

Medical Laboratory Sciences

CENTER FOR ALLIED HEALTH PROGRAMS

Student Handbook 2015–2016



UNIVERSITY OF MINNESOTA

*The policies, procedures, and program requirements outlined in this handbook are in effect as of **Fall 2015**. 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 Medical Laboratory Sciences students upon approval by the MLS faculty.*

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MLS PROGRAM OVERVIEW

Background

The medical technology program was established at the University of Minnesota in 1922 to prepare men and women for professional work in 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 medical laboratory. The program name was changed to Clinical Laboratory Sciences (CLS) in 2007 and then updated in 2014 to Medical Laboratory Sciences (MLS) to reflect the current certification terminology.

Overview of the Profession

Medical laboratory scientists (MLS), also known as clinical 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). Medical 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 graduate medical professional schools.

Approximately 70 percent of medical laboratory scientists (MLS) work in hospital laboratories. In small hospitals, a MLS practitioner can expect to be a generalist, working in all laboratory sections. In a large hospital, a MLS may specialize in one section, such as microbiology or transfusion medicine. Typical areas of medical 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, toxicology, 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 Medical Laboratory Sciences program (MLSP) is one of teaching, research and service. The primary mission of the MLSP is to enhance the quality of patients' health by:

1. being a leader in medical 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 medical laboratory science, education and medicine; and
3. providing educational and collaborative opportunities to academic institutions, industry partners and the community.

UM Learning Outcomes for Baccalaureate Degree Candidates

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

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

UM Development Outcomes 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

MLS Program Goals

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

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

Student Outcome Goals

After completion of the MLS professional curriculum (BS and Certificate), the student should be able to:

1. Master the MLS 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.

Description of the MLS Profession (NAACLS)

The medical laboratory scientist is qualified by academic and applied science education to provide service and research in clinical laboratory science and related areas in rapidly changing and dynamic healthcare delivery systems. Medical laboratory scientists perform, develop, evaluate, correlate and assure accuracy and validity of laboratory information; direct and supervise clinical laboratory resources and operations; and collaborate in the diagnosis and treatment of patients. The medical laboratory scientist has diverse and multi-level functions in the principles, methodologies and performance of assays; problem-solving; troubleshooting techniques; interpretation and evaluation of clinical procedures and results; statistical approaches to data evaluation; principles and practices of quality assurance/quality improvement; and continuous assessment of laboratory services for all major areas practiced in the contemporary clinical laboratory.

Medical laboratory scientists possess the skills necessary for financial, operations, marketing, and human resource management of the clinical laboratory. Medical laboratory scientists practice independently and collaboratively, being responsible for their own actions, as defined by the profession. They have the requisite knowledge and skills to educate laboratory professionals, other health care professionals, and others in laboratory practice as well as the public.

The ability to relate to people, a capacity for calm and reasoned judgment and a demonstration of commitment to the patient are essential qualities. Communications skills extend to consultative interactions with members of the healthcare team, external relations, customer service and patient education. Medical laboratory scientists demonstrate ethical and moral attitudes and principles that are necessary for gaining and maintaining the confidence of patients, professional associates, and the community.

Career Competencies

Because laboratory practitioners are essential members of the health care team, there are competencies required of professional program graduates. Graduates of the MLS 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 an experienced practitioner. The following descriptive levels are used to rate the career entry level competencies and therefore graduation competencies of a MLS 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, Immunochemistry/Transfusion medicine, 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:

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

Writing Enriched Curriculum (WEC) Outcome Goals

In 2013 the Medical 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 MLS 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

The Culture of an Educational Program in the Health Professions

When students enter the MLS 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 may already have a bachelors, masters, or even a doctoral degree but need

to complete our program to obtain the professional MLS credential to find employment in a medical laboratory.

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, we 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 professional 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 these little extras are no longer going to be available now that you are enrolled in a professional medical program.

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, 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. 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 MLS 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 MLS 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 MLS courses, but we may not spend time re-teaching those concepts, but we will refer you to support and resources to help you remediate.

One of the goals of the program is to develop your abilities as a life-long learner, one who can teach themselves throughout the development of their career. 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 MLS 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.

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 MLS, 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. MLS 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 feel stressed or have concerns about the classroom environment, please contact your faculty advisor or Student Advising Coordinator for support and guidance. Please refer to the following web sites for additional information and guidance for maintaining a civil environment.

Instructors' Responsibilities

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. Instructors have a responsibility to accommodate students with documented disabilities and are encouraged to invite students to talk or communicate with them about such circumstances.

Instructors have a responsibility to accommodate legitimate student absences and student exam conflicts in accordance with the policies (1) Intercollegiate Athletic Events During Study Day and Finals Week, (2) Makeup Work for Legitimate Absences, and (3) Scheduling Examinations, Final Examinations, and Study Days.

- Provide Course Information
- Provide Students with Access to and Feedback on Their Work
- Secure Handling of Examinations

- Observe Scheduled Class Times
- Observe Office Hours or Appointment Times
- Report Scholastic Dishonesty
- Maintain an Appropriate Learning Environment
- Maintain the Classroom Environment

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

Students' Responsibilities

Student responsibilities and expectations for enrollment and participation in a course:

- Satisfying prerequisites.
- Responsibility for class work.
- Attending class.
- Maintaining academic integrity. .
- Seeking help and accommodation.
- Respecting intellectual property.
- Keeping classroom in good order.
- Appropriate use of personal electronic devices in the classroom.

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

Academic Civility

Academic incivility has emerged as a serious concern on campuses across the country. Although generally a taboo topic for discussion within academe, evidence of academic incivility's negative effect on students, faculty, and staff is increasing. It is essential, therefore, that universities address this serious issue and work to ensure campus climates that are conducive to well-being, learning, and productivity. http://www.sos.umn.edu/Staff-Fac/Acad_civility.html

Keys to Success in the MLS Program

The MLS program at the University of Minnesota is a very rigorous academic program. Although many semesters in the MLS Program may have 13, 14, or 15 credits, the workload effort is more closely estimated by the contact hours for our 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 MLS program. Students must truly learn the content of each course and apply it to the situations presented during exams. Be aware that all MLS 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 – MLS is about analysis and critical evaluation of information
- Use the course objectives to guide your study and to critically assess your learning
- *Rehearse* the objectives – don't just read them. Practice testing yourself
- 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
- Exercise
- Take time out for something you enjoy doing – have some fun too
- Delegate family responsibilities as much as possible during the semesters – they have a shared interest in your success too
- Remember that the instructors' goal is to help you learn and succeed - seek their help
- Use the University support services
- Meet with your Student Services and/or MLS Program Faculty advisor for guidance and support

Competency-Based Education

The MLS Program uses competency-based education to help students achieve the required outcomes of the program and for their future employment. Although grades are still the key for college education it is more important that students who finish our degree program are able to demonstrate the required competencies in content knowledge, application, problem solving, and performance skills.

Blended Learning

All courses within the MLS program are delivered at least in part online. Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. These strategies include online and blended learning, project-based learning, and strategic group learning activities. Course materials, references, narrated lectures, interactive modules, web sites, and videos are presented to students within the Course Management System called Moodle. This type of learning leads to better student engagement because the content is available to each student but tailored to their unique needs. Instead of attending a single lecture and hoping you captured all of the notes, students are able to review lecture materials as many times as they wish or review them at their own pace. Students who need more time or want more review of content can take the time they need when they want to prepare for class.

