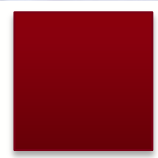


Clinical Laboratory Sciences

CENTER FOR ALLIED HEALTH PROGRAMS

Student Handbook 2013–2014



UNIVERSITY OF MINNESOTA

The policies, procedures, and program requirements outlined in this handbook are in effect as of Fall 2013. Entering students are responsible for program requirements in effect at the time of initial enrollment. Policies and procedures are subject to change and are communicated to all Clinical Laboratory Sciences students upon approval by the CLS faculty.

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu, or www.eoaa.umn.edu.

This publication is available in alternative formats upon request. Please contact:

*Center for Allied Health Programs
MMC 714, 516 Delaware St SE
Room 15-194, PWB
Tel: (877) 334-2659 | E-mail: cahpinfo@umn.edu
Web: www.cahp.umn.edu*

TABLE OF CONTENTS

CLS Program Overview	1
Background.....	1
Overview of the Profession	1
Mission Statement	1
Program Goals	2
Academic Advising Roles & Responsibilities	7
CLS Technical Standards (Essential Functions) for Admission	9
Technical Standards	10
Student Outcome Goals	12
Career Entry Competencies.....	12
Clinical Laboratory Science Oath	13
Certification	14
Licensure	14
Accreditation	15
CLS Faculty & Staff	16
CLS Academic Progress	17
Advising & Registration Procedures	17
Transfer of Previous Courses.....	17
First Semester Registration	18
Liberal Education & Writing Intensive Requirements.....	18
Grades & Uniform Grading Policy.....	19
Incomplete (I) Grade	19
N Grades.....	19
Academic Standing in the CLS Program.....	20
Good Standing.....	21
Probation	22
Mid-Term Alerts	22
Academic Probation	22
Non-Academic Probation	22
Probation Contracts	23
Dismissal	23
Notification	23
Reconsideration and/or Appeal of CLS Program Actions	23
Readmission	23
Withdrawal from the CLS Program	24
Leave of Absence	24
Non-Enrollment.....	24
Table 1 - Actions when Academic or Behavioral Standards are not met (Examples)	24
Policies & Procedures	28
CLS Program Student Concerns and Complaint Policy.....	28
Complaint Process with the CLS Program.....	29
Absence for Participation in Religious Observances.....	30
Academic Calendar	31
Academic Integrity	31
Address Changes	31
Cancellation and Tuition Refunds.....	32
Class Picture	32
Clinical Educational Experience	32
Clinical Rotation Assignments	32
Clinical Grade and Evaluation.....	33
Clinical Schedules	33
Work During Clinical Experience	33

Additional Courses During Clinical Experience Semester	33
Health Care During Extension of Clinical Rotation	33
Course Notes & Class Materials- Appropriate Student Use.....	33
Conflict Resolution Center	34
Counseling Services	34
Credits – 13-Credit Minimum for Students	34
Criminal Background Studies.....	35
CLS Program Technology/Computer Requirements	35
Dean’s List	36
Disability Services	36
Email.....	37
Equal Opportunity and Affirmative Action	37
Financial Aid	37
FAFSA (Free Application for Federal Student Aid).....	37
Graduation and Degrees with Distinction	37
Health Insurance Coverage	38
Health Insurance Portability and Accountability Act (HIPAA).....	38
How to access training	39
Rights and Responsibilities for Persons who Access Individual Health Information	39
Immunization Policy and Requirements.....	40
Long-term Disability Insurance Coverage.....	40
Performance Site Transfer Guidelines.....	41
Personal Electronic Devices in the Classroom	41
Prerequisite Course Work	42
Suggested Curriculum Sequence for CLS Program	42
Previous Degree	44
Reference Requests.....	44
Sexual Harassment and Discrimination	44
Snow & Inclement Weather Policy.....	44
Student Organizations	45
Student Membership in the Professional Societies.....	45
Student Record Access	45
Directory Information	46
Students Managing Their Educational Records.....	47
Tuition Rates and Policies	47
Writing and Academic Support	47
Center for Allied Health Programs	48
CAHP Contact Information	48
Overview	48
Mission	48
Administration.....	48
Student Services & Advising	49
Program Support Staff.....	49
Resources & Forms.....	49



CLS PROGRAM OVERVIEW

Background

The program in Clinical Laboratory Sciences was established at the University of Minnesota in 1922 to prepare men and women for professional work in clinical laboratory medicine and for advanced study in the basic and applied sciences. This program attempts to provide both a strong foundation in basic sciences and competent practice in the clinical laboratory. The program name was changed to the Program in Clinical Laboratory Sciences in 2007.

Overview of the Profession

Clinical laboratory scientists (CLS), also known as medical laboratory scientists or medical technologists, play a crucial role in the diagnosis, treatment and management of patients. They are the third largest medical profession (after doctors & nurses). Clinical laboratory scientists perform complex testing using sophisticated instruments to detect diseases and monitor treatment. Approximately 75% of medical decisions, diagnosis, treatment and evaluations, are based on the interpretations of laboratory test results. In addition to the medical laboratory setting, graduates of this program are qualified to work in a variety of other laboratory facilities such as research, environmental, biomedical, or forensic laboratories. With the curriculum emphasis on developing quality understanding of laboratory methods and their diagnostic interpretation, our graduates are also excellent candidates for graduate research degree programs or medical professional schools.

Approximately 70 percent of clinical laboratory scientists (CLS) work in hospital laboratories. In small hospitals, a CLS can expect to be a generalist, working in all laboratory sections. In a large hospital, a CLS may specialize in one section, such as microbiology or transfusion medicine. Typical areas of clinical laboratories include hematology, coagulation, microbiology, chemistry, urinalysis, transfusion medicine, and immunology. Large institutions, such as those in medical centers, may have additional specialized laboratories in cytogenetics, drug analysis, endocrinology, immunophenotyping, fertility testing, tissue typing and others. Other sites of employment include basic and applied research, industry, clinics, public health, reference and forensic laboratories.

Mission Statement

The mission of the Clinical Laboratory Sciences program (CLSP) is one of teaching, research and service. The primary mission of the CLSP is to enhance the quality of patients' health by 1) being a leader in clinical laboratory science education with special attention to the needs of the state of Minnesota; 2) pursuing and disseminating new knowledge with original and creative research in the practice of clinical laboratory science, education and medical science; and 3) providing educational and collaborative opportunities to academic institutions, industry partners and the community.

CLS Program Goals

The CLS program pursues its mission through teaching, research, and actively working with the health care community to assist in meeting the clinical laboratory needs of the State of Minnesota. Specifically, the program:

- Educates students to be clinical laboratory professionals who have the knowledge, skills, and values to provide competent and ethical practice in clinical laboratory science;
- Develops new knowledge about the practice of clinical laboratory science;
- Helps communities and other professionals develop an awareness and understanding of the role of the clinical laboratory professional and the work they perform;
- Collaborates with other professionals within the health care community to assess the changing needs of the clinical laboratory, designs solutions to meet the challenges, and monitors the quality of laboratory practice; and
- Provides continuing education opportunities to practicing clinical laboratory professionals

University of Minnesota Learning Outcomes Identified for Baccalaureate Degree Candidates

At the completion of a Baccalaureate degree from UM, the student should be able to:

- Identify, define, and solve problems
- Locate and critically evaluate information
- Use a body of knowledge and mode of inquiry with mastery
- Understand diverse philosophies and cultures within and across societies
- Communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Use the skills acquired at the University for effective citizenship and life-long learning

University of Minnesota Development Outcomes Identified for Baccalaureate Degree Candidates

The successful University of Minnesota student engages in activities which develop and demonstrate achievement in several areas.

Responsibility and Accountability

- Makes appropriate decisions regarding his/her own behavior
- Recognizes and accepts consequences of actions
- Meets agreed upon expectations
- Follows through on commitments
- Willing to accept responsibility for personal errors
- Takes responsibility for his/her own learning

Independence and Interdependence

- Appropriately determines when to act alone and when to work or consult with others
- Demonstrates ability to initiate action and effectively engage others to enhance outcomes
- Works with minimum supervision whether it be alone or within a group
- Adapts behavior as appropriate in response to team or organization needs

Goal Orientation

- Manages energy and behavior to accomplish specific outcomes
- Possesses and maintains sufficient motivation to achieve goals
- Has an understanding about how to use his/her talents and skills to contribute to the betterment of society
- Demonstrates effective planning and purposeful behavior
- Does not allow distractions to prevent timely completion of tasks
- Pushes self, when needed, to accomplish goals

Self-Awareness

- Maintains and projects optimistic perspective
- Expects the best from self and others
- Accurately assesses and articulates (when appropriate) personal strengths and weaknesses
- Shows interest in learning about others and their accomplishments
- Demonstrates ability to help others adapt to new situations

Resilience

- Able to recover from disappointment or bad experience and continue to work successfully
- Able to learn from a bad experience and recover
- Able to work through disappointments (i.e., what caused them, what can be done to avoid them next time, and what can be done to repair them now)

Appreciation of Differences

- Works effectively with others, despite differences; can respectfully discuss differences with others
- Recognizes advantages of moving outside existing “comfort zone”
- Seeks out others with different backgrounds and/or perspectives to improve decision making
- Appreciates the importance of diversity and conveys this value to others
- Understands and respects the values and beliefs of others

Tolerance of Ambiguity

- Demonstrates intellectual and emotional ability to perform in complicated environments and the absence of standard operating procedures
- Can work under conditions of uncertainty

This is a Writing Enriched Curriculum (WEC)

In 2013 the Clinical Laboratory Science Program began an ongoing program to implement and sustain improvement in undergraduate writing. This initiative acknowledges that writing abilities are an essential communication skill for entry into the workforce as well as graduate or other professional schools. For that reason each course will assess the students' ability to convey information through writing to a variety of audiences as an indicator that the student has mastered the required course content.

Writing abilities of CLS graduates:

- Understand and use standard English, structure, and organization
- Use language effectively in a concise and comprehensible manner
- Communicate in different mediums appropriate to the content, delivery mechanisms, and audience
- Record and document information accurately and in the appropriate format
- Access, select, critically evaluate and convey information
- Engage in self-evaluation of writing skills
- Write with honesty, integrity, originality, and contextual sensitivity

Shared Responsibilities for Success

Faculty and students need a common understanding of their responsibilities for the learning process. This is especially important in a professional medical laboratory science curriculum. In order to successfully learn in a highly rigorous degree program such as CLS, students must take ownership and responsibility for their own education. Instructors can encourage students to take greater responsibility in their instruction by facilitating their access to resources, expectations, lines of communication, and opportunities for contribution and collaboration. CLS faculty may redirect a student's study area rather than answer their questions directly. This serves an intentional instructional strategy to guide the student to develop their own discovery abilities for life-long learning.

Along with the shared responsibilities for success in an academic environment we also have a shared responsibility for providing a culture of well-being, learning, and productivity. Toxic behavior or emotional outbursts can interfere with the learning process of students and ability of faculty to provide classroom instruction. Each one of us has a responsibility to engage in a positive learning environment for all. An environment that interferes with the learning culture is not acceptable and must be remediated as soon as possible. If you are feeling stressed or have concerns about the classroom environment, please contact your faculty or student services advisor for guidance. Please refer to the following web site for additional information and guidance for maintaining a civil environment.

The University has policies concerning the responsibilities of instructors and students at the following web sites:

<http://www.policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>

<http://www.policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

http://www.sos.umn.edu/staffaculty/academic_civility.html

Affective Domain Goals

The CLS program academic content is developed to provide you with the content knowledge you will need to become a successful CLS practitioner. Our mutual goal is to improve the quality of life for all patients. However most employers also realize that to be a productive member of an employment team, graduates need to be able to work well and productively with others in the laboratory and on the health care team. In fact it has been documented that poor teamwork skills can lead to delays or errors in laboratory results and in turn detract from the quality of patient care. We must not only produce the most accurate and reliable laboratory results but we must be able to communicate the results effectively, work in a safe and efficient environment, attend classes (or work) on time and ready to participate, take personal and professional responsibility and more.

Because these are also skills and abilities that you must have when you graduate, accredited laboratory science programs are required to teach and model professional expectations and behaviors in the classroom and clinical practice.

