



MAYO CLINIC COLLEGE OF MEDICINE AND SCIENCE 2024-2025

Vocational Program Supplemental Catalog for
Mayo Clinic Health System Locations:
La Crosse, WI
Eau Claire, WI

Advanced Cardiac Sonography
Pharmacy Technician

Table of Contents

Facilities	3
Vision and Mission	4
Mayo Clinic School of Health Sciences – Leadership	4
Mayo Clinic School of Health Sciences – Addresses	4
Mayo Clinic Board of Governors.....	5
Members of Mayo Clinic Board of Governors	5
PROGRAMS OFFERED.....	6
Program Offered: Advanced Cardiovascular Sonography Certificate.....	7
Program Offered: Pharmacy Technician.....	22
POLICIES & PROCEDURES.....	28
Use of Records	43
Release of Records	43
EMPLOYMENT SERVICES	55
EVALUATION.....	55
APPENDICES: HANDBOOKS	55

Facilities

Mayo Clinic's three practices and regional health system comprise one of the largest not-for-profit academic health systems in the world and is at the forefront of health care discovery and innovation. Our learners have access to the latest breakthroughs in medical and scientific knowledge and state-of-the art learning and patient-care facilities.

Vision and Mission

Mayo Clinic College of Medicine and Science is transforming health care for both patients and society through excellence in education, discovery, innovation, teamwork and leadership.

The college's mission and guiding principles are to:

- Educate and inspire a diverse workforce of health care providers, physicians and scientists through excellence in biomedical education, research and clinical care
- Alleviate human suffering by providing compassionate and culturally sensitive care
- Enhance the biomedical sciences through discovery and innovation
- Advance the national health care system through population science and leadership

Mayo Clinic School of Health Sciences – Leadership

Brad S. Karon, M.D., Ph.D.

Dean

Mayo Clinic School of Health Sciences

Mary J. Bany, M.A.

Operations Administrator

Mayo Clinic School of Health Sciences

Fredric B. Meyer, M.D.

Waugh Executive Dean for Education

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Chair, Department of Education

Mayo Clinic College of Medicine and Science

Mayo Clinic School of Health Sciences – Addresses

**Mayo Clinic School of Health Sciences
La Crosse**

800 West Avenue, S.; La Crosse, WI 54601

Phone: 715-838-3311

Administrator: Mary J. Bany
and Eric B. Erickson

**Mayo Clinic School of Health Sciences
Eau Claire**

1221 Whipple Street; Eau Claire, WI 54703

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Administrator: Mary J. Bany
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Mayo Clinic Board of Governors

The Board of Governors is the executive committee of the Board of Trustees with responsibility for the charitable, clinical practice, scientific, and educational mission and purposes of Mayo Clinic as set forth in its Articles of Incorporation and Bylaws.

<u>Members of Mayo Clinic Board of Governors</u>		
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PROGRAMS OFFERED

Program Offered: Advanced Cardiovascular Sonography Certificate

Program at a Glance

Statement of Purpose:	To improve patient care and provide leaders to the cardiac sonography community by preparing students as Advanced Cardiovascular Sonographers who possess advanced clinical expertise and knowledge of quality improvement, education and research.
Program Goal:	The goal of the ACS Program is to prepare competent entry-level Advanced Cardiovascular Sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Upon graduation, these students will possess advanced technical skills in their profession and will be skilled in critical thinking with an understanding of the quality improvement, educational and research skills that are necessary to succeed in the advanced cardiac sonography profession.
Job to be learned:	Advanced Cardiovascular Sonographer
Clock hours for program:	16 online didactic credits (16 hours per credit) 4 clinical credits (64 hours per credit)
Program Length:	16 months
Application Deadline:	Between November 1 and February 1 for classes beginning late August

Subjects/Schedule

The ACS program spans a 16-month time frame from August until December of the following year.

MCSHS Orientation (online) August 21-27, 2023		
Term 1: August 28, 2023 – December 17, 2023		
Dates	Course	Course Title
August 28 – December 17	ACS 3501	Clinical Practicum I
August 28 - September 24	ACS 3100	Patient Care/Assessment
September 25 – November 19	ACS 3102	Advanced Cardiovascular Hemodynamics/Pathophysiology
November 20 - December 17	ACS 3101	Cardiovascular Pharmacology
December 18, 2023 – December 31, 2023		No courses scheduled (Winter Break)
Term 2: January 1, 2024 – April 21, 2024		
Dates	Course	Course Title
January 1 – April 21	ACS 3502	Clinical Practicum II
January 1 – February 25	ACS 4200	Acquired Cardiovascular Disease/Echo Assessment
February 26 – March 24	ACS 4201	Medical and Surgical Treatment of Cardiovascular Disease
March 25 - April 21	ACS 4202	Interventional Imaging in Structural Heart Disease
April 22, 2024 – April 28, 2024		No courses scheduled (Spring Break)
Term 3: April 29, 2024 – August 18, 2024		
Dates	Course	Course Title
April 29 – August 18	ACS 4501	Clinical Practicum III
April 29 - May 26	ACS 3300	Electrocardiography
May 27 - June 23	ACS 4301	Advanced Echocardiography Modalities
June 24 - July 21	ACS 4302	Comparative Imaging Analysis
July 22 - August 18	ACS 4300	Congenital Cardiovascular Disease
August 19 - August 25, 2024		No courses scheduled (Summer Break)
Term 4: August 26, 2024 – December 15, 2024		
Dates	Course	Course Title
August 26 - December 15	ACS 4502	Clinical Practicum IV
August 26 - September 22	ACS 4400	Research Methods and Biostatistics
September 23 - October 20	ACS 4401	Quality Improvement
October 21 - November 17	ACS 4403	Instructional Techniques for the Adult Learner
November 18 - December 15	ACS 4404	Mock ACS Boards

Class of 2025:

ACS Program Orientation (virtual) – August 2024		
MCSHS Orientation (online) – August 19, 2024		
Term 1: August 26, 2024 – December 15, 2024		
Dates	Course	Course Title
August 26 – December 15	ACS 3501	Clinical Practicum I
August 26 - September 22	ACS 3100	Patient Care/Assessment
September 23 – November 17	ACS 3102	Advanced Cardiovascular Hemodynamics/Pathophysiology
November 18 - December 15	ACS 3101	Cardiovascular Pharmacology
December 16, 2024 – December 29, 2024		No courses scheduled (Winter Break)
Term 2: December 30, 2024 – April 20, 2025		
Dates	Course	Course Title
December 30 – April 20	ACS 3502	Clinical Practicum II
December 30 – February 23	ACS 4200	Acquired Cardiovascular Disease/Echo Assessment
February 24 – March 23	ACS 4201	Medical and Surgical Treatment of Cardiovascular Disease
March 24 - April 20	ACS 4202	Interventional Imaging in Structural Heart Disease
April 21, 2025 – April 27, 2025		No courses scheduled (Spring Break)
Term 3: April 28, 2025 – August 17, 2025		
Dates	Course	Course Title
April 28 – August 17	ACS 4501	Clinical Practicum III
April 28 - May 25	ACS 3300	Electrocardiography
May 26 - June 22	ACS 4301	Advanced Echocardiography Modalities
June 23 - July 20	ACS 4302	Comparative Imaging Analysis
July 21 - August 17	ACS 4300	Congenital Cardiovascular Disease
August 18 - August 24, 2025		No courses scheduled (Summer Break)
Term 4: August 25, 2025 – December 14, 2025		
Dates	Course	Course Title
August 25 - December 14	ACS 4502	Clinical Practicum IV
August 25 - September 21	ACS 4400	Research Methods and Biostatistics
September 22 - October 19	ACS 4401	Quality Improvement
October 20 - November 16	ACS 4403	Instructional Techniques for the Adult Learner
November 17 - December 14	ACS 4404	Mock ACS Boards

Program Description

The Advanced Cardiovascular Sonographer profession was developed to create a career track for sonographers who practice at an advanced level in the Echocardiography Laboratory (Echo Lab). The ACS is an essential member of the health care team who improves Echo Lab quality and efficiency through preparing preliminary echo assessments; performing advanced echocardiograms; mentoring fellows, students, residents, and staff; developing and implementing educational plans; facilitating continuous quality improvement; and coordinating cardiac ultrasound research. The work is both difficult and rewarding.

The ACS is a highly skilled professional qualified by education, experience and certification to provide the above services. The ACS works directly under physician supervision, applying clinical knowledge to the echocardiography exam to ensure that all information is obtained from the exam to answer the clinical question. The ACS must be able to think critically, communicate effectively, demonstrate good judgment and provide self-direction. The Committee on Accreditation for Advanced Cardiovascular Sonography (CoA-ACS) provides the following description of the profession.

The profession of Adult Echocardiography Advanced Cardiovascular Sonographer (ACS):

- 1) Assists staff sonographers to assess cases that require 2D, Doppler, advanced measurements, contrast, strain, and 3D;
- 2) Reviews studies that have been performed by the staff sonographer in preparation for review by the supervising cardiologist;
- 3) Provides in-service education for staff sonographers of new methods that are to be incorporated in the echocardiographic examination;
- 4) Ensures that the necessary echocardiographic data is obtained based on the clinical history and presentation; and
- 5) Establishes quality assurance measures to maintain the highest standard of care of a laboratory by closely monitoring sonographer performance and identifying training needs.

The ACS Program is based in Rochester, Minnesota and is a 16 month online didactic program with clinical internships. Mayo Clinic's large, diverse patient population provides experience with a broad range of cardiac conditions, including many rare and complex disorders. Therefore, students are offered an exceptional educational experience by provision of the high-quality didactic and clinical experiences required to develop a competent advanced cardiovascular sonographer.

The ACS Program involves motivation, curiosity, professional fulfillment and personal satisfaction. Education of ACS is a complex process demanding much of staff and students. Didactic and clinical education are integrated throughout the curriculum so students can apply knowledge, skills, and professional behaviors in the clinical environment. The result is an outstanding education in advanced cardiac sonography and a sense of personal growth.

We expect that the students will do their best to prepare themselves with knowledge and skills to provide reliable and safe care to every patient. It is also expected that students will register and sit for the Cardiovascular Credentialing International ACS Credentialing Examination as a confirmation of their abilities and recognition as a credentialed professional.

Hours

Students receive 256 hours of online didactic education during the 16 month certificate program. In addition, students will receive a total of 256 hours clinical education working closely with a credentialed ACS or a licensed physician with board certification in cardiology. Didactic and clinical education are integrated throughout the curriculum so students can apply knowledge, skills, and professional behaviors in the clinical environment.

The program provides online didactic education, onsite clinical experience, and independent study. Online courses are arranged on a set schedule and sequence; the program reserves the right to adjust class schedules and sequencing. Clinical rotations will be arranged between each student and the Program Director.

Class Size

Up to eight students are admitted per year to the program, which begins in late August and is completed in December of the following year.

Core Skills, Competencies and Objectives

The following are specific knowledge, skills and attitudes the student will possess by the end of the program.