The Flipped Classroom

Most of our lecture courses follow the “Flipped Classroom” model. Students prepare for the in-person sessions by reviewing course materials and content in advance. When they arrive in class they typically work in groups to apply their background knowledge to problem solving case studies or situations. In this

model the faculty member acts as their guide and can provide instruction and corrective action as the students go through the work problems. Instead of sitting in a classroom while the instructor tells them how to do the work, the students are actually practicing the problems solving work with the faculty member's help. Although this is often a significant adjustment for students who have not taken courses like this before, they quickly realize the value of the guided practice sessions.

Essential Functions - MLS Program Technical Standards

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 MLS Program encourages all qualified individuals to apply for admission to the Bachelor of Science in Medical Laboratory Science.

The MLS Program curriculum, leading to eligibility for certification and licensure as a MLS 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 MLS 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 (<http://www.naacls.org>) requires that the Technical Standards (also called Essential Functions), required for admission to and continuance in the MLS program, be made available to prospective students and to the public.

Technical Standards Specific Competencies

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

- *Locomotion and Gross Motor Skills*—Students must
 - move freely from one location to another in physical settings of the student classrooms and laboratories, medical laboratories and healthcare facilities
 - 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
 - demonstrate sufficient coordination to allow delicate and controlled manipulations of specimens, instruments, and tools
 - demonstrate 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
 - 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
 - identify and distinguish objects macroscopically and microscopically
 - read charts, graphs, and instrument scales as well as discern fine details of texture and color
 - demonstrate sufficient depth perception and spatial awareness to perform laboratory tasks efficiently and safely
 - demonstrate sense of touch and temperature discrimination sufficient to perform laboratory testing
- *Cognitive Application Skills* — Students must
 - 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
 - demonstrate sufficient cognitive (mental) abilities and effective learning techniques to assimilate the detailed and complex information presented in the MLS curriculum
 - 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
 - demonstrate 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
 - work safely with mechanical, electrical, thermal, chemical, radiologic, and biological hazards and follow prescribed guidelines for working with hazards
 - recognize and respond to safety issues appropriately
 - 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
 - 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

- demonstrate 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 self-confidence
 - demonstrate 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
 - examine and correct 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
 - demonstrate 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
 - tolerate physically and mentally taxing workloads and long work hours, to function effectively under stress, and to display flexibility and adaptability to changing environments
 - contribute to collaborative, constructive learning environments
 - respond to and 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 as directed 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
 - engage in patient care delivery in all settings and 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 – updated July 15, 2015).

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) <http://www.naacls.org>

Honor Code – MLS Program

Members of the Medical Laboratory Science Program are expected to engage in behavior that promotes the continuous development and improvement of student's academic experience. Honesty and integrity inside and outside the classroom are essential components of such an environment and imperative for all members of the community to incorporate into their scholastic pursuits. The Medical Laboratory Science Program Honor Code does not supersede any institutional policies of the University of Minnesota or laws of the State of Minnesota. In addition to the Honor Code, students are also held to the standards set forth in the University of Minnesota's Student Conduct Code. All students agree to the terms of the Medical Laboratory Science Program Honor Code by accepting admission to the Medical Laboratory Science Program and recognize these essentials as core competencies of the profession.

The Medical Laboratory Science Program recognizes several core tenets valued by the community. All faculty and students in the Medical Laboratory Science Program agree to:

- Respect
 - Recognize and value the talents and roles of each individual.
 - Respect any and all diversity (e.g. gender, race, religion, sexual orientation, economic status, culture, identity, background, age, ethnicity, disabilities, family and work situations)
 - Encourage different points of view and the rights of individuals to state them in an atmosphere where dissention is acceptable if delivered in a respectful manner.
 - Treat fellow students, faculty, staff and guests of the Medical Laboratory Science Program with courtesy and respect.
 - Treat clinical faculty, co-workers, patients and families with courtesy and respect.
- Integrity
 - Act honestly and ethically both inside and outside of the classroom.
 - Hold true to values that are consistent with the core tenets of the Medical Laboratory Science Program Honor Code and the ASCLS Code of Ethics.
- Leadership
 - Demonstrate conviction and commitment to take action and to influence positive change.
 - Promote team building, problem solving, and positive conflict resolution.
- Individual Responsibility
 - Demonstrate readiness and willingness to do what it takes to consistently uphold a high level of professional conduct.
 - Recognize that all individuals are accountable for their actions, inactions, and decisions.

The Honor Code applies to any academic matter pertaining to the Medical Laboratory Science Program. "Academic matter" means any activity which may affect a grade or in any way contribute toward the satisfaction of the requirements for graduation, without reference to the geographical locus of the activity. Academic matter also includes any misrepresentations made with respect to academic achievement by way of transcript, resume or curriculum vitae, or oral statement etc.

Academic matters include, but are not necessarily limited to, the following:

- Any examination; quiz; or other assessment
- Any research or other assignment for a course, writing program or seminar to be done inside or outside of class;
- Professional behaviors as outlined in the MLS Program Academic Policies
- Any work which contributes to the grade or assessment in a course
- Any written or oral misrepresentations or partial misrepresentations concerning classroom conduct or academic achievement

Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another's examination paper or allowing another to copy from one's own paper
- Unpermitted collaboration during completion of homework or online assignments
- Plagiarism
- Revising and resubmitting an assignment, quiz or exam for re-grading, without the instructor's knowledge and consent
- Representing as one's own work the work of another
- Giving or receiving aid on an academic assignment unless expressly permitted by the instructor
- Being an Active Bystander – observing others but not reporting
- Disrespectful or inappropriate language or discussion with fellow students, academic or clinical faculty, patients or families.
- Falsifying or altering data experimental data.

Honor Code Statement for Graded MLS Assignments (exams, quizzes, lab reports, etc.) This Graded Assignment is my own work. I have neither given nor received unauthorized assistance with this Assignment (example: discussed with other students in person or shared electronically). I have only used the resources as directed by the faculty to develop this/these Assignment(s). I have not and will not copy or print this Assignment (including no image capture). I have not and will not use apps or other digital/electronic/web aids while taking a quiz or exam or in the development of a written assignment.

Honor code true/false question at the end of each quiz/exam or is part of the submission for written assignments. There are no points associated with the question, but students are required to answer to continue in the course. Answering NO or Do not Agree is grounds for removal from the course.

Sanctions for Honor Code Violations

Like the University of Minnesota Policies for Academic Dishonesty in the classroom, students who violate the MLS Program's Honor Code will be subject to sanctions based on the level of infraction at the discretion of the course director. Within the course an instructor may typically give a grade of zero for the assignment or unit along with discussion about future behavioral expectations. Students will be placed on Program probation with documentation of a single infraction (see also Affective Domain Checklist). Repeated infractions in one MLS course or in multiple MLS courses will result in Program dismissal due to Academic Dishonesty. This may be noted on the student's transcript.

ASCLS Professional Code of Ethics

Preamble

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.

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.

Professional Certification

Graduates from the MLS Program of the University of Minnesota are eligible to take the national certification examination as medical laboratory scientists. The examination is conducted by the American Society of Clinical Pathology's Board of Certification (BOC). Certification is required for employment in the medical laboratory. Application forms, examination content guidelines, practice tests and much more are available online through the ASCP web site and through the Program's Degree/Certificate Clearance Moodle Site. Obtaining the Bachelor of Science degree or the Certificate in MLS 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 (<http://www.ascp.org/Board-of-Certification>)

1-800-257-2727

Professional 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.

Program Accreditation

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

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

NAACLS accreditation is a voluntary but essential process to ensure the quality of 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 as well as the scientific content required for current practice in laboratory medicine. The purpose of these Standards is to establish, maintain, and promote standards of quality for educational programs in the medical 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 MLS 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 MLS program at the University of Minnesota was completed in 2009 during which time the MLS Program was given a full accreditation renewal of 7 years by NAACLS. The next review will occur in 2015-2016.