NAACLS Standards require that we provide instruction and guidance for students on Affective Domain (Behavior) skills and abilities. These behavioral expectations are outlined in the Affective Domain checklist which is included in each CLS program course. Students will receive formal evaluation and feedback each semester during their time in the program on Affective Domain. During the first fall semesters students will receive feedback and guidance on behaviors that need development. During the spring semester prior to clinical placement students are expected to meet all performance outcomes to qualify for clinical placement. Although unlikely, a student could face probation or dismissal from the program due to continual non-compliance with these requirements. The Affective Domain checklist is provided during the CLS Program online Orientation course and in each course Moodle site. If you have any questions about the checklist or how it is used in the program please contact your faculty or academic advisor. (See Non-Academic Probation, pg. 21).

The Culture of an Education Program in the Health Professions

When students enter the CLS program at the University of Minnesota they come to us from a number of different education and experience backgrounds. Some students have been here at the University since they were freshman while others transferred in as undergraduates from community colleges or from 4-year colleges. Some students already have a bachelors, masters, or even a doctoral degree but need to complete our program to obtain the professional CLS credential to find work.

Regardless of where they started or where they are just coming from, the vast majority of students are not fully prepared for the high intensity and the extreme accountability that is required to successfully complete our program. To help you understand and begin to prepare, I need to take you back to your first few days in a college class. You were used to the relative ease of high school and when you arrived at college – even for the best students – it could turn out to be quite challenging. You were on your own to make it work. Perhaps this was the first time you actually had to study or work hard to understand the content or for a good grade. But you made it because you adapted. For some of you there was a similar shift when you went from lower division to upper division courses. But now we are asking you to take another big step up into the world of medicine and medical education.

What does this mean? In previous courses you may have been given extra credit or an extension of time for an assignment. You might have been able to skip a class session and still keep up with the information or request to redo an assignment if you received a low grade. Your class might have graded on a curve to help students pass the course or you might convince an instructor to “round up” your points so that you received a B+ instead of a B. But that is not going to be available now that you are in the medical field.

Medicine and the treatment of patients is not something that allows extra credit, more time, or rounding up. You must be able to do the testing, interpret the results, and possibly recommend additional testing or treatment without error – all the time and every time. This is competency-based education that is performance based as well. You need to be able to perform under stress, with a time limit, under stressful conditions, and meet or exceed the quality and accuracy expectations. People’s lives are at stake; perhaps one of your own family members.

This mind set can be a significant readjustment for students who are used to negotiating for one extra point here or one point there. But points and grades have no meaning here. You must learn and be able to apply the information in each course. So we need you to understand that this is a very different culture than the one you’ve come from.

The CLS Program at the University of Minnesota has an ethical responsibility for the safety of patients with whom students and graduates will come in contact. Although students learn and work under the supervision of the faculty, students interact with patients and their specimens throughout their CLS education. Patient safety and well-being are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of student for admission, progression, and graduation. Students must have the physical and emotional stamina and capacity to function in a competent manner in the hospital, classroom and laboratory settings, including settings that may involve heavy workloads, long hours and stressful situations.

There is also a different level of responsibilities for students and faculty alike in a professional curriculum. Faculty will provide you with content, learning opportunities, and guided practice. But students are expected to develop a personal responsibility for their learning as well. So instead of a single class here and another class there you will find that you must also learn how to be a student in a professional curriculum; how to seek out and find information for yourself. You will also find probably for the first time in your academic career that prerequisite courses are truly prerequisites. We will expect you to be able to remember and apply concepts in your previous courses to your CLS courses, but we may not spend time re-teaching those concepts. We have you take a background knowledge exam during Orientation to see 1) what you remember from those courses; and 2) what additional support and remediation you might need to be successful.

You will not only need to learn the content of the laboratory Body of Knowledge but you will also need to learn how to seek out and utilize resources for your own learning. One of the required outcomes is to develop your abilities to become a life-long learner, one who can teach themselves as needed. Because the science and technology of medicine is constantly changing we need to prepare you for your future. Many students are not used to this culture and are upset that faculty will not answer their questions directly. But you should expect faculty to refer you to the resources and then if you still have questions come back for discussion. The faculty in the CLS Program will strive to teach you all of the content as well as the competencies of the profession. They have a vested interest in your success in the program and in your future professional life.

Keys to Success in the CLS Program

The CLS program at the University of Minnesota is a very rigorous academic program. Although many semesters in the CLS Program may have 13, 14, or 15 credits, the workload effort is more closely estimated by the contact hours for courses. For example due to the intensity and high performance expectations of our laboratory courses a 1 credit lab course should be weighted as if it was 3 credits of workload for the 3 hours of laboratory class time. This amount of effort is often underestimated by incoming students so we want you to be aware as you begin to plan your study strategies.

It is also important for incoming students to know that many of their previous study habits e.g. memorizing facts or studying only for recognition of the answer on a multiple choice exam will not support their successful progression in the CLS program. Students must truly learn the content of each course and apply it to the situations presented during exams. Be aware that all CLS courses are integrated in content. This means that information in one course may be applied to others because the field of laboratory medicine is also integrated.

Here are some recommendations we have to help you succeed in our program:

- Read and review course content daily – do not study just for the exams
- Review course materials thoroughly prior to class discussions or lab exercises
- Study to learn not to memorize
- Understand that by design you may not be able to find the answer directly written in your notes or textbook – CLS is about analysis and critical evaluation of information
- Use the course objectives to guide your study and to critically assess your learning
- Don't fall behind - each class will continue to layer information from week to week
- Communicate questions or areas needing clarification early to your instructor
- Limit work hours as much as possible
- Get enough sleep and eat properly
- Take time out for something you enjoy doing – have some fun too
- Delegate family responsibilities as much as possible during the semesters – they have an interest in your success
- Remember that the instructors' goal is to help you learn and succeed - seek their help
- Talk with Sarah Corrigan, the Student Services Advisor – she is there to help you (see below)

Academic Advising Roles & Responsibilities

Students in the Clinical Laboratory Sciences Program have both a Student Services and a Career Advisor.

Major function: Provides consultation and recommendations to CLS students while they are in the campus portion of the program. The Director of Clinical Education, as a member of the CLS faculty, serves as academic advisor to all students while they are taking clinical experience courses.

Scope of role: Advisement is provided related to students' academic performance. Issues that cannot be resolved within the scope of the adviser/student relationship can be referred to resources on campus and, in some cases, to the Program's Student Progress Committee.

Student Services Advisor key responsibilities:

- Contact student advisees during the first semester of the program to introduce themselves, discuss the adviser/advisee relationship, share resources, and encourage communication.
- Inform advisees of adviser's schedule and method to be used for making appointments.
- Provide consultative services for academic concerns in a confidential environment.
- Provide information and access to information and resources external to the program.
- Monitor academic standing of advisees during the didactic portion of the curriculum.
- Meet with advisee when issues related to academic performance are not resolved at the instructor level.
- Document student advisement meetings including a plan for resolution of issues and corresponding timeline for review. Submit documentation to the student, instructor (if involved), and place in the official student file.
- Present to CLS faculty those academic issues that are not resolved at the adviser level.
- Immediately inform the Program Director of concerns regarding student danger to self and/or others. In absence of the Program Director, this information may be reported to other appropriate persons/agencies for example, Student Counseling Services or campus security.

Faculty Career Advisor key responsibilities:

- Contact student advisees during the first semester of the professional year of the program to introduce themselves as well as discuss future career directions.
- Discuss professional behaviors expected of the CLS student in campus courses, clinical experience courses, and entry into the profession.
- Mentor the student toward a successful career in laboratory medicine or beyond.

Student advisee key responsibilities:

- Seek timely advisement for academic and professional behavior concerns whenever there is a perceived need.
- Follow chain of command – first seeking resolution of course-related issues with the involved instructor(s), then with their academic advisor, and finally with uninformed faculty member if their academic advisor is an involved instructor or Program Director (depending upon issue).
- Communicate with academic adviser if having difficulty completing the remediation plan or if there are barriers to resolving an academic or professional behavior issue.
- Use resources available at the University that are appropriate such as student counseling services, disability services, or student conflict resolution services.

Performance Sites

Currently, performance sites are located in the Twin Cities and Rochester, with tentative plans to expand in the years ahead to other sites around the state. Students matriculate through the University of Minnesota, but will benefit from the combined expertise of a statewide consortium of educational resources and faculty. As a NAACLS accredited laboratory education program the CLS program is required to maintain equal educational support and opportunities to students at any location. Each location has advantages and limitations but both sites are capable of providing a full and enriched education for CLS students. All students admitted into the University of Minnesota will receive their degrees from UMTC

regardless of their site placement. Students from affiliated colleges will receive their official degrees from their home college.

Since we typically have more applicants from the Twin Cities metro area than we can accommodate in our laboratory classrooms, a secondary selection/assignment process must take place for the senior or professional year of the program. Because there are fewer applicants from the Rochester area, students who prefer UMR for classes will be assigned to that location. Next, the students who entered the CLS program during Year 3 of the program will be given preference for their site assignment. Students who enter Year 4 or the professional year of the program as seniors or second BS degree students will be assigned to a location based on their preference, spaces available, and the need to balance student populations at each site. Students who are from an affiliate university (SCSU, Mankato, or Winona State) will be assigned to the Rochester location based on the contract agreement with their school.

Students assigned to the Rochester performance site must attend laboratory classes at that location, but may attend lectures in Minneapolis. To minimize the need for travel, laboratory courses are scheduled on Tuesdays and Thursdays to limit the number of commuting days. Lectures are scheduled for Mondays, Wednesdays, and Fridays. Student housing is available for students in Rochester, but many students choose to commute to class. Students often organize car pool groups to facilitate travel and study together along the way. Please see page 16 for office locations of both sites.

CLS Technical Standards (Essential Functions) for Admission

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation.

In adhering to this policy, the University abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity. The CLS Program encourages all qualified individuals to apply for admission to the Bachelor of Science in Clinical Laboratory Science.

The CLS Program curriculum, leading to eligibility for certification and licensure as a CLS practitioner, requires students to engage in diverse, complex and specific experiences critical to the acquisition and practice of essential laboratory professional skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the BS degree, these functions are necessary to ensure the health and safety of patients, self, fellow students, faculty and other healthcare providers.

The Technical Standards are knowledge, skill, and attitude/behavioral requirements necessary for successful admission and continuance by students for the CLS program. They are also necessary to acquire or demonstrate competence in a discipline as complex as diagnostic laboratory medicine. The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS <http://www.naacls.org>) mandates that the Technical Standards (also called Essential Functions), required for admission to and continuance in the CLS program, be made available to prospective students and to the public.

Technical Standards

The student must be able to meet the following Technical Standards to be admitted to and to continue enrollment in the CLS Program in addition to the academic conduct set forth by the University Student Code of Conduct:

- *Locomotion and Gross Motor Skills*—Students must
 - be able to move freely from one location to another in physical settings of the student classrooms and laboratories, medical laboratories and healthcare facilities
 - be able to operate equipment in the laboratory or healthcare facility and must be able to lift and move objects of at least 20 pounds
- *Fine Motor Skills*—Students must
 - have sufficient coordination to allow delicate and controlled manipulations of specimens, instruments, and tools
 - be able to safely grasp and release small objects (e.g., test tubes, microscope slides); perform fine movements such as the ability to twist and turn dials/knobs (e.g., for a microscope, balance, or spectrophotometer); and manipulate other laboratory materials (e.g., reagents and pipettes) in order to complete tasks
- *Communication Skills*—Students must
 - be able to communicate effectively and sensitively in written and spoken English
 - comprehend and respond to both formal and colloquial English, by person-to-person, telephone, and written communication
 - appropriately assess nonverbal as well as verbal communication with other students, faculty, staff, patients, family and other professionals
- *Visual Acuity and Sensory*—Students must
 - be able to identify and distinguish objects macroscopically and microscopically; read charts, graphs, and instrument scales as well as discern fine details of texture and color
 - have a sense of touch and temperature discrimination sufficient to perform laboratory testing
- *Cognitive Application Skills* — Students must
 - be able to apply knowledge, skills, and values learned from previous coursework and life experiences to new situations
 - measure, calculate, reason, analyze, integrate and synthesize information
 - apply theory to practice and test performance quality
 - sufficient cognitive (mental) abilities and effective learning techniques to assimilate the detailed and complex information presented in the CLS curriculum
 - be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; application of theory to clinical practice, and use of computer technology
 - have the capacity to perform these problem-solving skills in a timely fashion
 - comprehend three-dimensional relationships and to understand the spatial relationships of structures

- *Safety*— Students must
 - be able to work safely with mechanical, electrical, thermal, chemical, radiologic, and biological hazards and follow prescribed guidelines for working with hazards
 - be able to recognize and respond to safety issues appropriately
 - be able to recognize emergency situations and take appropriate actions

- *Stability*— Students must
 - possess the psychological health required for full use of abilities and respond to others in a collegial manner
 - be able to recognize emergency situations and take appropriate actions
 - maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances, including highly stressful situations
 - have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and in unpredictable ways

- *Affective (valuing) Skills*— Students must
 - show respect for self and others and project an image of professionalism, including appearance, dress, and confidence
 - have complete personal integrity and honesty
 - adhere to appropriate professional deportment
 - know that his or her values, attitudes, beliefs, emotions, and experiences affect personal perceptions and relationships with others
 - be willing to examine personal behavior when it interferes with productive individual or team relationships
 - possess skills and experience necessary for effective and harmonious relationships in diverse academic and work environments
 - have the physical and emotional stamina and capacity to function in a competent manner in the hospital, classroom and laboratory settings, including settings that may involve heavy workloads, long hours and stressful situations
 - be able to tolerate physically and mentally taxing workloads and long work hours, to function effectively under stress, and to display flexibility and adaptability to changing environments
 - be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes
 - adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical laboratory and medical practice

- *Professional skills*— Students must
 - follow written and verbal directions
 - work independently and with others and under time constraints
 - maintain composure under stressful situations or during heavy workload
 - prioritize requests and work concurrently on at least two different tasks
 - maintain alertness and concentration during a normal work period
 - learn and abide by professional standards of practice
 - possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance

- be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, individuals with disabilities, medically compromised patients and vulnerable children or adults
- accept responsibility for learning, exercising good judgment, and promptly complete all responsibilities efficiently and accurately

Reference citation: (accessed August 17, 2011).

