Rush University
College of Health Sciences

**Department of
Medical Laboratory Science**

2025-2026

Note:
These policies are subject to change and changes are effective immediately and apply to all
students.

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Department of Medical Laboratory Science

Welcome to the Rush University Department of Medical Laboratory Science (MLS). Our programs are designed to offer you a high-quality education, providing you with the skills and knowledge necessary to become a clinically competent laboratory professional who goes on to be a leader in our profession.

This handbook describes the policies and procedures specific to the MLS Department, as a supplement to other Rush University and College of Health Sciences (CHS) catalogs. The information contained in this handbook does not supplant or replace any other University or CHS policies. Additional policies related to specific courses or clinical rotations may also exist, and they are described as appropriate in related course materials.

Students are responsible for complying with the policies given in this document as well as those given in the Rush University Catalog, the Rush University Student Handbook and all other official Rush University and Rush University Medical Center publications: (http://inside.rush.edu/Policies/Pages/default.aspx).

Rush University Student Learning Objectives

Graduates of Rush University will be able to do the following upon completion of their studies:

1. Demonstrate critical inquiry and reasoning required by their respective professional disciplines
2. Communicate in an effective and respectful manner in the practice of their profession
3. Demonstrate scholarship and understanding of research principles
4. Integrate ethical principles in professional activities
5. Collaborate within interprofessional teams by practicing leadership
6. Integrate information technology to improve health outcomes
7. Demonstrate the ability to work effectively in a diverse and global society

Rush University is accredited by the:
Higher Learning Commission of the North Central Association of Colleges and Schools
30 N. LaSalle St, Suite 2400
Chicago, IL 60602
http://www.ncahlc.org

College of Health Sciences Mission

The Mission of the College of Health Sciences is to advance the quality and availability of health care through excellence in education, research and scholarship, service and patient care. The college promotes the values of diversity, access and inclusion in all of its endeavors.

College of Health Sciences Vision

The College of Health Sciences at Rush University will be a world-class school of allied health sciences whose programs are recognized as among the best in the United States.

Department of Medical Laboratory Science

Mission

Our mission is to prepare highly qualified graduates equipped to perform as laboratory professionals in a collaborative, diverse, and rapidly changing health care environment. Students will be active participants in learning and developing into a competent, ethical professional. We prepare graduates who have a spirit of inquiry, a commitment to lifelong learning and service, and who are dedicated to advance the quality and availability of health care.

Vision

Our vision is to provide the highest quality Medical Laboratory Science programs and curricula that are recognized for excellence in preparation of diverse students who will be leaders in the laboratory profession.

Philosophy

Our philosophy is that medicine requires today's medical laboratory scientist to be a highly qualified professional who is willing and able to expand and extend his/her theoretical knowledge and technical skills. The faculty of the Department of Medical Laboratory Science will provide students with the tools and resources necessary to attain the knowledge, skills, and attitudes expected of laboratory professionals who work in a dynamic interprofessional environment. The medical laboratory scientist must maintain compassion and empathy and accept the patient's welfare as the highest priority.

Educational Goals of the Department

- Graduate competent practitioners who possess the skills and knowledge to function at an optimal level in various medical laboratory settings.
- Graduate competent laboratorians who can meet the changing needs of the profession.
- Foster and develop critical thinking and problem solving.
- Instill the highest degree of professionalism.
- Instill and foster a high degree of professional ethics.
- Promote the importance of continuing education and professional association participation.

Specific Program Outcomes for the M.S. in Medical Laboratory Science Program

Upon completion of the program, students will be able to:
1. Demonstrate entry-level competence in medical laboratory science
    a. Perform venipuncture with 80% success.
    b. Identify tubes along with the correct order of draw for blood collection and label tubes with 100% accuracy.
    c. Perform, with a high level of competence, analytical tests on body fluids, cells and blood products.
    d. Identify sources of error in in pre-analytical, analytical, and post-analytical stages of laboratory testing.
    e. Predict the effect of error in in pre-analytical, analytical, and post-analytical stages of laboratory testing.
    f. Prepare a written laboratory report with accurate laboratory test results.

2. Practice principles of quality control related to laboratory practice.
    a. Identify appropriate quality control for different laboratory tests.
    b. Evaluate quality control data and follow a corrective action protocol.

3. Apply all safety and governmental regulations and standards
    a. Follows established safety practices (assessment methods = affective evaluation of practica).

4. Demonstrate problem-solving and critical thinking skills
    a. Formulate a reasonable differential diagnosis from information contained in a patient case description. (assessed by critical thinking rubric in comprehensive course).
    b. Evaluate laboratory test results in order to determine their relevance to a case and determine if and what additional tests need to be performed. (assessed by critical thinking rubric in comprehensive course).

5. Demonstrate professional and effective oral and written communication skills.
    a. Demonstrate effective oral communication skills in a thorough and creative presentation of a research article that engages the audience and relates the study to current clinical practice.
    b. Deliver a clear and well-organized oral defense of the research project.
    c. Compose a written manuscript for the research project that conforms to departmental specifications.

6. Behave in an ethical, culturally-sensitive, and professional manner in a diverse and inclusive environment.
    a. Display courteous and respectful behavior of others (assessed by affective evaluation in clinical practica).
    b. Participate as a productive and positive member of a team.

7. Describe and practice instructional techniques and terminology.
    a. Develop and present a lecture to include learning objectives and evaluation.

8. Conduct a research project with faculty/mentor guidance.
    a.   Assume a leadership role in conducting research in medical laboratory science (assessed by the final defense rubric).

9. Create a professional plan which supports ongoing professional career development.
    a. Construct a portfolio including evidence of professional service and continuing education.
    b. Join a professional society as a student member.

10. Identify and value the differences in the operation of a wide range of laboratory settings.

<u>Program Length</u>

The curriculum for completion of the M.S. degree in MLS is designed to take five (5) full-time semesters. If students do not follow the curriculum as planned by the department, they are expected to complete the degree within two (2) years after their expected graduation date. **Students who do not complete the degree program within four (4) years of admission may be subject to dismissal from the program.**

Master of Science in Medical Laboratory Science Curriculum

1st Year Fall Semester: (16 SH)
MLS 504 Clinical Chemistry I (4 SH)
MLS 514 Hematology I (6 SH)
MLS 523 Clinical Immunology (3 SH)
MLS 526 Molecular Techniques (3 SH)
IPE 502 Interprofessional Patient Centered Teams

1st Year Spring Semester: (15 SH)
MLS 505 Clinical Chemistry II (3 SH)
MLS 524 Immunohematology (4 SH)
MLS 534 Clinical Microbiology I (6 SH)
MLS 541 Research in MLS I (2 SH)
IPE 502 Interprofessional Patient Centered Teams

1st Year Summer Semester: (16 SH)
MLS 515 Hematology II (3 SH)
MLS 535 Clinical Microbiology II (3 SH)
MLS 542 Research in MLS II (6 SH)
CHS 620 Health Care in America* (2 SH)
CHS 605 Biomedical Ethics* (2 SH)

2nd year Fall Semester (14 - 15 SH)
MLS 589 Clinical Laboratory Management (2 SH)
CLM 502 Quality Systems & Regulatory Issues *(3 SH)
        Clinical Practica** (TBA) (9 – 10 SH)

2nd year Spring Semester (13 - 14 SH)
MLS 543 Research in MLS III (2 SH)
MLS 588 Comprehensive Review (2 SH)
        Clinical Practica** (TBA) (9 – 10 SH)

Total Semester Hours = 75

Clinical Practica**
MLS 580P Clinical Practicum-Chemistry (3 SH)
MLS 581P Clinical Practicum-Hematology (3 SH)
MLS 584P Clinical Practicum-Immunohematology (3 SH)
MLS 585P Clinical Practicum-Education (3 SH)
MLS 586P Patient Care Techniques (1 SH)
MLS 587P Clinical Practicum – Microbiology (6 SH)

*Courses offered online
**Clinical Practica schedule will be determined by Program Administration
**Note: *The curriculum is subject to change. Courses may not be offered in sequence listed and actual hours for each semester may vary slightly.*

Graduation Requirements

The M.S. in MLS requires a minimum of 75 semester hours. Candidates for the M.S. degree must earn a 3.0 cumulative grade point average in all courses taken at Rush University. Participation in cap and gown at commencement exercises is encouraged of all graduates.

Comprehensive Examination

Students must take and pass a comprehensive examination in order to graduate from the MLS program. The comprehensive examination is taken after review of the program curriculum and is modeled after the Board of Certification (BOC) examination that students are eligible to take upon completion of the program. The course syllabus for the comprehensive review will outline the structure of the comprehensive examination and requirements for passing the comprehensive examination. The student will not be considered to have completed the program nor eligible for graduation or taking the BOC examination until they have successfully passed the department comprehensive examination.

Certification

The comprehensive technical curriculum for MLS at Rush University prepares the student to enter the practice of medical laboratory science. Graduates are eligible to take the Medical Laboratory Scientist certification examination given by the American Society of Clinical Pathology (ASCP) BOC, and upon passing this examination, they become certified as Medical Laboratory Scientist, MLS(ASCP)^{CM}.

Students are prohibited from using academic or professional credentials until the satisfactory completion of a degree and appropriate credentials are awarded by passing the specific certification examination. Graduation from the program is not contingent on successfully passing a certification examination.

Accreditation

The M.S. program in MLS is accredited by the:

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Rd.
Suite 720
Rosemont, IL 60018-5119
(847) 939-3597
(773) 714-8880
(773) 714-8886 (Fax)
http://www.naacls.org

Specialist in Blood Bank Technology Certificate Program

<u>Mission</u>

Our mission is to prepare outstanding Specialist in Blood Bank (SBB) laboratory professionals who will have a spirit of inquiry, a commitment to lifelong learning and service, and who are dedicated to advance the quality and availability of safe blood donations and transfusions.