The MLS 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 and Minnesota State University-Mankato as well as University of Wisconsin-River Falls.

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 MLS 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 MLS

students. All students admitted into the University of Minnesota will receive their degrees or certificates from UMTC regardless of their site placement. Students from affiliated colleges will receive their official degrees from their home college plus a certificate of completion from the University of Minnesota.

Since we often have more applicants from the Twin Cities metro area than we can accommodate in our laboratory classrooms we must do a selection process for students newly entering the program for the senior year. Because there are fewer applicants from the Rochester area, students who prefer the Rochester campus for classes will be assigned to that location. Next, the students who entered the MLS 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 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 during fall semester and Thursdays only during spring semester 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.

Clinical Experience

Clinical Rotation Assignments

After the year 4 curriculum is completed, students will be assigned to clinical rotations based on availability, academic standing in the MLS 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 MLS 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. MLS 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 MLS 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 are

limited clinical rotations available because of clinical site constraints, there may be a delay in their schedule. Because our clinical placements are inherently designed for flexibility delays or changes in placement are rare.

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 advisor in the MLS 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.

Other Clinical Experience Policies

Employment Hours During

Because of the intense nature of the clinical experience courses and the requirements for student attendance and study, the MLS 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. No changes will be made in clinical hours to accommodate a student’s outside work or personal obligations.

Additional Course Enrollment

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

Health Care and Health Insurance Requirements

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.

MLS PROGRAM FACULTY

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Campus Performance Locations

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420 Delaware St SE

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Phone: 877-334-2659 Fax: 612-625-5901

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Program Support Staff

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



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All MLS students are required to comply with the academic progress standards established by the MLS Program in order to make satisfactory academic progress towards completion of the Bachelor of Science in Medical Laboratory Sciences. MLS 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.

Academic Performance and Professional Behaviors

(approved by OGC 12/26/13 – modified for MLS 7/13/15)

The Medical Laboratory Sciences Program’s overall goal is to ensure that its graduates have a strong academic foundation, a sound ethical core, and a robust and integrated set of professional behaviors. The following policies and procedures address scholastic standing within the MLS curriculum. This policy statement outlines student expectations for academic performance and student conduct, including professional behavior standards and academic integrity. Student issues related to academic performance and student conduct are handled through separate processes, and are also described in this policy statement.

Academic Performance

Academic performance expectations in the MLS Program include two components: academic performance standards, and professional behaviors. Students are expected to maintain these academic and professional standards throughout the curriculum and during the clinical experience in order to remain in good scholastic standing.

1. Academic Performance

To be considered in Academic Good Standing within the MLS Program, students must meet all of the following criteria:

- a. Receive a grade of “C” or higher in all MLSP courses and elective courses taken outside of the program
- b. Receive no grades of “N” in any courses (required or elective) once admitted into the program
 - o A course grade lower than a C or grade of N indicates that a student has not achieved a level of learning or skills consistent with the basic requirements of the course content and performance standards.
- c. Does not withdraw from any courses once admitted into the program
- d. Maintain a semester and overall GPA of 2.00 or higher
- e. Maintain full-time student enrollment status or receive a formal waiver (13 credit exemption) from the program

2. Professional Behaviors

The MLS Program requires that students behave with professionalism and conduct themselves as would be expected of a medical laboratory scientist in the workplace (e.g. being on time, using respectful language in communications, and adhering to work place rules). Professional behaviors fall under the scope of academic performance standards. Any behavior that violates the University of Minnesota Student Conduct Code is handled under the scope of Student Conduct policies and procedures.

Students are expected to demonstrate professional behaviors including:

- a. Appropriate and responsible collaboration with supervisors, instructors, staff and peers
- b. Acceptance of personal responsibility for attaining professional competence
- c. Demonstrate resilience
- d. Engaged response to constructive feedback
- e. Consistent work behavior (e.g., initiative, preparedness, dependability)
- f. Effective time management
- g. Respect for diversity and others' opinions
- h. Effective, positive, and respectful interpersonal skills (e.g., cooperation, flexibility, tact, and empathy) in communication and collaboration with colleagues, supervisors, instructors, clients, clients' family, and others contacted while in a student role
- i. Adherence to safety regulations and to good safety judgment in class, clinical experience, and all other activities associated with the curriculum.
- j. Provision of only true and accurate information as a rationale for requesting special consideration on a test, assignment, or other aspect of the curriculum.
- k. Demonstrate quality work with precision and accuracy; reports only true and accurate results; documents accurately; corrects errors appropriately
- l. Maintain compliance with all MLS Program Technical Standards
- m. Comply with all requirements for Academic Integrity

Professional behavior is expected throughout the curriculum. This includes but is not limited to classroom sessions, online interactions, clinical experiences, public/professional engagement experiences and program supported activities. Professional behavior is assessed through a variety of mechanisms and is evaluated with courses and across the curriculum. These include, but are not exclusive to, formal faculty and adviser evaluations, clinical experience evaluations, group-process forms from collaborating group members, and faculty and peer observations.

Academic Difficulty

If a student finds themselves in academic difficulties in one or more courses, they must contact and discuss their course performance with the instructor(s) and CAHP Student Advising Coordinator **BEFORE** the course(s) has ended (See [Student Responsibilities](#) – page 8). 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 MLS Program academic progress policies will be enforced without exception.**

Mid-Term Alerts

MLS 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 Advising Coordinator 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. Students are responsible for obtaining the assistance they need to be successful (See [Student Responsibilities](#)- p8).

3. Academic Performance and Professional Behavior Issues

Academic performance and/or professional behavior that falls below the MLS Program's stated benchmarks results in either probation or dismissal. Students are responsible for knowing the grounds for probation and/or dismissal (see *Table I p26*).

a. Probation

A student is placed on probation when academic and/or professional performance standards fall below the MLS Program's stated benchmarks for a student in Good Standing. Probation formally indicates that a student is in jeopardy of not completing the program. At the same time, it offers a student the opportunity to continue in the program and to resolve the circumstances that interfered with satisfactory academic progress. When the probation conditions require a student to retake a course(s), the course(s) can be retaken only ONCE. Retaking a course(s) generally delays graduation by one year.

b. Dismissal

Dismissal from the MLS Program takes place under very specific circumstances, and is typically due to significant sub-standard academic and/or professional performance (see Table I for examples). Situations not covered by the examples in **Table 1**, where the chief issue is one of academic performance, the MLS Program Director may convene a committee of faculty to examine the student's case and make a recommendation for action to the Program Director. Such a committee will include 3 voting members: one MLS faculty member who will lead the meeting, one clinical/community medical laboratory scientist with clinical supervisory experience (or if unable to access such an individual in a timely manner, a second UM MLS faculty or adjunct faculty member), and one University faculty member external to the Program. The Medical Laboratory Sciences Program Director or designee may attend the committee as a non-voting member to better understand discussion and provide information as requested.