1. Details Report for: 29-2011 Medical and Clinical Laboratory Technologists. O*Net Online (US Department of Labor, Employment and Training Administration), 2010. <http://www.onetonline.org/link/details/29-2011.00>
2. National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) may <http://www.naacls.org>

Student Outcome Goals

After completion of the CLS professional curriculum, the student should be able to:

1. Master the CLS Body of Knowledge and mode of inquiry appropriate for graduates entering the profession, including interpretation, performance and application of laboratory testing.
2. Identify and critically evaluate information and develop a plan toward problem resolution.
3. Develop a health care partnership with other providers for the improvement of patient and community health.
4. Communicate laboratory information effectively to a variety of audiences (patients, health care providers, families, and community).
5. Disseminate relevant materials to professional colleagues and community stakeholders through research and scholarly inquiry.
6. Discuss/Describe the value of continuing personal and professional development within our professional scope of practice.

Career Entry Competencies

Because laboratory practitioners are essential members of the health care team, there are required competencies from graduates of professional programs. Graduates of the CLS program should be ready to become active functional members at the levels prescribed for those entering the profession. Graduates should continue to meet the Technical Standards (Essential Functions) required while in the academic program while continuing to evolve into a practitioner. The following descriptive levels used to rate the career entry level competencies and therefore graduation competencies of a CLS practitioner.

Entry Level Competencies of the Medical Laboratory Scientist (NAACLS)

At entry level, the medical laboratory scientist will possess the entry level competencies necessary to *perform* the full range of clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Blood Banking, Microbiology, Urine and Body Fluid Analysis and Laboratory Operations, and other emerging diagnostics, and will play a role in the development and evaluation of test systems and interpretive algorithms.

The medical laboratory scientist will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed.

At entry level, the medical laboratory scientist will have the following basic knowledge and skills in:

- Application of safety and governmental regulations and standards as applied to clinical laboratory science;
- Principles and practices of professional conduct and the significance of continuing professional development;
- Communications sufficient to serve the needs of patients, the public and members of the health care team;
- Principles and practices of administration and supervision as applied to clinical laboratory science;
- Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services;
- Principles and practices of applied study design, implementation and dissemination of results.

Pledge to the Profession (ASCLS)

As a clinical laboratory professional, I strive to

- Maintain and promote standards of excellence in performing and advancing the art and science of my profession.
- Preserve the dignity and privacy of others.
- Uphold and maintain the dignity and respect of our profession
- Seek to establish cooperative and respectful working relationships with other health professionals.
- Contribute to the general well-being of the community.

I actively demonstrate my commitment to these responsibilities throughout my professional life.

ASCLS Code of Ethics

The code of ethics of the American Society for Clinical Laboratory Science sets forth the principles and standards by which clinical laboratory professionals practice their profession.

I. Duty to the Patient

Clinical laboratory professional are accountable for the quality and integrity of the laboratory services they provide. This obligation includes maintaining individual competence in judgment and performance and striving to safeguard the patient from incompetent or illegal practice by others.

Clinical laboratory professional maintain high standards of practice. They exercise sound judgment in establishing, performing, and evaluating laboratory testing.

Clinical laboratory professional maintain strict confidentiality of patient information and test results. They safeguard the dignity and privacy of patients and provide accurate information to other health care professionals about the services they provide.

II. Duty to Colleagues and the Profession

Clinical laboratory professional uphold and maintain the dignity and respect of our profession and strive to maintain a reputation of honesty, integrity, and reliability. They contribute to the advancement of the profession by improving the body of knowledge, adopting scientific advances that benefit the patients,

maintaining high standards of practice and education, and seeking fair socioeconomic working conditions for members of the profession.

Clinical laboratory professional actively strive to establish cooperative and respectful working relationships with other health care professionals with the primary objective of ensuring a high standard of care for the patients they serve.

III. Duty to Society

As practitioners of an autonomous profession, clinical laboratory professionals have the responsibility to contribute from their sphere of professional competence to the general well-being of the community.

Clinical laboratory professionals comply with relevant laws and regulations pertaining to the practice of clinical laboratory science and actively seek, within the dictates of their consciences, to change those which do not meet the high standards of care and practice to which the profession is committed.

Certification

Graduates from the CLS Program of the University of Minnesota are eligible to take national examination for certification as medical laboratory scientists. The examination is conducted by the American Society of Clinical Pathology's Board of Certification (BOC). Most employers require certification for employment. Application forms, examination content guidelines, practice tests and much more are available on line. Obtaining the Bachelor of Science degree in CLS is not contingent on passing any type of national certification or licensure examination.

American Society of Clinical Pathologists (ASCP)

Board of Certification (BOC)

33 W. Monroe St., Suite 1600

Chicago, IL 60603-5617

(312) 541-4999 (www.ascp.org/bor)

1-800-257-2727

Licensure

Some states have laws or regulations governing the practice of Clinical Laboratory Science. Licenses or "certificates" are issued to qualifying persons. In order to obtain a license, states require that the individual has passed a national certification exam. In some states the exam must be from a particular certifying agency and there may be additional conditions that must be met. Persons considering employment in a state should contact the State Department of Health of that state for further information. States that currently have licensure laws include: California, Florida, Hawaii, Louisiana, Montana, Nevada, North Dakota, Rhode Island, New York, Tennessee, West Virginia, and Puerto Rico. More states are added to this list each year.

Helpful information for understanding the licensure process is available at:

http://www.ascls.org/?page=Grad_PL&hhSearchTerms=licensure.

Accreditation

The University of Minnesota Clinical Laboratory Science program is proud to be fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

NAACLS

5600 N. River Rd, Suite 720

Rosemont, IL 60018-5119

Phone: 847-939-3597 or 773-714-8880

Web Site: <http://www.naacls.org>

Email: INFO@naacls.org

The NAACLS Standards apply to laboratory education programs throughout the United States. These Standards guide the development of the curriculum and include such topics as professional communication, evaluation, intervention, service delivery, research, and professional community. The purpose of these Standards is to establish, maintain, and promote standards of quality for educational programs in the clinical laboratory sciences and to provide recognition for educational programs which meet or exceed the minimum standards outlined in this document.

The Standards are to be used for the development and evaluation of medical laboratory science programs. Paper reviewers and site visit teams assist in the evaluation of the program's compliance with the Standards. Lists of accredited programs are published for the information of students, employers, and the public.

NAACLS accreditation assures that the CLS program at the University of Minnesota has met or exceeded specific national Standards developed through a process that requires the input and review of peer groups, sponsoring and participating organizations, affiliating organizations and other interested professional groups. The most recent self-study and site visit inspection of the CLS program at the University of Minnesota was completed in 2009 during which time the CLS Program was given a full accreditation renewal of 7 years by NAACLS.

The CLS program delivers the curriculum at both the Twin Cities and Rochester campuses of the University of Minnesota and offers certification to students entering through the following affiliated MnSCU colleges: St. Cloud State University, Mankato State University and Winona State University.



CLS FACULTY & STAFF

Janice Conway-Klaassen, PhD, MT(ASCP)SM
Program Director

15-170A Phillips-Wangensteen Bldg.
jconwayk@umn.edu

Patricia Johnson Brennecke, BS, MT(ASCP)
Director of Clinical Education

271 Children's Rehabilitation Bldg
brenn269@umn.edu

Mauri Brueggeman, MEd, MLS(ASCP)
Instructor
15-178 Phillips-Wangensteen Bldg.
mbruegge@umn.edu

Priscilla M. Bormann, BS, MLS (ASCP)
Teaching Specialist
3-325 Moos Tower
borma002@umn.edu

Nancy Coley, BS, MT(ASCP)
Teaching Specialist
3-325 Moos Tower
coley001@umn.edu

Joanna George, MPS, MLS(ASCP)SBB
Instructor
174 Phillips-Wangensteen Bldg.
georg008@umn.edu

Jeanne Krumpelmann, MEd, MT(ASCP)
Teaching Specialist
3-325 Moos Tower
kile0016@umn.edu

Lorna Ruskin, EdD, MT(ASCP)
Assistant Professor
15-160A Phillips-Wangensteen Bldg
lrmuskin@umn.edu

Donna Spannaus-Martin, PhD, MLS(ASCP)
Professor
15-160C Phillips-Wangensteen Bldg.
spann003@umn.edu

Stephen Wiesner, PhD, MT(ASCP)
Assistant Professor
15-176 Phillips-Wangensteen Bldg.
wiesn003@umn.edu

Andrew Yue, BS, MT(ASCP)
Program Coordinator - Rochester
352 University Square (Rochester)
yuex0004@umn.edu

Mary Jane Yue, MS, MT(ASCP)
Teaching Specialist
3-325 Moos Tower
yuexx003@umn.edu

Nicole Zahnle, BS, MT(ASCP)
Teaching Specialist
421 University Square (Rochester)
zahnl001@umn.edu

Rochester Performance Site

University Square
111 South Broadway
Rochester, MN 55904

Twin Cities Performance Site (Central Office):

Phillips-Wangensteen Building,
Room 15-194 (Mailing Code 711)
420 Delaware St SE
Minneapolis, MN 55455
Phone: 877-334-2659 Fax: 612-625-5901

All CLS students are required to comply with the academic progress standards established by the CLS Program in order to make satisfactory academic progress towards completion of the Bachelor of Science in Clinical Laboratory Sciences. CLS academic progress policies and procedures are in accordance with all Center for Allied Health Programs and University of Minnesota policies and procedures. These policies are also in alignment with the requirements for professional accreditation by NAACLS.

Advising & Registration Procedures

All students in the CLS Program, year 3 and 4, are expected to plan their class schedule each semester with the Student Services Associate, Sarah Corrigan. Students should set up an appointment by email at huhta001@umn.edu. Please be sure to include your available times and days in the message you send. Appointments are typically scheduled for 60 minute blocks, between 9-12 or 1-4 M-F.

Students have a variety of options for enrolling or registering for courses. Registration instructions and information are available via One Stop in the “Registration” section.

Transfer of Previous Courses

The University of Minnesota accepts transfer credit from regionally accredited colleges or universities in the United States and from internationally recognized institutions of higher education in other countries.

Transfer credit will generally be given for coursework that is similar in level and content to courses that are offered at the U of M–Twin Cities campus. Standard liberal arts courses tend to transfer routinely (e.g., courses in the arts, humanities, mathematics, physical and biological sciences, and social sciences).

Vocational, technical, or skills-based courses generally do not transfer. In addition, courses usually do not transfer for subjects that are not offered for credit on the Twin Cities campus, such as aviation, restaurant or hotel management, or real estate.

For more information on transfer course petitions, review the Transfer Course Petition Guide at http://admissions.tc.umn.edu/PDFs/TC_guide.pdf, and the [University of Minnesota Transfer Credit Policy](#). For program specific course transfer information please go to the CLS program web site at: <http://cahp.umn.edu/transfer-guides>.