<u>Vision</u>

The Specialist in Blood Bank Technology Certificate Program will provide a high-quality distance learning program for blood banking and transfusion medicine laboratory professions that is recognized among the best in the United States.

<u>Philosophy</u>

Transfusion medicine requires today's medical laboratory scientist to be a highly qualified ~~professional~~professional, willing and able to expand and extend his/her theoretical knowledge and technical skills. The faculty of the Department of Medical Laboratory Science will provide Specialist in Blood Bank Technology students with the tools and resources to attain the knowledge, skills, and attitudes necessary for working in a dynamic interprofessional environment with the patient's wellbeing as the highest priority.

<u>Specific Program Outcomes for the Specialist in Blood Bank Technology Certificate Program</u>

Upon completion of the program, students will be able to:

1. Develop and evaluate blood bank and transfusion service protocols and procedures, including molecular testing as well as advanced technologies.

2. Incorporate current regulations and standards set by various agencies for blood banks and transfusion services into the daily operation of a clinical laboratory.

3. Identify and apply the most current theoretical principles and serological methods to the practice, supervision, and management of blood bank and transfusion services.

4. Identify and resolve blood bank and transfusion questions, problems, and clinical case studies through the application of theoretical principles and serological methods.

5. Engage in scientific investigations, questions and problems through applied research and appropriate use of resources such as literature review and internet searches.

6. Apply basic finance and accounting principles to prepare and analyze budgets and cost justifications.

7. Develop technical and supervisory competencies in blood ~~banking and~~banking and transfusion medicine disciplines.
8. Function as managers, educators, researchers or technical consultants and ~~to work~~work as part of the health care team in providing care to patients.

Specific Program Goal for the Specialist in Blood Bank Technology Certificate Program

To prepare competent entry level Specialists in Blood Bank Technology/Transfusion Medicine (SBBT/TM) in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Program Length

The curriculum for completion of the Specialist in Blood Bank Technology is designed to take three (3) semesters if completed full-time. However, it is possible for this program to be taken part-time after discussion with the Program Director.

Specialist in Blood Bank Technology Certificate Program Curriculum

Year One Fall Semester		**Credit Hours**
SBB 560	Human Blood Group Systems and Principles & Methods of Antibody Identification	4
SBB 561	Clinical Immunohematology & Transfusion	3
Year One Spring Semester		
SBB 562	Blood Procurement & Blood Product Manufacturing	2
SBB 563	Blood Bank & Transfusion Service Operations	3
Year One Summer Semester		
SBB 564	SBB Project & Clinical Practicum	3
SBB 565	SBB Comprehensive Review	2
Total SBB Course Credit Hours Earned		**17 SH**

Graduation Requirements

The **Specialist in Blood Bank Technology Certificate** requires a minimum of 17 semester hours. Candidates for the certificate must earn a 2.75 cumulative grade point average in all computed credits taken at Rush University.

Certification

Students who complete the Specialist in Blood Bank Technology Certificate program will be eligible to take the American Society for Clinical Pathology Board of Certification Specialist in Blood Banking examination to become certified as SBB(ASCP)^{CM}.

Students are prohibited from using academic or professional credentials until the satisfactory completion of a degree and appropriate credentials are awarded by passing the specific certification examination. Graduation is not contingent on successfully passing a certification examination.

Accreditation

The Specialist in Blood Bank certificate program is accredited by the:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

9355 - 113th St. N, #7709

Seminole, FL 33775

P:727-210-2350
F:727-210-2354
Email: mail@caahep.org

Website https://www.caahep.org/

Master of Science in Clinical Laboratory Management Program Curriculum

Clinical Laboratory Management Program Mission

Our mission is to prepare highly qualified graduates equipped to perform as clinical laboratory managers in a collaborative, diverse, and rapidly changing health care environment. Students will be active participants in learning and developing into a competent, effective and ethical manager. We prepare graduates who have a spirit of inquiry, a commitment to lifelong learning and service, and who are dedicated to advance the quality and availability of health care.

Clinical Laboratory Management Program Vision

Our vision is to provide the highest quality Clinical Laboratory Management (CLM) graduate program that is recognized as the national leader for outstanding preparation of managers entering the clinical laboratories.

Philosophy of the Clinical Laboratory Management Program

Our philosophy is that today's clinical laboratories need highly qualified, effective managers who can respond to the changing laboratory environment and divergent trends in healthcare. Clinical laboratory managers will need the skills and training to create new solutions to today's problems. The Master of Science in CLM will provide students with the tools and resources necessary to attain the knowledge, skills, and attitudes expected of laboratory managers. The learning protocol in this program is learner-centered and knowledge intensive. All successful scientists are self-directed learners and accomplished problem-solvers. Therefore, students are provided learning objectives, and may have personal ones, to guide the learning experience. It is anticipated that a student in this course will (a) read provided materials for understanding, (b) ask questions when clarification is needed, and (c) use all available resources to the benefit of the learning experience.

Specific Program Outcomes for the M.S. in CLM

Upon completion of the program, students will be able to:

1. Compare traditional and non-traditional organizational structures and construct an organizational chart.

2. Create five steps that managers should take to make the best decisions and utilize the tools that are used in a decision-making process.

3. Summarize the various aspects involved in the management of human resources such as employee benefits, recruitment, termination, and compensation, along with the laws and regulations that affect them.

4. Construct a performance evaluation mechanism that incorporates all of the basic components of a job description.

5. Perform a cost/benefit analysis and justify the implementation of a new laboratory test, automation and/or information system.

6. Compare and contrast the different forms of reimbursement that are currently used to pay for healthcare-associated costs with regards to their impact on the clinical laboratory.

7. Reflect on current management skills, identify areas that need improvement, and utilize course resources to become a more effective manager.

8. Demonstrate effective leadership and effective communication in the clinical laboratory.

9. Compare and contrast the Clinical Laboratory Improvement Act (CLIA), The Joint Commission (TJC), Commission on Office Laboratory Accreditation (COLA), and College of American Pathologists (CAP) requirements for quality assurance.

10. Conduct a research project with faculty/mentor guidance to include applying principles of research design, evaluation of published research studies, accurate interpretation of data, and dissemination of results.

Clinical Laboratory Management Curriculum

There are two tracks by which students can complete the Master of Science in CLM program. Students can either complete:

A. 17 semester hours of the Specialist in Blood Banking Certificate Program and 28 semester hours of courses in Clinical Laboratory Management (Track A) or
B. 45 semester hours of courses in Clinical Laboratory Management (Track B)

M.S. in Clinical Laboratory Management Track A

Year One Fall Semester		**Credit Hours**
SBB 560	Human Blood Group Systems and Principles & Methods of Antibody Identification	4
SBB 561	Clinical Immunohematology & Transfusion	3

Year One Spring Semester		
SBB 562	Blood Procurement & Blood Product Manufacturing	2
SBB 563	Blood Bank & Transfusion Service Operations	3

Year One Summer Semester		
SBB 564	SBB Project & Clinical Practicum	3
SBB 565	SBB Comprehensive Review	2

Year Two Fall Semester		
CLM 501	Evidence-Based Research & Applied Statistics	3
CLM 502	Quality Systems & Regulatory Issues	3

Year Two Spring Semester		
CLM 503	Method Comparison & Process Validation	3
CLM 505	Health Care Finance	3

Year Two Summer Semester		
CLM 507	Human Resources and Staff Engagement	3
CLM 500	Operational Leadership and Planning	3

Management Courses	**18 Semester Hours**
SBB Courses	**17**
Total Semester Hours	**35**

***Please note: For students completing SBB from another program: An SBB Course Equivalency Evaluation is required.

***Professional credits may be granted after completion of this evaluation for students graduating from an AABB/CAHEP accredited SBB program outside of the Rush University.

M.S. in Clinical Laboratory Management Track B

Year One Fall Semester		**Credit Hours**
CLM 501	Evidence-Based Research & Applied Statistics	3
CLM 508	Health Care Informatics	3

Year One Spring Semester		
CLM 503	Method Comparison & Process Validation	3
CLM 505	Health Care Finance	3

Year One Summer Semester		
CLM 507	Issues & Practices in Human Resource Management	3
CLM 508	Health Care Informatics	3
CLM 506	Management Project I	2

Year Two Fall Semester		
CLM 513	Legal & Ethical Issues in Health Care	3
CLM 509	Management Project II	2
CLM 502	Quality Systems and Regulatory Issues	3

Year Two Spring Semester		
CLM 514	Project Management	3
CLM 510	Management Practicum	2
CHS 620	Health Care in America	2

Total Semester Hours = 35

Program Length

The curriculum for completion of the M.S. in CLM with completion of the Specialist in Blood Bank Technology is designed to take six (6) semesters. Completion of the second year of the program can be done part-time over two years. **Students who do not complete the degree program within six (6) years of admission may be subject to dismissal from the program.**

The curriculum for completion of the M.S. in CLM without completion of the Specialist in Blood Bank Technology certificate program is designed to take five (5) semesters and can be completed part-time over three – four years. **Students who do not complete the degree program within six (6) years of admission may be subject to dismissal from the program**

Graduation Requirements

The **Master of Science degree**, with a major in CLM, requires a minimum of 35 semester hours. Candidates for the M.S. degree must earn a 3.0 cumulative grade point average in all computed credits taken at Rush University. Participation in cap and gown at commencement exercises is expected of all graduates.

Students who complete the M.S. in CLM may be eligible to take the Diplomate (DLM(ASCP)^{CM}) Certification given by the ASCP BOC.

Students are prohibited from using academic or professional credentials until the satisfactory completion of a degree and appropriate credentials are awarded by passing the specific certification examination. Graduation from the program is not contingent on successfully passing a certification examination.

