

III. Academic Policies

A. Core Curriculum

An important requirement to remember is that: YOU MUST EARN A C OR BETTER IN EACH COURSE IN THE CORE CURRICULUM. If you earn less than a C in any course in the core curriculum, you must repeat it before you can earn your certificate or degree.

1. CAHS Core Courses

The CAHS requires that every student earning an associate or baccalaureate degree complete the CAHS core curriculum in order to graduate. This core curriculum requires three courses with a CCHS prefix for all students:

CCHS 101: Orientation to Health Care (3 credits)
CCHS 102: Safety Issues in Health Care (1 credit)
CCHS 103: Clinical Skills for Allied Health (1 credit)

Students in the Phlebotomy Certificate Program are required to complete CCHS 101 and CCHS 102. In addition, all students in the CLS program must complete MRIS 102: Orientation to Medical Vocabulary (1 credit).

2. Other Core Courses

Other requirements of the core curriculum include ENGL 150 and 250 for associate degree students; ENGL 311 or 321 for baccalaureate degree students (we require ENGL 321), and COMM 105, 121, or 221, MATH through MATH 115 or 117 (we prefer MATH 117), and computer competency. Baccalaureate degree students will also need to complete a statistics course (we recommend EHSM 315).

3. Computer Competency

According to the Computer Competency Listing, approved by the Core Curriculum Committee on April 29, 1999, you should be able to do:

Word processing/introductory desktop publishing, including:

- Enter and edit text
- Copy and move blocks of text
- Change text format and style, set margins, line spacing and tabs
- Check spelling, grammar, and word usage
- Create a header and footer
- Insert date, time, and page number
- Add columns and tables to a document
- Print a document
- Name, save, and retrieve a document

Spreadsheet/graphing

- Enter data into an existing spreadsheet
- Create a spreadsheet with rows, columns and headings
- Create/copy formulas and functions to perform calculations
- Create a graph or chart from spreadsheet data
- Insert a spreadsheet into a word processing document
- Print a document
- Name, save, and retrieve a document

Database

- Sort a database by specific fields, add and delete records
- Create a database with multiple fields and records
- Create custom layouts including columnar reports
- Insert database fields into word processing document
- Print document
- Name, save, and retrieve a document

Networking

- Connect/log on to a file server, retrieve a program or document, save a document to a specified location
- Share files with others on a network
- Connect to the internet or an online service
- Use electronic mail (compose a message, send it, retrieve a message, read and respond to a message)
- Assess and use resources on the Internet and World Wide Web

B. General Education Requirements for Graduation

Ferris State University requires certain completed courses in order to earn a degree. The requirements differ depending on the type of degree you intend to earn. Current information on general education requirements can be found in the university catalog, in each edition of the Schedule of Classes, and on the university's web page: www.ferris.edu/HTMLS/academics/gened/gened.html. Here are some details that pertain to your program:

1. Communication

The AAS degree requires ENGL 150 and ENGL 250, plus COMM 221. The BS degree requires ENGL 150, ENGL 250, ENGL 321 and COMM 221. If you have already completed COMM 105 or 121, that course can be used to complete the Communication requirement.

2. Quantitative skills

MATH 117 or equivalent. Students with MATH 115 and/or an ACT Math subscore of 24 have met the quantitative skills requirement.

The BS degree also requires EHSM 315 or equivalent.

3. Scientific understanding

For the AAS degree, you need one course with a lab; for the BS degree, you need two courses with a lab. The AAS degree in MLT includes BIOL 108, BIOL 205, CHEM 114, and CHEM 214. The BS degree in MT includes BIOL 103, 108 or 286, 205, and 300; CHEM 114, 214, and 314. You will easily meet this graduation requirement!

4. Cultural enrichment

For the AAS degree, choose one course from the following departments: ARCH 244; ARTH; ARTS, COMM 231; ENGL 322; FREN, GERM, HIST, HUMN (except HUMN 217), LITR, MUSI, SPAN, THTR.

