The Rush University seal is a shield, a classic Greek symbol of preservation and protection and also a medieval British emblem used for identification. It recognizes the University's overarching commitment to educating health care professionals who preserve life and protect patients, and it is the distinguishing identification of Rush University. Its two colors, green and gold, merge the tradition of the past with the custom of the present, as old gold was the single historical color of Rush Medical College and green is used for the modern Medical Center.

The motto, “ministrare per scientiam,” translated from Latin means to “minister (care for or serve) through scientific knowledge.” It was adopted by the Board of Trustees in September 1993 to reflect the commitment to educate caring professionals whose practice is based in knowledge. The shadow in the background is the anchor cross, a symbol of hope and steadfastness, which became the emblem of the merged Presbyterian and St. Luke’s hospitals in 1957 and the foundation that created the vision for Rush University.

Superimposed on top is the stylized version of the anchor cross that was adopted in 1971 during the merger of Rush Medical College and Presbyterian-St. Luke's Hospital. The final elements are Chicago, the University's home city, and the date of the University's founding, 1972. The Rush University Board of Overseers adopted the seal in 1999.

Rush University commemorates its 50th Anniversary with the new RU50 logo beside the official Rush University Seal. With deep roots in Chicago and a rich tradition of service, the University has continually evolved, raising the standard of education to better serve our community and improve health. We look forward to an exciting new era of growth, building on our legacy of innovation to help the next generation of health care leaders thrive.

History of Rush University Medical Center
Rush University Medical Center is one of Chicago's oldest health care organizations. Its heritage extends back to 1837, when Rush Medical College was established. St. Luke's Hospital, founded in 1864, and Presbyterian Hospital, founded in 1883, merged in 1956 to form Presbyterian-St. Luke's Hospital. The subsequent incorporation of these pioneer institutions in 1969 created Rush-Presbyterian-St. Luke's Medical Center, which was renamed Rush University Medical Center in 2003.

Rush is an academic health system comprising Rush University Medical Center, Rush University, Rush Copley Medical Center and Rush Oak Park Hospital.

Rush University Medical Center Mission, Vision and Values
Mission
The mission of Rush is to improve the health of the individuals and diverse communities we serve through the integration of outstanding patient care, education, research and community partnerships.

Vision
Rush will be the leading academic health system in the region and nationally recognized for transforming health care.

Core Values
I CARE
Innovation, Collaboration, Accountability, Respect, Excellence
These five values, known as our I CARE values, convey the philosophy behind every decision Rush employees make. Rush employees also commit themselves to executing these values with compassion. This translates into a dedication-shared by all members of the Rush community-to providing the highest quality patient care.

Educating Future Health Care Providers
Rush University is home to one of the first medical colleges in the Midwest and one of the nation's top-ranked nursing colleges, as well as graduate programs in allied health, health systems management and biomedical research. In addition, the Medical Center offers many highly selective residency and fellowship programs in medical and surgical specialties and subspecialties. Rush's unique practitioner-teacher model for health sciences education and research gives students the opportunity to learn from world-renowned instructors who practice what they teach.
University Catalog 2022-2023

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Welcome to the College of Health Sciences

Mission

Vision

Alumni Activities

Admission Requirements

Pharmacy Practice

Hospital Pharmacy (B.S.)

Doctor of Pharmacy (Pharm.D.)

Examination Policy

Physical Therapy

Certificate in Physical Therapy (CPT)

Physical Therapy Program (DPT)

Academic Policies

Pharmacy Practice

Academic Programs

Admission Requirements

College of Health Sciences Academic Programs

Cardiopulmonary Sciences

Master of Cardiovascular Perfusion (MS)

Respiratory Care - Professional Phase

Two-Year Track (MS)

RRT Advanced Standing (MS)

Communication Disorders and Sciences

Doctor of Audiology (AUD)

Speech-Language Pathology (MS)

Clinical Nutrition

Clinical Nutrition (MS)

Clinical Nutrition/Dietetic Internship (MS)

Health Sciences

Health Sciences (PhD)

Health Systems Management (MS)

Health Systems Management (MS) and PhD Degree

Doctor of Pharmacy

Master of Science

The Graduate College: Academic Policies

Examination Policy

Pass/No Pass Grades

Good Academic Standing

Academic Difficulty

Dismissal

Full-Time Enrollment

Extension of Program

Students at-Large

Readmission

Academic Progression

Student Academic Appeals Policy

Academic Honesty and Student Conduct

Rush University Academic Policies

Undergraduate Studies

Health Sciences (BS)

Imaging Sciences (BS)

Vascular Ultrasound and Technology (BS)
Welcome to Rush University

Dear Students:

Welcome to Rush! Rush University is a health science university — and includes the College of Nursing, the Graduate College, the College of Health Sciences and Rush Medical College. You’re now part of a student body of nearly 3,000 students. Rush also trains nearly 800 residents and fellows in a wide variety of Graduate Medical Education programs. Education and training are not limited to these programs. You are entering fields that require a commitment to lifelong learning. Our faculty will both model and demonstrate how important this commitment is for your own effectiveness and professional satisfaction. You will love it.

The mission of Rush University is to champion a learning environment in health and biomedical sciences through collaboration, education, research and equity for our students, faculty, staff, and the communities we serve. Your classroom will extend from the lecture halls and small group meeting places of our university buildings to the labs of our research buildings, the wards of the three hospitals of Rush University System for Health, our extensive ambulatory sites and, importantly, into our neighboring communities where we develop and partner on health improvement strategies. We also offer national and international opportunities for professional growth and our online instruction is nationally recognized for excellence.

At Rush University, we believe that the best teachers are often the ones who are actually doing the work — whether it is research, clinical care, administrative work or work in our community. You will learn from many who model the teacher-practitioner approach and learn from one another as we will also learn from you.

We take our responsibilities to educate you very seriously. Learning the science — whether in the lab, the classroom or the bedside — is only part of it. Interacting with patients and colleagues and learning how to be part of a team are critically important skill sets that we will work on together.

Individual support of others, be they patients or colleagues, and understanding our own personal health needs and your own need for support are also important parts of your professional development.

Finally, your work here, our work as a university, a medical center and system as a whole — none of this exists in a vacuum. We are part of a community and part of a history. Inequities in health care have to be identified if they are to be corrected. Students play an important role in our efforts inside Rush and in our community to identify and correct these inequities.

You are about to begin an adventure in learning that will never end and will be constantly rewarding. We, your faculty, are looking forward to meeting and working with you. Never hesitate to call on any of us for anything. Our mission statement was mentioned above, but it could be shortened to “We’re here for you.”

Congratulations and welcome.

Larry Goodman, MD
Interim President, Rush University

Rush University Mission, Vision and Values

Mission
Rush University champions a learning environment in health and biomedical sciences through collaboration, education, research and equity for our students, faculty, staff and the communities we serve.

Vision
Rush University is a model for improving health through innovative research and transformative education in a culture of excellence and equity.

Core Values
As the academic component of Rush University Medical Center, the University shares the Medical Center’s core values: innovation, collaboration, accountability, respect and excellence. The I CARE values guide the efforts of Rush University students, faculty, researchers and staff.

History of Rush University

Rush University is the academic component of Rush University Medical Center. Founded in 1972, the University has expanded from one college and fewer than 100 students to four colleges and more than 2,700 students. It includes Rush Medical College, Rush University College of Nursing, the College of Health Sciences and the Graduate College.

Rush Medical College is named for Benjamin Rush, a physician from Pennsylvania, and signer of the Declaration of Independence. Rush Medical College was chartered in 1837 and opened officially on Dec. 4, 1843, with 22 students enrolled in a 16-week course. During the first century of operation, more than 10,000 physicians received their training at Rush Medical College.

Rush Medical College was affiliated with the University of Chicago from 1898 until 1942, when the medical college temporarily suspended its educational program, though it continued its corporate existence. Its faculty continued undergraduate and graduate teaching of medicine and the biological sciences as members of the faculty of the University of Illinois. The charter of the medical college was reactivated in 1969, when it became part of the Medical Center. Rush Medical College reopened in 1971 with a class of 66 first-year students and 33 third-year students. First-year class size reached its projected maximum of 120 in 1976.

Rush University College of Nursing represents a combined heritage dating back to the late 19th century when its first antecedent, the St. Luke’s Hospital School of Nursing, opened in 1895 to offer diploma education to nurses. In 1903, the Presbyterian Hospital School of Nursing accepted its first students. From 1956 to 1968, nurses were taught at the merged Presbyterian-St. Luke’s Hospital School of Nursing. Before the establishment of the College of Nursing in 1972, more than 7,000 nurses had graduated from these three schools.

The College of Health Sciences, established in 1975, traces its origins to the School of Medical Technology sponsored by Presbyterian-St. Luke’s Hospital from 1959 to 1972. This school was the second largest of its kind in the city of Chicago. During its operation, it provided a one-year professional internship program to more than 200 baccalaureate students in medical technology. Today the College of Health Sciences offers doctoral programs in audiology and health sciences, 10 programs at the master’s level, and bachelor’s programs in health sciences, imaging sciences and vascular ultrasound technology.

The Graduate College was established as a separate academic unit in January 1981, having previously been organized as the Graduate School within the College of Health Sciences. The Graduate College is responsible for educational efforts in the basic sciences and offers three master’s degree programs and one doctoral degree program.
### Student Characteristics

Statistics below are based on fall 2021 enrollment figures.

<table>
<thead>
<tr>
<th>Fall 2021 Enrollment</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rush Medical College</td>
<td>293</td>
<td>291</td>
<td>584</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>151</td>
<td>1,113</td>
<td>1,264</td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>162</td>
<td>677</td>
<td>839</td>
</tr>
<tr>
<td>The Graduate College</td>
<td>66</td>
<td>101</td>
<td>167</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>6</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>2,889</strong></td>
<td><strong>2,889</strong></td>
<td><strong>2,889</strong></td>
</tr>
</tbody>
</table>

### Student Financial Aid Data

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV Aid Recipients (total student body):</td>
<td>50%</td>
</tr>
<tr>
<td>Pell Grant Recipients (undergraduates only):</td>
<td>39%</td>
</tr>
</tbody>
</table>

### University Offices

#### Office of the Provost

The provost is the chief operating officer of the University, committed to advancing our mission through outstanding health sciences education and impactful research in a culture of inclusion, health promotion and diversity, while upholding the University core values of innovation, collaboration, accountability, respect and excellence.

Responsible for strategic planning and execution, the provost provides leadership for core University functions and creates pathways for achieving goals for the academy. One of these goals is the financial well-being of the University, which is tied into the role of the chief finance and business officer, responsible not only for the financial stability of the organization but also ensuring the availability of resources to achieve the mission. The provost works with the finance officer to craft strategic business alliances to enhance the opportunities for learning available to our students.

In addition, the provost works with four vice provosts accountable for student affairs, academic affairs, faculty affairs and research affairs.

The vice provost of student affairs is the chief student affairs officer and oversees the student experience. This includes leadership for the administration, development, assessment and enhancement of student services, consistent with the University’s mission and goals. The vice provost of student affairs is responsible for the following areas: student life activities, enrollment management, student diversity, records and registration, student financial aid, international students, disability services, Title IX, health insurance and university facilities. The student affairs office is designed to help you navigate through the complexities of being a student and will always have your success and wellness in mind.

The vice provost for academic affairs supports the academic programs of Rush University and assures that the University is accredited by the Higher Learning Commission and other accreditation bodies that oversee and regulate our academic programs. The vice provost for academic affairs works with the provost and deans in providing leadership for colleges, academic departments and academic degree programs. Academic affairs advances the University’s academic priorities, supports interprofessional and cross-college educational initiatives, coordinates development and assessment of academic programs and curricula, identifies and implements effective teaching strategies and technologies, and supports faculty with assessment of student learning outcomes. In addition to assuring institutional effectiveness, the vice provost of academic affairs oversees the University library, the Center for Academic Excellence, the Center for Teaching Excellence and Innovation, the Simulation Center, Interprofessional Education and the anatomy lab.

The vice provost for faculty affairs works with each college in support of our high-quality faculty so that every opportunity is available to our students for a superb learning experience. Faculty affairs offers a full range of support for faculty by providing faculty development and mentoring, faculty recruitment, onboarding, promotions and retention, while advancing diversity. In addition to faculty management, the vice provost of faculty affairs oversees Global Health, and the Center for Innovative LifeLong Learning (CILL), a new center at Rush developed to provide seamless continuing education for all health disciplines and enable the many learning modalities and topics needed for licensing and license renewals. Familiarity with CILL will help maintain your commitment to lifelong learning and your connection to Rush after you graduate and join the ranks of Rush alumni.

The vice provost for research is responsible for the oversight and integrity of all research performed, reported and published from Rush University. The vice provost for research serves as the organizational officer, linking the research enterprise and University to NIH. The vice provost oversees laboratory research, clinical trials and translational research, the Office of Research Affairs, grants administration, team science, community research and large collaborative grant efforts. The strong research administration at Rush provides students with limitless possibilities for success in research-related health care fields and affords opportunities to explore research as a career path.

#### Office of the Registrar

The Office of the Registrar supports the academic mission of the University by facilitating the transition of students from matriculation to degree completion; creating, interpreting and enforcing academic and administrative policies and procedures; overseeing the Family Educational Rights and Privacy Act of 1974 (FERPA), scheduling all classroom space in the Armour Academic Center and academic testing in the Triangle Office Building; fulfilling transcript and credentialing/licensing requests; and providing accessible, reliable, responsive and courteous personal services and support that meet the diverse needs of the University’s students,
The Office of Alumni Relations is located in the Rush East Building, Suite 300, at 1201 W. Harrison St. Though the legacy of a Rush education dates back to 1837, Rush University is a relatively young institution. Since the University’s inception in 1972, it has conferred more than 22,000 degrees in the health professions. The Office of Alumni Relations provides channels for the College of Health Sciences, College of Nursing, the Graduate College and Rush Medical College, as well as our predecessor school alumni and former Medical Center house staff, to stay connected to Rush as follows:

- Remain informed of current developments at the University and Medical Center
- Develop an active interest in and involvement with their alma mater
- Maintain contact with fellow alumni and faculty
- Take advantage of continuing education opportunities
- Respond positively through both financial and philosophical support
- Promote and perpetuate the high standards of excellence in patient care, education and scientific advancement consistent with the objectives of Rush University Medical Center
- Enhance the student experience by making a gift

At this time, the following formally organized active alumni associations exist for Rush University graduates:

- The Rush Medical College Alumni Association
- The Rush-Presbyterian-St. Luke’s Nurses Alumni Association

For more information concerning Rush University alumni associations, programs and events, visit the alumni webpage at www.rush.edu/alumni or contact the Office of Alumni Relations at alumni@rush.edu.

**Office of Institutional Effectiveness (OIE)**

Rush University’s Office of Institutional Effectiveness (OIE) provides leadership and support in the area of institutional research, accreditation, academic planning, assessment and regulatory mandates.

**Accreditation, Authorization and Licenses**

**Rush University**

Higher Learning Commission
230 S. LaSalle St., Suite 7-500
Chicago, IL 60604
(800) 621-7440
www.hlcommission.org

Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701
(217) 782-2551
www.ibhe.org

Illinois Board of Higher Education has authorized all degree programs offered through Rush University.

**Rush Medical College**

Medicine, MD
Liaison Committee on Medical Education
655 K St. NW, Suite 100
Washington, DC 20001
(202) 826-0596
www.icme.org

**College of Nursing**

Nursing (MSN, DNP, Post-Graduate Certificate)
Commission on Collegiate Nursing Education (CCNE)
655 K St. NW, Suite 750
Washington, DC 20001
(202) 887-6791
www.aacn.nche.edu/ccne-accreditation

Nurse Anesthesia, DNP
Council on Accreditation of Nurse Anesthesia Educational Programs
222 S. Prospect Ave.
Park Ridge, IL 60068
(847) 665-1160
home.caaua.com

**College of Health Sciences**

Audiology (AuD); Speech-Language Pathology (MS)
The Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Blvd., Suite 310
Rockville, MD 20850
(301) 498-2071
caas.asha.org

Blood Bank Technology (certificate)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
5355 - 113th St. N., #7709
Seminole, FL 33775
(727) 210-2350
Fax: (727) 210-2354
www.caahep.org

Dietetic Internship; Clinical Nutrition (MS)
Commission on Accreditation of Dietetic Education (ACADE)
5355 - 113th St. N., #7709
Seminole, FL 33775
(727) 210-2350
Fax: (727) 210-2354
www.caahep.org

## Medical Laboratory Science (MS)

National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Road, Suite 720
Rosemont, IL 60018
(773) 714-8880
www.naccls.org

## Occupational Therapy (MS & OTD)

Academy Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
616 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
(301) 652-2682 or (301) 652-AOTA
www.acoteonline.org

## Commission on Accreditation of Allied Health Education Programs (CAAHEP)

5355 - 113th St. N., #7709
Seminole, FL 33775
(727) 210-2350
Fax: (727) 210-2354
www.caahep.org

## Cardiovascular Perfusion (MS)

Accreditation Committee - Perfusion Education (AC-PE)
519 West Ridge Road
Littleton, CO 80120
(303) 794-8283
www.ac-pe.org

## Physician Assistant (MS)

Accreditation Review Commission on Education for the Physician Assistant
12000 Findley Road, Suite 275
Johns Creek, GA 30097
(770) 476-1224
www.arc-pa.org

## Respiratory Care (MS)

Commission on Accreditation for Respiratory Care (Co-ARC)
264 Precision Blvd.
Telford, TN 37690
(817) 283-2835, ext. 107
www.coarc.com
Religion, Health and Human Values
(MA and Certificate CPE)
Association for Clinical Pastoral Education (ACPE)
55 Ivan Allen Jr. Blvd., Suite 635
Atlanta, GA 30308
(404) 320-1472
www.acpe.edu
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
9355 - 113th St. N. #7709
Seminole, FL 33775
(727) 210-2350
Fax: (727) 210-2354
www.caahep.org
Vascular Ultrasound (BS)
Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDSM)
6021 University Blvd., Suite 500
Ellicott City, MD 21043
(443) 973-3251
www.jrcdsms.org

Graduate Medical Education
Graduate Medical Education
Accreditation Council of Graduate Medical Education (ACGME)
401 N. Michigan Ave., Suite 2000
Chicago, IL 60611
(312) 755-5000
www.acgme.org
Continuing Education (Medical)
Accreditation Council for Continuing Medical Education (ACCME)
Joint Accreditation c/o ACPE
190 S. LaSalle St., Suite 2850
Chicago, IL 60603
(312) 864-3575
www.jointaccreditation.org
Continuing Education (Nursing)
American Nurses Credentialing Center (ANCC)
Joint Accreditation c/o ACPE
190 S. LaSalle St., Suite 2850
Chicago, IL 60603
www.jointaccreditation.org
Continuing Education (Social Work, Physical Therapy, Psychology)
Illinois Department of Financial and Professional Regulation (IDFPR)
320 W. Washington St., 3rd Floor
Springfield, IL 62786
(888) 473-4858
www.idfpr.com
Continuing Education (Pharmacy)
Accreditation Council for Pharmacy Education (ACPE)
Joint Accreditation c/o ACPE
190 S. LaSalle St., Suite 2850
Chicago, IL 60603
(312) 664-3575
www.acpe-accredit.org
Continuing Education (Psychology)
American Psychological Association (APA)
Joint Accreditation c/o ACPE
190 S. LaSalle St., Suite 2850
Chicago, IL 60603
(312) 664-3575
www.jointaccreditation.org
Research
Human Subject Research
Association for the Accreditation of Human Research Protection Programs
3720 S. Flower St., Third Floor
Los Angeles, CA 90089
(213) 821-1764
oprsl.usc.edu/policies-and-procedures/aahpp
U.S. Food and Drug Administration
10903 New Hampshire Ave.
Silver Spring, MD 20993
(888) 463-6332
www.fda.gov
Office for Human Research Protections
1101 Wootton Parkway, Suite 200
Rockville, MD 20852
(240) 450-5000
www.hhs.gov/ohrp
Office for Civil Rights
U.S. Department of Health and Human Services
233 N. Michigan Ave., Suite 240
Chicago, IL 60601
(800) 368-1019
www.hhs.gov/ocr
Animal Subject Research
U.S. Department of Agriculture
1400 Independence Ave., S.W.
Washington, DC 20250
(202) 720-2791
www.usda.gov
Office of Laboratory Animal Welfare
RLK 1, Suite 360, MSC 7982
6705 Rockledge Drive
Bethesda, MD 20892
(301) 496-7163
olaw.nih.gov
Association for Assessment and Accreditation of Laboratory Animal Care
5205 Chairman’s Court, Suite 300
Frederick, MD 21703
(301) 696-9626
www.aaalac.org
Other Accreditation
Rush Center for Clinical Skills and Simulation
American College of Surgeons (ACS)
Society for Simulation in Healthcare (SSH)
Authorization
The Illinois Board of Higher Education has authorized all degree programs offered through Rush University.
Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
(217) 782-2551
(217) 782-8548 (Fax)
www.ibhe.state.il.us
Rush University participates in the State Authorization Reciprocity Agreement (SARA). SARA is overseen by a National Council and administered by four regional education compacts (Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board and Western Interstate Commission for Higher Education)
Licenses
State of Illinois
Department of Public Health
Cook County Board of Health
Rush University Medical Center Memberships

Rush University Medical Center belongs to the following organizations:

- Association of American Medical Colleges
- American Association of Colleges of Nursing
- Federation of Independent Illinois Colleges and Universities
- Association of Schools of Allied Health Professions
- Association of University Programs in Health Administration
- National League for Nursing
- Association for Health Services Research
- American Hospital Association
- Illinois Hospital Association
- Voluntary Hospitals of America
- Metropolitan Chicago Health Care Council
- Blue Cross/Blue Shield Health Care Service Corp.
- Council of Graduate Schools
- Midwestern Association of Graduate Schools
- Illinois Association of Graduate Schools
- Association for Clinical Pastoral Education
- Association of Bioethics Program Directors
- Council of Academic Programs in Communication Disorders and Sciences
- Interuniversity Consortium for Political and Social Science
- Physician Assistant Education Association
- Illinois Academy of Physician Assistants
- American Academy of Physician Assistants

Rush University Affiliated Colleges and Universities

The following colleges and universities have programs that are affiliated with one or more academic program at Rush University:

- Benedictine University, Lisle, Illinois
- Carleton College, Northfield, Minnesota
- Claflin University, Orangeburg, South Carolina
- Concordia University, River Forest, Illinois
- Cornell College, Mount Vernon, Indiana
- Dominican University, River Forest, Illinois
- Eureka College, Eureka, Illinois
- Fisk University, Nashville, Tennessee
- Illinois College, Jacksonville, Illinois
- Knox College, Galesburg, Illinois
- Lake Forest College, Lake Forest, Illinois
- Lawrence University, Appleton, Wisconsin
- Lewis University, Romeoville, Illinois
- Monmouth College, Monmouth, Illinois
- North Central College, Naperville, Illinois
- Northeastern Illinois University, Chicago, Illinois
- Ripon College, Ripon, Wisconsin
- Spelman College, Atlanta, Georgia
- St. Norbert College, De Pere, Wisconsin
- Wheaton College, Wheaton, Illinois
- Xavier University of Louisiana, New Orleans, Louisiana

Leadership and Governance

Rush University Board of Governors

Robert A. Wislow, Chair
Barbara Ji Wu, PhD, Vice Chair
Matthew F. Bergmann
Frederick M. Brown Jr., DNP
Alyson J. Coates
Ann Watson Cohn, EdD
Lewis M. Collins
Larry J. Goodman, MD (ex officio)
Bradley J. Henderson
Kenneth H. M. Leet
Richard E. Melcher, MD
Karl A. Palasz
John J. Sabl, JD
Juan Salgado
Carole B. Segal
Carl W. Stern

Honorary Governors

William G. Brown
Cyrus F. Freidheim Jr.
Marvin J. Herb
Abby McCormick O’Neil

Rush University Leadership

Larry J. Goodman, MD
Interim President, Rush University
Susan L. Freeman, MD, MS
Provost, Rush University
Vince Gattuso, MBA
Chief Financial Business Officer
Cynthia A. Brinca, MD, PhD
Acting Dean, Rush Medical College
Christine M. Kennedy, PhD
Dean, College of Nursing
Charlotte B. Roeye, PhD
Dean, College of Health Sciences
Andrew Bean, PhD
Dean, Graduate College, Interim Vice Provost, Research
Susanna G. Chubinskaya, PhD
Vice Provost, Faculty Affairs
David Katz, PhD
Vice Provost, Academic Affairs, Chief Knowledge Officer
Gayle B. Ward, JD
Vice Provost, Student Affairs
Ryan Nagdeman
Associate Vice President, Marketing and Communications
Sharon D. Gates, MA
Senior Director, Student Diversity and Community Engagement
John McClatchy
Senior Director, Medical Affairs
Brenda L. Weddington, MEd
Senior Director, Enrollment Management and University Registrar
Christopher Ferrigno, PhD
Interim Director, Human Anatomy Laboratory
Marie S. Ferro-Lusk, MBA
Director, Student Accessibility Services
Jill Gable, MBA
Director, Student Financial Aid

David J. Nelson, MBA
Director, University Systems and Operations
Kapula Patalinghug, HIM
Director, Student Affairs
Michelle Sergel, MD
Interim Director, Rush Center for Clinical Skills and Simulation
Scott Thomson, MLIS
Director, Library of Rush University Medical Center
Angela Velez-Solic, PhD
Director, Instructional Design and Learning Innovation
Rush University System for Health (RUSH) Board

Susan Crown
Chairman

Peter C. B. Bynoe
Catherine Cederoth
E. David Coolidge III
Bruce W. Dienst
William A. Downe
Christine A. Edwards
William M. Goodyear
Sandra P. Guthman
Jay L. Henderson
Mark Metzger
Stephen N. Potter
Robert A. Wislow
Omar B. Lateef, DO
(ex officio, without vote)

Rush University System for Health Officers

Susan Crown
Chairman

Diane M. Mckeever
Secretary

Omar B. Lateef, DO
President and Chief Executive Officer

Wayne E. Keathley
Chief Operating Officer

Carl Bergetz
Chief Legal Officer

Marcos DeLeon
Chief Human Resources Officer

John Diederich
Hospital Integration Officer

Larry J. Goodman, MD
Chief Academic Officer

Patricia O’Neil
Chief Financial Officer

K. Ranga Rama Krishnan, MB, ChB
Senior Advisor to the CEO

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Rush University Campus Information & Student Resources

Campus Information
Medical Center and Facilities
Center for Academic Excellence
Center for Clinical Wellness
Center for Teaching Excellence and Innovation
Digital Media (Formerly Rush Production Group)
Fitness Center
Library and Archives
Matthews Rush University Bookstore
McCormick Educational Technology Center
Media Services
Office of General Education Resources
Quick Copy Center
Office of International Student Services
Office of Student Accessibility Services
Office of Student Diversity and Community Engagement
Office of Student Life and Engagement
Student Activities and Programming
Student Organizations
Career Development
Publications
Student Lounge
Student Lockers
Voter Registration
Rush BMO Institute for Health Equity
Rush Community Service Initiatives Program
Student Health
Student Identification Cards
Student Identity Access Management and Email Accounts
University Facilities
Worship Opportunities
Campus Information

The main campus of Rush University and Rush University Medical Center is located on the Near West Side of Chicago — not far from downtown (the Loop). The area surrounding the campus is undergoing redevelopment. Of particular interest is the Chicago Technology Park, which incorporates biomedical research facilities and programs.

Townhomes and condominiums have been built in Garabaldi Park, just east of Rush’s campus, and many new businesses are flourishing in the Taylor Street area. There are other health care facilities in the Illinois Medical District, including the University of Illinois at Chicago, the John H. Stroger, Jr. Hospital of Cook County and the Jesse Brown VA Medical Center.

Rush is centrally and conveniently located. The main campus consists of 22 buildings, including facilities for achieving the goals of the Medical Center: patient care, education and research. The main campus also includes two indoor parking facilities.

Armour Academic Center is the hub of most student activities. The Library of Rush University Medical Center and the McCormick Educational Technology Center are located in the Armour Academic Center, along with classrooms, laboratories, academic computing, specialized facilities, the Student Affairs suite, the Office of Student Life and Engagement, the Office of Student Diversity and Community Engagement, the administrative offices of Rush Medical College, Rush University College of Nursing, the College of Health Sciences and the Graduate College, along with the Rush University bookstore and cafeteria.

Medical Center and Facilities

Laboratories are located throughout the Medical Center complex but are principally found in Jelke South. Additional departmental laboratories are located in the Cohn Research Building and in the Tech 2000 building located at 2000 W. Harrison St. In addition to the Chicago campus, the Rush University System for Health includes Rush Copley Medical Center in Aurora, Illinois, and Rush Oak Park Hospital, located in Oak Park, Illinois.

Directly across the Eisenhower Expressway from the main campus is the Triangle Office Building, which is home to Finance, Legal Affairs, Philanthropy, Marketing and Communications, the Data Center and other functions of Rush.

The Office of Student Life and Engagement distributes a campus map to new students and publishes the Rush University Student Handbook, which includes locations and telephone numbers of people, offices, departments and buildings of interest to students.

Center for Academic Excellence

The Center for Academic Excellence provides Academic Support Services for Rush students. Services are free and available to all students enrolled at Rush University.

The center offers writing, academic coaching and math/statistical data support. Workshops offered by the CAE include APA/AMA format, Plagiarism, Personal Statements, Study Skills, Test-Taking Strategies and Time Management.

In addition, the center assists students in navigating other support services at Rush.

The center’s administrative services and staff are located in Room 588, within the Library of Rush University Medical Center (fifth floor of the Armour Academic Center).

For more information, call (312) 563-1800, email cae@rush.edu, or visit www.rushu.rush.edu/rush-experience/student-services/center-academic-excellence.

Center for Clinical Wellness

The Center for Clinical Wellness is a healing environment designed for, and tailored to, Rush students, house staff and employees. Made possible by a significant philanthropic gift, the center will seek to address three primary goals:

1. Creation of a culture of wellness, including programs to address burnout, support resilience and increase joy in work
2. Increase support for mental health, including access to care, reduction in stigma and strategic partnerships to prevent suicide
3. Production of leading research through an emphasis on data and analytics

The center provides a network of on-site and virtual tools as part of an overarching wellness ecosystem including free counseling, coaching and other wellness-related services.

For additional specifics — including appointment scheduling, location, hours and current service offerings — please visit the Center for Clinical Wellness webpage at insiderush.rush.edu/wellness.

Center for Teaching Excellence and Innovation

The Center for Teaching Excellence and Innovation, or CTEI (pronounced ‘city’), works in partnership with faculty on instructional design and course development. Staff members and CTEI programs also expand the use of educational technologies and optimize the learning management system to enhance course goals. The center has a staff of instructional designers and instructional technologists to support all faculty who teach at Rush.

The center is committed to assisting faculty with their courses, from curriculum development through delivery, whether instruction is offered online, face-to-face, or a combination of online and face-to-face. CTEI staff support faculty through highly personalized one-on-one consultations, formal training for online teaching and regularly scheduled workshops.

The center is located on the ninth floor of the Armour Academic Center, Suite 919. Please email CTEI@rush.edu or visit www.rushu.rush.edu/CTEI to learn more about available resources or to request assistance with course design or delivery.

Creative Media (Formerly Rush Production Group)

Creative Media (formerly Rush Production Group) is an award-winning media production team that is a department within Marketing/Communications. Creative Media works to effectively visualize and execute the Rush University System for Health brand. Creative Media’s photographs and diverse video work can be seen on rush.edu, e-newsletters such as Rush News, and social media posts, as well as on local and national media. Photographers handle headshots for all Rush University Medical Center and Rush Oak Park medical staff, and Rush University faculty.

Visual content is created for consumer marketing and publicity. photos and videos are utilized for patient education and testimonials, events, people profiles and staff recruitment. In addition, content is created for Rush University college department curriculums, events, student profiles and student recruitment. The Creative Media team is also closely involved in publishing Rush’s myriad Anchor Mission outreach programs, in addition to serving the needs of the Medical Center, Rush University, Rush Oak Park Hospital, Rush Copley Medical Center and other sites throughout Rush University System for Health.

Creative Media does not have the resources to record video of classroom lectures or most university and hospital speaking events. For those seeking class recordings in the Armour Academic Center, please contact Media Services at (312) 563-2527 and press 1 at the prompt. Please call (312) 942-4969 for audiovisual assistance for the rest of the Medical Center. To schedule your event, please send your request to Media_Services@rush.edu five business days in advance.

Fitness Center

Whether you’re trying to get in shape, lose weight, be more active or unwind after a busy day, the Rush Fitness Center is just what you’re looking for. The Fitness Center offers group exercise classes and one-on-one personal training.

In addition, the facility includes a variety of machines and equipment, a fitness studio, cardio and strength training, stretching areas, lockers rooms, showers and amenities.

For membership inquiries, please call (312) 947-2348 or email us at rushfitnesscenter@rush.edu. We’re also on Facebook at www.facebook.com/RUMCfitnesscenter.

Library and Archives

Library of Rush University Medical Center

The Library is a collaborative learning and research common. Our engaged staff provides high-quality instruction, services, support and space for our diverse community. The Library is located on the fifth floor of the Armour Academic Center. Visit rushu.libguides.com for more information.

The Library offers a comprehensive collection of print and online materials covering all areas of the health sciences. Online library resources include full-text journals, e-books and databases. The database collection features resources such as CINAHL, PubMed, Ovid, Scopus, Medline and PsycINFO. Other online resources include point-of-care reference tools, such as UpToDate and Clinical Key, which provide concise topic reviews, clinical guidelines, extensive drug information and full text from a wide range of medical textbooks and journals.
The Rush Archives office is located in the basement of the acquisitions. It creates exhibits, and assists with records consultations and services, hosts historic tours, makes presentations, helps students, faculty, and alumni are encouraged to contribute their experiences and community service. Dating back to the founding of the Rush University Medical Center Archives, tells Rush’s enduring history of education, research, patient care and community service. The Rush Archives engages with the Rush community and the public. Rush University students can broaden their understanding of course materials by exploring Rush’s evidence-based medical databases, RefWorks, or any other Library resource. Call (312) 942-5950 or email lib_ref@rush.edu to make arrangements for individual or course-related instruction.

Rush University Medical Center Archives
The Rush University Medical Center Archives tells Rush’s story through its collections, which showcase its esteemed and enduring history of education, research, patient care and community service. Dating back to the founding of Rush Medical College in 1837, the Rush Archives identifies, preserves, organizes and enables access to valuable Rush records from our earliest years to current digital assets. The Rush Archives office is located in the basement of the Triangle Office Building at 1700 W. Van Buren St., Suite 086. Learn more about the history of Rush and explore our collections online: rushu.libguides.com/rusharchives.

Matthews Rush University Bookstore
The Matthews Rush University Bookstore, located on the second floor of the Armour Academic Center, is a health sciences bookstore serving the needs of students, faculty and staff at Rush University Medical Center. The bookstore stocks the required and recommended textbooks for courses offered at Rush University, as well as an assortment of reference and review books. The bookstore also supplies Rush insignia items, medical apparel and equipment, school supplies and stationery, convenience items, U.S. Postal Service stamps and miscellaneous gifts. Special orders are handled by the bookstore and will generally be fulfilled in one to two weeks depending on the item. Please keep in mind that some special orders for apparel can take one to three months to produce.

McCormick Educational Technology Center
The McCormick Educational Technology Center, or METC, is a media, computer and educational support center. Its mission is to facilitate University teaching and learning through its technical services support. This support also includes classroom and in-person and phone assistance for students, faculty and staff. One of the primary roles of the METC is to provide first-level audiovisual support for classrooms, meeting rooms and auditoriums throughout the University and Medical Center. Another service provided by the METC is equipment rentals. Tablets, laptops, projectors, camcorders and audio recorders and other accessories are also available to students for limited checkout. Most media and equipment may be booked ahead of time.

The METC is home to two multimedia classrooms — Room 903 (capacity 40) and Room 908 (capacity 17) — and two media viewing rooms. Rush faculty can reserve multimedia classrooms through the Astra room scheduling system. Students can use viewing rooms for study and group discussion. Workstations in Room 917 (computer lab) are also available for students and residents. Students with a valid Rush University ID have computer lab access on a first-come, first-served basis 24 hours a day, seven days a week. There are two printers in the METC. Software installed on workstations includes the Microsoft Office suite, Citrix Workspace (VDI), web browsers, secure exam software, SPSS and various software requested by faculty for instruction.

In addition, the METC coordinates the Academic Testing Center, or ATC, located in the Triangle Office Building. The ATC accommodates up to 81 students for testing and includes a multipurpose waiting area that can function as a collaborative learning space. The ATC is also reserved through the Astra room scheduling system. METC staff are available to both students and faculty to support instruction by ensuring the technology needs of the University both on and off campus. Staff also assist with students and faculty in diagnosing, troubleshooting, software installations and hardware deployments. METC staff also provide assessment support through the scanning and reporting of testing results to faculty through optical mark reader, or OMRI, as well as test forms and online testing.

Media Services
Media Services, located in the Professional Office Building, provides a wide range of audiovisual support and training for meeting rooms and auditoriums throughout the University and Medical Center. Additionally, Media Services provides recommendations to faculty, staff or students who are purchasing audiovisual equipment and directly coordinates all aspects of deploying new AV systems. Media Services also serves as a Level 3 support to the University’s METC group. Additionally, Media Services also provides support for system wide meetings, events and Town Halls. To schedule your event, please send your request to Media_Services@rush.edu five business days in advance. Please call (312) 942-4969 with any questions.

Office of General Education Resources
The Office of General Education Resources offers a wide variety of services to Rush University students and faculty. Available services include Laboratory Services, the Emergency Cardiac Care Program and the Quick Copy Center. The office is located in the Multidisciplinary Laboratory area on the seventh floor of the Armour Academic Center, Room 720. Lab space is available Monday through Friday from 8 a.m. to 4:30 p.m. but must be reserved by faculty. Students who need special laboratory instruments or services for education or research projects should discuss their needs in advance with the staff. Please call (312) 942-6791 if you have any questions.

Quick Copy Center
Located on the seventh floor of Armour Academic Center, Room 780, the Quick Copy Center duplicates materials for educational purposes as well as general needs. A full range of services are offered including front-back copying, three-hole punched copies, booklets and multiple binding options, colored copying and a variety of large format posters and banners. Personal work of one or more copies can be accommodated for faculty and students at a reasonable fee. Quick Copy Center is open Monday through Friday from 8 a.m. to 4:30 p.m.

Office of International Student Services
International Student Services, housed within the Office of the Registrar and located in Suite 440 of the Armour Academic Center, provides services for international students who are planning to study at Rush and need authorization from the Department of Homeland Security’s Student & Exchange Visitor Program, or SEVIS, to do so. International Student Services serves students in the following ways:

- Represents Rush within the Student and Exchange Visitors Information System regarding the attendance of international students
- Helps prospective students navigate issues concerning international admission
- Issues I-20 documents for F-1 students to assure compliance with established governmental policies and procedures
- Consults with current and potential students, academic and administrative offices, staff and faculty regarding nonimmigrant student issues
- Orient new students to the Rush community in collaboration with the Office of Student Life and Engagement
- Helps international students be an integral part of the diversity and culture of the Rush community

In addition, the International Student Services office is available to serve the needs of prospective international students and alumni. Please visit Rush’s International Student Services webpage or call (312) 942-2030 for additional information.
Office of Student Accessibility Services

In keeping with its goal to promote diversity among its student population, Rush University is committed to attracting and educating students who will help to make the population of health care professionals reflective of the national population, including individuals with disabilities. In addition, Rush University is committed to ensuring equal access to its facilities, programs and services is available to students with disabilities.

To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. Students are required to complete a Request for Accommodation form and submit diagnostic documentation of their disability to engage in the interactive process. All documentation submitted is confidential and not shared with faculty and/or staff. Students are encouraged to apply to the Office of Student Accessibility Services as soon as possible to discuss reasonable accommodations for their specific academic programs.

To learn more about accommodations at Rush University and to apply, please visit the Office of Student Accessibility Services. Or you can contact the director of the Office of Student Accessibility Services: Marie Lusk, MBA, MSW, LSW
600 S. Paulina St. AAC 901
Chicago, IL 60612
(312) 942-5237
Student_Accessibility@rush.edu or Marie_Lusk@rush.edu

Office of Student Diversity and Community Engagement

Diversity, equity and inclusion are critical to our mission at Rush University—to provide outstanding health sciences education in a climate of inclusion.

The Office of Student Diversity and Community Engagement strives to create an inclusive environment and learning community where students, faculty, and staff of all backgrounds feel welcome and supported, having opportunities to share their personal experiences.

Accordingly, the office collaborates with students, faculty, staff, each of Rush’s four colleges and University stakeholders to incorporate diversity and multicultural principles within the campus culture. These aims are undergirded by the goal and vision of the office:

Goal
Shape and sustain an inclusive and multicultural campus environment for all students at Rush University steeped in health equity.

Vision
Rush University will serve as a leader in creating and fostering an inclusive and multicultural campus environment in which students, faculty and staff from all backgrounds embody and respect attitudes, values and diverse perspectives in all areas of their work.

To achieve the goal and vision of Student Diversity, there is a commitment to the following:

**Student Professional Development:**
Provide opportunities for students to engage in diversity and inclusion leadership opportunities and professional development activities to enhance their diversity, inclusion and multicultural awareness.

**Education and Training:**
Offer ongoing trainings, webinars, workshops, lecture series and events to promote diversity and inclusion awareness, and leadership for students and the greater campus community.

**Supporting Academic Success:**
Assist in developing co-curricular programming that build capacity to navigate diversity and inclusion issues and that complement the learning environment and foster academic achievement.

**Campus Climate:**
Implement a systematic, continuous assessment of campus climate for students and action plans to enhance and strengthen a welcoming, diverse and inclusive student environment.

Student Diversity is located in the Armour Academic Center, Room 979. For additional information, please call (312) 942-3670 or email sharon_gates@rush.edu.

Student Organization

Student Diversity and Engagement is an office that promotes diversity, equity and inclusion among students, staff, faculty and community partners at Rush University. The office sponsors educational, multicultural and social activities for all students and supports student organizations.

**Office of Student Life and Engagement**

**Armour Academic Center**
600 S. Paulina St., Suite 984
Chicago, IL 60612
Phone: (312) 942-6302
www.rushu.rush.edu

**Student Activities and Programming**

The Office of Student Life and Engagement sponsors programs that are open to all Rush University students, faculty and staff. The primary objective of these programs is to enhance the co-curricular life of the Rush student community. The office sponsors a variety of campus events, including Welcome Back Week, Fall Into Rush (student organization fair), Constitution Day and Student Appreciation Week.

In addition, the office encourages the exploration of Chicago’s many cultural, educational and social resources and by regularly collaborates with University partners to offer relevant, diverse and engaging student programming. Student Life and Engagement staff also serves as advisers to Student Organizations and provides assistance in planning and implementation of events. Students wishing to become involved are encouraged to visit www.rushu.rush.edu/getting-involved and contact the Office of Student Life and Engagement at student_life@rush.edu.

**Student Organizations**

The Office of Student Life and Engagement recognizes the interests and goals of each student organization and provides administrative and limited financial support. Students who wish to establish a new organization are encouraged to email Student_Life@rush.edu to meet with a staff member. Currently, there are more than 40 active organizations and affinity groups, including the RU Student Senate, American Medical Student Association, the Graduate College Student Council, National Student Speech Language Hearing Association, Rush Medical College Student Council, Rush Muslim Students’ Association, RU Student Nurses Association and the Student Occupational Therapy Association. A full listing and descriptions of all approved organizations can be found on the Student Life and Engagement involvement webpage: www.rushu.rush.edu/getting-involved.

**Career Development**

The Office of Student Life and Engagement assists students who are preparing for job searches, including internship/externship, full-time positions and residency application processes with resumes, curriculum vitae, cover letters, personal statements and interviewing techniques. Career workshops are offered, and a variety of career resources are available in the office for student use and on the Rush University Portal. Students wishing to make a one-on-one appointment for career assistance should contact the Office of Student Life and Engagement at student_life@rush.edu. Virtual appointments are available.

**Publications**

The Office of Student Life and Engagement oversees the publication of student-related materials, such as the Rush University Student Handbook and the Online Picture Book. Both the Student Handbook and the Online Picture Book are accessible on the Rush University Portal.

**Student Lounge**

The Student Lounge, located on the north end of the ninth floor of the Armour Academic Center (Room 992) is equipped with couches, tables and chairs, a multifunction printer/copy machine and a kitchen with refrigerators and microwave ovens. All students are invited and encouraged to use the facilities of the lounge. A student ID proxy card mechanism located in the west corridor by the back door allows students 24-hour access to the lounge via Room 984.

**Student Lockers**

The Office of Student Life and Engagement will assign lockers to students. Lockers are located throughout the Armour Academic Center, and most lockers are shared with another student. Be advised that Rush University assumes no responsibility for the loss of personal property from lockers.

If any difficulties arise with a locker, contact the Office of Student Life and Engagement, located in the Armour Academic Center, Room 984, student_life@rush.edu.
Voter Registration

Voter registration materials are available through the Office of Student Life and Engagement, located in Armour Academic Center, Room 984. Voter registration can also be completed online at ova.elections.il.gov/ and www.cookcounty clerk1.gov/elections/voter-registration. Voter registration materials allow students to vote in local, state and federal elections.

Rush BMO Institute for Health Equity

The Rush BMO Institute for Health Equity, or RBIHE, which was formally founded in 2021, and built on a strong ongoing mission dedicated to health equity, coordinates Rush’s health equity initiatives, across the University and health system. RBIHE is designed to create the infrastructure, core services and resources to support our vision to advance and sustain health equity, as well as our mission to build, evaluate and sustain scalable approaches that improve health and eliminate health inequities through the integration of community engagement, clinical practice, research, and education.

Our approach is based on a unique partnership with the community that we call bi-directional learning with the community voice at the center of all of our work. RBIHE helps Rush to effectively incubate, pilot, scale and sustain promising solutions with this bi-directional model, partnering with our communities to advance the following:

- University curriculum review and enhancements with embedded health equity concepts focused on antiracism and social justice
- Education and training programs like the Rush Education and Career Hub, or REACH that strengthen academic attainment and give community members a pathway to higher-paying careers
- Community clinical practices, like our school-based health centers, that embed high-quality care within Rush’s surrounding communities; and nurse-practitioner based clinics imbedded in the community to address health access issues and train future generations of health care providers
- Community engagement initiatives that address specific determinants of health, including programs to combat food insecurity
- Policy and Advocacy for Health Equity including the evaluation of benefits and burdens of proposed health policy and legislation
- Community-based health equity research tied into NIH grants and philanthropic support that helps us work with the community to understand the factors preventing communities from thriving and develop evidence-based solutions

Rush Community Service Initiatives Program

The mission of the Rush Community Service Initiatives Program, or RCSIP, is to provide community-based volunteer experiences for Rush students. These experiences enhance our students’ ability to work in interprofessional teams, develop patient relationships, care for diverse populations, and provide targeted services based on community need. RCSIP achieves its mission through the following:

- Aligning volunteer experiences with the findings from the Rush Community Health Needs Assessment
- Developing community programs that align with Rush’s community implementation plan
- Providing appropriate support and training for student volunteers
- Accessing the outcomes of community programs
- Evaluating the effects of community service experiences on the personal learning and development of the students

For additional information please contact:
Sharon Gates
Senior Director, Community Engagement
(312) 942-3670
Sharon.Gates@rush.edu

Student Health

The Rush University Student Health Team is available to answer confidential student health related questions related to COVID-19 and vaccinations. Students can contact the Student Health team at Student_Health@rush.edu.

Hazardous Exposure Procedures

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.

Hazardous Exposure Procedure at Rush University Medical Center

1. Wash injured area with soap and water. Use water only for the eyes, nose or mouth.
2. Immediately report the incident to your preceptor, supervisor and/or course instructor. Do not complete the employee injury report.
3. Immediately call, and then report to, Employee and Corporate Health Services, or ECHS, during regular hours (Monday - Friday, 7:30 a.m. to 4 p.m.), Room 475, fourth floor of the Atrium, 1650 W. Harrison St., (312) 942-5878 for blood/body fluid exposures only. People who are exposed to hazardous materials or other injuries should report to the Emergency Department, or ED, and follow up with a health care provider. Medical students should follow up with Lifetime Medical Associates.
4. If ECHS is closed, immediately report to the ED, first floor of the Tower, 1620 W. Harrison St., (312) 947-0100. Please bring your student ID or indicate that you are a student and not an employee. If a student is seen in the ED, they must report to ECHS the next business day. Medical students should follow up with Lifetime Medical Associates.
5. Supply the ECHS or ED nurse or physician with the following information on the source: name, date of birth, medical record number, known medical diseases (e.g., hepatitis B, HIV) and patient room number. All information is recorded confidentially in the Blood/Body Fluid Exposures Record.
6. If the incident occurs in the OR, have personnel draw two red top tubes on source, label them with source information is recorded confidentially in the Blood/Body Fluid Exposures Record.
7. Follow up with ECHS as directed for follow-up lab work and treatment as indicated. Only medical students will follow up with Lifetime Medical Associates (LMA).
8. If you are not on Rush’s main campus, follow the protocol at your facility. If directed to the Rush ED, bring source patient information (No. 4) and source blood in two red top tubes with source information. Email RUReport_ Exposures@rush.edu with the 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 Lifetime Medical Associates.

Hazardous Exposure Procedure at Rush University Medical Center

1. Wash injured area with soap and water. Use water only for the eyes, nose or mouth.
2. Immediately report the incident to your preceptor, supervisor and/or course instructor. Do not complete the employee injury report.
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Phone Numbers Students May Need:
- Wellness Triage Pager (24/7 Support within 60 minutes) (312) 942-6000 ext. 2323
- Center for Clinical Wellness rushwellness@rush.edu
- Rush Student Assistance Program (24/7 Immediate Support) (877) 465-1324
- Rush University Medical Center Campus Security (312) 942-5978
- Rush University Medical Center Emergency Room (312) 942-0100
- Rush University Medical Center Employee and Corporate Health Services (312) 942-5878
- Rush Hotline (877) 787-4009
- Office of Medical Student Programs (312) 942-6195
- Lifetime Medical Associates (312) 942-8000

Crisis Lines:
- Chicago Police Department 911
- National Suicide Hotline (800) 273-8255
- YWCA Rape Crisis Hotline (888) 293-2080
- Alcoholics Anonymous 24-Hour Hotline (312) 346-1475
- Narcotics Anonymous 24-Hour Hotline (708) 848-4884
- Northwestern Memorial Hospital 24-Hour Hotline (312) 926-8100
- Domestic Violence Hotline (City of Chicago) (877) 863-6338
- Sarah’s Inn Hotline (domestic violence) (708) 386-4225
Student Identification Cards

Rush students are required to wear their student ID card at all times while on campus. Students not wearing a valid student ID card may be asked to leave the University or Medical Center and related clinical sites. A valid student ID card is needed to access and use the library, laboratories, bookstore and student lounge, and is required for admission to some school events.

The student ID card is valid only while the student is enrolled at Rush University and is immediately deactivated upon graduation, withdrawal or dismissal from the University. Students must return their ID card to the Office of the Registrar upon separation from the University.

New students who complete the onboarding form will be issued their ID card during the orientation. Otherwise, new students can request an ID card from their college representative starting the Friday before the term of matriculation.

The Armour Academic Center building door on the 4th floor overpass from the main parking garage open Sunday through Saturday from 5:30 a.m., and is locked at 8 p.m. At all other times, this door is keycard access only. The opening and closing times may change if there is a special event in the building or a special request is made. Visitors may enter Rush through the main visitor entrance in the Atrium Building and request a visitor pass.

In order to make it easier for students to enter the Armour Academic Center after the building has been locked at night, and to utilize new and extended-hour study spaces, there is a card reader on the ground floor of the Armour Academic Center near the Starbucks cafe accessible Sunday through Saturday 6 a.m. to 7 p.m. Rush student, faculty and employee ID cards are accepted by the card reader.