Department of Medical Laboratory Science Technical Standards

Rush University is committed to diversity and to attracting and educating students who will make the population of health care professionals' representative of the national population.
Rush University's core values — ICARE — Innovation, Collaboration, Accountability, Respect and Excellence translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

The following technical functions are required of all students enrolled in the Department of Medical Laboratory Science programs:

Acquire information:

- Acquire information from demonstrations and experiences in courses such as lecture (both in-person and virtual), group, and physical demonstrations.
- Acquire information from written documents and computer systems (e.g., literature searches & data retrieval).
- Identify information presented in accessible images from paper, PowerPoint slides and videos.

Use and Interpret:

- Use and interpret information from assessment techniques/maneuvers/procedures. Use and interpret information generated from diagnostic tests.

Motor:

- Possess psychomotor skills necessary to perform or assist with day-to-day responsibilities commensurate with the student's discipline.
- Practice in a safe manner and perform universal precautions against contamination.

Communication:

- Communicate effectively and sensitively with patients and families.
- Communicate effectively with faculty, preceptors, employees, other professionals and all members of the healthcare team during practicum, internship and/or other learning experiences.

Intellectual ability:

- Measure, calculate, reason, analyze, and synthesize data related to diagnosis and treatment of patients and populations.
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the medical laboratory scientist role.

- Synthesize information, problem solve, and think critically to judge the most appropriate theory, assessment, management or treatment strategy.

Behavioral:

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for patients in need.
- Possess emotional stability to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings.

Character:

- Demonstrate concern for others. Integrity, accountability, interest, and motivation are necessary personal qualities.
- Demonstrate intent and desire to follow the Rush University and medical laboratory science Code of Ethics.

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine that they require accommodation to fully engage in the program, should contact the Office of Student Accessibility Services [https://www.rushu.rush.edu/office-student-accessibility-services] and direct questions to Marie_Lusk@rush.edu to confidentially discuss their accommodations needs. Given the clinical nature of our programs, time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

The Department of Medical Laboratory Science Faculty

	Specialty:
Department Chairperson Maribeth L. Flaws, Ph.D., MLS(ASCP)^{CM} SM, SI, Associate Professor	Microbiology, Immunology, Accreditation
MLS Program Director: Nadine Lerret, Ph.D., MLS(ASCP)^{CM} Associate Professor	Chemistry, Immunology, Education & Artificial Intelligence
SBB Program Director : Laurie Gillard, M.S., MLS(ASCP), SBB Associate Professor	Immunohematology, Quality Assessment/Assurance & Management
MLS Faculty	
Courtney Booker, M.S., MLS(ASCP)^{CM} Adjunct Instructor	Finance, Laboratory Management
LaDonna Moreland, M.S., MLS(ASCP)^{CM}, Instructor, Director of Clinical Practica	Body Fluids, Microbiology
Ina Skaljic, Ph.D., MS, MB (ASCP)^{CM} Assistant Professor	Molecular Biology, HLA
Clinical Laboratory Faculty	
Nicholas Moore, Ph.D., MLS(ASCP)^{CM} Associate Professor	Microbiology, Molecular Biology
Chelsey Geurkink MLS(ASCP)^{cm} SBB^{cm} Adjunct, SBB program	Immunohematology
CLM and SBB Faculty	
Robert Harr, M.S., MT(ASCP) Adjunct, CLM program	Management
Erica Formiller MLS(ASCP)^{cm} SBB^{cm} Adjunct, SBB program	Immunohematology

Attire and Dress

Students are representatives of the Rush University and Rush University Medical Center and as such should dress appropriately. No "sloppy" attire, shorts, or open-toed footwear may be worn. When in the clinical setting, either at Rush or a clinical affiliate, students must abide by all rules and policies of the clinical site regarding proper attire. Students may be asked to leave the clinical site if not dressed appropriately. Days missed due to unacceptable dress code adherence will have to be made up at the convenience of the clinical site. Failure to adhere to all dress codes will result in disciplinary action and may result in dismissal from the program.

Student identification badges **must be worn at all times** while on Rush campus or at clinical affiliate locations.

Canvas

Rush University uses Canvas as its learning management system. Most courses in the department will have a "shell" in Canvas for course materials and communication. Students must be registered for a course in order to be added to the "shell" in Canvas. Note that there is a delay between when a student registers and when they are added to the course in Canvas. There are some courses which require student activity in the Canvas course shell from the first day of the semester. If a student does not register during the posted registration period, it is likely that the student will not have access to the relevant courses in Canvas on the first day of classes. The faculty are not responsible for printing course materials for students who are not in the course shell because of delayed registration.

Canvas course shells will be first available on the first day of class. Course materials that will be posted include: syllabi, schedules, lecture handouts, laboratory exercises and review materials, where applicable. Testing in most courses will also be performed in Canvas. It is the decision of the student as to whether course materials will be printed. In general, the faculty will not provide printed course materials.

Course "shells" will remain active in Canvas for about one year. Students will not have access to all course materials for the duration of their program of study at Rush University. It is the decision of the student whether to download course materials and save them in an alternate location. The faculty will not provide course materials to students after the courses have been deleted from Canvas. Thus, it is the student's responsibility to save course materials as they are available.

Counseling, Wellness & Advising

A Student Counseling Center is available by appointment on campus. All students are welcome to discuss personal counseling issues with one of the counselors. Appointments are recommended.

All members of the faculty participate in advising students regarding their progress in the program. Any student who finds him/herself in academic difficulty should seek help from a faculty member as soon as possible.

Information obtained from students who participate in counseling and advising either with the faculty or with counselors in the Counseling Center will be treated with confidentiality and impartiality.

Additionally, Rush has a wellness initiative, driven by the philosophy that quality patient care is directly tied to the well-being of our providers, students and staff. The Center for Clinical Wellness (https://insiderush.rush.edu/wellness/Pages/PageCards/CCW.aspx) is available for all students, faculty and staff in the Rush community. The Center for Clinical Wellness center offers counseling, well-being coaches and mini wellness retreats. All services provided are free to students.

Criminal Background Checks - MLS Students Only

All students are required to have a criminal background check. Procedures for obtaining a criminal background check are available from the department office. The cost for the background check is the responsibility of the student. Hospitals and other health care facilities often have policies requiring criminal background checks for employees, students, and volunteers. These facilities may refuse to accept individuals for clinical practicum, or other experiential rotations, based on past criminal convictions.

Students should be prepared to comply with the policies and procedures at any facility where they are assigned as part of their educational program and may not request facility assignments in an effort to avoid specific requirements. Students who have certain types of information in their criminal background checks may be ineligible to complete rotations in specific facilities. Students who are not allowed to participate at assigned facilities, or who are terminated from clinical practica based on the results of a criminal background check will be unable to complete the program requirements for graduation and will be subject to dismissal from the program.

Persons with certain types of criminal convictions may not be eligible for state licensure and/or national registry or certification. In addition, many employers perform criminal background checks and may not hire individuals with certain types of criminal convictions.

Documentation of Health Insurance – All Rush University Students

Students must provide documentation that they have current health insurance. Documentation must be on file in the department and registrar's office in order for students to be allowed to register for courses and must be done at least annually. Students who do not provide evidence of current health insurance will be automatically charged for the student health insurance plan offered by Blue Cross and Blue Shield of Illinois (BCBSIL) and administered by Academic HealthPlans (AHP).

Documentation of Hepatitis B Virus Vaccination - MLS Students Only

Before a student is allowed to begin his/her program of study, he/she must have on file documentation that he/she has either begun or completed the course of inoculations for the Hepatitis B Virus vaccine. This documentation must be submitted through Castle branch and will be reviewed by the Program Director.

If the student has just begun, but has not yet finished, the series of inoculations at the start of the program, he/she must provide documentation that he/she has finished the course of inoculations as soon as possible in order to remain in the program. This information will be reviewed quarterly, and the student will be notified if he/she is not in compliance with this requirement. Students who fail to complete the Hepatitis B Virus vaccination protocol in a timely manner will not be allowed to register for the subsequent quarter until he or she can provide documentation that he or she is in compliance. Students must submit a Hepatitis B virus titer as proof of immunity.

Documentation of Influenza Vaccination - MLS Students Only

Students are to be immunized against influenza virus annually unless an exemption has been granted. The influenza vaccine is available free of charge at Rush either on the designated day of immunization of all Rush personnel or through the Employee and Corporate Health Service (ECHS) at another time.

Students who receive the vaccine from another source must provide proof of immunization to ECHS, the department and their clinical site (if applicable). Proof of immunization may include a physician's note, a receipt containing the name of the vaccine recipient, or copy of consent which is subject to approval by ECHS.

Students who have been vaccinated are to wear the designated influenza vaccination identifier on their ID during the defined influenza season.

Students who do not receive the influenza vaccine or do not have an approved exemption of receipt of the vaccine are subject to dismissal from Rush University.

Documentation of Tuberculosis Testing - MLS Students Only

All students must provide the results from tuberculosis screening tests in order to begin the program. Students must be tested **annually** for tuberculosis and must submit the results to the program office through Castle branch. Failure to comply with this policy can lead to dismissal from the program or prevention of attendance at the clinical site regardless of GPA. In cases where the tuberculosis screen is positive or contraindicated, students must be screened annually by a physician for symptoms of active or latent tuberculosis and submit documentation that they have been screened and are symptom-free.

Documentation of COVID Vaccination-MLS Students Only

All students must provide validation through Castle branch that they are "fully vaccinated" as defined by the Centers for Disease Control (CDC) .

Drug Testing - MLS Students Only

Hospitals and other health care facilities often have policies requiring drug testing for employees, students, and volunteers. Students who test positive for drugs at most health care facilities are ineligible to complete clinical practica or work assignments in that facility. They will be subject to disciplinary action that may delay progression in the program and may include failure of the clinical practicum and dismissal from the program. Remediation is at the discretion of the faculty and dependent on the particular situation. Students must comply with the policies and procedures at their assigned facility. Students who fail to report for clinical practica assignments, or who are terminated from a clinical practicum because they violate the drug testing, or drug use policies of the facilities, will be subject to dismissal from the program regardless of their GPA.

