a passing score for either or both the CK and CS examination(s) on the second attempt will result in the following:
   - Student will be referred to the SPARC.
   - Student will be eligible for Probation.
   - The student will be allowed to defer graduation up to 6 months to remediate and pass the CK and/or CS examination(s).

4. Failure to post a passing score for either or both the CK and CS examination(s) on the third attempt:
   - Student will be eligible for dismissal. SPARC recommendation for dismissal would be considered by MSEC for approval.

**Related Documents**

Satisfactory Academic Progress Policy
Deficiencies and Unsatisfactory Progress Policy
Deficiencies and Unsatisfactory Progress

Content Applies To: Arizona, Florida, Rochester,

Scope

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

Purpose

This policy provides guidelines for addressing a student’s unsatisfactory performance and/or behavior. It explains the authoritative structure by which these decisions are made and the process that is followed.

Policy

The goal of MCSOM is to provide a curriculum that integrates strong basic sciences, ethical principles, professional standards and outstanding clinical training leading to successful completion of the M.D. degree. If a student’s performance and/or behavior is unsatisfactory, the appropriate action will be taken.

A deficiency can be of academic or non-academic nature, and may warrant either a Notice of Deficiency from the Sr. Associate Deans for Academic Affairs or Student Affairs, or an escalated action as explained in the Mayo Clinic College of Medicine and Science (MCCMS) Probation and Dismissal policy which include: Formal Written Warning of Deficiency, Probation, or Dismissal.

Policy Statements

Notice of Deficiency

1. A Notice of Deficiency is administered by the Sr. Associate Dean of Academic Affairs and includes the following:
   a. Explanation of the deficiency
   b. Remediation required
   c. Timeline by which remediation must be completed
   d. Consequence if not remediated by defined timeline

2. Examples include, but are not limited to, the following actions:
   a. Failure to meet any outcomes for a required course or rotation
   b. Lack of dutifulness, e.g. unresponsiveness to email and/or pages, non-compliance with required Safety training modules, non-compliance with MCSOM Absence policy/process, etc.
   c. Unprofessional behavior
   d. Other academic or non-academic deficiency

3. A Notice of Deficiency is not recorded on the transcript
Decisions on the following actions are determined by the Student Promotions and Assessment Review Committee (SPARC):

**Formal Written Warning of Deficiency**

1. A student may be placed directly in a Formal Written Warning of Deficiency status (without first receiving a Notice of Deficiency) as determined by SPARC.

2. Examples include, but are not limited to, the following actions:
   a. Failure to meet final outcomes for a required course or rotation
   b. Failure to post a passing score on a USMLE Step exam on a first attempt
   c. Unprofessional behavior
   d. Other academic or non-academic deficiency

The period of Formal Written Warning of Deficiency will be removed from the student's academic record following successful remediation and will not be recorded on the transcript.

**Probation**

1. Significant deficiencies can warrant direct placement in Probationary status (without first receiving a Notice of Deficiency or being placed on Formal Written Warning of Deficiency status) as determined by SPARC.

2. Examples include, but are not limited to, the following:
   a. Two or more concurrent deficiencies
   b. Failure to post a passing score on a USMLE Step exam in two attempts
   c. Unsatisfactory progress in defined remediation plan while in Formal Written Warning of Deficiency status
   d. Other major deficiencies determined by the SPARC

3. The conditions and terms for remediation and removal from probation are determined by the SPARC.

4. A student may be put in Non-Academic Probationary status by the SPARC with review and approval as specified in the MCCM Probation and Dismissal Policy.

5. A student on Probation will not be promoted to the next academic year.

6. A student on Probation will not be permitted to begin an Academic Enrichment program or the Mayo Clinic Graduate School portion of the Mayo Clinic MD/PhD track.

7. A student on probation will not be permitted to participate in academic experiences at locations other than Mayo Clinic in Rochester or Arizona, as applicable.

8. The period of probation will be recorded on the transcript, and therefore disclosed on the Medical School Performance Evaluation (Dean's) letter for residency application.
**Dismissal**

1. Deficiencies of sufficient magnitude can warrant immediate dismissal.

2. Examples include, but are not limited to, the following:
   a. A student on Probation for more than one year
   b. A student failure to post a passing score on a USMLE Step exam in three attempts
   c. A student failure to pass USMLE Step II exam within 6 months of graduation date (first attempt encouraged by December 1, required by February 1 of Year 4)
   d. Unsatisfactory progress in defined remediation plan while in Probationary status

**Dismissal Process**

In the event of a student dismissal, MCSOM shall implement the MCCMS Probation and Dismissal Policy by taking the following actions:

1. The SPARC will conduct a review of the student’s performance and make a formal recommendation for dismissal to the Medical School Executive Committee (MSEC).

2. MSEC shall meet to discuss the SPARC recommendation as soon as reasonably possible following the SPARC meeting that recommended dismissal. The Chair of SPARC will be invited to MSEC to summarize the committee’s recommendation. MSEC shall discuss and then endorse or reject the SPARC recommendation.

3. The MSEC Secretary will document a formal communication to the Student that indicates the meeting outcome and includes related attachments, including the SPARC recommendation and corresponding policies.

4. If the recommendation for dismissal is endorsed, a meeting will be held shortly thereafter with the student. The meeting shall be attended by the Associate Deans for Academic and Student Affairs and the MCSOM Operations Manager or Administrator. The student shall be offered the opportunity to be accompanied by a support person of his/her choice prior to the meeting. The meeting will be led by the appropriate Associate Dean according to the form of dismissal (academic or non-academic). The letter from MSEC will be shared with the student. Dismissal shall be immediate upon conclusion of the meeting and the student shall be withdrawn from the curriculum effective immediately, if not already done so.

5. The student shall be offered those options defined in the MCCMS Probation and Dismissal Policy and given five business days within which to make a decision, which must be communicated to the MCSOM Dean. MCSOM representatives will not advise the student regarding one option over another but can discuss implications of each option. Failure by the student to communicate a decision within this timeline will be deemed acceptance of the MSEC dismissal decision and the student will be deemed permanently dismissed from MCSOM.

6. In the event of an appeal, the appeals procedure will be followed as documented in the MCCMS Probation and Dismissal Policy.
Ombudsperson

When one of the disciplinary actions is invoked on a student, an ombudsperson will be offered, but not mandated, to the student.

1. An ombudsperson is an impartial, knowledgeable person to whom the student can bring forth concerns and questions confidentially.
2. This person should be one who has not been involved in the original decision to invoke the disciplinary action on the student.
3. The ombudsperson role is not intended to influence a student’s decision, but rather to ensure the student is well informed of the circumstance and relevant consequences.

Related Documents

- USMLE Requirements
- Satisfactory Academic Progress Policy
- Probation and Dismissal Policy
- Honor Code Policy
- Leaves of Absence Policy
- Academic Enrichment Program Policy
- Glossary of Terms for MMS Policies

Warning, Probation, Dismissal & Appeal

Content 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 School of Medicine, and Mayo Clinic School of Graduate Medical Education

Key Terms

Administrator: The term Administrator is used generically to refer to the Administrator or Operations Manager of the appropriate school.

Program Director: The term Program Director is used generically in this policy to refer to the physician, scientist, or allied health leader of the educational program to which the learner is appointed.

Ombudsperson: The term Ombudsperson is used generically to refer to an Administrator or Operations Manager who is available to assist learners facing formal warning, probation, or dismissal and who is not involved in decision-making relative to the learner’s standing. The purpose of an Ombudsperson is to provide learners with a general understanding of this policy and process from a neutral perspective.

Purpose

This policy provides guidelines for due process when a learner’s performance or behavior is unsatisfactory.
Policy

The goal of the Mayo Clinic College of Medicine and Science is for learners to successfully complete training in a field consistent with their interests and capabilities. However, at times a learner’s performance or behavior is unsatisfactory. A learner may receive a formal written warning of deficiency, may be placed on probation, or may be dismissed pursuant to this policy following appropriate due process. A learner may request the counsel of an ombudsperson at any time.