A. Professional Knowledge (Cognitive)

At the completion of the program, the students will:

- Demonstrate advanced knowledge of the principles underlying echocardiography, including function and hemodynamics of the cardiovascular system; cardiac pharmacology; cardiac embryology and congenital heart disease; acquired cardiovascular disease and medical and surgical treatment of cardiovascular disease; ultrasound physics and instrumentation; and principles of Doppler imaging.
- Demonstrate knowledge of standard and advanced modalities used in Echocardiography including 2-D and 3-D Imaging, M-mode, Doppler, Strain Imaging, Transesophageal Echo, Stress Echo, Contrast Imaging, and the role of echo during pericardiocentesis.
- Demonstrate knowledge of comparative imaging modalities, including angiography, nuclear cardiology, cardiac CT and cardiac MRI.
- Demonstrate knowledge of research methods and biostatistics, instructional techniques, and quality improvement, including laboratory accreditation.
- Acquire skills of self-directed learning in the field of echocardiography in order to maintain competency and grow in knowledge after completion of formal studies.

B. Professional Skills (Psychomotor)

At the completion of the program, the students will:

- Demonstrate the practical skills required to be a competent advanced cardiovascular

- sonographer by preparing preliminary echo assessments; performing advanced echocardiograms; mentoring fellows, students, residents, and staff; developing and implementing educational plans; and coordinating cardiac ultrasound research.
 - Apply these skills to appropriate, safe, effective and compassionate patient care
 - Apply quality improvement techniques to enhance the accuracy and appropriateness of echocardiography testing.
 - Demonstrate the ability to practice as part of the clinical, education, and research echocardiography teams to provide high-quality, comprehensive patient care.
- C. Professional Attitudes, Behaviors and Cultural Competencies (Affective)
- At the completion of the program, the students will:
- Commit to practice according to the ethical principles and legal requirements of the profession and of Mayo Clinic.
 - Demonstrate cultural competency and respect for diversity in all professional interactions.
 - Exhibit appropriate skills of interpersonal communication with patients and other members of the health team.
 - Demonstrate the broader responsibilities of health care workers to society.
- D. Final Competencies Required for Graduation
- At the completion of the program, the students will:
- Perform preliminary assessment of the echocardiographic study with a preliminary findings worksheet for the interpreting physician.
 - Develop a quality assurance policy/program.
 - Provide and present a literature review summary with case presentation or original research on new echocardiographic technology.
 - Present technology integration strategies.
 - Monitor the staff sonographers' performance of echocardiographic studies with written assessments that outline advice for performing improved imaging.

Admission Requirements and Application Process

To apply to the MCSHS ACS Program, the applicant must possess:

- A bachelor's degree or higher in any field
- An adult echocardiography credential from the American Registry for Diagnostic Medical Sonography (RDMS) or Cardiovascular Credentialing International (RCS)
- Employer verification letter detailing the equivalent of three years of clinical experience in echocardiography

Admissions Criteria

Applicants must meet initial admissions criteria to be eligible for an interview. Application review criteria include:

- Equivalent of three (3) years cardiac sonography experience
- Verified adult cardiac sonography credential
- Transcripts of highest post-secondary degree
- Goal Statement essay

Those offered an interview also participate in the following:

- Behavioral panel interview
- Scanning skills assessment
- Interpretation skills evaluation
- Tour of facility

Applicants offered admission to MCSHS programs must comply with prevailing institutional policies and procedures regarding:

- Immunizations
- Occupational Health Review and/or Physical Exam
- Background study and immediate disclosure of any criminal convictions
- Drug Screen
- Health Insurance
- Health Insurance Portability and Accountability Act (HIPAA), confidentiality, and other training deemed necessary by Mayo Clinic and/or MCSHS.

Selection Process

All applications are reviewed in full by the program director and members of the interview committee. Interviews are offered to those applicants who meet all prerequisite criteria. Those not offered an interview are declined. All candidates are sent an e-mail with a document notifying them of their acceptance or rejection.

Upon completion of all interviews, the interview and admissions committee reviews each applicant and makes a collective decision regarding who will be appointed to the program. Clinical assignment is guaranteed upon appointment into the program.

Documentation of compliance with all institutional, school and program policies and procedures must be provided to the school prior to the start of class. Failure to comply or to provide requested documentation is grounds for rescinding an admission offer or terminating admission. Questions about these requirements may be directed to MCSHS.

Technical and Essential Functions

Advanced Cardiovascular Sonography is a profession requiring psychomotor skills in concert with a broad range of cognitive and affective capabilities. Collection, evaluation and synthesis of data are vital to this discipline. Clinical coordination and education are essential elements of effective advanced cardiovascular sonography.

The Advanced Cardiovascular Sonography Program has identified nine theme areas as essential functions for the program's technical standards:

- Visual
- Hearing
- Psychomotor skills and mobility
- Communication
- Interpersonal behavior and social skills

- Cognitive-intellectual skills
- Problem-solving and organizational skills
- Ethics
- Computer skills

Applicants must be able to perform the essential functions of the profession and meet the standards of the curriculum. To seek exceptions to these standards or reasonable accommodations, students accepted for admission must initiate a request with the program director at least six weeks before the program begins. It is incumbent upon the student to realize that certain manual, technical, and professional tasks must be mastered in order to achieve passing grades and to successfully complete the ACS curriculum.

A summary of required abilities includes:

- Sufficient motor functions to perform basic life support, transfer and position patients, and position and operate health care and imaging equipment, as well as the capability to manipulate multiple objects simultaneously
- Sufficient sensory and observation abilities in order to differentiate subtle variations in color, shape and texture; observe patients from a distance or close at hand; hear audio and see visual alarms; and read various forms of documentation
- The ability to read and comprehend written instructions and documents independently

The ACS must have the ability to work under stress, manage time efficiently, exercise independent judgment and assume responsibility for personal work and actions. They must be able to read and interpret written and verbal instructions and take appropriate action. It is important that the ACS be able to communicate and maintain professional relationships with peers, patients, and physicians. It is also important that they think logically and process information quickly to solve clinical problems. They must exercise ethical judgment, integrity, honesty, dependability, and accountability in the classroom and clinical situations.

International Applicants

U.S. Citizenship or Permanent Immigrant Status is required for admission to the ACS Program. A full list of Technical and Essential Functions is available within Blackboard, on the program website, and made available to each applicant at the time of interview.

Medical Insurance

Students must have medical insurance coverage during their program. Evidence of medical coverage must be provided when the educational program begins.

Student Responsibilities

ACS Program students are expected to complete all online education and attend all assigned clinical rotations unless they are granted an approved absence. Students must maintain a cumulative G.P.A. of at least 3.0 (B) in order to complete the program successfully. If a student falls below the minimum GPA, or does not meet the passing expectations on a written exam, assignment, or clinical competency, program faculty may develop an action plan to improve

performance. A grade of less than C in a clinical course may result in dismissal of a student from the program. Students are required to exhibit professional and ethical conduct at all times.

Equal Opportunity

MCSHS upholds all federal and state laws that preclude discrimination on the basis of race, sex, age, religion, national origin, marital status, sexual orientation, disabilities or veteran's status.

Advanced Placement

The program does not offer advanced placement.

Transfer of Credits

The program does not accept transfer credit.

Experiential Learning

The program does not allow completion of requirements through prior experiential learning.

Tuition and Fees

Tuition is not required for students in the Advanced Cardiovascular Sonography Program. All admitted students will automatically receive the Mayo Clinic Workforce Development Scholarship, which covers the full cost of tuition. As long as students remain in good standing, they will receive this scholarship for the full duration of the program.

About the Mayo Clinic Workforce Development Scholarship

All programs within Mayo Clinic School of Health Sciences are offered to help support and develop the staffing needs at Mayo Clinic. The Mayo Clinic Workforce Development Scholarship provides students tuition-free access to specific educational programs that lead to health care careers where qualified candidates are needed and current job openings are in high demand. Outside of this scholarship, financial aid is **not** available for the program.

Other mandatory expenses

The scholarship does not include travel and lodging for the clinical rotations. These costs will vary depending on the place of residence of each student. There are a total of 256 required clinical hours (Monday through Friday) during this program. Timing and duration of each student's clinical hours are individualized and may range from four hours a week to eight hours a day spread throughout the term.

Living expenses

Students are responsible for living and transportation expenses. Living expenses such as transportation, housing, and meals are not paid to the school.

Employment Outside of Program

Students may hold outside employment during the program if it does not conflict with their program responsibilities.

Education Delivery Methods

Didactic Coursework

The didactic curriculum for the ACS Program is delivered online. Instruction includes text, videos, images, discussions and other online applications. Periodic conference calls complement the online education.

Required Textbooks/Learning Materials

Anderson, B. (2014). *Sonographer's Guide to the Assessment of Heart Disease ASE's Comprehensive Echocardiography*, 2nd Ed. (2016) Mayo E-library Fuster, Walsh, *et al.* (2011).

**All other textbooks are assigned as needed from Mayo Clinic electronic library resources at no cost to the student.

Clinical experiences

Throughout the duration of the 16 month program, clinical experience is provided in the form of scan labs, specialty training, and clinical rotations. Students are not used in place of employees, other than that which is required for the actual educational program to teach the skills required of an advanced cardiovascular sonographer.

Equipment/Technology Requirements

Students are required to provide a laptop or desktop with software capable of interacting with Blackboard. Internet access at home is recommended.

Requirements for Graduate to Practice

There is currently no license or credentialing requirement for advanced sonographers beyond individual state licensure or credentialing requirements for entry-level sonographers. Individual healthcare facilities may require credentialing for successful job placement.

Graduation Requirements

Attendance

As described in the Clinical Policies, students must satisfactorily meet all clinical attendance requirements. If any make up time is required of the student, this must be complete prior to the graduation date, as arranged by the program director.

Assignments and Projects

All assigned tasks for the didactic and clinical portions of the program must be successfully completed prior to graduation.

Examinations and Competencies

All online examinations and competency assessments including all re-attempts must be successfully completed prior to graduation and minimum scores as defined by program requirements must be attained. Reference the Academic and Clinical Policies for additional information.

Procedure Statements

Students who successfully meet all requirements for graduation will be issued a certificate from the Mayo Clinic School of Health Sciences. Issuing of this certificate is **not** contingent upon the students passing the Cardiovascular Credentialing International (CCI) ACS Credentialing Examination.

Failure to meet the graduation requirements will result in remediation and probation as defined by the Mayo Clinic College of Medicine and Science (MCCMS) Warning, Probation, Dismissal and Appeal Policy. If a current student has an active remediation plan at the time of graduation or has yet to fulfill the requirements outlined by the probation policy, he or she will not graduate from the program or receive a certificate of completion. Further, this student will not qualify to take the Cardiovascular Credentialing International (CCI) ACS Credentialing Examination via the formal program pathway.

Industry Career Opportunities

Career opportunities for advanced cardiovascular sonographers vary according to region and facility, as the profession is relatively new. The Advanced Cardiac Sonographer (ACS) credentialing program was developed in response to a need to expand a career track for sonographers who practice at an advanced level in the echocardiography laboratory. The program was specifically developed for working sonographers seeking an advanced level of knowledge and clinical skills which then may develop into a formal ACS position with their current employer.

Class of 2023 outcomes all Mayo Clinic College of Medicine and Science sites:

- ***Attrition 0%***
- ***Positive placement 100%***
- ***Credentialing Exam Success 100%***

Earnings potential

According to Mayo Clinic Rochester (an early adopter of the ACS role), the median average wage of an ACS is \$47.94/hr, which is \$99,715.00 annually.

Facilities

Mayo Clinic's campus in Rochester, Minnesota, includes an extensive outpatient complex, the inpatient Mayo Clinic Hospital — Rochester, and substantial research and education facilities. This Mayo Clinic site is among the largest, most advanced medical centers in the world.