All students must take and pass a urine drug screen **prior to starting the clinical practica**. Students who fail the urine drug screen may not be able to complete the clinical practica and may be subject to dismissal from the program.

Electronic (E-) Mail and Cell Phone Use

Communication between students and the faculty and staff of the department will take place via e-mail. All Rush University students are assigned an e-mail account through the University and the department will use this account. It is the responsibility of the student to check their Rush e-mail regularly for university, college, and departmental communications. In many instances, the only notification sent to a student may be through e-mail.

Students are required to place all cellular phones on a **silent mode** while in lecture. Cell phones are not allowed in the student or clinical laboratories for safety reasons. Students will not be excused from class to make phone calls unless it is an emergency. Students will **not** be allowed to use cellular phones or pagers during examinations.

The use of laptops or tablets in the classroom should be strictly for note-taking related to the current course topic. Students should ensure their note-taking activities do not disrupt their classmates. Students should avoid web browsing, texting, instant messaging, or emailing during class, as these activities are highly disruptive and considered unprofessional. Students using computers for purposes other than course work may be asked to disconnect. Repeated violations of this policy will be treated as professionalism breaches.

IDEA Course Evaluations

The College of Health Sciences uses the IDEA System for course evaluations by students. It is expected that all students will evaluate all courses before the deadline given to complete the evaluation. The evaluations ask for student perceptions about how well they think they learned

relevant course objectives. The faculty value the input students have to courses and use the information to make changes in the curriculum.

Laboratory Safety Regulations

Eating, drinking, smoking, manipulation of contact lenses or makeup application is not allowed in the student or clinical laboratories. Personal protective equipment must be utilized at all times while in the laboratory regardless of the activity being performed. Students are expected to follow all safety regulations both in the student laboratories as well as in the clinical laboratories. Failure to comply with laboratory safety regulations can lead to dismissal from the program.

The department will provide training for laboratory safety. All students must attend all training sessions before being allowed to work in the student or clinical laboratories. In addition, the student must renew their safety training on a yearly basis.

Phone Numbers of Importance:
Rush University Counseling Center………………312.942.3687
Rush University Student Wellness Center…………833.304.3627
RUMC Campus Security…………………………. .312.942.5678
RUMC Emergency Department……………………312.947.0100
RUMC Employee & Corporate Health Services.......312.942.5878
RUMC Covid19 Reporting…………………………312.942.5878
Crisis Lines:
National Suicide Hotline…………………...……800.273.8255
YWCA Rape Crisis Hotline………….….…………888.293.2080
Alcoholics Anonymous 24 hr. Hotline…………….312.346.1475
Narcotics Anonymous 24 hr. Hotline………………708.848.4884
Northwestern Memorial Hosp. 24 hr. Hotline……...312.926.8100
Domestic Violence Helpline (City of Chicago) …...877.863.6338
Sarah's Inn Hotline (domestic violence) ………...708.386.4225
Chicago Police Department………….….………………………...911

Procedures for Rush University Students with Hazardous Exposures

Exposure Incident Definition: Eye, mouth, mucous membrane, non-intact skin contact, or parenteral exposure to blood or potentially infectious or hazardous materials, that result from the performance of a duty related to a student's educational program.

Procedure at Rush University Medical Center:
1.   Wash injured area with soap and water. If eyes, nose or mouth, use water only.
2.   Immediately report the incident to your preceptor/course instructor.
3.   Immediately call and then report to Employee and Corporate Health Services (ECHS), Room 475 Atrium Building, 312 942-5878.

4.   If ECHS is closed, immediately report to Emergency Department (ED), 1 Tower, 312-947-0100. Please bring your student ID or indicate that you are a student and not an employee. If student is seen in the ED, the student must report to ECHS on the next business day.

5.   Supply ECHS or ED nurse/physician with the following information on the source: a) name, b) date of birth, c) medical record number, d) known medical diseases (Hepatitis B, HIV) and e) patient room number. All information is recorded confidentially in the Blood/Body Fluid Exposure Record.

6.   Students will be counseled or treated as deemed appropriate by ECHS or ES personnel.

7.   Return to ECHS or to consultants as directed for follow-up lab work and treatment as indicated.

8.   E-mail: RU.Report_Exposures@rush.edu regarding exposure with exposed student's name, college, course, date, time and details of exposure for follow-up and to ensure proper billing of the services received.

Procedure if off campus:
Follow the protocol at your facility. If directed to Rush ECHS or ED facility, bring source patient information (#5 above), and source blood in two red top tubes with source information.

E-mail RU.Report_Exposures@rush.edu with exposed student's name, college, course, date, time and details of exposure for follow-up and billing. Follow-up care should be received at ECHS or at consultants as directed by ECHS.

Procedures for SARS-CoV-2 (COVID-19)

1. Face masks: Throughout different times of the year as COVID cases in Chicago rise, surgical masks may be recommended or required to be worn when in the presence of others and in public settings on campus (e.g., common workspaces, classrooms, hallways, restrooms, laboratories, study spaces, etc.). Surgical masks will be provided by RUMC at building entrances (4th floor parking garage entrance of Armour Academic Center, Atrium or ground floor entrance to the Tower or Professional Office Building). Masks should only be worn for one day and then should be disposed of.

2. Disinfecting and Hand Hygiene: Disinfecting hard surfaces before and after laboratory sessions is mandatory (see MLS Safety Manual for further information). Additionally, hand hygiene using an alcohol-based foam or gel or hand washing with soap and water before and after every session is mandatory. Hand hygiene should be performed before and after removal or adjustment of a face mask.

Any student who tests positive for COVID-19 or is having symptoms associated with COVID-19 must follow Rush policy: https://www.rushu.rush.edu/about/novel-coronavirus-covid-19-information/health

Required Rush University Medical Center OSHA, HIPPA, and Safety Training

Students are required to take all mandatory training courses that apply to medical laboratory scientists. These courses must be taken annually and are available online. Students failing to remain current in these training areas will not be allowed in the clinical laboratories.

Rush University Policies/Procedures for Students with Disabilities

Rush University is committed to attracting and educating students who will help to make the health care profession representative of the national population, including individuals with disabilities. Part of Rush University's mission is to promote diversity among its student population and to provide equal access to its facilities, programs, services and learning opportunities. In keeping with this mission, the University encourages students with disabilities to engage the Office of Student Accessibility Services as soon as they begin their program.

Students should feel free to contact **Marie Ferro-Lusk, Director, Office of Student Accessibility Services** at Rush University, to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings. Accommodations are not provided retroactively at the University. Additional information can be found online at the Office of Student Disability website or by contacting the Office of Student Accessibility Services. In order to respect student's privacy and ensure a thoughtful interactive discussion, students should not make accommodation requests to individual faculty members, lecturers, or course directors, instead, please contact:

Marie Ferro-Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
Armour Academic Center Suite 901
Phone: (312) 942-5237
Email: Marie_S_Ferro-Lusk@rush.edu
Website https://www.rushu.rush.edu/office-student-accessibility-services

Social Media

We encourage open communication, but we expect and insist that such communication does not demean our enterprise, violate our patients' or students' privacy or trust, or breach the fiduciary obligations of employment. Personal communications that include information about business or clinical operations at Rush, or about any of its patients, are always forbidden. The medical center's policy on social media can be found at:
https://rushumc.policytech.com/docview/?docid=533

Student Lockers

All students are assigned lockers by the Office of Student Life. All personal items must be stored in the assigned locker. **Coats and book bags are not allowed in the student or clinical laboratories.**

Textbooks

Listing of textbooks for each course will be posted at the time of registration and in the Matthews Rush Bookstore at the beginning of each semester. For course specific textbooks, please contact the course directors.

Professionalism
Professionalism is not the job you do, it is HOW you do the job.

Professional Conduct

All students are expected to behave in a professional manner during lecture and laboratory sessions, as well as in the clinical laboratories. It is expected that the student will work cooperatively with course instructors, fellow students and laboratory personnel. Failure to maintain a professional demeanor and to comply with the Medical Center's Code of Ethical Behavior can lead to dismissal from the program. The Code of Conduct can be accessed at: https://rushumc.policytech.com/dotNet/documents/?docid=514. The College of Health Sciences also has a guide to professional conduct that can be accessed in the current University Catalog.

Students who violate an established standard of professional conduct/judgment or moral/ethical behavior will be subject to investigation of the incident and disciplinary action.

Evaluation of Professionalism

In some courses an affective evaluation (i.e. professionalism evaluation) as outlined by the course instructor in the class module will determine a portion of the student's grade. The affective evaluation will rate the student's performance in the course concerning attendance, cooperation, confidentiality, adherence to laboratory safety, preparedness, organization, initiative, & integrity. In other courses, a professionalism point system will be used whereby "professionalism points" will be allocated at the beginning of the semester and students will maintain these points by adhering to the professional policy. If a student loses 30% or more of their professional points in a given course, they may not receive course credit. See Appendix E for more on evaluation of professionalism.

Guide to Professional Conduct:

Professionalism relates to the intellectual, ethical, behavioral and attitudinal attributes necessary to perform as a health care provider. The student will be expected to:

Attention
1. Demonstrate awareness of the importance of learning by asking pertinent questions, identifying areas of importance in clinical practice and reporting and recording those areas.
2. Avoid disruptive behavior in class, lab and rotations, such as talking or other activity interferes with effective teaching and learning.

Participation
1. Complete assigned work and prepare for class, laboratory, and rotations objectives prior to attending.
2. Participate in formal and informal discussions, answer questions, report on experiences, and volunteer for special tasks and research.
3. Initiate alteration in patient care techniques when appropriate via notification of instructors, nursing staff and physician.