First Semester Registration

Students' first registration in the CLS program always means a transfer of college, either internally or from outside the University of Minnesota. You will be sent instructions on how to register for the correct classes by Sarah Corrigan, Student Services associate. The following suggestions can help students avoid any problems related to registration during the first semester:

- Confirm enrollment by viewing [Enrollment Summary online via One Stop](#). It is best to print a copy of your enrollment to keep in your files for future reference.
- Confirm correct medical and immunization information through Boynton Health Services by calling (612) 625-8400*.
- Confirm that registration is in the Clinical Laboratory Sciences Program.
- Confirm correct tuition charges by viewing [Student Account Online via One Stop](#).

Refer any initial questions to One Stop by calling (612) 624-1111 or sending an email to helpingu@umn.edu.

*Students seeking degrees from Mankato, St. Cloud, or Winona must provide proof of medical coverage and immunization compliance from outside the U.

Liberal Education & Writing Intensive Requirements

All students must complete liberal education requirements to obtain a degree from the University of Minnesota. Due to the intensive nature of the Year 4 CLS curriculum, students should have all liberal education requirements complete at the end of Year 3, with the exception of their last 4xxx-level writing intensive course in the major. Information detailing the U of M Liberal Education requirements, including specific themes and cores, is available via One Stop at http://onestop.umn.edu/degree_planning/lib_ed/index.html.

All students graduating from the University of Minnesota's CLS program must fulfill all the requirements of the CLS program as well as the requirements for a bachelor's degree from the University of Minnesota. Students who are enrolled at a partnering university (such as St. Cloud, Mankato, or Winona State Universities) must complete all CLS professional courses including all clinical experience courses (to be permitted to take the ASCP national certification examination) AND fulfill all the depth and breadth requirements of their *home* university.

Each student has an [Academic Progress Report](#) (APAS) that specifically documents his/her progress towards degree completion. [The APAS report is available on One Stop](#) and should be used as an advising and degree planning tool. CLS students should refer to the APAS report when working with his/her CLS advisor to be sure degree plans is correct.

More about Transfer Credit, Test Awards, and Liberal Education (General Education) Requirements can be found on the [U of M Admissions webpage for Transfer Students](#), including information about:

- Meeting U of M Liberal Education Requirements
- College of Science and Engineering Transfer Equivalents (science courses)
- Minnesota Transfer Curriculum

Grades & Uniform Grading Policy

The University of Minnesota Uniform Grading Policy can be found at both onestop.umn.edu and in the UWide Policy Library at

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

To continue enrollment a students in the CLS Program are expected to receive at least a grade of C in ALL courses taken. Less than C (C-, D, F) grades are not accepted for progress in the major.

Incomplete (I) Grade

An incomplete grade is permitted only in cases of exceptional circumstances (typically outside of the student's control) and following consultation with the instructor. Incomplete grades are not given to prevent a failing grade in a course. In such cases an "I" grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. An "I" grade received in a CLSP course is expected to be completed by the end of the following semester. If this is not fulfilled, the grade reverts to an F.

N Grades

While in the professional program, probationary status may be assigned when a student receives a grade less than C or when a student has an overall GPA in the professional program of less than 2.0. CLS calculates an N grade as an F. For example, a 4 credit course with an N receives no grade points but is calculated as 0 in total GPA, e.g. A=4, B=3, C=2, D=1, N=0, F=0. If the course is repeated and a C grade earned, 4 credits (of C) are used to calculate the GPA.

Grade Accountability

The University of Minnesota Grading Accountability Policy is listed below, and can also be found in the UWide Policy Library at

<http://www.policy.umn.edu/Policies/Education/Education/GRADEACCOUNT.html>

By the start of the term, every department must identify, for each course offering, the instructor responsible for the course.

1. Instructor responsibility

- a. The instructor who is in overall charge of a course offering is accountable for all grades given to students. Responsibility for grading or evaluating student work in a course may be assigned to a teaching assistant or grader but ultimate responsibility remains with the instructor for the course. All individuals who grade or evaluate student work in a course must have a formal affiliation with the course (e.g., as instructor of record, teaching assistant, paid grader).
- b. Instructors in charge of a course with multiple sections or laboratories must take reasonable steps to ensure that grading across sections or laboratories is consistent.

Instructor responsibilities, con't

- c. In courses where the instructor in charge of a course is an adjunct faculty member who may be affiliated with the University for only a short period of time, the department or academic unit may assign a regular faculty member to be accountable for grades after the course has ended.
- d. Students in every course must be clearly informed about who is ultimately responsible for assigning grades in the course.

2. Student questions about grades

- a. Students have the right to request and receive an explanation for a grade during and after the course **but have no right to challenge the academic merits of any grade.**
- b. Students may seek an explanation for a grade **until the end of the following semester** (not including summer session). The instructor is obligated to provide an explanation for a grade within a reasonable time if a request is made by the end of the following semester. **The instructor is not obligated to reconsider the grade.**

If a student does not receive an explanation for a grade from the instructor within a reasonable time of making a request, he or she may consult the Program Director for assistance in obtaining an explanation. Students also may seek assistance from the office.

General Grading Policy in the CLS Program

Each course in the CLS Program will provide you with a syllabus describing the course activities, assignment, quizzes, and exams that contribute to the final course grade. Because this is a medical and profession curriculum, CLS program courses may be quite different than previous courses you've taken. To successfully complete a CLSP laboratory course, students must meet final performance competencies for that course regardless of other points earned.

What does this mean? Why do we have this policy?

The CLS program is not just a degree program at the University; it is also a credentialing degree in a medical profession. Graduates of this accredited medical laboratory program must meet required performance standards and be able to perform medical laboratory testing on patients efficiently and with absolute accuracy. Patient's lives are at stake. Therefore to pass each laboratory course, the final proficiency exam must also be passed. Standards will be clearly described in each course for the expectations of performance competency. Each course is designed to provide students with sufficient guidance and practice to meet the required competencies. These performance standards are aligned with the professional expectation of NAACLS and of the employers. To demonstrate competency is to show the ability to perform, interpret and apply knowledge accurately, efficiently, and consistently.

Students must also comply with the Affective Domain competencies each semester to continue enrollment. These professional standards of behavior and interaction are required in the workplace and therefore must be developed while in the educational program. If you have any questions please contact the individual course directors for information.

How are grading scales applied?

One of the key differences about the courses in our program is that we do not use a curve of grades. Because we are a competency-based curriculum and because we are a medical curriculum, students must meet required competencies to pass each course. We therefore do not provide “extra credit, second chances, or make-ups” for missed course requirements. Instructors have determined the minimum competencies required for each of the CLS course based on the NAACLS Standards, the ASCLS Entry Level Competencies, and the content of the ASCP Board of Certification Exam. Assignments, quizzes, and other activities must be completed according to the parameters of the course; late assignments typically are still required but may receive zero points. Each course will describe how missed requirements will be managed. It is important that students understand the rigorous demands of the CLS program and know that you may need to adjust your traditional study habits to be successful.

Although difficult to do in a typical grade-based college environment, we would like to discourage you from focusing on the points earned on an assignment or exam and instead consider whether you have truly learned the information. Many times students want to negotiate with faculty for a few points here and a few points there thinking that this will allow them to pass the course. If you focus on mastering the information, your performance on the course activities will demonstrate your abilities. If you have questions, please contact your faculty or academic advisor.

Academic Standing in the CLS Program

The primary goal of the CLS Program is to ensure that graduates have a strong academic foundation, ethical core, and professional competence. In most cases the student is the first person to be aware of an academic problem and, therefore, is encouraged to initiate contact with professors and academic advisors. Faculty can provide study tips, help with understanding the material presented in class, and referral to many resources on campus.

Good Standing

To continue and progress in the CLS Program students must remain in Academic Good Standing. To be considered in Academic Good Standing within the CLS Program, students must meet all of the following criteria:

- Has received a grade of C or higher in all CLSP courses and elective courses taken outside of the program
- Has received no grades of N in any courses once admitted into the program
- Has not withdrawn from any courses once admitted into the program
- Maintains a semester and overall GPA of 2.00 or higher
- Remains in compliance with all Technical Standards
- Meets all Affective Domain requirements in CLSP courses
- Maintains full-time student enrollment status or receive a formal waiver (13 credit exemption) from the program

Academic Difficulty with Potential for Failing Grade

If a student finds themselves in academic difficulties in one or more courses, he or she is strongly encouraged to contact and discuss the performance with the instructor(s) and CAHP Student Services advisor BEFORE the course(s) has ended. Ideally the student should contact the instructor about the performance problem(s) as early in the course as possible. There may be assistance available during the semester, however **once the course has ended CLS Program academic progress policies will be enforced without exception**. See Table 1 for examples of conditions that may lead to program probation or dismissal.

Mid-Term Alerts

CLS Program faculty will generate a Mid-Term Alert for students who may be in academic difficulty in one of their courses. Students who receive a Mid-Term Alert are required to meet with the course director and the Student Services Advisor for assistance and guidance toward successful completion of the course. This may include counseling about study habits, finding a student volunteer for tutoring, referral to University Services, or other assistance as deemed necessary. These assistance measures are not required however the student is strongly encouraged to use the services available toward academic success.

Academic Probation

Students will be placed on Probation if they receive a **grade less than C or a grade of N in only ONE course**. Students will also be placed on probation if they have withdrawn (**W grade**) from any course. Students may also be placed on probation if they fail to meet the other requirements for Academic Good Standing within the program.

Non-Academic Probation

Students, even students in overall good academic standing, may be placed on Probation within the CLS Program for violation of the safety, professional and/or behavioral requirements of the program. These may include but are not limited to:

- Interpersonal problems interacting with patients, faculty, staff, clinical preceptors, or fellow students (includes online as well as in-person interactions).
- Not following the CLS Program's stated policies and procedures
- Non-approved absences or tardiness for required attendance sessions or exams
- Failure to prepare for laboratory sessions per course requirements
- Failure to comply with affective and/or safety standards in laboratory or clinical courses
- Removal from a clinical assignment for safety or behavioral issues
- Failure to meet the Technical Standards of the CLS program

Students who have received an N grade on the Affective Domain rating in any course will be placed on Program probation.

Progression in the CLS Curriculum and Consequences of Probation:

The CLS curriculum is sequential in nature and classes are typically only offered in fall or spring semesters and often only once per year. If a student withdraws from a required course during Year 3 of the program or earns a grade of less than C in a required course outside the CLS curriculum (e.g. Biochemistry, Genetics, or Microbiology), they may be able to repeat the course in time to maintain their eligibility to progress to Year 4 of the CLS curriculum. A Withdrawal, less than C grade, or N in a CLSP course typically impedes a student's progression and delays their graduation by one full academic year. This is because students must successfully complete each CLSP course with a grade of C or better before moving on to the next course in the sequence. If a student is on probation due to an unsatisfactory grade in a required course, they are not eligible for clinical placement until the course has been successfully completed. A student must successfully complete all didactic and campus laboratory courses before they are eligible for enrollment in Clinical Experience courses.

Probation Contracts

Students on probation must complete a contract for academic or behavioral performance, developed from their program of enrollment. The Probation contract will specify which courses (if appropriate) will be repeated and which semester they must be taken. Students who are on non-academic probation will have a similar contract developed outlining the remediation required to meet program Affective Domain or Technical Standards. All probation contracts must have final signature approval of the CLS Program Director.

Dismissal

Dismissal is enforced if a student receives **a grade of less than C and/or a grade of N or W in TWO or more courses**. These courses can be in the same or in different semesters. Failure to successfully complete a probation contract (academic or non-academic) will also lead to dismissal from the CLS program.

Notification

Students will be notified in writing of their probation or dismissal by the CLS Program Director. This notification shall be made by university email. The email letter will include directions to the appropriate section in the Student Handbook and other program or University policies that apply. Letters of dismissal are sent by University email.

Reconsideration and/or Appeal of CLS Program Actions

All CAHP programs are based in the Twin Cities; therefore, this resolution process extends to students in CAHP programs at other performance sites as well as the Twin Cities location. Students in the CLS program can discuss their situation with CAHP Student Services for assistance. If a student has been placed on Probation or has received a notice of Dismissal from the CLS program, the student has the right to have their situation reviewed, and should talk to the student services advisor as their first step in the process.

Readmission

Students dismissed from the CLS Program have the option of reapplying; however readmission to the program is competitive with all other candidates for that year, and contingent on evidence that factors that led to the dismissal have been corrected. It may be helpful for students to show successful

completion of upper division science courses outside CLSP as evidence that they are ready for success. Students readmitted to the program that have been previously dismissed will be readmitted on a probationary status and will be expected to complete the terms outlined in the probation contract included with the offer of admission. Failure to complete probationary conditions in the probationary semester will result in immediate dismissal.