Clinical education for the Advanced Cardiovascular Sonography Program is primarily conducted in the Mayo Clinic outpatient Echocardiography Laboratory (Echo Lab) in Rochester, MN, though clinical rotations may also be scheduled at Mayo Clinic Hospitals and Mayo Clinic Health System Hospitals.

The Mayo Clinic Echocardiography Laboratory in Rochester, one of the largest echocardiography laboratories in the world, features state-of-the-art diagnostic, therapeutic, educational and research facilities.

More than 30 full-feature scanning stations are located throughout the Mayo Clinic complex. Approximately 90 cardiac sonographers perform more than 250 echocardiographic procedures each day. The Echocardiography Laboratory is also active in clinical research and education.

Faculty

Merri Bremer, EdD., R.N., ACS, R.D.C.S., FASE Program Director	Carrie L. Fingerson, B.S., R.D.C.S., A.C.S. Clinical Coordinator
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Program Director and Faculty Requirements

From 2020 CAAHEP ACS Standards and Guidelines, pp. 3-4.

Personnel

The sponsor must appoint sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job descriptions and to achieve the program's stated goals and outcomes.

1. *Program Director*

A. Responsibilities

The Program Director must:

- 1) ensure achievement of the program's goals and outcomes, and
- 2) be responsible for all aspects of the program, including the organization, administration, continuous review, planning, development and general effectiveness of the program, and
- 3) provide supervision, administration and coordination of the instructional staff in the academic and practical phases of the education program.

B. Qualifications

The Program Director must:

- 1) Possess proficiency in curriculum development; and must meet at least one of the following:
- 2) Possess a Baccalaureate degree and an ACS credential; or
- 3) Possess a minimum of a Master's degree and be a credentialed sonographer in the discipline that is offered; or

4) Be a physician board certified in the discipline that is offered.

2. *Medical Advisor*

- A. Responsibilities – The Medical Advisor(s) must provide guidance to ensure that the clinical and didactic components of the curriculum meet currently acceptable performance standards.
- B. Qualifications – The Medical Advisor(s) must be a licensed physician (MD or DO), board certified in cardiology and echocardiography.

3. *Faculty and Instructional Staff*

- A. Responsibilities – In classrooms, laboratories, and all applied instructional settings where a student is assigned, there must be a qualified instructor who is clearly designated as liaison(s) to the program to provide instruction, supervision, and timely assessment of the student's progress in meeting program requirements.
- B. Qualifications – Instructors must be one of the following:
 - 1) a licensed physician (MD or DO) with board certification in the subject matter of his/her assigned subject(s), or
 - 2) an individual with an earned doctorate degree in the subject matter of his/her teaching responsibilities, or
 - 3) an individual who has graduated from a CAAHEP accredited ACS program, or
 - 4) an individual with an advanced sonographer credential with a minimum of a baccalaureate degree.

Accreditation

The ACS program is accredited by the [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#).

Course Descriptions

Each didactic online credit equals 16 online hours of instruction (total 256 hours). Each clinical credit equals 64 hours of clinical time (total 256 hours).

ACS 3100 Patient Care/Assessment (1 credit): Grade Mode - S

This course will provide the student with the necessary skills to critically evaluate the patient medical record including patient history and assessment, the physical exam with incorporation of hemodynamic information, and ancillary diagnostic testing in order to identify differential diagnoses that will guide the echocardiographic examination.

ACS 3101 Cardiovascular Pharmacology (1 credit): Grade Mode - S

This course will review the most common pharmacologic agents used in the treatment of cardiovascular disease, with an emphasis on the biophysical, biochemical, and cellular basis for drug therapy.

ACS 3102 Advanced Cardiovascular Hemodynamics/Pathophysiology (2 credits): Grade Mode - S

This course will provide students with advanced understanding of circulation of blood flow, the cardiac cycle, electrical and mechanical properties of the heart, exercise physiology, and blood flow hemodynamics of the arterial and venous systems.

ACS 3501 Clinical Practicum I (1 credit - 64 hours): Grade Mode - S

This course will provide the student with an orientation to the clinical area, the electronic medical record, and the Echo Lab reporting system. Students will complete essential clinical scanning competencies, and have the opportunity to begin preliminary interpretation of echocardiographic exams performed by cardiac sonographers. The course will also stress the importance of image optimization and identifying ultrasound artifacts.

ACS 4200 Acquired Cardiovascular Disease/Echo Assessment (2 credits): Grade Mode - S

This course will provide the student with advanced knowledge of cardiomyopathies, coronary artery disease, cardiac diseases due to systemic illness, pericardial disease, systemic and pulmonary hypertension, cardiac tumors and masses, diseases of the great vessels and valvular heart disease (including prostheses). Current comprehensive echocardiographic assessment for each disease will be reviewed, including the use of stress echocardiography.

ACS 4201 Medical and Surgical Treatment of Cardiovascular Disease (1 credit): Grade Mode - S

Building on ACS 4200, this course will explore the latest medical and surgical treatment of cardiovascular disease, including minimally invasive cardiac surgery and mechanical circulatory support.

ACS 4202 Interventional Imaging in Structural Heart Disease (1 credit): Grade Mode S

Apply a comprehensive approach to the assessment of the cardiac valves, the interatrial septum, and the left atrial appendage, using echocardiography (TTE and TEE), CT, and MRI for the purpose of the interventional treatment of these cardiac structures.

ACS 3502 Clinical Practicum II (1 credit - 64 hours): Grade Mode - S

Students will continue to integrate academic and clinical knowledge through providing preliminary interpretation of complex echocardiographic exams. Students will be responsible for integrating echocardiographic data acquired by the sonographer, obtaining additional data as required, preparing a preliminary report, and delivering the report to interpreting physicians.

ACS 4300 Congenital Cardiovascular Disease (1 credit): Grade Mode - S

This course will review fetal heart development and a segmental approach to a congenital heart disease (CHD) echocardiographic exam. In addition, the most common congenital cardiac abnormalities and standard medical and surgical treatment of these anomalies will be explored.

ACS 4301 Advanced Echocardiography Modalities (1 credit): Grade Mode - S

This course will provide an overview of advanced echocardiographic modalities, including 3D echocardiography, use of contrast agents for endocardial border definition and myocardial perfusion, and strain imaging for evaluation of longitudinal and radial function in cardiac disease and cardiac resynchronization therapy (CRT). Each student will perform a literature review and online case presentation on new echocardiographic technology and integration strategies.

ACS 3300 Electrocardiography (1 credit): Grade Mode - S

This course will focus on standard electrocardiographic assessment, including rhythm identification and basic 12-lead ECG concepts.

ACS 4302 Comparative Imaging Analysis (1 credit): Grade Mode - S

This course will explore the strengths and weaknesses of echocardiography in comparison to other imaging modalities, including angiography, nuclear cardiology, cardiac CT and cardiac MRI.

ACS 4501 Clinical Practicum III (1 credit - 64 hours): Grade Mode - S

Students will continue to integrate academic and clinical knowledge through providing preliminary interpretation of complex echocardiographic exams. Students will be responsible for integrating echocardiographic data acquired by the sonographer, obtaining additional data as required, preparing a preliminary report, and delivering the report to interpreting physicians.

ACS 4400 Research Methods and Biostatistics (1 credit): Grade Mode - S

This course will introduce key concepts regarding clinical research, including IRB requirements, research methods, data collection, ethical issues, and appropriate statistical approaches.

ACS 4401 Quality Improvement (1 credit): Grade Mode - S

In this course, students will explore the significance of quality improvement, identify, measure, and prioritize opportunities for improvement, and select and apply appropriate quality improvement tools and methods. This course will also provide a thorough review of IAC Echocardiography Laboratory accreditation standards, including Quality Improvement requirements.

ACS 4403 Instructional Techniques for the Adult Learner (1 credit): Grade Mode - S

This course will prepare the student to utilize effective teaching strategies in the clinical setting. Course content will include the basics of adult learning theory, task analysis, writing instructional objectives, developing instructional materials using case studies and PowerPoint, and determining appropriate evaluation methods.

ACS 4404 Mock ACS Boards (1 credit): Grade Mode – Pass/Fail

This course will introduce practice questions in an online exam format to help the student prepare for the ACS credentialing examination. Students will be able to identify content areas in need of more study and utilize this time to better prepare.

ACS 4502 Clinical Practicum IV (1 credit - 64 hours): Grade Mode - S

Students are expected to show proficiency in integrating echocardiographic data acquired by the sonographer, obtaining additional data as required, preparing a preliminary report, and delivering the report to interpreting physicians. The student will also provide written assessment of staff sonographer performance during this rotation.

Program Offered: Pharmacy Technician

Program at a Glance

Statement of Purpose:	As a pharmacy technician trainee at Mayo Clinic, you'll train to work side-by-side with pharmacists and other health care professionals to obtain, prepare, and distribute medications and pharmaceutical products in a variety of contemporary pharmacy settings. Our integrated approach to collaborative education combined with our world-class resources provides an unparalleled education.
Program Goal:	To prepare learners for a potential career at Mayo Clinic or Mayo Clinic Health System; however, the skills acquired in this program can be translated into any contemporary practice setting including community hospitals, retail, or specialized pharmacy services.
Job to be learned:	Pharmacy Technician
Credit hours for Program:	20 Credits
Program Length:	20 weeks
Application Deadlines:	<ul style="list-style-type: none"> • By March 15 (for July through December program) • By September 15 (for January through June program)

Subjects/Schedule

	Schedule	Program	Location	Courses covered	Credits	Contact hours
Weeks 1-14	15 hours per week (weeks 1-12)	Didactic coursework	Online	Introduction to pharmacy; Pharmacology for technicians; Career development; Principles of pharmacy operations	11	188
	8 hours total (weeks 1-12)	Virtual training	Online	Compounding Sterile Preparations (CSP) training	5	160
	6 hours per week (weeks 1-12) 40 hours per week (weeks 13-14)	Simulation coursework	Online (Weeks 1 – 12) On-site (Weeks 13-14)	Pharmacy simulation lab		
Weeks 15-20	40 hours per week	Experiential Rotations	On-site	Pharmacy experiential rotation 1; Pharmacy experiential rotation 2	4	256
<i>A schedule of activities will be provided by the first week of the program. MCCMS observes the following holidays:</i>						
January 1	New Years Day		September 2	Labor Day		
May 27	Memorial Day		November 28	Thanksgiving		
July 4	Independence Day		December 25	Christmas		

Admission Requirements

To be an eligible candidate for the Pharmacy Technician Program, you must:

- Be a high school graduate or possess a high school equivalency certificate (GED)
- Be 18 years of age or older upon admittance to the program
- Successfully pass a state and national background check
- Be able to provide two references from professional sources
- Be able to provide proof of U.S. citizenship or permanent resident status

Candidates must also successfully demonstrate these qualifications during the application process:

- English language proficiency (including reading, writing and speaking)
- Math proficiency sufficient to fulfill the requirements of the pharmacy technician job responsibilities
- Ability to follow written and verbal directions
- Must be organized, efficient and able to work independently and in a team setting
- Ability to prioritize work in a high-volume, busy environment and pay attention to detail
- Ability to comprehend the use of instruments and operate mechanical equipment
- Basic computer competence and keyboarding skills

For more information and eligibility requirements for the State of Wisconsin, see the [Pharmacy Technician Certification Board](http://www.ptcb.org) (PTCE) at www.ptcb.org.