Two types of behavior warrant disciplinary action:

Academic Deficiency - This includes documentation of: (a) insufficient medical or scientific knowledge or lack of appropriate technical skills, (b) inability to use medical or scientific knowledge effectively, or (c) any other deficiency that bears on a learner’s performance. 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, participating in all required educational activities, and 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

Non-Academic Deficiency - This includes violation of school or institutional policies or rules, civil or criminal law. Such deficiencies may be of sufficient magnitude to warrant immediate dismissal. Examples of non-academic deficiencies include, but are not limited to, the following:

- Threatening, intimidating, harassing, or coercing patients, fellow employees, 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, employees, patients, volunteers or visitors
- Failure to qualify for required licensure/certification.
- Breach of ethics concerning confidentiality of employee, patient, or institutional information
- Engaging in criminal behavior
- Violations of mutual respect
- Any deliberate or negligent act which jeopardizes the health or safety of a patient, employee, student, volunteer or visitor
- Fighting, agitating 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

Actions

Academic or non-academic deficiency could result in a formal written warning, probation or dismissal. Probation and dismissal are reported for purposes of credentialing, certifying, or licensing. The Program Director must contact the school Administration to initiate the action. The Program Director must discuss the concerns with the appropriate school Administrator and Associate Dean prior to determining the course of action. There may be situations where a learner may be dismissed without progressing through the steps outlined in this policy. Some steps can be repeated or omitted if the facts of the situation warrant it. The learner may be placed on a paid or unpaid leave of absence during the period of investigation and/or when patient safety or learner health concerns exist.

Academic Deficiencies:

1. **Formal Written Warning of Deficiency** – The program or school may issue a formal written warning in lieu of, or preliminary to, invoking probation. A formal written warning is not considered discipline for purposes of credentialing, certifying or licensing. A formal written warning should include:

   - A clear description of academic deficiencies, citing examples of academic or clinical performance deficiencies, and referencing previous discussions and documentation of the problems, if any
   - A remedial plan with suggestions to improve performance and/or behavior. The plan must include expectations and timeframes so that it can be monitored for compliance. Metrics to measure success in addressing the deficiencies should be reviewed with the learner.
   - Signatures of the learner, Program Director, school Administrator and Associate Dean

   A copy of the document and a copy of this policy should be provided to the learner.

   The formal written warning becomes part of the learner’s school record, but may be removed if the deficiency is fully remediated. The Associate Dean determines whether the formal written warning document should be removed immediately after remediation or if it should remain in the school record until the learner completes Mayo training. If performance does not improve following a formal written warning the learner may be placed on probation and/or subsequently dismissed.

2. **Probation** – When performance is below acceptable standards, as defined by the program/School and following discussion with the Associate Dean, the learner will be informed in writing by the Program Director, appropriate school Administrator, and Associate Dean that he/she has been placed on probation. Probation begins with the date of notification and should be modeled after the elements in the formal written warning as detailed above. The recommended minimum probationary period is three months for programs of more than twelve months duration. The minimum probationary period may be less than three months for programs of twelve months or
shorter duration. At the end of the probationary period, the Program Director, in consultation with the school Administrator and Associate Dean, will choose one of the following actions:

- Remove the learner from probationary status
- Extend the probationary period
- Dismiss the learner

3. **Dismissal** – If at the end of the probationary period, the learner has not successfully remediated the deficiencies, or if the gravity of the deficiency immediately warrants it, the Program Director, in consultation with the school Administrator and Associate Dean, may choose to dismiss the learner from the program.

The Program Director, school Administrator and Associate Dean will notify the learner of the decision whether resignation is an option and provide written documentation to the learner. Dismissal is effective on the date of notification. The learner will have five business days to elect one of three options:

- Accept the dismissal.
- Submit a resignation, if permitted, effective at a mutually acceptable date (resignation precludes appeal)
- Appeal the dismissal.

**Non-Academic Deficiencies:**

Discipline for non-academic deficiencies will be consistent with the discipline that would be given a Mayo Clinic employee for the same or similar deficiency.

1. **Formal Written Warning of Deficiency** - The program or school may issue a formal written warning in lieu of, or preliminary to, invoking probation. The school Administrator, in consultation with the appropriate Associate Dean, will coordinate as needed with the site Human Resources liaison to determine if formal warning is appropriate. A formal written warning is not considered discipline for purposes of credentialing, certifying or licensing. A formal written warning should include:

- A clear description of non-academic deficiencies, citing examples of professionalism or behavior problems and referencing previous discussions and documentation of pre-existing problems, if any
- A remedial plan to improve performance and/or behavior. The plan must include expectations and timeframes so that it can be monitored for compliance.
- Signatures of the learner and the Program Director, school Administrator, and Associate Dean

A copy of the document and a copy of this policy should be provided to the learner.

The formal written warning becomes part of the learner’s school record, but may be removed if the deficiency is fully remediated. The Associate Dean determines whether the formal written warning document should be removed immediately after remediation or if it should remain in the school record until the learner completes Mayo training. If performance does not improve following a formal written warning the learner may be placed on probation and/or subsequently dismissed.
2. **Probation or Dismissal - Non-Academic Deficiency** – When non-academic deficiencies are identified, the school Administrator, in consultation with the appropriate Associate Dean, will coordinate with the site Human Resources liaison, the Legal Department as needed, and the Executive Dean of the Mayo Clinic College of Medicine or site Medical Director of Education to determine if probation or dismissal is appropriate. A learner may be placed on an unpaid leave of absence for severe or repeated deficiencies. Certain behaviors may result in immediate dismissal, e.g. privacy breaches and drug diversion. As soon as practical upon completion of the review and determination, the learner will be informed of the decision by the Program Director, school Administrator, or Associate Dean. Subsequently, the learner will be informed of the decision in writing by the Program Director, appropriate school Administrator, and Associate Dean of the decision. The formal written decision will be modeled on the elements included in formal written warnings as described above.

**Probation:** Probation will begin on the date of notification. At the end of the probationary period, the Program Director, in consultation with the school Administrator and Associate Dean, will choose one of the following actions:

- Remove the learner from probationary status
- Extend the probationary period
- Dismiss the learner

**Dismissal:** Dismissal will begin on the date of notification. If the decision is to dismiss the learner, the Associate Dean, in consultation with the Executive Dean of the Mayo Clinic College of Medicine and Science or the site Medical Director of Education will determine if the learner will be allowed to resign. The school Administrator or Associate Dean will notify the learner, and provide written documentation to the learner in writing of the dismissal decision and whether resignation is an option. Dismissal is effective on the date of notification. The learner will have five business days to elect one of three options:

- Accept the dismissal
- Submit a resignation, if permitted, effective at a mutually acceptable date (resignation precludes appeal)
- Appeal the dismissal

**Appeal of Dismissal for Academic and Non-Academic Deficiency**

All appeals must be submitted in writing to the Dean of the school within five business days of the action. The Dean will contact the Executive Dean of the Mayo Clinic College of Medicine and Science, if deemed appropriate, the site Chief Executive Officer. The Dean will appoint the Appeal Committee to hear the appeal. It should include at least three members, including a committee chairperson. The Dean may serve on and lead the committee. For appeals of probation, the Appeal Committee will determine if the appeal can be resolved based on the submitted written record or if the learner will be required to appear before the Appeal Committee. If a meeting with the learner is not necessary, the committee chair will coordinate a meeting of the committee to review materials and reach a decision. For appeals of dismissal, a meeting with the learner will be held.
For appeals of dismissal, the appeal will proceed only if the learner appears before the Appeal Committee. Persons with information about the deficiency will be asked to attend the appeal meeting to relate the facts. The learner may request to have an Ombudsperson or one non-attorney support person attend the appeal meeting. Except in extraordinary circumstances, attorneys representing either the learner or Mayo do not attend the appeal meeting.

The decision of the Appeal Committee will be one of the following options:

**Appeal of Probation:**
- Remove the probation with or without a Formal Written Warning of Deficiency and a remediation plan
- Uphold the probation
- Dismiss the learner

**Appeal of Dismissal:**
- Place the learner on probationary status with a written remediation plan
- Uphold the dismissal of the learner

A dismissal decision by the Appeal Committee precludes resignation. In all cases of appeal, the decision of the Appeal Committee is final. The Grievance Policy is not available for further appeal.

**Reference Requests**
Reference requests for learners are to be managed with great care, especially when disciplinary action was taken. Mayo Clinic College of Medicine and Science staff are responsible for providing a balanced view of performance for the learner’s entire program. Requests for verification/reference for MCGME learners must be referred to MCGME.