Dependability and Appearance
1. Attend and be punctual and reliable in completing assignments with minimal instructor supervision.
2. Promote a professional demeanor by appropriate hygiene, grooming and attire.

Communication
1. Demonstrate a pleasant and positive attitude when dealing with patients and co-workers by greeting them by name, approaching them in a nonthreatening manner, and setting them at ease.
2. Explain procedures clearly to the patient.
3. Ask patients how they feel and solicit patient comments regarding the patient's overall condition and response to therapy.
4. Communicate clearly to staff and medical personnel regarding the patient status, utilizing appropriate charting, oral communication and the established chain of command.
5. Demonstrate a pleasant and positive attitude when dealing with co-workers, instructors, faculty, staff and medical personnel.

Organization
1. Display recognition of the importance of interpersonal relationships with fellow students, faculty, staff and medical personnel by acting in a cordial and pleasant manner.
2. Work as a team with fellow students, instructors, staff and other members of the health care team in providing patient care.
3. Organize work assignments effectively.
4. Collect information from appropriate resources.
5. Adapt techniques to overcome difficulties.
6. Devise or suggest new techniques welfare or patient or unit efficiency.

Safety
1. Verify identity of patients before initiating an action.
2. Interpret written information and verbal directions correctly.
3. When applicable, observe and report significant changes in patient's condition promptly to appropriate person(s).
4. Act to prevent accidents and injury to patients, personnel and self.
5. Transfer previously learned theory and skills to new/different patient situations.
6. Request help from faculty/staff when unsure.
7. Comply with hospital and university guidelines for performance.

Expectations for the Virtual Classroom

When participating in an online course the following guidelines should be followed:

1. Keep your microphone muted unless talking.
2. Utilize your webcam and keep your video on during all synchronous sessions in order to replicate a face-to-face environment when not possible.
3. Use the raise your hand function when you have a question or comment.
4. Feel free to utilize the chat and reaction functions as needed but please keep related to lecture or discussion taking place.
5. Have your full name present as your Zoom ID (or name you prefer to be called).
6. If there are any technical difficulties, please contact the course director but know that they may be of limited help during the online session. Try logging off and then back on.

Use of Generative AI
The us of AI tools such as ChatGPT are at the discretion of each individual course director and the student should refer to syllabi for the final say. As a Department, we acknowledge the existence and potential benefits of using Generative AI like ChatGPT. The use of generative AI is allowed, but it is important to recognize that as the user of AI, the student holds the responsibility for any consequences arising from AI-generated material. Therefore, it is imperative to exercise discretion and employ generative AI in a manner that supplements work, rather than relying on it to do the work. It is not intended to replace independent thinking, analysis, or personal engagement. The quality of work and the depth of understanding in this program ultimately rely on the student's personal efforts and engagement. **Note**: if this tool is used, the student should note that in the references of your document, discussion post or footnote of an assignment.

Procedure to Address Unprofessional Conduct:
The procedure to be followed for unprofessional conduct is as follows:

Step 1. The student will have been identified as violating an established standard of professional conduct/judgment or moral/ethical behavior, and the Department Chair/Program Director will have been notified.

Step 2. The Department Chair/Program Director will meet with the individual(s) making the allegation and the student's faculty advisor to review the available information and determine the veracity of the allegations.

Step 3. The Department Chair/Program Director, student, and faculty advisor, whenever possible, will meet as promptly as possible after the alleged incident. The Department Chair/Program Director will report to the student the facts and available information and will seek to authenticate or clarify the allegations where possible. If it is determined that there is no basis for the allegation, no further action will be taken.

Step 4. If it is determined that there is a basis for the allegation and that further investigation is necessary, a preliminary hearing of the Committee on Progress and Promotions will be convened to review the allegations and recommend a course of action. Guidelines for the Committee on Progress and Promotions preliminary hearing are provided in the Student Handbook. The Department Chair/Program Director will inform the student and the Dean in writing of the Committee on Progress and Promotions preliminary hearing and the following:

    a.   Date
    b.   Name of student
    c.   Nature of the allegations
    d.   Date of alleged incident/occurrence
    e.   Professional attributes that allegedly violate standards: skill, behavior, judgment, ethical values, etc.

For more information regarding the procedures for handling instances of unprofessional conduct, see current University Catalog

Professional Meeting Attendance

An integral part of our profession is joining and being an active member in professional societies such as ASCLS, ASCLS-IL, ASCP and CLMA. Not only will attendance at annual meetings and conferences expose you to new and techniques and ideas, it will also allow you networking opportunities to enhance your career experience going forward. Therefore, we HIGHLY recommend attendance at professional society conferences both during the program and beyond graduation. If time off is allotted during the academic year to attend such conference, it is expected that all students will attend and act in accordance with our professional conduct standards.

Patient Confidentiality

All students are expected to maintain the confidentiality of all patient information including, but not limited to, names and test results. Any breach of patient confidentiality can lead to dismissal from the program. Students must comply with the Rush University and Rush University Medical Center policies on confidentiality.

Student Confidentiality

The Family Educational and Rights Privacy Act (FERPA) is a federal law designed to protect the privacy of students' education records. The Rush University Policy on privacy and confidentiality of student records can be found at:
http://www.rushu.rush.edu/servlet/Satellite?MetaAttrName=meta_services&ParentId=1320160786561&ParentType=RushUnivLevel2Page&c=content_block&cid=1320160786609&level1-p=2&level1-pp=1204497836743&level1-ppp=1204497836743&pagename=Rush%2Fcontent_block%2FContentBlockDetail&rendermode=previewnoinsite

Absences and Grading

Absences

Students must attend **ALL** lecture and laboratory sessions. Attendance is mandatory in the clinical rotations as well. It is expected that students will arrive on time for lectures, laboratory sessions and clinical rotations. Lack of attendance and late arrivals can adversely affect the student's grade in a course. Students who are repeatedly absent or late for class will be subject to disciplinary action by the Department, and possible dismissal from the program.

Students are responsible for all material presented in class sessions. Faculty members are not obligated to provide extra help to students who miss, or who arrive late, to classes. When illness or other special circumstances prevent attendance, the student is responsible for contacting the course director to plan for meeting the objectives on an individual basis.

Students absent from an examination are responsible for notifying the course director, **AND** the department office (312-942-5281), according to the guidelines specified in the course syllabus. Failure to do so may result in a zero for that examination.

If the student is unable to attend a lecture or laboratory session, he/she has the responsibility of calling the department office (312-942-5281) and informing them of his/her absence. Twenty-four-hour voice messaging is available on this phone line. Students failing to adhere to this procedure will be subject to disciplinary action and may be dismissed from the program.

Academic Calendar

Classes and activities during the program are scheduled in accordance with the Rush academic calendar, available here: https://www.rushu.rush.edu/rush-experience/student-services/office-registrar/academic-calendars
Students are expected to adhere to their appropriate schedule as assigned by the program. The program will provide the didactic and clinical year schedules to students as far in advance as possible.

Grades

The Department uses the following grade scale to assign letter grades:

A=   90-100%
B=   80-89%
C=   75-79%
D=   65-74%
F=   below 65%

It is the responsibility of the student to become familiar with all requirements as contained in the course syllabus given at the beginning of each course. A grade of "P" or "N" is given for certain courses as determined by the department.

Incomplete Grades

The grade of incomplete **("I")** is given only when circumstances beyond the control of the student prevent completion of course requirements. Permission of the department chairperson is required for conferring **"I"** grades. The course director determines what work will be required to remove the incomplete and establishes a specific timeframe within which the student must complete such work.

Students receiving a grade of **"I"** are responsible for obtaining from the course director the exact work required to remove the incomplete. The **"I"** grade must be removed by the end of

the next semester, or it will revert to a failing (F or N) grade unless otherwise approved by the course director and the department chairperson. Students may be granted extra time to remove "I" grades if the incomplete is in one of the research courses at the discretion of the department director of research and the department chairperson.

If the student is not enrolled in other courses while resolving the incomplete, the continuous enrollment fee is imposed (refer to the Financial Affairs section in the Rush University Catalog).

Final Grades Reported to the Registrar

Grades reported to the registrar at the end of each semester are considered final except when an incomplete grade is assigned. Permission of the department chairperson is required for conferring "I" grades.

Final Grade Appeals

Students should be aware of the grade they are getting in a course as the course progresses; thus, the final grade should not be a surprise to the student. In the event that the student receives a final grade that is different from the grade that he/she expected, the student has five (5) working days after final grades are due to be posted to contact the instructor and determine how the final grade was calculated and resolve any discrepancy if present. Additional work cannot be submitted after final grades are posted to increase the final grade and the grade will only be changed if a mistake was made on the part of the instructor. If the student feels that the grade is not correct, the CHS policy on Student Academic Appeal and Grievance Procedures (p. 37) must be followed by the student.

Midterm Warning Notices

Students not maintaining a passing-level grade at midterm time will be given a warning notice. It is the student's responsibility to contact the course instructor **immediately** to ascertain how the grade can be improved.

Academic Progression

High academic performance in all courses is expected. Students will be considered in good standing at Rush University unless placed on academic probation.

A cumulative grade point average of at least 3.0 is required in the graduate programs. Cumulative grade point averages will be reviewed after each semester. No student will be permitted into the clinical rotation portion of the program unless they have the required GPA.

The faculty reserves the right to request the withdrawal of a student whose conduct, health, or performance demonstrates lack of fitness for continuance in a health profession. Any such student not voluntarily withdrawing will be dismissed from the University.

Academic Probation

Academic probation is assigned to any student who receives a semester grade point average below 3.0, or whose cumulative grade point average falls below 3.0. Students placed on probation have <u>two</u> semesters in which to regain the status of good standing as follows:
- The next semester after being placed on probation, the student must attain a <u>semester</u> grade point average of at least 3.0.
- Two semesters after being placed on probation, the student must have a <u>cumulative</u> grade point average above 3.0.