For the BS degree, choose three (or more) courses. At least one course must be at the 200 level or higher. No more than 5 credits can be in music or theater activities.

5. Social awareness

For the AAS degree, you need one foundation course in social awareness: ANTH 121 or 122; ECON 221 or 222; GEOG 100 or 112; PLSC 121 or 122; PSYC 150; SOCY 121 or 122.

For the BS degree, you need three courses in at least two subject areas: one social awareness foundation course (see the list above), one course dealing with issues of race/ethnicity and/or gender, and one course at the 200 level or higher.

6. Global consciousness

Each student must complete one course from the global consciousness group. This can also count toward fulfilling the cultural enrichment or social awareness requirement. Global consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America or with contemporary Native American culture and civilization. See the Ferris publications for lists of which courses meet global consciousness requirements.

7. A note

Your advisor will help you to be sure that you choose courses that meet the various requirements for graduation. Pay careful attention to these requirements when you plan your schedule each semester. **It is YOUR responsibility to meet all degree requirements.**

Courses that meet the various requirements change from time to time; it's a good idea to check the official lists now and then. Refer to the URL above.

C. Academic Advising

When you enter one of the CLS programs, you will be assigned an academic advisor from among the program faculty. You **MUST** meet with your advisor at least once per semester, before you can register for the next semester. Bring any questions or concerns that you have when you meet with your advisor. If you can't meet with your advisor during his office hours, let him know, via voice mail or e – mail. We will do our best to schedule a time that meets your schedule.

When you meet, your advisor will review your progress toward graduation and help you choose a schedule that will meet your needs. However, it's your responsibility to be sure you have completed all the courses you need to get your degree.

At any time, if you need information or referral for assistance, your advisor can help. If we can't answer a question, we will help you find somebody who can.

If you need to make scheduling changes during a semester, please contact your advisor. Dropping a course can postpone your graduation and impact your financial aid award.

D. Progression in the CLS programs

1. CLS Grading Scale

All courses with the CLLS prefix use a standard grading scale:

Grade	% score	Grade points
A	93+	4.0
A-	90.00-92.99	3.7
B+	87.00-89.99	3.3
B	83.00-86.99	3.0
B-	80.00-82.99	2.7
C+	77.00-79.99	2.3
C	73.00-76.99	2.0
C-	70.00-72.99	1.7
D+	67.00-69.99	1.3
D	63.00-66.99	1.0
D-	60.00-62.99	0.7
F	<60.00	0.0

Each course syllabus will include information about exactly **HOW** your grade for that course will be earned (what % comes from exams, what % from homework assignments, etc.) If you have any questions, see your instructor.

2. Progression Policy

In recognition of the need to maintain acceptable standards for professional curriculum performance, as well as academic achievement, the following academic progression requirements shall apply to all students enrolled in the Phlebotomy, Medical Laboratory Technology and Medical Technology programs.

In order to progress in the program, a student shall maintain:

At least a “C” in each course carrying a prefix of CLLS and in BIOL 205 and CHEM 214 (or equivalent).

and

A 2.00 cumulative grade point average;

and,

No student will be allowed to enter the clinical experience or graduate from the program with less than a 2.00 cumulative grade point average, or with a grade of less than a C in any of the required professional courses.

You must meet with your academic advisor at least once per semester to discuss progress toward graduation. You will receive a progress report at the beginning of each semester. This report will list your current GPA, GPA in CLLS courses, and any deficiencies in progress, such as being behind schedule in taking general education courses, or not having a prerequisite for a course you will need soon.

E. Graduation Clearance

When you visit your advisor to discuss registration for your last semester on campus, you will need to fill out a graduation clearance form. This will take about ten minutes. The top part of the form will indicate EXACTLY how you want your name to appear on your diploma. It will also provide the university with information about your hometown newspaper, so publicity about you can be sent out.

The middle section of the graduation clearance form lists ALL the courses you need to complete in order to earn your degree. Your advisor will list the courses, and then ask for your signature.