**Related Documents**
Grievance

**Grievance Procedure**

**Content Applies To:** Mayo Clinic in Arizona, Florida, and Minnesota

**Scope**
This policy applies to students/trainees within the Mayo Clinic College of Medicine and Science (MCCOMS).

**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:

<table>
<thead>
<tr>
<th>Mayo Clinic School of Graduate Medical Education (MCSGME)</th>
<th>Mayo Clinic School of Health Sciences (MCSHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Division/Department:</strong></td>
<td>• Operations Manager</td>
</tr>
<tr>
<td>• Education Chair</td>
<td>• Administrator</td>
</tr>
<tr>
<td>• Administrator</td>
<td>• Associate Dean</td>
</tr>
<tr>
<td>• Chair</td>
<td></td>
</tr>
<tr>
<td><strong>MCSGME</strong></td>
<td></td>
</tr>
<tr>
<td>• Ombudsperson</td>
<td>• Operations Manager</td>
</tr>
<tr>
<td>• Operations Manager</td>
<td>• Administrator</td>
</tr>
<tr>
<td>• Administrator</td>
<td>• Associate Dean</td>
</tr>
<tr>
<td>• Associate Dean</td>
<td>• Assistant Dean</td>
</tr>
<tr>
<td>• Minority Affairs Director</td>
<td></td>
</tr>
<tr>
<td><strong>Mayo Clinic Graduate School (MCGS)</strong></td>
<td></td>
</tr>
<tr>
<td>• Operations Manager</td>
<td>• Operations Manager</td>
</tr>
<tr>
<td>• Administrator</td>
<td>• Administrator</td>
</tr>
<tr>
<td>• Assistant Dean</td>
<td>• Associate Dean</td>
</tr>
<tr>
<td>• Associate Dean</td>
<td></td>
</tr>
<tr>
<td><strong>Mayo Clinic School of Medicine (MCSOM)</strong></td>
<td></td>
</tr>
<tr>
<td>• Operations Manager</td>
<td>• Operations Manager</td>
</tr>
<tr>
<td>• Administrator</td>
<td>• Administrator</td>
</tr>
<tr>
<td>• Associate Dean</td>
<td>• Assistant 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 expedient 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
Student Mistreatment

Content Applies To: Arizona, Florida, Rochester

Scope
This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

Purpose
All students at MCSOM have the right to an educational experience and environment free from all forms of discrimination, mistreatment, harassment or behavior that is disrespectful, coercive or physically harmful.

Policy Statements
Students who believe that they have been mistreated, treated disrespectfully, harassed or physically harmed, or have witnessed this mistreatment of other students should report this as soon as possible to the Dean, one of the Associate Deans or a MCSOM administrator.

If the situation cannot be resolved on an informal basis, the student will be asked to put the allegation in writing. The report will then be investigated by a review committee appointed by the Dean; the review committee will report the findings to the Mayo Clinic School of Medicine Executive Committee (MSEC).

If the student is not satisfied with the resolution of the situation, the student may seek further recourse through the Mayo Clinic College of Medicine and Science Ombudsperson. The student may also appeal the resolution to the Mayo Clinic Education Committee. The decision of that committee is final.

Investigations are confidential. Under no circumstances will retaliation or intimidation of a student bringing forth a claim of mistreatment be tolerated.

Related Documents
Grievance Procedure
Faculty Misconduct
Faculty Misconduct

Content Applies To: Mayo Clinic in Arizona, Florida, and Minnesota

Scope
This policy applies to Consulting and Allied Health Staff appointed to the College of Medicine and Science as faculty.

Purpose
This policy ensures appropriate handling of faculty misconduct allegations.

Definitions
Faculty: Mayo consultants, allied health staff and adjunct, outside faculty who fulfill the role of teaching learners in classroom, laboratory, clinic, and hospital venues as a part of a College of Medicine and Science program.

Misconduct: Misconduct may include but is not limited to violation of College of Medicine and Science policies, plagiarism, inappropriate relationships with students, inappropriate relationships with corporate or academic affiliates, misrepresentation of title or position externally, bullying, intimidation, misappropriation of intellectual property owned by Mayo, inappropriate use of social media, and violations of the Family Education and Privacy Rights Act (FERPA).

Learner: Any person enrolled in a College of Medicine and Science school or program, including students, residents, and conference participants.

Policy Statements
Allegations of faculty misconduct can be submitted by learners, faculty, program directors, or any Mayo employees. All Mayo learners, faculty, program directors and employees are obligated to report misconduct they observe or have reason to suspect. If the learner is comfortable with approaching the program director with the concern, he/she should do so. If the learner is uncomfortable contacting the program director, the allegation should be submitted to the school ombudsperson, school administration, or Dean. Program directors are required to report all allegations of misconduct to the school administration or the Dean.

The Dean (with input from the program director) will decide if the complaint has merit. If so, the Dean will decide if the issue can be resolved informally by the Program Director and/or the school administration. If not, the Dean will appoint a review committee. If the allegation is against a member of the Mayo Clinic consulting staff, the Dean will consult with the Chair of the Personnel Committee in appointing the review committee. If the allegation is against a Mayo Clinic employee, the Dean will consult the chair of Human Resources in appointing the review committee.

The review committee will focus on misconduct related to the faculty member’s educational role only. The review committee will report its findings and recommendation to the Dean relating to the resolution of the specific allegation and the status of the faculty member. If misconduct has occurred, the Dean will have the discretion to implement a remediation plan or terminate the faculty role.
If the Dean determines that a remediation plan or termination of the faculty role is warranted and the faculty member is a Mayo Clinic employee, the Dean will coordinate this plan with the Chair of the Personnel Committee and the Department Chair for consulting staff and Human Resources for allied health staff as action under the Mayo Corrective Action policies may also be warranted. If the faculty member is not satisfied with the decision regarding the faculty role, he/she may appeal the decision to the Executive Dean of the College of Medicine and Science, who will form an Appeal Committee of at least three members to hear the appeal. Persons with information about the allegation will be asked to attend the hearing to relate the facts. Attorneys for either party will not be involved. The faculty member will be notified of the Appeal Committee’s decision in writing. The Appeal Committee decision is final.

**Related Documents**
Sexual and Other Harassment

**Sexual and Other Harassment**

**Content Applies To:** Mayo Clinic

**Scope**
The Mayo Clinic Allied Health Staff Policy Manual applies to employees at all Mayo Clinic locations. This policy applies to all allied health staff, research temporary professionals, residents, fellows, students, volunteers, temporary workforce, visitors, contractors, and vendors. Salary, benefits, and human resource/operational policies are subject to change by Mayo Clinic at any time. The contents of this policy are not intended to constitute a contract of employment. Both Mayo Clinic and the individual may terminate the employment relationship at any time.

**Purpose**
Mutual respect, including consideration and courtesy, is one of Mayo Clinic’s Core Principles and is expected of everyone. Mayo Clinic employees have the right to work in an environment free from all forms of discrimination and conduct which can be considered harassing, coercive, or disruptive. Mayo Clinic prohibits harassment on the basis of race, sex, age, religion, national origin, marital status, color, creed, sexual orientation, gender identity or expression, disability (physical and mental), genetic information, veteran status, and status with regard to public assistance. This policy communicates Mayo Clinic’s position on harassment and its expectations for appropriate behavior. This policy applies to and prohibits harassment by everyone at Mayo Clinic, including the Board of Governors, Administration, physicians/scientists, supervisors, and all full-time, part-time and temporary employees, as well as students, patients, vendors and any other individual with whom employees and students come in contact while on the job or while pursuing their education. Mayo Clinic recognizes that harassment undermines morale and interferes with the productivity of individuals and their coworkers and will not be tolerated.
Policy

Prevention
In order for Mayo Clinic to provide a safe and comfortable work environment, Mayo expects a high standard of personal and professional conduct on the part of all employees, students, patients, and visitors. Where employees experience or witness harassment, they have a responsibility to report the occurrence. Individual work units should encourage open communication by offering an environment where employees are comfortable coming forth to discuss concerns.

Harassment
Harassment is verbal or non-verbal, physical, or visual conduct that denigrates or shows hostility toward an individual because of that person’s sex, race, age, religion, national origin, marital status, color, creed, sexual orientation, gender identity or expression, disability (physical and mental), veteran status, and status with regard to public assistance. Harassing conduct includes:

- slurs, negative stereotyping or threatening, intimidating, or hostile acts including jokes or pranks that are hostile or demeaning;
- written or graphic material that is offensive or shows hostility toward an individual or group that is displayed on walls, bulletin boards, computers or other locations, or circulated in the workplace;
- physical harassment including conduct such as assault, impeding or blocking movement or any physical interference with normal work or movement;
- visual forms of harassment including derogatory images such as posters, cartoons or drawings.