Failure to make the minimum semester grade point average one semester after probation or the minimum cumulative grade point average two semesters after probation will result in dismissal from the University.

"C", "D", "F", or "N" Grades in the Master of Science and Certificate Programs

Graduate students may not receive more than **two** grades of "C" or lower in the program. Should a graduate student receive a third grade of "C" or lower, he/she will be dismissed from the program. Graduate students who receive a "D", "F", or "N" grade in any course **MUST** repeat that course. In the event that a student is required to repeat a course that is a prerequisite for an advanced course, the advanced course may not be taken until the student successfully passes the prerequisite course. Thus, the student's progression in the program may be affected. Graduate students who receive a second "D", "F" or "N" grade will be dismissed from the program.

Withdrawal from Courses

Withdrawal from a course requires approval from the course director and/or the program director and the department chairperson. Students should note that courses in the department are sequential and are taught once per year. Withdrawals will prevent the student from progressing normally in the program and will delay the availability of clinical rotation opportunities. Discussion with the course director and department chairperson or program director is essential if the student is considering withdrawing from a course.

If a student withdraws from a course after the semester starts, a "W" grade will appear on the record. Consult the academic calendar for the amount of tuition refunded when withdrawing from a course as well as the last day in the semester when the student can withdraw from a course with a "W" grade.

Leave of Absence

A student, who must interrupt his or her studies for reasons of sustained ill health or compelling personal situations, may apply for a leave of absence for a stated period of time, not to exceed three semesters. A Petition for Leave of Absence form (available from the Office of the Registrar) must be submitted to the program director. If approved by the program director, the student must satisfy the conditions of the leave before reentering, and must comply with all

policies, requirements and course sequences in effect at the time of reentry. The student will pay tuition and fees at the rates in effect at the time of reenrollment.

Withdrawal from the Program

Withdrawal implies the permanent departure from the University without the immediate expectation of return. Graduate students withdrawing from the University must give formal notification by completing a Petition for Withdrawal / Leave of Absence form, which requires them to obtain the signatures of specific University offices. Students may obtain the form from the Office of the Registrar. This form requires the signature of the program director. Withdrawals with the receipt of "W" grades are not allowed within two weeks of final exams of that semester. Refunds are made only during the limits for refunds. (See Financial Affairs Policy section of the Rush University Catalog)

Readmission to the Program

Any student who has withdrawn from the program, or has not been enrolled for one or more semesters, or any dismissed student, may apply for readmission to their program of study by submitting an admissions application for this purpose. They must follow all admission procedures and will be placed into the pool of applicants for the year in which they are requesting readmission. An interview may be required. Preference will **not** be given to students seeking readmission into the program. Readmitted students will pay tuition and fees at the rates in effect at the time of reenrollment and will be subject to all current policies and procedures of the program, college and university at the time of their readmission.

Academic Honesty*
(*Adopted from the Rush University Department of Health Systems Management)

Medical Laboratory Science students are responsible to both the internal and external communities for the preparation and presentation of work that represents their individual efforts. Honorable conduct, or academic integrity, is the highest principle of scholarship and professionalism. It rests on the assumption among all faculty, students and staff that mutual trust emanates from individual responsibility. Students in the MLS program should respect the integrity of those who make available their work either in hard copy, electronically, or through oral presentations. All assignments submitted for a grade and exams must be original work, or in the case of assignments, give credit to other works.

1. Academic dishonesty
   Defined as representing or attempting to represent another's work as one's own or participating actively in such falsification. Examples of academic dishonesty include, but are not necessarily restricted to: Plagiarism, cheating, facilitating academic dishonesty, and unauthorized examination behavior.

   a. Plagiarism
      Plagiarism is the act of intentionally using material, wherever it comes from (other than material which is common information) that is not yours, without acknowledging the source of that material. Some examples of plagiarism include but are not limited

to taking a table or figure or other information off a web site without saying where it came from; buying or using a paper that someone else wrote; or rephrasing materials from another source without giving the source.

b. Written assignments
To ensure consistency in the preparation of written assignments in the MLS Program, students are required to follow the format prescribed in the most recent edition of the American Psychological Association Manual of Style. This manual is available in the Rush Bookstore and the Rush Library. Failure to appropriately acknowledge the works of others regardless of the medium (*e.g.*, video, computer program, etc.) or failure to use quotation marks where appropriate is considered plagiarism and a violation of this policy.

c. Other Examples of Academic Dishonesty
Besides plagiarism, other behaviors are also considered to violate academic integrity. A few are listed as examples, but are not meant to be all-inclusive:

i. Permitting anyone to copy or duplicate your work (for example copying computer output for your use that another student produced).
ii. Providing another student with answers during an exam or looking at another student's test paper or computer during an exam.
iii. Copying or downloading computer software without proper authorization.
iv. Breaking into or using university/medical center owned computer files in an unauthorized manner.
v. Performing any course work (*e.g.*, exams or assignments) of an online course for someone else or having someone other than yourself complete your online course work.
vi. Submitting the same assignment with substantively the same content for a grade in two courses of the same program without permission from the course directors of both courses.
vii. Using materials or answers hidden on one's person, personal effects, or electronic device that contains answers for an exam without the explicit approval of the course director.
viii. Looking up answers or material, or reaching out to others in order to provide an answer during an electronically administered exam or quiz.
ix. Utilizing ChatGPT or other AI platforms to complete an assignment or discussion post without stating that this tool was utilized.

2. Procedure for Handling Incidents, Observed or Suspected of Academic Dishonesty

a. Procedure for Handling Charges of Academic Dishonesty

Students share with the faculty the responsibility for maintaining the integrity of the educational process. Therefore, any student who has observed the apparent violation of academic integrity has the obligation of reporting the incident immediately to the

course director. Failure to report the apparent violation of academic integrity also constitutes a violation of academic integrity.

The course director will document the incident and request a meeting with the student(s). The course director will meet with the student(s) soon after the report of the incident or the suspected incident to discuss the apparent violation. The course director may impose a disciplinary action consistent with the penalties itemized below. The course director shall determine the sanction for a violation in consultation with the department chairperson and/or program director. The course director shall inform the department chairperson and in writing of his/her final determination and disciplinary action, if any. A copy of this letter shall also be sent to the student. The course director's decision shall become final and binding if not appealed by the student.

b. Disciplinary Actions that the course director may impose include the following:

I.   Having the student do the assignment again.
II.   Giving a grade of F (or zero points) on the assignment or exam.
III.   Giving a grade of F in the course, which results in academic probation.

c. Disciplinary Actions that the department chairperson or program director may impose include the following:

I.   A written warning of the consequences of academic dishonesty.
II.   Suspension from the program.
III.   Dismissal from the program.

d. Student Appeal of Course Director's Determination and/or Disciplinary Action

See the Student Appeals Process described below.

e. Repeated Violations of the Policy

For any second charge of violation of this policy that is upheld as valid, the student will be immediately dismissed form the program.

The above policy and procedures for operationalizing the policy resides within the Department of Medical Laboratory Science. Additionally, the student must be familiar with the university policies related to academic integrity which are stated in the Rush University Catalog (see Appendix A).

Rush University Honor Code

Students will be provided with a copy of the Rush University Honor Code (Appendix B) and will be expected to sign and abide by the Honor Code. A signed copy of the Honor Code will be maintained in the students' permanent record.

Student Appeals Process

The College of Health Sciences Student Academic Appeal and Grievance Procedures can be found in the University Catalog.

The College of Health Sciences' student appeals and grievance procedures provide a mechanism whereby any student may obtain a review of a complaint of unfair treatment. The student appeals procedures shall not be used to question a rule, procedure or policy established by an authorized faculty or administrative body. Rather it shall be used to provide due process for those who believe that a rule, procedure or policy has been applied in an unfair or inequitable manner, or that there has been unfair or improper treatment by a person or persons. Students who are appealing an academic decision that could result in a dismissal from the university may be allowed to continue to progress in the program until the issue is resolved. If the academic decision is upheld and the student is dismissed from the university, they will be withdrawn from their current classes. This withdrawal will be backdated to the beginning of the quarter and the student will receive 100% tuition reimbursement for that quarter.

A student wishing to appeal an academic decision should follow the process summarized below, in the sequence indicated.

Step 1. In the academic community, the responsibility for course development, course delivery and the assessment of student achievement rests primarily with each course instructor. Any student who has a complaint of inappropriate treatment related to a course should first seek to resolve it with the course instructor.

    a. A student with such a complaint must request reconsideration, in writing, of the application of a rule, procedure or policy, or unfair or improper treatment. The request must be within five working days following the issue that forms the basis for the complaint.

    b. The instructor will meet with the student to discuss the issue. The instructor will notify the student in writing of the decision regarding the appeal.

If the course instructor is the department chairperson or if the appeal does not pertain to a specific course, the student should seek resolution with the department chairperson at the outset and begin with Step 2.

Step 2. If resolution is not achieved in Step 1, the student may submit a written appeal describing the application of a rule, procedure or policy, or unfair or improper treatment to the chairperson of the department in which the student's program resides within five working days following notification by the instructor of their decision.

    a. The chairperson will meet with the student following receipt of the student's request for resolution to discuss the issue or refer the appeal to the department's student progress and promotion committee as outline in Step 3.

    b. The chairperson will notify the student of their decision in writing following the meeting.

Step 3. If resolution is not achieved in Step 2, the student may submit a written appeal describing the application of a rule, procedure or policy, or unfair or improper treatment to the student

progress and promotion committee of the department within five working days following notification by the department chairperson of their decision.
   a. The student may appear before the committee in person, make an oral statement and answer questions from the committee. The student will not be allowed to be present during committee deliberations.
   b. The committee may request that any university employees pertinent to the appeal appear before the committee to make an oral statement and answer questions.
   c. Following review of the information provided, the committee will notify the chairperson who will notify the student of its decision.