4. Resolving Academic Performance or Professional Behavior Complaints

The Medical Laboratory Sciences Program has the right and responsibility of enforcing academic performance standards. However, students have the right to due process *after* an academic performance decision is made when there are significant extenuating circumstances, or questions of policy, practice or procedure. Any deviation from the stated academic performance standards is at the discretion of the MLS Director and faculty. The following

procedure outlines the stages of the process and is adapted from the University of Minnesota Conflict Resolution Process for Academic Complaints.

a. Request for Reconsideration

The purpose of a Request for Reconsideration is to allow students a mechanism for bringing significant extenuating circumstances to the attention of the program. Generally speaking such circumstances would be those that had a direct and compelling impact on a student's performance and that were beyond the student's control. Students should complete the Request for Reconsideration form (available at <http://cahp.umn.edu>) and return the form to CAHP Student Services. Documentation is usually required.

b. Formal Complaint

Purpose

- i. The purpose of the formal complaint procedure applies to "student academic complaints," which are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Student academic complaints
- ii. Must be based on a claimed violation of a University rule, policy, or established practice
- iii. If alleging discrimination in the University-student relationship, may be filed under this procedure or with the Office of Equal Opportunity and Affirmative Action, but not both
- iv. This procedure does not limit the University's right to change rules, policies, or practices.

Complaints Not Covered

This procedure does not apply to student complaints regarding:

- i. University employment
- ii. Disciplinary action under Board of Regents Policy: Student Conduct Code
- iii. Grades in a course
- iv. Applicant complaints regarding University admission decisions

Relief available under this procedure

Resolution of complaints under this procedure may include student reinstatement or other corrective action for the benefit of the student, including refunds, but may not award monetary damages or take disciplinary action against any employee of the University.

c. Procedure

Please refer to the CAHP Student Performance Policies and Procedures available at <http://cahp.umn.edu> for the policy and procedure on resolution of academic complaints.

Table 1 - Actions when Academic or Professional 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 or fails to meet the Professional Behavior requirements	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 citing extenuating circumstances or policy violation
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 or fails to meet the Professional Behavior requirements	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 citing extenuating circumstances or policy violation Student may reapply to MLS 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 citing extenuating circumstances or policy violation Student may reapply to MLS 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 citing extenuating circumstances or policy violation Student may reapply to MLS 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 Advising Coordinator notified Student continues in concurrently enrolled MLS 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 & MLS 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

The above items are only used as examples of possible outcomes. Additional examples or situations are possible.

Progression in the MLS Curriculum and Consequences of Probation:

The MLS 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 less than C in a required course outside the MLS 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 MLS curriculum. A Withdrawal, grade less than C, or grade of N in a MLSP course typically impedes a student's progression and delays their graduation by one full academic year. This is because students must successfully complete each MLSP course with a grade of C or better before moving on to the next course in the sequence. Students must successfully complete ALL didactic and campus laboratory courses as well as all University requirements (e.g. Lib Eds) 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 toward successful completion of the MLS program. The Probation contract will specify which courses (if appropriate) will be repeated and which semester they must be taken. Students who are on probation due to issues related to professional behaviors, will have a similar contract developed outlining the remediation required to meet program requirements. All probation contracts must have final signature approval of the MLS Program Director.

Notification Process

Students will be notified in writing of their probation or dismissal by the MLS 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 also sent by University email.

Program/Course Withdrawals

Withdrawal from the MLS Program

Students have the right to request a withdrawal from the MLS Program and must contact the CAHP Student Advising Coordinator for information **before withdrawing** from any courses. It is important that students discuss their situation with the advising coordinator so students are aware of the consequences or impact of withdrawal in advance. If a student chooses to withdraw from the MLS Program, they will need to go through the readmission process if he/she wishes to continue in the program at a later time. MLS 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 MLS Program they are expected to complete all courses in which they are enrolled. **Students must consult with the Student Advising Coordinator before withdrawing from any course.** 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 Advising Coordinator to develop a plan of study that will allow them to be successful each semester. If students wish to withdraw from a lecture course, they must also withdraw from the corresponding laboratory course.

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 must apply for readmission into their program. Students should consider a Leave of Absence in lieu of withdrawing from the MLS Program, if appropriate. Students considering a Leave of Absence should consult with a Student Advising Coordinator for guidance.

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.

Student Appeals

Reconsideration and/or Appeal of MLS Program Actions

Students in the MLS 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 MLS program, the student has the right to have their situation reviewed, and should talk to the Student Advising Coordinator as their first step in the process. For a description of student appeal or reconsideration examples, please see Table 1.

Readmission

Students dismissed from the MLS 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 original dismissal have been corrected. It may be helpful for students to demonstrate successful completion of upper division science courses with a full credit load outside MLSP as evidence that they are ready academic and professional 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.

Student Conduct

(approved by OGC 12/26/13 – modified for MLS 7/13/15)

Student conduct and professional conduct may be covered under both the University of Minnesota Board of Regents Student Conduct Code, as well as the professional and ethical standards of the MLS program. The MLS Program does not maintain its own student conduct policy, except under the terms of program standards related to professional conduct. Professional behavior that is evaluated as part of a course or other experiential component of the degree program falls into the academic category of student performance and is handled under the respective policies and procedures outlined in the Academic Performance section above.

1. Student Conduct Code

Several areas of the Student Conduct Code are of particular importance to students enrolled in the MLS Program.

- a. Academic integrity is essential to a positive teaching and learning. Students are responsible for ensuring 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 (amended October 11, 2012) defines *scholastic dishonesty* (their term for academic misconduct) 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."

(http://regents.umn.edu/sites/regents.umn.edu/files/policies/Code_of_Conduct.pdf)

Plagiarism is defined as the presentation of another's writing or ideas as one's own. Plagiarism can result in a grade of "F" or "N" for the entire course. Students are urged to be careful that they accurately attribute and cite others' work in their own writing using the preferred format designated by the Program. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, each course demands *original work*. Unless agreed to by the current Course Director, it is unacceptable to hand in assignments for any course when credit has been received previously in another course. It is, however, acceptable to build on a line of work begun in another course or leading to a scholarly project. If you have any questions, consult with the Course Director.

- b. The MLS Program also considers any behavior by an MLS student that reflects on the student's qualifications or potential to become a competent and ethical professional within the jurisdiction of the program. Aside from matters of academic integrity and professional responsibility in the classroom/clinic setting that are handled through the Student Conduct Code, the following behaviors constitute ground for discipline of students:
 - Conduct that violates professional and or ethical standards;
 - Violates the safety requirements
 - Disrupts the operations of the University, CAHP, program or clinical experience training sites;
 - Disregards the rights or welfare of patients, fellow students, college/clinical staff, or other individuals.
 - Unlawful conduct or other improper behavior that impairs the student's capacity to function as a healthcare professional.

Specifically, any violation of the following codes or practices is considered unprofessional and could result in probation or dismissal.

- ASCLS Code of Ethics
- Clinical Experience site policies and procedures
- Ethical rules and procedures related to research

2. Process for Student Conduct Issues

It is hoped that in most cases, this process will resolve the concerns. However, if this is not the case or if the misconduct is serious or repeated, the involved faculty, clinical educator, or administrator may seek broader faculty involvement (see below).

a. Independent action

When a faculty member, clinical experience preceptor, student services advisor, or administrator has concerns about a medical laboratory sciences student meeting any of the standards of conduct, he or she will:

- Discuss the concerns directly with the student and work to resolve the issues (including but not exclusive to designing plans of current action to resolve the problems and additional action to avoid the problems in the future);
- Document dates and content of key communications and meetings(s) with the student; and
- Create a written plan for resolving concerns, with student's verification of receipt.
- Advisor to maintain a copy
- Advisor to follow-up during that semester and subsequent semesters.
- File appropriate form with Office of Student Conduct and Academic Integrity if the concern meets that office's criteria.

b. Broader Faculty Involvement

There are two paths of action that have broader faculty involvement. These are used when there has been significant, serious, academic or professional misconduct or when independent effort by course director or advisor has not been successful at resolving the misconduct.

In addition to following the paths noted below, the Course Director or student's advisor should also file appropriate Office of Student Conduct and Academic Integrity forms if the concern meets that office's criteria.