Sexual Harassment
Sexual harassment is unlawful and is defined as conduct of a sexual nature that is sufficiently severe or pervasive (persistent) as to have the purpose or effect of unreasonably interfering with an employee’s work or academic performance.
Sexual harassment includes unwelcome sexual advances; requests, demands or pressure for sexual favors; sexually-motivated physical contact; verbal or non-verbal, written and electronic communications; and visual and physical conduct of a sexual or gender-based nature when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic success.
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting an individual.
- Such conduct is intended to or does unreasonably interfere with an individual's work or academic performance or creates an intimidating, hostile, or offensive work or academic environment.
- Sexual harassment includes various forms of offensive behavior. The following is a partial list:
  - Unwanted sexual advances
  - Offering employment benefits in exchange for sexual favors
  - Making or threatening reprisals after a negative response to sexual advances
  - Visual conduct: leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons or posters
  - Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, comments about an employee’s body or dress
• Verbal sexual advances or propositions
• Verbal abuse of a sexual nature, graphic verbal commentary about an individual’s body, sexually degrading words to describe an individual, suggestive or obscene letters, notes, or invitation
• Physical conduct: touching, assault, impeding or blocking movements
• Retaliation for making harassment reports or threatening to report harassment

Policy Statements
All employees and students at Mayo Clinic have a responsibility to report immediately to the appropriate supervisor, administrator or designee any complaint of a lack of mutual respect or harassment which is brought to their attention. Employees and students are not required to determine whether suspected conduct constitutes harassment under this policy. They simply may report the suspected conduct according to the procedure provided below.

Informal Resolution
Conduct is considered harassment when it is unwelcome. An inquiry into an allegation of harassment often involves an assessment of whether the recipient made it known that the conduct was unwelcome. Direct attempt at informal resolution is encouraged. If comfortable doing so, employees subjected to unwelcome conduct should inform the perpetrator, verbally or in writing, that the conduct is considered offensive and must stop. Documentation of the interaction or copies of the correspondence should be kept. If the response of the perpetrator is unsatisfactory, or if the employee feels uncomfortable confronting the perpetrator, the employee should initiate the complaint procedure described below.

Formal Reporting
Employees who believe they have been harassed, have witnessed harassment, or have had incidents of harassment reported to them by coworkers have the responsibility to report these matters to their immediate supervisor or their supervisor's manager so that the alleged behavior can be promptly investigated and appropriate action taken. If the employee is uncomfortable reporting the issue to his/her supervisor, the employee may call their Human Resources service partner or the Employee Service Center.

Investigation
All allegations of harassment will be promptly and thoroughly investigated by the Human Resources service partner working collaboratively with a member of department leadership. Mayo will endeavor to protect the privacy and confidentiality of all parties involved to the extent possible, consistent with a thorough investigation. Absolute confidentiality, however, cannot be promised based on our obligation to investigate all reported incidents of harassment. All employees, whether complainant, witness, or the subject of the investigation, are required to be truthful, accurate, and cooperative throughout the investigation.

Action
If an investigation results in a finding that this policy has been violated, appropriate action will be taken which may include, but is not limited to, no disciplinary action, education, an apology, documentation (formal or informal), termination of employment, or other corrective action. The complainant and the subject of the investigation will be informed, where appropriate, of the findings of the investigation.
False Accusations
False harassment claims will not be tolerated. If the investigation establishes that the alleged conduct did not occur, the complainant will be subject to appropriate corrective action. The subject of the investigation must be assured that the false charges will not affect the terms or conditions of their employment with Mayo Clinic.

Retaliation
Under no circumstances will retaliation or intimidation of a complainant be tolerated. Employees who have had a complaint addressed by this procedure or have participated in an investigation must immediately make a further complaint if they are the subject of retaliation or intimidation, or if the harassment recurs. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Employees should report concerns of retaliation to their supervisor. If the employee is uncomfortable reporting the issue to his/her supervisor, the employee may call their Human Resources service partner or the Employee Service Center. Any report of retaliatory conduct will be investigated in a thorough and objective manner using the same procedure described above for investigating claims of harassment or discrimination. If a report of retaliation is substantiated, appropriate disciplinary action, up to and including discharge, will be taken.

Harassment by Patients and Visitors
Disrespectful behavior of any kind—sexual or any other form, ranging from inappropriate humor and subtle hints to overt acts, threats, or physical contacts—will not be tolerated. An employee who experiences intimidation or harassment or feels threatened around or by a patient or visitor should take the following steps:

- If providing health care services at the time of the incident, temporarily discontinue any health care services that are not vital to the patient's health and safety.
- Immediately report the incident to the supervisor, administrator or designee responsible for the area in which the employee is working at the time.
- The supervisor, administrator or designee should contact the patient's attending physician and, in consultation with the Legal Department, develop a plan to address the complaint.

Orders of Protection/Harassment Restraining Orders
An employee who obtains or is named in an Order for Protection or Harassment Restraining Order which lists Mayo Clinic premises as a protected area is required to provide his/her supervisor with a copy of the order. The supervisor will discuss with Security, Human Resources, and the employee any accommodations to the work setting that may be necessary and/or action plan should a violation of the Order for Protection of Harassment
Leave of Absence Policy

Content Applies To: Arizona, Florida, Rochester

Scope

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

Purpose

This policy addresses breaks in the curriculum, planned and unplanned.

Policy

All requests for leave of absence (LOA) are submitted to MCSOM for review. Requests can be approved, denied, or approved with modifications.

Policy Statements

An LOA may require the student to extend completion of the MD degree by more than the traditional four-year curriculum period. This is determined on an individual basis by the Sr. Associate Dean of Academic Affairs. All requests for leave of absence must be submitted in ISES. The return to active student status must be approved by MCSOM. Students may need to alter the timing of their return because of limited availability of certain MCSOM course offerings.

Leave of Absence Types:

Medical Leave of Absence:

A student may request an LOA for medical reasons if the request is supported by documentation from a health care provider. A student may be placed on an involuntary medical leave if the Sr. Associate Dean of Student Affairs, upon consultation with the Dean, determines that the student is a danger to him/herself or others. Documentation from the health care provider must be provided to the Associate Dean indicating that the student is able to return.

Accesses and Mayo medical benefit-eligibility remain active throughout a medical LOA.

Personal Leave of Absence:

A student may request an LOA for personal reasons. This type of LOA usually extends more than 30 days and does not include participation in an approved academic or research experience. (Time away from curriculum less than 30 days is typically treated as absence time vs. LOA.)

Accesses and Mayo medical benefit-eligibility are considered on an individual basis and final decision falls to the Sr. Associate Dean for Student Affairs.
**Academic Leave of Absence:**

A student may request an LOA to pursue a complementary academic enrichment experience. (Request must be submitted by December 1st of the calendar year prior to the start of the requested program.)

All accesses, including VPN Remote Access, are disabled throughout the Academic LOA, with exception of the Mayo email account. Students are not eligible for Mayo medical benefits throughout the Academic LOA. If the academic enrichment experience is taking place at Mayo Clinic, access and benefit eligibility specific to that role take effect.

For more information on the request and approval process for an Academic LOA, see the Academic Enrichment Program Policy.

**Financial Aid Information:**

Students seeking long-term leave of absence or adjustment to the curriculum for any reason should consult with the Director of Student Financial Aid to determine financial aid eligibility and loan repayment. Students taking a leave of absence that exceeds 180 days will be treated as if withdrawn and have the return of Title IV funds calculated according to the federal formula.

In cases where a student is participating in a degree at another institution, the student can access financial aid through the institution they are attending. In addition the college/university will be responsible to report the student to the National Student Loan Clearinghouse to coordinate the processing of student loan deferments. In the event that the institution (for example N.I.H.) does not process financial aid or student loan deferments, MCSOM will certify that the student is conducting research and that they are considered a full time student for loan deferment purposes.

**Related Documents**

- Academic Enrichment Program Policy
- Absence Reporting Policy and Process
- Satisfactory Academic Progress Policy

**Military Leave Policy**

**Content Applies To: Mayo Clinic in Arizona, Florida and Minnesota**

**Scope**

This policy applies to students/trainees within the Mayo Clinic College of Medicine and Science (MCCMS).

**Purpose**

This policy establishes guidelines which allow students/trainees extended time away from work/school/training for military duty or for medical treatment of a service-related medical condition.
Policy (if applicable)

The Mayo Clinic College of Medicine and Science support its students/trainees who are members of a military reserve unit or the National Guard and who are called into active military service by the United States. Federal and state laws mandate that leaves be granted for military reasons. The Mayo Clinic College of Medicine and Science follow these laws for trainees and students. Departments having questions about the appropriateness of a leave request should consult their school administration.