The Rush Security Office is open for ID card replacement on a card reader on the ground floor of the Armour Academic Center after the building has been locked at night, and to utilize new and extended-hour study spaces, there is a card reader on the ground floor of the Armour Academic Center near the Starbucks cafe accessible Sunday through Saturday 6 a.m. to 7 p.m. Rush student, faculty and employee ID cards are accepted by the card reader.

Student Identity Access Management and Email Accounts

Rush University creates Rush network accounts and email accounts for all admitted degree-, certificate- and non-degree seeking students prior to their term of matriculation. Learning Management System (LMS) access uses the student’s network account and is authorized shortly after a student enrolls in their courses for their term of entry to Rush.

Network Accounts

A student’s network account consists of a unique username and Rush email address which is associated and accessible to only one individual. The student’s network account is used to access all secure systems at Rush, including the Learning Management System (LMS) and Rush email.

Users should update their passwords at resetmynetworkid.rush.edu. A generic sign-on used by groups of individuals is not allowed. Sharing a sign-on and password or the unauthorized access to another person’s computer account is not permitted and can lead to disciplinary action up to, and including, dismissal.

Every Rush-affiliated user is responsible for every transaction originating from their computer account. Anyone engaging in unauthorized use, disclosure, alteration or destruction of data is subject to disciplinary action.

Computer accounts may not be used in any manner that would be illegal or violate the following:

- Rush University Medical Center’s Code of Conduct Policy
- Any Rush policy addressing privacy or confidentiality or the use or disclosure of patient, staff, physician, student or other data

A student’s network account will be deactivated for the following reasons:

- Inactivity: network accounts that are not used for six months will be deactivated by Information Services without notice.
- Withdrawal or Dismissal: network accounts may be immediately deactivated for a student who withdraws or is dismissed from the institution.
- Graduation: students will have access to their network account for up to three months following graduation.

Students who are also active employees will retain access to their network account after they are no longer actively enrolled as a student.

Students are expected to check their Rush email account regularly since Rush University considers email an official means of communication. Often, students receive important news and deadlines via the campus email system. Students should also use their Rush email account to communicate with faculty and staff rather than using a personal email account.

If a student has a problem with their email account, they should contact Information Services at (312) 563-2527 or 3CLAS@rush.edu.

Rush University Medical Center has the right to assign, reassign or terminate any individual’s access to electronic communications, information systems or networks, and take disciplinary actions up to and including dismissal in response to any negligent or deliberate misuse thereof. Email belongs to the recipient. A user’s mailbox is treated in the same manner as any other file belonging to that user.

Information proprietary to Rush University Medical Center may not be shared outside the organization without the approval of management. Patients’ HIPAA protected information may qualify as a medical record and is considered confidential. Therefore, email related to patient care, treatment, therapy or testing should be incorporated into the patient’s medical record or be encrypted. Rush University Medical Center is not responsible for the content of emails received.

Examples of actions that may be subject to disciplinary action include the following:

- Sharing account information, including username and password
- Attempting to gain access to another user’s password, username or email account
- Attempting to read, delete, copy or modify the email of other users
- Posting email messages with sexually explicit images or language that may be construed as harassment, or disparagement of others based on a person’s race, color, sexual orientation, gender identity and/or expression, religion, national origin, ancestry, age, marital or parental status, disability as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Americans with Disabilities Act Amendments of 2008, veteran’s status, pregnancy or any other category protected by federal or state law or county or city ordinance

- Spamming

University Facilities

University Facilities, located on the seventh floor of the Armour Academic Center (Room 720), provides a variety of services to the patrons and users of the Armour Academic Center, including building maintenance and scheduling repairs.

Additionally, University Facilities analyzes and allocates space, accommodates lab and classroom setup, oversees the housekeeping group (DFS) and day-to-day classroom operations (C-CLAS). For questions, please email University_Facilities@rush.edu or call (312) 942-8631.

Worship Opportunities

The Department of Religion, Health and Human Values provides weekly opportunities for worship in the J. Hall Taylor Memorial Chapel, located on the first floor of the Kellogg building near elevator C, as well as special services on faith-group holidays. Two meditation rooms, available at all times as a refuge for the spirit, are located on the fourth floor (Tower Smith Family Lounge) as well as the second floor of the Johnson R. Bowman (JRB) building.

Rush University has also opened a new meditation space or prayer room for students, faculty and staff to utilize located in the library. To access the room, enter the library through the fifth-floor entrance, walk towards the back and you’ll see stairs on your left. Go to the top of the stairs and walk east toward the windows. The door is in the far southeast corner. The room formerly housed the rare book collection. This space is available for use 24/7.

A directory of churches in the area is available by calling the Department of Religion, Health and Human Values at (312) 942-5571. Chaplains are available for consultation about professional and personal issues.
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Academic Honesty
Rush University students and faculty belong to an academic community with high scholarly standards. As essential as academic honesty is to the trust that is 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 the following: 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; and unauthorized examination behaviors.

Disciplinary actions will be imposed by the program/college, including but not limited to warning, probation, suspension or expulsion from the University on those members of the learning community who violate the Academic Honesty Policy.

Student Code of Conduct
Rush University provides outstanding health sciences education and conducts impactful research in a culture of inclusion, focused on the promotion and preservation of the health and well-being of our diverse communities.

All students enrolled at Rush University are expected to uphold the I CARE values of innovation, collaboration, accountability, respect and excellence.

The Rush University Student Code of Conduct 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 health care professional.

The Student Code of Conduct provides the framework for how students should conduct themselves as members of the academic learning community. At Rush University, we value and support freedom of expression in a manner that is civil and respectful to others.

Examples of conduct that would subject a student to disciplinary action include but are not limited to the following:

- Obstruction or disruption of teaching, research, administration, clinical practice and community outreach or other University or Medical Center activities
- Fabrication of student records, transcripts or financial aid forms or applications
- Theft of, or damage to, University or Medical Center property or the property of a member of the University or 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 University or Medical Center documents, records or identification, or research data
- Unauthorized use or entry of University or Medical Center facilities
- Conviction of a crime deemed serious enough to render the student unfit to pursue their 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 University or Medical Center campus
- Unauthorized possession or concealment of firearms or other weapons on the University or 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 alarm
- An accusation of student and/or faculty academic dishonesty or misconduct made in bad faith

Student Code of Conduct Violation Enforcement
Any violations of this Student Code of Conduct 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 the college. Each college will be expected to set standards for addressing Student Code of Conduct violations and cases of misconduct in a fair and consistent manner that best fits their respective student population. Adherence to the Student Code of Conduct is required upon matriculation. The Student Code of Conduct may also be enforced for off-campus actions when the student is representing themselves as a member of the University.

Good Standing: A student who has upheld the guidelines of the Student Code of Conduct and has not been found in violation of the policy resulting in either probation, suspension or expulsion.

Student Conduct Sanctions
In determining appropriate sanctions when violations of the Student Code of Conduct occur, the college will use the current case as well as any past disciplinary infractions that were upheld. Disciplinary sanctions will be determined by reviewing the statements and interest of the complainant, the respondent and the impact that the infraction may have on the University community. The college will take into consideration the severity of the complaint, the safety of the respondent, University community and any other relevant factors when imposing sanction. The following list of sanctions is not considered an exhaustive list, but a guide to follow when determining the appropriate sanction for the violation.

Warning: A written notification that a violation of the Student Code of Conduct occurred and that any further reasonable misconduct may result in more severe disciplinary action. A warning is noted for administrative purposes and is not considered a part of the student’s disciplinary record. In addition, a warning does not adversely affect a student’s standing.

Probation: A written notification of reprimand that the matter is serious and in violation of the Student Code of Conduct. Probation is for a designated period of time and may include more severe sanctions, if found responsible for additional violations of the Student Code of Conduct, including suspension or expulsion from the college. Notification of probation is considered a change in good standing status with the college/University and the student(s) may be restricted from participating in other college or University activities.

Loss ofPrivileges: Denial of the use of certain college facilities or the right to participate in certain activities, events, programs or to exercise certain privileges for a designated period of time.

Restitution: A student may be required to make payment to an individual, the college or the University related to the misconduct for damage, destruction, defacement, theft or unauthorized use of property.

No Contact Restrictions: Any that are set by the college administrator and director of security that the party is restricted from having contact whether direct or indirect with a designated party. These restrictions may include indirect or direct contact such as email, texting, U.S. mail or any other contact via a third party.

Educational Requirements/Referrals: The college reserves the right to impose counseling or substance assessments or other required educational sanctions.

Suspension: The separation of a student from the college for a specified period of time, after which the student is eligible to return. The suspension letter will include all the conditions that must be met before a student is reconsidered for readmission.
Students who are on suspension may not participate in any college and/or University sponsored activities both on campus and offsite that are owned or operated by Rush University and Rush University Medical Center.

**Expulsion**: Expulsion is the permanent separation of the student from the college and their academic program and all educational activities sanctioned by Rush University.

**Student Complaint Policy**

Rush University embraces a philosophy of respect and accountability as supported by the I CARE values (innovation, collaboration, accountability, respect and excellence). Rooted in these I CARE values, the Student Complaint Policies and Procedures are meant to balance a supportive and equitable process to assist students with submitting complaints. According to the Higher Learning Commission Institutional Records of Student Complaints (HLC, 2018), “An institution shall make available an account of the student complaints it has received, its processing of those complaints, and how that processing comports with the institution’s policies and procedures on the handling of grievances or complaints.”

To this end, the University strives to provide a seamless complaint process experience by making available to the student body a convenient online complaint submission process and a toll-free hotline phone number through the NAVEX Global Student Complaint Portal (hereafter “Student Complaint Portal”). The Student Complaint Portal and Hotline offers students a confidential as well as an anonymous mechanism to submit their complaints.

The University's Student Complaint Policies and Procedures should:

1. Provide clear instructions on how to submit a formal student complaint
2. Distinguish the various types of student complaints, i.e., examples of academic versus non-academic complaints
3. Provide a list of external agencies to report student complaints

*NAVEX Global is a third-party hosted resource with secure servers and is not hosted by Rush University.
*NAVEX Global is a third-party hosted resource with secure servers and is not hosted by Rush University.

Rush University endeavors to provide an environment where student concerns are addressed and resolved in a manner that fosters both respect and equality. The University encourages students to seek informal and formal procedures to allow students the flexibility to adjudicate their complaints, depending on the nature of seriousness of the complaint. No retaliation or reprisal shall be tolerated against a student for submitting, in good faith, a complaint either on an informal or formal basis.

All student complaint submissions will be kept confidential to the extent possible to provide thorough investigations, maintain campus safety and to ensure compliance with federal, state, or local policies. Submission of complaints through the Student Complaint Portal are not meant to override any existing policies or procedures such as grade appeals, student professionalism code of conduct, Title IX, Discrimination and Harassment, or any policy established by law or the university. The Student Complaint Portal is designed to work interdependently with existing student policies and procedures. Students are encouraged to file their complaint as soon as possible to ensure that all practical information is collected and available to resolve and improve the student’s experience.

**Student Complaint Portal: Process of filing a complaint**

1. When a student files a complaint through the Student Complaint Portal or through the Student Complaint toll-free call center, the student will receive a unique username and are asked to choose a password. Please see link to the Student Complaint Portal.
2. Students can return to the Student Complaint Portal again either by internet or telephone and access the original report to add more detail or answer questions posed by a University representative to further help resolve any open issues.
3. Once a complaint is filed through the Student Complaint Portal, the University will review or refer the complaint to determine the appropriate follow-up. At all times, the complaint will be kept confidential to the extent possible to allow for proper investigation. Only individuals with legitimate reasons will have access to the filed complaint.
4. If the student complaint is required to be referred to a specific contact person or process (i.e., Title IX or Grade Appeals), the student will be notified that the complaint has been referred to the appropriate area for further review and the complaint will be facilitated through that specific process. However, the student complaint ticket will remain open until the complaint has been finalized and closed.
5. If a decision is not rendered after processing through the appropriate steps, leadership of the specific area will be notified for additional review unless an existing policy dictates a different course of action. Students also have the right to file a formal complaint with external accrediting or regulating agencies affiliated with Rush University if they believe that this matter was not resolved in earnest. Links to these accrediting and regulatory agencies are listed in this policy.
6. A submission of a formal student complaint can be anonymous or non-anonymous. Anonymous complaints will be investigated to the degree that the institution has enough information to proceed with an investigation.
7. All non-anonymous complaints should contain the following information:
   - The student complainant should include their name, student identification number and contact information, including telephone number and email address, on the form.
8. All complaints should contain the following information:
   - The name of the alleged student, employee, faculty, department, etc., involved in the complaint
   - A detailed written statement that describes the nature of the complaint, including the date, day, approximate time and location of the occurrence
   - The date of submission of the complaint will be documented in the Student Complaint Portal

**Informal Resolution**

Students should begin the informal process by addressing their complaint directly with the staff, faculty or other students involved with the complaint. (Note: This requirement does not apply to alleged cases of harassment, violence, sexual misconduct, discrimination or situations that are governed by the University Academic Honesty Policy).

**Formal Resolution**

In the event the student is not able to resolve their complaint through informal means, the student should file a formal written complaint using the Student Complaint Portal or by reporting their complaint through the Hotline. The University will review all complaints submitted through the Student Complaint Portal.

*Academic Complaints (non-exhaustive) – Harassment and Discrimination*

Rush University is committed to the principles of equal opportunity and promoting and maintaining an environment that emphasizes the dignity and worth of every member of the Rush University community. Rush University strives to have an environment that is free from unlawful Sexual Harassment, discrimination, harassment, and related retaliation. Students should report these types of incidents to the Title IX Coordinator or Office of Institutional Equity and follow the procedures in Rush's Prohibition against Sexual Harassment in Rush Programs and Activities (OHR-A 2.00X(A)) and Rush's Prohibition against Discrimination, Harassment, and Sexual Misconduct (OHR-A 2.00X(B)).

Nancie B. Hofheimer
Title IX Coordinator
Rush University Medical Center
(312) 942-2004

**Disruptive Conduct/Behavior Complaints Against Staff, Faculty & Other Students**

The Code of Conduct 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 that education obtained at Rush provides a sound foundation for each student's future success as an academic, scientific or health care professional. Violations of these standards are subject serious sanctions. Students witnessing this type of behavior are encouraged to file a complaint via the Student Complaint Portal.

Rush University makes every effort to review and resolve all student complaints that are reported in accordance with policies and procedures. There may be occasions under certain circumstances where the student believes that further action is required and that additional external review is needed to resolve their complaint. Listed below are external agencies that the student may contact for additional assistance. For other state authorization agencies please refer to the links listed below.

**University Honor Code**

The Rush University Honor Code is as follows:

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 Rush University Honor Code (from now on 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 health care professional.

Code Enforcement

Annually, all students have the opportunity to attest to their commitment of the Code during the completion of annual mandatory trainings within the learning management system. 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 the Code attestation must submit a letter to their dean’s office explaining why. 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 themselves as a member of the University.

Inappropriate Degree Usage

A student may not indicate they have earned a specific degree or certificate from Rush University until the following have been fulfilled:

- All degree or certificate requirements have been successfully completed
- Completed Degree Approval and Intent to Graduate forms have been submitted to the Office of the Registrar
- The official date of graduation for a particular term has been reached
- The degree or certificate has been officially conferred by the Office of the Registrar

A student who disregards this policy will be referred to the committee that addresses professional ethics violations for that student’s program or college.

Continuous Enrollment/Active Student Status

In order to maintain an active status, Rush University requires continuous enrollment in the majority of its academic programs from the time a student matriculates through a student’s graduation. Exemptions for the summer term only include Health Systems Management majors. Students who are not officially enrolled each term or have not submitted a Petition for Leave of Absence or Voluntary Withdrawal form risk being administratively withdrawn from the University by the Office of the Registrar.

A student enrolled in a noncredit residency or academic enrichment program prior to receipt of a degree must be registered for their program’s Continuous Enrollment course to retain active student status.

Any degree- or certificate-seeking student not enrolling in a new course but needing to replace an outstanding incomplete grade must register for their program’s Continuous Enrollment course until the grade is satisfied.

A student who is auditing a course and is not allowed in other courses during the same term must register for their program’s Continuous Enrollment course to be charged appropriately.

Credit by Proficiency

The discretion to offer credit by proficiency (e.g., standardized examinations, such as ACT Proficiency Examination Program (PEP) Challenge or Advanced Placement (AP) exams and/or achieved prior learning) is based on documented equivalence with courses offered by the program. The minimum standards and format for demonstrating proficiency are determined by program faculty. Formats for demonstrating proficiency may include departmentally developed examinations, licensure/certification exams, portfolios and competency demonstrations.

Credit awarded by proficiency and/or achieved prior learning is based on documented equivalence with courses offered by the program. The program reserves the right to assess a fee or partial tuition based on what the student would have been charged.

Academic Credit

Academic credit is awarded to a student upon the successful completion of an approved instructional course or by the demonstration of competencies, proficiencies, or fulfillment of learning outcomes equivalent to that provided by an approved instructional course.

One unit of academic credit is the measure of the total time commitment a typical student is expected to devote to learning per week of study.

Total time devoted to learning includes but is not limited to classroom or faculty instruction in either a synchronous or asynchronous mode; time devoted to individual conferences with instructors; reading and completion of learning activities and assignments; posting in online discussion folders; performance demonstrations; examinations; work associated with completion of capstone assignments, thesis, or dissertation; laboratory work, clinical practice; or any other activity required of the student.

One hour of academic credit is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than one hour classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or one trimester hour of credit. In this context, an hour of work is defined as 50 minutes.

Exceptions: Course credit hours are not calculated for Rush Medical College.

Rush Medical College (RMC): Rush Medical College uses weeks of instruction to measure student credit, which can be converted to credit hours using the criteria below.

The RMC medical program is accredited by the Liaison Committee on Medical Education (LCME), an accrediting program review body for medical programs in the United States and Canada. LCME requires all accredited medical education programs leading to the Doctor of Medicine (MD) to include a minimum of 130 weeks of instruction. RMC’s curriculum requirement of 164 hours of instruction over four years exceed those as outlined in the LCME Standards of Accreditation of Medical Education Programs leading to the MD degree. The conversion for instructional weeks to credit hours is as follows:

Courses in the first two years of the Rush Medical College curriculum are a uniform structure for educational experiences and contact hours. These contact hours comprise small group learning experiences, laboratories, simulated and real patient encounters. The RMC curriculum is presented in a flipped methodology with a minimum requirement of two hours of outside-of-class preparation for each hour of classroom instruction.

In the preclinical curriculum, the average contact time for students each week is approximately 14 hours. Based on a 16-week calendar (eight weeks in the summer for MT) and a class time of 50 minutes, the equivalency of one preclinical week is equivalent to one credit hour.

Year 1 = 40 full-time weeks (equivalent to 40 credit hours)
Year 2 = 32 full-time weeks (equivalent to 32 credit hours)
Total = 72 credit hours

In year three and four of the clinical experience, contact hours increase for clerkship and electives. Students earn the equivalent of one semester credit hour for each 40–70 contact hours of clinical experiences.

Year 3 = 48 full-time weeks (equivalent to 48 credit hours)
Year 4 = 48 full-time weeks (equivalent to 44 credit hours)
Total = 96 credit hours

Grade-Point Average

Transfer credits from institutions outside of Rush University are not included in the grade-point average, or GPA, calculation. Transfer credits internal to Rush University are included in the GPA calculation. Separate GPAs are calculated for a student’s undergraduate and graduate records. The GPA is calculated using all grades in courses that could count toward the program. The GPA is reset from 0.00 when a student successfully completes a program and matriculates into a new program at the graduate or professional level. Transcripts show the GPA for each term in which grade points are earned and show a cumulative GPA for all work taken at Rush University for each program degree level.

When a course is repeated, only the most recent attempt is computed in the GPA, though all grades will display on the transcript.
No grade points are assigned for work taken on a pass/no-pass basis, and therefore such work is not computed in the GPA. A GPA is not reported for Rush Medical College students.

Undergraduate students who are required to enroll in courses that typically are taught at the graduate level will have these courses count toward their undergraduate programs of study; thus, the credits and grade points will be calculated as part of the undergraduate transcript.

### Grading and Numbering System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimal pass for some undergraduate programs but may not be acceptable at graduate level.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Failure</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>No Pass</td>
</tr>
<tr>
<td>P</td>
<td>0</td>
<td>Passing</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>Audit</td>
</tr>
<tr>
<td>HP</td>
<td>0</td>
<td>High Pass (only used by Rush Medical College for third- and fourth-year clinical courses)</td>
</tr>
<tr>
<td>H</td>
<td>0</td>
<td>Honors (only used by Rush Medical College for third- and fourth-year clinical courses; discontinued for first-year basic science courses in 2017 and for second-year basic science courses in 2018)</td>
</tr>
<tr>
<td>DE</td>
<td>0</td>
<td>Deferred designation for medical students who do not yet meet the knowledge and performance components standards after the first attempt.</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawal in weeks two through 13 of a term; also used by Rush Medical College when circumstances beyond students' control prevents completion of course requirements regardless of withdrawal date during the term.</td>
</tr>
<tr>
<td>K</td>
<td>0</td>
<td>Credit earned through proficiency examination or achieved prior learning.</td>
</tr>
<tr>
<td>T</td>
<td>0</td>
<td>Credit accepted in transfer from another college or university.</td>
</tr>
<tr>
<td>CIP/P</td>
<td>0</td>
<td>Course in progress or grade not yet reported.</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>CC</td>
<td>0</td>
<td>Course continues into the next term. Grade received at end of series is grade for entire course.</td>
</tr>
<tr>
<td>AU</td>
<td>0</td>
<td>Audit</td>
</tr>
<tr>
<td>XIP</td>
<td>0</td>
<td>Mandatory training course completion is in progress.</td>
</tr>
<tr>
<td>XX</td>
<td>0</td>
<td>Participation in an ungraded course or residency.</td>
</tr>
<tr>
<td>XC</td>
<td>0</td>
<td>Satisfactory completion of mandatory training course.</td>
</tr>
<tr>
<td>XN</td>
<td>0</td>
<td>Administrative enrollment error. Student removed from mandatory training course.</td>
</tr>
<tr>
<td>XS</td>
<td>0</td>
<td>Student separated from the University prior to completing the mandatory training course.</td>
</tr>
</tbody>
</table>

### Grade Report

Students can access their grade report/unofficial transcript via the Rush University Portal. Grade reports are not mailed to students. Copies of a student’s grade report are unofficial and intended for the student’s personal use and should not be accepted by another college/university in lieu of an official transcript.

### Graduation and Commencement

Only Rush University students who are candidates for a degree may participate in the commencement ceremony. Certificate candidates are ineligible to participate in commencement. Although Rush University has established a degree conferral date for each term, the University has only one commencement ceremony. Commencement is the official ceremony honoring the graduates of the academic year. Graduation is the official date on which the student’s degree is conferred.

All degree seeking students are invited to participate in the commencement ceremony if they graduated in the fall or spring term immediately preceding the current academic year’s ceremony.

Students who are not required to complete a thesis or dissertation may participate in the current academic year’s commencement if they anticipate graduating at the end of the summer term that immediately follows the ceremony.

Students completing a thesis must be prepared to defend, per their program director, by week 12 of the spring term in order to participate in the current academic year’s ceremony. Those students who will defend after this period or during the summer term after commencement are invited to participate in the following year’s ceremony. Students completing a dissertation must have successfully defended during week 17 of the spring term and submitted a final copy of their dissertation to the Rush University Medical Center Library or Rush University Center for Academic Excellence during week 13 of the spring term in order to participate in the current academic year’s ceremony. Those students completing their dissertations during the summer term after commencement are invited to participate in the following year’s ceremony.

PhD students completing a dissertation must provide the title of their work to the Office of the Registrar by the published deadline in order to have that title included in the commencement program. Publication of a student’s name, academic credentials and dissertation/thesis title in the commencement program does not indicate that a degree has been officially conferred by Rush University.

Students must be registered for the term in which they graduate. All students, including certificate seekers, who anticipate graduating must submit the Intent to Graduate form to the Office of the Registrar, via the Rush University Portal, by the published deadline or risk delayed graduation.

College program directors/coordinators are required to complete and submit the degree approval forms to the Office of the Registrar by the published deadline for non-thesis/dissertation students or risk delayed graduation of students. College program directors/coordinators are required to initiate the degree approval forms for thesis/dissertation students. Thesis/dissertation students will retrieve remaining degree approval form signatures and submit the forms to the Office of the Registrar by the published deadline or risk delayed graduation.

The student’s submission of the Intent to Graduate form signals that the student is ready to graduate; allows, only for purposes of the ceremony, the release of directory information restrictions enacted by the student through their signature on the Directory Information Restriction form; permits Rush University to publish the student’s picture in a picture composite; for medical students, permits publication of the student's name, photograph, prior degrees and universities/colleges attended in the Rush Medical College yearbook; permits Rush University to print and/or announce the following:

- Student’s name as indicated on the Intent to Graduate form
- Honors or awards received
- Previous colleges/universities attended
- Prior degrees earned

The Degree Approval form must be submitted after all academic degree requirements are completed. These include the following:

- All program prerequisites, including general education requirements
- All courses required in the major program of study and completion of required cumulative credit hours
- Residency requirements
- Dissertation/thesis/project defense (if required)
- Submission of the dissertation/thesis to the Rush University Center for Academic Excellence (if applicable)
- Achievement of the minimum cumulative GPA of 2.0 for undergraduate and 3.0 for graduate students (not applicable to Rush Medical College)
Awarding of Degrees
Rush University degrees are dated the last day of the term in which the degree requirements are completed. Degree requirements must be fully met before the next term officially begins; otherwise, the student will be required to register for the subsequent term and will graduate at the end of that term. The student’s transcript, diploma and other notification of degree conferrals will be held until a student’s financial obligation has been met. Outstanding financial obligations have no effect on the awarding of degrees.

Latin Honors
Candidates for the Bachelor of Science degree who have demonstrated academic excellence are honored at commencement by the Rush University faculty. Those earning a 3.40 to 3.59 cumulative grade-point average at Rush are awarded the Bachelor of Science degree cum laude; 3.60 and above earn the degree magna cum laude. Only Rush University courses are calculated into the GPA. Latin honors appear on the student’s transcript and diploma and are typically announced during graduation exercises, including the commencement ceremony and at college/departmental convocation/awards ceremonies. Latin honors also appear in the commencement ceremony program. Here, eligibility is as of the end of the fall term; prospective spring and summer graduates have their honors recalculated prior to their respective degree conferment dates.

Thesis/Dissertation/Scholarly Project Requirements for Graduation
Doctor of Philosophy (PhD) candidates must complete a dissertation. The Doctor of Nursing Practice (DNP) program requires completion of a scholarly project. Some Master of Science (MS) programs, including Clinical Research and Integrated Biomedical Sciences, require a thesis to meet degree requirements. The thesis is optional for and Speech-Language Pathology students.

Each thesis/dissertation/scholarly project must be original and cannot have been used to meet the requirement of any other degree, either at Rush University or any other university.

Each student will have a committee whose role is to ensure that the student’s thesis, dissertation or scholarly project is of high quality and meets the standards of the program and the University for originality, contribution to the field and scholarly presentation.

Review of a thesis/dissertation/scholarly project will follow the sequence of steps as described by each college, including the prescribed preparation manual for each degree. Students must give a public presentation of the knowledge developed through the thesis, dissertation or scholarly project process to the academic community. Public presentation must precede the final approval by the student’s thesis, dissertation, or scholarly project’s committee.

A copy of the thesis or dissertation must be approved by the Center for Academic Excellence for conformance to publishing requirements and copyright compliance. Scholarly projects are not reviewed by the library.

Health and Immunization Requirements
All students present on the Rush University Medical Center campus at least once annually from Oct. 1 to Mar. 31 must be compliant with the influenza immunization program as defined by the Rush Infection Prevention and Control Department.

Program-specific health and immunization requirements are determined by each college and/or academic program:

- Students are notified at the time of admission by the college or program of the health and immunization requirements for matriculation into the University.

- Students must comply with annual health and immunization requirements.

- Students who do not submit the proper proof of fulfilled health and immunization requirements by the designated deadline will be prohibited from registering for the next term and may be disenrolled from the program until these requirements are met. Late registration fees may apply.

- Students should be aware that clinical sites outside of Rush may require additional immunization requirements. Students with medical or religious exemptions will be required to adhere to state and hospital policies concerning infection control.

Incomplete Grades
The grade of incomplete (I) is given only when circumstances beyond the student’s control prevent completion of course requirements and the student has received permission to defer completion of these unmet course requirements.

Students must be enrolled during the term in which course requirements are completed. Students enrolling only to complete requirements for a course in which a grade of incomplete was given must register for their program’s Continuous Enrollment course. Upon completion of the course requirements, the incomplete grade will be replaced by the final grade earned in the course.

A student receiving an incomplete grade in a course may not begin another course for which the incomplete course is a prerequisite. A student who fails to remove the incomplete grade within the specified time period will receive a final grade of F or N in the course. It is the student’s responsibility to pursue the completion of an incomplete grade.

Students in the College of Nursing, College of Health Sciences, the Graduate College and students-at-large typically must complete the unmet course requirements within one term after the term in which the incomplete grade was assigned, and not to exceed one calendar year, unless an extension is approved. Students in the College of Nursing may not register for new courses if they have two or more incomplete grades.

Rush Medical College students will be informed by the course instructor and the Office of Medical Student Programs regarding the specific time frame in which an incomplete grade must be resolved.

Additional college-specific policies may apply.

Pass/No Pass Grading Option
Designated letter grade courses may be taken as pass/no pass based on approval by the course or program director. The pass/no-pass option is college- and course-specific, as is the proportion of courses that can be taken as pass/no pass. The decision to take a course for a pass/no-pass grade cannot be changed after the first Friday of a term.

Repeated Courses
Some courses, such as research and clinical, may be repeated. These are usually indicated in the course description. All grades and grade points are counted in the GPA for these courses. For all other courses that are repeated, only the most recent grade is counted in the GPA. Both the original course and the repeated course appear on the student’s transcript.

Rush Medical College offers remediation opportunities for some courses; these attempts are reflected on the student’s transcript, along with the original course.

Room Reservations
The Office of the Registrar is responsible for assigning academic space, including classrooms, collaborative learning spaces, small group/conference rooms, lecture halls, auditories, ballrooms, and testing labs, in the Armour Academic Center and Triangle Office Building. Space is limited and first priority is given to course-related activities.

To obtain space, the date and times of student events must first be approved by the Office of Student Life and Engagement and be sponsored by the organization’s faculty adviser or the Office of Student Life and Engagement.

Students-at-Large
Individuals who have not formally matriculated to a degree or certificate program, but who wish to enroll in a course, may apply to do so by completing the Student-at-Large application within the RUApplying Portal. Completing the application does not guarantee admission as a student-at-large. Each college determines which student-at-large applications are accepted or denied. Students applying to take graduate level courses must provide an official transcript from an accredited institution showing that they have earned a baccalaureate degree. Graduates of foreign institutions must have their transcripts evaluated by an approved evaluator of foreign transcripts (e.g., ECE and WES) and have an equivalent of a baccalaureate degree. Representatives from each college will contact their applicants directly to communicate a decision. The Office of the Registrar will administratively register all SAL applicants approved by their respective colleges.

Rush Medical College and clinical courses from all colleges are not available to students-at-large.

A final, transcripted grade will be assigned to any course taken as a student-at-large. Prospective students are responsible for being academically prepared for requested courses. Current degree- and certificate-seeking students have enrollment priority over students-at-large. Students-at-large may be removed from courses if degree- or certificate-seeking students need to enroll in them. Refunds will be issued if payment has already occurred.

A student may accumulate no more than 12 credit hours of academic credit as a student-at-large. These hours may be taken within one term or over a period of time. Registration as a student-at-large that results in more than the allowable number of hours in the student-at-large status can only be authorized by the dean or designee of the college offering the course(s).

Credit earned as a student-at-large will not necessarily apply toward a Rush degree or certificate program. If a SAL wishes to be admitted to a degree or certificate program, they must complete the formal application process. Any incomplete (I) grade earned as a student-at-large will revert to a permanent failing grade (F or N) unless completed by the end of the next academic term. It is the student’s
transcripts directly to the CAS system. Non-CAS applicants must submit their official, final documents directly to the Rush University Office of the Registrar.

**Rush University Transcripts**

Copies of academic transcripts can be obtained at no cost to students. The transcript is released only with written consent of the student or as consistent with legal requirements. Transcripts will not be released if the student has an outstanding financial obligation to the University or if the student has not completed their required annual mandatory training.

Students may complete a transcript request form, which is available on the Office of the Registrar’s webpage or by writing to the Office of the Registrar, Rush University, 600 S. Paulina St., Suite 4440, Chicago, IL 60612. Students can also fax requests to (312) 942-2210. The letter or fax must include the handwritten signature of the student.

Copies of transcripts issued to students will be stamped in red ink as “Issued to Student.” All transcripts bear the signature of the Rush University Registrar. Unofficial transcripts are not produced by the Office of the Registrar.

Transcript requests made by Rush Medical College students to support residency applications should be made to the Office of Medical Student Programs rather than to the Office of the Registrar. A Medical Student Performance Evaluation (MSPE) letter is included with these requests.

**Transfer Credit**

General Policies

Rush University will not accept transfer credit from non-accredited institutions. Only letter-graded courses are eligible for evaluation as transfer credit; pass/no-pass courses will not be considered.

An official transcript from the college or university where courses were taken must be available in the student's file to verify the course level and grade. Transcripts from foreign institutions must comply with the Transcripts from Previous Institutions policy.

Undergraduate level courses cannot be transferred to meet the requirements of a course taken at the graduate level at Rush. Transfer credits can only be applied to satisfy the degree requirements of one program. Once applied, they cannot be used a second time for a new degree program.

Previously earned program credits at Rush University may only be used to satisfy the requirements of another program if they are at the same level (e.g., graduate) and if they meet the current curriculum standards.

The number of credits granted for a given course cannot exceed the number awarded for the course on the transcript of the school where the course was taken or the number earned for the corresponding course at Rush University. Credits earned on the quarter system will be converted into semester credits where applicable. A quarter credit is equal to two-thirds of a semester credit (e.g., three-quarter-system credits equal two semester credits).

Course information from originating institutions, including grades, is not recorded on the student’s transcript. The Rush University transcript will note the internal course equivalency, the number of credits accepted as transfer and a grade of T. The number of transfer credits is added to the student's cumulative total credits. However, transfer credits are not calculated in a student's grade-point average, GPA, calculation.

Continuing education units cannot be transferred in for credit.

**Undergraduate-Level Policies**

Rush University may accept up to 90 quarter hours or 60 semester hours of credit toward general education and other lower-level, undergraduate course requirements. General-education transfer credits are noted on student’s Rush transcripts as blocks; one-to-one equivalencies are not presented.

Undergraduate courses must be completed with a C or better to be awarded credit.

**Graduate-Level Policies**

Graduate-level transfer credit is subject to the approval of the major adviser, program or division director, or designated college administrator based on an evaluation of quality and equivalency. No more than one-third of the total number of required credits may be granted to a graduate-level student as transfer credit for work done at another graduate institution.

Graduate courses must be completed with a B or better to be awarded transfer credit.

**Accounts Transcripts from Previous Institutions**

As a part of the admission application process, Rush University requires final and official transcripts from all accredited institutions of higher education that a student attended, whether or not a degree was earned.

Rush University requires an independent evaluation of foreign credentials and transcripts, such as by ECE and WES, when a student completed coursework or a degree outside of the U.S. or Canada. Non-medical school graduates and attendees from foreign institutions require course-by-course U.S. equivalency reports. Evaluations of other types will not be accepted. Applicants should not submit foreign transcripts in lieu of a foreign credential evaluation. International medical school graduates and attendees can provide proof of certification from the Educational Commission for Foreign Medical Graduates (ECFMG) in lieu of a course-by-course evaluation.

Individuals who apply via CAS and did not have their degree conferred at the time of application must submit their final, official transcript, along with degree conferred information, to the Rush University Office of the Registrar. NursingCAS applicants should submit all final transcripts directly to the CAS system.

Individuals who apply using a Centralized Application Service, or CAS, should submit their final and official transcripts and/or foreign credential evaluations directly to the CAS system.

If admitted and enrolled as a student-at-large, payment is due to the Office of Student Financial Affairs via the Rush University Portal by the end of the first week of classes of each term.

Rush employees seeking to use internal educational assistance benefits (EAB) should apply for tuition assistance through the Human Resources-designated deadline.

Students cannot be admitted to a Rush University degree or certificate program if they have a current probationary event as a student-at-large. Students who have already been admitted when a probationary event occurs will have their admission rescinded or be dismissed from the program. In order to be considered for admission, an applicant must be considered in good academic standing.
continuous enrollment to finalize all work related to the defense of their dissertation or thesis. During this term, the student should apply for graduation, and graduation should not be deferred beyond this point.

Students with questions about their financial aid eligibility and enrollment status should contact the Office of Student Financial Aid.

**Registration**

**Adding/Dropping Courses**

The first Friday of the term is the last day a course can be added through the Rush University Portal without instructor approval. A course dropped during the first week of the term will not appear on the student’s transcript. After that date, one of the following applies:

- **Course(s) dropped in weeks two through 13 of a term will be a final grade of W for the course.**
- **Course(s) dropped after week 13 of a term will be a final grade for the coursework completed.**
- **No course may be dropped after the last day of classes or after a final evaluation of the student has been delivered.**
- **No withdrawals are allowed during the final examination period.**

Rush Medical College students who want to change their clinical schedules must contact the Office of Medical Student Programs at least four weeks before the start of the scheduled rotation. For additional information concerning tuition refunds, please refer to Financial Affairs: Tuition Refund Policy.

**Auditing a Course**

A student wishing to attend a course without completing all the requirements for credit must register to audit the course. If space in class is limited, continuing and new students have all the requirements for credit must register to audit the course. A student wishing to attend a course without completing credit or credit to audit after the first week of the term. A student who has audited a course may not apply for credit for that course at a later time.

Fees associated with auditing a course are listed in the Tuition and Fee Schedule. Auditing of clinical courses is prohibited. Auditing of courses with a laboratory component may be permitted with program director approval.

An auditing student:
- **May participate in class discussion only at the invitation of the course director.**
- **Is prohibited from taking examinations.**
- **Is expected to attend class.**

An audited course will appear on the student’s transcript with the designation of AU upon successful completion; credit hours are not assigned. If the student does not attend the class, a grade of W will be assigned.

Rush Medical College (RMC) does not allow students to audit RMC courses except with the permission of Committee on Student Evaluation and Promotion (COSEP).

**Course Schedule**

The course schedule is available on the Rush University Portal typically one week before the registration period begins. The Office of the Registrar will generally send an email announcement to students’ Rush University email accounts regarding availability of the course schedule; new students will also receive this notification to their personal email accounts. Registration dates and deadlines are published in the academic calendar. Changes to the course schedule, including updates to meeting times, instructors, classrooms and added/closed/cancelled courses will be updated on the Rush University Portal.

**Independent Study**

To register for an independent study course, the student’s program coordinator, adviser or program director will approve the proposed course and its objectives. The request to create the independent study course should be sent to University Scheduling and include the instructor/course director, course title, course description, number of credit hours and grading system. Once the course is created, the Office of the Registrar will contact the student’s college to inform of the status of the course and the student’s registration status.

Nursing students complete an independent study contract form, which is available on the Office of the Registrar’s webpage. The form is used to identify the objectives of the study and a plan to meet those objectives is described. This form should be completed and approved by the preceptor, department chair and the program director no later than the first day of the term in which the independent study is to be taken. The student’s preceptor keeps the contract.

Health Systems Management students also complete a separate independent study form, which is available in the Department of Health Systems Management.

**Registration Process**

Classes are filled according to the following priority order:
1. Continuing students
2. New students
3. Students-at-large

It is the responsibility of new and continuing students in programs not participating in batch registration to register using the Rush University Portal each term during the designated registration period. Late fees may be applied to students who register or who are batch registered during the late registration period.

To register for any given term, no student can have a registration hold (i.e., missing transcripts, missing/out-of-date immunizations, insurance waivers, financial holds). If the hold is removed before the end of the registration period, the student can register without penalty. If the hold is not removed by the end of the registration period, the student will need to complete an add/drop form with the Office of the Registrar as soon as the hold is resolved; a late registration fee may be assessed.

Registration is complete only when tuition and other charges for the term are paid or satisfactory arrangements for payment are made. Tuition is always due on the first day of the term.

Students who register for a class and subsequently decide to withdraw without completing an add/drop, leave of absence or voluntary withdrawal form will receive a failing grade (F or N) for that course.

**Batch/Administrative Registration**

Some programs participate in batch, or administrative, registration. Students in these programs do not register themselves for classes in the Rush University Portal or utilize the add/drop form to make registration changes. Students should consult the portal to confirm the accuracy of their registrations.

**Withdrawal and Leave of Absence**

**Administrative Withdrawal**

Administrative withdrawal refers to a student’s permanent, University-initiated departure from the University without the expectation of the student’s return.

Rush University requires continuous enrollment in most of its programs from the time a student matriculates through a student’s graduation. Students are required to either be registered each term or on an approved leave of absence. If the student has decided to withdraw from Rush, voluntary withdrawal paperwork must be submitted to the Office of the Registrar before the voluntary withdrawal will become official.

A student who is not registered, on an approved leave of absence or who has not submitted paperwork to voluntarily withdraw will be administratively withdrawn from the University at the end of the term in which the student stopped attending. The administrative withdrawal is posted to the student’s transcript. Students wishing to return to Rush in the future need to apply for readmission.

**Voluntary Withdrawal**

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

After matriculation to Rush University, a student may not arbitrarily cease registration. All students are required to maintain continuous enrollment or risk administrative withdrawal due to unexplained nonregistration. Any student withdrawing from the University must give formal notification by completing a petition for withdrawal or leave of absence form, which requires the student to obtain specific signatures. The Office of the Registrar is the designated office that a student must notify if withdrawing from the University. The petition for withdrawal or leave of absence form may be obtained from the Office of the Registrar or online. The date when the student begins the withdrawal process is the official date used in processing the form.

Withdrawal forms submitted during the current term for the next term or during a break period will use the day after the end of the current term as the official withdrawal date that will be used for processing the form.

A student may not withdraw from classes during the last three weeks of any term. A student who submits a voluntary withdrawal form during the last three weeks of the term will receive grades in the registered courses.

Official withdrawal from the University entitles a student to a tuition refund from the first through the fifth weeks of the term. No other fees are refundable. The lower refund percentage is valid beginning the next Monday at midnight.
Leaves of Absence

After matriculation to Rush University, a student may not arbitrarily cease registration without notice. All students are required to maintain continuous enrollment or risk administrative withdrawal after one unregistered term. A leave of absence, or LOA, is approved and granted for the term for which the LOA is desired or as otherwise approved by the college.

It is the student’s responsibility to communicate directly with their college regarding the disposition of the request for the LOA. Students who request a LOA may be displaced into a subsequent cohort, required to take a revised program of study upon return to the University or be delayed in their progression through the program based on availability of courses or clinical placements, or both.

Students may be eligible for an LOA only after they have completed and submitted to the Office of the Registrar the petition for leave of absence required by each college. Failure to complete and submit the petition for leave of absence form will make the student ineligible for any refunds and obligated for the full term’s insurance charges. The date that the student begins the process of applying for an LOA is the official date that will be used in processing the form.

The day after the end of the current term will be the official date used in processing an LOA form submitted during the current term for the next term or during a break period.

For all approved LOAs, the last date of actual class attendance will be the date of record for calculating financial aid disbursements and returns.

A student who initiates a petition for leave of absence form after the first week of the term will receive a withdrawal grade on the transcript for any coursework.

No classes may be withdrawn during the last three weeks of any term. A student who initiates a petition for leave of absence form on or after the Monday beginning the last three weeks of the term will receive grades in the registered courses and will be subject to an academic progression review based on the assigned grades.

Each degree has a time limit for completion that includes LOA time. The decision to include the LOA in calculating the time limits for completion of the degree is within the discretion of each college. The maximum time that will be approved for a single LOA is 12 consecutive months. Each college may have a maximum length of accumulated LOA.

Returning From a Leave of Absence

Students are responsible for registering themselves for the term in which return from an approved LOA. This registration must occur during the designated priority registration period. Registration outside of this period will result in a late registration fee. Students are responsible to consult with their adviser or program director regarding required courses for the term of re-entry. Rush Medical College students should consult with the appropriate assistant dean to determine required courses. Students must satisfy the conditions of the LOA before re-enrolling and must comply with all policies, requirements and course sequences in effect at the time of re-entry.

A request to extend an LOA requires a new clearance form submission. A request to extend an LOA requires only the signatures of the student’s program director, adviser or designated administrator of the college. The completed form must be submitted to the Office of the Registrar no later than the first Friday of the term for which the extension is requested.

Students who cannot return and who do not have an LOA extension approved must withdraw from the institution. Students who do not return from their LOA on the originally approved date risk administrative withdrawal.

Student Records

Name, Address and Phone Number Changes

Rush University requires that student academic records exist under the student’s legal name. The Office of the Registrar maintains the current official listing of student names and addresses for Rush University. It is each student’s responsibility to keep the Office of the Registrar informed of changes.

Name changes require, at the time of the request, official documentation verifying the new name. Examples of official documentation verifying a new name include the following: Social Security Card, government-issued ID (passport, driver’s license or state-issued photo ID) or court order.

Privacy and Confidentiality of Student Records and FERPA

Rush University takes seriously its commitment to protect the privacy of its students and their education records. In addition to upholding the Family Educational Rights and Privacy Act of 1974, or FERPA, Rush University has taken further steps to protect privacy by extending similar benefits afforded to enrolled students under FERPA to individuals who are applying for admission. If a specific privacy or confidentiality question is not answered in this text, please contact the Office of the Registrar.

Nothing in this policy may be construed to prohibit the University from disclosing information provided to the institution under the Violent Crime Control and Law Enforcement Act concerning sex offenders who are required to register.

Family Educational Rights and Privacy Act of 1974 (FERPA)

FERPA is a federal law designed to protect the privacy of students’ educational records. Educational records are those that contain information or documentation directly related to a student that is recorded in any way, including records produced by handwriting, computer, email, audio, video, etc. Educational records contain information directly related to a student and are maintained by Rush University or any party acting on its behalf.

FERPA protects the privacy of students’ educational records by setting strict instructions and limitations governing the release of information about students. Though FERPA contains exceptions for the release of directory information without a student’s prior written consent, students have the right to request that even directory information be withheld from disclosure to third parties.

Given the restrictions of FERPA, faculty and staff should assume all students must provide written consent that follows the format specified in FERPA before any educational records may be released to anyone other than the student. Without written consent, information cannot be released to any third party, including students’ parents, relatives and friends. Particularly sensitive information includes students’ Social Security numbers, race or ethnicity, gender, nationality, academic performance, disciplinary records, financial aid information and grades.

Privacy During the Admissions Process

Rush University has chosen to take additional steps to protect a person’s privacy by extending to individuals who are applying for admission similar benefits afforded to enrolled students. This privacy protection covers all applicants and their application materials throughout the admissions process. The application process exists between the applicant and a Rush University admissions office; therefore, any communication about candidates and their application status to parties beyond these entities is not acceptable unless school officials have a legitimate educational interest to know this information in order to fulfill their professional responsibilities. All those involved in the admissions process (e.g., admissions committee members, interviewers, admissions staff) must adhere to these guidelines.

Directory Information

Rush University may establish categories of information known as directory information and release this information without student consent, upon request. Rush University designates the following personally identifiable information contained in a student’s educational record as directory information:

- Student’s full name
- Address (local and permanent)
- Telephone number (local and permanent)
- Rush pager number (relevant to third- and fourth-year Rush Medical College students only)
- Rush email address
- Major and minor field(s) of study, including the college, division, department and/or program in which the student is enrolled
- Student’s classification (e.g., junior, senior) or by number referring to such
- Dates of attendance and graduation, and degrees received
- Date and place of birth
- Photograph or other electronic images*
- Honors and awards received
- Previous colleges/universities attended
- Degrees earned at previous colleges/universities
- Rush Medical College postgraduate appointment (program, institution and state)
- Rush Medical College postgraduate appointment (program, institution and state)
- Students may restrict the release of their directory information by completing and submitting the directory information restrictions form available on the Office of the Registrar’s webpage.

The decision to restrict directory information will apply to all requests from third parties (other than those who already have legal access to these data elements), including prospective employers. A student must formally rescind a restriction of directory information by submitting a subsequent directory information restrictions form.

* Rush University records both visually and audibly many campus events and daily activities, such as classes, commencement, convocations, student events and other public occasions. These images, as well as other information about students, are published (e.g. print media, Rush website) regularly as part of the University’s coverage of campus life and portrayal of the University to a variety of
Educational Records
Rush University does not maintain educational records in
one central office. Educational records are maintained in
the Office of the Registrar and in the respective college
and department offices. Other educational records are
maintained in the Office of Student Financial Aid (financial
aid information, student employment), Office of Student
Financial Affairs (financial account payment information),
Office of International Student Services and other offices.
Questions regarding individual student records should be
directed to the appropriate location.

Deceased Student Records
Rush University may, upon the death of a student, release
the student’s educational records to a third party. This
is done at the sole discretion of Rush University.

Mailing Lists
Rush University does not release student directory infor-
mation in mailing lists, except to comply with the federal
Solomon Amendment.

Additional Questions
The Office of the Registrar is the compliance office for
FERPA for Rush University. If there are additional questions,
please contact the Office of the Registrar:

600 S. Paulina St., Suite 440
Chicago, IL 60612
(312) 942-5681
registrars_office@rush.edu

Institutional Policies
Assumption of Risk for Students
Rush University (“Rush”) (inclusive of the Colleges within)
and its Clinical Partners provide opportunities for students
enrolled in health sciences programs at Rush to engage in
learning experiences and, as applicable, participate in on-
campus and clinical experiences, including but not limited
to clinical rotations (“Clinical Programs”). Students returning
to campus, engaging in learning experiences and participat-
ing in Clinical Programs (referred to herein as “Students”) knowingly
and voluntarily subject themselves to certain risks
related to healthcare education.

In light of the novel coronavirus, COVID-19, Rush and its
Clinical Partners are taking certain new precautions and
ensuring that all Students are aware of the potential risks
inherent to returning to campus, attending classes or other
learning experiences, and participation in Clinical Programs.
Students voluntarily and willingly assume certain risks in
returning to campus, attending classes, and participating in
and completing Clinical Programs, which are completed for
their own benefit.

COVID-19 is a highly infectious, life-threatening disease
declared by the World Health Organization to be a global
pandemic. Aware of the foregoing, I voluntarily returning
to the campus of Rush and/or Clinical Partners.

There is a potential risk inherent in returning to campus,
attending classes or other learning experiences, and/or par-
ticipating in Clinical Programs. Students may be exposed
and/or care for patients who are ill with infectious diseases,
and as a result may be at heightened risk for contract-
ing infectious diseases, including COVID-19. Students may
also be exposed to infectious disease, including COVID-19,
through exposure from other members of the Rush commu-
nity, including students, faculty, staff and patients. Students
will be required to comply with any and all safety precau-
tions and guidelines set forth by Rush, including the Rush
University COVID-19 Vaccination Policy, and for Students
who are participating in Clinical Programs (referred to herein
as “Student Participants”), additional safety precautions and
guidelines set forth by Rush and/or the Clinical Partner at
which the Student is completing a Clinical Program. Such
precautions and guidelines may be updated at any time.
In particular, Student Participants who are working with
or around patients who have or may have COVID-19 (e.g.,
Student Participants who work in a “COVID-19 wing”), or
who have been otherwise directed to do so by Rush or a Clinical
Partner, are required to wear personal protective equipment
COVID-19 Vaccination Policy

The Vaccination Policy (the “Vaccination Policy”) requires all students returning to campus to be fully vaccinated against COVID-19 unless they have an authorized exemption. I assume responsibility for complying with the requirements of the Vaccination Policy.