I. Routine Planned Review Path

Medical Laboratory Sciences Program faculty members will use the MLS Program's *Affective Domain Form (The Form)* to evaluate students at least twice during the Year 4 Fall semester.

a) Procedure

- i. Each student will self-assess and then be assessed by faculty members.
- ii. Each faculty academic advisor will review their advisees' Forms

- iii. If there is no pattern and no single serious problem reported, the academic advisor will communicate that with each student.
- iv. If there is a pattern of multiple academic or professional acts of misconduct or a single significant act of misconduct, the faculty advisor will:
 - v. Gather additional information as needed to clarify the reports made by faculty using The Form.
 - vi. Meet with the student to formulate timelines and plans for the required behavioral change and for regular, ongoing faculty review
 - vii. Create a written document, with student's verification of receipt.
 - viii. Advisor to maintain a copy of the document in CAHP files until the student leaves the Program (e.g., graduates, withdraws, or is dismissed).
 - ix. Advisor to regularly follow-up student's behaviors during that semester and subsequent semesters.
 - x. Regularly review student's progress regarding conduct and meet with the student per plan and as needed during that semester and subsequent semesters.
- b) If misconduct is resolved (e.g., changes are made and sustained by the student), the advisor will:
 - 1. Prepare a short report indicating this and maintain same, and
 - 2. Transfer reports and documents to any subsequent advisors (e.g., Clinical Experience Coordinator).
- c) If misconduct is not resolved, the advisor will
 - 1. Notify the Program Director in writing, and provide supporting written information documenting same. This may also be done prior to a planned review time if the student does not appear to be following the planned behaviors.
 - 2. The Program Director will then initiate a Committee Review. *See Committee Review of Misconduct section following Ad Hoc path section below.*

II. *Ad Hoc Path*

Independent of the scheduled planned reviews, any faculty member may bring a misconduct issue/incident to the faculty. In both cases this path requires that the advisor or faculty member:

- i. Notify faculty that there is a concern regarding the student's conduct
- ii. Request that the involved student self-assess his/her behaviors using The Form
- iii. Request that faculty members evaluate the student's behaviors, using The Form.
- iv. The student's academic advisor will then review the student's and the faculty members' reviews.
 - a) If the advisor determines that there is no cause for action, then the advisor will prepare and keep a short report on the issue, result, and reasoning, and maintain same until the student leaves the Program (e.g., graduates, withdraws, or is dismissed).

- b) If the advisor determines that this is an isolated case of misconduct or within a single course the Course Director and the academic advisor, as requested, will meet with the student to formulate a written timeline and plan for the required conduct change, including follow-up plan.
- c) If the advisor determines that there is cause for action, the advisor will:
 1. Gather additional information as needed to clarify the reports made by faculty members using The Form.
 2. Meet with the student to formulate timelines and plans for the required behavioral change and for regular ongoing faculty review
 3. Create a written document, with student's verification of receipt.
 - a. Advisor to maintain a copy of the document until the student leaves the Program (e.g., graduates, withdraws, or is dismissed).
 - b. Advisor to regularly follow-up student's behaviors during that semester and subsequent semesters.
 4. Regularly review student's progress regarding conduct and meet with the student per plan and as needed during that semester and subsequent semesters.
- v. If misconduct is resolved (e.g., changes are made and sustained by the student), the advisor will:
 1. Prepare a short report indicating this and maintain same, and
 2. Provide copies of reports and documents to CAHP Student Services files
- vi. If misconduct has not been resolved, the advisor will:
 1. Notify the Program Director in writing, and provide supporting written information documenting same. This may be done prior to a scheduled review, if the student does not appear to be following the remediation plan.
 2. The Program Director will then initiate a Committee Review of Academic Misconduct or Professional Misconduct (see below).

3. Committee Review of Misconduct

- i. The Program Director will review the pertinent materials, communicate with the student (e.g., face to face, telephone, virtual meeting) and seek clarification from involved faculty and advisor as needed prior to constituting a Review Committee to hear the concerns and make recommendations to the Program Director. The misconduct review committee (the Committee) shall be appointed by the Program Director and consist of three (3) voting members, as follows:
 - a) One (1) faculty member from outside the MLS Program but within the University,
 - b) One (1) MLS clinical practitioner or educator.
 - c) One (1) MLS faculty member, who is uninvolved or less involved with the current student's instruction or issues. This member shall also serve as Chairperson of the Committee.

- ii. The Committee will hold a hearing to determine whether the student has committed misconduct and if so, will recommend action to the Program Director. The accused student will receive written notice of the concerns prior to the hearing and at least 10 calendar days' notice of the hearing date. The student has the right to be present at the hearing, examine all materials presented, question the witnesses and offer his/her own evidence, testimony and witnesses. The accused student may bring a representative or advocate to the hearing. If this individual is an attorney, the program will be represented by an attorney from the Office of the General Counsel. Committee findings and recommendations must be supported by an affirmative vote of at least 2 of the 3 committee members.

- iii. The Committee will provide to the Program Director a written report of both the majority findings/recommendations and the minority findings/recommendations (if any).
 - a) If the Committee's finding is one of misconduct, their recommendation of action to the Program Director may take many forms, including but not exclusive to:
 - 1. No action
 - 2. Permitting uninterrupted continuation of academic work on probation, stipulating behavioral expectations.
 - 3. Requiring that the student meet certain conditions before permitting them to resume academic work (with or without probation). These may commonly include:
 - 4. Requiring that the student take a leave of absence;
 - 5. Suspending the student from academic work until specified conditions are met;
 - 6. Requiring that the student complete additional or specially designed internal or external coursework or programs.
 - 7. Dismissal

 - b) The Program Director shall:
 - a. Decide upon a course of action
 - b. Inform the student and the Chair of the Review Committee in writing of that course of action, and
 - c. Inform the student in writing of their rights for reconsideration and appeal.

Academic Advising Roles & Responsibilities

Students in the Medical Laboratory Sciences Program have both a Student Advising Coordinator and a Faculty Advisor.

Major functions: Provides consultation, support, mentoring, and recommendations to MLS students while they are in the MLS program. MLS Students have access to several different types of advisors all of which are available for consultation: Student Advising Coordinator, Faculty Advisors, Course Director Advising, and Career Advising.

Scope of role: Advisement is provided related to students' academic performance. Issues that cannot be resolved within the scope of the advisor/student relationship can be referred to resources within the MLS program or other resources on campus.

Student Advising Coordinator's key responsibilities:

- Contact student advisees during the first semester of the program to introduce themselves, discuss the advisor/advisee relationship, share resources, and encourage communication.
- Inform advisees of advisor's schedule and method to be used for making appointments.
- Provide safe supportive environment for students to discuss academic concerns in a confidential environment.
- Act as a resource for campus information and resources inside and outside of the MLS program.
- Monitor academic standing of advisees and initiate meetings with students as needed.
- Meet with advisee when issues related to academic performance are not resolved at the instructor level.
- Keep records of student advisement meetings, including a plan for resolution and corresponding timeline of action steps if appropriate.
- Act as an intermediary if needed between the student and the program faculty.

Faculty Course Director's or Career Advisor's key responsibilities:

- Contact student advisees during the first semester of the program to introduce themselves as well as discuss future career directions.
- Discuss professional behaviors expected of the MLS student in campus courses, clinical experience courses, and entry into the profession.
- Act as a resource when students are having difficulties
- Mentor the student toward a successful career in laboratory medicine or beyond.
- Discuss content with student and provide study guidance
- Review course content with students while encouraging students' independent learning.