Mayo Clinic School of Health Sciences (MCSHS), Mayo Clinic School of Medicine (MCSOM) and Mayo Clinic Graduate School of Biomedical SciencesStudents (MCGSBS)

- A student should contact school administration upon notification of potential or actual military deployment.

- Decisions regarding whether the individual should withdraw from the program, complete a leave of absence form, or be able to continue their program will be determined by school administration. If appropriate, a request for a leave of absence/withdrawal, along with a copy of the military orders, should be submitted to the school administration of the appropriate school in which the student is enrolled. If approved, the school administration will notify the Financial Aid Office of the leave of absence/withdrawal.

- If appropriate, the student’s record will be flagged as a leave of absence for military service. This information will be captured for data tracking purposes only and will have no negative impact on the student.

- If appropriate, students in Mayo Clinic Graduate School of Biomedical Sciences and Mayo Clinic School of Medicine will be allowed to apply any unused vacation towards the leave of absence.

- The student will have a choice of options if the request for a leave of absence/withdrawal is received after the last day to drop classes:

  1. A full refund of tuition and fees (if applicable), no credit awarded for work completed during the term. All applicable financial aid awards will be refunded to the appropriate agencies, and repayments of federal student loans will be calculated in accordance with federal guidelines.

  2. An Incomplete grade in all courses with the right to complete all coursework at a future date without further payment of tuition or fees and with a designation that the incomplete was incurred due to active military service.

  3. A grade in each course, if the course director of each class believes sufficient work has been completed.

  4. Options 2 & 3 may be combined should circumstances warrant.

- The Mayo Clinic College of Medicine and Science will make a reasonable effort to accommodate students returning from military service.
It is critical that the students work with their school administration to facilitate a smooth transition back to the Mayo Clinic College of Medicine and Science.

**Re-enrollment Mayo Clinic School of Health Sciences (MCSHS), Mayo Clinic School of Medicine (MCSOM) and Mayo Clinic Graduate School of Biomedical Sciences (MCGS) Students**

- A student shall be guaranteed re-enrollment if the student is able to return within two years following release from active military service or following completion of medical treatment for a service-related medical condition. The student should contact the administrator of the appropriate school in which the student is enrolled to facilitate this process. Re-enrollment will be coordinated on a case by case basis with input from the academic dean(s) to ensure academic success.

- If a student elected to take an incomplete in a course(s), the student upon re-enrollment should complete the course(s) within the first six weeks. If the course is no longer offered or if the faculty member is no longer with the Mayo Clinic College of Medicine and Science, the returning student will receive a full tuition credit for a replacement course.

**Effects on Benefits (for affected students/trainees)**

- If enrolled, student/trainee and dependent coverage for medical, dental, life and accidental death and dismemberment insurance continues for the period of the military leave at the same cost as if actively enrolled. Students/trainees must continue to pay the required premiums for the plans in which they are enrolled.

- Short-Term Disability (for students eligible for Short-Term Disability only)
  If a student/trainee on leave becomes ill or injured, short-term disability benefits are not available until the date the student/trainee returns to the Mayo Clinic College of Medicine and Science.

**Academic Enrichment Program Policy**

**Content Applies To:** Arizona, Florida, Rochester

**Scope**

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

**Purpose**

To provide guidelines for MCSOM students interested in obtaining a certification or degree in addition to the M.D.

**Definition**

**Academic enrichment experience:** a certificate or degree program at an accredited institution; or a nationally competitive research fellowship, such as National Institutes of Health (NIH) and Howard Hughes Medical Institute (HHMI) fellowships, or research experience through Center for Translational Science Activities (CTSA) at Mayo Clinic.
Policy

Students who have completed two or three years of the M.D. program and are in good standing are eligible to apply for an Academic Leave of Absence (LOA) to participate in a complementary academic enrichment experience.

Policy Statements

Request to Apply

Students must declare their intent by submitting an Academic Leave of Absence Application by December 1st of the calendar year prior to the start of the program to the Sr. Associate Dean of Academic Affairs. The Student Promotions and Assessment Review Committee (SPARC) will review the student's academic standing for approval to proceed to apply to the respective program(s).

Approval for Departure from MMS

Student must notify the Sr. Associate Dean of Academic Affairs when accepted into the respective program (Student must also notify Sr. Associate Dean of Academic Affairs if not accepted into program.) At that time, the student's academic status will again be assessed by SPARC to ensure eligibility for Academic LOA.

Students are encouraged to make a final decision on whether or not they will take the Academic LOA by April 1 of the calendar year in which they LOA would begin. This is for scheduling purposes.

If approved, the student will receive Academic LOA Departure Form to complete prior to start of Academic LOA.

The pre-clinical block is required to be completed prior to departure if the Academic LOA is for one year. Any exception must be approved by the Sr. Associate Dean for Academic Affairs.

If the approved Academic LOA exceeds 1 year, the pre-clinical block will be taken as scheduled during the year of return to MCSOM.

Re-entry to MCSOM

As early as possible, students must notify MCSOM of the date they plan to re-enter the MCSOM curriculum. Every effort will be made to provide a smooth transition into the curricular year.

Students participating in a dual degree program lasting more than 1 year will complete the pre-clinical block upon return to MCSOM. Additional re-entry preparation may be required, and will be determined on an individual basis.

Student will receive Academic LOA Re-entry Form to complete prior to return from Academic LOA.

The latest a student may re-enter the curriculum after the start of an academic year is October 1.
Record of Degree

Upon completion of the academic enrichment experience, the student must provide a copy of the degree and/or certificate to MCSOM for record purposes.

Funding (applicable only for matriculants prior to 2012)

The Academic Enrichment Scholarship (AES) is available for matriculants prior to 2012. The AES provides financial assistance for approved programs at eligible institutions. The current AES is $10,000 per academic year; however the amount is subject to reduction as funding dictates. Students attending a program longer than one academic year will be eligible for a second year of funding. The student must maintain satisfactory academic progress in the complementary program to be eligible for an additional year of funding. Students may receive funding for a maximum of two years ($20,000 maximum).

Scholarship Eligibility

The key factor for AES eligibility is whether or not the program already has a funding/stipend structure available for the students.

AES Eligible Academic Programs: Examples of scholarship-eligible academic programs include: Masters in Public Health (M.P.H.), Masters in Business Administration (M.B.A.), and Juris Doctor (J.D.). All programs must be approved by the Sr. Associate Dean for Academic or Student Affairs.

AES Ineligible Academic Programs: Some programs may be ineligible due to actual tuition costs and/or stipends. Examples of ineligible programs include CTSA research experience at Mayo Clinic, NIH, HHMI, and DDCF fellowships, and any other program that offers a stipend.

Disbursement of Funds: Upon final approval by the Student Assessment Committee, the student must provide a copy of his/her letter of acceptance into the academic program and a copy of his/her course schedule to the MCSOM Operations Manager. Funds will be disbursed in one lump sum when the student starts the academic program.

Funding Sources: Generous gifts from Mayo Clinic benefactors allow Mayo Clinic School of Medicine to provide these Academic Enrichment Scholarships. All recipients are expected to communicate with their benefactors as part of the Mayo Benefactor Relations program coordinated by the Mayo Department of Development.

Other Funding Sources: For students not eligible for the AEP scholarship, other funding sources may be available, including but not limited to: Doris Duke, Howard Hughes, etc.

Scholarships and/or loans may also be available at the universities where students are applying for their respective degree/program.
In the unlikely event that an AES award recipient chooses not to return to MCSOM or does not complete the academic program, the student will be required to repay all AES funds.

Related Documents
Leaves of Absence Policy
Satisfactory Academic Progress Policy

Selectives

Content Applies To: Arizona, Florida, Rochester

Scope
This policy applies to all Mayo Clinic School of Medicine (MCSOM) students and staff.