Withdrawal from the CLS Program

Students have the right to request a withdrawal from the CLS Program and should contact CAHP Student Services for information. If a student chooses to withdraw from CLS, readmission is required if he/she wishes to continue in the program at a later time. CLS students are responsible for providing notification to course instructor(s) when a withdrawal request has been approved.

Withdrawal from Individual Courses

Once a student has been admitted into the CLS Program they are expected to complete all courses in which they are enrolled. If a student withdraws from a required or an elective course, they will be placed on Academic Probation within the program. For this reason it is essential that students work with their Student Services advisor to develop a plan of study that will allow them to be successful each semester. (See also Academic Probation)

Leave of Absence

An official leave of absence is now required for all undergraduates who do not enroll for one or more semesters (excluding summer). Students who are absent one or more semesters without an approved leave of absence will not be able to register when they return and may need to apply for readmission into their program. Students should consider a Leave of Absence in lieu of withdrawing from the CLS Program, if appropriate.

Non-Enrollment

Undergraduates who fail to register for a semester (excluding summer) (Twin Cities and Rochester) and who have not been granted a leave of absence or whose leave of absence has expired will be dismissed from the program. Students must apply for readmission to complete any remaining program requirements. Students who are readmitted must meet the requirements of the current program admission's plan.

Lab Safety Review

Lab safety training and review is required on an annual basis. Students who take time off or who need to repeat Year 4 classes must repeat Lab Safety training prior to returning to lab classes and/or clinical rotations.

Table 1 - Actions when Academic or Behavioral Standards are not met (Examples)

	Incident	Required Action	Immediate Effect on Enrolled Student	Student Optional Actions
A	Student who has never been on probation, earns a single course grade below C or a grade of N or withdraws from a course	Student placed on probation	Student is <u>not</u> permitted to continue in course sequence until deficient course is retaken successfully. <i>Original course grade remains on record for course; new course appears as repeat.</i> Student must develop a Probation Contract with Academic Advisor for progression.	Student has 5 working days to request Reconsideration from Program Director or Appeal to CAHP
B	Student, who has never been on probation, earns two or more course grades below C, below S or withdraws from two or more courses in a single semester.	Student dismissed from Program	Student is <u>not</u> permitted to continue in enrolled courses or to continue in program	Student has 5 working days to request Reconsideration from Program Director or Appeal to CAHP Student may reapply to CLS Program at next admission cycle If re-admitted, the student enters the program on probation and must meet the requirements of a Probation contract
C	Student who is on probation contract earns a grade below C or earns an N or withdraws from an additional course.	Student dismissed from Program	Student is <u>not</u> permitted to continue in enrolled courses or continue in program	Student has 5 working days to request Reconsideration from Program Director or Appeal to CAHP Student may reapply to CLS Program at next admission cycle. If re-admitted, the student enters the program on probation and must meet the requirements of a new Probation contract.
D	Student fails to meet the requirements of the probation contract.	Student dismissed from Program	Student is not permitted to continue in enrolled courses or to continue in program	Student has 5 working days to request Reconsideration from Program Director or Appeal to CAHP Student may reapply to CLS Program at next admission cycle. If re-admitted, the student enters the program on probation and must meet the requirements of a new Probation contract.

Table 1, con't				
	Incident	Required Action	Immediate Effect on Enrolled Student	Student Optional Actions
E	Student has no prior probation, fails to complete coursework of a single course due to extenuating circumstances.	Student awarded "Incomplete (I)" grade per University guideline/ Instructor decision. Must be passing the course AND successfully completed at least 2/3 of the course requirements	Student and Instructor develop a <i>Incomplete Contract</i> defining remaining course work and due dates CAHP Student Services Advisor notified Student continues in concurrently enrolled CLS courses If contract met, student awarded earned grade.	Student must complete remaining course requirements within the time frames stipulated in the <i>Incomplete Contract</i> .
F	Student without history of probation, <u>fails</u> to complete the requirements of the <i>Incomplete Contract</i> by the dates specified	Student placed on probation	If Incomplete Contract not met, the course grade converts to an "F" – non-passing. See above for progression criteria	Student may re-enroll and retake the course when it is next offered Student has 5 working days to request Reconsideration from Program Director or Appeal to CAHP
G	Student is not able to meet the program Technical Standards. Faculty member will document Standard infraction and conditions	Student placed on probation	Student is <u>not</u> permitted to continue in the program until corrective action is taken Student must develop a Remediation Contract with Academic Advisor for progression. This may include referral to University support services.	Student has 5 working days to request Reconsideration from Program Director or Appeal to CAHP
H	Student violates safety requirements in campus laboratory courses. Faculty member will document safety infraction and conditions.	Student placed on probation	Student is <u>not</u> permitted to continue in the program until corrective action is taken. Student must develop a Remediation Contract with Academic Advisor for progression.	Student has 5 working days to request Reconsideration from Program Director or Appeal to CAHP

Table 1, con't				
	Incident	Required Action	Immediate Effect on Enrolled Student	Student Optional Actions
I	Student is loaned laboratory equipment and either does not return equipment or causes damage.	Student must return missing equipment.	A hold will be placed on the student's record.	Student may return equipment or reimburse program for the cost of the equipment.
J	Student does not meet professional behavior standards in the physical classroom, in online learning forum, or in email exchanges with professors or classmates.	Student placed on Program probation	Student is <u>not</u> permitted to continue in the program until corrective action is taken Student must develop a Remediation Contract with Academic Advisor for progression. This may include referral to University support services.	Student has 5 working days to request Reconsideration from Program Director or Appeal to CAHP
K	Student does not meet professional behavior standards during clinical rotation or violates policies of clinical education site. If dismissed or removed from site grade of N is given for clinical course.	Student placed on probation	Student is <u>not</u> permitted to continue in the program until corrective action is taken. Clinical Preceptor & CLS Director of Clinical Education document incident as well as counseling session. Student must develop a Remediation Contract with the Dir Clin Ed. for progression.	Student has 5 working days to request Reconsideration from Program Director or Appeal to CAHP

CLS Program Student Concerns and Complaint Policy

Instructors have a responsibility to establish and maintain a civil, productive, inclusive, and stimulating learning environment. Both instructors and students have a fundamental obligation to respect the instructional setting as a place for civil, courteous discourse. The CLS Program wishes to maintain an open and constructive environment for student learning and academic discourse. As such we encourage students to discuss concerns or complaints with their instructors and/or student services advisor at any time.

As a future health care practitioner it is essential that students understand how to bring concerns forward in a constructive manner as this will be a necessary skill for their career. Voicing concerns in a professional manner is considered part of the behavioral expectations of students enrolled in the CLS program and for program graduates. It is also essential that the CLS Program provides students with a safe environment to voice their concerns and guidance in addressing their concerns.

On occasion, students may have questions, concerns, or complaints about situations that arise in the classroom, whether in the physical or online environment. The CLS Program takes students' concerns very seriously and each concern or complaint will be addressed courteously, promptly, and with sensitivity. If the concern is related to a course, students are encouraged to first bring these issues to the attention of the instructor or the individual involved in an attempt to resolve the issue at this level. Students may also bring their concerns to their student services or faculty career advisor at any time. Their advisor can act as a consultant; provide advice or perspective about their concerns, or if necessary, act as an intermediary. These situations may have developed due to a misunderstanding or miscommunication between individuals. Talking things out together may bring better understanding to both parties. It will also provide the CLS program with information for continuous improvement.

After discussion with the advisor, the student may choose several options as next steps:

- The student, with guidance from the advisor may bring the issue to the other individual for discussion
- The advisor may bring the issue forward on the student's behalf to the instructor or Program Director
- The student may reconsider their concern based on discussion with the advisor
- If the student feels that their concerns were not addressed adequately through this process, they may choose to report the incident directly to the CLS Program Director

Please note: A record of the students' concerns will be kept as a part of the CLS program's evaluation process.

Complaint Process with the CLS Program

A complaint may be filed when the conduct of another individual has the purpose or effect of substantially interfering with an individual's academic performance, or of creating an intimidating, hostile, offensive or disruptive environment in which to learn; unfair or inequitable grading or classroom treatment.

Determining what constitutes inappropriate conduct under this policy will be accomplished on a case-by-case basis and depends upon the specific facts and the context in which the conduct occurs. After receiving a complaint concerning an incident or behavior, the instructor or advisor will gather background information to help inform discussion.

- 1) Even if the complaint is verbal in nature, a written documentation file of the occurrence must be initiated. This documentation must include the date, time, location, individuals involved in the complaint itself and possible witnesses, as well as the nature of the incident causing the complaint. This documentation should also include the date and time of the actual complaint.
- 2) If at all possible, the complaint should be managed within the CLS Program. This will provide a mechanism of discussion directly by parties involved and within context of the program's requirements.
- 3) After gathering appropriate information, the Program Director will discuss a possible resolution with both parties. Note that many times complaints may be rooted in misunderstandings and/or confusion and misinterpretations. In those cases, the role of the Program Director may be that of a mediator for clarification between the parties involved.
- 4) Dates and times of discussions, meetings, resolutions, should all be recorded in the complaint incident file.
- 5) At the completion of the investigation, a recommendation will be made to the individuals involved as well as the appropriate management regarding the resolution of the matter.

CONFIDENTIALITY

The CLS Program and University of Minnesota recognize that confidentiality is important. However, confidentiality cannot always be strictly guaranteed. The administrators, faculty or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused of inappropriate conduct to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the University is required by law to disclose information (such as in response to legal process), or when an individual is in harm's way.

RETALIATION

Retaliation against an individual, who in good faith reports a complaint or provides information in an investigation about behavior will not be tolerated, and may be grounds for discipline. Retaliation in violation of this policy may result in discipline up to and including termination and/or expulsion.

Any employee or student bringing a complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of academic standing, nor discriminated against,

terminated, or dismissed because of the complaint. Note: Intentionally providing false information may be considered grounds for Program discipline.

“Retaliation” may include, but is not limited to, such conduct as:

- escalation of the original complaint behavior
- verbal harassment
- public comments about the incident
- unwarranted disciplinary action in or out of class
- unfair performance evaluations
- singling out the student for excessive enforcement
- a dismissal
- an unfair grade
- an unfavorable reference letter without cause

RELATIONSHIP TO FREEDOM OF EXPRESSION

The CLS Program and the University of Minnesota are committed to the principles of free inquiry and free expression by both students and faculty. Vigorous discussion and debate are fundamental rights and this policy is not intended to stifle teaching methods or freedom of expression. Harassment and inequitable treatment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of institutions, the tradition of intellectual freedom and the trust placed in the institutions by their members.

Absence for Participation in Religious Observances

The University of Minnesota permits absences from class for participation in religious observances. Students who plan to miss class must:

1. Inform instructors of anticipated absences no later than 7 days after the start of a course;
2. Meet with instructors to reschedule any missed examinations; and
3. Obtain class notes from other students.

Instructors are expected to assist students in obtaining course materials and assignments distributed during class sessions and to make arrangements for taking missed examinations. More information can be found at: http://www.eoaa.umn.edu/learn_about/Definitions/religionandcreed.html

NOTE: The above policy is pertinent to the University of Minnesota, however CLS students participating in their clinical rotations at other sites that may have different policies. Should you wish an accommodation for religious observance during your clinical rotations, you must inform our Clinical Coordinator (Pat Brennecke, brenn269@umn.edu) by April 1st of the spring prior to the onset of your rotations. Ms. Brennecke will work with you to resolve the matter in the best possible manner.

NOTE: *Due to the nature of the Clinical Laboratory Sciences program laboratory courses, it may not be “reasonable” to provide make-up sessions for multiple courses in all CLS laboratory courses. Please consult CAHP Student Services or the CLS Program Director if you need to request more than 2 days from laboratory courses due to religious observances.*

Academic Calendar

There are many important dates related to attendance, registration, and billing, etc. It is essential that students are aware of the dates and deadlines associated with the Program in Clinical Laboratory Sciences. The University of Minnesota undergraduate academic calendars are available online via One Stop. <http://onestop.umn.edu/calendars/index.html>

Academic Integrity

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized and reported to the Office of Student Conduct and Academic Integrity (OSCAI), <http://www1.umn.edu/oscai/index.html>.

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in every course. It is unacceptable to hand in assignments for any course when credit has been received previously in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project may be acceptable but requires course director approval in advance. If you have any questions, consult the instructor.