Student advisee key responsibilities:

- Seek timely advisement for academic and professional behavior concerns whenever there is a perceived need.
- Follow the expected procedural steps for program issues e.g. for courses meet with the instructor first, then your advisor.
- Communicate with academic advisor in advance if having difficulty completing the remediation plan or if there are barriers to resolving an academic or professional behavior issue.
- Access recommended resources at the University, such as meeting with your advisors, student counseling services, disability services, student counseling, or student conflict resolution services.

Advising & Registration Procedures

Although you are responsible for your progress in school and staying up to date on your degree progress, an advising team is available to help you with questions or issues that arise regarding being a student at the University of Minnesota Center for Allied Health Programs. The student services advisor is a professional staff member who can assist you with many day to day advising issues and procedures such as submitting a petition, course registration, graduation planning, or re-adjusting to college life.

All students in the MLS Program, Year 3 and 4, are expected to plan their class schedule with the Student Advising Coordinator. All students are encouraged to meet with their faculty advisor and student services advisor at least once a semester. Although, you may not believe you have specific topics of concern, engaging with your advising team can provide you with exploration of campus resources, opportunities, and strategies for your professional development.

Advising Appointments

Students can set up appointments with their Student Services Advisor or directly with their faculty advisor. Please be sure to include your available times and days in the message you send. Appointments are typically scheduled for 30 minute blocks, between 9-12 or 1-4 M-F.

Phone: 877.334.2659 **Email:** cahpadv@umn.edu

Registration Procedures

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.

Registration Holds

Students may have holds on their registration for various reasons. You will need to meet with the Student Services advisor so they can release the hold if appropriate.

Table 2 Advising Quick Reference Guide

Process & Procedures	First Contact	Second Contact
Student Petitions	Student Services Advisor	NA
Leave of absence	Student Services Advisor	NA
Progression Issues: mid-term alerts, academic probation, academic suspension	Student Services Advisor	NA
Registration holds	Student Services Advisor	NA
Graduation & Commencement	Student Services Advisor	Faculty Advisor
Concerns/grievances related to CAHP or University policies	Student Services Advisor	Faculty Advisor
Questions about University resources	Student Services Advisor	NA
University Forms – (Forms Online via One Stop) 13-credit exemption request, leave of absence, name change request, official transcript request	Student Services Advisor	NA
Steps for Success Discussions	Student Services Advisor	Faculty Advisor
Semester Enrollment Planning	Student Services Advisor	NA
Financial Aid Issues	Student Services Advisor	NA
Faculty Advisor		
Career or graduate school planning	Faculty Advisor	NA
Issues with clinical or courses	Course Director (or Faculty Advisor)	Student Services Advisor
Questions about the profession	Faculty Advisor	NA
Academic difficulties	Course Director (or Faculty Advisor)	Student Services Advisor

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).

Note: Even though classes or credits may be accepted in transfer by the U of M the courses may not meet the requirements for the MLS program. Please see the MLS program Transfer Guides or consult CAHP Student Services.

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.

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 MLS program web site at: <http://cahp.umn.edu/transfer-guides>.

First Semester Registration

Students' first registration in the MLS 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 the Student Advising Coordinator. 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 Medical 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 UW River Falls must provide proof of medical coverage and immunization compliance from their home school.

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.eoa.umn.edu/learn_about/Definitions/religionandcreed.html

The above policy is pertinent to the University of Minnesota, however MLS 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 Education Coordinator by April 1st of the spring prior to the onset of your rotations. The clinical education coordinator will work with you to resolve the matter in the best possible manner.

In order for an accommodation to be considered reasonable, however, it must meet four criteria:

- It must not compromise essential requirements of a course, program, job, activity, or facility.
- It must not cause an undue administrative or financial hardship.
- It must not compromise safety of the student or others.
- It must not fundamentally alter a course or program.

NOTE: Due to the nature of the Medical Laboratory Sciences program laboratory courses, it may not be "reasonable" to provide make-up sessions for multiple missed laboratory courses in the MLS Program. Please consult CAHP Student Services Coordinator 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 Medical Laboratory Sciences Program. The University of Minnesota undergraduate academic calendars are available online via One Stop. <http://onestop.umn.edu/calendars/index.html>

Academic Integrity

(See also Honor Code and Academic Performance and Professional Behaviors)

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). MLS 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 One Stop forms.

Cancellation of Courses 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 MLSP or prerequisite course. Failure to discuss this with the Student Advising Coordinator or the Program Director prior to dropping the course or courses will result in Program dismissal. Dropping a course to avoid an unsatisfactory grade will result in Program Probation and may lead to dismissal.**

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 MLS Student Program Orientation, a photograph will be taken of each MLS student for the following purposes:

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

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

Concerns or Complaints

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 MLS 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 Advising Coordinator 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 MLS program and for program graduates. It is also essential that the MLS 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 MLS 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 MLS 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 MLS Program Director

Please note: A record of the students' concerns will be kept as a part of the MLS program's evaluation process. (See also Conflict Resolution)

Complaint Process within the MLS 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 MLS 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 MLS 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 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 MLS 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.

Computer and Technology Requirements

Due to the hybrid curriculum delivery method in the MLS Program, admitted students are expected to be highly competent in using a computer to generate, type, edit, format, and print documents. All students in the MLS 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 Internet services through UMart. Visit <http://www.oit.umn.edu/umart/> for complete details.

Technical Requirements

Due to the hybrid and online delivery format of all Medical Laboratory Science courses students in the MLS program must have **consistent and reliable access** to a computer and the Internet. Students in the MLS 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 7 or higher and a printer
 - MAC with an Intel processor (1.66 GHz or greater) running OS X 10.5 or later AND Windows emulation software, 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 7 or higher 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).
 - **DSL connections are often 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
- Calculator
 - A simple, non-programmable statistics calculator for use during exams.
 - Cell phone calculators are not acceptable
- 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

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. (See also Student Concerns)

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.

Students attending the Rochester campus and 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 Rochester campus 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 One Stop. The request will be reviewed by the MLS 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.

All students in CAHP must successfully complete a criminal background study prior to their first semester of enrollment in their program of study. CAHP Student Services will communicate information about completing the study in orientation materials during the summer prior to starting the academic program.

Education programs are authorized to request that students initiate the background studies. Each student must maintain a copy of their results for the duration of their enrollment in the academic program and provide a copy to the fieldwork or clinical experience provider when requested.

A student who receives a disqualification from having patient contact from the background study will require further review. If a disqualification is not set aside by the Commissioner of Health through a reconsideration process, the student may not be accepted for fieldwork or clinical placement at licensed facilities, and therefore, may not be eligible for a degree in their program. Additionally, a felony conviction may affect a student's ability to sit for appropriate certification examination or attain state licensure.

Dean's List

Students in the Professional MLS 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 Resource Center (DRC)

The University of Minnesota and the MLS 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 Advising Coordinator if they have any questions about how the program works with the Disability Resource Center to help support students. Many times the rigor of the MLS curriculum brings to light the need for additional support, where none might have been needed by students in the past.

DRC is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with DRC, 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 Resource Center 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 the Disability Resource Center must provide a letter stating the requested accommodations to the Program Director for review. An accommodation is a modification that is made to a course, program, service, job, activity, or facility that eliminates or minimizes disability-related barriers to allow equitable access.

The program director in collaboration with the course directors will determine whether the accommodations requested are attainable while maintaining the requirements of the MLS Program. The MLS program is NOT able to provide accommodations in a course without documentation from DRC.

An MLS student, who is receiving accommodations within their MLS courses, should seek additional consultation with the Disability Resource Center if they feel that their current accommodations are not sufficient to help them meet the program requirements. They should also consult with the access consultants in the DRC if they believe that different accommodations may be needed.