Step 4. If the resolution is not achieved in Step 3, the student may submit a written appeal describing the application of a rule, procedure or policy, or unfair or improper treatment seeking a hearing to the dean within five working days of receiving the department progress and promotion committee decision.
   a. The dean will meet with the student for a hearing following receipt of the written request from the student.
   b. After the meeting with the student, the dean may either render a decision or choose to appoint a panel to investigate the appeal.
   c. Following review of the information provided and any recommendations from the panel, should one be appointed, the dean will then notify the student of their decision.

The decision of the dean shall be final. The decision of the dean shall be final.
(Approved by CHS Faculty July 30th 2024)

Graduate Research Projects

See the Department of Medical Laboratory Science Masters Research Guidelines document (distributed spring semester of academic year one) for policies and procedures regarding graduate research projects. This publication lists specific deadlines for each component of the research project. Failure to meet these deadlines will delay acceptance of the research project and graduation from the program. Graduate students must complete all research requirements within two years of their expected graduation date. The expected graduation date is 5 semesters from the date of admission into the program. Failure to do this may result in dismissal from the program.

Interprofessional Education – IPE 502 – Graduation Requirement

Collaborative practice as defined by the World Health Organization (2010) occurs when multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care. In order to prepare health professions students who can work successfully in these interprofessional teams, Rush University has committed to incorporating interprofessional patient-centered team-based educational activities into its curricula.

The interprofessional curricular integration will begin during the students' first year of study, building foundational knowledge of team identity concurrent with professional identity.

Students from all four colleges will acquire competencies in interprofessional behaviors through experiential learning in interprofessional student teams. The course consists of six workshops and supportive didactic on-line content and will run from September through April. Thus, all students enrolled at Rush University will participate in IPE 502 Interprofessional Patient Centered Teams in the first year of their program. Students will apply knowledge, skills, and values of the four Interprofessional education competency domains: values/ethics, roles/responsibilities, teams/teamwork, and communication through experiential learning for patient-centered care.

IPE 502 is a Pass/No Pass course which will be taken by students for 1 semester hour of credit without charge. **It is program policy that students must pass IPE 502 in order to graduate.** Students who do not pass the course will have to retake it the next time it is offered and will not graduate until they complete all of the requirements to pass the course.

Clinical Practica

The clinical practica are designed to expose students to the working environment of a hospital and to provide an opportunity for students to become familiar with the instrumentation not available in the student laboratories. Students are expected to perform assigned tasks as designated by the clinical faculty responsible for each specific clinical area.   Refer to the Clinical Practica Handbook for more detailed information (distributed prior to start of clinical practica).

Activities performed in the clinical practica range from observation to performance of testing on simulated specimens to performance of testing on actual patient specimens with supervision. The student can expect to observe the performance of tests at the beginning of the practica experience with the progression to hands-on performance of testing as the student gains proficiency. Some of the highest complexity, most expensive tests, *e.g.*, some molecular-based testing, may be observational only depending on the laboratory and the methodology.

All students enrolled in the MLS program are guaranteed placement at a clinical site provided they are eligible academically to proceed to the clinical practica. Students are eligible to complete the clinical practica when they have completed all the pre-requisite courses, *i.e.*, all of the first-year didactic courses. If there is a situation with either the student or the clinical site which prevents the student from continuing at his/her assigned clinical site, the program will make arrangements for the student to complete his/her clinical practica at another site, as long as the student remains eligible to complete the clinical practica and the program.

MLS students will complete their clinical practica at one of the following sites that are affiliated with the program:

- Rush University Medical Center
- University of Illinois Hospital and Health Sciences System
- University of Chicago Medicine
- Northwestern Memorial Hospital
- Ann & Robert H. Lurie Children's Hospital of Chicago
- Advocate Aurora Health System

Students will be required to participate in the orientation process required by each clinical site and to abide by all policies and procedures of that site while they are on the premises. Failure to do so will result in dismissal from the assigned clinical practicum and may result in failure of the particular clinical practicum and possible dismissal from the program.

The student may be required to provide documentation of immunization history and up-to-date screening test for tuberculosis to the clinical site staff. It is the student's responsibility to provide this information and failure to submit documentation may result in the student not being able to complete their clinical practica at that site and delaying the progression of the student through the program.

See clinical practica handbook for specific details relating to selecting a practica site, dress code, and attendance.

Clinical Practica Attendance

Students are scheduled at practicum clinical sites four days/week during the semester. Time of attendance varies but, in general, students should plan to stay for a full 8-hour day. All students, irrespective of site, are required to report weekly, as scheduled, to their clinical practicum course director at Rush University. Punctuality is a characteristic important to professionals. All students must report to their clinical site on time.

In the unlikely and rare occasion that the student needs to arrive late or depart early for prescheduled events such as jury duty or other significant events the student must inform and obtain permission from the course director prior to the event. Documentation may be requested.

The student is expected to be with the teaching staff as they perform their daily tasks. The student may take breaks and lunch along with the teaching staff but will not be excused from the laboratory at other times to run errands, to meet with the course director, to complete work for another class or for any other activities. In the unlikely and rare event that the student is excused from the laboratory early, the course director and site education coordinator must be notified by the student at the time of dismissal.

All absences must be made up at the convenience of the course director and the clinical laboratory staff on the student's own time. Absences must be made up by the grade submission deadline.

Habitual failure to comply with the attendance and punctuality policy will result in consultation with the department chairperson or program director and the student may be subject to dismissal from the program.

Clinical Practica Grades

Grades given for the Practica courses are A, B, C, D and F. All work in practicum courses **must be at or above** the "B" level for graduate students. Grades less than "B" in a clinical practica course must be repeated, but may be repeated only once, and must be taken within one

year with the new grade replacing the failing grade in the cumulative grade point average. A second grade below "B" in any practicum course will result in dismissal from the program.

Service Work Policy

Service work is defined as performing the duties as an unpaid student that are expected of an employee who is paid to perform those tasks. Service work by students is not required nor permitted by the program. Students are present in the clinical laboratory to learn the operation of the clinical laboratory. While learning and upon demonstrating proficiency, students may perform clinical tests under the supervision of an instructor who is a certified medical laboratory scientist. As such, students work on actual patient samples but at no time are they expected to, nor allowed to, perform service work without pay.

There are numerous work-study jobs available to our students in the clinical laboratories as well as throughout the medical center and at our affiliate hospitals. Students are notified of openings as the faculty are informed. Students and supervisors at the clinical site must make a distinction between the student's time in the laboratory as a student learning and not being paid and when the student becomes an employee and is working in the laboratory for pay on tasks for which they have been specifically trained. Students should not be treated as employees during rotation time which is typically between the hours of 7:00 am – 3:30 pm. What students do outside the time at which they are expected to be learning in the clinical laboratory is beyond the scope of control of the program.

Clinical Practica: Students-At-Large

The following procedure applies to requests for clinical rotation experience at Rush University Medical Center from students **not** enrolled in the Rush University MLS program:

1. All requests must be reviewed and approved by the department chairperson and/or program director.
2. Before approval the department chairperson or program director will:
   a. Consult with the education coordinator and manager of the clinical area(s) involved to obtain their approval. Factors affecting the availability of such extra clinical rotations include training schedules of laboratory technologists, Rush students, pathology residents and fellows, availability of teaching personnel, costs, etc.
3. Students-at-Large must be enrolled in a clinical rotation course either at Rush or at their home college/university. Credit hours will be determined by the educational coordinator and department chairperson based on the amount of requested clinical experience.
4. Students-at-Large will be charged the current tuition at Rush or at their home college/university based on the number of credit hours for which they are registered.

Sexual and Other Forms of Harassment

Students are expected to comply with the Rush University Medical Center's Policies and Procedures on Harassment. A copy of this document can be found at:
https://rushumc.policytech.com/dotNet/documents/?docid=1706

Continuing Education Requirement - MLS students only

Life-long learning is essential for all professionals including medical laboratory scientists. Certification agencies require that continuing education be completed regularly to maintain certification. While students in the MLS program, not only is the body of knowledge being learned, but the values and practices of a professional are as well.

Accordingly, students enrolled in the MLS program are required to submit documentation of having attended a total of 6 continuing education sessions by the end of week 10 of the spring semester of each year of the program. Typically, 1 CE session = 1 hour of contact time. Continuing education can be obtained by attending any of the following: ASCLS-IL meeting (or other professional society meetings), live web casts, MLS education and specialty presentations, Grand Rounds, and departmental CE sessions. Master's Degree final defense presentations cannot be used to satisfy the CE requirement. Presentations outside Rush University Medical Center must be approved **PRIOR** to attendance by the director of clinical practica. **Attendance at continuing education sessions must be done on the students' own time and cannot interfere with scheduled classes or practica.** Documentation of CE must be submitted to the director of clinical practica by the deadline.

Student Professional and Community Service Requirement- MLS students only

Participation in service activities is an important attribute of the health science professional. A hallmark of outstanding Rush students and alumni is the desire and ability to make meaningful service contributions. Community service activities may include volunteer activities (health fairs /clinics, health education, provision of health services to at risk or disadvantaged populations, and other outreach education or clinical activities) and service on community boards, committees, work groups and other service activities that promote the health and well-being of the community and its members. Professional service may include participation in the provision of state, national or international activities to advance the quality, access and effectiveness of health care services provided by allied health professionals.

Directions for obtaining approval:

1. Student must contact the MLS department's designated faculty member for approval of the service and/or continuing education (CE) activity *before* the activity is completed and/or performed. Information on the service activity and/or CE activity must be provided to the faculty member. This may include a flyer which promotes the service, and email which contains information on the service, etc.