Integrity is a critical aspect of all allied health professions, and the integrity of laboratory results can affect patient care and patient survival. If a student provides false personal information as a rationale for requesting special consideration on a test or other assignment, this situation will be referred to the Student Scholastic Standing Committee, and the student may be dismissed from the program, based on the ruling of this committee.

Address and Name Changes

Address changes should be made online via One Stop. Students may have more than one address on file (e.g. permanent home address, mailing address, diploma mailing address). CLS students must update their contact information as soon as possible because program information is sent using the contact information provided through One Stop. Name changes forms are also available through Onestop forms.

Cancellation and Tuition Refunds

Course cancellations are effective the day they are processed and strictly follow the dates listed on the refund schedule (exceptions are not made for classes that have not yet met for the week). See the University of Minnesota Academic Calendar included in this manual for specific dates.

A tuition refund will be based on the date the course is officially canceled (by canceling online or by taking a complete [Registration and Cancel/Add form](#) to a One Stop location), not on the date you stopped attending class. **Students are required to consult with a Program staff PRIOR to dropping a CLSP or prerequisite course.**

Exceptions to the Cancellation/Tuition Refund Schedule on the University Academic Calendar are handled by an appeal process through the University of Minnesota Academic Support Resources Office and One Stop. When a student has a documented extenuating circumstance to report the appeal should be filed using the [Tuition Refund Appeal Form available on One Stop Forms Online](#).

Class Picture

During the Senior CLS Student Program Introduction a photograph of each student will be taken for the following purposes:

- For faculty reference
- For student community building
- For identification and security at clinical sites

Each student must submit an Authorization for Photography, Videotaping, and Interviewing to CAHP.

Clinical Educational Experience

Clinical Rotation Assignments

After the year 4 curriculum is completed, clinical rotations will be assigned based on availability, academic standing in the CLS Program, and a randomization process. Students must have successfully completed all didactic and campus laboratory courses before enrolling in any clinical experience course. Early in spring semester, students are asked to complete a survey asking personal information that may assist in their clinical placements during the spring semester. It is important that students provide accurate and reliable information in this survey process, because once assigned clinical assignments cannot be modified. Please note: Students cannot be assigned to clinical locations where they are currently employed or where immediate family members are currently employed. Failure to disclose these conflicts of interest on the survey may result in dismissal from the CLS program.

Every opportunity will be taken to provide students with timely clinical assignments so they may graduate on time. However, some students may have a delayed clinical schedule if sufficient clinical sites are not available to accommodate every student. Students need to be aware that clinical rotations can be assigned ANYWHERE in the State of Minnesota and travel to a distant rotation site is a distinct possibility. Travel and housing expenses are the responsibility of the student. CLS works closely with students to secure supplemental funding when available to help support requiring temporary housing. Students are strongly encouraged to seek One Stop counseling for Year 4 and clinical sequence financial aid options.

Limited clinical rotation availability: The Program guarantees that students will be placed in all required clinical rotations as long as the student is in good academic standing. However, when there is a lack of clinical rotations available at a particular time, there may be a short delay in their schedule.

Clinical Grade and Evaluation

Rating forms and criteria of performance have been developed for each clinical area and will be explained to the students upon entry into the area. Satisfactory performance will be indicated by a grade of S; unsatisfactory performance will be given a grade of N (no credit). A grade of S is required in all clinical courses for graduation. A grade of N must be made up by repeating the course. The rating forms are used in counseling and employment recommendations. Students should review the rating form with the clinical instructor or with an adviser in the CLS Office.

Clinical Schedules

During the clinical experience semester, students will be required to attend on a full-time basis. The typical schedule for a clinical experience is 7:00 am to 4:00pm or 8:00am to 5:00pm. On a rare occasion students may be schedule for a “swing shift” experience (3:30pm – 11:00pm). Students will be fully informed of these schedules well enough in advance to make personal arrangements.

Work During Clinical Experience

Because of the intense nature of the clinical experience courses and the requirements for student attendance and study, the CLS program strongly recommends that students do not work during this semester. With the current economic climate as well as personal and family obligations, we understand that some students must work. However it will not be possible to make accommodations in the clinical schedule for outside work.

Additional Courses During Clinical Experience Semester

It is a policy of the CLS program that students are not allowed to enroll in any non-CLSP courses during their clinical experience semester. No exceptions will be granted to this policy.

Health Care During Extension of Clinical Rotation

If a student is enrolled in a clinical course and receives an incomplete, when the course is completed in a later semester, students are still responsible for their own personal health care. Check to be sure you are covered during this time. This pertains to those students not registered that term.

Course Notes & Class Materials-Appropriate Student Use

The faculty of the University encourages students to take and share notes in their classes, laboratories, and the many other instructional settings in which they participate as they pursue their education at the University. Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. The faculty recognizes that collaborative note-sharing and discussion helps students learn.

However, the organization, preparation, and presentation of materials in a class or other instructional setting represent the intellectual effort of the instructor. Instructors have an interest in protecting this intellectual effort and in assuring the accuracy of any public representations of their course lectures and presentations. The classroom should also be a place where instructors feel free to share with

students the full range of information available in their subject areas, including results of new research as it is produced, without concern that such new knowledge will be shared prematurely outside the University learning community. Broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.

1. Students may not distribute, via the Internet or other means, instructor-provided lecture notes or other instructor-provided materials, except to other members of the same class or with the express written consent of the instructor.
2. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. (See Board of Regents Policy: [Copyright](#), Board of Regents Policy: [Commercialization of Intellectual Property Rights](#) and Administrative Policy: [Copyright Ownership](#).)
3. While students hold the copyright to their own notes from a course, students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or class presentation. Students may share such notes with other students in the same class.
4. The provisions of this policy are enforceable as University rules under Board of Regents Policy: [Student Conduct Code](#).
5. If the faculty of a department or collegiate unit, as a group, or individual faculty in a particular course, have assented to or authorized the distribution of lecture notes or instructor-provided materials, such action does not violate this policy.

Conflict Resolution Center

The Student Conflict Resolution Center (SCRC) offers informal and formal conflict resolution services to resolve students' campus-based problems and concerns. An ombudsman provides confidential, neutral and informal options. An advocate is available to assist students in formal grievance or disciplinary proceedings. Detailed information about contacting the SCRC office or their services is available online at www.sos.umn.edu.

Counseling Services

Both Twin Cities and Rochester students have access to personal, career, learning and academic skills, and crisis counseling available on a short-term basis at the University Counseling and Consulting Services (UCCS) on the Twin Cities campus.

University of Minnesota Rochester (UMR) students who are taking 13 or more credits are eligible to see a counselor at the UCCS. If you do not meet that criterion you may still be eligible, but may have a co-pay for appointments.

To initiate counseling services call (612) 621-3323 to make an appointment. If you are a Rochester student, please identify yourself as such at the outset of the call in order to make distance counseling arrangements. Download the appropriate forms at <http://www.uccs.umn.edu/> for the type of counseling you are seeking. Hard copies of these forms will also be available in the UMR Student Services office. Bring the completed forms with you to your appointment at 109 Eddy Hall, University of Minnesota Twin Cities.

If you are unable to travel to U of M Twin Cities UCCS office for an appointment, the staff there is willing to work with you to make a referral to a local resource. Many health insurance plans will cover this, though there may be a co-pay or deductible, as with any type of health care. If your health insurance does not cover mental health, the UCCS can attempt a referral to a source of free counseling.

Credits – 13-Credit Minimum for Students

Degree-seeking students at the Twin Cities Campus of the University of Minnesota are required to register for a minimum of 13 credits each semester. Students whose life circumstances prevent them from being full-time are welcome at the University. Students in Year 3 may not need enough courses to make them full-time. Students who were delayed in Year 4 who need to repeat classes may need only 1-2 classes each term. In these cases, or in cases of personal extenuating circumstances, students should request a [13-credit exemption](#) through Onestop. The request will be reviewed by the CLS program prior to the next term of enrollment and approved or denied based on the student's academic progress and personal circumstances.

Criminal Background Studies

Based on amendments to the Vulnerable Adult Act in 1995 and 1996, Minnesota Law requires that any person who provides services involving direct contact with patients and residents at hospitals, nursing homes and other health care facilities licensed by the Minnesota Department of Health have a background study conducted by this state agency.

Education programs are authorized to initiate the background studies on their students as an alternative to each licensed facility requesting the studies. When requested by an educational program, the study is valid for one year and may be sent to every clinical or fieldwork site where students are placed during the coming year.

If a student is disqualified from having direct patient contact as a result of the background study and this disqualification is not set aside by the Commissioner of Health through a reconsideration process, the student may not be accepted for clinical placement at licensed facilities, and therefore, may not be eligible for a degree in this program.

All CLS students are required to complete an annual criminal background study while in the CLS Program. Studies are requested on behalf of students by CAHP Student Services, in August. Notification of the criminal background study privacy policy and study request is sent to the student's University email account, and a fee of \$24.00 is paid by the student to offset the cost of the background check.

CLS Program Technology/Computer Requirements

Due to the hybrid curriculum delivery method in the CLS Program, admitted students are expected to be competent in using a computer to generate, type, edit, format, and print documents. All students in the CLS program must have consistent and reliable access to a computer and the Internet. The University of Minnesota offers a variety of hardware and software options to enrolled students, including certified laptop bundles, Microsoft Office software, and telephone/Internet services through UMart. Visit <http://www.oit.umn.edu/umart/> for complete details.

Technical Requirements

Students in the CLS Program must maintain a minimum level of capacity and flexibility with computer equipment and other technological issues. Please note that not all course modules online are compatible for use with tablets or smart phones versus laptop or desktop computers.

- Hardware Equipment –
 - A Pentium-based computer running Windows XP SP3/Vista/7 and a printer
 - MAC with an Intel processor (1.66 GHz or greater) running OS X 10.5 or later and Parallels Desktop for Mac, 2 GB of memory, and 20 GB of free space on the hard drive for software installation and virtual machine space.
 - You will also need a valid, licensed version of Windows XP SP3/Vista/Seven to install your virtual machine.
- Software – to support file exchange between students and the instructor
 - Microsoft Office program including Word, Excel, and PowerPoint
 - Adobe Acrobat Reader
 - Internet Explorer or Mozilla FireFox browser with Flash, Shockwave and Java plugins
 - If you need any additional software, it will be stated in the course syllabus.
- High-Speed Internet access (Cable or LAN).
 - Dial-up Modem or DSL connections are insufficient to meet the course content requirements.
- University of Minnesota Email
 - The ability to use the University web-based email program to send and receive messages and attachments
- Required Technical Abilities
 - Retrieve, download and upload basic software files (Word, Excel, PPT, PDF, etc.)
 - Develop a text-based document with correct spelling and grammar and using appropriate terminology of the laboratory medicine field
 - Develop a Power Point presentation or Excel spreadsheet document for class assignments
 - Use Excel to develop graphic representations of laboratory data
 - Convert documents to pdf format
 - Use email as a form of communication with instructors and peers applying Netiquette to all forms of electronic communication

Dean's List

Students in the Professional CLS Program are eligible for the Dean's List. The list is defined each semester and is determined using a minimum GPA of 3.666 or better for the semester. The student must be enrolled for at least 12 graded credits.

Disability Services

The University of Minnesota and the CLS Program is committed to providing all eligible students equal access to learning opportunities. All circumstances related to a student's disability status or discussions around possible disability are kept confidential. Students are encouraged to talk to their CAHP Student Services advisor if they have any questions about how the program works with Disability Services to help support students. Many times the rigor of the CLS curriculum brings to light the need for additional support, where none might have been needed by students in the past.

Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the program early in the semester. Disability accommodations cannot be applied retroactively. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu. Additional information is available at the DS website <http://ds.umn.edu>.

Each semester, students with documented disabilities and who are registered with Disability Services must provide a letter stating the required accommodations to the Program Director for review. The program director in collaboration with the course directors will determine whether the accommodations requested are attainable within the requirements of the CLS Program. The CLS program is NOT able to provide accommodations in a course without documentation from Disability Services.

Cautionary Note: Due to the performance skills and abilities required for successful completion of the CLS program, not all accommodations are possible or reasonable. Students must be able to individually meet the Technical Standards and course/program outcomes as described in the application form and/or Student Handbook. Please contact the CLS Program Director or CAHP Student Services if you have questions or require an individual assessment of your situation.

Email

The University-assigned student email account is the official means of communication between CAHP, the CLS program and all students. Students are responsible for all information sent via the University assigned email account. Students should check email daily for program or instructor communications. If a student chooses to forward the University email account, he/she is still responsible for all the information, including attachments. Forwarding is not recommended.