Outside work: During the final eight weeks of the Pharmacy Technician Program, outside work isn't recommended. However, students may be employed if it doesn't interfere with the training program.

Equal Opportunity: MCSHS upholds all federal and state laws that preclude discrimination on the basis of race, sex, age, religion, national origin, marital status, sexual orientation, disabilities or veteran's status.

Advanced Placement: The program does not offer advanced placement.

Transfer of Credits: The program does not accept transfer credit.

Experiential Learning: The program does not allow completion of requirements through prior experiential learning.

Tuition and Fees

Mayo Clinic Workforce Development Scholarship covers the full cost of tuition. Participating students will be required to pay for other mandatory expenses, some state-specific, including:

- Background check: \$68
- **(National)** Pharmacy Technician Certification Exam ([PTCE](#)): \$129
- Other books, supplies, and uniforms: \$200 (approximate)

These estimated expenses represent a good faith effort to disclose true costs of attendance. Students may purchase books or supplies from any source. Living expenses such as transportation, housing and meals are the responsibility of the student.

Equipment/Technology Requirements

As coursework for the first 12 weeks is primarily online, students must have access to a computer with internet access. Laptops will not be provided by the institution.

Application Process

1. To complete the on-line application for admission visit:

<https://college.mayo.edu/academics/health-sciences-education/pharmacy-technician-program-minnesota/how-to-apply/>

What happens after I submit my application?

Interviews. Once the application window has concluded, the selection committee carefully reviews each application and accompanying documentation. Applicants considered for an appointment are invited to a personal interview with the program's selection committee.

Acceptance. After the interview, the selection committee reviews each candidate and makes a collective decision (based on defined criteria) regarding who will be appointed to the program. Candidates selected for acceptance into the program will receive an appointment letter via e-mail. If you receive an appointment letter, your reply is expected within one week. Candidates rejected will receive a notification of status via e-mail.

Grading or Evaluation

Mayo Clinic School of Health Sciences uses these evaluative tools:

- Examinations
- Hands-on simulation to demonstrate mastery of skills
- Self-assessment exercises
- Faculty (classroom and experiential) reviews

Mayo Clinic's system of evaluation provides students and faculty with a comprehensive look at individual performance. Assistance is provided to keep students on track with learning goals and outcomes. Periodic reviews of student progress will occur by the Pharmacy Technician Program Director.

Graduation and Certification Opportunities

Upon successful completion of the Pharmacy Technician Program, students will receive a certificate of completion from Mayo Clinic School of Health Sciences. Students will also be prepared to take a national certification examination for pharmacy technicians immediately upon completion of the program.

Certification is a process by which nongovernmental agencies or associations grant recognition of competence to individuals who have met certain predetermined qualifications. Certification provides professional credentialing for pharmacy technicians and is required of all pharmacy technicians employed at Mayo Clinic upon hire or within one year of employment.

The program is designed to prepare students for certification from the [Pharmacy Technician Certification Board \(PTCB\)](#).

Facilities

Wisconsin-based students will receive their experiential learning in Mayo Clinic Health System (MCHS) pharmacies in the Eau Claire and La Crosse, Wisconsin. MCHS Pharmacies are divided between outpatient and inpatient facilities and encompass a wide range of services at Mayo Clinic, including central pharmacy distribution, multiple outpatient pharmacy practices, pharmacist-managed clinics, infusion therapy centers, mail order pharmacy, compounding and specialty pharmacy services. Students located in Wisconsin will complete their simulation coursework in the simulation laboratory in Rochester, Minnesota. In this fully functional simulation laboratory, students will practice and perform skills necessary for successful pharmacy practice, such as: outpatient pharmacy prescription filling services, medication preparation and delivery, sterile and non-sterile compounding, automation filling and maintenance and prescription data entry. This coursework is completed prior to the students' experiential rotations so that students feel comfortable and confident before they put these skills to practice in front of patients.

Faculty

Matthew A. Rewald, C.Ph.T. Program Director, MCSHS Pharmacy Technician Program, All Sites	Lisa K. Buss Preszler, Pharm.D., R.Ph. Assistant Program Director, Arizona
Bradley Lorang Associate Program Director, All Sites	Cher Enderby Assistant Program Director, Florida

Accreditation

The Mayo Clinic School of Health Sciences Pharmacy Technician Program is designed in accordance with [American Society of Health-System Pharmacists \(ASHP\)](#) and the [Accreditation Council for Pharmacy Education \(ACPE\)](#) Pharmacy Technician Program Accreditation Standards.

Course Descriptions

PHTC 1000: Introduction to Pharmacy (2 credits; 32 hours of instruction; Online)

Course Description: This course is designed to have students gain familiarity with the overall history of pharmacy, as well as become familiar with the overall aspects of the pharmacy technician job. Students will learn to differentiate the roles between the pharmacy technician and the pharmacist, and also learn the basic drug regulations and control procedures that pertain to today's current pharmaceutical working environment.

PHTC 1300: Pharmacology for Technicians (3 credits; 48 hours of instruction; Online)

Course Description: This course is designed to provide students with the knowledge of common drug names used in pharmacy settings, as well as their uses, routes of administration, and formulations. The student will also be able to identify the basic interactions of chemicals on living organisms. Also, students will gain a basic understanding of the common nomenclature system used in medical science terminology, as well as become familiar with basic anatomy and physiology. Students will be introduced to the variety of medical abbreviations used within the healthcare system.

PHTC 1100: Principles of Pharmacy Operations (5 credits; 80 hours of instruction; Online)

Course Description: This course is designed to introduce students to the medication distribution processes in both today's community (outpatient) and hospital (inpatient) pharmacy environments. The student will first obtain an understanding of the different aspects of working in a community pharmacy, and the general duties of a pharmacy technician in this environment. Students will then gain an understanding of the different responsibilities of a pharmacy technician working in a hospital setting, as well as be able to apply these responsibilities to practical application. Medication safety and quality assurance in both settings will be discussed. Finally, students will gain a practical understanding of billing and reimbursement procedures, pharmacy automation and technology, as well as sterile and non-sterile compounding practices.

PHTC 1200: Career Development (1 credit; 16 hours of instruction; Online)

Course Description: This course is designed to prepare students to successfully obtain employment within the pharmaceutical field. This will be completed via training in the following areas: interviewing skills, communication techniques, resume development and portfolio creation.

PHTC 1400: Pharmacy Simulation Lab (5 credits; 160 hours of instruction; Laboratory)

Course Description: This course will introduce students to the skills and abilities needed to function as a pharmacy technician within a variety of pharmaceutical settings. This course will expand on the didactic teaching completed in other congruent courses and give the student's simulated experience before entering their experiential rotations.

PHTC 1500: Pharmacy Experiential Rotation # 1 (2 credits; 128 hours of instruction; Clinical)

Course Description: This course will give students practical experience working in a pharmaceutical setting performing the skills necessary to function as a pharmacy technician. Exercises pertaining to pharmacy practice will be performed throughout the course of the program, preparing students for this rotation. These exercises, along with this experience, will give students the ability to recognize tasks performed in the workforce and how they pertain to the knowledge they have acquired throughout the course of the program.

PHTC 1600: Pharmacy Experiential Rotation # 2 (2 credits; 128 hours of instruction; Clinical)

Course Description: This course will give students practical experience working in a pharmaceutical setting upon successful completion of experiential rotation # 1 in a different setting from the first experiential rotation. Exercises pertaining to pharmacy practice will be performed throughout the course of the program, preparing students for this rotation. These exercises, along with this experience, will give students the ability to recognize tasks performed in the workforce and how they pertain to the knowledge they have acquired throughout the course of the program.

Pharmacy Technician Program Procedures regarding Absences or Tardiness

<p>Weeks 1-12</p>	<p>If a student is aware that they are going to be absent or late to the scheduled simulation session, they need to contact the Program Director via email (rewald.matthew@mayo.edu) at least <u>24 hours in advance</u> to be considered an “excused absence.” The Program Director will then schedule an alternative time and location to make up the missed work. In the event unplanned absence or tardiness arises, the student must contact the Program Director prior to the beginning of the scheduled session via phone (507-293-2272) or email (rewald.matthew@mayo.edu). This will be counted as an “unexcused absence.” Students are permitted one (1) excused or unexcused absence or tardy day with no penalty. Due to accreditation requirements, all hours may be rescheduled and made up at the discretion of the Program Director. More than one (1) absence or tardy day may result in corrective action via the “Warning, Probation, Dismissal & Appeal” policy. For further questions regarding this procedure, please contact the Program Director.</p>
<p>Weeks 13-20</p>	<p>Students are expected to attend <u>all</u> simulation and experiential hours as assigned. The student will contact the Experiential Site Supervisor and/or pharmacy if student will be late or absent to their assigned location. Students must follow all procedures as established by their Experiential Site Coordinators. In the event a student is aware of a known absence being needed, this should be discussed with the Program Director in advance to the experiential rotation (or as soon as it is known to the Experiential Site Coordinator after the rotation begins). Please note, students may be required to make up any missed days to meet their hourly experiential requirement. These arrangements will be made at the discretion of the Experiential Site Coordinator and the Program Director.</p>



POLICIES & PROCEDURES

Admission Policy

Scope

All MCSHS Students

Purpose

To establish a Mayo Clinic School of Health Sciences (MCSHS) admission policy and provide clarification and direction for the implementation of the policy for both students and programs.

Policy Statements

Modern allied health education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of essential skills, and professional attitudes and behavior. The goal of MCSHS programs is to graduate the best possible healthcare practitioners. Further, MCSHS must also ensure that patients are not placed in jeopardy by students with impaired intellectual, physical or emotional functions. Therefore, admission to educational programs in the school is offered only to those applicants who meet qualifications for education and training in the art and science of the respective allied health profession.

Applicants should possess the following general qualities at all times:

- Critical thinking
- Sound judgment
- Excellent communication skills
- Emotional stability and maturity
- Professional and ethical conduct
- Empathy
- Physical and mental stamina
- Ability to learn and function in a wide variety of didactic and clinical settings

Fluency in written and spoken English is essential for success in the program and to ensure patient safety. Applicants must demonstrate objective competency in English through the admission interview and may be required to submit results from the Test of English as a Foreign Language (TOEFL) examination or equivalent examination.

Applicants will be judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the requirements of the program's curriculum and graduate as skilled and effective practitioners, with reasonable accommodations, if applicable.

To preserve the welfare of students and patients, each MCSHS program will establish minimum standards which are deemed essential for safety in practicing that respective profession. Applicants seeking accommodations should initiate their request with the specific Program Director.

In addition to these general qualities, admissions committees for each program may require

additional specific admission standards. Documentation of these program-specific standards is available from each individual Program Director. Specific questions to the above requirements may be directed to the Program Director.

Additional Admission Requirements

Applicants offered admission to MCSHS programs must also comply with the following prevailing institutional policies and procedures:

1. Immunization
2. Occupational Health Review and/or Physical Exam
3. Background Study and immediate disclosure of any criminal convictions
4. Drug Screen
5. Health Insurance
6. HIPPA, Confidentiality, and other training deemed necessary by Mayo Clinic and/or the MCSHS Program in which you are offered admission.

