



Master of Science in Clinical Research

Student Handbook 2026-2027

**Division of Translational Science
RUSH Medical College**

Updated 27 August 2026

Table of Contents

Overview of Academic Program	3
Program Objectives	3
Student Learning Objectives	3
Degree Requirements	4
Curriculum	4
Course of Study	5
Educational Assistance Benefits (EAB) Funding	5
Division of Translational Science: Academic Policies	6
Course and Examination Policies	6
Pass/No Pass Grades	6
Good Academic Standing	6
Academic Probation	6
Dismissal	7
Student Appeals Policy	7
Full-time Enrollment	8
Residency	8
Voluntary Withdrawal and Leave of Absence	8
Students at Large	10
Readmission	10
Academic Progression	10
Commencement Participation Policy	10
Use of Social Media and Artificial Intelligence	11
Responsible Use of Artificial Intelligence	11
Student Advisory Committee	13
Contacts	14
Rush University Academic and Institutional Policies	15

Overview of Academic Program

The Clinical Research Master of Science program at Rush University offers a comprehensive pathway for both full-time and part-time students seeking to deepen their understanding and expertise in the field of clinical research. With options for completion in either five semesters full-time or eight semesters part-time, the program is designed to accommodate the diverse needs and schedules of its student body. While the program is particularly well-suited for medical doctors seeking to enhance their research skills, it also attracts individuals from various backgrounds who share a keen interest in clinical research and its implications for advancing healthcare practices and patient outcomes.

In this dynamic and interdisciplinary program, students delve into the intricacies of clinical research methodologies, ethical considerations, regulatory requirements, and data analysis techniques under the guidance of experienced faculty members. Through a combination of rigorous coursework, hands-on research experiences, and practical training, students gain the necessary skills and competencies to design, conduct, and analyze clinical research studies effectively.

One of the program's distinguishing features is its emphasis on thesis work, where students collaborate with faculty members to generate novel knowledge relevant to clinical research. Through this hands-on research experience, students will apply theoretical knowledge to real-world research settings, working closely with faculty on innovative projects that contribute to the advancement of clinical science. From formulating the research question, to designing and implementing a data analysis plan, to presenting their findings in oral and written form, students will gain invaluable practical experience and develop professional networks that are integral to their academic and professional growth.

Throughout the program, faculty members provide mentorship and guidance to students, offering support and expertise to help them navigate the complexities of clinical research. Whether assisting with research project development, providing career advice, or facilitating networking opportunities, faculty play a pivotal role in supporting students' academic and professional growth.

Program Objectives

Graduates of this program will be equipped with the skills, knowledge and habits of mind to:

1. Evaluate and design ethical clinical research that advances clinical knowledge and promotes equitable participation.
2. Apply rigorous analytical methods and information technology to answer clinical research questions.
3. Communicate and collaborate effectively in the conduct of interdisciplinary clinical research.

Student Learning Outcomes

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

1. Design methodologically sound and ethical clinical research by synthesizing relevant literature, identifying knowledge gaps, and developing recruitment strategies that support

- diverse and equitable participant representation.
2. Analyze data for clinical research using state-of-the-art software according to appropriate epidemiologic and biostatistical principles to generate and accurately interpret the findings.
 3. Collaborate productively within an interdisciplinary research team and communicate in written and oral form clinical research processes and findings effectively to diverse populations.

Degree Requirements

The program consists of three components:

1. Minimum of 32 graduate credits
2. A clinical research thesis project culminating in a written thesis
3. A public presentation and a private defense of the thesis

Curriculum

There is a core curriculum (20 credits) that is supplemented with thesis research (12 credits).

Coursework

Students are required to complete a total of 20 credits of coursework, including:

CRE - 561 Principles of Epidemiology Credit(s): 2

DTS - 546 Principles of Biostatistics I: Descriptive Methods and Introduction to Statistical Inference Credit(s): 2

DTS - 548 Biomedical Informatics: Public Health and Clinical Research Informatics Credit(s): 1

CRE - 556 Clinical Research Design Credit(s): 3

CRE - 551 Human Subject Research and the IRB Credit(s): 1

DTS - 506 Biomedical Ethics Credit(s): 1

CRE - 562 Epidemiological Study Design and Analysis Credit(s): 2

DTS - 547 Principles of Biostatistics II: Multivariable Regression and Prediction Methods for Diverse Outcomes Credit(s): 2