Purpose
To define selective expectations, requirements, methods of assignment submission and documentation

Policy Statements

Duration of Selective
- A total of 18 weeks of Selectives are required during the first two years of the Mayo Clinic School of Medicine curriculum. This includes the required Surgery Selective and the CCaTS Selective. The weeks should roughly be equally distributed over each year. A minimum of six (6) weeks should be successfully completed by the end of the first year. Note: There is an exception for 2013 matriculations that are only required to complete 17 weeks.
- Selective Plan - A broad plan for Selective activities must be presented to (submit via Blackboard) and approved by the Selectives Director before the start of the 1st selective block. The Selective plan should include activities that reflect a good balance of experiences.
- In addition to the Selectives Plan, students must also maintain a "Selectives Portfolio;"
- It is the responsibility of the student to create and maintain a selectives portfolio.
- The selectives portfolio should contain (a) Pre-approval forms and approval confirmation, (b) Reflective essay of at least ½ to 1 page regarding selective experience, (c) Information regarding selective block output where relevant (eg. manuscript in preparation, publication, certification etc.), (d) Evidence of feedback from supervisor/mentor for selective completed, (e) any other information relevant to selective that is believed to enhance the portfolio.
- Selectives portfolio must be up to date and made available to MCSOM administration when requested.
- Each Selective requires a minimum of 20 hours of experience distributed over a period of 1 week. Fulfilling 20 hours over 1 or 3 days, for example, will not be acceptable. Completion of more than 20 hours will not result in additional Selective credit.
Research and Remediation Credit

- Research may be used for up to 3 week's total. Research Selectives that extend to more than 3 weeks in total will require a review of a proposal by the Sr. Associate Dean of Academic Affairs.
- MD/PhD students will receive credit for completed required lab weeks.
- In most instances credit will be given for a remediation week after a block, provided that the need for remediation is academic and not lack of attendance.

Objectives and Envisaged Outcomes

- Objectives should be listed and written in statement form and envisaged outcomes should appear as a statement of what you expect to achieve from the selective experience.

Example:
Objectives
- To review anatomical concepts and basic structure
- To appreciate the anatomical basis for clinical procedures
- To observe clinical procedures being conducted on cadaveric specimens
- To practice procedural skills on cadavers

Surgical Selectives

MCSOM students are allowed to scrub in to Operating Rooms (OR); unless prohibited by the specific hosting site. The student’s role in the OR is at the discretion of the supervising surgeon. Students receive relevant safety training beginning with the first week of orientation:

Year 1 Scrub-in Safety class; scrubbing, gowning and gloving
Year 1 or 2 Surgery Selective (optional) - suturing on pigs, gowning, scrubbing.
Year 2 Surgical Skills Selective (mandatory) intubation, central lines, etc. (offered about 4 times throughout Year 2)
Year 2 - Advanced Doctoring Surgery week
Surgical Interest Group – Intubation, central lines, etc.

Students are encouraged to complete the optional surgical selective before shadowing in a surgical specialty.

Team Activities

- In the event that a Selective block entails a group experience, the team should meet to discuss the organization of the Selective.
- It is acceptable to present objectives and envisaged outcomes as a team. However, all selective documentation must be completed individually by each student.
- Where a team consists of 3 or more members, a team leader should be identified.
- A group Selective consisting of 5 or more students must provide mentor with a 'Group Selective Supervisor/Mentor Report Form' to complete.
- The team leader will represent the group in all further correspondences between the Selectives and Travel Committee and the mentor/supervisor.

Approval

- Approval from the Selectives and Travel Committee must be received before embarking on a planned selective experience.
- If arranging Selective experiences at Mayo Clinic in Rochester, Arizona or Florida, you must contact the respective department Education Program Coordinator (see link below in References).
This may occur after communication with a physician; however the education coordinator must be contacted to ensure there is availability for an additional learner for the time period you are requesting.

- Approval will be confirmed via email response from the MCSOM Selectives Coordinator.
- Selectives pre-approval document is to be obtained from the Selectives home page and submitted to the Travel Coordinator via email at mmscoordinator@mayo.edu.
- All issues related to Selectives that extend beyond the score of the Selectives and Travel Committee, including exceptions to the Selectives Policy, will be reviewed by the Medical School Executive Committee.

Selective Documentation Requirement

- Supporting documentation must be included in the Selectives Pre-approval form at the time of submission.
  - Submit pre-approval form to MCSOM coordinator@mayo.edu, as early as possible but at least 60 days prior to the start of the selective (90 days for international Selectives).
  - Coordination with hosting departments (whether on or off-campus) should be made at least 60 days in advance (90 days for international).
  - Shorter lead time may adversely impact availability and department/consulting scheduling, as well as the confirmation needed in supporting pre-approval form.
  - Selective pre-approval forms will be e-mailed to students upon approval. Students are responsible for uploading the pre-approval document into Blackboard before the planned start date of Selective. Failure to do so may result in not receiving credit for the experience.
- Reflective essays are to be submitted in Blackboard.
  - Reflective essays are to be at least ½ to 1 page in length regarding selective experience
  - Submit post-Selective reflect essay within 15 days of completion of the Selective experience.
  - Failure to submit will result in the Selective experience being disregarded as an academic experience and no credit will be granted.
- Mentor reports must be added in Blackboard upon completion of a Selective, alongside the associated pre-approval form and reflective essay.
  - It is the student's responsibility to make the mentor aware that this feedback is necessary and to pre-fill as much of the form as possible. In the event that your mentor does not have an e-mail address a hard copy may be scanned and e-mailed to mmscoordinator@mayo.edu.
  - It is the student's responsibility to follow up with mentor and obtain the mentor evaluation form. In the instance a mentor has not complied with a student's request, the student must make Academic Affairs aware of this by e-mailing mmscoordinator@mayo.edu to resolve. Students must provide the mms coordinator with examples of correspondence attempts to the mentor (via e-mail trail).
  - If a group selective consists of 5 or more students, a 'Group Selective Supervisor/Mentor Report Form' must be provided to mentor to complete.
  - It is acceptable for students to work with immediate family members and or significant others but not advisable for close family members or significant others to complete the mentor’s report on behalf of the student.
Domestic (including Mayo Clinic) and International Selectives

- Proof of correspondence and or documentation from the relevant department/organization/mentor/supervisor is required upon submission of the pre-approval form (including on campus Selectives).
- Selectives conducted continuously in the same area may be reviewed by the Selectives and Travel Committee in conjunction with the Sr. Associate Dean for Academic Affairs for approval or disapproval.

International Selectives

International travel definition: Alaska, Hawaii, U.S. territories and dominions, Canada, and other countries

- Submit Selectives pre-approval form to Travel Coordinator via email at mmscoordinator@mayo.edu 90 days in advance of planned departure date.
- The student will be required to submit proof of correspondence and or documentation from the relevant international organization/mentor/supervisor alongside the pre-approval form.
- Proposal will be reviewed by Security for safety clearance (note: this is an organizational-wide policy for Mayo employees, as well as students, and is non-negotiable).
- Upon security approval (student will be notified if travel denied from security standpoint), your proposal will be reviewed by the Selectives and Travel Committee.
- You will either be approved or denied funding, and are encouraged NOT to book any airfare until you have received final trip approval to avoid incurring personal expenses.
- You will need to complete following 'International Travel Checklist' information and provide checklist materials to Travel Coordinator, MI 200:
  - Copy of your itinerary (at least city / day) and flight details
  - Copy of the picture page of your passport
  - Contact information where we can reach you (cell phone, host contact, or other number(s) and email where we can find you in an emergency)
  - Emergency contact information for you at home (who we’d contact in an emergency)
  - Signed copy of the Travel Waiver document
  - 'International Checklist' materials are due at least 10 days prior to departure; tardy forms will result in lack of academic credit of international experience.
- Upon arrival, you must send an email or leave a voicemail to let us know you arrived safely, and again at some point during your trip if your contact information changes. Emails should be sent to mmscoordinator@mayo.edu and/or leave voicemail at 507-293-0611.
- In the event of an emergency while you are away, call the Mayo Clinic Security Office: 507-284-2179 (they are available 24/7 and will have a copy of your passport and travel plans). They will have emergency contact information for administrative leadership to be alerted as needed.

Related Documents

- Absence Reporting Policy and Process
- Student Travel Program Policy
- Off-Campus Travel Policy
Absence Policy

Scope
This policy applies to medical students within the Mayo Clinic School of Medicine.

Purpose
This policy establishes absence criteria specific to years 1 and 2 and years 3 and 4.

Policy
It is an honor to have the opportunity to learn medicine at the Mayo Clinic. Becoming a physician requires the accumulation of a broad expanse of knowledge that will be necessary to provide expert and compassionate care. Attendance with full participation in the school’s educational programs is a key element of professionalism. The responsibilities and obligations mandatory for providing competent patient care require discipline and commitment. In a profession dedicated to patient welfare, and as members of a community comprised of peers, faculty, clinical staff, and patients, medical students have an obligation to be fully engaged members of that lifelong learning community and to contribute to the personal and academic well-being of all.

Medical students are strongly encouraged to promote and maintain their own health and well-being. Whenever possible, students should schedule non-emergent healthcare appointments during times that do not conflict with classroom and clinical activities. If this is not possible, students may be excused from classes and clinical duties in order to access health services.