The bottom part will have your signature in two places, indicating that you understand that you have to finish the listed courses before you get your degree. By signing, you also grant permission for Ferris State University to give references about you to prospective employers and others who inquire. The university will also know when to order a cap and gown for you to wear at Commencement. If you later decide not to go, that's not a problem.

When you fill out the form, you will get one copy, one copy will remain in your advising file, and one copy will be sent to the Dean's Office when you have finished your degree. It's a good idea to hang on to your copy until you get your diploma, which will come in the mail several weeks after Commencement.

F. Attendance Policy

Each CLS instructor will include in the course syllabus information about his or her attendance policy. Generally speaking, we expect you to attend as scheduled. Every class meeting is important. If you can't attend, please call or e – mail IN ADVANCE to the instructor's office and leave a message that you won't be there.

The faculty for your non-CLS courses should include their attendance policies in their syllabi, too. If they don't, it's a good idea to ask. You may think that the instructor doesn't care whether you attend class or not, and then find out that it's an important part of your grade. It's your responsibility to attend class!

The faculty of CAHS adopted the following attendance policy on February 12, 2002:

Class attendance in the College of Allied Health Sciences is a privilege and is expected. The right to attend class is gained through programmatic admission after successful completion of a selective admissions process. Through attendance, students acquire knowledge and skills related to profession-specific procedures, are introduced and socialized into the professional environment in which they will function, and develop into individuals who understand and model the professional behaviors that will be expected of them in the workplace. Because of the complex and critical nature of professional education provided by the faculty of the College, students are not at liberty to choose whether to attend class meetings. In the event a student is unable to attend a lecture, laboratory, or clinical experience, the student is expected to notify the instructor (the clinical instructor should also be notified in clinical courses) in as timely a fashion as possible as specified by the instructor. At the next scheduled class meeting, the student is expected to provide written documentation of the reason for the absence. If the student does not provide adequate documentation in a timely manner, the instructor reserves the right to apply the appropriate actions. These actions can range from receiving no grade for missed assignments to stopping the progression of a student through the program. The actions applied will be class specific and applied equitably and diligently by the instructor to all enrolled in the course. The actions imposed will also be consistent with the respective programmatic attendance policies that will be included in the course syllabi and reviewed at the beginning of the course.

G. Making Up Missed Work

Each instructor will define his/her own policy for making up work that you miss if you are absent from class. It's a good idea to be sure you understand this policy for each class you take, too. Generally, if you miss a CLS class, you'll be expected to make up the work before you can continue in the program. See your instructor as soon as you can; our faculty and our labs are very busy, and it can be difficult to schedule a time when we and you and a lab are all available. We want you to succeed, and we'll do our best to help you.

H. Cancellation of Classes

Generally speaking, CLS classes don't get cancelled. It's best to plan on coming, if there's a class scheduled. If we do have to cancel a class, we'll let you know IF we know your e – mail and phone number. Be sure we know how to get in touch with you!

Ferris State University almost NEVER closes, no matter how bad the weather. You've probably heard the Ferris urban legend about the day (sometime in the 1970s) when it snowed, classes were cancelled, and the students in the dorms went on a rampage and did all sorts of damage. Those people are old enough to be your parents, but there are still people around here who remember that day, so the weather has to be REALLY BAD before Ferris State University cancels classes.

I. Affective (Attitude) Objectives

In addition to knowledge and skills, the labs that will employ you will expect you to demonstrate a professional attitude in your work. So as part of your education on campus and in the clinical experience, you will be evaluated on your professional attitude. Here are the CLS program's affective domain objectives:

Ferris State University Clinical Laboratory Science Programs Affective Domain Objectives

While enrolled in the Clinical laboratory Science Programs, both on campus and at clinical affiliates, the student will:

1. Demonstrate reliability in attendance and punctuality by:
 - A. Appearing for classes and laboratories on time.
 - B. Arriving prepared to begin work as soon as instructed.
 - C. Planning work so that regular breaks can be part of the working day schedule.
 - D. Returning from breaks promptly and resuming work.
 - E. Planning work so that assignments are completed by the end of the assigned time, without sacrificing the quality of results.
 - F. Remaining until work is completed, or arranging to complete work later.
 - G. Appearing when scheduled.
 - H. Using assigned method to report absences in advance.
 - I. Making plans to make up missed work promptly.