DTS - 549 Biomedical Informatics: Clinical Data Analytics and Electronic Health Record Credit(s): 1

CRE - 500 Clinical Research in Practice Credit(s): 3

DTS - 594 Fundamentals of Grant Writing for Scientific Research Credit(s): 1

DTS - 595 Fundamentals of Scientific Manuscript Writing Credit(s): 1

Thesis

Students complete a minimum of 12 credits of research, as outlined above. Students must enroll in CRE-597 throughout their degree until graduation for one to nine credits per term, as advised by the program director. While enrolled, students must complete thesis-related milestones and requirements that ensure the successful completion of the research project.

Students are required to complete and defend a data-driven thesis that provides a culminating experience and applies the principles and methods learned in the coursework to a real-life research project. The goal of the thesis is to demonstrate the student's understanding of the clinical research process from both a theoretical and a practical point of view.

With the support of the program director, each student must identify a research mentor and form a thesis committee with a minimum of 3 members. The primary mentor and a second member must have faculty appointments at Rush Medical College, while the third member must hold a faculty appointment outside of Rush Medical College and within the United States. Please refer to the **Policy on Thesis Advisory Committee Composition** for further information.

The student works closely with their mentor to develop their research proposal while they are completing their coursework in the first year. The research project must involve the analysis and interpretation of data. In most cases, projects will involve the use of pre-existing data sets and/or retrospective data collection. Students may conduct primary data collection but should be advised closely on the feasibility of any project requiring primary data collection.

The primary thesis advisor in conjunction with the thesis committee will be responsible for guiding the student on the research idea, its practicality, feasibility, application and timeline for completion. Students must meet with their mentor and full thesis committee, including the program director, at least once every six months to provide a progress update and receive recommendations for moving forward to completion.

All students will be required to submit the thesis to ProQuest to graduate. Specific formatting guidelines are required as set forth by the Center for Academic Excellence above and beyond scientific content. The thesis committee, program director, and Center for Academic Excellence must approve the thesis for approval of the degree.

All students are encouraged to formulate their original research into a scientific journal article and submit the manuscript as a publication in a peer-reviewed journal.

Course of Study

The Master of Science in Clinical Research program can be completed either part-time or full-time depending on the goals of the student. Courses will take place in person in the late afternoons or early evenings. The program is designed so that a full-time student may complete their coursework in one academic year. Thesis research components of the program should begin as soon as mentors have been identified. All students must at a minimum be enrolled part-time (five credits) per semester during the first year of the program to maintain active status in the Division of Translational Science (DTS). After completion of didactic courses, students in Thesis Research must enroll in a minimum of one credit per semester to maintain active status. The program director will advise all students on the appropriate plan of study.

Educational Assistance Benefits (EAB) Funding

RUSH employees can qualify for tuition reimbursement through the Educational Assistance Benefits (EAB) program, formerly known as LEAP. Please contact your department administrator and/or the benefits office for more information on the EAB benefit.

Division of Translational Science: Academic Policies

The Division of Translational Science (DTS) follows University-wide policies and procedures and reviews program-specific regulations. However, the DTS reserves the right to make substantive changes in its programs and policies after a student has matriculated. Students will be informed in writing if any requirements are changed. Students re-entering the college after an absence will be guided by policies and procedures in effect at the time of re-entry. Selected policies from the DTS Policies and Procedures are provided below.

Course and Examination Policies

The DTS maintains rigorous standards for course and exam policies to ensure academic integrity and consistency across all programs. These policies are essential to uphold the quality and fairness of the educational experience for all students.

- i. The Course Director is responsible for distributing a course syllabus to all enrolled students at the beginning of each course. The syllabus must adhere to the format specified by the University Curriculum Committee and include detailed information on course objectives, content, schedule, assignments, grading criteria, and examination policies. All course and examination policies outlined in the syllabus must align with DTS guidelines. Course Directors must ensure that their policies are consistent with the division's standards and provide a clear and comprehensive guide for students.
- ii. All exams must be proctored to prevent academic dishonesty and ensure a fair testing environment. The Course Director must specify the procedures for proctored exams in the course syllabus, including the format, timing, and any special instructions. Proctors must be present during all exams to supervise students and enforce exam rules. The Course Director is responsible for arranging proctors and ensuring they are adequately trained to monitor exams effectively.
- iii. Any breaches of examination policies or incidents of academic dishonesty must be reported immediately to the Course Director and handled according to DTS and university procedures. Students are expected to adhere to these policies, and any violations will be addressed according to the established disciplinary procedures.