1) I assume responsibility for complying with any safety guidelines set forth by Rush University (and the Colleges within), Rush University Medical Center, and/or a Clinical Partner, including as related to the use of personal protective equipment (“PPE”). I acknowledge that the use of PPE and other safety precautions, such as hand-washing, does not fully eliminate any risk inherent to returning to campus, attending classes or other learning experiences, and participating in the Clinical Program. I acknowledge that I should not return to campus if I cannot comply with the safety guidelines set forth by Rush related to presence on campus and attendance in class, academic experiences, or other learning opportunities. I acknowledge that if I am participating in a Clinical Program, I am responsible for notifying both Rush University (through the relevant Program Director or supervising faculty member) and the Clinical Partner at which I am completing a Clinical Program if I lack the necessary PPE or cannot for any reason comply with safety precautions. I voluntarily assume this responsibility and the related risk.

2) I understand that if I am participating in a Clinical Program, I am responsible for informing both Rush University (through the relevant Program Director or supervising faculty member) and the Clinical Partner at which I am completing a Clinical Program if I lack the necessary PPE or cannot for any reason comply with safety precautions. I voluntarily assume this responsibility and the related risk.

3) I understand that Rush University has published a COVID-19 Vaccination Policy (the “Vaccination Policy”) requiring all students returning to campus to be fully vaccinated against COVID-19 unless they have an authorized exemption. I assume responsibility for complying with the requirements of the Vaccination Policy.

4) I understand that compliance with the expectations set forth in this document is an educational responsibility with which I as a student at Rush, and a professional responsibility with which I as a future licensed healthcare worker, agree to abide. I am freely and voluntarily entering into this assumption of responsibility.

Drug and Alcohol-Free Campus

Rush University and Rush University Medical Center (hereinafter, collectively referred to as Rush) comply with all state and federal regulations concerning drugs and alcohol. Violations of the Drug and Alcohol-Free Campus policy include but are not limited to the following: unauthorized use, possession or sale of drugs, alcohol or other controlled substances on Rush premises, including the smoking or vaping of cannabis. For additional information, please see Rush’s Drug and Alcohol-Free Campus Policy HR-A 8.00.

Tobacco-Free Campus

Rush seeks to promote the health, safety and quality of life of all members of the Rush community. To that end, Rush is a smoke and tobacco-free campus. For additional information, please see Rush’s Tobacco Free Work Environment Policy.

Diversity, Equal Opportunity and Inclusion

For over three decades, the Rush approach to equal opportunity, diversity and inclusion has not wavered. Our approach is that these are essential components of the best employment, educational and health care practices and must be furthered. This is a continuation of a policy that emanated from the hospital charters of 1865 and 1883 and the documents governing the establishment of Rush University in 1972.

In certain instances, the implementation of this policy and our goals in this area the require use of affirmative initiatives. At Rush, these initiatives are focused on strong recruitment, development and retention efforts — not on quotas — and these recruitment and programming efforts will be continued, consistent with federal, state and municipal guidelines.

Rush is committed to attracting students who will enable the student body to achieve the educational benefits of diversity and to providing services to all students, faculty and employees on a nondiscriminatory, equitable basis. Discrimination or harassment against any member of the Rush community because of race, color, religion, national origin, creed, age, ancestry or disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, gender, gender identity and/or expression, marital or parental status, national origin, pregnancy, sexual orientation, veteran status or any other category or categories protected by federal or state law or local ordinance that excludes an individual from participation, denies the individual the benefits of, treats the individual differently or otherwise adversely affects a term or condition of an individual’s employment, education, living environment or participation in a Rush program or activity. This includes failing to provide reasonable accommodation consistent with state and federal law to persons with disabilities.

Inquiries regarding discrimination or harassment should be directed to the Office of Institutional Equity at Institutional_Equity@rush.edu.

Additional resources may be found within the following University offices:

Office of Student Diversity and Community Engagement
Armour Academic Center
600 S. Paulina St., Suite 9848
Chicago, IL 60612
(312) 942-0725

Prohibition against Sexual Harassment in Rush Programs and Activities

Introduction

Rush is committed to the principles of equal opportunity and promoting and maintaining an environment that emphasizes the dignity and worth of every member of its community. Rush strives to have an environment that is free from unlawful sexual harassment. Rush complies with Title IX of the Higher Education Amendments of 1972 and its implementing regulations, which prohibit sexual harassment that occurs within its education programs or activities. Sexual harassment includes quid pro quo sexual harassment, hostile environment sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

Rush has a legal duty to prevent and redress sexual harassment that occurs within its education programs or activities. Sexual harassment includes quid pro quo sexual harassment, hostile environment sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

Rush is committed to attracting students who will enable the student body to achieve the educational benefits of diversity and to providing services to all students, faculty and employees on a nondiscriminatory, equitable basis. Discrimination or harassment against any member of the Rush community because of race, color, religion, national
Report and Response Procedures
This policy, the Prohibition against sexual harassment in Rush Programs and Activities (hereinafter “this Policy” or “the Policy”), is administered by the Title IX Coordinator and the Office of Institutional Equity (hereinafter “Office of Institutional Equity” or “OIE”). The Policy addresses Rush’s obligations under relevant provisions of the implementing regulations of Title IX of the Higher Education Amendments of 1972 and the Violence Against Women Reauthorization Act of 2013 (also known as the Campus SaVE Act), the Preventing Sexual Violence in Higher Education Act, and other relevant laws. Rush values the fair, prompt and equitable inquiry into allegations that arise under this Policy. Sexual harassment will not be tolerated.

It is central to the values of Rush that any member of the community who believes that they have witnessed or been the target of sexual harassment feel free to report their concerns for an appropriate response and investigation, without fear of retaliation or retribution. Rush will respond to reports, formal complaints, or information about incidents of sexual harassment by stopping the prohibited conduct, taking steps to prevent the recurrence of prohibited conduct and addressing its effects on campus or in any Rush programs and activities regardless of location. Rush expects that all reports made under this Policy will be brought in good faith.

Policy Statement
Members of the Rush Community who commit sexual harassment are subject to the full range of discipline including verbal reprimand, written reprimand, mandatory training or counseling, mandatory monitoring, partial or full probation, partial or full suspension, permanent separation from the institution (i.e., termination or dismissal), physical restriction from Rush property, cancellation of contracts and any combination of the same.

Rush will provide persons who have experienced sexual harassment ongoing remedies as reasonably necessary to restore or preserve access to the Rush’s education programs or activities.

University Student Refund Policy
Purpose/Introduction/Background
The Student Refund Policy provides students an opportunity to formally withdraw prior to the start date of an academic term without being responsible for tuition. Students deciding to withdraw after the official start date of the term will be refunded according to the schedule shown below. Students are responsible for any tuition or fee balances due until such time they are formally notified by Rush University in writing of their withdrawal status.

Non-refundable guidelines:
• Refunds are not granted for course(s) where the student has received a grade.
• Refunds are not granted to students who are part of a current disciplinary hearing, have been suspended, dismissed, expelled or for other disciplinary reasons making them ineligible to further matriculate in their program of study.
• Refunds will not be granted where Rush University has changed the delivery of course or program modality to ensure the safety and health of students. (see policy and procedure sections.)

Policy Statement and Tuition Refund Schedule
Official voluntary withdrawal, leave of absence, military service or withdrawal from the University (excluding withdrawals as noted in the non-refundable guidelines) or from course(s) entitles a student to a refund of tuition according to the schedule below. *Note: Rush University does not differentiate tuition rates for online or remote courses from courses that are offered onsite (see student refund procedures section for additional details).

Any student requesting a refund for course(s) or officially withdrawing from a program must initiate the process with their program director and submit the appropriate forms and documentation to the Office of the Registrar.

Tuition Schedule

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Percent of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal during the first week</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrawal during the second week</td>
<td>80%</td>
</tr>
<tr>
<td>Withdrawal during the third week</td>
<td>60%</td>
</tr>
<tr>
<td>Withdrawal during the fourth week</td>
<td>40%</td>
</tr>
<tr>
<td>Withdrawal during the fifth week</td>
<td>20%</td>
</tr>
<tr>
<td>After the fifth week</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Weeks are based on calendar days

Alternate Refund/Grading
This alternate refund/grading policy does not apply to Rush Medical College students.

Course Type   | Percent of Refund |
-------------|-------------------|
Before first class meeting | 100% |
After the first class meeting | 0% |
Week 1                   | 50% |
Week 2                   | 0% |
Week 3 - 5               | 0% |

Note:
Refunds are not granted for course(s) where the student has received a grade.

Courses that are offered onsite (see student refund procedures section for additional details).

Procedures
Student Refund Process
• Rush University will notify students of the status of their refund request in writing within 10 business days upon receipt of a refund request.
• A check or direct deposit for the refund amount, less any amount owed to the University for other charges, will be sent to the student.
• Refunds will be shown as credits on the student’s account.
• Refund checks are typically processed within two weeks and mailed to the student’s address listed in the official University Student Information System.

Refund
Refund Appeals
- Students in good standing with the University may file a refund appeal. Students who are part of an ongoing disciplinary hearing, have been suspended, dismissed, expelled or have any other disciplinary reasons are ineligible to file a refund appeal.
- Students initiating a refund appeal because they were denied must appeal in writing to the University Refund Review Committee.
- All written refund appeals must be filed within 30 days of the denied refund request.
- All appeal decisions are final.

*In circumstances where Rush University courses or programs of study must be converted to a remote modality to protect the public health, safety or security for students, as long as all accreditation standards are met, no refunds will be issued in accordance with this student refund policy.

Cancellation of Classes
Students will receive a full refund for courses that are cancelled.

Withdrawal for Active Military Service
Students called to active military service are entitled to receive a refund of tuition and any adjustments to financial aid.

Nonattendance in Courses
Students are required to officially withdraw from courses by completing the Add/Drop Request on the Office of the Registrar webpage within the designated refund period. Failure to officially withdraw from courses does not entitle a student to a refund.

Non-Academic Fees
Student Health Insurance refunds
- Students who voluntarily withdraw or are dismissed from courses or from the University and are enrolled in the student health insurance plan, are responsible for 100% of the insurance charge posted on your student account for that term unless the student submits a waiver for that term during the health insurance open enrollment and waiver period (this option is valid only for non-Medical College students).
- Students who request a Leave of Absence and wish to remain enrolled in the student health insurance plan throughout their Leave of Absence will have the charges posted on the student account for the effective terms. Please see the Rush University Student Health Insurance Policy for further details.

Rush Medical College’s tuition and fees cover Student Health Insurance coverage during the period of active enrollment; therefore, students are not eligible for any health insurance refunds nor are students required to pay any additional cost for insurance coverage. See Rush University Student Health Insurance Policy for further details.

Tailer Lofts Student Apartments
Students are solely responsible for all Tailer Lofts Student Apartments leasing obligations (e.g., rent, utilities, etc.) for the term of the lease agreement. Regardless of voluntary or involuntary withdrawals, dismissals or extenuating circumstances, student will be responsible for all leasing responsibilities included in the Tailer Lofts lease agreement.

Extenuating Circumstances
Request for refunds based on extenuating circumstances will be reviewed on a case-by-case basis. Verifiable documentation is required to substantiate the extenuating circumstance. Students requesting a refund for extenuating circumstances should provide documentation and submit the Petition for an Extenuating Circumstances Refund Form to the Office of the Registrar.

Examples of an acceptable extenuating circumstance
- Injury or illness that significantly impacted the student's ability to continue attending classes
- Military deployment/active duty
- Death of an immediate family member (parent, spouse, civil union partner, child, brother or sister)

Examples of documentation of an extenuating circumstance
- A signed statement from a licensed medical practitioner that documents the nature of the illness, including the beginning and ending dates of deployment
- A copy of the official death certificate

Active Military Service Withdrawal
Students who are called to active duty should submit the Leave of Absence form, including the military leave papers with dates of military service to the Office of the Registrar for processing.

2022-2023 Academic Calendar

<table>
<thead>
<tr>
<th>Term/Event</th>
<th>Fall 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin for RMC Students</td>
<td>Monday, Aug. 29, 2022</td>
</tr>
<tr>
<td>Last Day for Late Registration (RMC)</td>
<td>Friday, Sept. 2, 2022</td>
</tr>
<tr>
<td>Labor Day Holiday (No Classes)</td>
<td>Monday, Sept. 5, 2022</td>
</tr>
<tr>
<td>Classes Begin for CON, CHS and GC Students</td>
<td>Tuesday, Sept. 6, 2022</td>
</tr>
<tr>
<td>Last Day for Late Registration</td>
<td>Friday, Sept. 9, 2022</td>
</tr>
<tr>
<td>Thanksgiving Recess (No classes on these days)</td>
<td>Thursday and Friday, Nov. 24 - 25, 2022</td>
</tr>
<tr>
<td>Classes Resume at 8 a.m.</td>
<td>Monday, Nov. 28, 2022</td>
</tr>
<tr>
<td>Classes End (CON, CHS, GC)</td>
<td>Saturday, Dec. 10, 2022</td>
</tr>
<tr>
<td>Final Exams (CON, CHS, GC)</td>
<td>Monday - Saturday, Dec. 12 - 17, 2022</td>
</tr>
<tr>
<td>Classes End and Final Exams (RMC)</td>
<td>Monday - Saturday, Dec. 12 - 17, 2022</td>
</tr>
<tr>
<td>End of Term All Students/Conferral of Fall Degrees</td>
<td>Saturday, Dec. 17, 2022</td>
</tr>
<tr>
<td>Term Break (No classes during this period)</td>
<td>Sunday - Monday, Dec. 18, 2022 - Jan. 2, 2023</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term/Event</th>
<th>Spring 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin for All Students</td>
<td>Tuesday, Jan. 3, 2023</td>
</tr>
<tr>
<td>Last Day for Late Registration</td>
<td>Friday, Jan. 6, 2023</td>
</tr>
<tr>
<td>Martin Luther King Jr. Holiday</td>
<td>Monday, Jan. 16, 2023</td>
</tr>
<tr>
<td>Spring Break (No classes in session this week)</td>
<td>Monday - Friday, Feb. 27 - March 3, 2023</td>
</tr>
<tr>
<td>Classes Resume at 8 a.m.</td>
<td>Monday, March 6, 2023</td>
</tr>
<tr>
<td>Classes End (CON, CHS, GC)</td>
<td>Saturday, April 15, 2023</td>
</tr>
<tr>
<td>Final Exams (CON, CHS, GC)</td>
<td>Monday - Saturday, April 17 - 22, 2023</td>
</tr>
<tr>
<td>Classes End &amp; Final Exams (RMC)</td>
<td>Monday - Saturday, April 24 - 29, 2023</td>
</tr>
<tr>
<td>Spring Commencement</td>
<td>Saturday, April 29, 2023</td>
</tr>
<tr>
<td>End of Term for All Students/Degree Conferral</td>
<td>Saturday, April 29, 2023</td>
</tr>
<tr>
<td>Term Break (No classes during this period)</td>
<td>Sunday - Monday, April 30 - May 7, 2023</td>
</tr>
</tbody>
</table>
## 2022-2023 Academic Calendar

<table>
<thead>
<tr>
<th>Term/Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2023</strong></td>
<td></td>
</tr>
<tr>
<td>Classes Begin for All Students</td>
<td>Monday, May 8, 2023</td>
</tr>
<tr>
<td>Last Day for Late Registration</td>
<td>Friday, May 12, 2023</td>
</tr>
<tr>
<td>Memorial Day Holiday (No Classes)</td>
<td>Monday, May 29, 2023</td>
</tr>
<tr>
<td>Classes End: Eight-Week Term (RMC-M1)</td>
<td>Monday - Friday, June 26 - June 30, 2023</td>
</tr>
<tr>
<td>Fourth of July Holiday (No Classes)</td>
<td>Tuesday, July 4, 2023</td>
</tr>
<tr>
<td>Classes End (CON, CHS, GC)</td>
<td>Saturday, Aug. 12, 2023</td>
</tr>
<tr>
<td>Final Exam (CON, CHS, GC)</td>
<td>Monday - Saturday, Aug. 14 - 19, 2023</td>
</tr>
<tr>
<td>Classes End &amp; Final Exam (RMC)</td>
<td>Monday - Saturday, Aug. 21 - 26, 2023</td>
</tr>
<tr>
<td>End of Term for All Students/Degree Conferral</td>
<td>Saturday, Aug. 26, 2023</td>
</tr>
<tr>
<td>Term Break (No classes during this period)</td>
<td>Sunday - Sunday, Aug. 27 - Sept. 3, 2023</td>
</tr>
</tbody>
</table>

Calendar dates are subject to change without notice.

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## Tuition and Financial Aid

**Office of Financial Affairs**
- Financial Appeals
- Payment of Tuition and Fees
- Student Health Insurance
- Tuition Refund Policy
- Tuition Waivers
- Third-Party Billing

**Tuition and Fees**
- Office of Student Financial Aid
  - Financial Aid Process
  - Financial Aid Determination
  - Financial Aid Awards
  - Veterans Benefits
  - Satisfactory Academic Progress
  - Financial Aid Warning
  - Suspension of Financial Aid Eligibility
  - Appealing Suspension of Financial Aid Eligibility
  - Reinstatement of Financial Aid Eligibility

**Educational Assistance Benefits (Tuition)**
- Employee Enhancement Program
- Internal Degree Program
- External Degree Reimbursement Program
- Internal Degree Program - Dependents
Office of Financial Affairs

Financial Appeals

If a student has a financial account concern and wishes to appeal the financial decision, a written appeal must be filed with the Office of Financial Affairs within two academic terms from the term in question in order for the appeal to be considered. The Office of Financial Affairs will investigate the situation and will consult with other offices as needed, including the Office of the Registrar, the Office of Student Financial Aid and the student’s area of program. A decision will be rendered within one month from the time the appeal was received, and the student will be notified in writing. If the decision is not in the favor of the student, the student may file a written appeal with the vice provost of Student Affairs. The decision of the vice provost, Student Affairs is final.

Payment of Tuition and Fees

The following is the payment policy for all Rush University students:

Charges should be viewed and payment for tuition, fees and on-campus housing can be completed through the Rush University Portal, the University’s online system. Online payments can be made by credit, debit card or e-check. Students can also mail checks, money orders or cashier’s checks to the Office of Financial Affairs or submit credit or debit card payments by calling the Office of Financial Affairs. There is a 2.5% processing fee for any credit or debit card payment. If full tuition payment cannot be made by the first Friday of the term, as listed in the academic calendar located in the Rush University Catalog, satisfactory arrangements requiring the first payment and a $30 service charge to be paid on or before the first Friday of the term each term.

1. Pay total tuition and fees for the term.
2. Complete a deferred payment plan contract. This plan requires the first payment and a $30 service charge to be paid on or before the first Friday of the term. Additional payments are due every four weeks (up to four payments total). Contact the Office of Financial Affairs via email to set up a payment plan prior to the first day of class.
3. Use the pending financial aid payment option. All students who have financial aid pending will be allowed to defer payment of the portion of tuition and fees that is covered by the anticipated aid. In order to use this option, students must have taken all steps required of them to apply for the aid (e.g., the FAFSA application must have been completed and submitted to the Office of Student Financial Aid, along with the Projected Enrollment Form (if applicable to the student’s program), loan entrance counseling, promissory notes and origination forms). In order to avoid a late-fee charge, students must make arrangements for payments of that portion of tuition and fees not covered with pending aid by completing Steps 1 or 2 above.

Failure to follow one of the steps above will result in a $100 late fee. A $50 late payment fee will be assessed for each missed payment to students who choose the deferred payment plan contract and fail to make a payment on the speciﬁed due dates. At the end of the academic term, students who still have outstanding Rush University balances that are not covered by pending financial aid will:
• Receive a hold on their student account
• Not receive transcripts/diplomas
• Not be allowed to register for the following term

Student Health Insurance

Rush University requires students to be covered by a health insurance plan in order to promote health and well-being while protecting the individual from undue financial hardship that a medical emergency could cause. Non-Rush Medical College students may opt out of the student health insurance by providing proof of existing coverage during their first term of enrollment (during the health insurance open enrollment and waiver period) and then every fall term thereafter. Students are required to take action during the Fall Open Enrollment and Waiver Period. All communication from the Office of Financial Affairs regarding student health insurance may be sent to Rush email addresses. Students are expected to check their Rush email account regularly and take action during those periods regarding submitting waivers or enrolling in the student health insurance.

Students who do not submit proof of alternate coverage will automatically be enrolled in the student health insurance plan and charged the premiums for the term. All students enrolled in degree programs are eligible for the student health insurance plan offered by Academic Health Plans and Blue Cross and Blue Shield of Illinois.

For the 2022-2023 school year, the cost of the student health insurance plan is approximately $5,650 per academic year for single coverage. The total annual coverage amount is allocated and billed onto the student’s account on a per-term basis. Coverage is also available for dependents at the rate of $5,650 annually per dependent. The total annual coverage amount for dependents is also allocated and billed onto the student’s account on a per-term basis. This plan allows students to choose a primary care physician from a large list of members of the preferred provider organization, or PPO plan in the greater Chicago area. When using an in-network provider, there is an annual deductible of $500 and coverage of 80 percent for most patient services, including hospitalization and surgery, as well as outpatient services such as office visits, laboratory and X-ray. Preventative care services are covered at 100 percent. When using a pharmacy in the Prime Therapeutics network, there is a $20 co-pay for each generic prescription, a $50 copay for each brand-name prescription and an $80 copay for each non-preferred brand-name prescription.

Student Plan Rates for the 2021-2022 Academic Year

<table>
<thead>
<tr>
<th>Medical Insurance</th>
<th>Approximate Yearly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>$5,650</td>
</tr>
<tr>
<td>Each dependent</td>
<td>$5,650</td>
</tr>
</tbody>
</table>

Student accounts will be billed on a per-term basis for a prorated amount of the annual health insurance premiums. For example, the fall premiums will cover September through December and will be billed to your account at the beginning of the fall term.

Plan details are available by emailing financial_affairs@rush.edu or online at rush.myahpcare.com

Rush Medical College Students

A small portion of fees for Rush Medical College students has been allocated to the Medical Student Health Service Program, which is supported by Lifetime Medical Associates. The Medical Student Health Service Program is designed to work seamlessly with Rush University Health Insurance to provide medical students with acute care. By using Rush University Health Insurance, medical students receive an enhanced level of service and minimal billing issues, with a $20 fee per office visit. This will provide the type of student health service familiar to most students.

Additionally, all Rush Medical College students are covered under a blood and bodily fluids exposure rider. This works as a supplemental policy to any health insurance and covers treatment or medications necessary as the result of a needle stick, splash or potentially contagious disease exposure.

Together with the basic Rush University Health Insurance policy, the rider will completely cover prophylactic medications or injections.

Rush Medical College students will be assessed a fee for vaccinations, immunizations and documentation. This fee covers any necessary blood tests, vaccinations or updates, as well as costs associated with maintaining the documentation of students’ compliance and communicating that information to the Rush System hospitals and any non-Rush locations that may request certification of immunization and vaccination status.

Tuition Refund Policy

The Student Refund Policy provides students an opportunity to formally withdraw prior to the start date of an academic term without being responsible for tuition. Students deciding to withdraw after the official start date of the term will be refunded according to the tuition schedule in the University Student Refund policy located in the Academic and University Policies section in this catalog. Students are responsible for any tuition or fee balances due until they are formally notified by Rush University in writing of their withdrawal status.

Tuition Waivers

Doctoral Students in the Graduate College

Select students will be offered competitive financial support, which may include a tuition scholarship, health insurance and/or a monthly stipend. Details will be communicated in the offer of admission letter. Please note that non-U.S. residents are not eligible for Graduate College stipend support. To receive financial support, you must maintain full-time status — at least nine credit hours per term. If you do not register for nine credit hours per term, the scholarship will be rescinded, and you will be billed for tuition.

Master of Science students in the Graduate College

Students enrolled in Master of Science programs in the basic sciences pay tuition and fees. For those students enrolled in the Biotechnology or Integrated Biomedical Sciences degrees, there are a limited number of scholarships for the program, including academic and diversity-based
scholarships. One qualification for these limited scholarships is that students must maintain full-time status — at least nine credit hours per term.

For students enrolled in the Clinical Research degree, Rush offers financial aid and scholarships to qualified applicants. Stroger affiliates can qualify for a reduced tuition rate. Rush employees can qualify for tuition reimbursement through the Linking Education and Performance (LEAP) program. Contact your benefits specialist or department administrator for LEAP benefits and qualification information.

**Third-Party Billing**

If the student will not be personally paying their account, it is their responsibility to forward any bills to the appropriate party as soon as possible.

**Tuition and Fee Schedule (2022-2023)**

Tuition and fees for the 2022-2023 academic year are listed below. For estimates of other expenses, see the Office of Student Financial Aid webpage.

### College of Nursing

<table>
<thead>
<tr>
<th>Graduate Programs</th>
<th>Per-Credit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-licensure Direct Entry MSN program for non-nurses</td>
<td>$1,087</td>
</tr>
<tr>
<td>Post-licensure MSN, DNP, PhD programs (all fees are included)</td>
<td>$1,286</td>
</tr>
</tbody>
</table>

*Students should expect an annual increase in these tuition rates.

### The Graduate College

<table>
<thead>
<tr>
<th>Graduate Programs</th>
<th>Per-Credit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Research (MS)</td>
<td>$14,04</td>
</tr>
</tbody>
</table>

### College of Health Sciences

#### Undergraduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Per-Credit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Sciences (BS)</td>
<td>$764</td>
</tr>
<tr>
<td>Imaging Sciences (BS)</td>
<td>$876</td>
</tr>
<tr>
<td>Vascular Ultrasound (BS)</td>
<td>$830</td>
</tr>
</tbody>
</table>

#### Graduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Per-Credit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiology (AuD)</td>
<td>$1,059</td>
</tr>
<tr>
<td>Cardiovascular Perfusion (MS)</td>
<td>$1,070</td>
</tr>
<tr>
<td>Clinical Laboratory Management (MS)</td>
<td>$944</td>
</tr>
<tr>
<td>Clinical Nutrition (MS)</td>
<td>$996</td>
</tr>
<tr>
<td>Health Sciences (PhD)</td>
<td>$996</td>
</tr>
<tr>
<td>Health Systems Management (MS)</td>
<td>$1,234</td>
</tr>
<tr>
<td>Medical Laboratory Science (MS)</td>
<td>$836</td>
</tr>
<tr>
<td>Specialist in Blood Bank (Cert.)</td>
<td>$944</td>
</tr>
<tr>
<td>Respiratory Care (MS)</td>
<td>$766</td>
</tr>
<tr>
<td>Speech-Language Pathology (MS)</td>
<td>$1,191</td>
</tr>
</tbody>
</table>

#### Graduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Per-Term Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician Assistant (MS)</td>
<td>$12,795/term</td>
</tr>
<tr>
<td>Occupational Therapy (OTD)</td>
<td>$14,381/term</td>
</tr>
</tbody>
</table>

Students-at-large pay the per credit rates listed above.

### Full-Time Tuition Charges: Rush Medical College

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Fall 2022</th>
<th>Spring 2023</th>
<th>Summer 2023</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>$23,111</td>
<td>$23,111</td>
<td>$11,556</td>
<td>$57,778</td>
</tr>
<tr>
<td>M2</td>
<td>$27,690</td>
<td>$27,690</td>
<td>$18,460 (M3 start)</td>
<td>$73,840</td>
</tr>
<tr>
<td>M3</td>
<td>$18,460</td>
<td>$18,460</td>
<td>$18,460 (M4 start)</td>
<td>$55,380</td>
</tr>
<tr>
<td>M4</td>
<td>$18,460</td>
<td>$18,460</td>
<td>-</td>
<td>$36,920</td>
</tr>
</tbody>
</table>

### Continuous Enrollment Fee: Rush Medical College

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Fall 2022</th>
<th>Spring 2023</th>
<th>Summer 2023</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 EF</td>
<td>$11,576</td>
<td>$11,576</td>
<td>$5,789</td>
<td>$28,941</td>
</tr>
<tr>
<td>M2 EF</td>
<td>$14,471</td>
<td>$14,471</td>
<td>$9,647 (M3 start)</td>
<td>$38,589</td>
</tr>
<tr>
<td>M3 EF</td>
<td>$9,647</td>
<td>$9,647</td>
<td>$9,647 (M4 start)</td>
<td>$28,941</td>
</tr>
<tr>
<td>M4 EF</td>
<td>$9,647</td>
<td>$9,647</td>
<td>-</td>
<td>$19,294</td>
</tr>
</tbody>
</table>
Admissions Fee
A non-refundable application fee is required of all appli- cants to offset the expense of processing the application, evaluating credentials and maintaining a library of evalua- tion aids. This fee does not apply to any other charges such as tuition.

Enrollment Deposit
The enrollment deposit fee holds a place for the student in the entering class. The deposit is non-refundable and is applied toward payment of the first term tuition with the exception of the College of Nursing. A $250 enrollment deposit is required for students in the College of Health Sciences. Rush Medical College students are required to pay $300 prior to matriculation. College of Nursing stu- dents and affiliated students must deposit $350 prior to matriculation. The enrollment deposit for PhD in nurs- ing students is $310. The enrollment deposit for all basic sciences and biomedical research programs within the Graduate College is $250.

Late Registration Fee
Students must register during the official priority registra- tion period. An additional $50 late registration fee will be applied to the student’s financial account if the student has not registered by the end of the day, one day prior to the start of the term.

Students who feel there are mitigating circumstances as to why the late registration fee should not be applied must first appeal to their advisor. If the advisor deems the information warrants repealing the late registration fee, the advisor must speak with the program director. If the program director concurs with the advisor, the program advisor will notify the Office of the Registrar in writing. The late fee will then be removed from the student’s financial account by the Office of Financial Affairs.

Continuous Enrollment Fee
Students enrolled in a noncredit residency or academic enrichment program prior to receipt of their degree must be registered for Continuous Enrollment in order to retain their student status. Any degree or certificate student not taking courses but needing to replace an outstanding incomplete grade must register for Continuous Enrollment until the grade is satisfied. This fee also applies to graduate students who have completed all courses but have not had their dissertation accepted.

Hospitalization or physician fees are not covered in this fee. Students auditing a course may be required to register for the continuous enrollment course (see Auditing a Course below).

Returned Checks
A $25 charge will be assessed each time a student gives the University a check that is returned by the bank marked “not sufficient funds,” “payment stopped” or “account closed.”

Rush Medical College Students and Tuition Charges
Rush Medical College students are charged for a maximum of four years of full-time tuition. Medical students who need additional terms to complete degree requirements will be charged the continuous enrollment fee. Though it may be possible for a medical student to complete all degree require- ments prior to the spring term of the fourth year, a full four years of tuition charges must be paid prior to graduation.

Auditing a Course
Students who are registered in classes for credit and wish to audit a separate class or classes will not be charged for the audited course(s). If the student only wishes to audit one or more classes and will not be registered in any classes for credit for that term, the student must register in Continuous Enrollment and a charge of one credit hour will be assessed at the student’s normal tuition rate. All requests related to auditing a course must be processed by the Office of the Registrar.

Office of Student Financial Aid
Financial Aid Process
Instructions for accessing financial aid information on the Rush University website are emailed to all newly accepted students prior to enrollment. The Student Financial Aid web- page contains in-depth information on policies, procedures and financial aid awarding methodology.

Students starting in a term other than fall should submit financial aid application materials at least two months prior to their start date to allow sufficient time to receive their aid package. Students must be enrolled at least half-time 4.5 credit hours for graduate/professional students and 6 credit hours for undergraduate students and must be in a degree- or approved certificate program to receive financial aid. To receive assistance, all appropriate forms and materials must be on file.

Students should expect to receive the majority of assis- tance in the form of loans. Because of limited institutional funding, financial aid packages will likely contain loans that accrue interest while the student is in school. For Rush Medical College students and College of Nursing students in the Generalist Entry Master’s program, need-based grant and scholarship assistance is available through the Office of Student Financial Aid; funds are limited, so students are encouraged to submit all required financial aid paperwork early. All Rush Medical College applicants who will be under 30 years old prior to the start of their program must pro- vide parent(s) financial information on the FAFSA (Free Application for Federal Student Aid) at studentaid.gov and meet the institutional criteria for eligibility. Visit the Office of Student Financial Aid webpage for more details: www.rushu.edu/office-student-financial-aid.

Undergraduate students who have not earned a bachelor’s degree may be eligible to receive grant assistance through federal and state need-based programs. Employment through the Federal Work-Study program may be possible through- out Rush University Medical Center and its affiliates. Federal Work-Study is awarded as part of the financial aid package. It is the student’s responsibility to secure employment. The Office of Student Financial Aid is available to assist students with locating jobs within the University if requested.

Financial Aid Determination
Financial aid packages at Rush University are provided to assist students to pay for the cost of education. Financial need is the basic criterion for the awarding of funds and the student must complete a Free Application for Federal Student Aid (FAFSA) at studentaid.gov each year to determine need and eligibility. Students and family members will be expected to contribute toward educational expenses. The level of the expected contribution is determined by using a standard set of criteria to determine eligibility from informa- tion provided on the FAFSA at studentaid.gov.

Submission of Parent Information for consideration of need based institutional grants, scholarships and loans is required for Rush Medical College students and any dependent under- graduate students. Complete information about this policy can be found on the Office of Student Financial Aid webpage. Student financial aid counselors are available to consult and assist students and parents (with the student’s authoriza- tion) with questions about financial aid packages and awards and services for a Rush University education. Students and authorized parents are encouraged to make use of these services.

Financial Aid Awards
After evaluating student and family resources in addition to assistance from outside the University, the Office of Student Financial Aid will award students the federal, state and insti- tutional funds they qualify for each academic year. In order to distribute available funds in the most equitable manner, the Office of Student Financial Aid establishes a formula that designates the sequence in which funds are awarded to stu- dents, as well as the maximum amount awarded under each program. These formulas are applied consistently during any given year among all students at a given class level and in a given college, pending availability of funds. The formulas may be adjusted annually due to differences in the avail- ability of funds from year to year and changes in eligibility requirements.

Veterans Benefits
Rush University participates in federal veteran’s education benefits.

Post-9/11 GI Bill®
The Post-9/11 GI Bill® provides tuition, fees, books/supplies and housing assistance to eligible veterans. Veterans and fees are paid directly to Rush by the United States Department of Veterans Affairs (VA). Tuition and fees assistance is capped at the national maximum of $26,042.18 per academic year (Aug. 1, 2021 - July 31, 2022). Benefit rates vary based on the veteran’s circumstances. Some veterans may be able to transfer their benefits to a dependent.

Yellow Ribbon Program
Starting in the 2012-13 academic year, certain colleges at Rush University participate in the Yellow Ribbon Program. Veterans entitled to the maximum benefit rate are eligible to apply for additional tuition and fee amounts if their costs exceed the $26,042.18 cap. The amount of additional assistance available and the number of students able to be supported is limited and varies by college.

Funds are awarded on a first-come, first-served basis. Students who have received Yellow Ribbon assistance will have preference for these funds in future academic years. Details are available on the VA’s Yellow Ribbon Program information webpage.

Montgomery GI Bill®-Active Duty
(MGIB-AD Chapter 30)
Montgomery GI Bill®-Selected Reserve
(MGIB-SR Chapter 1606)
Veterans Educational Assistance Program (VEAP Chapter 32)

Survivors and Dependents Assistance (DEA Chapter 35)

If a student qualifies for participation in more than one veterans education benefits program, the VA website provides a comparison tool to help determine which benefits might be appropriate.

Veterans interested in using their benefits at Rush for the first time should conduct the following:

1. Apply for benefits through the VA. If the veteran has never used their veterans benefits at an institution before, this step must be completed.

2. Submit form 22-1995 or form 22-5495 (as appropriate) online. If the veteran has used veteran’s education benefits before but is a first-time benefits user at Rush University, the appropriate form must be submitted.

3. Provide a copy of their eligibility letter from the VA (as well as any change of program forms from step two above) to the Office of Student Financial Aid before benefits can be certified with the VA.

All documents can be mailed, faxed or scanned and emailed to the Office of Student Financial Aid. Please be sure to indicate name and student ID number (or Social Security number) on all documents.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

VA Pending Payment

Beginning Aug. 1, 2019, Rush University will not take any of the four following actions toward any student using VA Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the VA is pending to the educational institution:

• Prevent their enrollment
• Assess a late penalty fee to
• Require their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to produce the following:

• The VA’s certificate of eligibility by the first day of class
• Written request to be certified
• Additional information needed to properly certify the enrollment as described in other institutional policies (see our VA school certifying official for all requirements).

Satisfactory Academic Progress

The Higher Education Act of 1965, as amended by Congress, mandates institutions of higher education to establish minimum standards of satisfactory progress for students receiving federal financial aid. These standards apply to all federal Title IV aid programs, including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan and Federal College Work-Study programs.

Accordingly, the Department of Education regulations require that Rush University’s Office of Student Financial Aid monitor the academic progress of all financial aid recipients toward the completion of their degree. This process is called Satisfactory Academic Progress, or SAP.

This SAP policy is enforced in conjunction with all other institutional policies and procedures, including the academic progression policies of Rush University’s colleges and academic programs. For undergraduate and graduate students, the below criteria are checked at the end of each term. For medical students, the below criteria are checked annually at the end of spring term.

The Office of Student Financial Aid will factor in rounding up to two digits (66.67%) when calculating a student’s eligibility for meeting the minimum pace of completion requirements.

Enforcement

The Office of Student Financial Aid has the primary responsibility in enforcing the SAP policy. The Office of the Registrar and other Rush University offices that maintain student information relevant to the SAP policy shall provide such information, as requested by the Office of Student Financial Aid.

SAP Requirements

SAP requirements vary by academic level (undergraduate, graduate and medical students). Please refer to the appropriate section to find the requirements that fit your academic program.

UNDERGRADUATE STUDENTS

SAP for undergraduate students is monitored using three factors: maximum time frame measurement, pace of completion and cumulative grade-point average, or GPA. SAP is measured at the end of each academic term once final grades are submitted.

Maximum Time Frame Measurement

Students may attempt up to 150% of the credits it normally takes to complete the program. The total allowable attempted hours are calculated by multiplying the hours required to complete the degree at Rush (including the general education courses required prior to entry in the program) by 1.5 and rounding down to the nearest whole number. For example, for a program that requires 107 credit hours to receive a degree at Rush (including the general education courses required prior to entry in the program), a student may attempt up to 160.5 hours.

Pace of Completion (POC)

Students must successfully complete at least 66.667% of the courses they attempt. This will be measured cumulatively over the course of the student’s program. For the purpose of this measurement, all of the following are applicable:

• Successful completion is defined as a grade of A, B or C for a letter grade course, or a grade of P for a course that is pass/fail or pass/no pass. These courses are counted in both the attempted and completed hours totals.

• All other grades, including incomplete grades, are counted in the attempted hours total but not in the completed hours total. If an incompletes grade is later converted to a grade that is considered to be a successfully completed grade, the pace of completion percentage can be recalculated. It is the student’s responsibility to notify the Office of Student Financial Aid when an incomplete grade has been converted.

• Students who drop courses prior to the close of the published add/drop period each term will not have those dropped courses counted in the total attempted hours. Dropped courses after the close of the published add/drop period will be counted in the total attempted hours.

• Repeated courses are counted as attempted hours during all attempts.

• Transfer credits (including the general education courses required prior to entry in the program) that count toward the student’s current academic program count as both attempted and completed hours. Students who change majors at the same degree level will only have hours that were previously attempted counted in their cumulative totals if they are applicable to the new academic program.

Cumulative Grade-Point Average

Undergraduate students must maintain a minimum cumulative GPA of 2.0. Students who have a term GPA of less than 1.0 after their first term at Rush will be immediately placed on financial aid suspension.

GRADUATE STUDENTS

SAP for graduate students is monitored using three factors: maximum time frame measurement, pace of completion and cumulative GPA. SAP is measured at the end of each academic term once final grades are submitted.

Maximum Time Frame Measurement

Students may attempt up to 150% of the credits it normally takes to complete their program. The total allowable attempted hours are calculated by multiplying the hours required to complete the degree at Rush (including the general education courses required prior to entry in the program) by 1.5 and rounding down to the nearest whole number. For example, a student may attempt up to 163 hours for a program that requires 113 credit hours to receive a degree at Rush.

Please note: Non-degree certificate programs are approved by the U.S. Department of Education for financial assistance at a specific number of credit hours. Regardless of a student’s actual plan of study, maximum time frame is calculated using the number of hours for which the program was approved with the U.S. Department of Education.

Pace of Completion (POC)

Students must successfully complete at least 66.667% of the courses they attempt. This will be measured cumulatively over the course of the student’s program. For the purpose of this measurement, all of the following are applicable:

• Successful completion is defined as a grade of A or B for a letter grade course, or a grade of P for a course that is pass/fail or pass/no pass. These courses are counted in both the attempted and completed hours totals.

• All other grades, including incomplete grades, are counted in the attempted hours total but not in the completed hours total. If an incompletes grade is later converted to a grade that is considered to be a successfully completed grade, the pace of completion percentage can be recalculated. It is the student’s responsibility to notify the Office of Student Financial Aid when an incomplete grade has been converted.

• Students who drop courses prior to the close of the published add/drop period each term will not have those dropped courses counted in the total attempted hours. Dropped courses after the close of the published add/drop period will be counted in the total attempted hours.

• Repeated courses are counted as attempted hours during all attempts.

• Transfer credits (including the general education courses required prior to entry in the program) that count toward the student’s current academic program count as both attempted and completed hours. Students who change majors at the same degree level will only have hours that were previously attempted counted in their cumulative totals if they are applicable to the new academic program.
dropped courses counted in the total attempted hours. Dropped courses after the close of the published add/drop period will be counted in the total attempted hours.  
• Repeated courses are counted as attempted hours during all attempts.  
• Transfer credits that count toward the student’s current academic program count as both attempted and completed hours.  
• Students who change majors at the same degree level will only have hours that were previously attempted counted in their cumulative totals if they are applicable to the new academic program.

Cumulative Grade-Point Average
Graduate students must maintain a minimum cumulative GPA of 3.0. Students who have a GPA of less than 2.0 after their first term at Rush will be immediately placed on financial aid suspension.

RUSH MEDICAL COLLEGE STUDENTS
SAP for Rush Medical College students is monitored using three factors: maximum time frame measurement, pace of completion and grade requirements. SAP is measured at the end of each academic year once final grades are in and at the time of awarding.

Maximum Time Frame Measurement
The normal time frame for completion of required coursework for the MD degree is four academic years. Due to academic or personal difficulties, a student may require additional time. In such situations, the Rush Medical College Committee on Student Evaluation and Promotion (COSEP) may establish a schedule for the student that departs from the norm and may require repeating a year of study. For the purposes of this financial aid policy, no more than three cohort years may be devoted to the first- and second-year curriculum and no more than three cohort years may be devoted to the third- and fourth-year curriculum, for a maximum time frame of six cohort years. Summer enrollment, if required, is considered part of the academic year for the purposes of this measure. Terms under an approved LOA do not count in this measure.

Pace of Completion (POC)
1. First-year students must complete at least 68.667% of their first-year curriculum with a grade of Pass (P), High Pass (HP), or Honors (H) during the cohort year. This includes repeated courses.
2. Second-year students must complete at least 66.667% of their second-year curriculum with a grade of Pass (P), High Pass (HP), or Honors (H) during the cohort year. This includes repeated courses.
3. Third-year students must complete at least 66.667% of the clerkships they attempt with a grade of Pass (P), High Pass (HP), or Honors (H) during the cohort year.

Grade Requirements
Rush Medical College academic progress is measured in terms of Honors, High Pass, Pass and Fail grades. A student must complete each required course/clerkship with a grade of Pass or better in order to graduate. A student who fails a course must retake it and earn a grade of at least Pass. A student who receives an Incomplete in a course must complete the course and earn at least a Pass.

Financial Aid Warning
Undergraduate and graduate students are allowed a financial aid warning period. Professional students enrolled at Rush Medical College are not allowed a financial aid warning period.

Undergraduate or graduate students who fail to meet the requirements of this satisfactory academic progress policy will be placed on financial aid warning for one term, with the exception of undergraduate students who have a first-term GPA of less than 1.0 and graduate students who have a first-term GPA of less than 2.0. In this case, that student would immediately be placed on financial aid suspension. Students will be allowed to continue on financial assistance during the warning period. Students placed on financial aid warning will receive a notification through their Rush email account. The notification will include SAP requirements, steps necessary to meet SAP in the upcoming term and the consequences for failing to meet SAP requirements by the end of the warning period.

Students will be placed on financial aid suspension if they fail to meet the standards of this SAP policy after the one-term financial aid warning period.

Suspension of Financial Aid Eligibility
• Professional students enrolled at Rush Medical College who fail to meet the requirements of this SAP policy will be placed on financial aid suspension.
• Undergraduate students who have a first-term GPA of less than 1.0 and graduate students who have a first-term GPA of less than 2.0 will be placed on financial aid suspension.

• Students who still fail to meet the requirements of this policy after their single term on financial aid warning will be placed on financial aid suspension.

Students who are suspended from financial aid eligibility will be notified through their Rush email account.

Appealing Suspension of Financial Aid Eligibility
Under extenuating circumstances, a student may appeal the suspension of their financial aid eligibility. Appeals from other parties on behalf of the student will not be accepted. All appeals should be submitted to the Office of Student Financial Aid in writing or by email to Financial_Aid@rush.edu. Each appeal should include the following items:

• Signed letter from the student indicating the reasons why the standards of this policy were not met and what has changed in the student’s situation that will allow satisfactory progress during the next evaluation period
• An academic plan for the remainder of the student’s studies
• Any supporting documentation the student feels would support the appeal (as appropriate)

The Office of Student Financial Aid will review the appeal and notify the student of the appeal review results. Students whose appeals are approved will be placed on a financial aid probationary period for one term or for an appropriate duration depending on the academic plan provided.

If applicable, the probationary period will be defined to include checkpoints that must be achieved in order for the student to remain eligible for financial assistance. Students failing to abide by the terms of their probationary period will be suspended from financial aid and the one-term probationary period or in the case of a multi-term probationary period upon failure to maintain the minimum requirements of the probationary period requirements.

The decision of the Office of Student Financial Aid is final, binding and not subject to further appeal.

Reinstatement of Financial Aid Eligibility
A student’s eligibility for financial aid will be reinstated when the standards of the SAP policy as outlined above have been successfully met.

Educational Assistance Benefits (Tuition)
As part of our commitment to employee development and education, Rush offers the following:

Employee Enhancement Program
• Reimburses employees up to $1,000 for costs of professional development seminars, conferences, etc.
• Participants must be employed by Rush at least three months.
• Reimbursement is at 90% of the total cost not including fees
• Submit application in Tuition Manager at rush.tuition- manager.com/home

Internal Degree Program
• Prepays the tuition for up to nine credit hours per term for full-time Rush employees enrolled in a Rush University professional program (excluding medical school) and six credit hours for part-time employees
• Participants must be employed by Rush for six months for undergraduate coursework and one year for graduate-level coursework
• Participants must remain employed for Rush for at least one year after obtaining an undergraduate degree and at least six months after obtaining a graduate degree
• Forms can be found at rushprod.service-now.com/esc?k=kb_article_view&sysparam=article/KB00071896

External Degree Reimbursement Program
• Reimburses employees 100% of out of pocket tuition costs
• Full-time employees may submit up to $5,000 in tuition per year
• Part-time employees may submit up to $2,500 in tuition per year
• Participants must be employed by Rush six months for undergraduate coursework and one year for graduate coursework
• Participants must remain employed by Rush for one year after obtaining an undergraduate degree and six months after obtaining a graduate degree
• Submit application in Tuition Manager at rush.tuition- manager.com/home
Internal Degree Program - Dependents

- Prepays the tuition for up to nine credit hours per term of Rush employees’ spouses or dependents enrolled in a Rush University professional program (excluding medical school)
- Employees must be employed by Rush for six months for undergraduate coursework and one year for graduate coursework
- Employees must remain employed by Rush for at least one year after a dependent has obtained an undergraduate degree and for at least six months after a dependent has obtained a graduate degree
- Forms can be found at rushprod.service-now.com/esc?id=kb_article_view&sysparm_article=KB0011898

For more details about the programs and policies changes, visit Inside Rush at insiderush.rush.edu, click on “Human Resources,” “Benefits” and then “Educational Assistance Benefits.”
Welcome to Rush Medical College

As a student at Rush, you have joined an historic institution that has contributed greatly to the development of medicine and health care. Rush is a caring institution that serves the needs of patients, students, faculty, staff and our community. Rush is committed to excellence in all that it does.

Chartered in 1837, Rush Medical College has been a part of the Chicago landscape longer than any other health care institution. Times have changed since then, and medicine and health care have evolved. However, Rush’s best traditions continue: hands-on learning, an unparalleled commitment to community service and experiences supported by outstanding role models.

Rush Medical College is a family of more than 2,600 faculty and staff, 584 medical students and 799 residents and fellows.

Rush has produced skilled leaders in medicine and science, including thousands of excellent physicians. Explore the Rush University and Rush University Medical Center websites to discover the myriad of opportunities that Rush Medical College offers in medical education, clinical care and biomedical research. Please let us know if we can help you in any way.

Cynthia A. Brincat, MD, PhD
Acting Dean of Rush Medical College

Mission

Through a supportive and dynamic learning community, Rush Medical College nurtures the development of empathic, proficient physicians dedicated to continuous learning, innovation, and excellence in clinical practice, education, research and service.

Vision

Rush Medical College will be the global leader in student-centered, future-oriented medical education.

Diversity and Inclusion Statement

Rush Medical College embraces the Rush University Medical Center Diversity Leadership Council vision for diversity and the Association of American Medical Colleges (AAMC) commitment to increasing diversity in medical schools. As a member of the AAMC, we are further guided by the AAMC’s Group on Diversity and Inclusion definitions. 

“Diversity as a core value embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in health equity.” Recognizing the importance of addressing the issues related to those historically underrepresented in medicine and never losing sight of the ultimate goals of providing care to the underserved, promoting health equity and eliminating health disparities, Rush Medical College seeks to recruit, retain and develop a student body and physician workforce that will advance diversity across the entire professional spectrum of medical education.

“In this context, we are mindful of all aspects of human differences, such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability and age. Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy and practice. The objective is creating a climate that fosters belonging, respect and value for all and encourages engagement and connection throughout the institution and community.”

Rush Medical College, appreciating that diversity and inclusion enhances the medical education environment and ultimately the overall health of our community, strives to create and support an environment where faculty, residents, fellows, staff and medical students combine their differing backgrounds, diverse perspectives and unique skills as they work with peers to solve problems, enhance their ability to work with patients and develop new, effective ways to manage health, conduct research and deliver quality care. It is our goal to improve the health of the individuals and diverse communities we serve with a critical focus on the benefits of diversity in medicine and biomedical sciences. We believe this is an important factor in meeting our mission — not only by creating a diverse environment but also by influencing the potential for our students and physicians to succeed in our rapidly changing and diverse society.

Utilizing information provided by the Office of Integrated Medical Education and other data, Rush Medical College’s Faculty Council is committed to implementing institutional policies, procedures, programs and initiatives designed to meet these stated diversity goals.

Program Objectives

By graduation, a Rush Medical College student will achieve the RMC Program Objectives, which are key tasks essential to success as a physician. Our curriculum is designed to support these Program Objectives. The program objectives are key tasks that students will achieve by the time of graduation. They represent RMC’s commitment to our students and are written as task statements deemed critical to becoming a successful physician. The program objectives inform curriculum development, as all session objectives are mapped to a course objective which is mapped to a program objective.

The RMC Program Objectives are organized around six roles that a physician plays and the foundational role of medical knowledge that supports them:

Advocate
Identify and address social, political and cultural factors that affect the health of patients and populations to improve health equity.