Cautionary Note: Due to the performance skills and abilities required for successful completion of the MLS program, not all accommodations are possible. Students must be able to individually meet the Technical Standards and course/program outcomes (competencies) as described in the application form and/or Student Handbook.

There is often more than one way to accommodate a situation or activity. In order for an accommodation to be considered reasonable, however, it must meet four criteria:

- It must not compromise essential requirements of a course, program, job, activity, or facility.

- It must not cause an undue administrative or financial hardship.
- It must not compromise safety of the student or others.
- It must not fundamentally alter a course or program.

Email Competencies

The University-assigned student email account is the official means of communication between CAHP, the MLS 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 MLS students during their professional year. 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 Holds - Satisfactory Academic Progress (SAP)

It is not uncommon for MLS 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. MLS 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 MLS, or because they are seeking MLS as a second degree or major. In these cases, students should contact the Student Advising Coordinator 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.

Grading Policy in the MLS Program

Each course in the MLS 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, MLS program courses may be quite different than previous courses you've taken. To successfully complete a MLSP 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 MLS 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 MLS 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 MLS 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.

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 as student in the MLS 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 MLSP course is expected to be completed by the end of the following semester. If this is not fulfilled, the grade reverts to an F.

Unsatisfactory (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. MLS 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.
- 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 CAHP Student Services Coordinator.

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 Center – Boynton/Olmsted

Conveniently located in the heart of the East Bank, the East Bank Clinic is Boynton’s largest and main clinic facility on the Twin Cities campus. Boynton’s East Bank Clinic is one of the most comprehensive postsecondary health services in the nation. With a staff of over 200, the East Bank Clinic houses several individual clinics including Dental, Eye, Massage Therapy, Mental Health, Nutrition, Physical Therapy, Primary Care, Women’s, Travel Immunization, and Urgent Care. The East Bank Clinic is also home to a full-service Pharmacy and offers health and wellness services.

Boynton’s East Bank Clinic staff includes licensed and certified physicians, physician assistants, nurse practitioners, registered nurses, licensed practical nurses, certified medical assistants, optometrists, dentists, dental hygienists, mental health care providers (including psychiatrists, psychologists, and social workers), physical and massage therapists, registered dietitians, and pharmacists.

All University of Minnesota Twin Cities Campus students (MLS students at Twin Cities or Rochester), faculty, and staff are welcome. Most services are no out-of-pocket cost for full-time, degree-seeking students. Call to make an appointment for almost any health concern, or walk-in to the [Gopher Quick Clinic](#) located at our East Bank Clinic for a minor acute condition.

In addition to the services at Boynton, students on the Rochester campus have access to the Olmsted Medical Center (OMC Skyway Clinic, 2nd Floor of 318 Commons). Services include walk-in and scheduled appointments as well as referrals to a primary care provider when necessary. Pharmacy services are not available on site however multiple retail pharmacies are nearby. Hours of operation are 8 a.m. - 5 p.m. Monday-Friday. Call 507-292-7250 for extended hours.

Health Insurance Coverage

All MLS students are required to have health insurance while they are attending/participating in all course work including clinical experience 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 Student Health Benefit Plan fee or can request a waiver to use other outside insurance. Request to

waive the Student Health Benefit Plan are reviewed through Boynton Health Services. Regardless of which health insurance plan they choose, students must never experience a gap in coverage while in the MLS Program.

Students who are enrolled less than full-time or who are taking clinical experience courses should consult with the Student Services Coordinator to ensure that they have coverage during their time in the clinical facilities.

For more information regarding the Health Insurance coverage plan or how to request a waiver from the plan, please visit:

<http://www.shb.umn.edu/twincities/ahc-students/shbp/waiver.htm>

Students seeking degrees from other schools (Mankato, St. Cloud State, UWRP) while attending MLSP classes must provide proof of health insurance coverage each semester of enrollment in the MLS Program from their home institution or alternative plan.

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

MLS 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 MLS 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 Requirements for Academic Health Center Students

According to Occupation Safety and Health Administration (OSHA) regulations, Centers for Disease Control and Prevention (CDC) guidelines, and Academic Health Center (AHC) policy, all students (including international students) enrolled in AHC colleges must meet immunization requirements as a condition of enrollment. Student in the AHC must provide proof of the following immunizations and testing:

- Measles, Mumps, Rubella (MMR)
- Tetanus, Diphtheria, Pertussis (Tdap/Td)
- Varicella
- Hepatitis B
- Tuberculin Skin Test (TST) Annually
 - OR Annual (T-spot/QuantiFERon Gold) if you received BCG in the past
 - OR chest x-ray if positive TST and negative IGRA

Newly admitted students should have their healthcare provider complete the AHC Immunization form and submit the form to Boynton Health Center. The form can be obtained at the link below. Please make sure to keep a copy for your records.

http://www.bhs.umn.edu/download/AHC_IMMUNIZATION_FORM_6-22-2015.pdf

AHC students who do not complete these immunization requirements will not be able to register for classes. To learn more, visit www.myu.edu.

MLS 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.

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 MLS 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 MLS program must fulfill all the requirements of the MLS 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 UW River Falls) must complete all MLS 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. MLS students should refer to the APAS report when working with his/her MLS 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

Long-term Disability Insurance Coverage

Academic Health Center students, including MLS students, enrolled in a qualifying AHC program, will be automatically covered under a group Long Term Disability plan. A fee for this coverage will appear 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/>.

More importantly, upon graduation students will have the opportunity to convert to an individual Long Term Disability plan. This means students can obtain individual coverage that they own and take with them after they graduate. AHC students can enroll regardless of any pre-existing medical conditions. AHC Long Term Disability members have the opportunity to enroll in this post-graduation option 60 days prior to their graduation and up to 60 days after their group plan ends. Estimated monthly benefit amounts are listed by school in our brochure.

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 MLS program is delivered in a hybrid (partially online) format and many of the communications between students 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 MLS 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 – required for all email or discussion threads
- 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 (Campus) Site Preference Process

The UM MLS Program currently offers lecture and laboratory courses at two University of Minnesota locations – Minneapolis and Rochester. The lectures are delivered collectively and can be attended at either location – they are offered Monday, Wednesday, and some Fridays. However, due to space limitations in the laboratory classroom, one section of lab is offered in Minneapolis and the other in Rochester. Students must attend laboratory at their assigned location. Lab courses are offered on for .year 4 students Tuesdays and Thursdays for fall semester and only on Thursday for spring semester. Currently the MLS Program receives more applications from students who prefer the Twin Cities location. For that reason some students who preferred Minneapolis, may be assigned to Rochester.

How is my Performance Site Assigned?

By accreditation standards, both program sites must have equal educational opportunities for students. That means we have to consider and balance: academic standing, student demographics, safety and space limitations. In order to ensure a fair and unbiased site assignment process, the MLS Program is not always able to consider student's personal, financial, or family circumstances into account.

- Students who've selected Rochester as their preferred site are assigned to Rochester. (If in the future more students select Rochester this might also be competitive.)
- Students who've selected Minneapolis only (usually more than we can take in Minneapolis) will be placed in a pool. A modified random selection takes place using the above considerations
- Students are assigned without bias. The essential goal of the process is to ensure that the two sites are as similar as possible with regard to students' academic and demographic profile
- Students who selected Minneapolis (Twin Cities only) may not be placed in Twin Cities if space is not available. Students will then have the option of accepting a Rochester site assignment or declining admission.

- Students selected the Minneapolis location/section but would accept a Rochester assignment may be assigned to the Rochester campus if the Minneapolis section is full.
- If you have been offered the Rochester lab section, it means you selected Rochester as your preferred location or the Minneapolis section was already full.