Pass/No Pass Grades

Each program identifies all courses required of its students. Required courses are usually taken for letter grades, although some may be offered as a pass/no pass (P/N) option with approval from program directors. Research hours are graded using the P/N option.

Good Academic Standing

To remain in good academic standing, students must maintain a cumulative grade point average (GPA) of at least 3.0 and meet the requirements of their program. A student must be in good academic standing to be admitted to candidacy (in the Ph.D. program) and to graduate. Article VII, Section 6 of the University Rules for Governance defines good academic standing conditions.

Academic Probation

Probationary conditions are defined in Article VII, Section 6 of the University Rules for Governance and the program's Student Handbook.

- iv. The Registrar's Office will notify the Program Director when a student's cumulative GPA falls below 3.0. The Program Director will then email the student with a confirmation receipt to inform them of their change in academic standing to probation, followed by an in-person meeting.
- v. If a student fails to meet other program requirements, the Program Director will notify the Division Head. The Division Head will inform the students by email with confirmation of receipt of their change in academic standing to probation. This correspondence will be included in the student's permanent file.

Dismissal

Students can be dismissed if they fail to meet program requirements or go on academic probation for a second time. As the Program Student Handbook and the University Catalog outline, students may be dismissed for academic misconduct or non-academic reasons. Procedures follow Article VII, Sections 6 and 7 of the University Rules for Governance as applies to the DTS. Letters of Dismissal or Administrative Withdrawal come from the Division Head. These decisions are made in consultation with the Program Director and the DTS Advisory Committee, and the student must receive adequate notice of such an impending decision. The DTS Advisory Committee will inform the Division Head and the Dean of the Medical College of its recommendation for dismissal. No dismissal action should be communicated to the student without approval from the Dean

Student Appeals Policy

Any student of the DTS may appeal a final course grade, failure on a comprehensive or candidacy examination, or failure of the thesis/dissertation defense. A student may also appeal an unreasonable delay in their graduation from the University. A student may appeal a Dismissal or Administrative Withdrawal as stated in Article VII, Sections 6 and 7 of the University Rules for Governance. Course grades can be appealed directly through the Course Director.

Comprehensive or candidacy exam failures, failure of a thesis/dissertation, and dismissal for other reasons can be appealed through the DTS Advisory Committee following the steps below:

- vi. The student must initiate the appeal process within fourteen (14) calendar days of the event that precipitated the appeal. The student will submit a written statement to the DTS Advisory Committee requesting consideration of their case (convened in Step 2). The student must provide the following in the written statement:
 - Cause for probation or dismissal, e.g., failure of thesis/dissertation.
 - Action being requested.
 - Justification for the request.
 - An outline of the efforts and actions already taken to obtain consideration of the request.
 - Copies of this written statement must be sent to the Program Director and the thesis/dissertation committee Chairperson as appropriate.
- vii. The Chair of the Advisory Committee may call to convene an appeals committee comprised of non-conflicted voting members of the DTS Advisory Committee. The appeals committee will include a student representative from a program different from the appealing student. Suppose a member of the DTS Advisory Committee is conflicted, in that case, that member may be replaced with a non-conflicted faculty who is not a member of the DTS Advisory Committee. Faculty considered conflicted include the student's Program Director and those evaluating the student's academic status. Conflicted faculty will not be on the appeals

committee but can be invited to present to the committee. The appeals committee will meet within fourteen (14) days of receiving the student's written request to appeal. The appeals committee will submit a report with a recommendation to the Division Head within five working days of the committee's meeting.

- viii. Within fourteen (14) days of receiving the appeals committee's recommendation, and upon discussion with the student and others as appropriate, the Division Head shall reach a final decision and notify each party. The conclusion reached by the Division Head is final. A designated appeals committee member will document the discussions and outcomes of all meetings in this appeal process. At any step in the process, the student may withdraw the appeal by written notification to the DTS Advisory Committee with a copy to the Division Head. In the event of a dismissal decision, a student may continue to enroll until the appeal process is completed or the student withdraws the appeal.