Communicator
Establish strong therapeutic relationships with patients and their families to cooperatively provide care that reflects their needs, values and preferences.
Leader
Contribute to the improvement of healthcare quality by participating in a culture of safety and coordinating care between the various elements of the healthcare system.

Practitioner
Collect, interpret and document information to make clinical decisions and carry out diagnostic and therapeutic interventions to provide high-quality patient care.

Professional
Demonstrate a commitment to carrying out professional responsibilities and upholding the legal and ethical principles that support medical practice.

Scholar
Use evidence-based principles to continually enhance one’s own practice, inform care of your patients and develop the skills to contribute to the scientific knowledge of the field.

Medical Knowledge
Demonstrate knowledge of established and evolving biomedical, clinical and social-behavioral sciences, and the application of this knowledge to patient care.

Professionalism Statement and Standards
Overview
“Professionalism is the basis of the medicine’s contract with society.” So begins the preamble to the American Board of Internal Medicine Physician Charter, a widely recognized and endorsed document detailing the roles and responsibilities of the modern physician in practice towards their patients, profession and society. It has been recognized for decades in American undergraduate medical education that not only does professionalism need to be modeled in the clinical setting, but taught and assessed throughout training, starting from entry to medical school. Developing and refining behaviors consistent with exemplary medical professionalism is an acquired skill, which requires teaching from the time of entry into medical school.

The expectations for trainees, whether in the undergraduate medical program or graduate medical program, are closely aligned. Furthermore, the expectations of students should be similar, but level-appropriate, to those for attending physicians with regards to medical professionalism and ethically sound behavior. This document specifically defines (1) the value of professionalism in the Rush Medical College (RMC) curriculum, (2) professionalism standards for RMC students and (3) methods for reporting concerns about student professionalism.

Professionalism in the RMC Curriculum
The Professional Role curriculum is designed to introduce students to both the fundamentals of medical professionalism and medical ethics, as well as provide guidance on both exemplary professional behavior and unprofessional student behavior. The teaching in the four-year curriculum is parallel to the routine professional expectations RMC has of students in both clinical practice, administrative responsibilities and interpersonal interactions.

Professionalism Standards for RMC Students
The following expectations are based on medical professionalism guidelines as set forth by the American Board of Internal Medicine Physician Charter. Students are expected to strive to model the highest standards of professionalism as members of the Rush community. Student professionalism is regularly assessed throughout the curriculum in end-of-course evaluations, including narrative evaluations. Students are expected to demonstrate professionalism in the following ways as outlined in the RMC Expectations for the Learning Environment:

Classroom/Clinical Experiences:
- Being adequately prepared for learning activities in the classroom, laboratory, research and clinical settings
- Attending and participating in learning activities in an engaged, punctual and reliable manner
- Completing all course and administrative requirements as defined by the Office of Integrated Medical Education (OIME), course directors and faculty in a timely manner
- Dressing and conducting themselves appropriately to the activity in which they are participating, in a manner becoming of a member of the Rush community

Feedback and Evaluation:
- Actively and appropriately seeking feedback to improve their own performance, accepting constructive feedback openly and without hostility, accepting responsibility for missteps
- Reflecting on their performance and educational experiences to inform their self-directed learning and study
- Recognizing personal limitations in knowledge, skills, and attitudes, and seeking help from faculty and peers as appropriate
- Providing constructive feedback and evaluation about the learning environment and educational experiences

Interpersonal Behaviors:
- Treating faculty, residents, staff and fellow students with respect and collegiality, both in person and via social media and other digital platforms
- Resolving conflicts in an appropriate and professional manner

Patient Care:
- Treating patients with kindness, compassion and respect, both in person and via social media and other digital platforms
- Respecting and preserving patient confidentiality as appropriate for patient care through the electronic health record and other digital platforms, and in person

Personal Integrity and Academic Honesty:
- Adhering to the RMC Honor Code, Rush University Honor Code, and the Rush University Medical Center Code of Conduct
- Adhering to the ethical standards of our profession as described by the American Medical Association
- Acting as models of honesty and integrity at all times, in all interactions with patients, faculty and colleagues
- Addressing witnessed errors, rule violations and unprofessional behavior in a direct and respectful manner, including the reporting of such behaviors to the appropriate authorities
- Refraining from use of illicit substances, in accordance with the law
- Avoiding use of legal or prescribed substances to the point of impairment or dependency

Methods for Reporting Professionalism Concerns
Various RMC personnel and committees work closely together in the evaluation and remediation of student professionalism concerns. Professionalism concerns can be reported through the following mechanisms:

- RMC Honor Code Council: The Honor Code Council is a group of peer-elected medical students who review reports of potential Honor Code violations and recommend action as appropriate. As per the Honor Code Council Policies and Procedures, reports cannot be anonymous; they must contain the name of both the reporter and the student named in the violation. If an Honor Code violation is found to have occurred, or if the Council is unable to reach a conclusion, the report is passed directly to the Committee on Student Evaluation & Promotion (CSEP) for further evaluation and the final decision on action.
- Special Committee on the RMC Environment (SCORE): SCORE is another student-run organization which evaluates a wide range of reports regarding the learning environment. SCORE reporting can be anonymous, as per the SCORE Policies and Procedures, although submitters are encouraged to identify themselves to the committee. Occasionally, students submit reports of unprofessional behavior of other students to SCORE. If SCORE deems appropriate, these reports may be passed on to OIME for further evaluation, and subsequently reported to CSEP.
- RMC Early Concern Note (ECN): Any faculty member may submit an Early Concern Note if they observe or learn of a minor professionalism lapse. ECNs are reported to the OIME and are reviewed by either the assistant dean of preclerkship or the assistant dean of clerkship curriculum. The relevant dean will discuss the issue with the student. If the professionalism lapse is significant or is considered to be a part of a pattern of behavior, it may be referred to CSEP for evaluation, as deemed appropriate by the relevant dean.
- Student Evaluations: Student professionalism is routinely assessed via clerkship director evaluations, narrative evaluations and student performance evaluations. If there are reports of unprofessional behavior on any of these evaluations, these reports will be evaluated and addressed in the same manner as ECNs.
- Rush University Student Complaint Portal: Any Rush University student can report complaints through the Rush University Student Complaint Portal. Rush University will review or refer the complaints submitted through this portal to determine the appropriate follow-up.
Graduation Requirements

The following are prerequisites to the granting of the Doctor of Medicine, or MD, degree by Rush University for students graduating in 2026.

- The student must have successfully completed the medical college curriculum or its equivalent, in accordance with the requirements of the medical college and COSEP
- The student must pass USMLE Step 1 and USMLE Step 2 Clinical Knowledge by deadlines set by OIME
- The student must complete requirements for graduation within a maximum of 58 months of active enrollment (excluding leave of absence) beginning from the time of matriculation
- As a part of any remediation plan, COSEP may require additional weeks of instruction depending upon the progress made by an RMC student
- By Nov. 30 of the calendar year prior to the year of expected graduation, students must: (a) have passed all required M3 core clerkships and (b) be scheduled for all expected clerkships
- Approval for graduation by a vote from COSEP

Prematriculation Recommendations and Competencies

The curriculum at Rush Medical College is academically challenging, rigorous and integrates all basic sciences and clinical components in a flipped classroom method without lectures. It is learner centered, competency based and requires mastery of academic content.

To ensure applicants have the necessary academic foundation for the study of the human body, the below prerequisite courses are required. Ideally, an applicant will have completed the four prerequisites prior to application submission, but the Admissions Selection Committee will accept courses in progress documented on a transcript. Successful completion of the prerequisites is required by matriculation. Substitutions are not allowed.

Prerequisite Courses:
- Algebra (or a higher-level math; statistics is not accepted)
- Biochemistry
- Cellular Biology
- Human Physiology

Additionally, we recommend applicants seek exposure and engagement in the humanities and social sciences.

Admissions Requirements

Applicants must meet the following minimum requirements to be considered for admission to the MD program:

- U.S. citizenship, permanent residency of the United States or Deferred Action for Childhood Arrival (DACA) status
- Completion of a bachelor’s degree from a four-year college or university accredited in the United States or a Canadian-based institution
- Completion of the specified RMC prerequisite courses
- Completion of the Medical College Admissions Test (MCAT)
  - As applicable, for post-baccalaureate coursework: Submission of grades through AMCAS for at least 24 hours of post-baccalaureate coursework achieving a strong academic foundation in the basic sciences

Information on the admissions process can be found on the Rush Medical College admissions webpage.

Clinical Knowledge by deadlines set by OIME

Approval for graduation by a vote from COSEP

• As a part of any remediation plan, COSEP may require additional weeks of instruction depending upon the progress made by an RMC student
• By Nov. 30 of the calendar year prior to the year of expected graduation, students must: (a) have passed all required M3 core clerkships and (b) be scheduled for all expected clerkships
• Approval for graduation by a vote from COSEP

Notification of Failure to Meet Graduation Requirements:
If the student is reasonably expected not to be able to fulfill the graduation requirements, OIME will notify the residency program director(s) where the student is matriculated. If the inability to graduate is determined prior to the Match, the student and OIME must notify the National Resident Matching Program (NRMP) that the student is withdrawing from the Match. The student must notify all the programs to which they applied that they are withdrawing from the Match.

Criminal Background Check and Drug Screening

During Admission & Matriculation

As a medical school located in Illinois, Rush Medical College enforces the Medical School Matriculant Criminal History Records Check Act which states the following: a medical school located in Illinois must require that each matriculant submit to a fingerprint-based criminal history records check for violent felony convictions and any adjudication of the matriculant as a sex offender conducted by the Department of State Police and the Federal Bureau of Investigation as part of the medical school admissions process. This criminal background check will occur through the American Medical College Application Service (AMCAS) once an applicant has been offered an acceptance of admission.

In preparation for clinical rotations at John H. Stroger, Jr. Hospital of Cook County, all Rush Medical College students are also required to submit a urine sample under conditions arranged by Rush Medical College for a drug screening. This is completed during orientation through a process coordinated by the Student Health Service (Lifetime Medical Associates). Upon completion of the testing process, a report will be released to Rush Medical College.

All positive results on the criminal background check, the sex offender assessment and/or the drug screen are reviewed by the Office of Integrated Medical Education (OIME) in consultation with the Office of Legal Affairs and may result in the applicant’s file being presented to the Committee on Student Evaluation and Promotion (COSEP) for review and action. COSEP may recommend the Rush Medical College may rescind the student’s acceptance.

Current Students

- Current students may be required to submit to either a criminal background check and/or drug screening for a clinical experience (Rush or non-Rush) which requires such verification.
- Enrolled students must inform OIME of any criminal convictions (other than a minor traffic offense) while enrolled at Rush Medical College.
- Students returning from a leave of absence must inform OIME of any criminal convictions (other than a minor traffic offense) while on leave of absence.

Refusal to comply with a required criminal background check and/or drug screening will result in a student’s file being presented to COSEP for review. A positive result from any criminal background check or drug screening will result in the student’s file being presented to the COSEP for review. Notification of criminal conviction (other than a minor traffic offense) or failure to notify OIME of criminal conviction (other than a minor traffic offense) will result in the student’s file being presented to the COSEP for review.

Rush University Immunization Requirements

Proof of immunity per Illinois state law College Immunization Code (effective August 2016). Immunization regulations for the state of Illinois require new students at Rush University born after Jan. 1, 1957, to show proof of immunity to measles, mumps, rubella, diphtheria, tetanus and meningococcal conjugate, and all new admissions under the age of 22 shall show proof of having at least one dose of the vaccine on or after 16 years of age.

COVID-19 Vaccination Requirement: Students participating in on-site activities must be fully vaccinated for COVID-19, or must request a medical or religious exemption. For more information, please review Rush University’s COVID-19 vaccination policy.

Influenza Vaccination Requirement: Students must also show proof of vaccination for influenza, with a vaccination date of Aug. 1 or later, and must request a medical or religious exemption. For more information, please review Rush University’s COVID-19 vaccination policy.

Additional RMC Immunization Requirements

To prepare for work in clinical settings, Rush Medical College students must meet special compliance requirements. Immunization requirements follow national and regional recommendations for health care workers. The requirements include a documentation of positive serum titers to measles, mumps, rubella, Hepatitis B and varicella. Students also must have annual TB screening (Quantiferon Gold or PPD) and documentation of tetanus (Tdap) vaccination within the past 10 years.

Influenza Vaccination Requirement: Students must also show proof of vaccination for influenza, with a vaccination date of Aug. 1 or later, and must request a medical or religious exemption. For more information, please review Rush University’s COVID-19 vaccination policy.

Documenting Immunization Compliance

All immunization compliance-related activities are covered by the student health insurance plan. The Medical Student Health Program (MSHP) at Lifetime Medical Associates is
responsible for all compliance testing, vaccinations and management of exposures. Lifetime Medical Associates will administer a Quantiferon Gold test (QFT-G) to all medical students during orientation.

For additional help with immunization compliance, please call the office to schedule an appointment, and bring a copy of your student health insurance card with you. Always let the front desk staff at Lifetime Medical know that you are a Rush Medical College Rush Medical College student and that you need an appointment for a compliance-related visit.

LIFETIME MEDICAL ASSOCIATES (LMA)

Suwon (Vicki) Nopachal, MD, Director of Student Health Westgate Building (1645 W. Jackson St), Suite 215 (312) 942-9000

8 a.m. - 5 p.m., Monday - Friday

If proof of immunization is required for an outside elective, required health forms may be emailed to the associate director of MSHP (Amanda Cockrell, LNP at Amanda_L_Cockrell@rush.edu), faxed to (312) 942-3551 or dropped off in the clinic. Prior to Lifetime Medical Associates releasing this information, students must have a release of information form on file.

Technical (Non-Academic) Standards

Rush Medical College offers an undifferentiated MD degree affording the general knowledge and skills to function in a broad variety of clinical situations and the capacity to enter residency training and qualify for medical licensure.

A candidate for the MD degree must have abilities and skills in six areas: observation, communication, motor, intellectual (conceptual, integrative and quantitative), behavioral and social, and demonstrate ethics and professionalism.

Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and emotional characteristics to assure that candidates for admission, promotion and graduation are able to complete the entire course of study and participate fully in all aspects of medical training, with or without reasonable accommodation.

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.

Our CARE core values (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.

Observation: Students should be able to obtain information from demonstrations and experiments in the basic sciences. Students should be able to assess a patient and evaluate findings accurately. These skills require the use of vision, hearing and touch, or the functional equivalent.

Communication: Students should be able to communicate with patients to elicit information, detect changes in mood and activity, and to establish a therapeutic relationship. Students should be able to communicate via English effectively and sensitively with patients and all members of the health care team both in person and in writing.

Motor: Students should, after a reasonable period of time, possess the capacity to perform a physical examination and perform diagnostic maneuvers. Students should be able to execute some motor movements required to provide general care to patients and provide or direct the provision of emergency treatment of patients. Such actions require some coordination of both gross and fine muscular movements balance and equilibrium.

Intellectual, conceptual, integrative and quantitative abilities: Students should be able to assimilate detailed and complex information presented in both didactic and clinical coursework and engage in problem solving. Students are expected to possess the ability to measure, calculate, reason, analyze, synthesize and transmit information. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures and to adapt to different learning environments and modalities.

Behavioral and social abilities: Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients, fellow students, faculty and staff. Students should be able to tolerate physically taxing workloads and to function effectively under stress. They should be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, professionalism, interest and motivation are all personal qualities that are expected during the education processes.

Ethics and professionalism: Students should maintain and display ethical and moral behaviors commensurate with the role of a physician in all interactions with patients, faculty, staff, students and the public. The student is expected to understand the legal and ethical aspects of the practice of medicine and function within the law and ethical standards of the medical profession.

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodation to fully engage in the program should contact the Office of Student Disability Services to confidentially discuss their accommodations needs. Given the clinical nature of our programs, time may be needed to create and implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Disability Services to learn more about accommodations at Rush University.

Marie Lusk, MBA, MSW, LSW
Manager, Office of Student Disability Services
Rush University, 600 S. Paulina St., Suite 440
Chicago, IL 60612
(773) 942-5237, Marie_Lusk@rush.edu

Process: Requests for accommodation by individuals with a disability as defined by the Rehabilitation Act of 1973 or the Americans with Disability Act will be considered on the basis of their abilities and the extent to which reasonable accommodation, if required, can be provided. The Rush University policy for students with disabilities describes the process for requesting an accommodation and is available in the catalog and on the website.

Doctor of Medicine
Rush Medical College: Academic Program

Academic Policies

The Committee on Student Evaluation and Promotion’s Policy and Procedures contains detailed academic policies for Rush Medical College students. Please refer to that document for anything not detailed in this catalog.

Definition and Recording of Student Status

The following status designations of a student will be determined and recorded on the student transcript in accordance with these rules by the Office of Integrated Medical Education (OIME), the policies and procedures of the Committee on Student Evaluation and Promotion (COSEP) and the rules and policies of Rush University.

• Full-time student: Any student enrolled in RMC, paying tuition or appropriate fees and scheduled to take courses leading to the MD degree will be designated as a full-time student.

• Part-time student: RMC does not have a part-time student option available to students.

• Independent Study (IS): RMC does not have an Independent Study option available to students.

• Leave of Absence (LOA): A student who, for a pre-determined period of time, is not paying tuition and not actively enrolled or pursuing requirements for an MD degree at Rush Medical College will be on an LOA. See the Leave of Absence Policy for additional information.

• Dismissal: Dismissal is the permanent administrative termination of a student.

• Withdrawal: A student may voluntarily withdraw from RMC or may be administratively withdrawn they fail to participate in courses according to the policies of RMC.

For purposes of LOA designation and reporting to external agencies (e.g., as in letters of recommendation for degree programs or training fellowships), RMC students will be considered in Good Academic Standing (as per COSEP Policies and Procedures) if they meet all the following criteria. This designation is not recorded on the student transcript.
Remediation Plans

Note: The following is excerpted from the COSEP Policies & Procedures. See the full Policies and Procedures for more information.

On a case-by-case basis, COSEP will establish requirements for a remediation plan for students with academic, professionalism or fitness concerns. In developing the remediation plan, COSEP may consult with a representative(s) from OIME, the student, the student’s adviser(s), and/or the course/clerkship director(s) to consider the needs of the individual students. COSEP will endeavor to develop a program, which, if completed, will strengthen the student’s prospects for successfully completing the remainder of his/her medical college program. The student is responsible for complying with all the requirements of a given plan as specified.

Student Notification of Remediation Plans: COSEP will notify any student on whom a vote was taken in COSEP, including the reason for presentation to COSEP and any prescribed remediation plan, in writing within 10 business days of receiving notification of the plan. Reconsideration of the COSEP-designed remediation plan is reviewed by the full COSEP.

Failure to Complete a Remediation Plan: Failure to successfully complete a remediation plan is grounds for reconsideration of a recommendation for dismissal.

Dismissal from Rush Medical College

Note: The following is excerpted from the COSEP Policies and Procedures. See the full Policies and Procedures for more information.

In discussions of student dismissal, COSEP is empowered to make recommendations only; final decisions regarding dismissal are made by the dean of Rush Medical College.

1. Grounds for dismissal: The following will constitute grounds for consideration of dismissal from Rush Medical College:

- A failure to successfully complete a COSEP-mandated remediation plan.
- A subsequent presentation to COSEP for a new concern while currently on a COSEP-mandated remediation plan.
- A failure in a second required core clerkship, (even if the prior failure had been successfully remediated) or a second failure of the same required clerkship.
- A determination by COSEP that a student is not fit to practice medicine:
  - Failure to demonstrate the ability to be a competent and effective future physician.
  - Performance that does not reflect good moral character, sense of responsibility, sound judgment.
  - A single egregious act or pattern of unprofessional behavior.
- Failure after three attempts to pass USMLE Step 1
- Failure after three attempts to pass USMLE Step 2 (both Clinical Skills and Clinical Knowledge sections of this Step) within six months of the first attempt including any time on leave of absence (LOA).
- Failure to successfully pass USMLE Step 1 within nine months of completing M2 coursework including any time on LOA.
- Failure to successfully pass USMLE Step 2 within 12 months of completing M3 coursework including any time on LOA.
- Inability to successfully complete all M1 and M2 requirements (including USMLE Step 1) within three years of matriculation (excluding time on LOA).
- Inability to successfully complete all M1, M2, and M3 requirements within four years of matriculation (excluding time on LOA).
- Inability to successfully complete all requirements for graduation within five years of matriculation (excluding time on LOA).

2. Procedure for COSEP recommendation for dismissal:

- The student will meet criteria for recommendation for dismissal as set forth in this COSEP Policies and Procedures in the immediately preceding section.
- COSEP will review the entire academic record of the student while at RMC.
- A recommendation for dismissal must be approved by COSEP by a majority of the voting members present by secret ballot. Faculty will recuse themselves from discussion and/or voting in accordance with the COSEP Policies and Procedures and the RMC Professionalism Standards including failure to complete a remediation plan for academic, professionalism or fitness concerns.
- A subsequent presentation to COSEP for a new concern while currently on a COSEP-mandated remediation plan.
- A failure in a second required core clerkship, (even if the prior failure had been successfully remediated) or a second failure of the same required clerkship.

3. Procedure for Student to request reconsideration of dismissal recommendation from COSEP:

- The student will submit the request reconsideration by COSEP, and the reconsideration will be scheduled as outlined above.
- During the reconsideration, the student may be accompanied by no more than one representative, who may be an attorney. If the representative is an attorney, the representative may be limited to advising the student and will not be permitted to participate directly in the meeting.
- The student is accompanied by an attorney, COSEP may also have an attorney present to advise the chair and committee members. If the representative is an advocate, the representative may be invited to speak on the student’s behalf but will not otherwise be permitted to participate directly in the meeting.
- The chair of COSEP will determine a deadline for the student to notify COSEP if they have legal representative at the reconsideration. The student and accompanying legal representative or advocate may participate via video or teleconference when necessary.
- The student may be accompanied by an attorney, COSEP may also have an attorney present to advise the chair and committee members. If the representative is an advocate, the representative may be invited to speak on the student’s behalf but will not otherwise be permitted to participate directly in the meeting.
- The chair of COSEP will determine a deadline for the student to notify COSEP if they have legal representative at the reconsideration. The student and accompanying legal representative or advocate may participate via video or teleconference when necessary.
- A vote as to whether or not to uphold the recommendation for dismissal will be taken by secret ballot, and the result will be determined by a majority vote of a quorum present.
- Successful reconsideration: If the recommendation for dismissal is overturned, then COSEP will develop a remediation plan.
- Unsuccessful reconsideration: If the recommendation for dismissal is upheld, the reconsideration will be forwarded to the dean of Rush Medical College.
- The student will be notified in writing of the COSEP vote and decision within two business days of the COSEP meeting.
4. Dean's Appeal Procedure:

- Students who have an unsuccessful reconsideration of a COSEP recommendation for dismissal may have an opportunity to appeal the recommendation for dismissal to the dean. The student must request such an appeal to the dean within 10 business days from their receipt of the chair’s notice of unsuccessful reconsideration. If a student fails to submit a request for appeal within this time, the student’s right to appeal to the dean will be forfeited.

- The student’s grounds for appeal to the dean of the COSEP recommendation for dismissal are limited to the following:
  - The existence of procedural error(s) is so substantial that it would likely alter the ultimate outcome.
  - Presentation of new and significant evidence which was not reasonably available at the time of the initial COSEP review or COSEP reconsideration and would likely alter the ultimate outcomes.
  - The outcome imposed is substantially disproportionate to the violation.
  - A conflict of interest not previously addressed at COSEP or COSEP reconsideration level.

- The dean has the option to have the student appeal directly to the dean or panel. The dean or the panel will review the basis of the recommendation and the process followed by OIME and COSEP.

- The dean will review the recommendations from both COSEP and the faculty panel, if impounded, and render the final decision for the student. The dean will endeavor to issue a final decision in writing to the student within 10 business days of the receipt of panel review recommendations or the appeal meeting with the student if the dean elects to hear the appeal directly. The dean’s decision is final.

Doctor of Medicine (MD): Curriculum

First and Second Years

First Year Required Courses Credits
RMD-560 The Foundation of Medical Practice 1
RMD-561 Host Defense and Response 1
RMD-574 Vital Fluids 1
RMD-575 Vital Gases 1
RMD-563 Food to Fuel 1
RMD-564 Movement and Mechanics 1
RMD-565 Brain, Behavior and Cognition 1
RMD-580 Foundations of Research Methods (This course is taken two times in first year) 1
IPE-502 Interprofessional Patient-Centered Teams (This course is taken over fall and spring semesters of the first year) Non Credit

Non-credit elective courses may be taken in parallel with the required first-year curriculum.

First Year Electives Credits
RMD-536 Basic Spanish for Medical Professionals 1
RMD-539 Intermediate Spanish for Medical Professionals 1
RMD-560 Humanities in Medicine I 1
RMD-561 Humanities in Medicine II 1
RMD-570 Clinical Genetics I 1
RMD-571 Clinical Genetics II 1
RMD-780 Basic Biomedical Research I 1
RMD-781 Basic Biomedical Research II 1
RMD-704 Innovation in Medicine for Medical Professionals I 1
RMD-785 Innovation in Medicine for Medical Professionals II 1

Second Year Required Courses Credits
RMD-566 Reproduction and Sexuality 1
RMD-567 Growth, Development and the Life Cycle 1
RMD-569 Complex Cases and Transition to Clerkship 1
RMD-576 Introduction to Hematology 1
RMD-577 Introduction to Oncology 1

USMLE Step 1
Prior to the start of the second year, students must take the United States Medical Licensing Examination (USMLE) Step 1. Students who do not pass USMLE Step 1 are required to discontinue the third-year curriculum for remediation. Students who fail the USMLE Step 1 are removed from clinical rotations and placed on a LOA to the beginning of the next M3 year, provided a passing score is achieved. See COSEP Policies and Procedures for additional information.

Third and Fourth Years

Prior to the start of the third year, students participate in the Clinical Resources and Skills for the Hospital (CRASH) course, which is an intensive review of clinical skills.

Non-credit elective courses may be taken in parallel with the required first-year curriculum.

First Year Electives Credits
RMD-536 Basic Spanish for Medical Professionals 1
RMD-539 Intermediate Spanish for Medical Professionals 1
RMD-560 Humanities in Medicine I 1
RMD-561 Humanities in Medicine II 1
RMD-570 Clinical Genetics I 1
RMD-571 Clinical Genetics II 1
RMD-780 Basic Biomedical Research I 1
RMD-781 Basic Biomedical Research II 1
RMD-704 Innovation in Medicine for Medical Professionals I 1
RMD-785 Innovation in Medicine for Medical Professionals II 1

Second Year Required Courses Credits
RMD-566 Reproduction and Sexuality 1
RMD-567 Growth, Development and the Life Cycle 1
RMD-569 Complex Cases and Transition to Clerkship 1
RMD-576 Introduction to Hematology 1
RMD-577 Introduction to Oncology 1

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Third and Fourth Years

Prior to the start of the third year, students participate in the Clinical Resources and Skills for the Hospital (CRASH) course, which is an intensive review of clinical skills.

Third Year

The third year involves a longitudinal course (RMD-749) and 42 clinical weeks in required core clerkships in internal medicine, neurology, obstetrics/gynecology, pediatrics, psychiatry, primary care and surgery. There are six weeks of time (four before or after the Primary Care clerkship and two following the obstetrics/gynecology clerkship) that students may use to take non-credit elective courses for which they are eligible.

Third Year Credits
RMD-749 Rush Integrated Clinical Experiences (Taken over summer, fall and spring of the third year) 1

Complete all the following core clerkships:
MED-703 Core Clerkship: Internal Medicine 8
NEU-701 Core Clerkship: Neurology 4
OBG-703 Core Clerkship: Obstetrics & Gynecology 6
PED-701 Core Clerkship: Pediatrics 8
PSY-701 Core Clerkship: Psychiatry 4
RMD-701 Core Clerkship: Primary Care 4
SUR-701 Core Clerkship: Surgery 8

Fourth Year

The fourth year involves a required emergency medicine core clerkship, a required senior sub-internship, a clinical bridge course, a Transitions to Residency course (taken over three semesters) and a series of elective clerkships which ultimately comprise a minimum of 48 total weeks. Students are required to complete a minimum of 24 weeks of elective clerkships in areas of special interest to each student.

The choice of electives is guided by the goal of an educationally balanced undergraduate experience. Of the 24 weeks of required student-chosen electives, up to 12 weeks of elective study may take place at other Liaison Committee on Medical Education (LCME) — or Accreditation Council for Graduate Medical Education (ACGME) — accredited institutions and a maximum of 12 weeks of elective rotations may be taken in a single subspecialty. All elective clerkships must be taken during the student's fourth year to count toward this requirement.
Specialty Curriculum Programs

Family Medicine Leadership Program (FMLP)
The Family Medicine Leadership Program, or FMLP, gives students the opportunity to engage in enhanced primary care clinical training and experiences throughout their four years of education. Students in the FMLP will participate in a curriculum specifically geared toward the tenets of a career in family medicine, emphasizing the impacts of family and community on health, the role of interdisciplinary care, and the development of skills in leadership and scholarly pursuit.

A maximum of five students will be admitted per cohort. Students register for the pass/fail course FAM 705 for every term in which they are enrolled in the FMLP. Students who desire to change paths during medical school may opt out of the FMLP.

- FAM-705 Family Medicine Leadership Program (FMLP) Credit(s): 1

Health Equity & Social Justice Leadership Program
The Health Equity & Social Justice Program gives students the opportunity to engage enhanced clinical training and experiences focused on themes of global and local health equity/social justice. Students in the program will participate in a curriculum specifically geared toward a career focused on vulnerable populations, health equity and global health.

A maximum of twenty students will be admitted per cohort. Students register for the pass/fail course RMD 705 for every term in which they are enrolled in the FMLP. Students who desire to change paths during medical school may opt out of the FMLP.

- RMD - 705 Health Equity Program: Global and Local Perspective Credit(s): 1

Electives
Students are required to take a minimum of 24 weeks of electives. Please note that only elective weeks taken during the student’s M4 year count toward this requirement. Clinical elective rotations taken in other years cannot contribute toward the fulfillment of the 24 weeks of required electives.

USMLE Step 2
All students must take and pass the USMLE Step 2 Clinical Knowledge (CK) exam during the student’s fourth year by a date determined by the OIME. Failures are reported to the COSEP. See COSEP Policies and Procedures for additional information.

Rush University
College of Nursing

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMD-722 Clinical Bridge Course</td>
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<tr>
<td>EMD-703 Core Clerkship: Emergency Medicine</td>
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<tr>
<td>RMD-750 Transitions to Residency (Taken over summer, fall and spring of the third year for a total of 12 weeks)</td>
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<td>Choose one of the following subinternship courses:</td>
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<td>FAM-710 Subinternship: Family Medicine</td>
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<td>MED-710 Subinternship: Internal Medicine</td>
<td>4</td>
</tr>
<tr>
<td>OBG-710 Subinternship: Gynecologic Oncology</td>
<td>4</td>
</tr>
<tr>
<td>OBG-711 Subinternship: Obstetrics and Gynecology</td>
<td>4</td>
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<tr>
<td>PED-710 Subinternship: Pediatrics</td>
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<tr>
<td>SUR-710 Subinternship: General Surgery</td>
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Welcome to the College of Nursing

We are living in unprecedented times. But as the most trusted profession in America there has never been a better time to become a nurse or to advance your profession as a nurse. Health care is being challenged, but Rush nurses are innovating and creating the future. Rush faculty and alumni are pushing boundaries in practice, education, research, health policy and advocacy — and leading in all domains. Peruse our website to learn about Rush’s 135-year history and unique contributions to the nursing profession.

What you will find at Rush University College of Nursing is a healthy work environment, dedicated professional staff, leading-edge faculty, top-ranked graduate programs and community-engaged academic practice partnerships. The unification of education, research and practice is our guiding approach, with its historical antecedents rooted in the legendary work of the college’s first dean, Dr. Luther Christman — an innovator and maverick in higher education. Our faculty have active clinical practices and programs of research where students are invited to learn alongside them in the classroom, lab, clinic or on the research team.

We are a school without walls where learning is valued and transmitted in many different modalities and venues, including residential classes, hybrid and distant learning options. You will find us in the halls of the Medical Center, at the bedside and in the boardroom, on the streets of Chicago and in communities around the state, as well as in the Statehouse! We value diversity, inclusion and the tenets of social justice in achieving equity in health care.

What you will experience at Rush is a sense of belonging. Your mindset will be challenged, but you will also be supported to further develop your skills, values and culture of nursing are transmitted to the faculty and the graduates of the College of Nursing.

The faculty believes that a person is a unique being who possesses innate dignity and worth with the right to self-determination. Persons live as individuals and as members of families, communities, and national and global societies. Persons influence, and are influenced by, their environments.

College of Nursing Description

Rush University College of Nursing is a private, not-for-profit graduate college of nursing. It is currently comprised of three degree programs — Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP) and Doctor of Philosophy in Nursing Science (PhD) — as well as a post-graduate certificate program. The College of Nursing faculty thoroughly prepare students to advance the quality of patient care and nursing practice in a multitude of health care environments and to be leaders focused on improving health outcomes, whether at the bedside, in a research setting or directing an organization.

The education and preparation of students to meet the health needs of a culturally diverse society is facilitated at Rush by the integration of academic, research and clinical practice components. Rush students have the advantage of attending a private university that is a vital part of a nationally recognized academic medical center. This unique integration stimulates excellence in education, practice, scholarly activities, and professional leadership by the faculty and the graduates of the College of Nursing.

The MSN and DNP programs at Rush University College of Nursing are accredited by the Commission on Collegiate Nursing Education.

College of Nursing Mission

The mission of Rush University College of Nursing is to integrate nursing practice, scholarship and education throughout the communities we serve and to boldly lead health care transformation to ensure health equity across the continuum of care.

College of Nursing Vision

Our vision is to lead nursing practice scholarship while driving health equity.

Philosophy

The College of Nursing philosophy expresses the beliefs of the faculty regarding the metaparadigm of nursing and nursing education.

Person

The faculty believes that a person is a unique being who possesses innate dignity and worth with the right to self-determination. Persons live as individuals and as members of families, communities, and national and global societies.

Environment

The environment includes the multiple systems in which persons interact. This environment includes personal, physical, family, community, societal, economic, cultural and political systems. Persons influence, and are influenced by, their environments.

Health

Health is a dynamic state of well-being that interacts with personal factors and the environment. It is perceived in the context of a multisystem environment.

Nursing

Nursing is both a discipline and a profession. The focus of the discipline is the generation of knowledge related to persons and their environments for the purpose of maximizing the well-being of individuals, families, communities and society through health promotion, restoration and maintenance. The focus of the profession is the care of individuals, groups and communities through application of discipline-specific and discipline-related knowledge. Nurses contribute both individually and collaboratively with other professionals to promote positive health outcomes. Nurses apply a professional code of ethics and professional guidelines to clinical practice, and demonstrate compassion, advocacy and cultural sensitivity.

Nursing Education

The education of nurses is a process by which the knowledge, skills, values and culture of nursing are transmitted to the learner. The faculty believes that professional nursing education is accomplished in a university setting and in an environment where nursing education, practice and research are integrated. Nursing education is built upon knowledge from the sciences, arts and humanities so students understand and value the human experience and its relationship to health. Nursing faculty members foster student growth by providing learning experiences in a variety of health care settings so students can understand the complexity of health care and learn the nursing role. The education of nurses is an interactive process whereby students are actively engaged learners who take responsibility for their education and practice.

The curricula of the College of Nursing are designed to produce nurses who are the following:

- Competent, caring practitioners; lifelong learners that value scholarship; and collaborative members of interprofessional teams and leaders in the profession
- Clinical scholars who contribute to the scientific basis of nursing practice, improve clinical outcomes through evidence-based practice, and positively influence the profession and the health care system
The best future for nursing depends on our ability to prepare a broadly diverse student body to become nurse clinicians, researchers and leaders who will improve health care outcomes for all populations.

The preparation of a diverse nursing workforce is paramount to the delivery of effective, culturally congruent and accessible health care in an increasingly diverse nation. A broadly diverse student body promotes an enriched environment and deeper learning for all students and a more capable health care workforce. Diversity is defined broadly and includes but is not limited to race, ethnicity, gender, sexual orientation, disability, age, religion and veteran status.

Rush University College of Nursing uses a holistic admissions process where a student’s experiences, attributes and academic performance all have merit in making an admissions decision. Each candidate brings a unique set of personal attributes, characteristics, culture and experiences, but all students can contribute to the creation of a diverse and inclusive learning environment. These important elements are considered in combination with how the individual will contribute value as a health professions student and future nurse. The Rush community strives to be an intentionally inclusive setting where students will thrive in learning, cocurricular and community experiences. An inclusive environment empowers all participants to reach their highest potential, learn from one another and develop a thoughtfulness that values diverse perspectives.

Programs

The College of Nursing offers graduate nursing education that allows the student to exit with one of the following degrees:
- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing Science (PhD)

Postgraduate certificate programs also exist in a few advanced practice specialties. A set of core courses, or its equivalent, is required for every student. Advanced clinical specialty courses are required as determined by an area of advanced practice concentration. Cognate courses representing coursework from the biological, behavioral and organizational sciences may also be required by each degree.

Admission Entry Points

Several entry points are available depending on the educational goals and academic background of the applicant:
1. Students with a baccalaureate degree in another field may apply for the Master’s Entry in Nursing (MSN) Clinical Nurse Leader for Non-Nurses program: Generalist Entry Master’s (GEM).
2. RNs with a baccalaureate degree with an upper division major in nursing may apply directly for the MSN Nursing Leadership: Clinical Nurse Leader, advanced practice DNP or PHD degree options.
3. RNs with a master’s degree in nursing may apply for DNP or PHD degree options.
4. RNs who already have an advanced practice graduate degree in nursing (MSN or DNP) who wish to specialize in a different clinical area may apply for a non-degree postgraduate certificate in selected specialty areas.
5. Non-nurses who hold a graduate degree in a health-related field will be considered for admission to the PhD program.

Master’s Entry in Nursing (MSN)
Clinical Nurse Leader for Non-Nurses: Generalist Entry Master’s (GEM)

The GEM program is a full-time, on-campus, 24-month program. Applicants must have earned a bachelor’s degree in another field prior to matriculation. All prerequisite coursework must be completed prior to the application deadline. Students graduate with a Master of Science in Nursing (MSN) and the ability to sit for certification as a Clinical Nurse Leader.

Master of Science in Nursing (MSN) Leadership:
Clinical Nurse Leader for RNs

The MSN Clinical Nurse Leader program for RNs is a part-time, online, two-year program. The program is available to bachelor’s-prepared RNs who wish to obtain a master’s degree in nursing (MSN). Graduates have the ability to sit for certification as a Clinical Nurse Leader.

Direct Entry

The Direct Entry pathway creates a seamless route into a Doctor of Nursing Practice program. Interested applicants may consider the Adult Health and Gerontology

Primary Care Nurse Practitioner (NP)
Advanced Public Health, Family NP
Primary Care Pediatric NP
Psychiatric-Mental Health NP

PhD in Nursing Science

The Doctor of Philosophy in Nursing Science (PhD) program is available to both bachelor’s and master’s-prepared nurses wishing to attain a PhD degree. Non-nurses who hold a graduate degree in a health-related field may also apply. We do not require specific work experience for admission to the program.

This program is online, but it also includes periodic visits to the Rush campus. The initial visit is in the first fall term, with subsequent visits for intensive learning sessions occurring every summer for the next three years.

College Admission Requirements

All applicants applying to Rush University College of Nursing do so through a centralized application system, NursingCAS. Application materials (essay, references, transcripts, etc.) must be submitted directly to NursingCAS prior to the application deadline. Applicants will be invited to submit a supplemental application directly to the College of Nursing upon receipt of their NursingCAS application.

Admission/Application Guidelines

All applicants will be evaluated on the following:
- A minimum of a bachelor’s degree from an accredited institution.
- All calculated GPAs of 3.0 or higher (on a 4.0 scale).*
- A completed application submitted to NursingCAS.
- A brief Rush supplemental application.
- Official transcripts from all accredited institutions of higher education attended, regardless of whether a degree was earned.
- A current resume or CV.
- Substantive personal essay statement.
- RN licensure in the United States (for post-licensure MSN and DNP programs).
- Three professional letters of recommendation from faculty and/or work managers.

Doctor of Nursing Practice in Leadership

The Doctor of Nursing Practice in Leadership (DNP) program offers two tracks: DNP in Management/Leadership and DNP in Nursing Science. Both tracks are designed to prepare nurses for leadership roles in various healthcare settings.

Admission Requirements

Applicants must meet the following criteria:
- A baccalaureate degree in nursing or a related field.
- A minimum cumulative GPA of 3.0 on a 4.0 scale.
- Two years of full-time clinical nursing experience within the past 5 years.
- A completed application submitted to NursingCAS.
- Official transcripts from all accredited institutions of higher education attended.
- Three letters of recommendation from professional references.

Program of Study

The DNP program is designed to prepare nurses for leadership roles in various healthcare settings. The curriculum focuses on advanced nursing practice, evidence-based practice, and research. Students will develop skills in critical thinking, decision-making, and effective communication. The program is available in both online and hybrid formats.

Certification and Licensure

Graduates of the DNP program are eligible to sit for certification exams offered by professional organizations. Examples include the American Nurses Credentialing Center (ANCC) and the National Council Licensure Examination (NCLEX). Certification is necessary to demonstrate competency and maintain professional excellence.

Career Opportunities

Graduates of the DNP program are well-prepared for leadership roles in a variety of healthcare settings. These roles may include nurse executives, administrative positions, and clinical leadership positions. Opportunities are available in hospitals, healthcare systems, and other healthcare organizations.

Conclusion

The Doctor of Nursing Practice in Leadership (DNP) program at Rush University College of Nursing is a rigorous and comprehensive program designed to prepare nurses for leadership roles in the healthcare sector. The program emphasizes evidence-based practice, critical thinking, and effective communication skills. Graduates are well-equipped to lead and transform healthcare organizations, improving patient outcomes and enhancing patient care.
- MSN and DNP post-licensure applicant: One letter must come from current supervisor/manager (the person who is responsible for your performance evaluation). Two letters should come from individuals in leadership positions who can speak to your clinical abilities (i.e., an APRN, CNS, nurse educator, medical director).
- PhD in Nursing Science applicants: One letter must come from a PhD-prepared individual (does not have to be an RN) and all letters must speak to your scholarly and research abilities and potential.
- Please refer to the College of Nursing webpage admission guidelines for your specific program for more detailed recommender information.

Program-Specific Requirements

Generalist Entry Master’s (GEM) applicants must have all prerequisite courses completed by the application deadline.

Advanced Practice applicants must have the following experience by the application deadline:
- Adult-Gerontology Acute Care: Minimum of six months of recent adult critical care or adult acute care nursing experience by the application deadline.
- Adult-Gerontology Primary Care: Preference is given to applicants with recent RN experience or will begin working as an RN at the start of the program.

Program-Specific Requirements

Generalist Entry Master’s (GEM) applicants must have all prerequisite courses completed by the application deadline.

Advanced Practice applicants must have the following experience by the application deadline:
- Adult-Gerontology Acute Care: Minimum of six months of recent adult critical care or adult acute care nursing experience by the application deadline.
- Adult-Gerontology Primary Care: Preference is given to applicants with recent RN experience or will begin working as an RN at the start of the program.

Family: Preference is given to applicants with RN experience in either an inpatient or outpatient setting. There is no requirement for length of experience, but it will be considered in the holistic admission.
- Neonatal: Minimum of six months of recent NICU experience (level 3 or higher) by the application deadline.
- Nurse Anesthesia: A minimum of one year of recent full-time experience as a registered nurse in an intensive care unit (ICU) by the application deadline. We strengthen two years of recent full-time ICU experience.
- Pediatric Acute Care: A minimum of six months of recent acute care pediatric nursing experience by the application deadline.
- Pediatric Primary Care: Preference is given to applicants with RN experience in a pediatric setting or will begin working as a pediatric RN at the start of the program.
- Psychiatric-Mental Health: Preference is given to applicants working in a clinical psychiatric setting or will begin working in one at the start of the program.

In all application materials are taken into consideration when evaluating an applicant.
Applicants must have earned a baccalaureate degree with a recognized upper-division major upon enrollment. The majority of credit toward the degree should be earned through university-level coursework. Students taking courses under Rush student-at-large status will neither be admitted nor allowed to matriculate as an enrolled student if their Rush GPA is below 3.0. A grade of B or better must be earned in any course taken at another institution or as a Rush student-at-large for it to be considered for transfer.

Deadlines for Application
Current application deadlines for nursing programs may be obtained on the College of Nursing Program and Admission webpage. All application materials must be received by the indicated deadline. Applicants are encouraged to apply early to avoid missing deadlines due to a lack of required documentation.

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.
Our core values — I CARE (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 create 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.
If you have sufficient education would you be able to perform the following technical standards:

Acquire information
- Acquire information from demonstrations and experiences in nursing courses, such as lecture, group and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
- Identify information presented in accessible images from paper, slides, videos with audio description and transparencies
- Identify information presented in images from paper, slides, videos and transparencies
- Recognize and assess patient changes in mood, activity and cognition, and verbal and non-verbal communication

Use and interpret
- Use and interpret information related to assessment techniques/analyzers, such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.
- Use and interpret information related to physiologic phenomena generated from diagnostic tools (i.e. sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a client or patient

Motor
- Possess psychomotor skills necessary to provide holistic nursing care and perform or assist with procedures, treatments and medication administration
- Practice in a safe manner and appropriately provide care in emergencies and life support procedures and perform universal precautions against contamination

Communication
- Communicate effectively and sensitively with patients and families
- Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences
- Accurately elicit information including a medical history and other information to adequately and effectively evaluate a client or patient’s condition

Intellectual ability
- Measure, calculate, reason, analyze and synthesize data related to patient diagnosis and treatment of patients
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the advanced generalist-nursing role
- Synthesize information, problem-solve and think critically to judge the most appropriate theory or assessment strategy
- Ask for help when needed and make proper judgments of when a nursing task can or cannot be carried out alone

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 changing environments inherent to the classroom and practice settings

Character
- Demonstrate concern for others, integrity, accountability, interest and motivations are necessary personal qualities
- Demonstrate intent and desire to follow the ANA Standards of Care and Nursing 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 reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs. Given the clinical nature of our programs, time may be needed to create and implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

To learn more about accommodations at Rush University please contact the Office of Student Accessibility Services:

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

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International Students
Students from other countries are welcome to apply. Limited financial aid is available. TOEFL is required for applicants who are non-native speakers of English. This requirement may be waived if the applicant has completed a minimum of three years of higher education and received their baccalaureate degree in the United States.

Student Progression in the College of Nursing
Student progress in the College of Nursing is reviewed and evaluated in several ways. The progressions policies established by the faculty are interpreted and applied by the student’s academic advisor, the Office of the Dean and the College of Nursing Progressions Committee. The College of Nursing reserves the right to request a leave of absence or the withdrawal of any student whose conduct, physical or mental health, or performance demonstrates lack of fitness for continuance in a health profession. Should a student’s behavior come into question, policies and procedures to determine the student’s continuing status in the college are delineated in the College of Nursing Student Guidebook.

Since much of the work in nursing assumes that students will achieve a progressively higher level of understanding and skill, high academic performance is expected. The individual student is responsible for acquiring knowledge inside and outside of formal classroom and clinical settings.

Academic Progressions Policy
A student must achieve an A or B grade in all required clinical nursing courses. If a student receives a C grade in a single clinical didactic course or a single clinical practicum, the student must repeat the course prior to graduation. A student may repeat only one clinical didactic or clinical practicum in all nursing programs. This joint committee is also charged with oversight of the progression standards and policies for all nursing programs. This joint committee is also charged with oversight of the progression standards and policies for all nursing programs and for the progress and performance review of all students.

Standing Committees
The Standing Committees of the College of Nursing assist with the work of the college. The faculty elects members of the committees annually to serve three-year terms. Students are also elected to represent the student body on various committees. The committees include the following:

Admissions and Progressions
The Admissions and Progressions Committee is responsible for the review of all applicants to the College of Nursing and maintaining the admission standards and policies for all nursing programs. This joint committee is also charged with oversight of the progression standards and policies for all nursing programs and for the progress and performance review of all students.

Curriculum
There is a curriculum committee for each of the College of Nursing programs: MSN, DNP and PhD. These committees are charged with overseeing the quality and integrity of their respective curricula. The committees review all new courses and/or major changes in the curriculum, establish and monitor methodology for curriculum evaluation and provide overall consistency for curriculum development.

Diversity and Inclusion
The mission of the Diversity and Inclusion committee is to safeguard the well-being of those within and connected to the College of Nursing by promoting, monitoring and evaluating diversity and inclusion initiatives. The Diversity and Inclusion Committee endeavors to engage students, faculty and staff in a welcoming and supportive environment whereby mutual respect and cultural competence are paramount. The committee works to ensure diversity and inclusion goals of other standing committees are supported, and strategies are coordinated and aligned to meet the University and College of Nursing strategic plan’s diversity and inclusion goals.

Evaluation
This committee evaluates the integrity and quality of the academic enterprise in the College of Nursing using the CON Evaluation Matrix, ensures the College of Nursing programs are future-oriented and innovative in their approach and align with College of Nursing and University strategic plans, and promotes communication across the three curriculum committees by meeting at least once per term with the three committee chairs to discuss curriculum quality issues and processes.

Faculty Appointments and Promotions
This committee acts upon the appointments and promotions of faculty in accordance with the Rules for Governance.

Faculty Development
The Faculty Development Committee performs a periodic needs assessment and establishes, implements and evaluates faculty orientation, mentoring and development programs in collaboration with the College of Nursing and University.

Research
This committee establishes, implements and evaluates criteria for the distribution of funds allocated for faculty and student research activities in collaboration with the Office of Research and Scholarship, with emphasis on underserved populations. They also collaborate with the dean and the associate dean for research regarding matters pertaining to research enrichment and suggest measures for ongoing facilitation of research productivity for faculty and students.

CERTIFICATE
Postgraduate and Postdoctoral Non-Degree Certificate
The Postgraduate Non-Degree certificate is intended for nurses who already have an advanced practice graduate degree in nursing (MSN or DNP) who wish to specialize in a different clinical area. The Postdoctoral Non-Degree Certificate is intended for nurses who already have an advanced practice doctorate of nursing practice (DNP) degree who wish to specialize in a different clinical area. Students are expected to take the courses outlined in the program(s) of study provided below. In addition, it is expected that the student already has the equivalent to the Rush graduate core courses as part of their previous graduate program, as well as the specified additional courses listed for each certificate program. If these courses or their equivalent have not been completed prior to admission, then they may be taken as part of the program of study. Review of these courses for equivalence and transfer credit will be done upon admission into the program.

Postgraduate Advanced-Practice Certificate Options
- Acute Care Pediatric Nurse Practitioner (AC PNP)
- Neonatal Nurse Practitioner (NNP)

Postdoctoral Advanced Practice Certificate Option
- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
Post-Graduate Advanced Practice Certificate Options

Area of Focus: Acute Care Pediatric Nurse Practitioner (ACPNP)

The following are prerequisite graduate-level coursework (or equivalent) to be completed prior to, or as part of, the PSC program of study. These courses may be from an APRN graduate program from another institution or completed at Rush University. A gap analysis and individualized program of study will be completed for each matriculating student.

- Advanced pathophysiology
- Advanced pharmacology
- Advanced physiology
- Advanced health assessment/diagnostics
- Palliative care Training: ELNEC pediatric, palliative care certification or palliative care coursework to be completed prior to NSG-557A
- Advanced primary care of the child (didactic)
- Transition to the APRN role

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<tr>
<td>NSG-557A Pediatric Acute Care I</td>
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<td>NSG-557B Pediatric Acute Care II</td>
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<tr>
<td>NRS-541P Specialty Practicum</td>
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<td>NRS-600P Specialty Residency</td>
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<td><strong>Total</strong></td>
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Area of Focus: Neonatal Nurse Practitioner (NNP)

The following are prerequisite graduate-level coursework (or equivalent) to be completed prior to, or as part of, the NNP PGC program of study. These courses may be from an APRN graduate program from another institution or completed at Rush University. A gap analysis and individualized program of study will be completed for each matriculating student.