Equal Opportunity and Affirmative Action

The Office of Equal Opportunity and Affirmative Action (EOAA) at the University of Minnesota Twin Cities is a place for all employees and students to file reports and complaints of discrimination behavior, as well as receive consultation and get assistance with problem-solving concerns related to discrimination. EOAA will also work to avoid and resolve conflicts of interest from nepotism and personal relationships. Information on all of these topics is found on the EOAA web site at <http://www.eoaffact.umn.edu>. The University of Minnesota Rochester contact for EOAA is Gail Sauter, Telephone: 507-292-5114; E-mail saute008@umn.edu.

Financial Aid

A number of scholarships are available for CLS students. For instructions on how to apply and a list of available scholarships please visit <http://www.cahp.umn.edu/scholarships>.

FAFSA (Free Application for Federal Student Aid)

FAFSA on the Web: www.fafsa.ed.gov

Financial Aid and Satisfactory Academic Progress (SAP)

It is not uncommon for CLS students to have a hold placed on their financial aid due to exceeding timeframe while in a second undergraduate or dual degree program or as a result of changing their major. CLS students have often earned a large number of credits, either because it took them some time to be admitted to the U of M and CLS, or because they are seeking CLS as a second degree or major. In these cases, students should contact the Student Services advisor for an appointment to fill out a [SAP Appeal](#). Your advisor will note whether or not you are making good progress toward your degree to support your request for continuing aid.

Graduation and Degrees with Distinction

The minimum requirements for graduation from the University of Minnesota are completion of the curriculum requirements and a total of 120 credits with an average of 2.00 grade points. Upon satisfactory completion of the prescribed course of study, the Bachelor of Science degree will be conferred by the Board of Regents. Students with a cumulative grade point average of 3.75 or higher may graduate “with distinction,” those with a cumulative grade point average of 3.90 or higher may graduate “with high distinction.” To qualify for either a degree with distinction or a degree with honors, a student must have completed 60 or more semester credits at the University. Only University course work shall be counted.

Health Insurance Coverage

All CLS students are required to have health insurance while they are attending/participating in all course work including clinical and fieldwork rotations. Students are often at locations other than on campus and out-of-classroom experiences put students at risk for infectious diseases such as influenza, hepatitis B, HIV, and other occupational health risks. AHC students will automatically be charged the AHC Student Health Benefit Plan fee or can request a waiver to use the regular Student Health Benefit Plan or outside insurance. Regardless of which health insurance plan they choose, students must never experience a gap in coverage while in the CLS Program. For more information regarding the two Health Insurance coverage plans or how to request a waiver from the plans, please visit <http://www.shb.umn.edu/twincities/ahc-students/shbp/waiver.htm>

Students seeking degrees from other schools (Mankato, St. Cloud State, Winona) while attending CLSP classes must provide proof of health insurance coverage outside the University Sponsored Health Benefit Plan, for which they are not eligible.

Health Insurance Portability and Accountability Act (HIPAA)

The University of Minnesota is committed to protecting the privacy of individual health information in compliance with all applicable laws and regulations. To achieve this end, the University has adopted policies and procedures to protect the privacy of individual health information. The University has provided for designation of a Privacy Officer and Privacy Coordinators to carry out such policies and procedures in an effort to assure the privacy and security of individual health information at the University.

To comply with the new HIPAA privacy regulations, and to fulfill the goals of fostering an environment at the University of Minnesota that is sensitive to the privacy of individual health information, every University of Minnesota student, faculty member, researcher, and staff person who may have access

to protected health information will complete one or more online courses about privacy and data security.

HIPAA is a federal law and the requirements apply to all health care providers and insurers nationwide. The University online training will train students on HIPAA's privacy requirements and computer security, will be a benefit to students in their experiential training, and will be attractive to future employers who are required to comply with HIPAA's requirements. All AHC students will be required to view the HIPAA Privacy and Security video and complete the Safeguarding PHI on Computers online course. Additional training requirements will depend on your job duties and the settings in which you may have access to individual health information and may include online courses about privacy of individual health information in research and clinical settings.

Members of the University community who are required to complete training will receive an email from their Privacy Coordinator and/or a Human Resources representative with specific information regarding the training schedule. Your Privacy Coordinator will be able to assist you through the training process as needed. You should also refer to the frequently asked questions section of the University of Minnesota's Privacy and Security Project website.

How to access training

CLS students enter training through the "MyU" portal and receive notification via email when training is available online. Selected portions of the privacy and security training may also be incorporated into various CLS courses in the program.

Rights and Responsibilities for Persons who Access Individual Health Information

Certain members of the University community require access to individual health information in the course of carrying out their job role, conducting research or participating in educational programs. Persons with access have a responsibility to understand their obligation to protect the privacy of individual health information that has been entrusted to them and are responsible for complying with all relevant University of Minnesota policies and procedures, as well as all current state and federal laws.

Persons with access to individual health information are responsible for the following:

- Comply with all University policies and procedures and state and federal laws related to privacy of individual health information.
- Complete all required training on policies, procedures and state and federal laws related to privacy of individual health information.
- Use or disclose individual health information only as permitted or required by the University or health care component policies and procedures or state and federal law.
- Workforce members who perform duties for both a covered health care component of the University and non-covered component will not use or disclose PHI created or received in the course of work for the health care component in a prohibited manner.
- Consequences of Violations: Alleged policy violations will be referred to the appropriate University investigative or disciplinary units. Depending on the nature and severity of the offense, policy violations may result in loss of privileges,

The University has disciplinary action up to and including termination of student status and referral for criminal prosecution for violation of these responsibilities.

Additional responsibilities will apply for students who have access to individual health information in clinical settings or in the course of performing research. The University policies and procedures should be consulted for more comprehensive information about protecting individual health information at the University of Minnesota.

Immunization Policy and Requirements

All students in CLS are required to have immunizations and/or tests as a condition of enrollment. Expectations for health professions students are consistent with those of the Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), and Minnesota state law for health care workers.

Entering students are expected to have this requirement completed prior to entering CLS Year 4. A registration hold is placed on the student record if immunization requirements are not met. Complete information related to requirements and documentation can be accessed at <http://www.bhs.umn.edu/immunization-requirements.htm#ahc-student>. If information has been provided to Boynton Health Service, a personalized immunization record is available for each student via MyU Portal at <http://myu.umn.edu>.

CLS students are responsible for maintaining copies of immunization records, and for providing documentation to affiliate health care organizations for clinical or fieldwork experiences. In accordance with federal law and University of Minnesota policy, CAHP programs that receive requests for student immunization from affiliate health care agencies/organizations will refer such requests directly to the student. CAHP Student Services staff are not able to view specific information about a student's immunizations, only that requirements have been met.

Long-term Disability Insurance Coverage

CLS students are automatically covered under a group long-term disability plan while an enrolled student. A charge of \$39.78 – an average cost of \$6.63 per month – for this coverage on the student account once at the beginning of fall and spring semester. Payment of this fee for two consecutive semesters provides year round coverage until graduation. For more information about the long term disability plan visit: <http://www.guardiandisabilitymn.com/new/fosterklimacompanyllc/>.

Netiquette – Expectations for Electronic Communication

Netiquette is defined as a *philosophy of effective internet communication that utilizes common conventions and norms as a guide for rules and standards*. Over the past several years, a few guidelines regarding the polite, constructive conduct of online communication have become widely accepted. Netiquette helps to make electronic messages easier to understand by suggesting some conventions for language and usage. Because the CLS program is delivered in a hybrid (partially online) format and many of the communications between students in and faculty take place in the electronic domain, it is essential that we develop a set of expectations for how this should occur.

Here are some basic rules and requirements for electronic communications (email, Moodle discussion forum, etc.) that will support a positive learning environment for all. One of the key things that we now need to understand is that email in the CLS program is all considered “formal” and should be treated as such.

Get in the practice of appropriate communications as these guidelines will be essential for the workplace after you graduate.

- Use the subject line to describe your purpose – do not send email or discussion threads without it
- Use an appropriate greeting – examples – Hello – followed by their name
- Make sure you end with your name – we don’t know your X.500
- Use appropriate capitalization, sentence, and paragraph structure
- Spell and grammar check before sending
- Do not use all CAPS – it seems like you’re yelling
- Do not send communication without capitalization or punctuation – difficult to understand
- Tell the truth – don’t embellish or expand for effect – keep to the facts
- Be respectful and polite – you can disagree without anger or personal attacks
- Do not flame – that is do not send angry emails as a reaction – pause, think, evaluate, ignore
- Do not spam – do not send irrelevant material in course emails
- Minimize the length – summarize - if you need a long explanation do that in person
- Do not send email at night or right before an exam expecting a response
- Use discretion on who is copied for email
- Always keep your responses constructive and on-topic
- No whining about grades or begging for points – if you have legitimate issues please bring them to our attention
- Keep your responses jargon-free – please do not use slang or “texting” abbreviations

Performance Site Transfer Guidelines

Students requesting to transfer to another performance site must submit a Performance Site Transfer Request Form to CAHP Student Services. These transfer requests may be submitted at any time, but **transfers will only be reviewed and permitted between semesters, and only if spots become available.** Factors considered in granting such a transfer will include the size and capacity of enrollments at the requested performance site, size and capacity of enrollments at the current site, overall student demographics, the availability of clinical sites, and the student’s academic standing in the program. The decision for site transfers is made by the CLS Program Director.

Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom.

1. CLS instructors may restrict or prohibit the use of personal electronic devices in their classroom, laboratory or any other instructional setting. An instructor may allow students to use laptops or other devices for taking notes or class work. **Electronic devices are strictly prohibited in the CLS teaching laboratories due to biosafety restrictions.**

- Individual students will be directed to turn off personal electronic devices if the devices are not being used for class purposes. If the student does not comply, the student may be asked to leave the classroom.
- In establishing restrictions, instructors must make reasonable accommodations for students with disabilities in working with the Office for Disabilities Services.
- The default provision is that students are not permitted to record (whether audio or visual or both) any part of a class/lab/other session unless explicitly granted permission to do so by the instructor.
- Students who fail to comply with an instructor's restrictions or prohibition will: a) be subject to the provisions of Board of Regents Policy: [Student Conduct Code](#); b) may be asked to leave the class; and c) if disruptive to the class or the behavior is repetitive may face probation and/or dismissal from the CLS Program.

Prerequisite Course Work

Prior to entering the junior year professional program, required courses include general biology, human physiology, two semesters of inorganic chemistry with laboratory, two semesters of organic chemistry, and two mathematics courses.

Junior year students in the professional program enroll in microbiology with a laboratory, genetics, and biochemistry, as well as Immunology, Lab Methods, and Education and Research through CLSP/MLS.

Students applying to enter the professional program at the beginning of the senior year must have completed these courses with grades of C or better. In response to U of M policy to ensure that graduating students will be up-to-date in the discipline, science courses older than seven years will be evaluated and may need to be repeated.

Program Curriculum Sequence in CLS

Some students enter the CLS program at the beginning of their junior year of college (Year 3). Beginning in Fall 2013, Year 3 students will have three required CLSP/MLS courses in addition to the Year 3 general science requirements. For those students, we recommend the following enrollment sequence, which should be discussed with the CAHP Student Services advisor each semester to ensure that they have met all of the requirements to progress into the professional year of the CLS program.

Year 3 Schedule - Sample

<i>Fall</i>	<i>Course Title</i>	<i>Cr</i>	<i>Spring</i>	<i>Course Title</i>	<i>Cr</i>
GCD 3022	Genetics	3	CLSP/MLS XXXX	Lab methods	4
BIOC 3021	Biochemistry	3	MICB 3301	Biology of Microorganisms	5
3XXXW+	Upper Div Writing	4	CLSP/MLS XXXX	Education and Research	2
CLSP 4401	Immunology	3	Lib. Ed Course	Elective	3
		14			14

The professional year of the CLS program (Year 4) has a required course sequence for all students. Students must enroll in all required courses in the required semester to remain in the program.