Full-time Enrollment

All DTS students must be enrolled full-time, except those Master of Science in Clinical Research and Master of Science in Biotechnology students who request part-time enrollment. Full-time students must register for at least nine credits each term or at least 2 credits when enrolled in thesis and dissertation research courses. Details concerning program-specific enrollment requirements can be found in each Program's Student Handbook. At time of graduation, the student must be enrolled in the college.

Residency

All four programs are residential. The Integrated Biomedical Sciences MS and PhD programs are full-time. The Master of Science in Clinical Research and the Master of Science in Biotechnology programs may be part-time or full-time. The full-time Master of Science in Biotechnology students graduate after two semesters, while the part-time Master of Science in Biotechnology as well as the full-time Master of Science in Clinical Research and Master of Science in Integrated Biomedical students graduate within five semesters. Part-time Master of Science in Clinical Research students graduate within eight semesters. Ph.D. students in the Integrated Biomedical Science Program must fulfill all requirements for graduation within five full-time enrolled academic years.

If a student surpasses these time constraints, they must formally request an extension for graduation. This request must identify the reasons for the extension and provide a written plan with reasonable deadlines for completion. This document will be co-signed by the student's advisor and Program Director and submitted to the DTS Advisory Committee. The DTS Advisory Committee will then vote on whether to accept the extension or not (passed by a simple majority). If the request is rejected, the student can submit an appeal as outlined in section (f) above. Following the approval of the extension, the student is expected to fulfill all remaining requirements within the conditions and time limit defined in the extension permission. A subsequent extension request may be submitted by the student under exceptional hardship. The financial ramifications of the extension need to be determined before the request is approved.

Voluntary Withdrawal and Leave of Absence

The DTS follows University policies published in the University Catalog. Please, refer to the current University Catalog for more detailed information.

Voluntary Withdrawal

Voluntary withdrawal refers to a student-initiated, permanent departure from the university without expectation of the student's return.

Any student withdrawing from the university must give formal notification by completing a petition for withdrawal, which requires the student to obtain specific signatures. The petition for withdrawal form may be obtained from the Office of the Registrar or online.

In DTS, the student should also inform their Program Director and the Advisory Committee in writing of their intent to withdraw. They should be aware that if they withdraw during the last three weeks of any term, they will receive grades in the registered courses.

Leave of Absence

After matriculation to Rush University, a student may not arbitrarily cease registration without notice and must petition for a leave of absence if they cannot attend a term but wish to remain enrolled in their academic program. A leave of absence is a temporary suspension of studies granted to an eligible student for whom an approved time limit has been set and a specific date of return established.

Any student wishing to go on a Leave of absence must give formal notification by completing a petition for leave of absence form that may be obtained from the Office of the Registrar or online.

In DTS, the student must also petition to the Advisory Committee in writing. The petition should be signed by the student and the Program Director. The petition should also contain the planned length of LOA and the plan to return to the program. The decision by the Advisory Committee will contain the approved length of the LOA and the conditions to return to the program as well as a Plan-of-Study to graduate from the program.

An approved Medical Leave of Absence may be generated by the student, or by the DTS Head's Office and must be accompanied by documentation from the student's health care provider and/or an independent evaluator who must attest to the student's inability to participate in the curriculum due to a medical condition.

In general, the student is required to return by the approved date. If unable to return as agreed, the student is required to contact the Program Director a minimum of two weeks prior to the beginning of the expected term of return and discuss the options open to them.

A request to extend a LOA is subject to the same review and approval process as the original. A new clearance form must be completed.

Return from a Leave of Absence

Students intending to return from an approved Leave of Absence must complete and submit the required Return from Leave of Absence form to the Registrar.

Students must satisfy the conditions of the LOA before re-entering and must comply with all policies, requirements and course sequences in effect at the time of re-entry.

Students returning from a LOA must register during the designated priority registration period. Registration outside of this period will result in a late registration fee.

Note that failure to follow the Leave of Absence guidelines and procedures outlined by University Registrar may result in the student's administrative withdrawal from their program.

Students who do not return as specified in their LOA agreement, and who did not receive an approved extension, will be administratively withdrawn after one term of unapproved leave. This administrative withdrawal is posted to the student's transcript. Re-admission after being administratively withdrawn requires a full re-application for admission including all fees and documents associated with application for admission.