- Advanced pharmacology
- Advanced physiology
- Transition to the APRN role

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<tr>
<th>Advanced-Practice Core</th>
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<tr>
<td>NSG-547 Neonatal Pathophysiology</td>
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<td>NSG-548 Advanced Neonatal Physical Assessment</td>
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<td>NSG-546 Devel Physiology Fetus/Neonates</td>
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<td>NSG-549 Neonatal Pharmacotherapeutics</td>
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<tr>
<td>NSG-550A Neonatal Management I</td>
<td>3</td>
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<tr>
<td>NSG-550B Neonatal Management II</td>
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Area of Focus: Psychiatric-Mental Health Nurse Practitioner (PMHNP)

The following are prerequisite graduate-level coursework (or equivalent) to be completed prior to, or as part of, the PGC program of study. These courses may be from an APRN graduate program from another institution or completed at Rush University. A gap analysis and individualized program of study will be completed for each matriculating student.

- Advanced pathophysiology
- Advanced pharmacology
- Advanced health assessment
- Transition of APN role course

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<tr>
<th>Specialty Curriculum Content</th>
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<tbody>
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<td>NSG-576 Neuropathophysiology: Life Span Approach</td>
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<td>NSG-575 Psychopharmacology</td>
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<tr>
<td>NSG-534 Major Psychopathological Disorders</td>
<td>3</td>
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<tr>
<td>NSG-577A Diagnostics &amp; Management I: Psychiatric Assessment Across Life Span</td>
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</tr>
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<td>NSG-577B Diagnostics &amp; Management II: Evidence-Based Treatment</td>
<td>3</td>
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<tr>
<td>NSG-577C Diagnostics &amp; Management III: Group Therapy and Complex Care</td>
<td>3</td>
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<thead>
<tr>
<th>Specialty Curriculum Content</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-570A Pharmacotherapeutics Acute Care</td>
<td>3</td>
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<tr>
<td>NSG-571A Management: Adult/Gerontology I</td>
<td>3</td>
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<tr>
<td>NSG-571C Management: Adult/Gerontology Acute and Critical Illness I</td>
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<td>NSG-571D Management: Adult/Gerontology: Acute &amp; Critical Illness II</td>
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<td>NSG-572 Quality &amp; Safety for the Aging Adult</td>
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**Postdoctoral Advanced-Practice Certificate Option**

Population/Role: Adult-Gerontology Acute Nurse Practitioner (AGACNP)

All plans of study are individualized to the student, and additional courses may be required based on the student's previous graduate coursework.

The following are prerequisite graduate-level coursework (or equivalent) to be completed prior to, or as part of, the PDC program of study. These courses may be from an APRN graduate program from another institution or completed at Rush University. A gap analysis and individualized program of study will be completed for each matriculating student.

- Advanced pathophysiology
- Advanced pharmacology/applied pharmacology
- Advanced health assessment across the lifespan
- Diagnostics for the APRN
- Transition to the APRN role
- Health promotion

<table>
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<tr>
<th>Specialty Curriculum Content</th>
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<tr>
<td>NRS-541P Specialty Practicum</td>
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<tr>
<td>NRS-600P Specialty Residency</td>
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<th>Specialty Practica</th>
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<tbody>
<tr>
<td>NSG-606 DNP Specialty Practicum</td>
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<tr>
<td>1 (84 Clock Hours)</td>
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<td>NSG-607 DNP Immersion Residency</td>
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<tr>
<td>5 (420 Clock Hours)</td>
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Note: Additional practicum hours may be required by the area of concentration and/or individual student needs.

**Total: 21**
DOCTOR OF NURSING PRACTICE

Doctor of Nursing Practice (BSN to DNP)

Area of Focus: Advanced Public Health Nursing

**Terminal Objectives**
The DNP degree is designed to prepare graduates to function as highly developed clinicians/leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and/or educational systems with diverse populations and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research
- Apply knowledge of informatics to monitor and improve outcomes, programs and systems of care
- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

**Graduation Requirements**
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

**Curriculum**

<table>
<thead>
<tr>
<th>Graduate Nursing Core (Transfer From Graduate Program)</th>
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<tbody>
<tr>
<td>NSG-522 Applied Epidemiology Biostats Nursing</td>
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<td>NSG-523 Research for Evidence-Based Practice</td>
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<thead>
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<th>DNP Core</th>
<th>Credit Hours</th>
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<tr>
<td>NSG-600</td>
<td>Leadership in Evolving Health Care Environments 3</td>
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<tr>
<td>NSG-602</td>
<td>Health Care Economics, Policy, Finance 3</td>
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<thead>
<tr>
<th>Population/Role Cognates</th>
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<tr>
<td>NSG-536 Principles of Case Management</td>
<td>3</td>
</tr>
<tr>
<td>NSG-565 Public Health Systems &amp; the APHN Role</td>
<td>3</td>
</tr>
<tr>
<td>NSG-566 Population Assessment &amp; Health Promotion Frameworks</td>
<td>3</td>
</tr>
<tr>
<td>NSG-567 Population Intervention Planning, Implementation &amp; Evaluation</td>
<td>3</td>
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<tr>
<td>NSG-568 Environmental Health</td>
<td>3</td>
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<tr>
<td>NSG-611 Financial &amp; Business Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NSG-612 Appl Organiz Analysis/Mgt HR</td>
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<tr>
<td>NSG-613 Data and Decision Making for Strategic Outcomes Management</td>
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<tr>
<td>NSG-674 The Leader and Policy, Politics, Power, &amp; Ethics Cognates</td>
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<td>The following courses are approved to be used to satisfy the Cognates Credit Hours requirement: HSM-688, NSG-534, NSG-572, NSG-578, NSG-675, or NSG-679. All other courses, within or outside Rush University, must be approved to ensure they satisfy requirements. Written approval from the assistant dean of specialty education is required.</td>
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<td>NSG-605 DNP Specialty Practicum</td>
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<td>NSG-606 DNP Specialty Practicum</td>
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Minimum credits required: Successful completion of the APHN BSN to DNP track requires a minimum of 62 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.
Doctor of Nursing Practice (BSN to DNP)

Population/Role: Acute Care Pediatric Nurse Practitioner (AC PNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
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- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 68 term hours of post-baccalaureate.

Curriculum

<table>
<thead>
<tr>
<th>Graduate Nursing Core</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-521 Organizational &amp; Systems Leadership</td>
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<tr>
<td>NSG-522 Applied Epidemiology Biostats Nursing</td>
<td>3</td>
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<tr>
<td>NSG-523 Research for Evidence-Based Practice</td>
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<td>NSG-524 Health Promotion in Individuals &amp; Clinical Populations</td>
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<td>NSG-532 Advanced Physiology</td>
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<td>NSG-535 Diagnostics for the APRN</td>
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<td>NSG-537 Transition to the APRN Role</td>
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<td>NSG-625 Advanced Health Assessment - APRN Across Life Span</td>
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<table>
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<tr>
<th>DNP Core</th>
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<tr>
<td>NSG-600 Leadership in Evolving Health Care Environments</td>
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<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
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<td>NSG-608 Program Evaluation</td>
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<td>NSG-610 DNP Project Planning and Implementation</td>
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<td>NSG-615 DNP Project Proposal Seminar</td>
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<th>Specialty Cognates</th>
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<tr>
<td>NSG-551A Advanced Primary Care of the Child I</td>
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<tr>
<td>NSG-556 Applied Pharmacology: Pediatrics</td>
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<td>NSG-557A Pediatric Acute Care I</td>
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<td>NSG-557B Pediatric Acute Care II</td>
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<thead>
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<th>DNP Practica and Project</th>
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<tr>
<td>NSG-606 DNP Specialty Practicum (Acute Care Pediatric)</td>
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<td>NSG-607 DNP Immersion Residency</td>
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<td>NSG-609A DNP Project Practicum A</td>
<td>1 (84 Clock Hours)</td>
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<tr>
<td>NSG-609B DNP Project Practicum B</td>
<td>1 (84 Clock Hours)</td>
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<td>NSG-609C DNP Project Practicum C</td>
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<td>Total: 68</td>
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Minimum credits required: Successful completion of the AC PNP BSN to DNP track requires 68 term hours as a minimum for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hours may be required.

Palliative Care Training: ELNEC pediatric, palliative care certification or palliative care coursework to be completed prior to NSG 557A
Doctor of Nursing Practice (BSN to DNP)

Population/Role: Adult-Gerontology Acute Care Clinical Nurse Specialist (AGACCNS)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research
- Apply knowledge of informatics to monitor and improve outcomes, programs and systems of care
- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

Minimum credits required: Successful completion of the AGACCNS BSN to DNP track requires a minimum of 74 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.
Doctor of Nursing Practice (BSN to DNP)

Population/Role: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

This area of focus is a post-master's practice doctorate that prepares graduates for systems-level leadership and improving outcomes in a variety of settings. Students considered for admission should have leadership experience.

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Terminal Objectives

Graduate Nursing Core
- NSG-521 Organizational & Systems Leader 3
- NSG-522 Applied Epidemiology Biostats Nursing 3
- NSG-523 Research for Evidence-Based Practice 3
- NSG-524 Health Promotion in Individuals & Clinical Populations 3
  Subtotal: 12

Advanced Practice Nursing Core
- NSG-531 Advanced Pharmacology 3
- NSG-532 Advanced Physiology 3
- NSG-533 Advanced Pathophysiology 3
- NSG-535 Diagnostics for the APRN 3
- NSG-537 Transition to the APRN Role 3
  NSG-625 Adv Health Assessment - APRN Across Life Span 2
  NSG-625L Advanced Health Assessment - APRN Lab 1
  Subtotal: 18

DNP Core
- NSG-600 Leadership in Evolving Health Care Environments 3
- NSG-602 Health Care Economics, Policy, Finance 3
- NSG-608 Program Evaluation 3
- NSG-610 DNP Project Planning and Implementation 3
- NSG-615 DNP Project Proposal Seminar 2
  Subtotal: 14

Population/Role Cognates
- NSG-570A Pharmacotherapeutics Acute Care 3
- NSG-571A Management: Adult/Gerontology I 3
- NSG-571C Management: Adult/Gerontology Acute & Critical Illness I 4
- NSG-571D Management: Adult/Gerontology Acute & Critical Illness II 2
- NSG-572 Quality and Safety for the Aging Adult 3
  Subtotal: 15

DNP Practica and Project
- NSG-606 DNP Specialty Practicum 1-12
  4 (380 Clock Hours)
- NSG-607 DNP Immersion Residency 1-15
  5 (420 Clock Hours)
- NSG-609A DNP Project Practicum A 1 (84 Clock Hours)
- NSG-609B DNP Project Practicum B 1 (84 Clock Hours)
- NSG-609C DNP Project Practicum C 1 (84 Clock Hours)
  Subtotal: 12
  Total: 71

Minimum credits required: Successful completion of the AGACNP BSN to DNP track requires a minimum of 71 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.
Doctor of Nursing Practice (BSN to DNP)

Population/Role: Adult-Gerontology Clinical Nurse Specialist (AGCNS)

Terminal Objectives

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Curriculum

Graduate Nursing Core

- NSG-521 Organizational & Systems Leader 3
- NSG-522 Applied Epidemiology Biostats Nursing 3
- NSG-523 Research for Evidence-Based Practice 3
- NSG-524 Health Promotion in Individuals & Clinical Populations 3

Subtotal: 12

Advanced Practice Nursing Core

- NSG-531 Advanced Pharmacology 3
- NSG-532 Advanced Physiology 3
- NSG-533 Advanced Pathophysiology 3
- NSG-535 Diagnostics for the APRN 3
- NSG-537 Transition to the APRN Role 3
- NSG-625 Advanced Health Assessment-APRN Across Life Span 2
- NSG-625L Advanced Health Assessment - APRN Lab 1

Subtotal: 18

DNP Core

- NSG-600 Leadership in Evolving Health Care Environments 3
- NSG-602 Health Care Economics, Policy, Finance 3
- NSG-608 Program Evaluation 3
- NSG-610 DNP Project Planning and Implementation 3
- NSG-615 DNP Project Proposal Seminar 2

Subtotal: 14

Population/Role Cognates

- NSG-534 Major Psychopathological Disorders 3
- NSG-570B Pharmacotherapeutics Primary Care 3
- NSG-571A Management: Adult/Gerontology I 3
- NSG-571B Management: Adult/Gerontology II 3
- NSG-572 Quality & Safety for the Aging Adult 3
- NSG-679 Evidence-Based Teaching in Health Professions 3

Subtotal: 18

DNP Practica and Project

- NSG-606 DNP Specialty Practicum 1-12
- NSG-607 DNP Immersion Residency 1-15
- NSG-609A DNP Project Practicum A 1 (84 Clock Hours)
- NSG-609B DNP Project Practicum B 1 (84 Clock Hours)
- NSG-609C DNP Project Practicum C 1 (84 Clock Hours)

Subtotal: 12

Total: 74

Minimum credits required: Successful completion of the AGCNS BSN to DNP track requires a minimum of 74 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.
Doctor of Nursing Practice (BSN to DNP)

Population/Role: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

Terminal Objectives

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research
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- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Curriculum

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<tr>
<th>Graduate Nursing Core</th>
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<tbody>
<tr>
<td>NSG-521 Organizational &amp; Systems Leader</td>
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<td>NSG-522 Applied Epidemiology Biostats Nursing</td>
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<td>NSG-523 Research for Evidence-Based Practice</td>
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<td>NSG-524 Health Promotion in Individuals &amp; Clinical Populations</td>
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<tr>
<th>Advanced Practice Nursing Core</th>
<th>Credit Hours</th>
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<td>NSG-531 Advanced Pharmacology</td>
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<td>NSG-532 Advanced Physiology</td>
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<td>NSG-533 Advanced Pathophysiology</td>
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<td>NSG-535 Diagnostics for the APRN</td>
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<td>NSG-537 Transition to the APRN Role</td>
<td>3</td>
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<tr>
<td>NSG-625 Advanced Health Assessment - APRN Across Life Span</td>
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<tr>
<td>NSG-625L Advanced Health Assessment - APRN Lab</td>
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<tr>
<td>NSG-600 Leadership in Evolving Health Care Environments</td>
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<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
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<tr>
<td>NSG-608 Program Evaluation</td>
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<td>NSG-610 DNP Project Planning and Implementation</td>
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<td>NSG-615 DNP Project Proposal Seminar</td>
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<tr>
<th>Population/Role Cognates</th>
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<tr>
<td>NSG-534 Major Psychopathological Disorders</td>
<td>3</td>
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<tr>
<td>NSG-570B Pharmacotherapeutics Primary Care</td>
<td>3</td>
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<tr>
<td>NSG-571A Management: Adult/Gerontology I</td>
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<tr>
<td>NSG-571B Management: Adult/Gerontology II</td>
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<th>DNP Practica and Project</th>
<th>Credit Hours</th>
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<tr>
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<td>NSG-607 DNP Immersion Residency</td>
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Total: 71

Minimum credits required: Successful completion of the AGPCNP BSN to DNP track requires a minimum of 71 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.
Doctor of Nursing Practice (BSN to DNP)

Population/Role: Family Nurse Practitioner (FNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems.
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives.
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research.
- Apply knowledge of informatics to monitor and improve outcomes, programs and systems of care.
- Provide leadership in influencing policies on the financing, regulation and delivery of health care.
- Lead interprofessional teams to improve patient and population health outcomes.
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice.

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master's study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

Minimum credits required: Successful completion of the FNP BSN to DNP track requires 71 term hours as a minimum for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hour may be required.
Doctor of Nursing Practice (BSN to DNP)

Population/Role: Neonatal Clinical Nurse Specialist (NCNS)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements
Successful completion of the NCNS BSN to DNP track requires a minimum of 77 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

Palliative Care Training: ELNEC pediatric, palliative care certification or palliative care coursework to be completed prior to 551A

Curriculum

Graduate Nursing Core

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
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<td>Applied Epidemiology Biostats Nursing</td>
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<td>Research for Evidence-Based Practice</td>
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<td>NSG-524</td>
<td>Health Promotion in Individuals &amp; Clinical Populations</td>
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<td>Advanced Pharmacology</td>
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<td>Advanced Pathophysiology</td>
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<td>Diagnostics for the APRN</td>
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<td>Transition to the APRN Role</td>
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<td>NSG-547</td>
<td>Neonatal Pathophysiology</td>
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DNP Core

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<td>Health Care Economics, Policy, Finance</td>
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<td>NSG-608</td>
<td>Program Evaluation</td>
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<td>DNP Project Planning and Implementation</td>
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Specialty Cognates

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<td>Principles of Case Management</td>
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<td>NSG-546</td>
<td>Developmental Physiology Fetus/Neonates</td>
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<td>NSG-549</td>
<td>Neonatal Pharmacotherapeutics</td>
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<td>NSG-550A</td>
<td>Neonatal Management I</td>
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<td>NSG-679</td>
<td>Evidence-Based Teaching in Health Professions</td>
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DNP Practica and Project

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<tr>
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<td>DNP Specialty Practicum</td>
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<td>NSG-607</td>
<td>DNP Immersion Residency</td>
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<tr>
<td>NSG-609A</td>
<td>DNP Project Practicum A</td>
<td>1 (84 Clock Hours)</td>
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Total: 77

Minimum credits required: Successful completion of the NCNS BSN to DNP track requires a minimum of 77 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.
Doctor of Nursing Practice (BSN to DNP)

**Population/Role: Neonatal Nurse Practitioner (NNP)**

### Terminal Objectives

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational, and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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### Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 56 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

### Curriculum

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<tr>
<th>Course Code</th>
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<td>Organizational &amp; Systems Leader</td>
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<td>NSG-522</td>
<td>Applied Epidemiology Biostats Nursing</td>
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<td>Research for Evidence-Based Practice</td>
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<td>NSG-547</td>
<td>Neonatal Pathophysiology</td>
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<td>Health Care Economics, Policy, Finance</td>
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**Minimum credits required:** Successful completion of the NNP BSN to DNP track requires a minimum of 68 term hours for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hours may be required.
Doctor of Nursing Practice (BSN to DNP)
Population/Role: Nurse Anesthesia (CRNA)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

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<tr>
<th>Graduate Nursing Core</th>
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<td>NSG-532 Advanced Physiology</td>
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<td>NSG-533 Advanced Pathophysiology</td>
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<td>NSG-537 Transition to the APRN Role</td>
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<td>NSG-625 Advanced Health Assessment - APRN Across Life Span</td>
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<td>NSG-610 DNP Project Planning and Implementation</td>
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<td>NSG-607 DNP Immersion Residency</td>
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**Total:** 89

Minimum credits required: Successful completion of the CRNA BSN to DNP track requires a minimum of 89 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.
Doctor of Nursing Practice (BSN to DNP)

Population/Role: Pediatric Clinical Nurse Specialist (PCNS)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

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<td>NSG-602 Health Care Economics, Policy, Finance</td>
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<td>NSG-608 Program Evaluation</td>
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<tr>
<td>NSG-536 Principles of Case Management</td>
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<td>3</td>
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<td>NSG-557B Pediatric Acute Care II</td>
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<td>NSG-679 Evidence-Based Teaching in Health Professions</td>
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<thead>
<tr>
<th>DNP Practica and Project</th>
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<tbody>
<tr>
<td>NSG-606 DNP Specialty Practicum</td>
<td>1-12</td>
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<tr>
<td>NSG-607 DNP Immersion Residency</td>
<td>1-15</td>
</tr>
<tr>
<td>NSG-609A DNP Project Practicum A</td>
<td>1 (84 Clock Hours)</td>
</tr>
<tr>
<td>NSG-609B DNP Project Practicum B</td>
<td>1 (84 Clock Hours)</td>
</tr>
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<td>NSG-609C DNP Project Practicum C</td>
<td>1 (84 Clock Hours)</td>
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Minimum credits required: Successful completion of the PCNS BSN to DNP track requires a minimum of 76 semester hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

Palliative Care Training: ELNEC pediatric, palliative care certification or palliative care coursework to be completed prior to 551A.
**Doctor of Nursing Practice (BSN to DNP)**

**Population/Role: Primary Care Nurse Practitioner (PNP)**

**Terminal Objectives**

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems.
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives.
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research.
- Apply knowledge of informatics to monitor and improve outcomes, programs and systems of care.
- Provide leadership in influencing policies on the financing, regulation and delivery of health care.
- Lead interprofessional teams to improve patient and population health outcomes.
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice.

**Graduation Requirements**

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

**Curriculum**

<table>
<thead>
<tr>
<th>Graduate Nursing Core</th>
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<td>NSG-521 Organization &amp; Systems Leader</td>
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<td>NSG-522 Applied Epidemiology Biostats Nursing</td>
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<td>NSG-523 Research for Evidence-Based Practice</td>
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<td>NSG-532 Advanced Physiology</td>
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<td>NSG-533 Advanced Pathophysiology</td>
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<td>NSG-535 Diagnostics for the APRN</td>
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<td>NSG-537 Transition to the APRN Role</td>
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<tr>
<td>NSG-625 Advanced Health Assessment - APRN Across Life Span</td>
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<td>NSG-625L Advanced Health Assessment - APRN Lab</td>
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<thead>
<tr>
<th>DNP Core</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-600 Leadership in Evolving Health Care Environments</td>
<td>3</td>
</tr>
<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
<td>3</td>
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<td>NSG-608 Program Evaluation</td>
<td>3</td>
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<td>NSG-610 DNP Project Planning and Implementation</td>
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<td>NSG-551A Advanced Primary Care of the Child I</td>
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<td>NSG-551C Advanced Primary Care of the Child III</td>
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<td>NSG-556 Advanced Pharmacology: Pediatrics</td>
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| Minimum credits required: Successful completion of the PNP BSN to DNP track requires a minimum of 68 term hours for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hours may be required. | |

**Total: 68**
Doctor of Nursing Practice (BSN to DNP)

Population/Role: Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems.
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives.
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- Lead interprofessional teams to improve patient and population health outcomes.
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice.

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master's study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Curriculum

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<tr>
<th>Course Code</th>
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<tr>
<td>NSG-521</td>
<td>Organizational &amp; Systems Leader</td>
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<td>NSG-522</td>
<td>Applied Epidemiology Biostats Nursing</td>
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<td>NSG-523</td>
<td>Research for Evidence-Based Practice</td>
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Advanced Practice Nursing Core

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<th>Course Title</th>
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<tr>
<td>NSG-531</td>
<td>Advanced Pharmacology</td>
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<tr>
<td>NSG-533</td>
<td>Advanced Pathophysiology</td>
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<tr>
<td>NSG-537</td>
<td>Transition to the APRN Role</td>
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<tr>
<td>NSG-625</td>
<td>Advanced Health Assessment - APRN Across Life Span</td>
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DNP Core

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<td>NSG-602</td>
<td>Health Care Economics, Policy, Finance</td>
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<td>NSG-608</td>
<td>Program Evaluation</td>
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<td>NSG-670</td>
<td>DNP Project Planning and Implementation</td>
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Population/Role Cognates

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<td>NSG-534</td>
<td>Major Psychopathological Disorders</td>
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<td>NSG-575</td>
<td>Psychopharmacology</td>
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<td>NSG-576</td>
<td>Neuropathophysiology: Life Span Approach</td>
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<td>NSG-577A</td>
<td>Diagnostics &amp; Management I: Psychiatric Assessment Across Life Span</td>
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<td>Diagnostics &amp; Management II: Evidence-Based Treatment</td>
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<td>Diagnostics Management III: Group Therapy and Complex Care</td>
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DNP Practica and Project

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<tr>
<td>NSG-609B</td>
<td>DNP Project Practicum B</td>
<td>1 (84 Clock Hours)</td>
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<td>NSG-609C</td>
<td>DNP Project Practicum C</td>
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Minimum credits required: Successful completion of the PMHNP BSN to DNP track requires a minimum of 68 term hours for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hours may be required.
Doctor of Nursing Practice (MSN to DNP - APRN)

Population/Role: Acute Care Pediatric Nurse Practitioner (ACPNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research
- Apply knowledge of informatics to monitor and improve outcomes, programs and systems of care
- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 29 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Curriculum

<table>
<thead>
<tr>
<th>DNP Core</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-600 Leadership in Evolving Health Care Environments</td>
<td>3</td>
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<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
<td>3</td>
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<td>NSG-608 Program Evaluation</td>
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</tr>
<tr>
<td>NSG-610 DNP Project Planning and Implementation</td>
<td>3</td>
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<tr>
<td>NSG-615 DNP Project Proposal Seminar</td>
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| **Total:** | **29** |

Minimum credits required: Successful completion of the ACPNP MSN to DNP track for the APRN requires a minimum of 29 semester hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

A gap analysis will be performed, and an individualized program of study will be developed based on previous graduate education completed with evidence of the following coursework:

- Advanced Health Assessment Across the Lifespan/ Diagnostics for the APRN
- Advanced Physiology and Advanced Pathophysiology
- Advanced Pharmacology and Pharmacotheatrapeutics
- Transition to the APRN Role
- Research
- Biostatistics/Epidemiology
- Advanced Primary Care of the Child Didactic

It is expected that previous clinical hours plus DNP Specialty Practicum and Immersion hours will be equal to or greater than 1000 clock hours.

*Evidence of current APRN certification and active practice within the past two years required.

Palliative Care Training: ELNEC pediatric, palliative care certification or palliative coursework to be completed prior to NSG 557A
Doctor of Nursing Practice (MSN to DNP - APRN)

Population/Role: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research
- Apply knowledge of informatics to monitor and improve outcomes, programs and systems of care
- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research
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- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Curriculum

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<th>DNP Core</th>
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<tr>
<td>NSG-600</td>
<td>Leadership in Evolving Health Care Environments</td>
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<tr>
<td>NSG-602</td>
<td>Health Care Economics, Policy, Finance</td>
</tr>
<tr>
<td>NSG-608</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>NSG-610</td>
<td>DNP Project Planning and Implementation</td>
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<td>DNP Project Proposal Seminar</td>
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<td>NSG-571A</td>
<td>Management: Adult/Gerontology I</td>
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<td>Management: Adult/Gerontology Acute &amp; Critical Illness I</td>
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<td>Management: Adult/Gerontology Acute &amp; Critical Illness II</td>
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Subtotal: 15

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<td>DNP Specialty Practicum</td>
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<tr>
<td>NSG-607</td>
<td>DNP Immersion Residency</td>
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<tr>
<td>NSG-609A</td>
<td>DNP Project Practicum A</td>
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<tr>
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Subtotal: 9

Minimum credits required: Successful completion of the AGACNP MSN to DNP track for APRNs requires a minimum of 38 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

A gap analysis will be performed, and an individualized program of study will be developed based on previous graduate education completed with evidence of the following coursework:
- Advanced Health Assessment Across the Life Span
- Advanced Pathophysiology
- Advanced Pharmacology
- Transition to the APRN Role
- Research
- Biostatistics/Epidemiology

It is expected that previous clinical hours plus DNP Specialty Practicum and Immersion hours will be equal to or greater than 1,000 clock hours.
Doctor of Nursing Practice (MSN to DNP - APRN)

Population/Role: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research
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- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Minimum credits required: Successful completion of the AGPCNP MSN to DNP track for APRNs requires a minimum of 38 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

A gap analysis will be performed, and an individualized program of study will be developed based on previous graduate education completed with evidence of the following coursework:
- Advanced Health Assessment Across the Life Span
- Advanced Pathophysiology
- Advanced Pharmacology
- Transition to the APRN Role
- Research
- Biostatistics/Epidemiology

It is expected that previous clinical hours plus DNP Specialty Practicum and Immersion hours will be equal to or greater than 1,000 clock hours.
Doctor of Nursing Practice (MSN to DNP - APRN)  
Population/Role: Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research
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- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Curriculum

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-600</td>
<td>Leadership in Evolving Health Care Environments</td>
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<td>NSG-602</td>
<td>Health Care Economics, Policy, Finance</td>
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</tr>
<tr>
<td>NSG-608</td>
<td>Program Evaluation</td>
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<td>NSG-610</td>
<td>DNP Project Planning and Implementation</td>
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<td>DNP Project Proposal Seminar</td>
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<td>NSG-575</td>
<td>Psychopharmacology</td>
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<td>NSG-576</td>
<td>Neurophysiology: Life Span Approach</td>
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<td>NSG-677A</td>
<td>Diagnostics &amp; Management I: Psychiatric Assessment Across Life Span</td>
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<td>NSG-677B</td>
<td>Diagnostics &amp; Management II: Evidence-Based Treatment</td>
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<td>NSG-677C</td>
<td>Diagnostics Management III: Group Therapy and Complex Care</td>
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<td>NSG-607</td>
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<td>DNP Project Practicum B</td>
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Minimum credits required: Successful completion of the PMHNP MSN to DNP track for APRNs requires a minimum of 41 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

A gap analysis will be performed, and an individualized program of study will be developed based on previous graduate education completed with evidence of the following coursework:

- Advanced Health Assessment Across the Life Span
- Advanced Pathophysiology
- Advanced Pharmacology
- Transition to the APRN Role
- Research
- Biostatistics/Epidemiology

It is expected that previous clinical hours plus DNP Specialty Practicum and Immersion hours will be equal to or greater than 1,000 clock hours.
Doctor of Nursing Practice (MSN to DNP - non-APRN)

Area of Focus: Advanced Public Health Nursing

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
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- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

Curriculum

<table>
<thead>
<tr>
<th>DNP Core</th>
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<tbody>
<tr>
<td>NSG-600 Leadership in Evolving Health Care Environments</td>
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<th>Population/Role Cognates</th>
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<tr>
<td>NSG-536 Principles of Case Management</td>
<td>3</td>
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<tr>
<td>NSG-565 Public Health Systems &amp; the APHN Role</td>
<td>3</td>
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<tr>
<td>NSG-566 Population Assessment &amp; Health Promotion Frameworks</td>
<td>3</td>
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<tr>
<td>NSG-567 Population Intervention Planning, Implementation &amp; Evaluation</td>
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<td>NSG-568 Environmental Health</td>
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<tr>
<td>NSG-611 Financial &amp; Business Concepts</td>
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<td>NSG-612 Applied Organizational Analysis &amp; Management of Human Resources</td>
<td>3</td>
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<tr>
<td>NSG-613 Data and Decision Making for Strategic Outcomes Management</td>
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<td>NSG-614 The Leader and Policy, Politics, Power &amp; Ethics</td>
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<th>DNP Practica and Project</th>
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<td>NSG-605 DNP Project</td>
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<tr>
<td>NSG-606 DNP Specialty Practicum</td>
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<td>NSG-607 DNP/Specialty Immersion Residency</td>
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| Total: 47                     |               |

Minimum credits required: Successful completion of the APHN MSN to DNP track for non-APRNs requires a minimum of 47 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

The equivalent of Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
**Doctor of Nursing Practice (MSN to DNP - non-APRN)**

**Population/Role: Acute Care Pediatric Nurse Practitioner (ACPNP)**

**Terminal Objectives**

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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**Graduation Requirements**

The DNP degree for non-APRN post-master’s study requires a minimum of 56 term hours. All Doctor of Nursing Practice students must complete degree requirements within five years.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
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**Curriculum**

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<thead>
<tr>
<th>Advanced Practice Nursing Core</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-531 Advanced Pharmacology</td>
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<tr>
<td>NSG-532 Advanced Physiology</td>
<td>3</td>
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<td>NSG-533 Advanced Pathophysiology</td>
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<td>NSG-535 Diagnostics for the APRN</td>
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<tr>
<td>NSG-537 Transition to the APRN Role</td>
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<td>NSG-625 Advanced Health Assessment - APRN Across Life Span</td>
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<td>NSG-625L Advanced Health Assessment - APRN Lab</td>
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<th>DNP Core</th>
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<tbody>
<tr>
<td>NSG-600 Leadership in Evolving Health Care Environments</td>
<td>3</td>
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<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
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<tr>
<td>NSG-608 Program Evaluation</td>
<td>3</td>
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<tr>
<td>NSG-630 DNP Project Planning and Implementation</td>
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<td>NSG-675 DNP Project Proposal Seminar</td>
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<tr>
<th>Specialty Cognates</th>
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<tbody>
<tr>
<td>NSG-551A Advanced Primary Care of the Child I</td>
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<tr>
<td>NSG-556 Applied Pharmacology: Pediatrics</td>
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<td>NSG-557A Pediatric Acute Care I</td>
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<tr>
<th>DNP Practica and Project</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-606 DNP Specialty Practicum [Acute Care Pediatric]</td>
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<td>NSG-607 DNP Immersion Residency</td>
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<td>NSG-609A DNP Project Practicum A</td>
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<tr>
<td>NSG-609B DNP Project Practicum B</td>
<td>1 (84 Clock Hours)</td>
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**Minimum credits required:** Successful completion of the AC PNP MSN to DNP track for non-APRNs requires a minimum of 56 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

The equivalent of Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.

**Palliative Care Training:** ELNEC pediatric, palliative care certification or palliative care coursework to be completed prior to NSG 557A.
Doctor of Nursing Practice (MSN to DNP - non-APRN)

Population/Role: Adult-Gerontology Acute Care Clinical Nurse Specialist (AGACCNS)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
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<td>NSG-537 Transition to the APRN Role</td>
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<tr>
<td>NSG-571A Management: Adult/Gerontology I</td>
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<td>NSG-571D Management: Adult/Gerontology Acute &amp; Critical Illness II</td>
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<td>NSG-572 Quality &amp; Safety for the Aging Adult</td>
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<td>NSG-579 Evidence-Based Teaching in Health Professions</td>
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Subtotal: 12

Total: 62

Minimum credits required: Successful completion of the AGACCNS MSN to DNP track for non-APRNs requires a minimum of 62 term hours for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hours may be required.

The equivalent of Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
Doctor of Nursing Practice (MSN to DNP - non-APRN)

Population/Role: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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- Lead interprofessional teams to improve patient and population health outcomes.
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice.

Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements:
- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems.
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<td>NSG-537 Transition to the APRN Role</td>
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<tr>
<td>NSG-625 Advanced Health Assessment - APRN Across Life Span</td>
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<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
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<td>NSG-571D Management: Adult/Gerontology Acute &amp; Critical Illness II</td>
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<tr>
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<td>NSG-607 DNP Immersion Residency</td>
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Minimum credits required: Successful completion of the AGACNP MSN to DNP track for non-APRNs requires a minimum of 59 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

The equivalent of Research and Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
Doctor of Nursing Practice (MSN to DNP - non-APRN)

Population/Role: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 59 term hours of post-baccalaureate or 30 term hours of post-master's study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements
The DNP degree requires a minimum of 59 term hours of post-baccalaureate or 30 term hours of post-master's study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Curriculum

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<thead>
<tr>
<th>Advanced Practice Nursing Core</th>
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<tr>
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<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
<td>3</td>
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<tr>
<td>NSG-608 Program Evaluation</td>
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</tr>
<tr>
<td>NSG-610 DNP Project Planning and Implementation</td>
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<tr>
<td>NSG-534 Major Psychopathological Disorders</td>
<td>3</td>
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<tr>
<td>NSG-570B Pharmacotherapeutics Primary Care</td>
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<td>NSG-571A Management: Adult/Gerontology I</td>
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<td>NSG-609B DNP Project Practicum B</td>
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**Total:** 59

Minimum credits required: Successful completion of the AGPCNP MSN to DNP track for non-APRNs requires a minimum of 59 term hours for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hours may be required.

The equivalent of Research and Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
Doctor of Nursing Practice (MSN to DNP - non-APRN)

Population/Role: Primary Care Nurse Practitioner (PNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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Graduation Requirements
The DNP degree requires a minimum of 56 term hours of post-baccalaureate or 30 term hours of post-master's study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

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<td>Program Evaluation</td>
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<td>Advanced Primary Care of the Child III</td>
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<td>NSG-556</td>
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<td>3 (252 Clock Hours)</td>
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<td>NSG-609B</td>
<td>DNP Project Practicum B</td>
<td>1 (84 Clock Hours)</td>
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<td>DNP Project Practicum C</td>
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Minimum credits required: Successful completion of the PNP MSN to DNP track for non-APRNs requires a minimum of 56 term hours for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hours may be required. The equivalent of Research and Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
Doctor of Nursing Practice (MSN to DNP - non-APRN)

Population/Role: Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Terminal Objectives

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational, and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Minimum credits required: Successful completion of the PMHNP MSN to DNP track for non-APRNs requires 56 term hours as a minimum for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required. The equivalent of Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.

Curriculum

<table>
<thead>
<tr>
<th>Advanced Practice Nursing Core</th>
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<tbody>
<tr>
<td>NSG-531 Advanced Pharmacology</td>
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<tr>
<td>NSG-533 Advanced Pathophysiology</td>
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<tr>
<td>NSG-537 Transition to the APRN Role</td>
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<tr>
<td>NSG-625 Advanced Health Assessment - APRN Across Life Span</td>
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<tr>
<td>NSG-600 Leadership in Evolving Health Care Environments</td>
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<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
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<td>NSG-608 Program Evaluation</td>
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<td>NSG-610 DNP Project Planning and Implementation</td>
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<td>NSG-615 DNP Project Proposal Seminar</td>
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<tr>
<td>NSG-534 Major Psychopathological Disorders</td>
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<td>NSG-575 Psychopharmacology</td>
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<td>NSG-576 Neuropathophysiology, Life Span Approach</td>
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<td>NSG-577A Diagnostics &amp; Management I: Psychiatric Assessment Across Life Span</td>
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<td>NSG-577B Diagnostics &amp; Management II: Evidence-Based Treatment</td>
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<td>NSG-606 DNP Specialty Practicum</td>
<td>1-12 (504 Clock Hours)</td>
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<td>NSG-607 DNP Immersion Residency</td>
<td>1-15 (252 Clock Hours)</td>
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<td>NSG-609B DNP Project Practicum B</td>
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**Total:** **56**

2022-2023
Doctor of Nursing Practice (MSN to DNP)

Area of Focus: Transformative Leadership: Population Health

This area of focus is on the development of population-based knowledge and skills to enhance clinical health outcomes for patient aggregates, communities, and populations. Students with an MSN in a primary care specialty as well as non-APRN MSNs will be considered for admission to the Transformative Leadership: Population Health option.

Terminal Objectives

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

• Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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<td>NSG-602 Health Care Economics, Policy, Finance</td>
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<td>NSG-566 Population Assessment &amp; Health Promotion Frameworks</td>
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<td>NSG-567 Population Intervention Planning, Implementation &amp; Evaluation</td>
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<td>NSG-536 Principles of Case Management</td>
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<td>NSG-568 Environmental Health</td>
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<td>NSG-611 Financial &amp; Business Concepts</td>
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Minimum credits required: Successful completion of the Transformative Leadership: Population Health MSN to DNP track requires a minimum of 31 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

It is expected that previous clinical hours plus DNP Specialty Practicum and Immersion hours will be equal to or greater than 1,000 clock hours.

The equivalent of Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
Doctor of Nursing Practice (MSN to DNP)

**Area of Focus: Transformative Leadership: Systems**

This area of focus is a post-master’s practice doctorate that prepares graduates for systems-level leadership and improving outcomes in a variety of settings. Students considered for admission should have potential or demonstrated leadership ability.

**Terminal Objectives**

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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**Curriculum**

**DNP Core**

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**Population/Role Cognates**

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<td>NSG-612</td>
<td>Applied Organizational Analysis &amp; Management of Human Resources</td>
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<td>NSG-613</td>
<td>Data and Decision Making for Strategic Outcomes Management</td>
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<td>The Leader and Policy, Politics, Power &amp; Ethics</td>
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**DNP Practica and Project**

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<td>NSG-606</td>
<td>DNP Specialty Practicum [Systems]</td>
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<td></td>
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Minimum credits required: Successful completion of the Systems MSN to DNP track requires a minimum of 35 term hours for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hours may be required. It is expected that previous clinical hours plus DNP Specialty Practicum and Immersion hours will be equal to or greater than 1,000 clock hours.
Doctor of Nursing Practice (MSN to DNP)

Population/Role: Adult-Gerontology Clinical Nurse Specialist (AGCNS)

Terminal Objectives

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
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- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Curriculum

<table>
<thead>
<tr>
<th>Advanced Practice Nursing Core</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-531 Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NSG-532 Advanced Physiology</td>
<td>3</td>
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<tr>
<td>NSG-533 Advanced Pathophysiology</td>
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<td>NSG-535 Diagnostics for the APRN</td>
<td>3</td>
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<tr>
<td>NSG-537 Transition to the APRN Role</td>
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<tr>
<td>NSG-625 Advanced Health Assessment - APRN Across Life Span</td>
<td>2</td>
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<tr>
<td>NSG-625L Advanced Health Assessment - APRN Lab</td>
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DNP Core

<table>
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<tr>
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<tbody>
<tr>
<td>NSG-600 Leadership in Evolving Health Care Environments</td>
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<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
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<tr>
<td>NSG-608 Program Evaluation</td>
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<tr>
<td>NSG-670 DNP Project Planning and Implementation</td>
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<td>NSG-675 DNP Project Proposal Seminar</td>
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Population/Role Cognates

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<tr>
<th>Credit Hours</th>
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<tr>
<td>NSG-534 Major Psychopathological Disorders</td>
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<tr>
<td>NSG-570B Pharmacotherapeutics Primary Care</td>
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<tr>
<td>NSG-571A Management: Adult/Gerontology I</td>
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<tr>
<td>NSG-571B Management: Adult/Gerontology II</td>
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<td>NSG-572 Quality &amp; Safety for the Aging Adult</td>
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DNP Practica and Project

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<tr>
<td>NSG-606 DNP Specialty Practicum</td>
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<tr>
<td>(5 (620 Clock Hours)]</td>
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<tr>
<td>NSG-607 DNP Immersion Residency</td>
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<tr>
<td>(4 336 Clock Hours)</td>
</tr>
<tr>
<td>NSG-605A DNP Project Practicum A</td>
</tr>
<tr>
<td>(84 Clock Hours)</td>
</tr>
<tr>
<td>NSG-605B DNP Project Practicum B</td>
</tr>
<tr>
<td>(84 Clock Hours)</td>
</tr>
<tr>
<td>NSG-605C DNP Project Practicum C</td>
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<td>(84 Clock Hours)</td>
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**Total: 62**

Minimum credits required: Successful completion of the AGCNS MSN to DNP track requires a minimum of 62 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

The equivalent of Research and Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
Doctor of Nursing Practice (MSN to DNP)

Population/Role: Family Nurse Practitioner (FNP)

Terminal Objectives

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

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<td>NSG-600 Leadership in Evolving Health Care Environments</td>
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<td>NSG-670 DNP Project Planning and Implementation</td>
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Subtotal: 14

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<tr>
<td>NSG-534 Major Psychopathological Disorders</td>
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<td>NSG-566 Population Assessment &amp; Health Promotion Frameworks</td>
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<td>NSG-569 Maternal Child Management for FNP</td>
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<td>NSG-570B Pharmacotherapeutics Primary Care</td>
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<td>NSG-571B Management: Adult/Gerontology II</td>
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Subtotal: 18

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<thead>
<tr>
<th>DNP Practica and Capstone</th>
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<tbody>
<tr>
<td>NSG-606 DNP Specialty Practicum</td>
<td>1-12</td>
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<tr>
<td>NSG-607 DNP Immersion Residency</td>
<td>1-15</td>
</tr>
<tr>
<td>NSG-609A DNP Project Practicum A</td>
<td>1 (84 Clock Hours)</td>
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<tr>
<td>NSG-609B DNP Project Practicum B</td>
<td>1 (84 Clock Hours)</td>
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<tr>
<td>NSG-609C DNP Project Practicum C</td>
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Subtotal: 12

Total: 62

Minimum credits required: Successful completion of the FNP MSN to DNP track requires 62 term hours as a minimum for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hour may be required. The equivalent of Research and Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
Doctor of Nursing Practice (MSN to DNP)

Population/Role: Neonatal Clinical Nurse Specialist (NCNS)

Terminal Objectives

The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational, and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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Graduation Requirements

The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

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Graduation Requirements

Minimum credits required: Successful completion of the NCNS MSN to DNP track requires a minimum of 65 term hours for graduation. Upon review of an individual's academic portfolio, additional courses or clinical hours may be required. The equivalent of Research and Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.

Palliative Care Training: ELNEC pediatric, palliative care certification or palliative care coursework to be completed prior to 551A.
**Doctor of Nursing Practice (MSN to DNP)**

**Population/Role: Neonatal Nurse Practitioner (NNP)**

**Terminal Objectives**
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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**Graduation Requirements**
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

**Curriculum**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-531</td>
<td>Advanced Pharmacology</td>
<td>3</td>
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<td>NSG-533</td>
<td>Advanced Pathophysiology</td>
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<td>NSG-537</td>
<td>Transition to the APRN Role</td>
<td>3</td>
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<tr>
<td>NSG-547</td>
<td>Neonatal Pathophysiology</td>
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<td>NSG-548</td>
<td>Advanced Neonatal Physical Assessment</td>
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**Subtotal: 15**

**DNP Core**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>NSG-600</td>
<td>Leadership in Evolving Health Care Environments</td>
<td>3</td>
</tr>
<tr>
<td>NSG-602</td>
<td>Health Care Economics, Policy, Finance</td>
<td>3</td>
</tr>
<tr>
<td>NSG-608</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NSG-610</td>
<td>DNP Project Planning and Implementation</td>
<td>3</td>
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<tr>
<td>NSG-615</td>
<td>DNP Project Proposal Seminar</td>
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**Subtotal: 14**

**Population/Role Cognates**

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<th>Course Code</th>
<th>Course Title</th>
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<td>Developmental Physiology Fetus/Neonates</td>
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<td>NSG-549</td>
<td>Neonatal Pharmacotherapeutics</td>
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<td>NSG-550A</td>
<td>Neonatal Management I</td>
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<td>NSG-550B</td>
<td>Neonatal Management II</td>
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**Subtotal: 15**

**DNP Practica and Project**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NSG-606</td>
<td>DNP Specialty Practicum</td>
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<tr>
<td>NSG-607</td>
<td>DNP Immersion Residency</td>
<td>1-15</td>
</tr>
<tr>
<td>NSG-609A</td>
<td>DNP Project Practicum A</td>
<td>1 (84 Clock Hours)</td>
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<tr>
<td>NSG-609B</td>
<td>DNP Project Practicum B</td>
<td>1 (84 Clock Hours)</td>
</tr>
<tr>
<td>NSG-609C</td>
<td>DNP Project Practicum C</td>
<td>1 (84 Clock Hours)</td>
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**Subtotal: 12**

**Total: 56**

**Minimum credits required:** Successful completion of the NNP MSN to DNP track requires a minimum of 56 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

The equivalent of Research and Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
Doctor of Nursing Practice (MSN to DNP)

Population/Role: Nurse Anesthesia (CRNA)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and systems redesign.

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Graduation Requirements
The DNP degree requires a minimum of 62 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

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<table>
<thead>
<tr>
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<tr>
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<tbody>
<tr>
<td>ANA-500 Neuroscience for Basic and Clinical Applications</td>
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<tr>
<td>NSG-541 Chemistry &amp; Physics in Anesthesia</td>
<td>3</td>
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<tr>
<td>NSG-542 NRS Anesthesia Pharmacology</td>
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<tr>
<td>NSG-543A Anesthesia Principles I: Basic Principles</td>
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<tr>
<td>NSG-543B Anesthesia Principles II: Advanced Principles</td>
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<td>NSG-543C Anesthesia Principles III: Obstetric &amp; Pediatric</td>
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**Total: 77**

Minimum credits required: Successful completion of the CRNA MSN to DNP track requires a minimum of 77 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required. The equivalent of Research and Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.
Doctor of Nursing Practice (MSN to DNP)

Population/Role: Pediatric Clinical Nurse Specialist (PCNS)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

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Graduation Requirements
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<tr>
<td>NSG-600 Leadership in Evolving Health Care Environments</td>
<td>3</td>
</tr>
<tr>
<td>NSG-602 Health Care Economics, Policy, Finance</td>
<td>3</td>
</tr>
<tr>
<td>NSG-608 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NSG-670 DNP Project Planning and Implementation</td>
<td>3</td>
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<tr>
<td>NSG-675 DNP Project Proposal Seminar</td>
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<table>
<thead>
<tr>
<th>Population/Role Cognates</th>
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<tbody>
<tr>
<td>NSG-536 Principles of Case Management</td>
<td>3</td>
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<tr>
<td>NSG-551A Advanced Primary Care of the Child I</td>
<td>3</td>
</tr>
<tr>
<td>NSG-556 Applied Pharmacology: Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>NSG-557A Pediatric Acute Care I</td>
<td>3</td>
</tr>
<tr>
<td>NSG-557B Pediatric Acute Care II</td>
<td>3</td>
</tr>
<tr>
<td>NSG-679 Evidence-Based Teaching in Health Professions</td>
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<thead>
<tr>
<th>DNP Practica and Project</th>
<th>Credit Hours</th>
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<tr>
<td>NSG-606 DNP Specialty Practicum</td>
<td>1-12</td>
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<tr>
<td></td>
<td>6 (504 Clock Hours)</td>
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<tr>
<td>NSG-607 DNP Immersion Residency</td>
<td>1-15</td>
</tr>
<tr>
<td></td>
<td>3 (252 Clock Hours)</td>
</tr>
<tr>
<td>NSG-609A DNP Project Practicum A</td>
<td>1 (84 Clock Hours)</td>
</tr>
<tr>
<td>NSG-609B DNP Project Practicum B</td>
<td>1 (84 Clock Hours)</td>
</tr>
<tr>
<td>NSG-609C DNP Project Practicum C</td>
<td>1 (84 Clock Hours)</td>
</tr>
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</table>

**Total:** 62

Minimum credits required: Successful completion of the PCNS MSN to DNP track requires a minimum of 62 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

The equivalent of Research and Biostatistics/Epidemiology must be completed prior to admission or added to the plan of study.

Palliative Care Training: ELNEC pediatric, palliative care certification or palliative care coursework to be completed prior to 551A
Doctor of Nursing Practice (MSN to DNP)

Population/Role: Pediatric Nurse Practitioner (PNP)

Terminal Objectives
The DNP degree is designed to prepare graduates to function as highly developed clinicians and leaders in advanced nursing practice or systems of care. Graduates are prepared to practice in a variety of complex clinical, organizational and educational systems with diverse populations, and are able to affect changes in health care outcomes through evidence-based decision-making and system redesign.

- Integrate science-based theories and data-based concepts to develop, critically appraise and implement practice approaches that improve health care and health care systems
- Apply organizational theories and systems thinking to improve the quality, cost-effectiveness and safety outcomes of practice decisions and initiatives
- Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research
- Apply knowledge of informatics to monitor and improve outcomes, programs and systems of care
- Provide leadership in influencing policies on the financing, regulation and delivery of health care
- Lead interprofessional teams to improve patient and population health outcomes
- Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice

Graduation Requirements
The DNP degree requires a minimum of 32 term hours of post-baccalaureate or 30 term hours of post-master’s study. All Doctor of Nursing Practice students must complete degree requirements within five years.