2. Demonstrate professional work habits by:
 - A. Completing all outside reading and other assignments on time and before class.
 - B. Demonstrating attention to the details of work assigned.
 - C. Adjusting to laboratory work and procedures.
 - D. Maintaining a clean work station.
 - E. Operating equipment according to laboratory protocols, including routine maintenance, calibration, and other assigned steps.
 - F. Taking care not to waste reagents and supplies, either through careless use or improper storage.
 - G. Checking for proper specimen identification before performing tests.
 - H. Checking for proper specimen type and quality before performing tests.
 - I. Completing work in time expected.
 - J. Documenting work performed neatly and accurately.
 - K. Demonstrating some ability to perform more than one task at a time.
 - L. Evaluating data before reporting results, including correlating results from laboratory sections.
 - M. Consulting with supervisor before reporting results, if instructed to do so.

3. Follow established laboratory policies and procedures by:
 - A. Adhering to safety policies.
 - B. Dressing appropriately for laboratory work.
 - C. Adapting to change in a reasonable period of time.

4. Demonstrate appropriate interpersonal skills by:
 - A. Showing respect and concern when communicating with patients.
 - B. Working cooperatively in groups.
 - C. Offering to assist students, groups, or laboratory personnel, working as part of a team.
 - D. Communicating with physicians and other health care personnel.
 - E. Respecting the confidentiality of patient test results and other patient information.

5. Demonstrates maturity and responsibility in judgment by:
 - A. Accepting responsibility for work produced, including critical values and nonsense values.
 - B. Demonstrating ability and interest in solving the problems that arise as part of daily laboratory work.
 - C. Making decisions related to laboratory work in a manner consistent with his or her level of education and ability.
 - D. Accepting responsibility for errors made, including corrective action where necessary.

During your simulated laboratory course, and again during your clinical experience, you will be evaluated, using the CLS programs Attitude Evaluation Form. A copy of the form is included, beginning on the next page.

**Ferris State University
Clinical Laboratory Sciences Program
Student Evaluation Form**

Student: _____ **Laboratory:** _____

Date Completed by Faculty: _____ **Signature:** _____

Date Reviewed by Student: _____ **Signature:** _____

Directions: Choose the number that best describes the student's behavior in class or in your section of the laboratory. Use the "comment" spaces to describe the student's behavior. If you cannot rate the student in a particular category, write NA.

1. **Unacceptable performance:** Student has difficulty performing in the laboratory or class, making consistent errors, displaying a difficult attitude, or both.
2. **Inconsistent competence:** Student requires constant, detailed supervision and instruction in order to perform in the laboratory or class.
3. **Minimal Competence:** Student can perform in the laboratory or class, with instructor available to assist when problems occur.
4. **Competence:** Student performs in laboratory or class with proficiency; checks unexpected or abnormal results; takes into account significant variables that affect test results; and anticipates problems in early stages taking positive steps to prevent errors.

I. Attendance and reliability

	4	3	2	1	NA
Arrives on time and ready to begin working					
Begins working promptly					
Schedules breaks appropriately					
Prepares to finish at end of lab or shift					
Follows procedure for reporting absences					
Follows procedure for making up missed work					

Comments on this student's attendance and reliability:

II. Initiative

	4	3	2	1	NA
Performs assigned tasks					
Looks for ways to help with routine work					

Comments on this student's initiative:

III. Interest in clinical laboratory science

	4	3	2	1	NA
Completes reading and other assignments					
Displays interest in working in this area					
Is alert and attentive to work performed					
Asks relevant questions, as needed					
Participates in continuing education, as available					

Comments on this student's interest in clinical laboratory science:

IV. Responsibility

	4	3	2	1	NA
Prepares in advance to work in the laboratory					
Replenishes supplies and reagents as needed					
Maintains neat and clean work area					
Checks for specimen identification and appropriateness before testing					
Maintains equipment according to protocols					
Stores reagents and supplies when finished					

Comments on this student's responsibility:

V. Work Habits and Professional Performance

	4	3	2	1	NA
Performs at a consistent and acceptable pace					
Organizes work in terms of priority					
Maintains composure under stress					
Respects confidentiality of test results					
Documents work appropriately					
Applies safety training to work habits					
Adapts to change with minimal difficulty					

Comments on this student's work habits and professional performance:

VI. Professional Relationships

	4	3	2	1	NA
Works well as a team member					
Helps others willingly					
Presents results for review before reporting (when assigned to do so)					
Communicates well with patients					
Communicates well with physicians and other health professionals					

Comments on this student's professional relationships:

VII. Judgment and Decision Making

	4	3	2	1	NA
Identifies problems and works with supervisors toward solutions					
Takes appropriate action when difficulties are encountered					
Demonstrates increasing decisiveness as experience is gained					
Notes abnormal or discrepant results and takes action before reporting					

Comments on this student's judgment and decision making:

VIII. Integrity

	4	3	2	1	NA
Admits errors when they occur					
Follows procedures and policies of the laboratory					
Pays attention to detail					
Accepts constructive criticism					
Applies constructive criticism toward improving performance					

Comments on this student's integrity:

J. Discipline

1. Disruptive Behavior Policy

The College of Allied Health Sciences strives to maintain a positive learning environment and educational opportunity for all students. Patterns of behavior which obstruct or disrupt the learning environment in the classrooms, laboratories, and other settings will be addressed. You should be aware that:

- The instructor is in charge of the course. This includes assignments, due dates, methods and standards of grading, and policies for attendance, tardiness, late assignments, and other matters.
- The instructor is in charge of the classroom. This includes the times and extent to which they allow questions or discussion, the level of respect which they require to be shown to themselves and other students, and specific behaviors that they allow or forbid within their classes.
- The instructor is entitled to maintain order in the class and has an obligation to all students to do so. To that end, the instructor is authorized and expected to inform any student if his/her behavior is disrupting the class and to require the student to stop that behavior. If the student persists, the instructor may direct the student to leave the class. If the student fails to comply with a directive to leave the class, the instructor may call Public Safety to assist.
- If a student persists in a pattern of recurrent disruptive behavior, the student may be subject to administrative action up to and including involuntary withdrawal from the course, following administrative review by the Department Head, the CAHS Dean's Office, and/or University disciplinary proceedings.
- Students as well as employees are bound by the University's policy against harassment in any form. Harassment will not be tolerated. (For further information, consult the Ferris State University Student Handbook).
- The office of the student's dean will be notified of any serious pattern or instance of disruptive behavior.

2. Academic Honesty Policy

The purpose of this policy is to encourage a mature attitude toward learning, to establish sound academic morale, and to discourage illegitimate aid with examinations, class assignments, and laboratory work.

Cheating is defined as using or attempting to use, giving or attempting to give, obtaining or attempting to obtain products or prepared materials, information about a quiz or examination, or copies of work that a student is assigned to do alone and not in collaboration with others. Plagiarism (copying) of written work is also considered an infraction of this policy.

Students are required to present their own work except under circumstances where the instructor has requested or approved the joint efforts of a group of students.

The penalty for a first offense of willful cheating will be a grade of zero for the assignment. Cheating on a quiz or examination may mean failure of the course. The student may appeal any decision to the Program Director or Department Head.

3. Appeals Procedure

If a student believes that an instructor has failed to fulfill his/her responsibility, or if the student believes that he/she has been treated unfairly, the student should first discuss his/her concerns with the instructor.

If the student believes that his/her concerns have not been resolved by discussion with the instructor, the student may appeal to the Department Head, then to the Dean of the College of Allied Health Sciences, and finally to the Vice President for Academic Affairs.