Year 4 Schedule 2013

<i>Fall</i>	<i>Course Title</i>	<i>Cr</i>	<i>Spring</i>	<i>Course Title</i>	<i>Cr</i>
CLSP 4102	Micro I	2	CLSP 4101	Vir/Mycol/Parasit	2
CLSP 4103	Micro I Lab	2	CLSP 4202	Heme II	2
CLSP 4201	Heme I	3	CLSP 4203	Hemostasis	1
CLSP 4302	Chem I	3	CLSP 4301	Urinalysis	1
CLSP 4401	Immunology	1	CLSP 4304	Chem II	2
CLSP 4602	Educ & Res	1	CLSP 4305	Chem II Lab	2
CAHP 5110	InterProfCom	1	CLSP 4402	Molecular Diag	2
			CLSP 4501	Transfusion Med	2
			CLSP 4501	Trans Med Lab	2
		13			16

Due to curriculum updates, the Year 4 curriculum will be different for Year 3 students admitted in Fall of 2013. They will enroll in classes according to the following schedule:

Year 4 Schedule 2014 *

<i>Fall</i>	<i>Course Title</i>	<i>Cr</i>	<i>Spring</i>	<i>Course Title</i>	<i>Cr</i>
CLSP 5111	Micro I	3	CLSP 5113	Vir/Mycol/Parasit/	3
CLSP 5112	Micro I Lab	2	CLSP 5213	Heme II	3
CLSP 5211	Heme I	3	CLSP 5214	Heme II Lab	1
CLSP 5212	Heme I Lab	1	CLSP 5313	Chem II	3
CLSP 5311	Body Fluid Analysis	2	CLSP 5513	Transfusion Med	3
CLSP 5012	FIPCC	1	CLSP 5514	Trans Med Lab	2
CLSP 5013W	Research Methods in MLS	1			
		13			15

*These courses are in process of obtaining University approval

Clinical Experience Semester

During the final semester of the program, students participate in a set of clinical experiences in the four major disciplines within Clinical Laboratory Sciences. This is also the semester they enroll in the Laboratory Management and Professional Issues course. These clinical courses are the capstone of the degree program in which students perform laboratory testing in regional hospital and clinic laboratories under the supervision of laboratory personnel. CLS Students also learn about the management of the laboratory and interactions with other health care practitioners. Students are assigned to clinical experience locations during either summer or fall semester by random assortment based on a number of factors including academic standing, housing availability, and number of experiences available at each clinical affiliate laboratory. Students are usually assigned to at least one rural location to learn the differences in practice in smaller facilities.

Courses during Clinical Experience Semester

<i>Summer or Fall</i>	<i>Course Title</i>	<i>Cr</i>
CLSP 4601W	Management & Professional Issues	2
CLSP 4701	Applied Microbiology	2
CLSP 4702	Applied Hematology/Hemostasis	2
CLSP 4703	Applied Clinical Chemistry/Urinalysis	2
CLSP 4704	Applied Transfusion Medicine	2
	Total	10

Previous Degree

Students who have already received a U of M Bachelor of Science degree complete the Clinical Laboratory Sciences as a second major – not as a second degree. (Complete a second major form prior to the last term of registration. An application for a degree is not needed).

Reference Requests

Students and alumni of the Program in Clinical Laboratory Sciences must submit a Reference Request and Authorization form prior to release of any information to employers, educational institutions, or organizations that provide awards or scholarships. Reference Requests should be submitted to CAHP Student Services for processing. Information will not be released without Reference Request on file.

Sexual Harassment and Discrimination

The University has strong policies against sexual harassment and discrimination in any form. If you feel you are the victim of either, please contact your CAHP Student Services advisor, the Program Director and/or the Office of Equal Opportunity and Affirmative Action (612-624-9547).

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at <http://www.umn.edu/regents/polindex.html>.

Students are expected to be attentive during class, ask questions if he or she does not understand something, and participate in class discussions. Students are also expected to listen respectfully to other students and the instructor when speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in the classroom.

Snow & Inclement Weather Policy

When WCCO radio announces the University of Minnesota (either Twin Cities OR Rochester) is closed due to a snow emergency or other emergencies, lectures are cancelled for both sites/campuses. In some cases only one campus will be affected by inclement weather. When this occurs the unaffected campus will remain open and students attending the unaffected campus will be expected to attend laboratory sessions as usual.

In the case of clinical rotations, any student on a CLS clinical rotation is not required to attend if the Twin Cities campus is closed due to a snow emergency. Clinical rotation instructors and supervisors have been informed of this policy. Students should call the clinical instructor to communicate the cancellation as soon as possible after the announcement has been made.

Student Organizations & Community

Coming soon! CLS Facebook Page

Students have expressed a desire to have virtual opportunities to connect with other CLS students, especially in Year 3 when they have different class schedules. The CLS Program is providing a Facebook page so that students can start building community, study groups, and take part in activities that strengthen both academic and professional ties to the department.

Clinical Laboratory Sciences (CLS) Student Council

The purpose of the CLS Student Council is to represent the students in various activities throughout the year; to promote student-faculty relationships, provide student input to the program and stimulate social and educational activities. A faculty advisor supports the student council in an advisory capacity. Elections are held each year during the first week of October for student representatives.

CHIP - Council for Health Interdisciplinary Participation

Students in Clinical Laboratory Sciences are also eligible to participate in the activities of the Council of Health Interdisciplinary Participation (CHIP) within the Academic Health Center and other University student organizations. All students in the Academic Health Center are members of CHIP. The organization publishes a newsletter, sponsors seminars, programs, and parties, and is involved in community service, education, and health care delivery. A student lounge is located in room 1-425 - Moos Tower (612)625-7100.

Student Membership in the Professional Societies

Students in the Clinical Laboratory Sciences program are eligible for student membership in the American Society for Clinical Laboratory Science (ASCLS) and several other professional organizations. Students are encouraged to join as part of their transition to a laboratory professional. Benefits of ASCLS membership include: the CLS journal, CLS newsletter (ASCLS Today), placement service, seminars, and participation in national, state, and local meetings. Indirect benefits include communications with other professionals (networking), job information, regulatory compliance, and educational enhancement opportunities. These organizations sponsor scholarships as another benefit of membership. You can find out more information at the following web site:

<http://www.ascls.org/?page=Join>

Student Record Access

Federal law, state law and Regents' policy govern access to student records. Violation of Regents' policy may result in disciplinary action. This is a brief summary of information that may, or may not, be released without the student's consent. For further information see the web site at

http://onestop.umn.edu/grades_and_transcripts/student_records_privacy.html

Directory Information

The following information is public information, unless the student has requested non-disclosure (suppress). Students may suppress (1) address, e-mail and phone information or (2) all information. On the PeopleSoft system, the “window shade” icon indicates that a student has suppressed his or her information.

A request to have information suppressed or a release of suppression must be submitted to the Office of the Registrar while an individual is an active student.

- Name
- Address
- Electronic (E-mail) address
- Telephone number
- Dates of enrollment
- Enrollment status (full/part time, not enrolled)
- Major
- Adviser
- College
- Class
- Academic awards and honors
- Degree received

Non-Public (Private) Information - Information other than the aforementioned directory information is not public and may not be released except under certain prescribed conditions. Non-public information includes but is not limited to:

- ID and social security numbers
- Birth date
- Gender
- Grades
- Courses taken
- Class Schedule
- Test scores
- Advising records
- Educational services received
- Disciplinary actions
- Photographs

Please note – all students in the CLS program must provide contact information to the program but may suppress this information in the general directory. The CLS program must have current contact information and emergency contact information due to the nature of the laboratory and clinical courses. Students must ensure that their contact information is complete and up to date.

Note: Information may be released within the University on a need-to-know basis. Thus advisers may see the transcripts of their advisees. Scholastic committee members may review academic progress of students within their college. However, looking at the record of a student in another unit is not permitted. Student ID number, Social Security number, race, and date of birth are not public information.

Students Managing Their Educational Records

Students should take responsibility for their educational records. For complete details and guidance visit the UWide Policy Library at

http://policy.umn.edu/Policies/Education/Student/STUDENTRECORDS_PROC04.html.

Tuition Rates and Policies

CLS students pay the undergraduate rate plus requisite fees. Tuition and fee rates are available at:

http://onestop.umn.edu/finances/costs_and_tuition/tuition_and_fees/index.html.

Writing and Academic Support

The University Center for Writing provides writing assistance in a variety of ways. Please visit:

<http://writing.umn.edu/sws/> for more information.

Rochester students have additional resources on the University Center Rochester (UCR) Campus at the Rochester Community and Technical College (RCTC). Drop-in tutoring is available and is provided free of charge to students. Tutoring hours are generally 8:00 am to 4:00 p.m., Monday through Friday.

Some evening hours are available. UMR students are able to use the Learning Center equipment and resources. One-on-one writing assistance is available from the Center's accomplished writing staff and faculty. The Rochester campus also provides similar writing assistance via the [Just Ask Writing Center](#).

Overview

Welcome to the Center for Allied Health Programs (CAHP)! As a Clinical Laboratory Sciences student, you are part of CAHP, as well as the [Academic Health Center at the University of Minnesota](#). CAHP is best described as an emerging statewide resource for health professions education. The Center was created in July, 2006 by the University of Minnesota Regents as an academic structure to foster innovation and collaboration in the development of new educational programs. The aim is to address Minnesota's projected statewide shortages in the health professions.

CAHP evolved as a result of reorganization in the Academic Health Center that began in 2003. The Academic Health Center recommended to the Board of Regents that the CAHP be created, and the Regents gave their approval in July, 2006. With that action, the first programs of the Center became the Bachelor of Science in Clinical Laboratory Sciences and the Masters Degree in Occupational Therapy. The Regents also approved that the second performance site (location) for programs exist in Rochester, which has become a new coordinate campus for the University of Minnesota.

The Academic Health Center is one of the most comprehensive education and research facilities for health professionals in the nation. The six schools and colleges that make up our Academic Health Center include the disciplines of medicine, dentistry, nursing, pharmacy, public health, and veterinary medicine. Strong interdisciplinary centers and programs in bioethics, cancer, genomics, infectious disease, drug design, food safety, and spirituality and healing augment our broad range of professional health education and research efforts.

Mission

The mission of the Center for Allied Health Programs is to develop a 21st century approach for preparing allied health professionals for Minnesota's healthcare workforce. The center works in collaboration with higher education and health delivery systems across Minnesota and beyond to create and deliver signature innovative, sustainable, accessible, responsive and learner-centered educational programs.

Administration

CAHP administration provides centralized support to the Program in Occupational Therapy and Clinical Laboratory Sciences Program. We have support offices and staff in the Twin Cities and Rochester.



Barbara F. Brandt, Associate Vice President
Academic Health Center Office of Education
Acting Director, Center for Allied Health Programs



Shannon M. Hofmann, Associate Director

Telephone: 612-626-8124
Fax: 612-626-8127
E-mail: hofma003@umn.edu



Debra Markert, Office Manager

Telephone: 612-626-2493
Fax: 612-626-8127
E-mail: marke110@umn.edu

CAHP Contact Information

Mailing Address: Center for Allied Health Programs
Mayo Mail Code 714
516 Delaware St SE
Minneapolis, MN 55455

Main Office Location: 15-194 Phillips-Wangensteen Bldg

Twin Cities Office Location:
585 Children's Rehabilitation Center

Rochester Office Location:
300 University Square

Telephone: (877) 334-2659 | **Fax:** (612) 626-8127

E-mail: cahpinfo@umn.edu | **Web:** www.cahp.umn.edu

Student Services & Advising

CLS students are supported by CAHP student services staff. Program advising, including course selection, policy and procedure assistance, and student personal and academic concerns, are overseen by Sarah Corrigan, Student Services Associate.



Sarah Corrigan, Student Services Associate

Telephone: 612-625-8936
Fax: 612-626-8127
E-mail: huhta001@umn.edu



Robyn Zastrow, Student Personnel Coordinator (Mpls)

Telephone: 612-615-1627
Fax: 612-626-8127
E-mail: zast0027@umn.edu



Ted Galaty, Student Personnel Coordinator (Rochester)

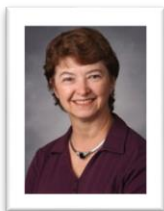
Telephone: (507) 258-8097
Email: eagalaty@umn.edu

Ted Galaty Office Location:

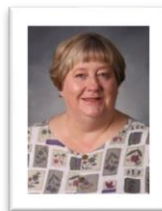
353 University Square, 111
South Broadway, Rochester MN
55904

Program Support Staff

CLS students and faculty are also supported by two administrative specialists. These support staff can help students make appointments with CLS faculty. They work closely with CLS program faculty to provide assistance with classroom scheduling, exam proctoring, book orders, and course evaluations.



Claire Bjorklund
Executive Office and
Administrative Specialist
Telephone: 612-625-8952
bjork005@umn.edu



Beverly Schmidt
Executive Office and
Administrative Specialist
Telephone: 612-626-5517
schmi039@umn.edu

Resources & Forms

Student resources, including all forms referenced in this handbook, are available on our website at <http://cahp.umn.edu/student-services>.