Graduation Requirements

<table>
<thead>
<tr>
<th>DNP Core</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-600</td>
<td>Leadership in Evolving Health Care Environments 3</td>
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<tr>
<td>NSG-602</td>
<td>Health Care Economics, Policy, Finance 3</td>
</tr>
<tr>
<td>NSG-608</td>
<td>Program Evaluation 3</td>
</tr>
<tr>
<td>NSG-610</td>
<td>DNP Project Planning and Implementation 3</td>
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<td>NSG-615</td>
<td>DNP Project Proposal Seminar 2</td>
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<tr>
<th>Population/Role Cognates</th>
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<tr>
<td>NSG-551A</td>
<td>Advanced Primary Care of the Child I 3</td>
</tr>
<tr>
<td>NSG-551B</td>
<td>Advanced Primary Care of the Child II 3</td>
</tr>
<tr>
<td>NSG-551C</td>
<td>Advanced Primary Care of the Child III 3</td>
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<tr>
<td>NSG-556</td>
<td>Applied Pharmacology: Pediatrics 3</td>
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<tr>
<td>Subtotal: 12</td>
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<table>
<thead>
<tr>
<th>DNP Practica and Project</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG-606</td>
<td>DNP Specialty Practicum 1-12</td>
</tr>
<tr>
<td>NSG-607</td>
<td>DNP Immersion Residency 1-15</td>
</tr>
<tr>
<td>NSG-609A</td>
<td>DNP Project Practicum A 1 (84 Clock Hours)</td>
</tr>
<tr>
<td>NSG-609B</td>
<td>DNP Project Practicum B 1 (84 Clock Hours)</td>
</tr>
<tr>
<td>NSG-609C</td>
<td>DNP Project Practicum C 1 (84 Clock Hours)</td>
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<td>Subtotal: 12</td>
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<tr>
<td>Total: 38</td>
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</table>

Minimum credits required: Successful completion of the PNP MSN to DNP track for APRNs requires a minimum of 38 term hours for graduation. Upon review of an individual’s academic portfolio, additional courses or clinical hours may be required.

A gap analysis will be performed, and an individualized program of study will be developed based on previous graduate education completed with evidence of the following coursework:

- Advanced Health Assessment Across the Life Span/Diagnostics for the APRN
- Pathophysiology Across the Life Span
- Advanced Pharmacology and Pharmacotherapeutics
- Transition to the APRN Role
- Research
- Biostatistics/Epidemiology

It is expected that previous clinical hours plus DNP Specialty Practicum and Immersion hours will be equal to or greater than 1000 clock hours.

Evidence of current APRN certification and active practice within the past two years required.
DOCTOR OF PHILOSOPHY
Nursing Science, PhD

The Doctor of Philosophy in Nursing Science (PhD) program is a minimum of 64 credit hours and can be taken as a full-time or part-time curriculum. Students who live in the Chicago area may apply to take an accelerated curriculum. The accelerated curriculum is offered to one student per year.

Students may enter the PhD program with a BSN or an MSN degree. Non-nurses with a graduate degree in a health-related field may also apply for admission to the PhD program.

Terminal Objectives
Graduates of the PhD program develop the skills of a clinical researcher. These skills are based on the integration of knowledge from biological, behavioral and clinical sciences. Their clinical research skills contribute to the scientific basis of care provided to individuals across the life span and in any setting where care is provided. Graduates also have leadership skills necessary to serve as senior academicians and influence health care systems and policy.

- Synthesize and apply theoretical and research-based knowledge in the investigation of clinical phenomena
- Test and integrate disciplinary knowledge in models of clinical practice across the levels of prevention
- Generate and disseminate research-based, clinically related knowledge
- Analyze health care trends to influence health and social policy for diverse client populations
- Participate in collaborative interprofessional practice and research
- Assume faculty responsibilities within a senior academic environment
- Function as a clinical scientist

Graduation Requirements
Divisional graduation requirements require completion of the approved individual program of study. For MSN to PhD students, coursework for the PhD must be the equivalent of at least 52 term hours of graduate credit in addition to the completed dissertation. BSN to PhD students must complete at least 60 term hours of graduate credit in addition to the dissertation. Students have a maximum of eight years to complete degree requirements.

Academic Program Curricula
Doctor of Philosophy (PhD)
Nursing Science

<table>
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<tr>
<th>Theory Courses</th>
<th>Credit Hours</th>
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<tr>
<td>NSG-680</td>
<td>Understanding Scientific Paradigms</td>
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<tr>
<td>NSG-681</td>
<td>Understanding Theoretical Framework Development</td>
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<table>
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<tr>
<td>NSG-522</td>
<td>Applied Epidemiology Biostats Nursing</td>
</tr>
<tr>
<td><em>Waived if student has taken an equivalent graduate-level biostatistics course in the proceeding three years.</em></td>
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<tr>
<td>NSG-684</td>
<td>Intermediate Statistics</td>
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<tr>
<td>NSG-685</td>
<td>Multivariate Statistics</td>
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<th>Research Courses</th>
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<tr>
<td>NSG-675</td>
<td>Literature Synthesis Approach</td>
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<tr>
<td>NSG-687</td>
<td>The Research Process: Quantitative Design &amp; Methods Part II</td>
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<tr>
<td>NSG-688</td>
<td>The Research Process: Qualitative Design &amp; Methods</td>
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<tr>
<td>NSG-691</td>
<td>Advanced Clinical Research Practicum</td>
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<table>
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<th>Ethics Course</th>
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<table>
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<tr>
<td>NSG-600</td>
<td>Leadership in Evolving Health Care Environments</td>
</tr>
<tr>
<td>NSG-674</td>
<td>The Leader and Policy, Politics, Power &amp; Ethics</td>
</tr>
<tr>
<td>NSG-679</td>
<td>Evidence-Based Teaching in Health Professions</td>
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<tr>
<td>NSG-690</td>
<td>Grantmanship</td>
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<table>
<thead>
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<table>
<thead>
<tr>
<th>Dissertation</th>
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<td>Dissertation Research</td>
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<table>
<thead>
<tr>
<th>Bridge Coursework</th>
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<td>(Individual for each student; only for BSN-PhD students)</td>
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**Total: 75 (for BSN-PhD); 67 (for MSN-PhD)**
MASTER OF SCIENCE IN NURSING

Master of Science in Nursing (MSN) Nursing Leadership Program: Clinical Nurse Leader (CNL) for RNs

The master's prepared clinical nurse leader (CNL) is responsible for clinical management of comprehensive client care, for individuals and clinical populations across the continuum of care and in multiple settings. The CNL assumes leadership and accountability for health outcomes for a specific group of clients within a unit or setting through the assimilation and application of research-based information to design, implement and evaluate plans of care. The clinical nurse leader is also responsible for the coordination and planning of health care team activities and functions. Health promotion, risk reduction and improvement in point-of-care outcomes are critical elements in the role of the clinical nurse leader.

Applicants to the post-licensure Clinical Nurse Leader (CNL) program must have earned a baccalaureate degree in nursing from an accredited university. The program is six terms in length and offered as a part-time program of study. The majority of the CNL program is offered online, but students are required to come to campus for NSG-625L Advanced Health Assessment for Advanced Practice Nursing Across the Life Span: Lab. This is a course that requires students to be on-campus two days (dates available at time of registration). There is a clinical residency requirement that may be completed at the student's place of employment.

All MSN students are expected to complete their degree requirements in no more than five years.

Terminal Objectives

Both the prelicensure and post-licensure MSN programs comprehensively prepare students to be graduate nurse clinicians with a focus in clinical leadership.

To achieve quality patient (client/population/cohort of clients) outcomes, the Clinical Nurse Leader will meet the following objectives:

- Use communication techniques that reflect an understanding of the dignity and respect afforded to all persons
- Deliver competent, holistic, and contextually appropriate patient-family-population-centered nursing care
- Synthesize the knowledge of nursing science, social science and humanities in the promotion of health, prevention of disease, and delivery of care across diverse populations and health care environments
- Demonstrate the ability to work with interdisciplinary teams to optimize nursing care delivery
- Demonstrate leadership behaviors within and across systems at all levels of prevention
- Recognize the impact of the micro and macro system environments on health care delivery
- Demonstrate professional values in nursing practice

Graduation Requirements

MSN for RNs: Clinical Nurse Leader (CNL) requires a minimum of 37 credit hours and 400 clock hours of clinical instruction. Graduates are eligible to sit for CNL certification.

Academic Program Curricula (Summer/Fall Admissions)

Master of Science in Nursing (MSN)
Area of Focus: Clinical Nurse Leader (CNL)-Part Time

<table>
<thead>
<tr>
<th>Term</th>
<th>Credit Hours</th>
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<td>Term 1</td>
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<td>NSG-522</td>
<td>Applied Epidemiology Biostats Nursing</td>
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<td>NSG-602</td>
<td>Health Care Economics, Policy, Finance</td>
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<tr>
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<tr>
<td>Term 2</td>
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<tr>
<td>NSG-524</td>
<td>Health Promotion in Individuals &amp; Clinical Populations</td>
</tr>
<tr>
<td>NSG-533</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>Subtotal:</td>
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</tr>
<tr>
<td>NSG-531</td>
<td>Advanced Pharmacology</td>
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<td>Research for Evidence-Based Practice</td>
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<tr>
<td>NSG-521</td>
<td>Organizational &amp; Systems Leadership</td>
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<tr>
<td>NSG-625</td>
<td>Advanced Health Assessment - APRN Across Life Span</td>
</tr>
<tr>
<td>NSG-625L*</td>
<td>Advanced Health Assessment - APRN: Lab</td>
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<td>Term 5</td>
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<td>NSG-512</td>
<td>Clinical Leadership and Project Development</td>
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<tr>
<td>NSG-517</td>
<td>Immersion: CNL Role Practicum</td>
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<td>Term 6</td>
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</table>

* This course requires students to attend two live, on-campus days of lab. Dates for the on-campus days will be provided at registration time.
Terminal Objectives

Both the prelicensure and post-licensure MSN programs comprehensively prepare students to be graduate nurse clinicians with a focus in clinical leadership.

To achieve quality patient (client/population/cohort of clients) outcomes, the Clinical Nurse Leader will meet the following objectives:

- Use communication techniques that reflect an understanding of the dignity and respect afforded to all persons
- Deliver competent, holistic and contextually appropriate patient-family-population-centered nursing care
- Synthesize the knowledge of nursing science, social science and humanities in the promotion of health, prevention of disease and delivery of care across diverse populations and health care environments
- Demonstrate the ability to work with interdisciplinary teams to optimize nursing care delivery
- Demonstrate leadership behaviors within and across systems at all levels of prevention
- Recognize the impact of the micro and macro system environments on health care delivery
- Demonstrate professional values in nursing practice

Graduation Requirements

MSN for RNs: Clinical Nurse Leader (CNL) requires a minimum of 37 credit hours and 400 clock hours of clinical instruction. Graduates are eligible to sit for CNL certification.

Academic Program Curricula (Spring Admissions)

Master of Science in Nursing (MSN)
Area of Focus: Clinical Nurse Leader (CNL)-Part Time

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<th>Term</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>NSG-522</td>
<td>Applied Epidemiology Biostats Nursing</td>
</tr>
<tr>
<td>NSG-602</td>
<td>Health Care Economics, Policy, Finance</td>
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<tr>
<td>Term 2</td>
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<tr>
<td>NSG-524</td>
<td>Health Promotion in Individuals &amp; Clinical Populations</td>
</tr>
<tr>
<td>NSG-533</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td><strong>Subtotal</strong>: 6</td>
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<tr>
<td>Term 3</td>
<td>Credit Hours</td>
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<tr>
<td>NSG-523</td>
<td>Research for Evidence-Based Practice</td>
</tr>
<tr>
<td>NSG-625</td>
<td>Advanced Health Assessment - APRN Across Life Span</td>
</tr>
<tr>
<td>NSG-625L*</td>
<td>Advanced Health Assessment - APRN: Lab</td>
</tr>
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<td><strong>Subtotal</strong>: 6</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
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<tr>
<td>NSG-521</td>
<td>Organizational &amp; Systems Leadership</td>
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<tr>
<td>NSG-531</td>
<td>Advanced Pharmacology</td>
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<td><strong>Subtotal</strong>: 6</td>
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</tr>
<tr>
<td>Term 5</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>NSG-512</td>
<td>Clinical Leadership and Project Development</td>
</tr>
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<td>NSG-517</td>
<td>Immersion: CNL Role Practicum</td>
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<tr>
<td><strong>Subtotal</strong>: 8</td>
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</tr>
<tr>
<td>Term 6</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>NSG-515</td>
<td>Clin Project Implementation</td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong>: 37</td>
<td></td>
</tr>
</tbody>
</table>

* This course requires students to attend two live, on-campus days of lab. Dates for the on-campus days will be provided at registration time.
Master's Entry in Nursing (MSN) for Non-Nurses: Clinical Nurse Leader

The MSN Clinical Nurse Leader program, designed for Generalist Entry Master’s (GEM) students, comprehensively prepares students in a two-year full-time graduate curriculum to become a registered nurse (RN) clinician with a focus in clinical leadership. Graduates are prepared to function at a high level in inpatient, outpatient, and community settings. The GEM program provides the student a broad overview of all the major specialties in which nurses work, as well as a variety of settings across the health care continuum. Students learn core graduate courses that are applicable in their progression to doctoral education in either a Doctor of Nursing Practice (DNP) specialty or the Doctor of Philosophy in Nursing Science (PhD) program.

Students are considered for admission to the GEM program after completing baccalaureate education at another accredited college or university. The GEM curriculum consists of 74 term hours of graduate coursework in nursing and related sciences. Students are eligible to take the NCLEX for RN licensure and Clinical Nurse Leader certification examination upon graduation. GEM students are expected to complete the MSN requirements on a full-time basis in six terms.

Terminal Objectives
- Use communication techniques that reflect an understanding of the dignity and respect accorded to all persons
- Deliver competent, holistic, and culturally appropriate patient-family-population-centered nursing care
- Synthesize the knowledge of nursing science, social science, and humanities in the promotion of health, prevention of disease, and delivery of care across diverse populations and health care environments
- Demonstrate the ability to work with interdisciplinary teams to optimize nursing care delivery
- Demonstrate leadership behaviors within and across systems at all levels of prevention
- Recognize the impact of the micro and macro system environments on health care delivery
- Demonstrate professional values in nursing practice

Master of Science in Nursing Required Prerequisite Courses

As a profession and a discipline, nursing promotes and protects human health and well-being and is grounded in a strong, liberal arts, undergraduate education that includes the arts and humanities, as well as the behavioral, social, and physical sciences. Recognizing that different undergraduate majors have varying requirements, evaluation of applicants will be based both on their success in meeting the requirements of their undergraduate programs and on the breadth and depth of their educational preparation for entry into nursing.

Nursing practice and scholarship have great application in our society, ranging from the acute care of individuals to the management and promotion of the health of whole communities and even nations. The College of Nursing welcomes students from a spectrum of disciplines and professions.

All required prerequisite courses listed below must be successfully completed with a grade of C or better by the application deadline for which the student is applying. We recommend but do not require that you complete a laboratory component for each of these courses:
- **Anatomy and Physiology may be taken as two separate courses or as one three-credit course.**
- **Human Physiology**
- **Microbiology**

We do not accept Introductory Chemistry, Basic Chemistry, Fundamentals of Chemistry or Foundations of Chemistry. Only one term of General Chemistry is required.

**Anatomy and Physiology may be taken as two separate courses or as one three-credit course.**

**Pharmacology**

We strongly discourage applicants from taking Biology and Physiology online unless offered through a traditional community college or university. We recommend but do not require that applicants complete a Human Anatomy and Physiology course within the last three years.

**Graduation Requirements**

Direct Entry Master’s (MSN) for Non-Nurses: Generalist Entry Master’s (GEM) Clinical Nurse Leader (CNL) Program requires a minimum of 74 term hours of didactic and 1,308 clock hours of clinical instruction. Candidates are given a comprehensive examination in the final term of the program in preparation for the National Council Licensure Examination for Registered Nurses, or NCLEX. Graduates are eligible to sit for the NCLEX and the CNL certification exam.

**Academic Program Curricula**

**Master’s of Nursing Science (MSN)**

**Area of Focus: Generalist Entry Master’s (GEM)**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NSG-500</td>
<td>Socialization Into Nursing Seminar</td>
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<tr>
<td>NSG-501</td>
<td>Role of the Professional Nurse</td>
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<td>NSG-501P</td>
<td>Role of the Professional Nurse Practicum</td>
</tr>
<tr>
<td>NSG-510</td>
<td>Pathophysiology</td>
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<td>NSG-525</td>
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<td>Nsg Mgt: Common Health Alt/Life Span</td>
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<td>Nsg Mgt: Common Health Alt - Practicum</td>
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<td>NSG-522</td>
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<td>NSG-518</td>
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<td>NSG-523</td>
<td>Research for Evidence-Based Practice</td>
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<td>NSG-524</td>
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<td>NSG-512</td>
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* Currently offered online with in-person meetings

Note: Students must complete a minimum of 100 professional development hours to meet the CNL competencies.
• IPE - 502 Interprofessional Patient Centered Teams  
Credit(s): Non Credit

Interprofessional Patient Centered Team course is a pass/no pass course. Students will use experiential team based learning to apply knowledge, skills, and values of the IPEC competencies. The Fall cohort will be automatically enrolled in Term 1 and 2. The Spring cohort will be automatically enrolled in the Term 3 and 4. Workshops will be held Wednesday afternoons. Participation requires approximately 20 hours of student time.
Welcome to the College of Health Sciences

The College of Health Sciences offers outstanding educational programs for the preparation of allied health and health care management professionals. There are more than 200 different allied health fields, and allied health workers constitute nearly 60% of the health care workforce in the United States. Because of advances in treatment and technology, population growth and the aging of the population, the demand for allied health professionals is expected to increase significantly.

Allied health professionals and managers work in many different health care settings, including acute care, chronic care, primary care, community-based care, clinics, physicians’ offices, educational institutions, research facilities and industry settings. Patients served range from newborn infants and pediatric patients to adults and the elderly.

In keeping with the Rush University practitioner-teacher model, the College of Health Sciences integrates patient care, research, scholarship and service into the teaching-learning process for our students. We strive to provide educational programs that are among the very best in preparing graduates to provide accessible, high-quality care for our patients and community.

Charlotte Royeen, PhD
A. Watson Armour III Presidential Professor
Dean, College of Health Sciences

Overview

The College of Health Sciences, founded in 1975, is responsible for education and research in the allied health professions, including health care management. Rush University educates students as practitioners, scientists, teachers and leaders. As an integral component of Rush University, the College of Health Sciences seeks to prepare excellent allied health practitioners and leaders to provide the very best care for our patients. In addition, the college makes meaningful and significant contributions to advancing health care through research, scholarship, service and practice.

The College of Health Sciences offers programs in 15 different professional areas housed within 10 academic departments. The college includes the departments of Cardiopulmonary Sciences (Cardiovascular Perfusion and Respiratory Care), Clinical Nutrition; Communication Disorders and Sciences (Audiology and Speech-Language Pathology); Health Sciences; Health Systems Management; Medical Laboratory Science; Occupational Therapy; Physician Assistant Studies; and Religion, Health and Human Values and Undergraduate Studies (Health Sciences, Imaging Sciences and Vascular Ultrasound).

Programs and degrees offered within the college include the Doctor of Audiology (AuD), Medical Laboratory Science (MLS), Clinical Laboratory Management (MCL), Specialist in Blood Bank (certificate), Clinical Nutrition Diabetic Internship (MDI), Clinical Nutrition (MS), Health Sciences (BS, PhD), Health Systems Management (MS), Imaging Sciences (BS), Occupational Therapy (OTD), Cardiovascular Perfusion (MCP), Physician Assistant Studies (MPA), Respiratory Care (MS), Speech-Language Pathology (MS), and Vascular Ultrasound technology (BIS).

Organization

The organization of the College of Health Sciences centers around departments and programs, each headed by a department chairperson and program director who reports to the college dean.

The senior administrative and policy body of the College is the Chair’s Council, made up of the chairpersons from each of the college’s departments, program directors, and a representative from the Faculty Council. The senior representative body of the college is the Faculty Council, which comprises two faculty members elected from each department. Meetings of the Faculty Council are ordinarily held quarterly. Faculty may propose agenda items and guests are welcome by invitation.

Alumni Activities

Outstanding educational programs have outstanding alumni, and the College of Health Sciences encourages the development of strong ties with its graduates. All graduates are considered alumni of the College of Health Sciences. No dues are levied for membership in the college alumni association. In addition, each of the programs in the College of Health Sciences has an individual program alumni organization.

Further information about the College of Health Sciences can be obtained by contacting the Dean’s Office:

College of Health Sciences Dean’s Office
600 S. Paulina St., Suite 1001
Chicago, IL 60612
(312) 942-7120

Mission and Vision

Rush University’s purpose is to educate students as practitioners, scientists and teachers who will become leaders in advancing health care, and to further the advancement of knowledge through research. The College of Health Sciences, as an integral component of the University, seeks to prepare superb practitioners and leaders in the allied health professions to provide the very best care for our patients.

In addition, the college seeks to make meaningful and significant contributions in advancing health care through excellence in research, scholarship and service. In keeping with the Rush University practitioner-teacher model, the college integrates patient care, research, scholarship and service into the teaching-learning process of developing future allied health professionals and leaders.

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.
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.

Admission Requirements
Admission to the College of Health Sciences programs is on a competitive basis. Student selection is based on several factors, including overall grade-point average, prerequisite or science grade-point average, consistency of academic performance, coursework completed prior to application, examination scores, prior health care and life experiences and interpersonal abilities. The GRE graduate school entry exam score submission and a personal interview may be required by certain College of Health Sciences programs. For information on how to gain admission to a specific College of Health Sciences program, please consult the webpages for the relevant academic program at www.rushu.rush.edu/college-health-sciences/academic-programs.

Application Procedure
Application for admission into programs offered in the College of Health Sciences varies by program. For more information on application procedures, please consult the specific program and department webpages.

TOEFL Policy
All applicants whose native language is not English must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language, or TOEFL, examination.
A total TOEFL score of at least 88 on the web-based version, at least a 570 on the paper-delivered version or 230 on the computer version must be achieved. For each of the three subtests (listening, structure/writing and reading), applicants may score no less than 20 on the computer version or 18 on the web-based and paper delivered versions of the TOEFL.
An official report of these scores must be received by the TOEFL office prior to the date(s) on which admission decisions are made for the program(s) to which the applicant has applied. To obtain information or to register to take the TOEFL, write directly to the Education Testing Service:
The Education Testing Service
P.O. Box 6151
Princeton, NJ 08541
You may also wish to visit the TOEFL website at www.toefl.org. The applicant should indicate on the application for the examination that results should be sent to institution code No. 1676.
Applicants whose native language is not English and who have graduated from high school or successfully completed a higher education degree program (associate degree or higher) in the United States or one of its English-speaking protectorates may petition for a waiver of the TOEFL requirement to the College of Health Sciences’ Dean’s Office.
Waver requests should include proof of receipt of a high school or college diploma from an accredited institution in the United States or one of its English-speaking protectorates. College or university degrees must be granted by a regionally accredited college or university to be considered for waiver of the TOEFL.

Philosophy of General Education
Undergraduate programs at Rush University prepare entry-level professionals for various roles in health care. The University strives to provide an environment where knowledgeable, informed and literate students are prepared to take their place, not only in the health care arena, but also as citizens of the world. The professional education builds on a solid general education, which forms the basis for lifelong learning and prepares graduates to be practitioners with social consciences.
Students are admitted to Rush University with general education sufficient to lay the groundwork for developing excellent written and verbal communication skills, critical thinking abilities, cultural sensitivity, high ethical standards and an inquiring mind. Students are expected to enter Rush University with foundations in communications, humanities, mathematics, physical/life sciences and social sciences. The professional education offered by the University complements the student’s general education, resulting in a graduate who displays the following:
• Communicates effectively in writing and speech
• Demonstrates intellectual curiosity and critical thinking in the application of math and science to practice
• Applies ethical principles to practice
• Demonstrates ability to practice effectively in a diverse society
• Exercises/expresses their social conscience to positively influence health care at local to global level

Academic Policies
Examination Policy
The examination policy is the responsibility of the individual course director who will inform students of examination requirements for that particular course. A time period at the end of the semester is provided for examinations. This time may be used as the course director chooses.

Readmission
Any student who has withdrawn from a program or has not been enrolled for one or more semesters, as well as any dismissed student, may apply for readmission by submitting an application for this purpose. Applications for re-enrollment must be received at least three months before the planned return.
An interview may be required. A re-entering student must meet the conditions for re-enrollment stated in their dismissal or re-entry acceptance letter and all policies, requirements and course sequences in effect at the time of re-entry. Previously enrolled students may be considered as part of the pool of new applicants and are not guaranteed admission. The student will pay tuition and fees at the rates in effect at the time of re-enrollment.

Rush University Academic Policies
The Academic Resources and Policies section of this catalog contains additional Rush University academic policies.

Student Professional and Community Service Requirement
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 and 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.
Achievement of the College of Health Sciences Excellence in Service Goal is demonstrated in part through the following:
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 College of Health Sciences 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 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.

Conduct and Ethics
Students are expected to conduct themselves in a professional manner at all times in a manner that conforms to the ethics of the health professions and instills confidence in their abilities as health care professionals. Each student is expected to conform to the professional code of ethics as outlined in their departmental student handbook. Irresponsible, unprofessional or unethical behavior may result in disciplinary action, which may include suspension or dismissal from the college. All clinical agency or hospital regulations are to be followed by students when undergoing clinical or other training in a facility. For additional information, students should refer to the Rush University Statement on Academic Honesty and Student Conduct and the Rush University Medical Center Code of Conduct.
Scholastic Dishonesty and Cheating

The College of Health Sciences will not condone cheating in any form. Allegations of cheating will be reviewed by the departmental Committee on Progress and Promotions.

Any student found to be cheating on an examination may receive a 0 for the examination and will be subject to formal disciplinary action, which may include suspension or dismissal from the program. Failure to report incidents involving scholastic dishonesty on the part of another student will be considered unprofessional conduct and may also result in disciplinary action. Students should refer to the Rush University Policy on Academic Honesty and Student Conduct for further information.

HIPAA and Patient Privacy

Rush University students have a legal and ethical responsibility to safeguard the privacy of all patients and protect confidentiality and security of all health information. Protecting the confidentiality of patient information means protecting it from unauthorized use or disclosure in any format, including verbal, fax, written or electronic/computer. Patient confidentiality is a central obligation of patient care. Any breaches in patient confidentiality or privacy may result in disciplinary action, up to and including dismissal from the college.

The laboratory component of some courses may use students as simulated patients. This is particularly true for the patient evaluation, medicine and patient education components. Additionally, the sharing of personal experiences can be a rich resource in the development of students’ understanding, knowledge and appreciation of disease, health care and impact on peoples’ lives.

Practicing the medical history and physical examination of patients places students in close contact and leads to the sharing of personal information and physical findings. Similarly, students may use personal experiences in patient role-playing exercises.

All shared and personal medical information and physical examination findings are to be treated with utmost confidentiality — the same as for any patient contact. Failure to protect the confidentiality of any information related to the activities in a course or clinical rotation may result in disciplinary action; up to and including suspension or dismissal from the college. For additional information, students should refer to the Rush University HIPAA policy and the Rush University Policy on Privacy and Confidentiality of Student Records and FERPA.

Guide to Professional Conduct

Professionalism relates to the intellectual, ethical, behavioral and attitudinal attributes necessary to perform as a health care provider or manager. As it applies to their professional role, the student will be expected to do the following:

Attend
1. Demonstrate awareness of the importance of learning by asking pertinent questions, identifying areas of importance in practice, and reporting and recording those areas
2. Avoid disruptive behavior in class, laboratory and clinical or practicum rotations, such as talking or other activities that interfere with effective teaching and learning

Participate
1. Complete assigned work and prepare for class, laboratory and clinical or practicum 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, staff and physicians

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

Communicate
1. Demonstrate a pleasant and positive attitude when dealing with patients and coworkers by greeting them by name, approaching them in a non-threatening 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 assessment and/or therapy

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

Be Safe
1. Verify identity of patients before initiating therapeutic action
2. Interpret written information and verbal directions correctly
3. 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

Guide the following are examples of critical errors in professional conduct and judgment:
1. Failure to place the patient’s welfare as first priority
2. Failure to maintain physical, mental and emotional composure
3. Consistent ineffective or inefficient use of time
4. Failure to be appropriately honest with patients, faculty and colleagues
5. Scholastic dishonesty in any form
6. Failure to follow the Rush University Medical Center Code of Conduct

Procedure for Unprofessional Conduct

For specific rules regarding the procedures for unprofessional conduct, please refer to the departmental or program student handbook. In general, for issues that are not satisfactorily resolved between the instructor and student, the following guidelines should be followed for unprofessional conduct:

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 or program director will have been notified.

Step 2. The department chairperson or 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 chairperson, student and faculty advisor, whenever possible, will meet as promptly as possible after the alleged incident. The department chairperson 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 departmental Committee on Progress and Promotions will be convened to review the allegations and recommend a course of action. The department chairperson will inform the student and the dean in writing of the preliminary hearing and the following:

- Date
- Name of student
- Nature of the allegations
- Date of alleged incident/occurrence
- 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 the current departmental student handbook, University Catalog and the College of Health Sciences Policies and Procedures for the Rush University Rules for Governance.
Incidents in the Clinical Agency

An incident that affects patients’ or staff’s well-being, or the patient’s prescribed care, will be reported to the clinical instructor or preceptor immediately. An institutional inci-
dent report will then be completed following the policy of the health care institution or hospital in which the incident occurred. A duplicate of the hospital incident report, as well as a memorandum of explanation from the clinical instruc-
tor or preceptor, will be placed in the student’s clinical file, and the department chairperson, program director or clinical
director will be notified immediately. Incidents involving gross errors in judgment or practice on the part of the stu-
dent will constitute grounds for dismissal from the program.

Criminal Background Checks and Drug Testing

Programs offered in the College of Health Sciences often require that clinical rotations, practica, internships or other learning experiences be successfully completed in hospitals and other health care facilities to meet program require-
ments. Because the use of these facilities is required, stu-
dents must be able to successfully complete their assigned rotations in order to fulfill the academic requirements of their program.

Hospitals and other health care facilities often have policies
requiring criminal background checks for employees, stu-
dents and volunteers. These facilities may refuse to accept individuals for clinical, practicum or other experiential rota-
tions 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 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 rotations 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 on academic
grounds.

Students should also be advised that persons with certain
types of criminal convictions may not be eligible for state
licensure or national registry or certification, or both. In addi-
tion, many employers perform criminal background checks and may not hire individuals with certain types of criminal convictions.

Drug Testing

Hospitals and other health care facilities often have poli-
cies requiring drug testing for employees, students and
volunteers. Some facilities provide that students who test positive for drugs are ineligible to complete clinical, practi-
cum or work assignments in that facility. Students should be
prepared to comply with the policies and procedures at any
assigned facility and may not request facility assignments
in an effort to avoid drug screening requirements. Students
who fail to report for clinical or practicum assignments or who are terminated from rotations because they violate the
drug-testing or drug-use policies of the facilities will be sub-
ject to dismissal from the program.

Procedures Implementing Academic Accommodation for Students Seeking Accommodations

Rush University is committed to diversity and attracting and
educating students who will make the population of health
care professionals representative of the national population.

Our core values — I CARE (innovation, collaboration, accountabil-
ity, respect and excellence) — translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innova-
tive 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 accommoda-
tions. Students who may need special accommoda-
tions can access this information at www.rushu.rush.edu/office-student-accessibility-services.

Student Government

A Student Government Association exists for the students
enrolled in the College of Health Sciences. Student represen-
tatives will be elected by the student body in such a manner
as to provide appropriate representation for all students in
the College of Health Sciences.

Release of Student Information

Students must sign a release requesting enrollment verifica-
tion, verification of degree, recommendations, letters of ref-
erence or release of other student information. For a Letter
of Degree or Enrollment Verification, the student should use
the form provided by the Office of the Registrar. The
Office of the Registrar is the only office at Rush University
authorized to release enrollment or degree verification
information.

For recommendations or letters of reference, a release
form is required for personally identifiable information
from a student’s education record given out by College of
Health Sciences faculty. (Please note: The College of Health
Sciences requires that all recommendations or letters of reference — even if they are based upon the recommender’s personal observation or knowledge — have a release form
on file before the person writing the recommendation can
release the recommendation or letter of reference.)

Student grades will not be posted and cannot be given out
over the telephone or via email.

For additional information, students should refer to the Rush
University Policy on Privacy and Confidentiality of Student
Records and FERPA.

Student Academic Appeal and Grievance Procedures

The College of Health Sciences student appeals and griev-
ance procedures provide a mechanism allowing student
to 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
class or administrative body. Rather, it shall be used to
provide due process for those who believe that a rule, pro-
cedure 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 term, and the student will receive
100% tuition reimbursement for that term.

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
informally with the course instructor. If the course instructor
is the department chairperson or if the complaint does not
pertain to a specific course, the student should seek resolu-
tion with the department chairperson at the outset.

1. A student with such a complaint must request reconsider-
ation, in writing, of the application of a rule, procedure
or policy, or unfair or improper treatment within five
working days following the incident that forms the basis
for the complaint (e.g., five days after grades are posted).

2. The instructor will meet with the student or speak
with the student via telephone for those students who are
unable to come to the chairperson’s office, if requested
by the student. The instructor will notify the student in
writing of the decision regarding the complaint within
five working days following the meeting or discussion.

Step 2. If resolution is not achieved informally, as described
in Step 1, the student should seek resolution with the
chairperson of the department in which the course is
offered within five working days following notification by
the instructor of their decision.

1. The chairperson will meet with the student — or speak
with the student via telephone for those students unable
to come to the chairperson’s office if requested by the
student — following receipt of the student’s request for
resolution to discuss the problem or complaint.

2. The chairperson will notify the student of their decision
in writing following the meeting or discussion.

Step 3. If the issue was not resolved in Step 2, the student
may submit a written appeal, describing the nature of the
student’s complaint and reasons for seeking an appeal,
to the student progress and promotion committee of
the department within five working days following notification by
the department chairperson of their decision.

1. 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.

2. The committee may request that the course instructor
or faculty member named in the grievance appear before
the committee to make an oral statement and answer
questions. The instructor or faculty member named in
the grievance may not be present during committee
deliberations.

3. Following review of information provided, the committee
will notify the student of its decision.
Step 4. If the issue was not resolved to the student’s satisfaction in Step 3, the student may submit a written request seeking a hearing to the dean within five working days of receiving the department progress and promotion committee decision. The written request should include a description of the complaint and the reason the student is seeking an appeal.

1. The dean will meet with the student for a hearing following receipt of the written request from the student.
2. Following the meeting with the student, the dean may render a decision or choose to appoint a panel to investigate the grievance and make a recommendation to the dean.

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.

Addendum to the Academic Appeal and Grievance Process

When a student appeal reaches the level of the dean of the College of Health Sciences, the dean may refer the case to a committee for the purpose of investigating the appeal or grievance and making a recommendation to the dean. The purpose of this addendum is to describe the procedure followed by the committee.

The College of Health Sciences has established a standing committee of 10 members of its Faculty Council. The committee members will be determined each fall for the subsequent year. Five members will be selected from the standing committee, as available and appropriate, to serve on an appeals hearing committee. The five members will include a designated chair of the committee, who will be the chair of the Faculty Council if available. If the chair of the Faculty Council cannot serve as chair of the committee, one of the five selected committee members will be appointed as chair of the appeals committee by the chair of the Faculty Council.

If a member of the standing committee is in the same department as the student involved or has a conflict of interest related to the student, the committee member shall recuse from the hearing. Faculty who are also students in the College of Health Sciences program that the student is enrolled in may not serve on the standing committee.

The hearing will be closed and confidential, and all documentation related to the appeal shall be kept confidential and its distribution limited to individuals on a need-to-know basis. Transcripts of a hearing are not required. Students may take notes but may not record the hearing.

The steps for the appeal process are as follows:

1. The dean will notify the chair of Faculty Council of a student grievance or appeal at the level of the Office of the Dean that permits a hearing. Within 24 hours, the chair will provide the dean with a receipt of the notice.
2. Within 10 business days of the submission of the appeal to the dean, the student will submit a written summary that includes the following information:
   - Action being appealed and course number and grade or evaluation, if applicable
   - Action requested
   - Justification for request
   - Outline of effort and actions taken to date to obtain consideration of the request

The dean reserves the right to ask for points of clarification that must be provided within five business days of the query.

Within 20 business days of the submission of the appeal to the dean, a College of Health Sciences designee as designated by the committee (someone from the student’s progress and promotions committee) will submit a written account of the evidence against the student, along with a summary of the account and appendices providing the evidence. The dean reserves the right to ask for points of clarification that must be provided within five business days of the query.

Formal rules of evidence shall not be applicable. Evidence presented should be reasonably related to the issue before the committee and shall not be overly repetitious. All evidence shall be admissible unless clearly redundant or irrelevant to the issue being reviewed. The student may call witnesses on their behalf. The chair of the appeals committee shall have the right to limit witnesses based on redundancy or relevance to the issue.

3. The student appeal summary will be submitted to the chair of the appeals committee, who will then schedule a hearing for the appeal — to occur within 15 business days of the receipt of the written summaries. The appeal hearing will be scheduled for one hour and 30 minutes within one of the classrooms or conference rooms.
4. The hearing will be conducted by the chair of the appeals committee. At the hearing, the following people will attend: the five selected members of the standing committee, including the chair of the appeals committee, and the student. The dean or designee may attend as an observer during the hearing. The student may choose to have at the hearing a representative, who may be an attorney, serving in a non-speaking role in support for the student. The committee may have at the hearing a University attorney, who will serve only in an advisory capacity.
5. The role of the committee members is to (a) hear the grievance or appeal, (b) consider all evidence, (c) ask clarifying questions as needed and (d) make a recommendation to the dean based on a preponderance of the evidence.
6. The College of Health Sciences designee from the student’s progress and promotions committee will present evidence concerning the student.
7. The student will present their evidence in support of their grievance or appeal and shall have the burden of establishing that their request should be granted. At the conclusion of the hearing, the chair will excuse the student prior to the committee’s deliberations.
8. A designated committee member will take summary notes, including time, what evidence is presented by whom and final disposition of the committee. A decision will be reached by a majority vote of the five committee members.
9. Following deliberations, the committee will provide a recommendation to the dean, which should include a summary of the evidence presented at the hearing. The dean will consider the committee’s recommendation and render a final decision.

Committees

The senior administrative and policy body of the College of Health Sciences is the Chairs Council. Its membership consists of the chairpersons of each of the college’s departments and a representative of the Faculty Council.

The senior representative body of the College of Health Sciences is the Faculty Council. Its membership comprises faculty members representing all departments and ranks.

The Committee on Senior Faculty Appointments and Promotions recommends all promotions and appointments of faculty to senior ranks. It is elected by the faculty and has representatives from all departments in the college.

In addition, the dean may appoint special committees and task forces of the college to meet specific college needs, such as strategic planning.
College of Health Sciences
Academic Programs

Cardiopulmonary Sciences
Cardiovascular Perfusion (MS)
Respiratory Care - Professional Phase, Two-Year Track (MS)
Respiratory Care: RRT Advanced Standing (MS)

Communication Disorders and Sciences
Audiology (AuD)
Speech-Language Pathology (MS)

Clinical Nutrition
Master of Science Clinical Nutrition (MS)
Master of Science Clinical Nutrition (MS)
and Dietetic Internship

Health Sciences
Health Sciences (PhD)

Health Systems Management
Health Systems Management (MS)
Health Systems Management, Executive Track (MS)

Medical Laboratory Science
Clinical Laboratory Management (MS)
Medical Laboratory Science (MS)
Specialist in Blood Bank Technology (CP)

Occupational Therapy
Occupational Therapy (OTD)

Physician Assistant Studies
Physician Assistant Studies (MS)

Undergraduate Studies
Health Sciences (BS)
Imaging Sciences (BS)
Vascular Ultrasound and Technology (BS)
Cardiopulmonary Sciences

Master of Science
Cardiovascular Perfusion (MS)
Program Overview
The Master of Science degree is intended for those whose baccalaureate degree is in a field other than cardiovascular perfusion. The Cardiovascular Perfusion program curriculum provides the knowledge, clinical experiences and opportunity for our students to achieve competence in the practice of cardiovascular perfusion.

This medical specialty has become increasingly important in the health care field. The perfusionist serves primarily as part of the cardiovascular surgical team, operating the heart-lung machine during open-heart surgery. The perfusionist is also responsible for other life-support equipment, such as intra-aortic balloon pumps, ventricular assist devices and extracorporeal membrane oxygenation. In addition to cardiovascular surgery, additional professional practice may include veno-venous bypass for liver transplantation, isolated limb or organ chemotherapy perfusion, cardiopulmonary bypass supported cardiac catheterization procedures and blood salvaging for orthopedic or general surgery procedures.

Students in the Cardiovascular Perfusion program will benefit from the teaching and research expertise of established scholars and practitioners. The program is committed to providing increased opportunities for experiential learning at nationally ranked cardiac centers across the country.

Cardiovascular Perfusion: Admission Requirements

• A baccalaureate degree from an accredited college or university.
• Receipt of official transcripts from each institution of higher education attended.
  - If a college or university outside the United States conferred the baccalaureate degree, the Educational Credentials Evaluators (ECE) or World Education Services (WES) must evaluate international transcripts. A detailed course-by-course report is required. Contact ECE at (617) 289-3400 or www.ece.org, or WES at (800) 361-3106 or wes.org.
• Cumulative and science GPA of 3.0 on a 4.0 scale.
• Receipt of three letters of recommendation.
• Applicants who did not complete high school in the United States must submit TOEFL scores.
• Possess psychomotor skills necessary to provide or assist in the technical standards, determine they require reasonable accommodations, and communicate effectively and sensitively with patients and families.
• Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences.
• Accurately elicit information, including a medical history and other information, to adequately and effectively evaluate a population's or patient's condition.
• Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the cardiovascular perfusion role.
• Synthesize information, problem-solve and think critically to judge the most appropriate therapy, assessment or treatment strategy.
• 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.
• Demonstrate concern for others.
• Integrity, accountability, interest and motivation are necessary personal qualities.
• Demonstrate intent and desire to follow the Rush University and Cardiovascular Perfusion Code of Ethics.

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodation to fully engage in the program should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs.

Additional Recommendation
In addition, it is highly recommended that prospective students talk to a clinical perfusionist and, if possible, observe a procedure requiring the use of cardiopulmonary bypass.

Cardiovascular Perfusion: 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.

Our core values — I CARE (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 Cardiovascular Perfusion program:

Acquire Information
• Acquire information from demonstrations and experiences in courses such as lecture, group and physical demonstrations.
• Acquire information from written documents and computer systems (e.g., literature searches and data retrieval).
• Identify information presented in accessible images from paper, slides, videos with audio description and transparencies.
• Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication.

Use and Interpret
• Use and interpret information from assessment techniques/maneuvers.
• Use and interpret information related to physiologic phenomena generated from diagnostic tools.

Motor
• Possess psychomotor skills necessary to provide or assist in holistic cardiovascular perfusion care and perform or assist with procedures and treatments.

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 cardiovascular perfusion role.
• Synthesize information, problem-solve and think critically to judge the most appropriate therapy, assessment or treatment strategy.

Behavioral
• Accurately elicit information, including a medical history and other information, to adequately and effectively evaluate a population's or patient's condition.
• 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.
• Demonstrate concern for others.
• Integrity, accountability, interest and motivation are necessary personal qualities.
• Demonstrate intent and desire to follow the Rush University and Cardiovascular Perfusion Code of Ethics.

Outstanding applicants must complete the following courses with a grade of C or better prior to enrolling. Required courses must be taken for a letter grade rather than a pass-fail option.

Natural and Biological Sciences
16 semester hours or 24 quarter hours
Science courses must include the following:
• One semester of organic chemistry.
• One semester of physics.
• One semester of a human anatomy course.
• One semester of a human physiology course OR
• Two semesters of a combined anatomy and physiology course with a laboratory component.

Some community college introductory science classes may not be comprehensive enough to satisfy the prerequisite requirements. For any questions about courses, please contact the Office of College Admission Services at (312) 942-7100 to speak with an admissions counselor.

Mathematics and Statistics
Two college-level mathematics courses, which must include an introductory course in statistics.

English Composition
Two courses or documented proficiency at composition II level. Although not required, applicants are encouraged to take additional courses focusing on written communication, because writing skills are essential for the successful completion of the Cardiovascular Perfusion Program.

Social Sciences
14 semester hours or 20 quarter hours
Course work must include the following:
• Introduction to psychology.
• Introduction to sociology.
• Other social science courses (may include psychology, sociology, economics, history and anthropology).

Humanities
Eight semester hours or 12 quarter hours
Humanities courses include the following: religion, philosophy, foreign languages, literature, or the history of art, music, theater, film or dance. Studio art classes, instrumental music classes, and speech classes are not acceptable.

Medical Terminology
Applicants must complete all the required prerequisite coursework with a grade of C or better prior to enrolling at Rush.
Students in the Cardiovascular Perfusion program benefit from the teaching and research expertise of established scholars and practitioners. The program is committed to providing increased opportunities for experiential learning at nationally ranked cardiac centers across the country. Graduates of the program will be qualified to sit for the certification examination of the American Board of Cardiovascular Perfusion.

Curriculum

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CVP-605 Cardio pulmonary Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>CVP-611 Cardio pulmonary Perfusion Technology I</td>
<td>3</td>
</tr>
<tr>
<td>CVP-612 Instrumentation in Cardio pulmonary Perfusion</td>
<td>3</td>
</tr>
<tr>
<td>CVP-620 Evaluation of the Cardiac Surgery Patient</td>
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<tr>
<td>CVP-621 Seminar I</td>
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<td>CHS-601 Introduction to Biostatistics</td>
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<tr>
<td>IPE-502 Interprofessional Patient Centered Teams</td>
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<tr>
<td>CVP-606 Acid Base Physiology</td>
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<tr>
<td>CVP-615 Cardio pulmonary Perfusion Technology II</td>
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<tr>
<td>CVP-622 Pathophysiology and Perfusion Techniques</td>
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<tr>
<td>CVP-632 Principles of Pharmacology</td>
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<tr>
<td>CHS-610 Research Methods in the Health Sciences</td>
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<tr>
<td>IPE-502 Interprofessional Patient Centered Teams</td>
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<tr>
<td>CVP-623 Adult and Pediatric Congenital Heart Disease</td>
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<td>CVP-624 Mechanical Circulatory Support</td>
<td>2</td>
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<td>CVP-640 Principles and Practices of Cardio pulmonary Bypass with Simulation</td>
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<td>CVP-641 Perfusion Practicum I</td>
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<tr>
<td>CVP-661 Master's Project I</td>
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<td>Fall Term</td>
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<tr>
<td>CVP-642 Perfusion Practicum II</td>
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<tr>
<td>CVP-662 Master's Project II</td>
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<tr>
<td>CVP-680 Organizational Leadership</td>
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<td>Spring Term</td>
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<td>CVP-645 Perfusion Practicum III</td>
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<tr>
<td>CVP-664 Master's Project II</td>
</tr>
<tr>
<td>CVP-681 Health Care Quality &amp; Operations Management</td>
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</tbody>
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Hours Required for MS Degree: 78

Respiratory Care - Professional Phase, Two-Year Track (MS)

Program Overview

The Division of Respiratory Care in the College of Health Sciences at Rush University is dedicated to clinical and academic excellence in teaching, research, service and patient care. The Respiratory Care program is designed to provide students with an outstanding education in preparation for a satisfying professional career as advanced respiratory care practitioners, as well as to provide a foundation for leadership in management and supervision, research and clinical specialization.

The Respiratory Care program involves motivation, curiosity, professional fulfillment and personal satisfaction. The work is both hard and rewarding.

Interaction with faculty, therapists, physicians and nurses is essential and is the key to the program. Students engage in seminars, intensive classes and laboratories, and clinical training in hospitals. The result is an outstanding education in respiratory care, but it is more than that. There is a sense of personal growth and a real commitment to serving people.

The overall purpose of the program is to provide a high quality education that is relevant and professionally sound to meet the respiratory care leadership needs in the health care community. Inherent in this purpose is the goal to prepare respiratory therapists who can demonstrate the attitudes, skills and knowledge required to meet the changing needs in the community.

It will be necessary for the respiratory therapist to collaborate with all members of the health care team to identify and solving the problems that relate to respiratory diseases and disorders of the cardiopulmonary system. The respiratory therapist must be able to think critically, communicate effectively, demonstrate judgment and provide self-direction. It is a primary objective of the program to educate well qualified, competent respiratory therapists who demonstrate leadership ability.

As an academic medical center program, the Respiratory Care program must also make an appropriate contribution in the areas of research, service and patient care. With respect to research and scholarship, the division conducts and publishes original research studies, participates in the publication of textbooks and chapters, abstracts and invited presentations based on original research. Service activities include participation on local, state and national professional boards and committees, community service, university service activities and continuing education. Patient care is integral to the division's teaching, research and service activities. The faculty embrace the practitioner-teacher model and are passionate about students achieving academic excellence and professional competence.

The Respiratory Care program is dedicated to the mission, vision and values of the College of Health Sciences, University and Medical Center.

Master of Science Program

The Master of Science degree in respiratory care requires a minimum of 92 semester hours of credit for graduation. This is an integrated program, requiring 29 semester hours of program prerequisite requirements prior to admission to Rush University for the professional phase (24 months). The preprofessional phase requirements may be completed at any accredited college or university and include the successful completion of a baccalaureate degree. Dedicated to clinical and academic excellence, the professional phase includes over 1000 hours of clinical practice.

As a leadership program in respiratory care, this course of study aspires to provide graduates with the foundation needed to assume professional leadership roles in clinical practice, clinical specialty areas, research, education and management. Upon completion of the program, graduates are eligible for the national board examinations in respiratory care, as well as state licensure.

Respiratory Care (MS): Admission Requirements

Admission to the program is on a competitive basis. Student selection is based on several factors, including overall grade-point average, prerequisite grade-point average, consistency of academic performance, coursework completed prior to application, Graduate Record Examination (GRE) scores and interpersonal abilities. The program is rigorous, and applicants are required to arrange an orientation visit to a respiratory care department at a hospital prior to acceptance to the program if the applicant has no previous experience in the field of respiratory care.

Requirements for admission to the professional phase of the program in respiratory care include the following:

- A minimum overall GPA of 2.5 in undergraduate coursework
- Completion of all professional prerequisite required courses with a grade of C or better
• Completion of a bachelor's degree
• Senior standing at the time of application and the ability to complete all preprofessional coursework by the beginning of the fall term of the first year
• Submission of the GRE graduate school entry exam scores is encouraged but not required (from an examination taken within five years of the date of application to the program)
• A personal interview with division faculty
• Completed application to the program and submission of official transcripts for all college coursework completed

Program Prerequisites
All program prerequisite courses must be taken prior to entry into the first-year of the regular professional program (alterations in the student's planned program require written approval by the department chairperson/program director). Registration for the first sequence of professional courses in the program requires the following:
• Admission into the program
• Completion of human anatomy and physiology, chemistry, physics, microbiology, psychology, mathematics (college algebra or higher) and statistics with a grade of C or better
• Consent of the Committee on Progress and Promotions for Respiratory Care

Please note: Individuals holding the RRT credential may be admitted to the program prior to completion of all program prerequisites.

Respiratory Care: 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.

Our core values — I CARE (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 Respiratory Care program:

**Acquire Information**
- Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
- Identify information presented in accessible images from paper, slides, videos with audio description and transparencies
- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication

**Use and Interpret**
- Use and interpret information from assessment techniques/maneuvers
- Use and interpret information related to physiologic phenomena generated from diagnostic tools

**Motor**
- Possess psychomotor skills necessary to provide or assist in holistic respiratory care and perform or assist with procedures and treatments
- Practice in a safe manner and appropriately provide respiratory care and assessment in emergencies and life support procedures, and perform universal precautions against contamination

**Communication**
- Communicate effectively and sensitively with patients and families
- Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences
- Accurately elicit information, including a medical history and other information, to adequately and effectively evaluate a patient's, client's or patient's condition

**Intellectual Ability**
- Measure, calculate, reason, analyze and synthesize data related to the diagnosis and treatment of patients and populations
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the respiratory care role
- Synthesize information, problem-solve and think critically to judge the most appropriate theory, assessment 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 Respiratory Care code of ethics

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs.

Given the clinical nature of our programs, time may be needed to implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University:

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

Respiratory Care: Academic Policies

**Master of Science**
All professional courses (RCP prefix) in the program are taught in a sequential manner. Each professional course in the program serves as the prerequisite for the subsequent course. Consequently, professional courses must be taken in sequence.