Specific questions about these additional requirements may be directed to the College of Medicine and Science Student Services Office at 507-284-3678.

Failure to comply or to provide requested documentation is grounds for discontinuing the admission process or rescinding an admission offer.

Appointments are made by the recommendation of Medical and Program Directors of the allied health educational programs. The individual programs have the primary responsibility for selection of students. Normally this is accomplished within the individual programs through an admissions committee, whose membership may include MCSHS representation as well as individuals from the sponsoring department.

Program or Course Cancellations

Scope: All MCSHS Programs at all Mayo sites

Program or course cancellation

In the event of a program or course cancellation, Mayo Clinic School of Health Sciences 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.

Grading System

Scope: Applicable to all MCSHS students at all sites

Purpose

The following policy includes all grades and their corresponding definitions which may be used by programs within Mayo Clinic School of Health Sciences. This policy is drafted to ensure that every student is aware of the course requirements for achieving a course's various grade levels and the minimum requirements necessary to pass a course. It is understood that many programs require a minimum of a C grade as a pass level for the purpose of progressing in the program. It is important that students understand this, especially if the program elects to include an option of a D grade on the grading scale.

Definitions

Grading System (A-F)

A	4.00
A-	3.7
B+	3.3
B	3.00
B-	2.7
C+	2.3
C	2.00
C-	1.7
D+	1.3
D	1.00
F	0.00
I	Incomplete course work - temporarily assigned until course completed.
P	Pass
R	Student registered, never attended
V	Non-credit Audit- applies to students and employees auditing a course
W	Withdrawal- student withdraws or resigns from MCSHS program

Grading System (Pass/Fail)

F	Fail
I	Incomplete
P	Pass
W	Withdrawal - student withdraws or resigns from MCSHS program

Policy Statements

1. Every MCSHS program offering courses will develop and provide students with a grading scale linking a letter grade to a percentage range for each course. Every course syllabus will include the course grading scale.
2. The minimum requirement to pass a course for the purpose of progressing in the program must be provided at the start of each course.

3. A general program grading policy will be included in the program's student handbook.
4. Conversion of letter grades to grade points will be uniform across MCSHS.
5. Programs are discouraged from using "+" and "-" grade levels, but if they choose to do so, then the grade point conversion listed in the definition section will apply.
6. Programs may choose to offer courses as pass/fail only. Pass/fail courses will not be assigned grade points and thus will not contribute to students' grade point average.
7. All courses offered must be designated as pass/fail or A-F prior to student registration.
8. If an incomplete is received in any MCSHS course, students have a maximum of two years to complete the course before a withdrawal is assigned.

Grading Policy

Students in the Allied Health Programs are expected to follow the "MCSHS Academic Integrity Guidelines". The program uses a standard 4 point grading scale. The acceptable cumulative minimum GPA for academics and clinical is 2.8. If a student falls below the minimum GPA, or does not meet the passing expectations on a written exam or scanning competency, program faculty may develop an action plan to improve performance.

Procedure

1. Students receive a letter grade for academic/clinical performance in the program. To pass and academic/clinical course, students must receive a final grade of "C" or better. Letter grades correspond to the 4 point grade point average system according to the number of credit hours.

Percentage grades for didactic classes/clinical practicum are based on:

4.0	93-100%	A
3.0	85-92%	B
2.0	78-84%	C
1.0	77-76%	D*
0	<76%	F*

*All course work must be completed with a "C" or higher to be considered passing

2. Students are provided with academic/clinical progress reports at the end of each term, including performance in the affective learning domain (*i.e.*, behavior and attitude). If necessary, an action plan will be developed by program officials, MCSHS officials, instructors, and the student to improve performance.
3. Students who receive a grade of "D or F" on a written exam, clinical competency, or related coursework, will be given an informal warning by program officials.

If a student receives a grade of "D or F" on an additional written exam, clinical competency, or other related coursework within the same term, MCSHS officials will be notified and the student may be placed on a formal warning of deficiency. A grade of "D or F" on a third written exam, clinical competency, or other related coursework or the inability to pass remedial coursework may lead to probation. (See probation policy). Any additional "D or F" while on probation may lead to dismissal.

If a student receives a "D or F" on any assigned course work, remedial work may be assigned to ensure understanding of the material. The remedial work must be completed within two weeks from being assigned.

To pass a clinical course students are expected to successfully complete and pass all phases of the clinical skills development, competency testing and receive an average weekly evaluation score of a "C" or above. If a student receives a grade of "D or F" on a clinical competency, or does not complete the competency within the allotted time, he/she must retake and successfully pass the competency within the required time limit. A student must practice a competency at least two times before being allowed to retake. Failure to achieve a passing score within two additional tries may result in probation. The original score or the lowest passing score will be used to determine a student's overall grade for the course.

If a student receives a grade of "D or F" on an academic course he/she must complete remedial training with program faculty and successfully pass a remedial course exam with a grade of "C" or better. Failure to pass the exam may result in dismissal.

Note on Receipt of Grades: Students are notified of their academic progress via the Blackboard Learning Management System. Blackboard is the repository for graded assignments, quizzes, and tests. Final grades for courses are recorded in the Banner Student Record System (EDLink Portal). The EDLink Student Portal is accessible to all students. Students can use the EDLink portal to access final grades and academic transcripts.

Leave of Absence

Scope: All MCSHS Programs at all Mayo sites

Purpose

This policy establishes guidelines which allow students an extended absence from their educational program without terminating their MCSHS appointment.

Definitions:

Extended Absence: An absence that results in a student missing a critical amount of the educational experience as determined by the Program Director based on overall program length and content missed.

Significant extenuating personal circumstances: Events such as unexpected student illness, injury or medical condition, the loss of a mother, father, person acting in loco parentis, sibling, spouse, child, or domestic partner, and circumstances in which the student has little ability to change the situation which causes significant hardship for their continuation in school.

Supporting documentation: Documents that validate the request, such as letters from

physicians, certificates of death, *etc.*

Policy Statements

Leaves of absence may be granted to students when significant extenuating personal circumstances are present, for military duty, or for jury duty.

Procedure Statements

Program Directors have discretion to approve or deny requests with input from their Advisory Committee and/or Medical Director. A Program Director must evaluate the individual merits of each request and consider the ability of the program to deliver the full content of curriculum while meeting the individual student's needs.

If a Leave of Absence is approved, it is expected that the student and the Program Director will make arrangements for all missed work to be made-up, and it may require extending the program completion date. The Program Director may reserve a seat in the program to allow a students' return at a future date.

Leave of absence requests for non-compelling reasons will typically be denied. One consideration in determining non-compelling reasons will be the amount of control the student has over the situation (i.e. could the situation have reasonably been avoided).

Examples of non-compelling reasons are:

- Vacation/travel
- Employment
- Pursuit of personal interests

Students who have been denied Leave of Absence may appeal within seven days of receiving notice. Appeals are to be written to the attention of the Associate Dean of the School of Health Sciences. The Associate Dean will issue a decision on appeals within two weeks of receiving the appeal. If a request is not approved the student may elect to make a final appeal to Dean of the School. The Dean will issue a final decision on appeals within two weeks of receiving the appeal. If a request is not approved the student may elect to resign from the program.

Students should alert their Program Director as early as possible about needed leaves or situations which may lead to a leave of absence request.

The student will submit to their Program Director a leave of absence request form as well as supporting documentation detailing the reason for the request.

Program Directors are encouraged to consult with their Associate Dean, Administrator, or Operations Manager before making decisions on Leave of Absence requests.

Policy Note: Length of leave of absence: The length of the leave of absence is dependent on the specific extenuating personal circumstance for which the leave is being considered and will be granted appropriately to address the situation's needs. Leaves will not be granted for more than one year.

Warning, Probation, Dismissal & Appeal

Scope

Applies to Mayo Clinic College of Medicine and Science (MCCMS) administration and faculty when a [learner](#)'s performance or behavior is unsatisfactory. Applies to [learners](#) when experiencing disciplinary action at MCCMS.

Purpose

To provide MCCMS with a framework for working with learners whose performance does not meet academic and non-academic standards.

Policy

- When a learner's performance or behavior does not meet minimum academic and non-academic standards, MCCMS faculty and administration will take one or more of the following actions:
 - issue the learner a formal warning of academic or non-academic deficiency,
 - place the learner on probation, or
 - dismiss the learner.
- MCCMS will follow the [Warning, Probation, Dismissal and Appeal Procedure](#) in investigating failures to meet academic and/or non-academic standards.
- In the case of severe non-academic deficiencies, MCCMS reserves the right to dismiss the learner without formal warning or probation.
- MCCMS will provide an [ombudsperson](#) upon the learner's request.
- A learner has the right to appeal either probation or dismissal.
- A learner who appeals a dismissal forfeits the option to resign.
- A learner who appeals a dismissal must meet with the Appeal Committee in person.
- Attorneys, representing either learners or Mayo Clinic, will not attend appeal committee meetings.
- A learner may request to have an Ombudsperson or one non-attorney support person attend the appeal meeting.
 - Any support person will observe but not directly participate in the meeting.

Warning, Probation, Dismissal & Appeal Procedure

Scope

Applies to Mayo Clinic College of Medicine and Science (MCCMS) education leaders and administrators when a learner warrants disciplinary action. Applies to learners when experiencing disciplinary action at MCCMS or for those learners who are seeking to appeal a determination under the Title IX Sexual Misconduct Policy.

Procedure

Education Leader	1. Contact the administrator when a learner exhibits academic or non-academic deficiencies, to determine and initiate the proper response and/or action.
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Administrator	<ol style="list-style-type: none"> 2. Determine the appropriate action, with input from the Education Leader, based on the severity of academic or non-academic deficiency: warning, probation, or dismissal. <ol style="list-style-type: none"> a. For academic and non-academic deficiencies for which probation or dismissal are being considered, consult with site HR liaison and/or, the legal department (as needed), and the executive dean of MCCMS or site Medical Director of Education, in accordance with the Notification of Leadership Regarding Extraordinary Events.
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Formal Written Warning

Education Leader	<ol style="list-style-type: none"> 1. Determine remediation plan to address deficiencies with the learner; include metrics to measure success when applicable. <ol style="list-style-type: none"> a. MCCMS reserves the right to dismiss the learner without formal warning or probation in certain non-academic deficiency cases. <ol style="list-style-type: none"> i. Consult with Human Resources and Legal in cases of dismissal without formal warning or probation.
Administrator/ Education Leader	<ol style="list-style-type: none"> 2. Approve remediation plan. 3. Generate and sign a formal written warning. 4. Issue the formal written warning to the learner.
Learner	<ol style="list-style-type: none"> 5. Follow the remediation plan included in the written warning.
Administrator/ Education Leader	<ol style="list-style-type: none"> 6. Determine, in collaboration and at the end of the written warning period, and take action on one of the following: <ol style="list-style-type: none"> a. Remove the learner from formal warning status and return to good standing b. Extend the formal warning period, if applicable c. Place in probationary status 7. Meet with learner at the end of the timeframe established in the formal written warning to communicate and document if remediation is sufficient or if additional disciplinary action is required. 8. Determine, with input from Education Leader and appropriate dean, whether the formal written warning should be removed immediately after remediation or if it should remain in the school record until the learner completes the Mayo Clinic educational program.