What to do if you did not get your first choice?

We have arranged the schedule so that you would only have to “commute” only one or two days each week for the laboratory courses. Many students who live in or around the Minneapolis area develop car pools to help manage the cost of commuting and share the driving. Others opt for a temporary apartment in Rochester for the Fall and Spring semester of their senior year. We can help guide you through those choices.

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 MLS 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. MLS 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 MLS teaching laboratories due to biosafety restrictions.**
2. 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.
3. In establishing restrictions, instructors must make reasonable accommodations for students with disabilities in working with the Office for Disabilities Services.
4. 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.
5. 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 MLS Program.

Prerequisite Course Work

Prior to entering year 3 of the 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.

Year 3 students in the professional program enroll in microbiology with a laboratory, genetics, and biochemistry, as well as Immunology, Lab Methods, and Professional Issues through MLSP.

Students applying to enter the professional program at the beginning of year 4 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.

Previous Degree

Students who have already received a U of M Bachelor of Science degree complete the Medical 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). Students who have a previous BS degree from another institution should consult with the Student Services Coordinator for the correct procedures.

Reference Requests

Students and alumni of the Program in Medical 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.

Safety Training & Compliance

Due to the biohazard nature of our work students must complete a variety of safety training modules prior to the beginning of MLSP courses. During program Orientation students will complete both online and in-person safety modules including Blood Borne Pathogens, Chemical, Fire, TB, Sharps, and other required content. The Department of Environmental Health and Safety <http://www.dehs.umn.edu/> requires all faculty to have annual training and conducts safety inspections of all teaching laboratories.

Students must comply with the MLS programs safety rules at all times for their own safety and the safety of others around them. Failure to keep up-to-date with immunizations, testing, or safety training will result in probation status within the MLS Program.

A single incident violating the safety requirements of the teaching laboratory will result in a written warning or may lead to program probation dependent on the severity. Repeated violations of safety policies will result in Program dismissal.

Service Work

During clinical experience courses students may not be used by clinical sites for service work. Students are not to be used to augment affiliate staffing to perform patient work. Their time in the clinical experience courses is to be used for learning and achievement of clinical experience courses

objectives. If students are willing, they may work for the clinical affiliate site outside of the clinical experience assignment time, but this work must be voluntary and must be paid at the current rate for the position.

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 Advising Coordinator, 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, courses 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 MLS 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

MLS Facebook Page

Students have expressed a desire to have virtual opportunities to connect with other MLS students, especially in Year 3 when they have different class schedules. The MLS 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. There are 2 Facebook groups you may want to join: ASCLS-MN Student Members and the UM MLS Class of 2014. Both have members from all over and from multiple class groups.

<https://www.facebook.com/groups/ASCLSMNStudent/>

or

<https://www.facebook.com/groups/UMN14/>

Medical Laboratory Sciences (MLS) Student Council

The purpose of the MLS 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 Medical 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 Medical Laboratory Sciences program are eligible for student membership in the American Society for Clinical Laboratory Science (ASCLS) and several other professional organizations. Students admitted into the MLS Program are provided with student membership while enrolled. Students are encouraged to continue membership when they graduate as part of their transition to a laboratory professional. Benefits of ASCLS membership include: the MLS journal, MLS 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

- Advisor
- 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 MLS program must provide contact information to the program but may suppress this information in the general directory. The MLS 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 advisors 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.

Suggested Plan of Study

Beginning in Fall 2013, Year 3 students have three required MLSP courses in addition to the general science requirements. For those students, we recommend the following enrollment sequence, which should be discussed with the CAHP Student Advising Coordinator each semester to ensure that they have met all of the requirements to progress into the professional year of the MLS program.

Year 3 – Sample Schedule

<i>Fall</i>	<i>Course Title</i>	<i>Cr</i>	<i>Spring</i>	<i>Course Title</i>	<i>Cr</i>
GCD 3022	Genetics	3	MLSP 5311	Biomed Lab Methods	4
BIOC 3021	Biochemistry	3	MICB 3301	Biology of Microorganisms	5
Lib. Ed	Elective	3	MLSP 5011W	Professional Issues	2
MLSP 5511	Immunobiology	3	Lib. Ed Course	Elective	3
		12			14

Year 4 – Summer Option

<i>Summer</i>	<i>Course Title</i>	<i>Cr</i>
MLSP 5011W	Professional Issues	2
MLSP 5311	Lab methods	4
MLSP 5511	Immunobiology	3
		9

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

Year 4 Schedule

<i>Fall</i>	<i>Course Title</i>	<i>Cr</i>	<i>Spring</i>	<i>Course Title</i>	<i>Cr</i>
MLSP 5111	Micro I	3	MLSP 5113	Micro II	3
MLSP 5112	Micro I Lab	2	MLSP 5213	Heme II	3
MLSP 5211	Heme I	3	MLSP 5214	Heme II Lab	1
MLSP 5212	Heme I Lab	1	MLSP 5313	Clinical Chem	3
MLSP 5312	Body Fluids	2	MLSP 5513	Transfusion Med	3
MLSP 5012	Scholarly Inquiry	1	MLSP 5514	Trans Med Lab	2
CAHP 5110	FndnInterProfCom	1			
		13			15

Clinical Experience Semester

During the final semester of the program, students participate in a set of clinical experiences in the four major disciplines within Medical 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. MLS 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

Summer or Fall	Course Title	Cr
MLSP 5014W	Laboratory Operations & Management	2
MLSP 5701	Applied Microbiology	2
MLSP 5702	Applied Hematology/Hemostasis	2
MLSP 5703	Applied Clinical Chemistry/Urinalysis	2
MLSP 5704	Applied Transfusion Medicine	2
	Total	10

Tuition Rates and Policies

MLS 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 on the Twin Cities campus provides writing assistance in a variety of ways. Please visit: <http://writing.umn.edu/sws/> for more information.

The Rochester campus also provides similar writing assistance via the <https://r.umn.edu/academics-research/cli/just-ask/writing>.

CENTER FOR ALLIED HEALTH PROGRAMS



Overview

Welcome to the Center for Allied Health Programs (CAHP)! As a Medical 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 Medical 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

The administration for the Center provides centralized support to the Program in Occupational Therapy and Medical Laboratory Sciences Program with offices and staff in both the Twin Cities and Rochester locations.

CAHP Administration is led by the Associate Director and includes professionals who work directly with student services as well as staff who work in various functions to support the success of MLS student, faculty, program, and university missions. These personnel provide student services, a wide range of general business operations and academic technology support. Student services professionals provide

support to students and faculty from the application process through the progression of the academic program to degree completion. This includes information sessions, programming, resources and referrals on an as needed basis for individuals and each MLS cohort. Additionally, Center personnel continue with outreach to alumni to provide updates and opportunities once the degree is earned.

Center for Allied Health Programs Offices

Minneapolis Main Office Location:

15-194 Phillips-Wangensteen Bldg.

Minneapolis Satellite Office Location:

585 Children's Rehabilitation Center

Rochester Office Location:

300 University Square

Telephone:

(877) 334-2659

E-mail:

cahpinfo@umn.edu

Mailing Address:

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

Fax:

(612) 626-8127

Web:

www.cahp.umn.edu

Student Services & Advising

MLS students are supported by CAHP student services staff. Program advising, including course selection, policy and procedure assistance, and student personal and academic concerns, are managed through Student Advising Coordinator. **Please email to make an appointment:** cahpadv@umn.edu

Resources & Forms

Student resources, including all forms referenced in this handbook, are available on our website.