**Withdrawing or failure to successfully complete a professional course with a letter grade of C or better may result in the student being placed on a three-year track, given a leave of absence, or LOA, and academic probation or dismissed from the program after review by the Committee on Progress and Promotions.**

Students readmitted to the program at times other than the fall term of the second year will pick up the course sequence as prescribed by the chairperson/program director or Committee on Progress and Promotions for Respiratory Care.

**Standards of Performance for Respiratory Care and Major Field-Related Courses**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>70-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
</tr>
</tbody>
</table>

Unless otherwise described in a given course syllabus, the minimum satisfactory grade for course credit is a letter grade of C, and all stipulated segments of a course must be passed by this standard. Students must demonstrate proficiency in all clinical skills presented to pass clinical courses. For all clinical courses, the final exam must be passed at the designated cut score and a grade of C or better must be maintained to successfully complete each clinical course to continue in the program.

Students are expected to maintain an overall GPA in the program of at least 3.0.

Failure to maintain a cumulative GPA of at least 3.0 will subject the student to a review and may result in the student being placed on probation, given an LOA or dismissed from the program after review by the Committee on Progress and Promotions. If a student is dismissed and wishes to re-enter the program, they must reapply and will be considered on the same basis as any new applicant. Students who voluntarily withdraw from the program, either passing or failing, have no guarantee of reinstatement to the program. Students requesting readmission to the program should submit a letter to that effect to the Committee on Progress and Promotion for Respiratory Care. Students readmitted to the program will pick up the course sequence as prescribed by the chairperson/program director or Committee on Progress and Promotions for Respiratory Care.
Clinical Final Examinations
All students are required to pass the clinical final examination after completing clinical courses to continue in the program. In the event a student fails the clinical final examination, the student is allowed to make one more attempt to pass. In the event the student passes the clinical final exam on the second attempt, the student will continue in the program. The grade earned on the first attempt will be used to calculate the final clinical grade. In the event the student does not pass the clinical final exam on the second attempt, the student will be placed in remediation. The student will be given a third attempt to pass the final exam by the end of the next term. In the event the student does not pass on the third attempt, the student will earn an F in the clinical course and may be suspended or released from the program.

Comprehensive End-of-Program Competency Assessment Examination
Before graduating, the student will complete comprehensive end-of-program competency examination assessments (NBRC secure Therapist Multiple Choice, or TMC, and clinical simulation examinations, or CSE). The TMC examination will be taken at the end of the spring term of the second year as part of RCP 575, Clinical Practice III. The CSE will be given at the beginning of the summer term of the second year as part of RCP 585, Clinical Practice IV. A passing score is required to successfully complete RCP 575 and RCP 585, as well as to meet graduation and program course completion requirements. Students who do not successfully complete the comprehensive self-assessment examinations will receive an incomplete grade of "I" for RCP 575 and/or RCP 585. Those students failing and receiving an I grade will be required to attend remediation over the following term. Those failing the examination after multiple attempts or failing to attend remediation may be subject to dismissal from the program. Those students may reapply to the program (see Procedures for Re-admission).

Conduct and Ethics
Each student is expected to conduct oneself in a dignified manner at all times. This manner conforms to the ethics of the profession and instills patient confidence in one’s abilities as a health care practitioner. Each student is expected to conform to the professional code of ethics as outlined in this handbook and the policies outlined in the University catalog.

Irresponsible, unprofessional or unethical behavior as determined by the instructor, or failure to follow the instructions of a clinical instructor during clinical practice, may result in dismissal from the program. Falsification on any clinical documents will be treated as scholastic dishonesty. All hospital regulations are to be followed by students when undergoing clinical training in a facility. If employed by a clinical site in which the student is assigned a clinical rotation, the student must not complete clinical coursework while in an employee status.

Scholastic Dishonesty and Cheating
The division will not condone cheating in any form. Plagiarizing or copying others writing or work is considered cheating. Any allegations of cheating will be reviewed by the Committee on Progress and Promotions for Respiratory Care and, if merited, dealt with in a strict manner, including immediate dismissal from the program.

Any student found to be cheating on an examination, test, quiz or assignment will automatically receive a grade of 0 and will be subject to dismissal from the program at the discretion of the Committee on Progress and Promotions for Respiratory Care. Plagiarism on drafts of assignments may result in a grade of 0 for the entire assignment. Failure to report incidents involving scholastic dishonesty on the part of another student will be considered unprofessional conduct on the part of the student and may result in disciplinary action.

Examination Review
At the discretion of the course instructor, during review of any examination given within the curriculum, no other papers or books will be allowed on the student’s desk. No writing implements of any kind will be allowed. NO note-taking or recording of any kind will be permitted. This includes written note-taking and/or any form of mechanical, electronic, audio, or video recording. Violation of this policy will constitute academic dishonesty and will be referred to the Committee on Progress and Promotions for review and possible disciplinary action.

Examination Administration
All examinations given by the division will be monitored by faculty or staff at all times. Students will be seated in such a manner as to minimize the opportunity for observation of other students’ examination papers. No breaks will be allowed once an examination period has begun, and students may not leave the room during an exam until they are finished taking the examination, except in the event of an emergency, which will be judged by the faculty or staff monitoring the exam on a case by case basis.

If a student turns in an examination without answering all questions, he or she will NOT be given an opportunity to finish the examination after leaving the room. Only marks made on the Scantron sheet will be used to compute a grade on all Scantron-graded examinations. Even if a student marks the answer correctly on his or her examination, but does not mark it correctly on the Scantron, only the Scantron answer will be used to compute the grade, not the answer marked on the examination. Calculators will be provided to students for examinations, thus personal calculators will not be allowed during examinations.

Policy for Transfer Students
Students who have completed coursework at other approved respiratory care programs may petition to have these courses transferred in lieu of specific coursework in the Rush University program. Students must submit a transcript of their courses from the program and a copy of the course syllabus for each course in which they desire transfer credit. The syllabus must contain the following: course objectives, lecture outlines, course content, evaluation procedures and related information. These courses will be evaluated on an individual basis for content and total contact hours and credit hours. The division reserves the right to test the proficiency of any student in coursework transferred from other respiratory care programs and the right to disallow such transfer credit in such coursework in cases where the student cannot demonstrate acceptable proficiency. All transfer credit is subject to the approval of the Committee on Progress and Promotions for Respiratory Care. The student must also have a minimum grade of B (3.0) for each course being transferred.

A student cannot receive transfer credit for any respiratory care coursework if they left the previous program due to academic probation, suspension or exclusion. All University policies regarding transfer credit must be satisfied.

Respiratory Care (MS): Graduation Requirements
- Completion of all required coursework with a grade-point average of 3.0 or better
- Completion of each required respiratory care professional course with a grade of C or better
- Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS) and Neonatal Resuscitation Provider (NRP) course completion
- Successfully complete a division research project
- Completion of all University requirements for graduation

Respiratory Care (MS): Curriculum
Preprofessional Phase - Program Prerequisites
The preprofessional phase (lower-division, college-level coursework) requires a minimum of 29 term hours of prescribed study as outlined below.

<table>
<thead>
<tr>
<th>Professional Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy and Physiology (or 4 hours Anatomy and 4 hours Physiology)</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry (With Lab)</td>
<td>4</td>
</tr>
<tr>
<td>Physics (With Lab)</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology (With Lab)</td>
<td>4</td>
</tr>
<tr>
<td>Psychology (Courses With prefixes PSYC)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (College Algebra or Higher)</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>
Professional Phase: Respiratory Care Professional Courses

Two-Year Track: MS Degree

Students accepted into the professional phase begin coursework in the fall term of the first year of the program. Coursework in the professional phase is taken on a full-time basis in the following sequence:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
<tr>
<td>RCP-501 Foundations of Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>RCP-511 Introduction to Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RCP-512 Cardiopulmonary Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>RCP-515 Respiratory Care Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>RCP-520 Cardiopulmonary Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>RCP-556 Research Project</td>
<td>1</td>
</tr>
<tr>
<td>RCP-567 Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td></td>
</tr>
<tr>
<td>RCP-531 Critical Respiratory Care</td>
<td>4</td>
</tr>
<tr>
<td>RCP-554 Clinical Practice I</td>
<td>3</td>
</tr>
<tr>
<td>RCP-563 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RCP-566 Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
<tr>
<td>RCP-530 Cardiac Diseases</td>
<td>2</td>
</tr>
<tr>
<td>RCP-533 Pediatric &amp; Neonatal Respiratory Care</td>
<td>4</td>
</tr>
<tr>
<td>RCP-565 Research Project</td>
<td>1</td>
</tr>
<tr>
<td>RCP-569 Clinical Practice II</td>
<td>7</td>
</tr>
<tr>
<td>CHS-601 Introduction to Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>RCP-567 Management</td>
<td>3</td>
</tr>
<tr>
<td>RCP-570 Cardiopulmonary Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>RCP-573 Research Project II</td>
<td>1</td>
</tr>
<tr>
<td>RCP-575 Clinical Practice III</td>
<td>7</td>
</tr>
<tr>
<td>RCP-577 Clinical Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td></td>
</tr>
<tr>
<td>RCP-583 Research Project III</td>
<td>1</td>
</tr>
<tr>
<td>RCP-585 Clinical Practice IV</td>
<td>8</td>
</tr>
<tr>
<td>RCP-589 Disease Management/Home Health</td>
<td>3</td>
</tr>
<tr>
<td>CHS-605 Introduction to Ethics in Healthcare</td>
<td>2*</td>
</tr>
<tr>
<td>CHS-620 Health Care in America</td>
<td>2*</td>
</tr>
</tbody>
</table>

**Program Total:** 92

Respiratory Care: RRT Advanced Standing (MS)

**Program Overview**

**Introduction**

Individuals may have acquired academic credit in respiratory care courses from other schools and universities. Some individuals may acquire knowledge through experience and on the job training. When such persons apply for admission into the program, an attempt is made to grant academic credit for equivalent educational courses, equivalent knowledge acquired from experience and/or successful completion of the National Board for Respiratory Care's certification and registry examinations.

All students graduating from the Respiratory Care program must meet the same standards for graduation; the awarding of advanced standing does not signify a lesser quality education than that offered through regular course work. What it does, however, is attempt to exempt the student from those areas of the formal program where the student already has the knowledge and expertise in those skills that would be offered. The program has identified the minimum competencies that a respiratory therapist must have in order to provide safe, high-quality patient care. The identification of these competencies is a complex task, and a great deal of care must be taken to ensure a standard of excellence.

The following policies and procedures are designed to ensure that those individuals who receive advanced standing are qualified to do so, and that the screening process adheres to University and departmental policies at all times. It is not in the student's or program's best interest to allow individuals who are not qualified to receive advanced standing.

To allow individuals who are not qualified, to receive advanced standing, is not in the student's or the program's best interest.

**Definition**

Advanced standing is defined as a special and individually determined status granted to a student in a formal educational setting who has already gained professional experience through other sources or through non-academic experiences, knowledge, skills and professionalism taught in the program courses.

**Purpose of Advanced-Standing Procedures**

The purpose of the advanced-standing procedures is to recognize and give formal educational credit for knowledge and/or ability gained through previous training or experience.

**Methods of Granting Advanced Standing**

1. Advanced standing can be awarded through transfer credit.
2. Advanced standing can be awarded through the passing of an equivalency examination covering a certain area of knowledge. (An equivalency examination is an instrument or means by which a student accepted into the Respiratory Care program can demonstrate mastery of a knowledge area, content area or skill, and thus be exempted from a course in the program that teaches that area or skill)
3. Advanced standing can be awarded as credit for successful completion of national registry examinations (RRT/RPFT).

**Eligibility for Advanced Standing**

1. Transfer students who have been accepted into the Rush University Respiratory Care program may receive a transfer credit for equivalent courses within the Respiratory Care program curriculum.
2. Credentialed students (RRT, RPFT) who have been accepted into the Rush University Respiratory Care Program may receive transfer credit and will also be eligible to take equivalency examinations in certain courses.

**Policy for Transfer Students**

Students who have completed coursework at other approved respiratory care programs may petition to have these courses transferred to Rush University for credit. The department reserves the right to test the proficiency of such coursework in cases which the student cannot demonstrate acceptable proficiency. All transfer credit must be subject to the approval of the Committee on Progress and Promotions for Respiratory Care.

The department reserves the right to test the proficiency of any student in coursework transferred from other respiratory care programs and the right to disallow such transfer credit in such coursework in cases in which the student cannot demonstrate acceptable proficiency. All transfer credit is subject to the approval of the Committee on Progress and Promotions for Respiratory Care. The student must also have a minimum grade of B (3.0) for each course being transferred. A student cannot receive transfer credit for any respiratory care course if he or she left the previous program due to academic probation, suspension or exclusion. All University policies regarding transfer credit must be satisfied.
Policy for Individuals Who Hold the RRT Credential

Advanced standing is available to individuals who have successfully completed the National Board for Respiratory Care's Respiratory Therapy Registry (RRT), who hold a baccalaureate degree from a regionally accredited college or university. These eligible for advanced standing must submit the following documentation:

1. A notarized copy of the RRT certificate indicating that it is a true and accurate copy
2. Official transcripts of all previous respiratory care and general education coursework attempted and/or completed indicating award of the bachelor's degree from an accredited college or university
3. A notarized copy of the certificate of completion from an approved respiratory care training program as applicable
4. A completed application for admission to the advanced-standing program. This is available through the Allied Health Centralized Application System (AHCAS)
5. A letter directed to the Committee on Progress and Promotions for Respiratory Care requesting advanced standing.

RRT Advanced Standing (MS): Admissions Requirements

Individuals holding the RRT credential and a baccalaureate degree may apply to enter the Respiratory Care graduate program prior to any semester. Submission of an application for admission should be made through the Allied Health Centralized Application System (AHCAS) with all official transcripts, NBRC RRT certificate and a personal interview at least 30 days prior to the first day of the semester when the individual desires to begin classes. Professional prerequisites must be completed prior to graduation. All other program policies and procedures apply.

RRT Advanced Standing (MS): 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.

Our 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 Respiratory Care program:

Acquire Information
- Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
- Identify information presented in accessible images from paper, slides, videos with audio description and transparencies
- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication

Use and Interpret
- Use and interpret information from assessment techniques/maneuvers
- Use and interpret information related to physiologic phenomena generated from diagnostic tools

Motor
- Possess psychomotor skills necessary to provide or assist in holistic respiratory care and perform or assist with procedures and treatments
- Practice in a safe manner and appropriately provide respiratory care and assessment in emergencies and life-support procedures and perform universal precautions against contamination

Communication
- Communicate effectively and sensitively with patients and families
- Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences
- Accurately elicit information, including a medical history and other information, to adequately and effectively evaluate a population's, client's or patient's condition

Intellectual Ability
- Measure, calculate, reason, analyze and synthesize data related to the diagnosis and treatment of patients and populations
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the respiratory care role
- Synthesize information, problem-solve and think critically to judge the most appropriate theory, assessment 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 Respiratory Care Code of Ethics

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCP-501</td>
<td>Foundations of Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>RCP-553</td>
<td>Respiratory Care Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>RCP-534</td>
<td>Respiratory Care Equipment &amp; Techniques</td>
<td>4</td>
</tr>
<tr>
<td>RCP-521</td>
<td>Patient Assessment</td>
<td>4</td>
</tr>
<tr>
<td>RCP-559</td>
<td>Clinical Practice I</td>
<td>3</td>
</tr>
<tr>
<td>RCP-567</td>
<td>Clinical Practice II</td>
<td>7</td>
</tr>
<tr>
<td>RCP-575</td>
<td>Clinical Practice III</td>
<td>7</td>
</tr>
<tr>
<td>RCP-577</td>
<td>Clinical Seminar</td>
<td>3</td>
</tr>
<tr>
<td>RCP-511</td>
<td>Introduction to Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RCP-515</td>
<td>Respiratory Care Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>RCP-520</td>
<td>Respiratory Care Equipment &amp; Techniques</td>
<td>4</td>
</tr>
<tr>
<td>RCP-534</td>
<td>Clinical Practice I</td>
<td>3</td>
</tr>
<tr>
<td>RCP-569</td>
<td>Clinical Practice II</td>
<td>7</td>
</tr>
<tr>
<td>RCP-575</td>
<td>Clinical Practice III</td>
<td>7</td>
</tr>
<tr>
<td>RCP-577</td>
<td>Clinical Seminar</td>
<td>3</td>
</tr>
<tr>
<td>RCP-585</td>
<td>Clinical Practice IV</td>
<td>8*</td>
</tr>
<tr>
<td>RCP-589</td>
<td>Disease Management/Health Management</td>
<td>3</td>
</tr>
<tr>
<td>CHS-601</td>
<td>Introduction to Biostatistics</td>
<td>2*</td>
</tr>
<tr>
<td>CHS-605</td>
<td>Introduction to Ethics in Healthcare</td>
<td>2*</td>
</tr>
</tbody>
</table>

*Required Courses

RRT students must enroll in and complete the following required courses:

- RCP-501 Foundations of Professional Practice 3
- RCP-534 Clinical Practice I 3
- RCP-535 Clinical Practice II 7
- RCP-536 Clinical Practice III 7
- RCP-537 Clinical Practice IV 8
- RCP-567 Respiratory Care Pharmacology 2
- RCP-569 Respiratory Care Equipment & Techniques 4
- RCP-575 Clinical Practice III 7
- RCP-577 Clinical Seminar 3
- RCP-585 Clinical Practice IV 8
- RCP-589 Disease Management/Health Management 3
- CHS-601 Introduction to Biostatistics 2
- CHS-605 Introduction to Ethics in Healthcare 2

*With the program director's permission, RCP-585 may be taken twice for four credit hours each, over two semesters instead of as a single, eight-hour course.
## Elective Courses
The RRT student must select a minimum of nine semester hours from the following courses to take at Rush University. All other required elective courses will be assigned proficiency credit:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCP-570 Cardiopulmonary Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>RCP-530 Cardiac Diseases</td>
<td>2</td>
</tr>
<tr>
<td>RCP-531 Critical Respiratory Care</td>
<td>4</td>
</tr>
<tr>
<td>RCP-532 Pulmonary Function Testing</td>
<td>3</td>
</tr>
<tr>
<td>RCP-533 Pediatric &amp; Neonatal Respiratory Care</td>
<td>4</td>
</tr>
<tr>
<td>RCP-512 Cardiopulmonary Anatomy &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>RCP-522 Pulmonary Disease</td>
<td>3</td>
</tr>
<tr>
<td>RCP-523 Mechanical Ventilation</td>
<td>4</td>
</tr>
<tr>
<td>CHS-620 Health Care in America</td>
<td>2*</td>
</tr>
</tbody>
</table>

Total: 29 Credit Hours

### Sample Advanced-Standing Program Student Schedule

#### Fall Term Credits
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCP-501 Foundations of Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>RCP-563 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RCP-565 Research Project</td>
<td>1</td>
</tr>
<tr>
<td>RCP-566 Education</td>
<td>3</td>
</tr>
<tr>
<td>RCP-567 Management</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Spring Term Credits
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCP-573 Research Project II</td>
<td>1</td>
</tr>
<tr>
<td>RCP-523 Mechanical Ventilation</td>
<td>4</td>
</tr>
<tr>
<td>CHS-601 Introduction to Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>RCP-585 Clinical Practice IV</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Summer Term Credits
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS-605 Introduction to Ethics in Healthcare</td>
<td>2*</td>
</tr>
<tr>
<td>RCP-583 Research Project III</td>
<td>1</td>
</tr>
<tr>
<td>RCP-532 Pulmonary Function Testing</td>
<td>3</td>
</tr>
<tr>
<td>CHS-620 Health Care in America</td>
<td>2*</td>
</tr>
</tbody>
</table>

Note: Note regarding RCP-585, Clinical Practice IV. The purpose of this clinical practice is to allow students to acquire special clinical skills and/or expertise that is not normally achieved in an associate degree program or through work experience. The student may also use this course to refine or upgrade clinical skills that may have been used infrequently due to the nature of their work environment or experiences. A course proposal or prospectus for clinical practice will be designed by the student and submitted to the director of Clinical Education. The prospectus or proposal must be reviewed and approved by the program director or Committee on Progress and Promotion for Respiratory Care. The prospectus must include course goals and objectives, methodology to achieve these goals and objectives to include clinical or laboratory facilities to be utilized, time spent in a given clinical or laboratory area and proposed method of evaluation. The following are areas of concentration that may be included:
- Pulmonary function laboratory
- Cardiac and/or pulmonary stress testing
- Diagnostic sleep laboratory
- Fiberoptic bronchoscopy
- Physiologic monitoring to include hemodynamics
- Adult critical care
- Pediatric and/or neonatal respiratory care
- ECMO
- Mechanical circulatory assistance
- Respiratory home care
- Sub-acute/long-term care facilities
- Pulmonary and/or cardiac rehabilitation
- Invasive and/or non-invasive cardiology
- Hyperbaric medicine
- Applied research
- Respiratory care education
- Management
- Advanced generalist (to include two or more subspecialties)

Substitutions for the above courses to meet individual student needs may be made from other respiratory care curriculum course work if approved by the program director.

Students who desire additional course work related to supervision and management may request that specific courses taken at the graduate level in another Rush University department be substituted for specific required or elective courses.

### Summary of Minimum Requirements for the MS Degree for RRT Students Holding a Bachelor’s Degree

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Care Required Courses</td>
<td>39</td>
</tr>
<tr>
<td>Credit Based on RRT</td>
<td>53</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>92</strong></td>
</tr>
</tbody>
</table>
The generally applied minimum standards for acceptance into the AuD program are a 3.0 undergraduate GPA overall (on a 4.0 scale) or a 3.5 GPA in major courses. GRE scores (verbal and quantitative) above the 50th percentile are recommended. The program’s Admissions Committee reviews all applications and makes all admissions decisions. In accordance with the Rush ICARE values (Innovation, Collaboration, Accountability, Respect, and Excellence) and in an effort to support diversity and inclusion in our student body, the Rush Doctor of Audiology Program is taking all required application materials into consideration in the admissions process.

Technical Standards for the Audiology Program
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. Our core values — innovation, collaboration, accountability, respect and excellence (CARE) — translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innovative ways to ensure accessibility and create a respectful, accountable culture through our confidential and specialized disability support. Rush is committed to excellence in accessibility and creates a respectful, supportive environment in which all students, including those with disabilities, can work with all students, including those with disabilities.

The following technical functions are required of all students enrolled in the Audiology program:

Acquire Information
- Acquire information from demonstrations and experiences in courses such as lecture, group and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
- Identify information presented in accessible images from paper, slides, videos with audio description, and computer presentations
- Recognize and assess patient changes in mood, activity, cognition, and verbal and non-verbal communication

Use and Interpret
- Use and interpret information from assessment techniques/maneuvers
- Use and interpret information related to physiologic phenomena generated from diagnostic tools

Motor
- Possess psychomotor skills necessary to provide or assist in holistic audiology care and perform or assist with procedures and treatments
- Practice in a safe manner and appropriately provide audiology care and assessment in emergencies and life-support procedures and provide universal precautions against contamination

Communication
- Communicate effectively and sensitively with patients and families
- Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences
- Accurately elicit information, including a medical history and other information, to adequately and effectively evaluate a patient’s condition

Intelectual 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 audiologist role
- Synthesize information, problem solve, and think critically to judge the most appropriate theory, assessment 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
- Demonstrate integrity, accountability, interest and motivation
- Demonstrate intent and desire to follow the Rush University and Audiology and Speech-Language Pathology 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 reasonable accommodation to fully engage in the program should contact the Office of Student Accessibility Services to confidentially discuss their accommodation needs.

Given the clinical nature of our programs, time may be needed to implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University:

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

Communication Disorders and Sciences: Academic Policies

The Academic Resources and Policies section of this catalog contains Rush University academic policies.

Academic Probation
Academic probation is assigned to a student who earns a single-semester academic grade point average (GPA) between 2.5 and 2.99 (A = 4.0), and whose cumulative academic GPA falls between 2.5 and 2.99 at any time. The academic GPA is calculated for all non-clinical coursework. A remediation plan to address probation will be conducted by the student’s academic adviser and the student and will be documented in the student's program file. A student must earn a single-semester academic GPA of 3.0 or greater at the end of the semester for which the student is on academic probation and a cumulative academic GPA of 3.0 or greater by the end of the first academic year to continue in the program. A student who incurs a semester academic GPA below 3.0 after being removed from academic probation will be dismissed from the program, even if the cumulative academic GPA is 3.0 or greater.

A student who earns a grade of D or less in two or more required courses, regardless of the grade earned in a repeated course and regardless of the cumulative academic GPA, will be dismissed from the program.

Clinical Probation
Clinical probation is assigned to a student who earns a grade of C or less in a clinical practicum, internship, or externship. Although the clinical contact hours may be used to meet the ASHA Council for Clinical Certification (CFCC) requirements, the student may be required to repeat the clinical education course before progressing further in the clinical sequence. A remediation plan to address clinical probation will be determined by the student, the student’s academic adviser, and the clinical education manager; this remediation plan will be documented. Failure to achieve a grade of B or higher in any subsequent clinical education course will result in dismissal from the program.

Clinical Progression
In the AuD program, a grade of B or higher is required to pass a clinical course. Students receiving a grade of C or less in any AuD clinical course prior to the final externship semester will be placed on clinical probation and required to repeat and pass the practicum before progressing further in the clinical sequence. Any earned clinical contact hours may be used to meet the ASHA Council for Clinical Certification requirements.
Students receiving a grade of C in their final externship semester will be placed on probation and required to register for one credit of continuing enrollment in the following semester to complete remediation and achieve good standing before graduation. Students receiving a grade of D in their final externship semester will be placed on probation and required to repeat the course. Students receiving an F in the final externship semester will be dismissed from the program.

For students placed on clinical probation at any time during the AuD clinical sequence, a remediation plan to address clinical probation will be determined jointly by the student, the student’s academic adviser, and the clinical education manager; this remediation plan will be documented. Failure to achieve a grade of B or higher in any subsequent clinical education course will result in dismissal from the program. The faculty reserves the right to request the withdrawal of any student whose conduct or performance demonstrates lack of fitness for continuance in a health profession. Any such student not voluntarily withdrawing will be dismissed from the program.

**Interrupted Program**

Students who wish or need to interrupt their program must fulfill the following requirements:

- Meet with their academic adviser and the program director to work out a plan of action before leaving the program.
- Complete all degree requirements within eight years (doctoral program) of the beginning of the first term in which the full-time student is enrolled in the department.
- Follow all appropriate leave of absence/probation procedures and policies as defined by Rush University.

**Academic Appeal and Grievance**

See the CDS Student Manual for the policy on academic appeal and grievance, and for other policies. The department follows procedures outlined in the College of Health Sciences Student Academic Appeal and Grievance Procedures. Students who wish to file a complaint related to compliance with an accreditation standard may contact the Council on Academic Accreditation.

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Blvd, Suite 370
Rockville, MD 20850
(800) 498-2071 or (301) 296-5700

**Clinical Education Experiences in Audiology**

Clinical training occurs throughout the curriculum, including clinical methods course work, patient experiences, and alternative clinical experiences. Enrollment in each term of practicum, internship, or externship is contingent upon satisfactory completion (grade of B or better) of the previous term’s clinical education course. Clinical experiences include direct and indirect patient care activities across the scope of practice with diverse populations from all age groups at both on- and off-campus facilities.

**Graduation Requirements**

The requirements for the Doctor of Audiology degree include a cumulative academic GPA of 3.0 or greater and successful completion of the comprehensive examination. Audiology students also must complete an investigative project.

Requirements for the doctoral degree must be completed within eight years of the beginning of the first term in which a full-time student is enrolled. Students must complete the number of term hours required by the program. Refer to the Department of Communication Disorders and Sciences Student Manual for additional discussion about graduation and degree progression.

**Educational Activities**

The Department of Communication Disorders and Sciences provides professional education and training in speech-language pathology and audiology. Its programs are notable in that the education of speech-language pathologists and audiologists is enhanced by the opportunities, resources, and facilities provided by a world-class academic medical center.

In addition to didactic and clinical activities, students and faculty participate in journal clubs, rounds and student-faculty development sessions available within the department, as well as throughout the Rush University Medical Center. Students and faculty benefit from presentations by distinguished guests who share research and clinical expertise in audiology or speech-language pathology. Special seminars and presentations on various health care topics are available to students throughout the Medical Center.

Faculty members are involved in the education of residents and students in Rush Medical College. Faculty members participate in grand rounds for various medical specialties and provide in-service programs on campus for staff at Rush University Medical Center and at the Johnston R. Bowman Health Center.

**Research Activities**

Faculty members are involved in interprofessional and translational research in the areas of audiology, hearing science, and speech-language pathology. Projects include cochlear implant processing, working memory and communication, adult speech disorders, and neurogenic communication disorders, language and literacy in children, quality of life and hearing aids, aging and hearing loss, language disorders and second language learning, and many other topics related to human communication and swallowing.

Faculty members publish in professional journals and present at international, national, and state meetings. Summaries of faculty research and professional activities are available on the department’s webpage. Students are encouraged to participate in the research process, including development of hypotheses, data collection, and presentation or publication of results.

**Investigative Project**

Students enrolled in the Doctor of Audiology program complete the investigative project during the third year of the curriculum. The objectives of the investigative project are to synthesize a body of literature related to a specific topic in audiology, cultivate professional writing skills, acquire didactic skills for dissemination of professional information, and develop organizational and verbal tools needed for professional presentations.

Ordinarily, the investigative project includes three options: evidence-based practice systematic review, experimental project, or professional/clinical project. A complete description of the investigative project is found in the Student Manual for the Department of Communication Disorders and Sciences. Students are expected to submit the completed project for presentation at a state or national professional meeting and/or for publication.

**Service Activities**

The faculty provides a full range of diagnostic and therapeutic services to a large clinical population that includes both inpatients and outpatients. In addition, faculty and students participate in community and professional activities on the local, national, and international level. Students and faculty participate in health fairs, screenings, and other service activities throughout the year. Faculty provide leadership, editorial, and committee service to state and national scientific and professional associations.

**Audiology (AUD): Curriculum**

**Track FS17**

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<tr>
<td>AUD-613  Acoustics and Psychoacoustics</td>
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<tr>
<td>AUD-621  Clinical Methods in Audiology</td>
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<td>AUD-622  Clinical Observation in Audiology</td>
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<td>AUD-623  Audiologic Assessment</td>
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<td>AUD-607  Pathophysiology of the Auditory System</td>
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<td>AUD-650  Vestibular Assessment and Rehabilitation</td>
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<td>CDS-576  Issues in Counseling</td>
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| Spring Term                                   |             |
|-----------------------------------------------|             |
| AUD-852 Externship III                        | 7            |

**Program Total:** 108

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**Master of Science Speech-Language Pathology (MS)**

**Admission Process**

Application for admission to the Master of Science in Speech-Language Pathology program is through a central application system. Refer to the program’s webpages for more information. The application deadline is Jan. 1 for matriculation the following fall.

**Admission Requirements**

At the time of application, individuals should have completed or be in the process of completing a baccalaureate degree at an accredited institution. The baccalaureate degree must be completed before commencing work at Rush University.

Students entering the program must have successfully completed coursework in introduction to audiology, phonetics, normal speech and language development, speech and hearing science, speech and hearing anatomy and physiology, and statistics. In addition, entering students must have transcript credit for at least one course in each of the following areas: biological sciences, physical sciences (physics and/or chemistry), and social/behavioral sciences. Applicants should check the program webpage for additional information about prerequisites. High school Advanced Placement (AP) credits may not meet this requirement. All courses must be taken for a grade at the baccalaureate level.

Admission is granted for the fall term of each year. The application file includes a completed application with essay, application fee, three letters of recommendation from individuals acquainted with the applicant’s academic background, official transcripts from all universities attended, and official scores from the GRE graduate school entry exam.

Applicants whose native language is not English and who have not obtained a college degree from a U.S. institution must submit official scores from the Test of English as a Foreign Language (TOEFL). 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 Speech-Language Pathology program:

**Acquire Information**

- Acquire information from demonstrations and experiences in courses such as lecture, group and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
Behavioral
• 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
• Demonstrate integrity, accountability, interest and motivation
• Demonstrate intent and desire to follow the Rush University and Speech-Language Pathology Code of Ethics

Communication Disorders and Sciences: Academic Policies
The Academic Resources and Policies section of this catalog contains Rush University academic policies.

Academic Probation
Academic probation is assigned to a student who earns a single-term academic grade point average (GPA) between 2.5 and 2.99 (A = 4.0), and/or whose cumulative academic GPA falls between 2.5 and 2.99 at any time. The academic GPA is calculated for all non-clinical coursework. A remediation plan to address probation will be developed by the student’s academic adviser and the student, and it will be documented in the student’s program file. A student must earn a single-term academic GPA of 3.0 or greater at the end of the semester for which the student is on academic probation and a cumulative academic GPA of 3.0 or greater by the end of the first academic year to continue in the program. A student who incurs a semester academic GPA below 3.0 after being removed from academic probation will be dismissed from the program, even if the cumulative academic GPA is 3.0 or greater.

A student who earns a grade of D or less in a required course must repeat that course or an equivalent course that has been approved by the student’s program and transferred from an outside institution. In a repeated course, the new grade will replace the earlier grade in the cumulative academic GPA. Failure to receive a grade of C or greater in a repeated course will result in dismissal from the program. A student must receive a grade of C or greater in an approved transfer course in order for it to be accepted as an equivalent for the course for which the student received a grade of D or less. Credit for a transferred course is not included in the calculation of the cumulative academic GPA. The course for which the student earned the grade of D or less will remain on the student’s transcript and will be used to calculate the academic GPA. This may impact the student’s minimum GPA requirement for graduation.

A student who earns a grade of D or less in two or more required courses, regardless of the grade earned in a repeated course and regardless of the cumulative academic GPA will be dismissed from the program.

A student who earns a single-term academic GPA of less than 2.5 at any point during his/her/their course of study will be dismissed from the program.

A student who fails to meet the stated criteria for the comprehensive examination will be dismissed from the program. A cumulative academic GPA of 3.0 or greater is required for graduation.

Clinical Probation
Clinical probation is assigned to a student who earns a grade of C or less in a clinical practicum, internship, or externship. Although the clinical contact hours may be used to meet the ASHA Council for Clinical Certification (CFCC) requirements, the student may be required to repeat the clinical education course before progressing further in the clinical sequence. A remediation plan to address clinical probation will be determined by the student, the student’s academic adviser and the clinical education manager, and will be documented in the student’s program file. Failure to achieve a grade of B or higher in any subsequent clinical education course will result in dismissal from the program.

Clinical Progression
In the Speech-Language Pathology (SLP) program, a grade of B or higher is required to pass an SLP clinical practicum. Students receiving a grade of C or less in any SLP practicum prior to the final practicum (Practicums I-V) will be placed on clinical probation and required to repeat and pass that practicum before progressing further in the clinical sequence. Any earned clinical contact hours may be used to meet the ASHA Council for Clinical Certification (CFCC) requirements.

Students receiving a grade of C in their final practicum will be placed on probation and required to register for one credit of continuing enrollment in the following semester to complete remediation and achieve good standing before graduation. Students receiving a grade of D in their final practicum will be placed on probation and required to repeat the course. Students receiving an F in the final practicum will be dismissed from the program.

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

Interrupted Program
Students who wish to or need to interrupt their program must fulfill the following requirements:
• Meet with their academic adviser, the clinical education manager, and the program director to work out a plan of action before leaving the program.
• Complete all degree requirements within four years (master’s program) of the beginning of the first term in which the full-time student is enrolled in the department.
• Follow all appropriate leave of absence/withdrawal procedures and policies as defined by Rush University
Academic Appeal and Grievance
See the CDS Student Manual for the policy on academic appeal and grievance and for other policies. The department follows procedures outlined in the College of Health Sciences Student Academic Appeal and Grievance Procedures. Students who wish to file a complaint related to compliance with an accreditation standard may contact the Council on Academic Accreditation:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Blvd, Suite 310
Rockville, MD 20850
(800) 498-2071 or (301) 296-5700

Clinical Education Experiences in Speech-Language Pathology
Clinical training occurs throughout the curriculum, including patient experiences and clinical methods coursework. Enrollment in each term of practicum, internship, or externship is contingent upon satisfactory completion (grade B or better) of the previous term’s clinical education course. Clinical experiences include direct and indirect patient care activities across the scope of practice with diverse populations from all age groups at both on- and off-campus facilities.

Graduation Requirements
The requirements for the Master of Science degree in Speech-Language Pathology degree include a cumulative academic GPA of 3.0 or greater and successful completion of all comprehensive examination requirements. Students must successfully complete the thesis process in lieu of passing a comprehensive examination. All master’s degree requirements must be completed within 48 months from the beginning of the first term in which a full-time student is enrolled in the program. Students must complete the number of term hours required by the program. Refer to the Department of Communication Disorders and Sciences Student Manual for additional discussion about graduation and degree progression.

Educational Activities
The Department of Communication Disorders and Sciences provides professional education and training in speech-language pathology and audiology. Its programs are notable for the education of speech-language pathologists and audiologists who provide services to a large clinical population that includes inpatients and outpatients. In addition, faculty and students participate in community and professional activities on the local, national and international level. Students and faculty participate in health fairs, screenings and other service activities throughout the year. Faculty provides leadership, editorial and committee service to state and national scientific and professional associations.

Speech-Language Pathology (MS) Non-Thesis Track: Curriculum
Note: The program is currently reviewing the curriculum sequence and considering re-sequencing. Starting in fall 2022, the required courses will be the same, but they may be offered during different semesters than currently listed. Please see the current Student Manual for the updated course sequence.

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<th>Credit Hours</th>
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<tbody>
<tr>
<td>Fall Term</td>
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<tr>
<td>SLP-506L</td>
<td>Clinical Methods Lab</td>
</tr>
<tr>
<td>SLP-523L</td>
<td>Instrumentation Lab</td>
</tr>
<tr>
<td>SLP-537L</td>
<td>Anatomy Lab</td>
</tr>
<tr>
<td>SLP-521</td>
<td>Language Disorders in Children I: Birth Through Age Five</td>
</tr>
<tr>
<td>CHS-610</td>
<td>Research Methods in Health Sciences</td>
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<tr>
<td>SLP-564</td>
<td>Aphasia</td>
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<td>AUD-606</td>
<td>Introduction to Neuroscience</td>
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<td>Speech-Language Pathology Practicum I</td>
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<td>IPE-502</td>
<td>Interprofessional Patient Centered Teams</td>
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<td>SLP-522</td>
<td>Language Disorders in Children II: Age Six Through Adolescence</td>
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<td>SLP-558</td>
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<td>SLP-567</td>
<td>Dysarthria</td>
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<td>SLP-568</td>
<td>Cognition of Acquired Language and Communication Disorders</td>
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<td>SLP-582</td>
<td>Topics in Research Methods in Communication Disorders</td>
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2022-2023
Speech-Language Pathology (MS) Thesis Track: Curriculum

Note: The program is currently reviewing the curriculum sequence and considering re-sequencing. Starting in fall 2022, the required courses will be the same, but they may be offered during different semesters than currently listed. Please see the current Student Manual for the updated course sequence.

Thesis students may deselect up to 8 credit hours of select coursework (see courses listed with two asterisks - **). Deselected courses may be audited; audited courses will appear on the student's transcript without credit hours assigned. The selection of the courses to remove from a student's program of study is done with the approval of the student's adviser, considering the individual's undergraduate background and graduate needs and experiences. Courses not audited are required to be taken for credit.

Clinic practicum hours may be altered. Students selecting the thesis option should schedule an appointment with the clinical education manager at the time they elect to complete a thesis to begin this planning. The Summer Practicum (SLP Practicum 3) may be increased to four credit hours. The Spring Year 2 Practicum (SLP Practicum 5) may be reduced to eight credit hours. These practicum experiences will be scheduled either on campus or at select external sites to facilitate completion of the thesis. Students may also seek additional practicum opportunities earlier in their academic programs, to accelerate the achievement of the requisite number of contact hours. Students who may potentially alter their practicum hours must be in frequent contact with the clinical education manager to monitor that the requisite contact hours needed for graduation are being attained. Students who do not obtain the needed contact hours will register for additional credit during the following summer term so that this graduation requirement will be met.

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<td>SLP-900 Independent Study</td>
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<td><strong>Summer Term</strong></td>
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<td>SLP-503L** Auditory Skills Lab for the Speech-Language Pathologist</td>
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<td>SLP-526 Speech Sound Disorders</td>
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<td>SLP-540** Head and Neck Cancer Management</td>
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<tr>
<td>SLP-542L** Tracheostomy &amp; Ventilator Lab Ventilator Dependent Patients</td>
<td>1</td>
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<td>SLP-524** Fluency, Dysfluency and Stuttering</td>
<td>2</td>
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<td>CDS-576** Issues in Counseling</td>
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<td>SLP-513P Speech-Language Pathology Practicum III</td>
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<td>SLP-598 Thesis</td>
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<td><strong>Fall Term</strong></td>
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<tr>
<td>SLP-562** Craniofacial Anomalies and Genetic Syndromes</td>
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<td>SLP-535** Clinical Issues in Cultural and Language Diversity</td>
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<td>SLP-563 Voice Disorders</td>
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<td>SLP-592 Applied Topics in Communication Disorders</td>
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<td>SLP-589P Speech-Language Pathology Practicum IV</td>
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<td><strong>Spring Term</strong></td>
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<td>SLP-590P Speech-Language Pathology Practicum V</td>
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<td>SLP-598 Thesis</td>
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Program Total: 67

** Indicates course may be audited.
Students in the thesis track will begin their research with Independent Study in Spring 1 (two credits) and continue with Thesis Research in Summer 1, Fall 2, and Spring 2 (two credits each). A total of eight credit hours of independent study and thesis research will be accrued. Thesis-track students may audit a maximum of four credit hours per term in Summer 1 and Fall 2 to offset the credit hours attained through their thesis research. Although up to eight credit hours of coursework may be audited, any eligible course not audited must be taken for credit to satisfy the program’s overall degree requirements. Due to thesis-track students’ ability to audit up to eight credit hours, the number of credit hours required for graduation is equal for thesis and non-thesis students.

**ASHA Requirements for the Certificate of Clinical Competence**

The academic coursework and clinical education hours required by ASHA for the Certificate of Clinical Competence is described on the ASHA’s website (www.asha.org). Students are responsible for reviewing this information and their undergraduate and graduate coursework to assure that the requirements will be met. If a deficiency exists, it is best to identify it early so that appropriate plans can be made. Students should review their coursework with their academic advisers during the first term of enrollment.

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**Clinical Nutrition**

**Master of Science Clinical Nutrition (MS)**

**Academic Programs**

Master of Science

The MS degree program is for those who hold a baccalaureate degree and wish to expand their understanding of clinical nutrition through critical evaluation, integration, and application of nutrition research. Students will complete didactic coursework and a master’s research project. Upon completion of the program, the student earns a master’s degree on a part-time or full-time basis.

**Admission Requirements**

All who apply to the MS Clinical Nutrition program must have a baccalaureate degree. Prerequisite courses from an accredited U.S. university that are required for admission to the MS degree include the following:

- At least one course in biochemistry
- At least one course in physiology
- At least one course in nutrition
- At least one course in statistics

*Students should note that two semesters of general chemistry and one semester of organic chemistry are typically the prerequisites for biochemistry. The prerequisite for physiology is an introductory biology course.*

Application requirements:

- Required application fees and the application process are specified on the Department of Clinical Nutrition webpage. If you have questions, contact Sarah Peterson, PhD, RD, LDN, acting program director at Sarah._2_Peterson@rush.edu or call (312) 942-7845.
- Acceptance procedures for the MS program include a review of application materials by the Rush University College of Health Sciences Admissions Office. A program acceptance letter of acceptance from the Rush University College of Health Sciences Admissions Office for completion of application and a review by the Clinical Nutrition Admissions Committee for program acceptance.

Students may be admitted in any of the three terms.

Students accepted into the MS degree program will receive a letter of acceptance from the Rush University College of Health Sciences Admissions Office. A program acceptance confirmation fee of $250 is required at this time. This fee is nonrefundable and will be applied to tuition for the first term.

**Required Testing for all Applicants**

Applicants for the MS program in Clinical Nutrition will need to submit results of the following:

- **International applicants:** Graduates who obtained their education outside the United States and its territories must have their academic degree(s) validated as equivalent to the baccalaureate or master’s degree conferred by a regionally accredited college or university in the United States. These applicants also must submit results of the TOEFL examination (see College of Health Sciences TOEFL requirements).

**Graduation Requirements**

Once admitted into the MS in Clinical Nutrition program, students must complete all coursework for graduation. Students must perform the following in order to graduate and have the degree conferred:

- Maintain a cumulative GPA of 3.0 or greater
- Successfully complete all didactic coursework
- Successfully complete all requirements of the master’s research project
- Pass the Rush University Interprofessional course
- Complete a minimum of 16 contact hours of approved professional or community service

Students must complete all program requirements within five years from matriculation. Any student who expects to go beyond the timeframe must request an exception to the policy in writing to the Clinical Nutrition Academic Progress and Promotions Committee.

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**Master of Science Clinical Nutrition: Academic Policies**

The MS program is offered on a part-time or full-time basis. A full-time student can complete the program in four terms. All students must complete the program within five years of matriculation. Rush University requires continuous enrollment through to completion of degree (see Rush University policies for further information). Students may be allowed to transfer up to 12 semester hours of applicable graduate credit from another accredited university. Graduate courses must be completed with a B or better and approved by the student’s supervisory committee to be awarded transfer credit.

If a student is not finished with the MS degree in five years, a request for an extension must be made to the Clinical Nutrition Academic Progress and Promotions Committee. If an extension is granted, conditions of the extension may include additional coursework to assure relevancy and currency of knowledge and competence at the master’s level.

**Academic Progression**

Students in the MS program are required to earn grades of C or better in all courses. Failure to earn required grades may result in dismissal from the MS program and result in a performance review by the Clinical Nutrition Academic Progress and Promotions Committee. The faculty reserves the right to request the withdrawal of any student whose conduct or performance demonstrates lack of fitness for continuance in the graduate program.

Automatic probation will occur for any student results when a student’s cumulative GPA falls below 3.0 or when a student receives a grade of D or F in any course. The Clinical Nutrition Academic Progress and Promotions Committee notifies any student placed on probation, states the reason(s) for probation and indicates the conditions that must be satisfied for removal of probation.

A student who earns a grade of D or F in a course must repeat the course and earn at least a C. A student who earns a grade of D or F in more than one required course will be dismissed. Full-time students on probation must earn a cumulative GPA of 3.0 or greater by the end of the next two consecutive terms. Part-time students on probation must earn a cumulative GPA of 3.0 or greater after completing the next three courses (approximately 6 term hours). Improvement in the GPA must be shown each term of probation.
Master of Science Clinical Nutrition: 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.

Our core values — I CARE (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 Clinical Nutrition program:

**Acquire Information**
- Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
- Identify information presented in accessible images from paper, slides, videos with audio description and transparencies
- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication

**Use and Interpret**
- Use and interpret information from assessment techniques and maneuvers
- Use and interpret information related to physiologic phenomena generated from diagnostic tools

**Motor**
- Possess psychomotor skills necessary to provide or assist in holistic clinical nutrition care and perform or assist with procedures and treatments
- Practice in a safe manner and appropriately provide clinical nutrition care and assessment in emergencies and life support procedures, and perform universal precautions against contamination

**Communication**
- Communicate effectively and sensitively with patients and families
- Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences
- Accurately elicit information, including a medical history and other information to adequately and effectively evaluate a population's, client's or patient's condition

**Intelectual Ability**
- Measure, calculate, reason, and analyze data related to the diagnosis and treatment of patients and populations
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the clinical nutrition role
- Synthesize information, problem-solve and think critically to judge the most appropriate theory, assessment 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 Clinical Nutrition Code of Ethics

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs.

Given the clinical nature of our programs, time may be needed to implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University.

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

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Master of Science Clinical Nutrition Master’s Research Project Track: Curriculum

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<tr>
<th>First Year</th>
<th>Credit Hours</th>
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<td><strong>Fall Term</strong></td>
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<tr>
<td>CHS-610  Research Methods in the Health Sciences</td>
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<td>NTR-615  Advanced Community Nutrition: A Policy Perspective</td>
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<td>NTR-682  Research Methods Application and Special Topics in Clinical Nutrition</td>
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<tr>
<td>NTR-683  Clinical Nutrition Master’s Research Project I</td>
<td>1</td>
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<tr>
<td>IPE-502  Interprofessional Patient Centered Teams</td>
<td>Non Credit</td>
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<td><strong>Electives (see below)</strong></td>
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<td>CHS-601  Introduction to Biostatistics</td>
<td>2</td>
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<tr>
<td>NTR-611  Advanced Nutrition Care I</td>
<td>3</td>
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<tr>
<td>NTR-621  Regulation of Macronutrients &amp; Energy Metabolism in Human Nutrition</td>
<td>2</td>
</tr>
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<td>NTR-684  Clinical Nutrition Master’s Research Project II</td>
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</tr>
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<td>IPE-502  Interprofessional Patient Centered Teams</td>
<td>Non Credit</td>
</tr>
<tr>
<td><strong>Electives (see below)</strong></td>
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<tr>
<td><strong>Summer Term</strong></td>
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<td>NTR-612  Advanced Nutrition Care II</td>
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<tr>
<td>NTR-641  Leadership and Management in Dietetics</td>
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<tr>
<td>NTR-685  Clinical Nutrition Master’s Research Project III</td>
<td>1</td>
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<tr>
<td><strong>Electives (see below)</strong></td>
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<td><strong>Fall Term</strong></td>
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<tr>
<td>NTR-686  Clinical Nutrition Master’s Research Project IV</td>
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<td>NTR-691  Nutrition Epidemiology</td>
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<tr>
<td>NTR-692  Seminar in Clinical Nutrition</td>
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<tr>
<td><strong>Electives (see below)</strong></td>
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<td><strong>Electives</strong></td>
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| CHS-605  Introduction to Ethics in Healthcare | 2
| CHS-620  Health Care in America | 2
| NTR-604  Core Concepts of Health and Wellness | 2 |
| NTR-605  Sports Nutrition | 2 |
| NTR-606  Critical Analysis Multimedia | 2 |
| NTR-622  Vitamins and Minerals | 2 |
| NTR-623  Maternal and Infant Nutrition | 2 |
| NTR-613  Advanced Nutrition Care III | 2 |
| NTR-900  Independent Study | 1-3 |
| **Program Total**   | 36 |

*State Licensing Requirements* (see below)
Master of Science Clinical Nutrition (MS) and Dietetic Internship

Combined Master’s Degree and Dietetic Internship

The integrated MS in Clinical Nutrition and Dietetic Internship program is a 21-month program that integrates didactic and supervised practice experience. Students will also complete a master’s research project. Upon completion of the program, the student earns an MS degree with a major in clinical nutrition, completes an accredited dietetic internship and is eligible to take the Registration Examination for Dietitians.

The integrated MS in Clinical Nutrition and dietetic internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Accreditation Council for Education in Nutrition and Dietetics Academy of Nutrition and Dietetics

120 S. Riverside Plaza, Suite 2190
Chicago, IL 60606
(800) 877-9600, ext. 5400
www.eatinright.org/acend

Master of Science Clinical Nutrition and Dietetic Internship: Admission Requirements

All who apply to the integrated MS in Clinical Nutrition and Dietetic Internship program must have a baccalaureate degree and a verification statement from an ACEND accredited didactic program in dietetics (DPD). Accredited DPD programs can be found on the Accreditation Council for Education in Nutrition and Dietetics website at www.eatinright.org/acend.

Application requirements, fees and the application process are specified on the Department of Clinical Nutrition web page at www.rush.edu/cnd.

If you have questions, contact Mark McInerney, DHSc, RD, LDN, at Mark_C_McInerney@rush.edu or (312) 563-0990.