Additional Requirements for Returning from a Medical Leave of Absence

When students are ready to return from an approved Medical Leave of Absence, they must submit clearance to return from their health care provider and/or an independent evaluator attesting to their ability to resume their studies and participate fully in the curriculum. Students intending to return from an approved Medical Leave of Absence must complete and submit the required forms to the Registrar no later than three (3) months prior to their return to the program.

Students-at-Large

Individuals with an accredited bachelor's degree or its equivalent have the option, with permission from DTS, of taking select Division of Translational Science courses as a non-degree student, prior to application to a degree program. The policy regarding the transfer of student-at-large credits can be found in the Academic Resources and Policies section of the university catalog.

Readmission

Any student who has voluntarily withdrawn from the University may apply for readmission by applying to the DTS. If accepted, the student will pay tuition and fees at the rates in effect at the time of re-enrollment.

Academic Progression

The requirements for academic progression are outlined in each Program's Student Handbook. Students are responsible for understanding the requirements for academic progression and adhering to the criteria at the time of their enrollment in their Program.

Commencement Participation Policy

Participation in the University Commencement Ceremony is a privilege and must be earned by completing all academic and programmatic requirements for graduation. Commencement represents the culmination of a student's academic journey, and participation should reflect successful completion, not intent to complete. Students and mentors are expected to plan accordingly to ensure eligibility.

Participation will only be granted under the following conditions:

- Students may only participate in Commencement if, by the end of January of the graduation year, they have:
 - Completed their final committee meeting.
 - Created a CAE profile for thesis submission.
 - Met with their Program Director to schedule remaining milestones and defense date (public or private).
- Importantly, the defense is the final academic requirement and must be completed before participation. Students who have not defended will not be allowed to participate in

Commencement.

Use of Social Media and Artificial Intelligence

Students are expected to adhere to Policy Numbers OP-0362 and UAC-0039 requirements regarding the use of social media and artificial intelligence, respectively, in a way that is consistent with the parameters of responsible use as specified in the Policy. Additionally, social media posting of any kind in the comprehensive animal facility (or animal experiments) is not allowed and violations can place a student at risk of dismissal.

DTS Policy on Responsible Use of Artificial Intelligence

Artificial intelligence (AI) programs and generative AI (genAI) are potentially valuable tools for teaching/learning, research and its dissemination. However, as with any tool, users must know how to use it correctly and appropriately within community standards of conduct and understand its limitations.

The following guidelines apply to all graduate students, and those faculty, and trainees who participate in coursework, assessments, thesis, and dissertation research, and scholarly dissemination derived from educational activities. By following these guidelines, users can integrate AI into their academic pursuits responsibly, enhancing their research and learning while maintaining integrity and avoiding academic misconduct

Guiding Principles

AI tools may support learning but cannot replace educational programs that are designed to facilitate critical thinking and knowledge acquisitions. This is especially critical when a trainee is learning. Further, to optimize use of AI in the future, a trainee needs to navigate it not the other way around, which in many cases can show generic responses without deeper analysis. Trainees must take responsibility for work generated. Importantly, using public AI tools may expose confidential data to the public domain; therefore, the user must ensure confidentiality.

1. Responsibility

- The user retains full responsibility for the content, accuracy, interpretation, and originality of all academic and research work.
- The user is responsible for any plagiarism violation that may have created through using AI.
- The user is responsible for ensuring that AI tools do not replace intellectual contributions or scientific judgment.

2. Transparency

- Any use of AI must be clearly and accurately disclosed.
- Undisclosed use of AI constitute academic and/or research misconduct delineated in University Policies.

3. Integrity of assessment and research

- AI use must not compromise fair evaluation, authorship standards, data integrity, or the responsible conduct of research (RCR).

Education and Oversight

- Course syllabi must clearly outline acceptable and unacceptable use of AI.

- Instructors must use AI responsibly when developing and delivering courses, including grading.
- Students must retain all drafts of all documents (for example, OneDrive version control, sequentially numbered files, Word track changes, or similar features) to demonstrate that their work is original.
- Failing to follow this policy will result in consequences outlined in the University and System policies referenced below.