Probation

Education Leader	<ol style="list-style-type: none"> 1. Determine remediation plan to address deficiencies with the learner; include metrics to measure success when applicable. <ol style="list-style-type: none"> a. MCCMS reserves the right to dismiss the learner without formal warning or probation in certain non-academic deficiency cases. <ol style="list-style-type: none"> i. Consult with Human Resources and Legal in cases of dismissal without formal warning or probation.
Administrator and/or Program Director	<ol style="list-style-type: none"> 2. Approve the remediation plan. 3. Generate and sign the probation document. 4. Issue the probation document to the learner.
Learner	<ol style="list-style-type: none"> 5. Choose, within five business days, one of the following actions: <ol style="list-style-type: none"> a. Accept the probation. b. Appeal the probation. c. Resign from the program if option is offered. 6. Follow the remediation plan included in the probation document.

Administrator	<ol style="list-style-type: none"> 7. Determine, with input from the Education Leader and appropriate dean, at any time during and at the end of the probationary period, one of the following actions: <ol style="list-style-type: none"> a. Remove the learner from probationary status. b. Extend the probationary period, if applicable. c. Dismiss the learner. d. Accept learner's resignation.
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Dismissal

Administrator/ Program Director	<ol style="list-style-type: none"> 1. Notify the learner of the decision of dismissal, and whether or not resignation is an option. 2. Provide both a dismissal document and any relevant policies to the learner.
Learner	<ol style="list-style-type: none"> 3. Choose, within five business days, one of the following actions: <ol style="list-style-type: none"> a. Accept the dismissal. b. Submit a resignation, if permitted, effective at a mutually acceptable date (resignation forfeits option to appeal). c. Appeal the dismissal (forfeits option to resign).
Administrator or Designee	<ol style="list-style-type: none"> 4. Initiate school's check out process, if dismissed. <ol style="list-style-type: none"> a. Notify appropriate departments, e.g. Human Resources, Payroll, <i>etc.</i> b. Notify the Director of Financial Aid, Payroll or Student Services, as applicable, of the dismissal.

Appeal

Learner	<ol style="list-style-type: none"> 1. Submit a letter of appeal to the School Dean within five business days of notification of probation, dismissal, or determination. <ol style="list-style-type: none"> a. In the case of Mayo Clinic Alix School of Medicine (MCASOM), this letter is submitted to the vice dean.
Administrator	<ol style="list-style-type: none"> 2. Provide acknowledgement in writing of receipt of appeal to learner within 48 hours. 3. Verify Dean received receipt of appeal.
Dean of School	<ol style="list-style-type: none"> 4. Notify the Executive Dean of MCCMS that a learner has submitted an appeal. 5. Determine if the site Chief Executive Officer needs to be notified, in accordance with the Notification of Leadership Regarding Extraordinary Events.
Administrator	<ol style="list-style-type: none"> 6. Identify Appeal Committee members and set date for meeting within 14 business days of receiving appeal. <ol style="list-style-type: none"> a. Appeal Committee meeting date to occur within 30 business days of receiving an appeal. Exceptions to this timeframe must be explained to the learner. 7. Provide details of Appeal Committee in writing to learner, e.g. date, time, location, <i>etc.</i>, when meeting date is confirmed. 8. Advise learner to provide an appropriate written reason for appeal with any supporting documentation.
Learner	<ol style="list-style-type: none"> 9. Submit written reason for appeal with any supporting documentation to the Administrator at least ten business days before the Appeals Committee meets.
Appeal Committee	<ol style="list-style-type: none"> 10. Review relevant information.

	<ol style="list-style-type: none"> 11. For appeals against probation, determine if the appeal can be resolved based on the submitted written record or if the learner must appear before the Appeal Committee. 12. For appeal against Title IX determination, determine if the appeal can be resolved on the submitted written record or if the learner must appear before the Appeal Committee. 13. Meet with learner on scheduled Appeal Committee date to hear his/her summary of basis for appeal. 14. Hear any needed stakeholder and/or witness accounts at the Appeal Committee meeting. 15. Choose one of the following options: <ol style="list-style-type: none"> a. Probation: <ol style="list-style-type: none"> i. Uphold the probation. ii. Remove probation from the learner's record; reduce to Formal Written Warning with remediation plan. iii. Dismiss the learner. b. Dismissal: <ol style="list-style-type: none"> i. Uphold the dismissal. ii. Overturn dismissal, place in probationary status with remediation plan. c. Appeal against negative Title IX determination: <ol style="list-style-type: none"> i. Reject the findings of the investigatory report and request further investigation. ii. Reject the sanctions issued by the sanctioning official(s) based on evidence of the investigatory report and other relevant evidence; or iii. Deny the appeal in whole or in part. 16. Provide learner with written documentation of decision within 5 business days after the Appeal Committee meeting date. 17. Provide a written determination of any Title IX appeal, summarizing the reasoning behind the determination, to the Title IX Coordinator.
Administrator	18. Initiate school's check out process, if dismissal is upheld.

Definitions

Academic Deficiency: failure to maintain a satisfactory academic record. Examples of academic deficiencies include, but are not limited to the following:

- Inability to master the technical skills required to competently practice in the specialty.
- Inability to apply knowledge appropriately to the situation.
- Unsatisfactory interpersonal and/or communication skills with patients, colleagues, and other personnel.
- Unacceptable academic commitment, such as, not fulfilling all responsibilities, not participating in all required educational activities, and not completing all required documentation and assignments.
- Unsatisfactory recognition of own limits, such as failing to seek appropriate help when indicated.
- Failure to meet program or school specific academic requirements.
- Disregard for patient safety.

Administrator: Refers to the administrator, associate dean, or operations manager of the appropriate school. With respect to dismissals, includes the dean of the appropriate school.

Appeal Committee: must have at least three members, including a committee chairperson. The executive dean may serve on and lead the committee except in the case of the MCASOM, for which the vice dean may serve on and lead the committee.

Dismissal Document:

- A clear description of the reason(s) for dismissal, citing examples of academic or non-academic deficiencies.
- References to previous discussions and documentation of the problems, if any.
- Effective date of dismissal.

Education Leader: Includes, but is not limited to, the physician, scientist, or allied health leader, program director, block leader, faculty, or clerkship director of the educational program to which the learner is appointed.

Formal Written Warning:

- A clear description of the deficiencies, citing examples of academic or non-academic deficiencies.
- References to previous discussions and documentation of the problems, if any.
- A remedial plan with suggestions to improve performance and/or behavior.
- Expectations (metrics) and timeframes for the learner, which can be monitored for compliance.

Learner: an individual enrolled in the Mayo Clinic School of Health Sciences (MCSHS), Mayo Clinic Graduate School of Biomedical Science (MCGSBS), Mayo Clinic School of Graduate Medical Education (MCSGME), or Mayo Clinic Alix School of Medicine (MCASOM).

Non-Academic Deficiency: behavior judged to be illegal, unethical or objectionable and violation of school or institutional policies or rules, civil or criminal law. Examples of non-academic deficiencies include, but are not limited to, the following:

- Violations of mutual respect.
- Threatening, intimidating, harassing, or coercing patients, learners, employees, volunteers, or visitors on Mayo Clinic's premises at any time for any reason.
- Lying or cheating, misrepresentation, plagiarism.
- Distribution, possession or use of alcoholic beverages, non-prescribed drugs or illegal/controlled substances on Mayo Clinic property.
- Reporting with the odor of alcohol on one's breath, or appearing to be under the influence of alcoholic beverages or any drug that impairs judgment or work performance.
- Theft, misuse, misallocation or inappropriate removal or disposal of property belonging to Mayo Clinic, patients, learners, employees, or visitors.
- Breach of ethics concerning confidentiality of employee, patient, or institutional information.
- Engaging in criminal behavior.
- Engaging in sexual misconduct (see [Title IX Sexual Misconduct Policy](#)).
- Any deliberate or negligent act which jeopardizes the health or safety of a patient, employee, learner, volunteer or visitor.
- Fighting, 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.

Probation Document:

- A clear description of the deficiencies, citing examples of academic or non-academic deficiencies,
- References to previous discussions and documentation of the problems, if any (modeled after the elements in the formal written warning, if the warning preceded probation).
- A remedial plan with suggestions to improve performance and/or behavior.
- Probation length, which begins with the date of the learner's notification.
 - The recommended minimum probationary period is three months for programs of more than twelve months' duration,
 - Exceptions for less than three months can be determined by the program and school.

Stakeholder: an individual with an invested interest in the success of the learner.

Witness: an individual who was present at the time of the occurrence warranting discipline or can provide information related to the occurrence that is of value in considering the appeal.

Policy Notes:	<p><i>Because of the unique aspect of education involving patient care, performance of students on probation will be monitored continuously. Students who do not remediate their academic performance will be dismissed after 3 months or 20% of a student's academic program, whichever is less.</i></p> <p><i>MCCMS reserves the right to dismiss a student who misses 3 or more consecutive classes.</i></p>
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Records Management and Retention Policy

Scope: Applies to all employees when involved in record management and retention activities.

Purpose

To define the requirements for record management, retention, and destruction.

Policy:

- Mayo Clinic will create and maintain complete and accurate records in order to facilitate its business operations, including health care education, research, and other activities.
- Mayo Clinic protects the security and privacy of its records as required by Federal, State, and Local laws and regulations.
- Mayo Clinic retains, manages, and destroys records effectively and in accordance with legal requirements for record retention.
- Employees are responsible for protecting records.
- Mayo Clinic will periodically review records as defined by the [Record Management and Retention Grid](#).
- Mayo Clinic will not destroy any records that are necessary for a legal, judicial or administrative investigation or proceeding that is active or reasonably anticipated.
- Records will be destroyed following the retention periods defined by the [Records Management and Retention Procedure](#).