Non-adherence of the absence policy will be considered a violation of the Honor Code and medical school policy and will be reviewed by the Student Promotions and Assessment Review Committee.

The MCSOM operations manager at each site will make the final decision regarding absence approval. A formal appeal can be made to the Committee on Educational Assignment and Absence Appeals Review (CEAR).

Years 1 and 2
- It is expected that students will participate in all lectures and planned educational programs.
- Attendance is mandatory for the following: examinations, group learning activities, and ‘black out’ days as identified by school administration (i.e. Simulation Center activities, Direct Observation, and clinical experiences).
- Exceptions will only be granted for personal emergencies, medical appointments, religious observance, national leadership roles, and research presentations (poster or oral). These absences must be approved by the administration.
- The Mayo Clinic School of Medicine recognizes and respects the significance of student religious beliefs and practices. While the School of Medicine calendar includes only religious observances recognized as U.S. federal holidays, the school seeks to accommodate student religious needs reasonably within the requirements of the academic schedule.
• There shall be no adverse or prejudicial effect resulting to any student requesting excused absences for religious observances. The excused absence will not include travel days on either side of the holiday.

• Required academic work missed as part of an excused absence must be remediated to the satisfaction of the supervising faculty member.

• Absence requests must be submitted to administration 30 days prior to requested absence. Travel plans cannot be made before written approval is received.

• Remediation requests can be coordinated through the Academic Affairs office.

Years 3 and 4

• Absences must be approved by the school administration and the clerkship director.

• Vacation requests are allowed in Year 4 for USMLE examination preparation and residency application interviews.

• Students attending residency interviews must receive approval from the medical school recognizing these absences.

• Students must also notify their clerkship director and clinical team of their absence.

• Students must attend course obligations such as Safe Harbor, Professionalism, Presentation Skills Workshop, etc..

• The required 4th year courses and clerkships will require making up missed days; electives directors may require make up of missed time, relative to length of rotation, e.g. 3 days absent from 4-week elective vs. 3 days absent from 1-week elective. Generally, weekends cannot be used to make up days missed.

Related Documents
Honor Code Statement
Absence Reporting Policy

Absence Reporting Policy and Process

Content Applies To: Arizona, Florida, Rochester

Scope

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

Purpose

This policy provides guidelines to MCSOM students for how absences are requested and reported.

Policy

In a profession dedicated to patient welfare, and as members of a community comprised of peers, faculty, clinical staff, and patients, MCSOM students have a professional obligation to be engaged members of that lifelong learning community and to contribute to the personal and academic well-being of all. An
important component of this obligation is responsibly considering absences and requesting them according to the following guidelines.

Policy Statements

- Requests for absences are reviewed by the administrative personnel at the student’s home campus for approval, denial or approval with the modifications. All decisions are based on criteria set by Mayo Clinic School of Medicine Leadership.
- All absences (planned and unplanned) from the curriculum (including block courses, clinical experiences, or research activities) for any reason must be submitted in ISES as soon as possible.
  - ISES is the primary mechanism for tracking student whereabouts in case of emergency.
  - Prompt submission is needed to ensure ample time to coordinate communication and arrangements.
- Unplanned absences (emergency, illness or medical appointment) must be reported to the medical school on the day of the absence or as soon as possible.
- Requests for planned absences should be submitted as soon as known. In general, absence requests (not including travel) submitted less than 30 days prior to the absence will not be approved unless there are extenuating circumstances.
- Travel requests must be submitted 60 days prior for domestic, 90 days prior for international trips. See respective travel policy.
- Remediation for block absences, if required, will be coordinated by the Academic Affairs office and block leader.
- Time absent in excess of 10% of a clinical rotation or research rotation must be made up (1.5 days from a 3-week rotation; 3 days from a 6-week rotation). Clerkship directors may be more restrictive and may require a remediation plan for an absence of any length. (Remediation plans will be determined by Academic Affairs and the clerkship director.)
- Requests for absences at the beginning (orientation) or end (final exams) of a course are not allowed. Exceptions for unusual circumstances will be reviewed by Academic Affairs and the block/clerkship leader.
- Requests for absence for “attendance only” at conferences or events will be approved only under special circumstances. This includes conferences and events offered locally.
- Absence requests for holidays (national, religious, other) will not be approved.
- Absence requests to extend a holiday will not be approved.
- A request to leave early and/or return late in order to obtain less expensive airfare will not be approved.
- Vacation requests are only allowed in Year 4.
- Students should not make airline reservations or travel commitments until their absence and travel requests are approved, and funding source is confirmed if applicable.
- Students will not be excused from the curriculum (clinical rotations or other course obligations, such as Safe Harbor: Professionalism, Presentation Skills Workshop) to serve as a teaching assistant, course lecturer, etc. Such requests contradict Mayo Medical School’s primary responsibility and commitment to students.
- The occurrence of an unapproved absence will be considered a violation of the Honor Code and will be reviewed by the Student Promotions and Assessment Review Committee.
Process Statements

Planned Absences:

1. Student submits ISES absence request (and Student Travel Forms, if applicable).
   - If student has been asked by a dean or administrator to participate in an activity (e.g., recruitment, academic retreat), this information should be included in the ISES absence request and in the travel form.
2. Academic Affairs reviews ISES submission and communicates with appropriate course director or department coordinator.
3. Student receives notification of absence approval or denial via ISES response.
4. Student with approved ISES absence request reminds course director and respective team members prior to absense.

Unplanned Absences (Emergency, Illness, Medical Appointment):

On the day of the absence or as soon as possible:

1. Contact the Academic Affairs office:
   - Rochester: (507) 284-3796 or (507) 284-3978 (leave a message if after hours).
   - Arizona: (480) 301-4053 (leave a message if after hours)
2. Send an e-mail to MCSOM leadership and respective supervising consultant, block leader or clerkship director.
3. Complete the online ISES absence request as soon as possible.

Examples

<table>
<thead>
<tr>
<th>Absence Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency</td>
<td>Short periods of absence (usually one to five days) due to an emergent situation requiring you to be absent.</td>
<td>Surgery, serious illness, death in student's immediate family</td>
</tr>
<tr>
<td>Illness or medical appointment</td>
<td>An illness requiring you to be absent.</td>
<td>Stomach flu, scheduled doctor's appointment</td>
</tr>
<tr>
<td>Vacation - Interview</td>
<td>Used for MCSOM 4th year residency interviews ONLY.</td>
<td></td>
</tr>
<tr>
<td>Trip</td>
<td>An opportunity to obtain additional educational experiences outside Mayo Clinic in Rochester. Trips will be approved in accordance to the Student Travel Policy.</td>
<td>Presentation of research; completion of off-campus selective, clerkship or elective</td>
</tr>
<tr>
<td>Leaves of Absence</td>
<td>Academic, medical, or personal leaves, typically greater than 1 week.</td>
<td>See Leaves of Absence Policy</td>
</tr>
</tbody>
</table>
Missing Student Procedure

Content Applies To: Arizona, Florida, Rochester

Scope

This policy applies to all Mayo Clinic School of Medicine (MCSOM) students.

Purpose

To outline the procedures to follow if a student is reported to be missing without explanation from a clinical rotation or required class.

Source of Report

Clerkship clinical faculty or director, education coordinator, other faculty member, student.

Procedure

If a student is reported missing from a clinical rotation or required class without explanation, the following steps should be taken:

1. Notify Academic Affairs liaison (operations manager or respective scheduler). The Academic Affairs liaison will proceed through the following steps.

2. Check for absence request in ISES. Check student's academic year schedule for other unique course assignments. If none found, proceed to step 3.

3. Gather all contact information for the student: Mayo pager, home phone, cell phone, and spouse contact information.
   a. Attempt to contact the student initially via home phone, cell phone, e-mail, pager.
   b. Parents/spouse should only be contacted if there is reason to believe the student may have traveled to visit family or if there is evidence of serious illness, injury, foul play or a true missing person situation.

4. If no response in a reasonable period of time, Academic Affairs liaison will coordinate the following communication:
a. Determine which other students are on rotation with the student or which students are friends, and attempt to contact those students to query whereabouts of missing student.

b. Notify Associate Dean for Student Affairs. If not available, notify Administrator or other Dean or Associate Dean.

5. Associate Dean or Administrator will coordinate the following communication:

   a. Contact personnel on student's clinical service – consultants, residents, fellows to determine when the student was last seen, any illness or issues reported, etc.

   b. Contact Patient Information at 6-7890 to determine if student has been hospitalized at Saint Marys or Rochester Methodist.