Permitted and Prohibited Uses of AI

1. Coursework and Homework

Examples:

Permitted (unless restricted by the instructor):

- Brainstorming and outlining
- Supporting literature searches with independent verification
- Grammar, style, and formatting support

Prohibited:

- Generating complete answers submitted as original work
- Completing problem sets or take-home exams unless explicitly allowed

2. Assessments (Quizzes, Exams, Graded Assignments)

- Use of AI is prohibited unless explicitly authorized.
- Violations may be treated as academic dishonesty.

3. Thesis and Dissertation Research

A statement describing AI use should be included in the thesis or dissertation (e.g., in the methods or acknowledgments sections).

Examples:

Allowed with disclosure (unless restricted by research advisor/mentor):

- Editing (e.g., written documents, posters, presentations) for clarity, organization, and written English
- Reference management and formatting
- Background summarization *as a starting point*, not a substitute for reading primary literature
- Drafting presentation slides and figures. Content must be driven by student's research data.

Not allowed:

- Generating concepts, hypotheses, interpretations, or conclusions
- Writing primary scholarly sections
- Analyzing data without student comprehension and verification

Data Protection and Confidentiality when using AI

- Confidential, unpublished, or human-subject data must not be entered into public AI tools.
- Violations breach NIH data protection (IRB protocol, PHI) and human subjects regulations (HIPAA, FERPA, etc.)

Student advisory committee

1. Purpose:

The Student Advisory Committee (SAC) consults with the Head of the Division of Translational Science (DTS) on matters affecting students across all programs. The group ensures that student perspectives are represented in decision-making processes and fosters an open dialogue between students and the administration.

2. Key Responsibilities:

- Consultation: Offer input and advice to the Head of DTS on policies, initiatives, or issues affecting students when requested.
- Feedback Collection: Collect and share feedback from students in their respective programs, ensuring a variety of student voices are heard.
- Communication: Serve as a liaison between the student body and DTS leadership to promote transparency and collaboration.

Initiative Support: Engage in the development or review of student-focused projects, events, or policies within the Division.

3. Accountability:

The SAC will report directly to the Head of DTS and, as necessary, provide recommendations and insights through verbal feedback or written reports.

4. Membership:

- The SAC will include one student representative from each master's program and two PhD students (one representing years 1-2 and the other representing years 3-5). Their mandate lasts for one academic year.
- Members are elected by their peers as stipulated in section v.

5. Student Advisory Committee (SAC) Nomination and Election Process

- Students interested in serving on SAC should nominate themselves by the deadline specified by DTS. As part of the nomination process, candidates must submit a brief statement (no more than half a page) explaining their reasons for running.
- Once all nominations are received, DTS compiles and distributes the list of candidates to students for voting. After the voting process is complete, DTS announces the elected SAC members.

6. Meeting Schedule:

Depending on requests or emerging student-related issues, the committee will meet as needed.

Contacts

Lena Al-Harhi, PhD

Head, Division of Translational Science

Professor and Chair of the Department of Microbial Pathogens and Immunity

Vice Dean of Research

Lena-Al-Harhi@rush.edu

Gabriella Cs-Szabo, PhD

Vice Head, Division of Translational Science

Professor, Department of Microbial Pathogens and Immunity and Orthopaedic Surgery

Gabriella_Cs-Szabo@rush.edu

Justin J. Kim, MD, MS

Director, Master of Science in Clinical Research

Assistant Professor, Division of Infectious Diseases

Justin_J_Kim@rush.edu

Kelly Boles, MBA, MS

Manager of Research and Academic Affairs

Kelly_Boles@rush.edu

Alicia Shepard, MPA

Administrative Coordinator

Alicia_Shepard@rush.edu

Thomas Gergits, MBA

Recruitment Manager

Thomas_W_Gergits@rush.edu

Katherine Powers, MS

Manager, Center for Academic Excellence

Katherine_Powers@rush.edu

Registrar's Office

Registrars_Office@rush.edu

Rush University Academic and Institutional Policies

For additional information regarding any of the following, please refer to the Rush University Academic and Institutional Policies at

<http://catalog.rush.edu/content.php?catoid=17&navoid=1522>

- Enrollment
- Registration
- Continuous Enrollment/Active Student Status
- Withdrawal/Leave of Absence
- Incomplete Grades
- Students at Large
- University Honor Code
- Diversity, Equal Opportunity, and Inclusion
- Rush's Policy Prohibiting Discrimination, Harassment and Sexual Harassment
- University Student Refund Policy
- Student Complaint policy
- Health and Immunization Requirements