Procedure

Category of Record	Destroy After	Records Affected/Included
Academic Integrity Code Violations (including disciplinary records)	4 years following the resolution of any such complaint, grievance or violation. If litigated, 10 years after litigation is resolved.	Grievance records relating to a Title IX violation or complaint must be retained for the period of time cited in state law for personal injury actions. 34 C.F.R. 106; see Higher Education Compliance Alliance, www.higheredcompliance.org/matrix
Academic Personnel	See Human Resources above.	
Acceptance letters	Permanent	Ariz. Admin. Code R4-39-404(B)
Admissions data for applicants who enroll	10 years after graduation or last date of attendance, except for application of admission, entrance exam, or enrollment agreement and documentation related to student payments, which should be retained permanently.	Ariz. Admin. Code R4-39-404(B) Wis. Admin Code SPS 407.02
Advanced placement records and other placement test records/scores	Permanent, if academic credit is given based on student's achievement.	Ariz. Admin. Code R4-39-404(B)
Applications for graduation	5 years after graduation or date of last attendance.	
Attendance reports (faculty spreadsheets)	No less than 6 years after graduate or date of last attendance	Wis. Admin Code SPS 407.02
Audit Authorization and Records	10 years following completion of a non-investigative audit. All other audits, permanently	
Catalogs	Retain until superseded	
Change of student ID number	Permanent	
Class list (original)	Permanent	
Completion or termination date	No less than 6 years after graduation or date of last attendance	Wis. Admin Code SPS 407.02
Correspondence, relevant	5 years after graduation or last date of attendance	
Course offerings	Retain until superseded	
Credit / no credit approvals (Audit, Pass/Fail, etc.)	Permanent	Ariz. Admin. Code R4-39-404(B)
Credit by examination records	Permanent	Ariz. Admin. Code R4-39-404(B)
Curriculum change authorizations	Permanent	Ariz. Admin. Code R4-39-404(B)
Degree, grade, and enrollment statistics	Permanent	Ariz. Admin. Code R4-39-404(B) Wis. Admin Code SPS 407.02

Entrance Exam Reports and test scores	Permanent	Ariz. Admin. Code R4-39-404(B)
Financial Aid Records (applicants who enroll), including Federal Perkins Loan Records	Three years after the end of the award year for which any federal financial aid was awarded and disbursed under an applicable program (e.g. Federal Perkins Loan, FWS, FSEOG, Federal Pell Grant, ACG, National SMART Grant, or TEACH Grant), or for three years from the date a federal Perkins Loan is canceled, repaid, otherwise satisfied, or assigned to the Secretary of Education, whichever is longer.	34 C.F.R. 668.24(e); 34 C.F.R. 674.19(e)
Grade change forms	Permanent	Ariz. Admin. Code R4-39-404(B) Wis. Admin Code SPS 407.02
Grade sheets	Permanent, if they contain final grades. If only supporting documentation, 1 year after final grade posted	Wis. Admin Code SPS 407.02
Grade books (professors)	No less than 1 year after final grade posted	Wis. Admin Code SPS 407.02
Graduation lists	Permanent	Ariz. Admin. Code R4-39-404(B)
International student forms (visas)	3 years following graduation or last date of attendance	
Letters of recommendation (enrolled students)	5 years following graduation or last date of attendance	
Placement test records/scores	Permanent	Ariz. Admin. Code R4-39-404(B)
Racial/Ethnic Statistics	5 years following graduation or last date of attendance	
Recruitment materials (enrolled students)	5 years following graduation or last date of attendance	
Residency certificates (enrolled students)	5 years following graduation or last date of enrollment	
Residency change documents (non-resident to resident)	5 years following graduation or last date of attendance	
Schedule of classes	Permanent	Ariz. Admin. Code R4-39-404(B)
Student waivers for right of access (enrolled students)	Permanent	Ariz. Admin. Code R4-39-404(B)
Student grievances and subsequent resolutions	Not less than 6 years following graduation or last date of attendance.	Wis. Admin Code SPS 407.02
Suspensions and dismissals	Permanent	Ariz. Admin. Code R4-39-404(B)
Tenure and promotion dossiers	If tenure is denied or employment is terminated, 7 years, if no litigation pending; if litigation pending, 10 years following closure of litigation. If tenure/promotion granted, see Human Resources above.	
Transcripts (high school, other college, all)	Permanent	Ariz. Admin. Code R4-39-404(B) Wis. Admin. Code SPS 407.03
Transfer credit evaluations	Permanent	Ariz. Admin. Code R4-39-404(B)
Veteran administration certifications	3 years from date of last certification	

Withdrawal authorization / leaves of absence – undergraduate, graduate and professional school students	Permanent. If these records do not contain dates of attendance	Ariz. Admin. Code R4-39-404(B)
Medical Records	7 years after graduation or date of last attendance	
Residency classification forms	5 years after graduation or date of last attendance	
Academic records (narrative evaluations, competency assessments)	Permanent.	Wis. Admin Code SPS 407.02
Academic records and student information not otherwise covered	6 years following graduation or date of last attendance	Wis. Admin Code SPS 407.02

**Unless otherwise required by law, records that are retained electronically shall not also be required to be retained in paper or another format. (Mayo Clinic Legal, 3/8/2017)*

Student Records and The Family Education Rights and Privacy Act (FERPA) Policy

Scope

Applies to faculty, administration, staff, and students within the Mayo Clinic College of Medicine and Science (MCCMS) when student educational records are accessed, released or used.

Purpose

To protect the privacy of educational records and ensure students are afforded certain rights related to the release of, and access to, their education records in compliance with the [Family Educational Rights and Privacy Act of 1974 \(20 U.S.C., Section 1232-g\) \(FERPA\)](#).

Policy

Use of Records

- MCCMS faculty, administration, and staff are responsible for protecting the privacy of educational records.
- Student educational records will only be used for appropriate MCCMS educational, administrative and internal research functions.

Release of Records

- MCCMS reserves the right to deny the release of any information unless required by law.
- MCCMS has designated the following data as directory/public information which may be released at the discretion of the School administrator without student permission, unless mandated by Federal law (Solomon Amendment requests):
 - Academic degree, certificates, and/or awards/honors
 - Date and Place of birth

- Dates of attendance
- Degree/Certificates awarded
- Name
- Enrollment status (full-time/part-time)
- E-mail address
- General Mayo mailing address (site specific)
- Grade level
- Major field of study
- Residency and fellowship match results
- Participation in officially recognized activities
- Photograph
- Telephone listing
- Directory/public information will not be released to organizations or institutions making large scale requests unless specifically directed by law.
- Unless MCCMS has been notified by the student that directory information is not to be released, MCCMS may release such information at its discretion and without further permission.
- Students may request to prohibit the release of directory (public) information by submitting a completed and signed [Request to Prevent Disclosure of Directory Information](#) form to the MCCMS Registrar.
- Students have the right to provide written consent before MCCMS discloses personally identifiable information from the student's education record, except to the extent that FERPA authorizes disclosure without consent.
- FERPA allows disclosure of education records, other than directory information including, but not limited to: transcripts, test scores, college advising records, disciplinary files, financial aid information, housing records and records of educational services that are provided to the following parties without prior written consent of the student:
 - Persons within the College who have a legitimate interest in the information for educational, administrative or research purposes;
 - Other educational institutions in which the student seeks to enroll or Mayo affiliated educational institutions, provided the disclosure is limited to official copies of student transcripts or test scores for the appropriate College office;
 - Other organizations conducting educational research studies, provided the studies are conducted in a manner which will not permit identification of students, and the information will be destroyed when no longer needed for the purpose for which the study was conducted;

- Persons in compliance with a court order or lawfully issued subpoena; provided that a reasonable attempt is made to notify the student in advance of compliance thereof, except when required by law;
- Appropriate persons in connection with an emergency if the information is necessary to protect the health or safety of the student or other individuals;
- Accrediting organizations and state or federal education authorities when the information is needed for auditing, evaluating or enforcing legal requirements of educational programs; provided the accrediting organizations and authorities protect the data in a manner which will not permit the personal identification of students, and personally identifiable information is destroyed when no longer needed;
- Appropriate persons or agencies in connection with a student's application or receipt of financial aid to determine eligibility, amount or conditions of financial aid; or
- Parents of a dependent student as defined under the Internal Revenue Code.
- MCCMS will maintain a record of external requests for information from student education records other than directory information and the disposition of the requests.

Access to Records

- Students have the right to access and inspect all information in the student educational record except:
 - Financial information submitted by parents; and
 - Confidential letters and recommendations collected under established policies of confidentiality or to which the student has waived in writing the right of inspection.
- Access must be granted no later than forty-five days after the request is made.

Amendments to Records

- Students have the right to:
 - request amendment of the contents of their education records,
 - have a hearing if the result of the request for amendment is unsatisfactory,
 - provide a statement for inclusion in the record if the decision resulting from the hearing is unacceptable to the student.

Student Complaints

- Students have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
 - Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue Southwest

Privacy Rights Notification

- MCCMS will notify students annually of their privacy rights and their right to file complaints concerning the failure of MCCMS to comply with the requirements of FERPA.
- This notice is sent to all students no later than October 1st of each year per Federal regulations.

Policy Notes

N/A

Related Procedures

N/A

Related Documents

[Federal Family Education Rights and Privacy Act Authorization: Confidential Information Release](#) MC4430-17

Definitions

Directory Information: Information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information could include information such as the student's name, address, e-mail address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, photograph, grade level and enrollment status (full-time or part-time).

Education Records: Records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

Family Educational Rights and Privacy Act of 1974 (FERPA): A federal privacy law designed to protect the privacy of education records and afford students certain rights related to the review, release of and accessibility to their education records. The law also provides guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

Legitimate Educational Interest: In accordance with FERPA, Persons within the College have a legitimate educational interest if the Persons need to review an educational record to fulfill their professional responsibility. Persons within the College is defined as MCCMS faculty, administration, and staff. Further, these Persons within the College act in the student's educational interest on a legitimate "need-to-know" basis.

If Persons within the College require information located in a student's educational record to fulfill MCCMS related responsibilities, those Persons within the College have legitimate educational interest. This includes such purposes as:

- performing appropriate tasks that are specified in their position description or by a contract agreement;
- performing a task related to a student's education;
- performing a task related to the discipline of a student;
- providing services for the student or the student's family, such as health care, counseling, job placement, or financial aid.

Solomon Amendment: Solomon Amendment is a federal law that allows military recruiters to access some address, biographical and academic program information on students age 17 and older who have not filed any FERPA restrictions. The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA.

Timely Complaint: A timely complaint is defined as one that is submitted to the Family Policy Compliance Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation. Complaints that do not meet FERPA's threshold requirement for timeliness are not investigated. The Family Policy Compliance Office may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA.

Attendance, Absences, and Tardiness

Scope

Applies to all students when enrolled in Mayo Clinic College of Medicine and Science (MCCMS) programs.

Purpose

To set expectations for student attendance. To establish criteria for monitoring and addressing student attendance.

Policy

- Students are expected to attend and be on time (in their designated location by their designated start time) for all required learning activities.
- MCCMS programs will inform students of specific rules regarding attendance, absence, and tardiness during program orientation and will apply consistent, fair and equitable enforcement of those rules.
- MCCMS programs will provide students with clear instructions for requesting an excused absence.
 - This may include completing a request form or other notification procedure specific to the program and area.

- Unexcused absences and tardiness will be addressed through the Mayo Clinic College of Medicine and Science Warning, Probation, Dismissal and Appeal Policy and Procedure on pages 33-38 of this catalog.

Definitions

- **Excused Absence:** the program director approves the absence, generally with advance notice.
 - **Tardy:** student is not present at the designated start time for class/clinical experience.
 - **Unexcused Absence:** an absence for a reason that is not considered acceptable by the program director, or an absence for which the student could reasonably have given advance notice but failed to do so.
-

Credit Transfer Policy

Scope

Applies to learners within the Mayo Clinic College of Medicine and Science (MCCMS) when they wish to transfer credits.

Purpose

To define if and how credits obtained at other accredited institutions of higher education are evaluated for fulfillment of degree or certificate requirements in MCCMS educational programs.

Policy

- Mayo Clinic School of Health Sciences (MCSHS) does not accept transfer of credits, except on a limited basis for the following programs:
 - Nurse Anesthesia
 - Respiratory Care
 - MCSHS program directors evaluate course work and make the final determination regarding credit transfer.
-

Grievance Procedure

Scope

Applies to Learners in the Mayo Clinic College of Medicine and Science (MCCMS) when raising a grievance within a school or program.

Purpose

To provide a mechanism to facilitate resolution of conflicts, problems, or disagreements raised by individuals enrolled in Mayo Clinic education programs, with the exception of disciplinary actions.

Procedure

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 issues relating to Sexual Misconduct, follow [Title IX Sexual Misconduct Policy](#) and [Title IX Sexual Misconduct Procedure](#).

- For issues relating to Faculty Misconduct, follow [Faculty Misconduct Policy](#) and [Faculty Misconduct Investigation and Appeal Procedure](#).