2. Once the activity has been pre-approved the appropriate information must be filled out on the documentation of service activity form and the faculty member will sign (Appendix C).

3. The student will perform the activity and once this has been completed, a verification signature must be obtained. This signature can be anyone on site at the activity in a position of leadership, such as the service activity coordinator, or a faculty member present at the time of the activity.

4. The completed form must be returned to the designated faculty member in the department for recording. *All students are required to make a copy for their own records before submitting the form.*

MLS students will obtain no more than 25% of their service hours from approved professional or continuing education activities. The remaining 75% should be obtained through pre-approved health care focused (preferably MLS related) services in the community. Environmentally focused, health inequity and community awareness of MLS are three preferred areas of service. Completion of at least sixteen (16) contact hours of approved professional or community service is a graduation requirement for the program.

Request for Recommendations from Faculty

Students who want, or anticipate the need for, a recommendation or reference from a faculty member for a job, scholarship, admission to a graduate program or other reason must obtain and sign a recommendation release form from the department office. Faculty members will not give a reference on any student unless this form is on file indicating the student's permission to do so.

Graduation Process

Information regarding graduation from Rush University can be accessed on the Rush University webpage at: www.rushu.rush.edu.
An Intent to Graduate form must be completed by all students by the deadline set by the Registrar's Office to graduate. These forms can be found on the Registrar's Office webpage.

State Licensure Requirements

Some states require that medical laboratory scientists be licensed in the state in order to work in that state. Illinois does not license medical laboratory scientists. The MLS program at Rush University satisfies requirements for certification by the ASCP BOC and complies with the standards of accreditation established by NAACLS but may not satisfy the licensing requirements for some states. In particular, our program may not satisfy the requirement for clinical training set by the states of California or New York. Students who intend on moving to a state that has licensure after completion of the program are encouraged to check with the requirements for state licensure before starting the program to make sure that the Rush University curriculum will satisfy the requirements for licensure in that state.

Program Handbook Appendices

APPENDIX A
RUSH University Statement on Academic Honesty

Academic Honesty and Student Conduct
Rush University students and faculty belong to an academic community with high scholarly standards. As essential as academic honesty is to the relationship of trust fundamental to the educational process, academic dishonesty violates one of the most basic ethical principles of an academic community and will result in sanctions imposed under the University's disciplinary system.

Examples of conduct that would subject a student to disciplinary action include but are not limited to:
• All forms of academic dishonesty including but not limited to: cheating; plagiarism; collusion; gaining or seeking unfair advantage in relation to any work submitted; helping others to gain an unfair advantage; removing examination materials from a secure examination area; the unauthorized downloading or copying of examinations that are given online; fabricating assigned academic work, including clinical assessments, and presenting them as authentic; facilitating academic dishonesty; unauthorized examination behavior

• Obstruction or disruption of teaching, research, administration, clinical practice and community outreach or other University/Medical Center activities

• Falsification of student records, transcripts or financial aid forms or applications

• Theft of or damage to University/Medical Center property or the property of a member of the University/Medical Center community

• Threatened or physical abuse of any person or action that threatens or endangers the safety of others

• Misrepresentation, falsification, alteration, or misuse of the University/Medical Center documents, records or identification, or research data

• Unauthorized use or entry of University/Medical Center facilities

• Conviction of a crime deemed serious enough to render the student unfit to pursue his or her Profession

• Conduct that is inconsistent with the ethical code of the profession the student is preparing to enter

• Unlawful use or possession of controlled substances on the Medical Center campus

• Unauthorized possession or concealment of firearms or other weapons on Medical Center Premises at any time

• Attempting to gain access to another's email or computer account, username or password

• Knowingly setting off false fire, safety or security alarms

• An accusation of student and/or faculty academic dishonesty or misconduct made in bad faith

APPENDIX B

RUSH University Student Honor Code

> I pledge that my academic, research, and/or clinical work will be of the highest integrity.
>
> I shall neither give nor receive unauthorized aid; I shall not represent the work of others as my own.
>
> I shall not engage in scientific misconduct; and I shall treat all persons with the greatest respect and dignity, just as the ethical codes of Rush University Medical Center and my future profession demand.
>
> I recognize that behaviors that impede learning or undermine academic, research, and clinical evaluation, including but not limited to falsification, fabrication, and plagiarism, are inconsistent with Rush University values and must be reported.

Implementation of the Honor Code
This Honor Code (hereafter referred to as the Code) sets the standards for expected professional behavior within the University and the Medical Center. Commitment to this Code is a shared responsibility of all faculty, staff, and students within the Rush University community to ensure the highest standards of behavior, whether in the classroom, the laboratory, or in the clinical setting, and to ensure that education obtained at Rush provides a sound foundation for each student's future success as an academic, scientific, or healthcare professional.

Code Enforcement
Any violations of this Code or suspicion of student or academic misconduct should be reported to the student's college for further review in accordance with the procedures specified by that college. Each college will be expected to set standards for addressing Honor Code violations and cases of misconduct in a fair and consistent manner that best fits their respective student population. Students refusing to sign must submit a letter to their dean's office explaining why, and adherence to the Code is required for matriculation, whether or not the document has been signed. The Code may also be enforced for off campus actions when the student is representing themself as a member of the University.

Commitment
By signing below, I affirm my commitment to this Code and pledge to act with integrity and adhere to the Rush University values of Innovation, Collaboration, Accountability, Respect, and Excellence. I understand that this signed document becomes part of my permanent record, and I must uphold the letter and spirit of this Code throughout my Rush education.

_____   _____

Student Signature   Date

_____   _____

Printed Name   College

APPENDIX C
Documentation of Professional and Community Service or Continuing Education

Achievement of the College of Health Sciences Excellence in Service Goal is demonstrated, in part, through:

1. Student and faculty participation in community service activities
2. Student satisfaction with and appreciation for community service.
3. Students and faculty who provide leadership and support to professional associations, boards and committees.
4. Provision of community and professional continuing education to local, national, and international audiences.

In order to support achievement of the college's service excellence goals and objectives, the college has developed a professional and community service requirement for all CHS students as a part of their academic programs.

*As a requirement for program completion, each academic degree granting program will establish a minimum service requirement for each student enrolled in the program of at **least sixteen (16) contact hours of approved professional or community service.***

Examples of activities that may be used to meet this requirement include participation in community health fairs, community health screening and/or health services, provision of community health education, participation in approved professional service and/or continuing education activities and assistance with the delivery of seminars, lectures, workshops and related community or professional continuing education activities.

Furthermore, 6 hours PER YEAR *of continuing education must be documented using this same log. This can include webinars, seminars, workshops, conferences, etc. Please give proof of attendance.*

Professional and Community Service Documentation Log

Student Name:_____Service Hours Acquired:_____

The student listed above has acquired professional and/or community service by participating in the following activity (please describe in detail):

Title of Activity: **Date:**

Approved by: **Date**:

Appendix D
Teach Out Plan

In the event of program closure, the plans for student progression are as follows:

1. If closure is due to exceptional or uncontrollable circumstances, such as a natural disaster or a pandemic, and it is likely that the University will be open and operational in the near future, then the students and faculty will continue courses online. Those students who are in clinical rotation and have not completed all areas will be given an alternative make-up assignment covering the missed topics and reenter the program and progress as previously planned as soon as it is deemed safe to do so.

2. If closure is due to exceptional or uncontrollable circumstances, such as a natural disaster or a pandemic, and it is unlikely that the University will be open and operational in the near future, then every effort will be made to contact MLS programs within the state of IL or a state of the student's choosing for placement.

3. If the closure is due to the University's decision to no longer offer the program, then all enrolled students will progress as planned towards completion of the program degree conferral. No new students will begin the program, only existing students will be enrolled and will be allowed to complete.

Appendix E
Professionalism in the Program

Professionalism Guidelines

Professionalism is a critical component of your success as an entry-level master's student and a future medical laboratory professional. Professional behaviors are evaluated in all courses, as they are essential for safe, respectful, and effective participation in both academic and clinical settings.

In some courses, professionalism will be assessed through professional points allocated at the beginning of the semester. Students will maintain these points by adhering to the professional standards outlined below. In other courses, an affective evaluation form will be used to assess professional capabilities.

The following are examples of behaviors that support full retention of professional points and top marks on professionalism evaluations:

Professional Conduct in the Classroom and Laboratory
1. Demonstrates respect for oneself, peers, teaching assistants, instructors, and staff.
2. Refrains from eating or drinking in laboratories; minimal eating or drinking in classrooms when appropriate.
3. Wears appropriate attire, including closed-toe shoes in laboratory settings—no slippers, slides, or unsafe footwear.
4. Listens attentively and does not interrupt peers or instructors.

Professional Communication
1. Uses appropriate email etiquette: professional tone, respectful language, and avoids overly casual or impulsive messages.
2. Is courteous, inclusive, and respectful in all forms of communication, including discussion boards.
3. Demonstrates teamwork and collaboration skills.
4. Accepts feedback and constructive criticism respectfully.

Engagement and Participation
1. Arrives on time and is fully prepared when class or laboratory sessions begin.
2. Reads through procedures ahead of time in order to reduce errors in the laboratory.
3. Demonstrates enthusiasm and active engagement in learning.
4. Attends all laboratory sessions unless excused for valid reasons.
5. Responds promptly to Departmental calendar invitations and sends invitations when appropriate to faculty, staff and colleagues (e.g., for research presentations).

Accountability and Responsibility
1. Submits all work by the established due dates.
2. Maintains professional behavior both in the classroom and laboratory at all times.
3. Understands that both explicit and implicit professional standards apply throughout the program.

Professionalism Concerns

If a student's professionalism falls below expectations, the student will be informed as soon as possible. In courses where professional points are assigned, points will be deducted according to the nature of the concern. In all cases, faculty will document the concern and discuss it with the student to support improvement.