6. If aforementioned steps do not result in communication with the student or identifying the student's location, the Associate Dean or Administrator will contact Rochester Police via 911 to request an investigation of the student’s home/apt, etc.

Related Documents
Absence Reporting Policy and Process

Off-Campus Travel Policy & Procedure

Content Applies To: Arizona, Florida, Rochester

Scope

This policy applies to all Mayo Clinic School of Medicine(MCSOM) students who matriculated 2012 or after.

Purpose

This policy outlines the criteria and guidelines for off-campus travel. Off-campus travel is defined as educational experience obtained at a location other than the Mayo Clinic campus in Rochester.

Policy Statements

MCSOM provides the opportunity for students to obtain additional educational experiences outside Mayo Clinic in Rochester.

Students must be in good standing on the date the trip is scheduled to begin in order to participate in an off-campus experience. If a student's status changes to or from good standing between trip approval and trip begin date, the trip must be resubmitted to the Associate Dean for Academic Affairs for review.

Off-campus experiences must have academic rigor in order to be approved and to receive credit.

Procedure Statements
Travel requires approval of 3 components: the absence from the curriculum, the travel experience itself, and the funding. The absence and travel occurrence must first be approved before requesting approval for funding. Students should not make reservations or travel commitments until their absence and travel requests are approved, and funding source is confirmed.

The following approval steps are required:

1. Submit proposed travel dates via ISES absence request.
   a. All requests must be submitted 60 days or more prior to the proposed travel departure date, 90 days prior for international travel. Requests submitted after the 60 or 90 day deadlines will not be considered.
   b. There will be no retroactive travel subsidies disbursed.
2. If Year 1 or 2 Selective: Submit the Selectives Pre-Approval Form to the Selectives Coordinator via mmscoordinator@mayo.edu with attached relevant supporting documentation. See Selectives Policy for additional details.
3. If presenting research: Submit confirmation of acceptance to present to mmscoordinator@mayo.edu
4. If Year 4 Elective: Submit the Approval for Off-Campus Electives form to the Year 4 Schedule Coordinator with attached relevant supporting documentation.
5. If absence and travel are approved and you are eligible for funding, requests for funding are reviewed monthly by Selectives & Travel Committee.
6. If funding is approved, see Travel Reimbursement Procedure on the MMS Student Travel webpage.

Financial Support

There is a set amount of funding available to help offset travel expenses for the types of travel listed below. Funding availability is dependent on MCSOM budget affordability in addition to external grants and scholarships and any funding from practice departments.

Management of these travel funds is prioritized in the following priority sequence:

1. Selectives at Mayo Clinic in Arizona (AZ) or Mayo Clinic in Florida (FL)
2. Research presentations (one presenting author only)
   a. If presenting research: Submit confirmation of acceptance to present to mmscoordinator@mayo.edu
3. Medically underserved travel
   a. Medically underserved travel is funded by the Hoffman Fund. An experience qualifies as “underserved” if the hosting healthcare facility is designated primarily for patients who typically have little or no access to medical care.
   b. If you are requesting funds for travel in a medically underserved area, you must complete and submit the Hoffman Fund Grant Application to the Selectives and Travel Committee via mmscoordinator@mayo.edu.
There is a limit of one funded trip per student per academic year for each of the three categories above. Requests for funding will be considered via a competitive application process. Travel reimbursement will be limited to actual demonstrated expenses up to a limit of $500 for the first approved week of travel plus $250 per week for up to three subsequent weeks.

Students will be reimbursed per student per trip for actual travel-related expenses incurred up to the weekly limit (rather than disbursing funds in anticipation of budgeted expenses). **Note itemized receipts are required for reimbursement of meals.**

**Year 3 and 4 Clinical Rotations in Arizona and Florida**

Students may utilize MCSOM travel funds for clinical rotations to Mayo Clinic in AZ and FL. For each category below, students are eligible for up to $500 to cover travel expenses to and from the rotation location. If multiple rotations are consecutive, travel reimbursement is not available between rotations.

- Year 3 Core Clerkships: maximum of 12 weeks eligible for travel funding
- Year 4 Required Electives: maximum of 2 of the following rotations: Medicine Sub-I, Emergency Medicine, Medicine-specific elective, Peds-specific elective and Surgery-specific elective

When participating in core clerkships in AZ and FL, expenses for Mayo Clinic supplied housing or rental cars are subsidized by Mayo for a maximum of 12 weeks. Students can complete more than 12 weeks of off-campus rotations, but are not eligible for housing or rental car provided by Mayo Clinic.

When participating in eligible Year 4 rotations in AZ and FL, expenses for Mayo Clinic supplied housing or rental cars are subsidized by Mayo for a maximum of 2 rotations. Students can complete more than 2 rotations, but are not eligible for housing or rental car provided by Mayo Clinic.

Completion of research weeks in AZ and FL are not eligible for use of MMS travel funds or Mayo provided housing and rental car.

**Officer Roles in National Societies and Organizations**

MCSOM recognizes the value of students participating in leadership positions in various student societies and organizations. Although MCSOM encourages and appreciates student involvement in leadership opportunities, financial support is unfortunately not available for all. There is funding available to help offset travel expenses for students in officer roles who wish to attend either a regional or national meeting for any of the following: AMA-MSS, AMSA, AMWA, AAMC/OSR, SNMA, or APMSA. Reimbursement will be provided for incurred expenses up to a limit of $500 per traveler per trip and up to 2 officers per meeting. Only one trip can be funded per student per year in this travel category.

**Rental Car**

If traveling to Mayo Clinic in Arizona or Florida for a required clerkship and use of a rental car has been approved, a Mayo Clinic Travel Card must be obtained to be used for the car rental. (Please allow at least
10 days for processing Mayo Travel Card application.) No reimbursement will be permitted unless the rental is paid for using the Mayo Travel Card. The Mayo Travel Card can only be used for rental car expenses charged directly by the rental car agency (i.e., not gas for the car or any other expenses related to the trip).

Applications the for Mayo Clinic Travel card (only for rental car at Mayo AZ/FL) should be submitted online: [http://dotnetprod/SCM/TPCOA/Account/Login.aspx?ReturnUrl=%2fscm%2ftpcoa%2fTravel.aspx](http://dotnetprod/SCM/TPCOA/Account/Login.aspx?ReturnUrl=%2fscm%2ftpcoa%2fTravel.aspx)

1. Student must complete all required fields and acknowledge the terms and conditions prior to submitting the application.
2. Supervisor or approver must choose the appropriate credit limit ($2000) and note “Application Change: Rental Car Only” in the comments.
3. When credit card received, student communicates card information to Arizona or Florida coordinator.

**Housing**

Mayo provides housing for approved core clerkship rotations, subject to availability. Due to housing demands and capacity, it is likely that students will be assigned to housing with another medical student and therefore should plan accordingly. Apartments will be available for arrival at 3:00pm the day preceding the start date of the student’s clerkship assignment and should be vacated no later than 10:00am the morning after the students last work day assignment. Travel arrangements must be made accordingly.

Housing and rental cars are not provided for vacation or trips at the beginning or end of rotations.

**Letters of Agreement**

Some institutions may require an affiliation agreement of some kind. This seems to be more commonly required, especially for elective experiences. It is important to notify MCSOM leadership if this is needed as early in the process as possible to ensure an agreement can be coordinated by the requested departure date.

**Additional Guidelines**

- International travel is defined as the following: Alaska, Hawaii, U.S. territories and dominions, Canada, and other countries.
- MD/PhD students enrolled in Mayo Clinic Graduate School (MCGS) are eligible to request travel funds related to MCSOM research projects during this time. Students must be in good standing and will require MCGS and MCSOM approval.
- MD/PhD students are eligible for the Mayo Clinic Travel Card which can be used for non-MCSOM funded travel.
- Oral & Maxillofacial Surgery (OMS) program participants are not eligible to receive student travel funding.
Students who extend enrollment beyond a four-year timeframe due to educational or personal reasons are still eligible for only four years of travel funding and are not eligible for travel funding during leaves of absence.

Students are encouraged to take a comprehensive view of their travel needs as additional allocations will not be provided.

**Related Documents**

Absence Reporting Policy and Process
Selectives Policy

**Program or Course Cancellations**

**Content Applies To:** All Programs at all Mayo sites

**Scope**

All sites

**Program or course cancellation**

In the event of a program or course cancellation, Mayo Clinic College of Medicine and Science will complete the educational programming of currently enrolled students whenever possible. If this is not possible, every reasonable effort will be made to place students in a comparable program at another Mayo site or with another accredited college program.
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.