Learner	<ol style="list-style-type: none"> 1. Address conflicts or problems in direct communication with the individual with whom they have a problem or complaint, if possible. 2. Discuss any conflicts or problems with the program director/course leader. <ol style="list-style-type: none"> a. In instances where an individual is uncomfortable taking a complaint to the program director/course leader, they should contact one of the individuals in Table A below, who will consider the situation and act to address the concern. <p>If the conflict is not resolved</p> <ol style="list-style-type: none"> 3. Contact the next appropriate person in Table A to discuss problem or complaint. 4. May file a grievance in writing within 30 calendar days of the event in question.
Program Director/Course Leader	<ol style="list-style-type: none"> 5. If student provides written grievance, inform appropriate School Operations Manager of the grievance and discuss planned response. 6. Respond in writing within 30 calendar days to answer questions or resolve complaints. <ol style="list-style-type: none"> a. If appropriate, form panel to resolve complaint.
Learner	<p>If satisfactory resolution is not reached</p> <ol style="list-style-type: none"> 7. Appeal in writing within 14 calendar days to the Dean of the School. <ol style="list-style-type: none"> a. The written request must be limited to three pages and address why the learner feels the action taken was unsatisfactory.
Dean/Designee	<ol style="list-style-type: none"> 8. Judge the merits of this appeal within 30 calendar days. <ol style="list-style-type: none"> a. In certain situations and at the Dean's discretion, form a panel to consider the submitted information.
Panel	<p>If panel is convened</p> <ol style="list-style-type: none"> 9. Request additional information or appearance before the panel of the individuals involved, if necessary. 10. Judge the merits of the appeal within 15 days. 11. Report recommendations to the Dean.
Dean/Designee	<ol style="list-style-type: none"> 12. Respond to the learner in writing. <ol style="list-style-type: none"> a. The decision of the Dean is final, without further appeal.
Learner (excluding MCSGME):	

For Arizona Only

13. If complaint cannot be resolved after exhausting the institution’s grievance procedure the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. Contact the State Board for further details at:
 Arizona State Board for Private Post-Secondary Education
 1740 W. Adams, Ste 3008
 Phoenix, AZ 85007
 Phone: (602) 542-5709; Website: www.azppse.gov

For Florida Only

14. Students enrolled in programs licensed by the Commission for Independent Education in the state of Florida may contact them for assistance with grievances. The State Commission address is:
 Florida Commission for Independent Education
 325 W Gaines St
 Tallahassee, FL 32399
 Phone: (850) 245-3200; Website: <http://www.fldoe.org/policy/cie>

For Minnesota or NC-SARA Complaints

15. If complaint cannot be resolved after exhausting internal grievance procedures the student may file a complaint with:
 Registration & Licensing
 Office of Higher Education
 1450 Energy Park Drive, Suite 350
 St. Paul, MN 55108
 Phone: (651) 259-3975 or (800) 657-3866; Email: info.ohe@state.mn.us
 Website: <http://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

For Wisconsin Only

16. If complaint cannot be resolved after exhausting internal grievance procedures, the student may file a complaint with:
 Wisconsin Department of Safety and Professional Services
 Wisconsin Educational Approval Program
 Department of Safety and Professional Services
 P.O. Box 8366
 Madison, WI 53708
 Fax: (608) 264-8477
 Phone: (607) 266-1996
 Email: dspseap@wisconsin.gov
 Website: <https://dsps.wi.gov/Pages/SelfService/FileAComplaint.aspx>

Table A

If a Learner is uncomfortable taking a complaint to their program director/course leader, he/she should contact one of the individuals below, in the recommended but not required order.

Mayo Clinic School of Graduate Medical Education	Mayo Clinic School of Health Sciences
1. Operations Manager at learner’s site	1. Operations Manager at learner’s site

2. Associate Dean at learner’s site 3. Ombudsperson at learner’s site 4. Education Chair at learner’s site 5. MCSGME Administrator 6. MCSGME Dean 7. Division/Department Chair	2. Administrator 3. Associate Dean 4. Ombudsperson
Mayo Clinic Graduate School of Biomedical Sciences	Mayo Clinic Alix School of Medicine
1. Operations Manager 2. Administrator 3. Associate & Assistant Deans 4. Ombudsperson	1. Operations Manager at learner’s home site 2. Administrator 3. Office of Academic Affairs; Office of Student Affairs 5. Ombudsperson
Office for Diversity	Mayo School of Continuous Professional Development
1. Administrator	1. Operations Manager 2. Administrator 3. Associate Dean
	Simulation Center
	1. Operations Manager 2. Administrator

Definitions

Grievance: A conflict, problem, or disagreement that does not involve sexual misconduct (covered by Title IX Sexual Misconduct Policy and Procedure) or faculty misconduct (covered by Faculty Misconduct Policy and Faculty Misconduct Investigation and Appeal Procedure).

Learner: Individual enrolled in the Mayo Clinic College of Medicine and Science (collectively includes residents, fellows and students)

Title IX: Federal Act that protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Tuition Payment Policy

Scope

Applies to Mayo Clinic College of Medicine and Science (MCCMS) students, when they are paying their tuition bill. Applies to the MCCMS registrar when determining if a student is eligible to register for a course. Applies to the MCCMS bursar when collecting student tuition fees.

Purpose

To comply with Title IV of the Higher Education Act 1965 (as amended).
To provide rules for collecting tuition and other fees from students enrolled in MCCMS, including Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS), Mayo Clinic Alix School of Medicine (MCASOM), and Mayo Clinic School of Health Sciences (MCSHS).

Policy

- The bursar will generate and send all invoices electronically.
 - Residual financial aid funds in excess of college charges will be disbursed to students no later than 14 business days after the credit balance is created.
 - If students have signed up for direct deposit, funds will be transferred electronically to the bank account on file.
 - If students have not signed up for direct deposit funds will be issued to the student via paper check.
 - Pre-payments for tuition and fees are not accepted. Any payments made toward \$0 account balance will be refunded to the student in the same payment type used.
 - MCCMS students must maintain a current email address with MCCMS for billing purposes.
 - Students must pay in full by the due date listed in the invoice. Installment payments are not permitted.
 - The bursar will place holds on the student's account if the invoice is not paid by the due date.
 - The bursar will notify a student's program director if payment is not made within 30 days past the due date. This notification will request further student outreach.
 - Students with outstanding balances from a prior billing cycle will not be allowed to begin a subsequent term or to register for future courses and clerkships.
 - The registrar will not generate transcripts for any student with an unpaid balance.
 - The bursar will refer students unable to meet their financial obligations to their respective Financial Aid Office to discuss potential funding options.
 - The bursar will refer past due accounts to outside collection agencies when appropriate.
-

Withdrawal and Tuition Refund Policy for Wisconsin-based Students

Scope

Applies to students enrolled in Mayo Clinic College of Medicine and Science (MCCMS) programs at the La Crosse or Eau Claire, Wisconsin locations.

Purpose

To define the actions required when Wisconsin-based students discontinue their enrollment in a MCCMS educational course or program.

To comply with state and federal laws that regulate financial aid and tuition refunds.

Policy

- Students who choose to terminate their enrollment before the completion of their course, term or payment period are encouraged to initiate withdrawal from their classes and notify appropriate MCCMS staff/departments.
 - Students who withdraw prior to the 80th percentile of the term, course, or payment period will receive a grade of W (withdraw).
- Failure to properly withdraw may impact readmission and may result in financial liabilities for the student and/or MCCMS.

Withdrawal

- Although a written notice of withdrawal is not required, students who withdraw from MCCMS are encouraged to officially initiate the process with their respective school or program director. Official withdrawal from MCCMS may include:
 - The student discusses the matter with the appropriate operations manager, administrator, program director and/or associate dean.
 - The student provides written notice of withdrawal to the program director and/or other appropriate school official. Email is an acceptable form of written communication.
 - An appropriate school official notifies the Student Financial Aid/Registrar's Office that the student has withdrawn from the program.
- Students will be administratively withdrawn after missing three consecutive days/sessions in the absence of withdrawal or notifying the school. Withdrawal date will be based on student's last date of attendance.

Tuition/Fee Refund

- The Student Financial Aid/Registrar's Office and the Bursar's Office determine the appropriate refund of tuition (if applicable) and if the learner has any financial liability from the calculation of the **Return of Title IV** policy.
 - The student will be notified if additional financial obligations are incurred.
- MCCMS adheres to the following regarding tuition/fee refunds:

- The student will receive a full (100%) refund of all money paid if the student cancels or withdrawals within 7 calendar days following the start of the course, term or payment period (SPS 406.03).
 - The student will receive a full (100%) refund of all money paid if the accepted student was unqualified and the school did not secure a disclaimer (SPS 409.04).
 - The student will receive a full (100%) refund of all money paid if the enrollment was procured as the result of any misrepresentation in the written materials used by the school or in oral representations made by or on behalf of the school.
 - A prorated refund is available for students who withdraw from all courses after the 7th calendar day but before the 60th percentile of the course, term or payment period. There is no refund for students who withdraw after the 60th percentile of the term or payment period.
- Refunds will be made within 10 business days of cancellation.
 - Students will receive refund no later than 40 days after dismissal or notification of withdrawal (SPS 408.05(3)).
 - Students who receive a full (100% tuition and fees) MCCMS school or Mayo departmental scholarship or waiver are not eligible for a refund.
 - Students who have signed an employment contract with a specific department and have their tuition paid for should review their contract for implications of withdrawal.
 - Federal Financial Aid recipients who withdraw from all classes/courses prior to the 60th percentile of the term may be required to return a portion of the Federal Title IV aid they received. Please see the [Return of Title IV \(R2T4\) Funds Policy](#).
 - MCCMS reserves the right to cancel or postpone any course or program due to unforeseen circumstances. In the unlikely event a course or program is canceled or postponed, the registration fee is refunded in full.
 - Following the initial 7-day refund period, a student who withdraws or is dismissed after attending, but before completing 60% of the instruction in the current enrollment period, is entitled to a pro rata refund as follows:

At Least	But Not Less Than	Refund of Tuition
1 unit/class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	No	no refund

EMPLOYMENT SERVICES



Graduates of MCCMS Certificate Programs achieve a 96% graduate placement (employment) rate, with approximately 75% of those graduates attaining employment with Mayo Clinic. MCCMS Student Services offers formal career services to learners who need assistance with resume/CV writing and interview practice. MCCMS does not guarantee employment at the conclusion of any program and does not provide formal employment advisory services (Wis. Admin. Code s. SPS 409.05). Student referrals to prospective employers are not based on direct contact with prospective employer regarding current openings.

EVALUATION

Student learning is evaluated through ongoing assessment of academic and clinical performance as well as annual institutional self-assessment. Each program devises specific goals and objectives for student learning which are included in the program/course syllabi. Goals, objectives and outcomes are in alignment with the overall Mayo Clinic College of Medicine and Science's (MCCMS) identified institutional student learning outcomes as well as the MCCMS and Mayo Clinic mission and vision.

APPENDICES: HANDBOOKS

Program-Specific handbooks include additional details and the most updated version provided to students after acceptance into programs.

Advanced Cardiovascular Sonography Certificate Program Handbook	 ACS Program Student Handbook_Class of 20
Pharmacy Technician Program Handbook	 Pharmacy Technician Program Student Handbook