Once students are accepted into the Dietetic Internship, they are then required to complete the application for Rush University. A program acceptance confirmation fee of $250 is required at this time. The fee is nonrefundable and will be applied to tuition for the first term.

Drug Testing

Rush University Medical Center requires that all prospective employees, including dietetic interns, undergo drug testing as a contingency for employment or enrollment.

Criminal Background Check

All dietetic interns will undergo a criminal background check to comply with legislation regarding employment in the health care field to assure patient safety.

Required Testing for all Applicants

Those applying to the Integrated MS in Clinical Nutrition and Dietetic Internship program need to submit results of the following:

- International applicants: Graduates who obtained their education outside the United States and its territories must have their academic degree(s) validated as equivalent to the baccalaureate or master’s degree conferred by a regionally accredited college or university in the United States. These applicants also must submit results of TOEFL examination (see College of Health Sciences TOEFL requirements).

Master of Science Clinical Nutrition and Dietetic Internship: Graduation Requirements

Once admitted to the Integrated MS in Clinical Nutrition and Dietetic Internship program, students will need to successfully complete the required 48 credit hours for graduation. This includes a minimum of 1000 hours of supervised practice experience. In order to be eligible to take the registration exam for dietitians administered by the Commission on Dietetic Registration, students must fulfill all requirements of the MS in Clinical Nutrition and Dietetic Internship to receive a verification statement. Students must complete all MS in Clinical Nutrition and Dietetic Internship program requirements within 31.5 months from the time they began the program.

Students must meet the following in order to graduate and have the degree conferred:

- Maintain a cumulative GPA of 3.0 or greater
- Successfully complete all didactic coursework
- Successfully complete all required supervised practice hours
- Successfully complete all requirements of the master’s research project

- Pass the Rush University interprofessional course
- Complete a minimum of 16 contact hours of approved professional or community service

Master of Science Clinical Nutrition and Dietetic Internship: Research Activities

Students will be required to complete a master’s research project. Faculty members of the Department of Clinical Nutrition are involved in basic and applied nutrition research. Faculty and students present at professional meetings and publish in peer reviewed journals. A list of faculty and student research presentations and publications can be found at the Clinical Nutrition webpage.

Master of Science Clinical Nutrition and Dietetic Internship: Service Activities

Students are required to complete 16 hours of community or professional service during the program. Students meet this requirement in a variety of ways, including assisting at health fairs, volunteering at the local food pantry, and helping at local clinics.

Master of Science Clinical Nutrition and Dietetic Internship: Academic Policies

The Integrated MS in Clinical Nutrition and Dietetic Internship program is offered on a full-time basis only. The program spans five terms, including the summer term. The program must be completed within 31.5 months.

Rush University requires continuous enrollment through the completion of the degree (see Rush University Policies for further information). Students may be allowed to transfer up to 12 term hours of applicable graduate credit from another accredited university for the MS degree portion. Graduate courses must be completed with a B or better and approved by the student’s supervisory committee to be awarded transfer credit.

Academic Progress

Students in the Integrated MS in Clinical Nutrition and Dietetic Internship program are required to earn a Passing (P) in all supervised practice courses and a grade of C or better in all didactic courses. Failure to earn minimum required grades may result in dismissal from the integrated MS in Clinical Nutrition and Dietetic Internship program and will result in a performance review by the Clinical Nutrition Academic Progress and Promotions Committee. The faculty reserves the right to request the withdrawal of any student whose conduct or performance demonstrates lack of fitness for continuance in the graduate program.

Automatic probation will occur for any student results when a student’s cumulative GPA falls below 3.0 or when a student receives a grade of D or F in any course. The Clinical Nutrition Academic Progress and Promotions Committee notifies any student placed on probation, states the reason(s) for probation and indicates the conditions that must be satisfied for removal of probation.

A student who earns a grade of D or F in a course other than those listed above must repeat the course and earn at least a C. A student who earns a grade of D or F in more than one required course will be dismissed. Full-time students on probation must earn a cumulative GPA of 3.0 or greater by the end of the next two consecutive terms.

Master of Science Clinical Nutrition and Dietetic Internship: Technical Standards

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Our core values (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 Clinical Nutrition program:

2022-2023 210 Rush University Catalog

Rush University Catalog 211 2022-2023
Acquire Information
• Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
• Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
• Identify information presented in accessible images from paper, slides, videos with audio description and transparencies
• Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication

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• Use and interpret information related to physiologic phenomena generated from diagnostic tools

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• Possess psychomotor skills necessary to provide or assist in holistic clinical nutrition care and perform or assist with procedures and treatments
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• Accurately elicit information, including a medical history and other information to adequately and effectively evaluate a population’s, client's or patient's condition

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• Measure, calculate, reason, analyze and synthesize data related to the diagnosis and treatment of patients and populations
• Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the clinical nutrition role
• Synthesize information, problem-solve and think critically to judge the most appropriate theory, assessment or treatment strategy

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• 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 Clinical Nutrition Code of Ethics

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs.

Given the clinical nature of our programs, time may be needed to implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University:

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

Master of Science, Clinical Nutrition and Dietetic Internship: Curriculum

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<tr>
<td>CHS-610 Research Methods in the Health Sciences</td>
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<td>NTR-629 Food Systems Management</td>
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<td>NTR-629P Practice in Food Systems Management</td>
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<tr>
<td>NTR-682 Research Methods Application and Special Topics in Clinical Nutrition</td>
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<tr>
<td>IPE-502 Interprofessional Patient Centered Teams</td>
<td>Non Credit</td>
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<td><strong>Spring Term</strong></td>
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<tr>
<td>CHS-601 Introduction to Biostatistics</td>
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<tr>
<td>NTR-621 Regulation of Macronutrients and Energy Metabolism</td>
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<tr>
<td>NTR-623 Fundamentals of Nutrition Care</td>
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<td>NTR-623P Practice in Fundamentals of Nutrition Care</td>
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<td>NTR-683 Clinical Nutrition Master's Research Project I</td>
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<td>IPE-502 Interprofessional Patient Centered Teams</td>
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<td><strong>Summer Term</strong></td>
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<td>NTR-622 Vitamins and Minerals</td>
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<td>NTR-628 Community Nutrition</td>
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<td>NTR-628P Practice in Community Nutrition</td>
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<td>NTR-684 Clinical Nutrition Master's Research Project II</td>
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<td>NTR-626P Practice in Clinical Nutrition I</td>
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<td>NTR-685 Clinical Nutrition Master's Research Project III</td>
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<td>NTR-691 Nutrition Epidemiology</td>
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<td><strong>Spring Term</strong></td>
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<td>NTR-627 Clinical Nutrition II</td>
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<td>NTR-627P Practice in Clinical Nutrition II</td>
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<tr>
<td>NTR-686 Clinical Nutrition Master's Research Project IV</td>
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</tr>
<tr>
<td><strong>Program Total:</strong></td>
<td>48</td>
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</table>
Health Sciences

Doctor of Philosophy
Health Sciences (PhD)

Educational Philosophy
We believe our students will become future stewards of health sciences, worthy of being entrusted as guardians of the vitality, quality and integrity of their field. Toward that goal, we teach the highest levels of competence and integrity in education, leadership and research, and provide professional development and research mentoring by established scholars across the continuum of health sciences.

The underlying educational philosophy of the program is grounded in a triad of learner-centered thought: progressivism in which the learners’ experiences, needs and interests are explored and fostered; reconstructionism in which the learners see their growth applied to real-world problems; and existentialism by which learners are challenged to own their future and become leaders in the evolution of health care.

Mission
Our mission is to produce experienced health science professionals with a broad-based, interdisciplinary education who are prepared to lead, teach, practice clinically and perform research at the highest levels of competency and integrity.

Vision
To become the highest quality PhD in health sciences program in the United States.

Curricular Design
We offer a rigorous curriculum that emphasizes fundamentals and advanced concepts in leadership, education, research and professional development. We provide high quality, asynchronous online courses in leadership, education and research. The role of the curricular design is to provide a logical progression to learner growth.

The guiding principal of the curricular design is three-fold and presented in a continuum of foundations (theory), application (real-world problem resolution) and vision (synthesis and creative/critical forward thinking regarding the future trajectory of health care). The curricular design first establishes a foundation of past and current thinking (epistemological framework) and theory associated with leadership, education and research. The curriculum challenges learners to address real-world applications through focused seminar courses and learner-centered projects. The curriculum progresses and challenges the learners’ axiological considerations, encouraging the value of moving health care forward through research, demonstration projects, dissertation focus, ownership of learning and philosophical challenges to the status quo.

The program director provides general academic support and oversees the professional development courses. Transition to doctoral candidate occurs upon successfully completing most core courses, passing a comprehensive qualifying exam and passing a dissertation proposal presented to the dissertation committee.

Doctoral candidates conduct research and publish under the guidance and supervision of a research mentor. The dissertation committee consists of the research mentor, the program director and at least three additional qualified members. The dissertation committee ensures students are well-prepared to identify and fill important gaps in knowledge through the generation and dissemination of new knowledge, and endorses the awarding of the PhD degree.

Program Overview
The Doctor of Philosophy in Health Sciences program was launched by the College of Health Sciences in fall 2011. The program is designed to prepare health science professionals to assume major leadership, research and educational positions within their professions, as well as to foster career advancement opportunities.

The program provides a broad-based, interdisciplinary education that prepares graduates to teach, practice and perform research across the continuum of health care. The program prepares individuals for careers in research, education and leadership within allied health and, more broadly, within health care and higher education.

The program of study for the Doctor of Philosophy degree involves formal courses in leadership, education and research. It also involves mentored professional development within a health science specialty field. The publication of scholarly work in a peer-reviewed journal and the passing of a comprehensive oral examination are also required. In addition, students must present a dissertation proposal that meets the approval of their advisory committee prior to beginning a dissertation research project that culminates in the writing and oral public defense of a dissertation.

The PhD degree demonstrates the capability for independent research and recognizes a unique contribution to scientific knowledge. The program may be taken on a part-time basis, however, in all cases must be completed in seven years or less.

The program consists of five major core areas: leadership (12 credits), education (nine credits), research (18 credits), professional development (three credits) and dissertation research (12 credits minimum). The professional development courses are based on learning contracts that provide opportunities for advanced mentored learning and skill development in the allied health profession matching the students’ interests. Student learning objectives have been developed for each major core area and are mapped to individual courses.

Students entering the program must have a master’s degree in an area related to health sciences/health care administration or substantial professional experiences in a health sciences related field.

Program Objectives
1. Produce scholars who will generate new knowledge and innovative applications through research
2. Produce scholars who will disseminate knowledge through education and publications
3. Produce scholars who will shape the future of health sciences through leadership and cooperation
4. Produce scholars who will uphold the highest ideals of health sciences

Health Sciences (PhD): Admission Requirements
Applicants must have completed a master’s degree or higher degree—such as an MD, AuD or OTD—from a regionally accredited college or university, provide official transcripts from each college or university attended and hold appropriate certification/licensure in their individual health profession by a major U.S. certification/licensing agency, as applicable. Degrees obtained outside of the United States must be evaluated by Educational Credentials Evaluators (ECE) or World Education Services (WES) and must be judged equivalent to at least a master’s degree by U.S. standards.

Additional applicant requirements include the following:
- Possess a minimum overall cumulative grade-point average of 3.0 on a 4.0 scale
- Provide three letters of recommendations from people who are knowledgeable about the quality of the applicant’s scholarly activities and/or work experiences.
- Prior health science experience is required for admission. Prior research experience will also be considered favorably.
- If your native language is not English, submit Test of English as a Foreign Language, or TOEFL, scores.
- Specific admission requirements may be waived by the College of Health Sciences admissions office. These will be addressed on a case-by-case basis.

Admission is on a competitive basis. The basis for inviting an applicant for an interview includes the applicant’s academic performance represented by coursework grades, course load, trends, and degree of course difficulty. In addition, the review includes consideration of the non-academic qualifications listed below in no particular order of preference or weight:
- Professional work experience
- Positions of leadership held
- Public/community service or volunteer-related activities
- Volunteer activities in areas related to health care
- Communication skills, as demonstrated in the essay and personal interview
- Reference letters or recommendations
- Research accomplishments
- Applicant’s future goals

Once the College of Health Sciences admissions office has received all required documents, including the application fee, the application is forwarded to the program admission committee for review. If an applicant meets all the college and program admission criteria and, following an interview, the program admission committee agrees to admit the student, the College of Health Sciences admissions office writes the acceptance notification to the applicant.

For more information, please contact the program director: Douglas Kuperman, PhD, RRT
PhD in Health Sciences Program Director
(312) 942-8271
douglas_kuperman@rush.edu

Admissions Applications
Application to the Rush University PhD in Health Sciences program must be completed online.
Transfer of Credit
Credit for equivalent doctoral level courses may be transferred into the program using the petition to transfer credit form obtained from the Registrar. Only courses with grades of A or B are eligible. However, grades from courses transferred from another institution are not recorded on the student’s academic record; the number of credits is recorded and added to the cumulative number of credits. Students must receive a minimum of 30 credit hours from Rush University to be eligible for the degree.

Health Sciences (PhD): 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.

Our core values — I CARE (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 accommodations at Rush University.

The following technical functions are required of all students enrolled in the PhD in Health Sciences program:

Acquire Information
• Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
• Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
• Identify information presented in accessible images from paper, slides, videos with audio description and transparencies

Use and Interpret
• Use and interpret information from assessment techniques/maneuvers/procedures
• Use and interpret information generated from diagnostic tools

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, employers, other professionals and all members of the health care team during practicum, internship and/or other learning experiences

Intelectual 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 PhD in health sciences 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 PhD in Health Sciences program 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 reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs. Given the clinical nature of our programs, time may be needed to create and implement the accommodations.

Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University:

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

Health Sciences (PhD): Curriculum

Student Learning Objectives

1. Demonstrate knowledge of foundational content and an understanding of the historical and contemporary theoretical frameworks of leadership and education through active discussion and written projects, including leadership needs assessments, organizational culture evaluations, and self-assessment of learner’s current leadership and educational operational basis with the development of individual action plans for improvement and growth
2. Apply the foundational knowledge to real-world settings, as demonstrated by the successful completion of course projects, group activities, advanced critical thinking related to health science educational program and course design, development, implementation, administration and evaluation, critical discussions and publications
3. Synthesize program content into a creative and unique forward-looking research project while applying current research ethics, theory and practice to influence the future of the health science professions
4. Integrate advanced skills and knowledge of composition, oral presentation, leadership, education and research into practice of the health science professions

Prior to graduation, all students in the program will demonstrate achievement of the competencies described above in each of the core competency areas of education, research and leadership. Students will also demonstrate achievement of the required competencies by professional development in their individual professional disciplines.

Leadership Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-631 Composition for Effective Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>HSC-632 Leadership Theory</td>
<td>3</td>
</tr>
<tr>
<td>HSC-633 Leadership in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HSC-634 Issues and Trends in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

Education Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-641 Education Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>HSC-642 Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>HSC-643 The Adult Learner</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-652 The Research Process I</td>
<td>3</td>
</tr>
<tr>
<td>HSC-653 The Research Process II</td>
<td>3</td>
</tr>
<tr>
<td>HSC-654 Grantmanship</td>
<td>3</td>
</tr>
<tr>
<td>HSC-655 Ethical Conduct in Research Settings</td>
<td>3</td>
</tr>
<tr>
<td>HSC-656 The Dissertation Proposal</td>
<td>3</td>
</tr>
<tr>
<td>HSC-651 Advanced Biostatistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Development

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-661 Professional Development I</td>
<td>1</td>
</tr>
<tr>
<td>HSC-662 Professional Development II</td>
<td>1</td>
</tr>
<tr>
<td>HSC-663 Professional Development III</td>
<td>1</td>
</tr>
</tbody>
</table>

Independent Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-900 Independent Study</td>
<td>1-12</td>
</tr>
</tbody>
</table>

Dissertation Research

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-699 Dissertation Research</td>
<td>3</td>
</tr>
</tbody>
</table>

This course will be repeated for a minimum of 12 credit hours.

Program Total: 54
Health Systems Management

Master of Science
Health Systems Management (MS)

Philosophy
The Health Systems Management, or HSM, master’s pro-
gram, which started in 1979, educates students for highly
successful careers in the rapidly growing field of health care
management. We develop future leaders to transform health
care in a professional program founded in research and
evidence-based learning.

Students bring real-life experience to the classroom based
on our internship model. Faculty bring real-life experience
and teaching methods into the classroom based on our
practitioner-teacher model and real-life applications.

Our program facilitates long-term involvement in the health
care leadership profession as teachers, mentors and lifelong
learners in the field. Application, innovation, excellence and
leadership keep us on the cutting edge of experiential learn-
ing as we continue to evolve curriculum content based on
industry trends.

Mission
Our mission is to prepare individuals for roles of increasing
leadership in the field of health care management, with the
ultimate goal of transforming health care organizations to
deliver the highest-quality patient care and improve the lives
of patients, their families and the community.

Vision
Through our practitioner-teacher model, our Program will be
recognized as the premier health administration graduate
program in the nation.

Values
Our program embraces the values of Rush University
Medical Center, Rush University and the College of Health
Sciences. These values include innovation, collaboration,
accountability, respect, excellence, diversity, inclusion and
accommodation.

Health Systems Management (MS):
Admission Requirements
Applicants must have a bachelor’s degree from an accred-
ited college or university and anticipate completing that
degree prior to the start of the HSM degree program. An
undergraduate course in microeconomics is highly recom-
mended. Pre-requisites are required for matriculation but
candidates may still apply to the program prior to comple-
tion. Coursework highlighting quantitative ability is a
requirement. Examples include courses in accounting and
statistics.

Applicants must complete an online application through
HAMPAS, provide three letters of recommendation and
submit official copies of their college/university tran-
scripts from every college/university previously attended.
International students must submit a credentialing evalu-
uation of their international education, as well as the
results from the Test of English as a Foreign Language, or TOEFL.
At this time, the program will not be able to accept interna-
tional students who require an F-1 Visa.

Qualified applicants are invited to Rush for an admissions
visit. The visit typically includes four faculty interviews,
lunch with a current student, and a tour of the Rush campus.

Academic Advising
During orientation week, all students are assigned an aca-
demic adviser from among the core faculty. By the end of
the first term, students are also assigned a career adviser
from among Rush practitioner-teacher faculty.

Graduation Requirements
To be eligible to graduate, a student must successfully com-
plete all of the Department of Health Systems Management’s
academic requirements, which include earning a minimum of
58 term hours of credit and achieving a minimum cumulative
grade point average of 3.0.

In addition, full-time students must complete a minimum of
440 hours of work in a health care management internship.
Most students will complete this by working in a part-time
student job during the academic program and registering for
HSM 620 and 622. Part-time students complete a separate
internship course, HSM 624 and 626. Please see course
descriptions for more information.

Students need to have at least 16 documented contact hours
of professional or community service.

Health Systems Management: Academic Policies
Enrollment
While the program is primarily designed for full-time study,
students can enroll in the program either on a full- or part-
time basis. Full-time students typically attend the program
for four terms over two academic years, with a summer
break. Part-time students typically take two to three courses
per term. The part-time program holds classes during tradi-
tional hours and does not offer evening or weekend classes
at this time.

The program must be completed within a five-year time limit
unless the student is granted a waiver by program officials.

Academic Progress
All students in the Department of Health Systems
Management must achieve a grade-point average of 3.0 (A
= 4.0) each term to maintain satisfactory academic status.

A student is placed on academic probation when grades fall
below a term or cumulative GPA of 3.0 or when a student
receives a grade of F in any course. A student on academic
probation remains on probation until meeting the require-
ments established by the program for removal from aca-
demic probation.

Academic Advising
During orientation week, all students are assigned an aca-
demic adviser from among the core faculty. By the end of
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internship course, HSM 624 and 626. Please see course
descriptions for more information.

Students need to have at least 16 documented contact hours
of professional or community service.

Faculty Work and Service Activities
Members of the faculty of the Department of Health
Systems Management are actively involved in the operation
of Rush University Medical Center as hospital administrators
and health care planners, university administrators, financial
managers, clinicians, attorneys, researchers, and information
services managers. They serve as consultants to hospitals,
planning bodies and other organizations.

Faculty members hold leadership positions, participate in
seminars and engage in other professional activities spon-
sored by the American College of Healthcare Executives,
the American Hospital Association, the Chicago Health
Executives Forum, the Healthcare Financial Management
Association, the Association of University Programs in
Health Administration, the Commission on Accreditation
of Healthcare Management Educator, the Healthcare
Information Management Systems Society and the Illinois
Hospital and Health Systems Association.
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 Health Systems Management program:

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- Identify information presented in accessible images from paper, slides, videos with audio description and transparencies

**Use and Interpret**
- Use and interpret information from assessment techniques/maneuvers/procedures.
- Use and interpret information generated from diagnostic tools.

**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
- Practice in a safe manner and perform universal precautions against contamination

**Intellectual Ability**
- Measure, calculate, reason, analyze and synthesize data related to the diagnosis and treatment of patients and populations
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the health systems management 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**
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- Integrate, accountability, interest and motivation are necessary personal qualities
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Given the clinical nature of our programs, time may be needed to create and implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University.

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

**Health Systems Management (MS): Curriculum**

The curriculum is designed to instruct students in the current theory and practice of health services management, including the study of organizational behavior, quantitative and analytical techniques, planning, finance and human resources management. The curriculum structure gives students the opportunity to apply managerial principles in real-world learning environments and design and conduct applied health-services research projects.

The curriculum content focuses on the following core content areas: professional development, operations and technical content, design, health care business, finance, analytics and emerging content.

**Health Systems Management, Full-Time (MS)**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-606</td>
<td>Health Care Organization Patient Experience of Care</td>
</tr>
<tr>
<td>HSM-607</td>
<td>Patient Experience Seminar</td>
</tr>
<tr>
<td>HSM-608</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>HSM-610</td>
<td>Professional Seminar</td>
</tr>
<tr>
<td>HSM-613</td>
<td>Health Care Accounting</td>
</tr>
<tr>
<td>HSM-614</td>
<td>Finance Fundamentals</td>
</tr>
<tr>
<td>HSM-620</td>
<td>HSM Internship</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-616</td>
<td>Health Informatics</td>
</tr>
<tr>
<td>HSM-622</td>
<td>HSM Internship</td>
</tr>
<tr>
<td>HSM-638</td>
<td>Health Care Economics &amp; Payment Systems</td>
</tr>
<tr>
<td>HSM-632</td>
<td>Statistics for Health Care Management</td>
</tr>
<tr>
<td>HSM-636</td>
<td>Quality, Safety &amp; Operational Improvement in Health Care</td>
</tr>
<tr>
<td>HSM-688</td>
<td>Topics in Health Systems Management</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-640</td>
<td>Health Care Planning &amp; Marketing</td>
</tr>
<tr>
<td>HSM-644</td>
<td>Health Care Managerial Finance &amp; Seminar</td>
</tr>
<tr>
<td>HSM-648</td>
<td>Health Law &amp; Ethics for Health Care Managers</td>
</tr>
<tr>
<td>HSM-652</td>
<td>Health Policy</td>
</tr>
<tr>
<td>HSM-656</td>
<td>Master’s Project I</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-660</td>
<td>Master’s Project II</td>
</tr>
<tr>
<td>HSM-664</td>
<td>Leadership in the Changing Health System</td>
</tr>
<tr>
<td>HSM-668</td>
<td>Managerial Epidemiology</td>
</tr>
<tr>
<td>HSM-672</td>
<td>Capstone: Strategic Management of Health Care Organizations</td>
</tr>
<tr>
<td>HSM-688</td>
<td>Topics in Health Systems Management</td>
</tr>
</tbody>
</table>

Students take two sections of HSM-688 during the spring term of their second year.

| Program Total: | 58 |
Health Systems Management, Part-Time (MS)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-606</td>
<td>Health Care Organization Patient Experience of Care</td>
</tr>
<tr>
<td>HSM-607</td>
<td>Patient Experience Seminar</td>
</tr>
<tr>
<td>HSM-610</td>
<td>Professional Seminar</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-632</td>
<td>Statistics for Health Care Management</td>
</tr>
<tr>
<td>HSM-676</td>
<td>Health Informatics</td>
</tr>
<tr>
<td>HSM-688</td>
<td>Topics in Health Systems Management</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-608</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>HSM-613</td>
<td>Health Care Accounting</td>
</tr>
<tr>
<td>HSM-614</td>
<td>Finance Fundamentals</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-628</td>
<td>Health Care Economics &amp; Payment Systems</td>
</tr>
<tr>
<td>HSM-636</td>
<td>Quality, Safety &amp; Operational Improvement in Health Care</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-640</td>
<td>Health Care Planning &amp; Marketing</td>
</tr>
<tr>
<td>HSM-644</td>
<td>Health Care Managerial Finance &amp; Seminar</td>
</tr>
<tr>
<td>HSM-652</td>
<td>Health Policy</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-648</td>
<td>Health Law &amp; Ethics for Health Care Managers</td>
</tr>
<tr>
<td>HSM-650</td>
<td>Master’s Project I</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>HSM-660</td>
<td>Master’s Project II</td>
</tr>
<tr>
<td>HSM-672</td>
<td>Capstone: Strategic Management of Health Care Organizations</td>
</tr>
<tr>
<td>HSM-688</td>
<td>Topics in Health Systems Management</td>
</tr>
<tr>
<td><strong>Internship Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>All part-time students are required to register for two credits of part-time internship coursework. This can be taken in either the second, third or fourth year of the part-time program and requires approval from an academic adviser.</td>
<td></td>
</tr>
<tr>
<td>HSM-624</td>
<td>HSM Part-Time Internship</td>
</tr>
<tr>
<td>HSM-626</td>
<td>HSM Part-Time Internship</td>
</tr>
<tr>
<td><strong>Program Total:</strong></td>
<td>58</td>
</tr>
</tbody>
</table>

Health Systems Management, Executive Track (MS)

The Executive Track within the Health Systems Management program is for professionals who have five or more years of relevant health care work experience. This two-year commitment stretches over six semesters and includes an onsite visit per semester. The courses feature online instruction and a modified block schedule that has students complete one course at a time before moving on to the next course. The Rush teacher-practitioner model allows students to learn from executives, administrators and experts who actively work in their field. For those who have relevant health care work experience, obtaining their MS-HSM degree will help them to develop advanced leadership and operational skills, and allow them to take their career to the next level.

Admissions Requirements

To be considered for admissions into the Health Systems Management Executive Track program, you must have the following qualifications prior to enrolling in the program:

- Bachelor’s degree from an accredited college or university
- GPA of 3.0 or higher on a 4.0 scale
- Statistics course completed
- Accounting course completed
- Five years of relevant health care career experience

Application for Admissions

Complete an application using the Healthcare Administration, Management and Policy Centralized Application Service www.aupha.org/resourcecenter/studentshampcas

Entry term: Fall (September)

Application cycle: September - April

Priority application deadline: April 30

Final application deadline: July 31

Health Systems Management Executive Track | Master of Science in Health Systems Management | Rush University

You will also need the following ready to submit directly to HAMPCAS:

1. Official transcripts from every U.S. college or university attended. For coursework completed outside the United States, submit an international course evaluation**
2. Name and email address of three references. HAMPCAS will contact each reference with instructions on how to complete an online evaluation
3. Personal statement
4. Resume

If your native language is not English, submit Test of English as a Foreign Language (TOEFL) scores.

Participate in an interview (international applicants can interview over Zoom).

You will be informed if you are required to complete the secondary Rush Application. Please do not complete the secondary application until you have been asked to do so.

For inquiries about the Health Systems Management Executive track, please email rush_hsm_executive@rush.edu

**At this time, the program will not be able to accept international students who require an F-1 Visa

Academic Progress

All students in the Department of Health Systems Management programs must achieve a grade-point average of 3.0 (A = 4.0) each term to maintain satisfactory academic status. A student is placed on academic probation when grades fall below a term or cumulative GPA of 3.0 or when a student receives a grade of F in any course. A student on academic probation remains on probation until meeting the requirements established by the program for removal from academic probation.

Onsite Visits

Coursework is primarily completed via online instruction. The curriculum is structured in a modified block schedule that has students complete one course at a time before moving on to the next course. Mandatory onsite visits are scheduled for the second week of each semester. Students will engage in discussions, case studies, and more activities with their cohort during these onsite visits. They also provide time for face-to-face networking with department faculty, instructors and guest speakers.

Graduation Requirements

To be eligible for graduation, a student must successfully complete all of the Department of Health Systems Management’s academic requirements, which include earning a minimum of 52 term hours of credit and achieving a minimum cumulative grade point average of 3.0.
Health Systems Management: Technical Standards

Rush University is committed to diversity and attracting and educating students who will make the population of health care professionals representative of the national population.

Our 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 and creates a respectful, accountable culture through our confidential and specialized disability support. Rush encourages students with disabilities to disclose accommodations.

The following technical functions are required of all students enrolled in the Health Systems Management program:

Acquire Information
• Acquire information from demonstrations and experiences in courses such as lecture, group and physical demonstrations
• Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
• Identify information presented in accessible images from paper, slides, videos with audio description and transparencies

Use and Interpret
• Use and interpret information from assessment techniques/maneuvers/procedures.
• Use and interpret information generated from diagnostic tools.

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 health care team during practicum, internship and/or other learning experiences

Intellectual Ability
• Measure, calculate, reason, analyze and synthesize data related to the diagnosis and treatment of patients and populations
• Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the health systems management 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 Health Systems Management Code of Ethics

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs.

Given the clinical nature of our programs, time may be needed to create and implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University:

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

Health Systems Management Executive Track (MS) Curriculum

| Program Total: | 52 |

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HSM-606</td>
<td>Health Care Organization Patient Experience of Care</td>
</tr>
<tr>
<td>HSM-607</td>
<td>Patient Experience Seminar</td>
</tr>
<tr>
<td>HSM-630</td>
<td>Professional Seminar</td>
</tr>
<tr>
<td>HSM-676</td>
<td>Health Informatics</td>
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<table>
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<th>Spring Term</th>
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</tr>
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<tbody>
<tr>
<td>HSM-613</td>
<td>Health Care Accounting</td>
</tr>
<tr>
<td>HSM-614</td>
<td>Finance Fundamentals</td>
</tr>
<tr>
<td>HSM-628</td>
<td>Health Care Economics &amp; Payment Systems</td>
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<table>
<thead>
<tr>
<th>Summer Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HSM-632</td>
<td>Statistics for Health Care Management</td>
</tr>
<tr>
<td>HSM-608</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>HSM-636</td>
<td>Quality, Safety &amp; Operational Improvement in Health Care</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HSM-640</td>
<td>Health Care Managerial Finance &amp; Seminar</td>
</tr>
<tr>
<td>HSM-648</td>
<td>Health Law &amp; Ethics for Health Care Managers</td>
</tr>
<tr>
<td>HSM-652</td>
<td>Health Policy</td>
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</table>

<table>
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<th>Spring Term</th>
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<tbody>
<tr>
<td>HSM-652</td>
<td>Health Policy</td>
</tr>
<tr>
<td>HSM-656</td>
<td>Master’s Project I</td>
</tr>
<tr>
<td>HSM-668</td>
<td>Managerial Epidemiology</td>
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<tr>
<td>HSM-688</td>
<td>Topics in Health Systems Management</td>
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<th>Summer Term</th>
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<td>Master’s Project II</td>
</tr>
<tr>
<td>HSM-664</td>
<td>Leadership in the Changing Health System</td>
</tr>
<tr>
<td>HSM-672</td>
<td>Capstone: Strategic Management of Health Care Organizations</td>
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First Year

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<th>Course Code</th>
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<td>HSM-607</td>
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<tr>
<td>HSM-630</td>
<td>Professional Seminar</td>
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</tr>
<tr>
<td>HSM-676</td>
<td>Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HSM-628</td>
<td>Health Care Economics &amp; Payment Systems</td>
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<td>HSM-672</td>
<td>Capstone: Strategic Management of Health Care Organizations</td>
</tr>
</tbody>
</table>

| Program Total: | 52 |

2022-2023
**Medical Laboratory Science**

**Medical Laboratory Science**
The Department of Medical Laboratory Science currently offers two degree programs: the Master of Science in Medical Laboratory Science program and the Clinical Laboratory Management program. In addition, a Specialist in Blood Bank Technology certificate program is offered online.

**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 their 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.

**Certificate**
**Specialist in Blood Bank Technology (CP)**

**Program Overview**
The online Specialist in Blood Bank, or SBB, Technology certificate program is intended to meet the needs of experienced medical laboratory scientists seeking advanced knowledge of immunohematology and its related disciplines. The SBB program is designed to prepare students for the SBB certification examination offered by the American Society for Clinical Pathology Board of Certification.

**Mission Statement**
Our mission is to prepare outstanding Specialist in Blood Bank Technology laboratory professionals who will 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.

**Vision Statement**
The Specialist in Blood Bank Technology certificate program will provide a high-quality, distance-learning program for blood banking and transfusion medicine laboratory professionals that is recognized among the best in the United States.

**Student Learning Outcomes**
At the completion of the Specialist in Blood Bank Technology program, the learner will be able to:

- Develop and evaluate blood bank and transfusion service protocols and procedures, including molecular testing and advanced technologies
- Incorporate current regulations and standards set by various agencies for blood banks and transfusion services into the daily operation of a clinical laboratory
- Identify and apply the most current theoretical principles and serological methods to the practice, supervision and management of blood bank and transfusion services
- Identify and resolve blood bank and transfusion questions, problems and clinical case studies through the application of theoretical principles and serological methods
- Engage in scientific investigations, questions and problems through applied research and appropriate use of resources, such as literature review and internet searches
- Apply basic finance and accounting principles to prepare and analyze budgets and cost justifications
- Develop technical and supervisory competencies in immunohematology, blood component manufacturing and transfusion medicine
- Function as managers, educators, researchers or technical consultants and work as part of the health care team in providing care to patients

**Program Accreditation**
The Rush University SBB certificate program is accredited by the Commission on Accreditation of Allied Health Education Programs, or CAAHEP, upon the recommendation of the AAA Blood Bank Technology Schools.

Commission on Accreditation of Allied Health Education Programs
9356 - 11311 St. N. #7709
Seminole, FL 33775
(727) 270-2350
mail@caahelp.org

**Specialist in Blood Bank Technology (CP): 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.

Our core values — I CARE (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 Specialist in Blood Bank Technology program:

**Acquire Information**
- Acquire information from demonstrations and experiences in courses such as lecture, 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, slides, videos with audio description, and credible websites.

**Use and Interpret**
- Use and interpret information from assessment techniques/methods and procedures. Use and interpret information generated from diagnostic tools.

**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 health care 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 role of a Specialist in Blood Bank Technology.
- 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 Specialist in Blood Bank Technology Program Code of Ethics.

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs.

Given the clinical nature of our programs, time may be needed to implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University:

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Director, Office of Student Accessibility Services
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

**Specialist in Blood Bank Technology (CP): Admissions Requirements**
- A baccalaureate degree from a regionally accredited U.S. college or university (The program will accept a BS/BA degree from a foreign institution for admission into the SBB program, with the following stipulations):
  - The foreign transcript must be evaluated by Educational Credentials Evaluators (ECE) or World Education Services (WES), and the evaluation must result in a determination that the student has earned a BS/BA that is equivalent to a U.S. BS/BA
  - The applicant must satisfy the CHS policy for the Test of English as a Foreign Language, or TOEFL, exam...
Master of Science
Clinical Laboratory Management (MS)

Mission Statement
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 are dedicated to advance the quality and availability of health care.

Vision Statement
Our vision is to provide the highest quality clinical laboratory management graduate program that is recognized as the national leader for outstanding preparation of managers entering the clinical laboratories.

Clinical Laboratory Management (MS): Program Overview
The online Master of Science degree program in Clinical Laboratory Management, or CLM, is designed for the practicing medical laboratory scientist who desires formal but flexible delivered graduate education in management. The CLM program emphasizes the following management principles and quality management, organizational structure and management functions, managerial decision-making and process improvement, human resource management, financial management, compliance and regulatory issues, health care informatics and legal issues in health care. This program provides a practical approach to managing the day-to-day aspects of the clinical laboratory.

Clinical laboratory managers are employable as supervisory personnel in a hospital, reference laboratory, clinical pathology, physician’s office laboratory, industry, public health laboratory, clinical diagnostic company, educational institution or government agency. Students who successfully complete the CLM program and possess two years of full-time acceptable experience in clinical laboratory supervision or management within the last 10 years may apply to take the Diplomate in Laboratory Management certification exam from the American Society for Clinical Pathology Board of Certification. Students can attend on a part-time or full-time basis.

Student Learning Outcomes
At the completion of the Clinical Laboratory Management program, the learner will be able to:
• Compare traditional and non-traditional organizational structures and construct an organizational chart
• Create five steps that managers should take to make the best decisions and utilize the tools that are used in a decision-making process
• 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
• Construct a performance evaluation mechanism that incorporates the basic components of a job description
• Perform a cost/benefit analysis and justify the implementation of a new laboratory test, automation and/or information system
• Compare and contrast the different forms of reimbursement that are currently used to pay for costs associated with health care with regards to their impact on the clinical laboratory
• Reflect on current management skills, identify areas that need improvement and utilize course resources to become a more effective manager
• Demonstrate effective leadership and effective communication in the clinical laboratory
• Identify issues and trends in clinical laboratory management such that change can be anticipated and accommodated through appropriate planning
• 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

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.

Our core values — I CARE (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 Clinical Laboratory Management program:

Acquire Information
• Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
• Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
• Identify information presented in accessible images from paper, slides, videos with audio description, and transparencies
• Recognize and assess patient changes in mood, activity, cognition, verbal, and non-verbal communication.

Use and Interpret
• Use and interpret information from assessment techniques/maneuvers
• Use and interpret information related to physiologic phenomena generated from diagnostic tools

Motor
• Possess psychomotor skills necessary to provide or assist in holistic clinical laboratory management care and perform or assist with procedures and treatments
• Practice in a safe manner and appropriately provide with health care team during practicum and other learning experiences

Communication
• Communicate effectively and sensitively with patients and families
• Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences

• A minimum GPA of 3.0 (on a scale of 4.0)
• Documentation of MLS (ASCP), MT(ASCP) or CLS (NCA) certification
• Two years of working experience in an accredited blood bank laboratory
• For non-native English speakers: TOEFL scores to satisfy the College of Health Sciences’ policy on the TOEFL
• Evaluation by the Educational Credential Evaluators of coursework completed at a non-U.S. college or university
• Official transcripts from each college or university attended
• Three reference letters
• A phone interview

Specialist in Blood Bank Technology (CP): Graduation Requirements
• Completion of all required coursework with a grade-point average of 2.75 or better
• Completion of all University requirements for graduation

Specialist in Blood Bank Technology (CP): Curriculum
The SBB curriculum is a one-year program consisting of six courses. Students may complete the program in three terms, including a summer term. A part-time option is available.

The SBB curriculum consists of both online lecture/discussion and clinical experience components. Clinical experiences may be arranged at blood centers and hospitals near the student’s home. In some cases, the student’s place of employment may qualify. Students with prior clinical experience may be eligible to earn credit by proficiency based on a standardized departmental evaluation.

Specialist in Blood Bank Technology (CP): Curriculum

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SBB-560 Human Blood Group Systems and Principles &amp; Methods of Antibody Identification</td>
<td>4</td>
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<tr>
<td>SBB-561 Clinical Immunohematology &amp; Transfusion</td>
<td></td>
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<tr>
<td>Spring Term</td>
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<tr>
<td>SBB-562 Blood Procurement and Blood Product Manufacturing</td>
<td>2</td>
</tr>
<tr>
<td>SBB-563 Blood Bank/Transfusion Service Operation</td>
<td>3</td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
</tr>
<tr>
<td>SBB-564 SBB Project &amp; Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SBB-565 Blood Bank Comprehensive Review</td>
<td>2</td>
</tr>
<tr>
<td><strong>Program Total:</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
Clinical Laboratory Management (MS): Admission Requirements

- A baccalaureate degree from a regionally accredited U.S. college or university. The program will accept a BS/BA degree from a foreign institution for admission into the CLM MS and CLMB MS programs with the following stipulations:
  - The foreign transcript must be evaluated by Educational Credentials Evaluators (ECE) or World Education Services (WES), and the evaluation must result in a determination that the student has earned a BS/BA that is equivalent to a U.S.BS/BA.
  - The applicant must satisfy the CHS policy for the Test of English as a Foreign Language, or TOEFL, exam
  - A minimum GPA of 3.0 (on a scale of 4.0)
  - Documentation of MLS (ASCP), MT (ASCP) or comparable certification
  - Two years of working experience in an accredited laboratory (specifically blood bank if completing the SBB program)
  - For non-native English speakers, Test of English as a Foreign Language, or TOEFL, scores to satisfy the College of Health Sciences’ policy on the TOEFL
  - Official transcripts from each college or university attended
  - Three reference letters
  - A phone interview

Clinical Laboratory Management (MS): Academic Policies

- Academic Progression
  - If a student is required to repeat a course that is a prerequisite, 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.
  - Students who receive a second D or F grade will be dismissed from the program.
  - Students may not receive more than two grades of C or lower in the program. Students who receive a third grade of C or lower will be dismissed from the program.

- C, D, F or N Grades

Clinical Laboratory Management (MS): Curriculum

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<thead>
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<th>First Year</th>
<th>Credit Hours</th>
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<td>CLM-500</td>
<td>Principles of Laboratory Management</td>
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<td>Evidence Based Research and Applied Statistics</td>
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<td>CLM-502</td>
<td>Quality Systems &amp; Regulatory Issues</td>
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<td>CLM-503</td>
<td>Method Comparison &amp; Process Validation</td>
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<td>CLM-504</td>
<td>Scientific &amp; Technical Writing</td>
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<td>CLM-505</td>
<td>Health Care Finance</td>
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<td>Summer Term</td>
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<td>CLM-506</td>
<td>Management Project I</td>
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<td>CLM-508</td>
<td>Health Care Informatics</td>
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<td>Fall Term</td>
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<td>CLM-513</td>
<td>Legal Issues in Health Care</td>
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<td>CHS-605</td>
<td>Introduction to Ethics in Health Care</td>
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<td>CLM-910</td>
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Program Total: 39
**Clinical Laboratory Management (MS) With Specialist in Blood Bank Certificate: Curriculum**

Students who are interested in completing the Specialist in Blood Bank Technology (SBB) certificate program along with the Master of Science in Clinical Laboratory Management (CLM) will start by taking courses in the SBB certificate program followed by CLM courses.

Graduates of a CAAHEP-accredited SBB program other than the Rush program, must have their transcript evaluated to determine the transferability of the SBB courses and assignment of credit. Such students may need to take additional credits to be awarded the Master of Science in CLM.

### First Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
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<tr>
<td>Fall Term</td>
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<td>2</td>
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<td></td>
<td>SBB-563 Blood Bank/Transfusion Service Operation</td>
<td>3</td>
</tr>
<tr>
<td>Summer Term</td>
<td>SBB-564 SBB Project &amp; Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SBB-565 Blood Bank Comprehensive Review</td>
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### Second Year

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<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>CLM-500 Principles of Laboratory Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CLM-501 Evidence Based Research and Applied Statistics</td>
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<td>CLM-502 Quality Systems &amp; Regulatory Issues</td>
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<td>Spring Term</td>
<td>CLM-503 Method Comparison &amp; Process Validation</td>
<td>3</td>
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<td>CLM-504 Scientific &amp; Technical Writing</td>
<td>3</td>
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<td>CLM-505 Health Care Finance</td>
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<tr>
<td>Summer Term</td>
<td>CLM-506 Issues &amp; Practices in Human Resource Management</td>
<td>3</td>
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<tr>
<td></td>
<td>CLM-508 Health Care Informatics</td>
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<tr>
<td></td>
<td>CLM-511 SBB Management Research Project</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Total: 45

**NOTE:** For students completing an 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/CAAHEP-accredited SBB program outside of Rush University.

**Medical Laboratory Science (MS)**

**Program Overview**

Medical laboratory scientists are a vital part of the health care team; they perform laboratory tests to analyze body fluids, which aids in the diagnosis, treatment, and monitoring of disease. Seventy percent of health care decisions are made based on the results from medical laboratory tests. The Medical Laboratory Science (MS) degree program combines basic and advanced theoretical knowledge with clinical practice. The curriculum fosters problem-solving and diagnostic abilities. First-year students will learn basic theories and skills in the following areas:

- Clinical chemistry
- Clinical immunology
- Clinical microbiology
- Hematology
- Immunohematology
- Molecular diagnostics

Second-year students complete a clinical practicum at a laboratory within Rush University Medical Center or one of the following affiliated hospitals:
- Ann & Robert H. Lurie Children’s Hospital of Chicago
- Northwestern Memorial Hospital
- The University of Chicago Medicine
- University of Illinois Hospital & Health Sciences System
- Advocate Aurora Health System
- Alverno Laboratories

**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.

**Student Learning Outcomes**

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

- Demonstrate entry-level competence in medical laboratory science
- Perform venipuncture with 80% success
- Identify tubes along with the correct order of draw for blood collection and label tubes with 100% accuracy
- Perform, with a high level of competence, analytical tests on body fluids, cells and blood products
- Identify possible sources of error in pre-analytical, analytical and post-analytical stages of laboratory testing
- Predict the effect of error in pre-analytical, analytical and post-analytical stages of laboratory testing
- Prepare a written laboratory report with accurate laboratory test results
- Practice principles of quality control related to laboratory practice
- Identify appropriate quality control for different laboratory tests
- Evaluate quality control data and follow a corrective action protocol if necessary
- Apply all safety and governmental regulations and standards
- Follows established safety practices
- Demonstrate problem-solving and critical thinking skills
- Formulate a reasonable differential diagnosis from information contained in a patient case description
- Evaluate laboratory test results in order to determine their relevance to a case and determine if and what additional tests need to be ordered
- Demonstrate professional and effective oral and written communication skills
- 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
- Deliver a clear and well-organized oral defense of the research project
- Compose a written manuscript for the research project that conforms to departmental specifications
The following technical functions are required of all students:

- Behave in an ethical, culturally sensitive and professional manner in a diverse environment
- Display courteous and respectful behavior of others
- Participate as a productive and positive member of a team
- Describe and practice instructional techniques and terminology
- Develop and present a lecture to include learning objectives and evaluation
- Conduct a research project with faculty/mentor guidance
- Assume a leadership role in conducting research in medical laboratory science
- Create a professional plan which supports ongoing professional career development
- Construct a portfolio including evidence of professional service and continuing education
- Join a professional society as a student member

The Medical Laboratory Science professional program consists of three parts: didactic (classroom learning), research, and clinical (practice in the medical laboratory). After program completion, graduates should take a national certification examination.

Medical Laboratory Science (MS):

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.

Our core values — I CARE (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 accommodation for the student’s discipline.

In addition to fulfillment of academic requirements, a personal interview conducted by members of the Admission Committee is required for admission. Interviews are behaviorally oriented and take about two hours.

Applications are ranked on the basis of grades in prerequisite courses, references, interview results and the written essay. The following prerequisites are required for admission:

- A Bachelor of Science degree from an accredited United States college or university documented with official transcripts from each college or university attended. The program will accept a BS/BA degree from a foreign institution for admission with the following stipulations:
  - The foreign transcript must be evaluated by the Educational Credentials Evaluators (ECE) or World Education Services (WES), and the evaluation must result in a determination that the student has earned a BS/BA that is equivalent to a U.S. BS/BA.
  - The applicant must satisfy the College of Health Sciences’ policy for the TOEFL exam.
- The following courses are required: 21 quarter/12 semester hours of chemistry (organic, quantitative analysis and biochemistry recommended); 18 quarter/12 semester hours of biology (anatomy and physiology, microbiology and genetics recommended); and 4 quarter/3 semester hours of mathematics (algebra and statistics recommended).
- An overall GPA of 3.0 on a 4.0 scale.
- Personal interview.
- Three letters of recommendation.
- TOEFL/TSE if English is not the applicant’s first language.
Students who have not completed all requirements for entry into the Master of Science program may petition the Department of Medical Laboratory Science for consideration for admission. Such requests are handled on a case-by-case basis.

**Hepatitis B Virus Vaccination**

Before students are allowed to begin the program, they must have on file documentation that they have either begun or have finished the course of inoculations for the hepatitis B virus vaccine. This documentation must be sent directly to Castle Branch.

If the student has started but not yet finished the series of inoculations at the start of the program, documentation showing completion of the course of inoculations should be provided as soon as possible in order for the student to remain in the program. This information will be reviewed quarterly, and the student will be notified if 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 following term until providing documentation of compliance. In addition, students must submit a hepatitis B virus titer as proof of immunity.

**Tuberculosis Testing**

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 Castle Branch. Failure to comply with this policy can lead to dismissal from the program or prevention of entry into the Master of Science program 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 term. 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.

**OSHA, HIPAA and Safety Training**

Students are required to take all Rush University Medical Center training courses that apply to medical laboratory scientists. These courses must be taken annually and are available through Rush University’s LEAP Online system. Students failing to remain current in these training areas will not be allowed in the clinical laboratories.

**Criminal Background Check and Drug Screen**

All students entering the Master of Science in Medical Laboratory Science program are required to have a criminal background check before matriculating. The student’s ability to begin the clinical portion of the program and to complete certification and licensure requirements for entry into the profession may depend on documentation of such things as drug screening and a background check for a history of criminal offenses. A drug screen is required before entering the clinical practice.

**Medical Laboratory Science (MS): Academic Policies**

**Midterm Warning Notices**

Students not maintaining a passing-level grade at midterm time will be given a written 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 required 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 term. No student will be permitted into the clinical rotation portion of the program unless they have the required GPA.

Students failing the cumulative examination until passing. A diploma will not be given until the student has passed all sections of the comprehensive examination.

**Graduate Research Projects**

See the Graduate Research Bulletin and Department of Medical Laboratory Science policy document for policies and procedures regarding graduate research projects. This document 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.

**Certification**

The comprehensive technical curriculum at Rush University prepares the student to enter the practice of medical laboratory science. Graduates are eligible to take the medical laboratory scientist’s certification examination given by the American Society of Clinical Pathology Board of Certification.

**Service Work Policy**

Service work is defined as performing the duties expected of an employee who is paid to perform those tasks as an unpaid student. 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, or allowed to, perform service work with 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 they have been specifically trained to perform. Students should not be treated as employees during rotation time, which is typically from 7 a.m. to 3:30 p.m. 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.

**Graduation Requirements**

The Master of Science degree in Medical Laboratory Science requires a minimum of 75 term hours. Candidates for the Master of Science degree must earn a 3.0 cumulative grade-point average in all computed upper-division credits taken at Rush University. A minimum of 40 term hours of academic credit shall be earned as a graduate student in academic residence at Rush University. Students must pass IPE courses in order to graduate.

**Educational Activities**

The faculty of the Department of Medical Laboratory Science are responsible for providing both the didactic coursework and the clinical experiences necessary for students to successfully complete all degree requirements.

**Research Activities**

Faculty members in the Department of Medical Laboratory Science engage in technical and educational research. Areas include biochemistry, education, hematology, hospital administration, immunohematology, immunology, molecular oncology and microbiology. The Department of Medical Laboratory Science supports, and is involved in, the administration of the Continuing Education Program offered to the professional staff of Rush Medical Laboratories.
Service Activities
The Department of Medical Laboratory Science operates on the practitioner-teacher model. Faculty members are actively involved in the medical laboratories of Rush University Medical Center, maintaining active research, supervisory and clinical positions in their specialty areas. Several faculty members hold joint appointments in Rush Medical College. They provide the laboratory medicine courses for the Rush Medical College curriculum and the College of Nursing curriculum.

Medical Laboratory Science (MS): Curriculum

The program is built around a core of basic and advanced theoretical knowledge and clinical practice. This combination of both theory and practice enhances the development of skilled, knowledgeable professionals whose flexibility allows them to function at the highest level within the various laboratory settings available to graduates of the program. These areas include primary health care facilities, as well as research, educational and commercial laboratory settings across the country and the world.

Students integrate the theory of medical science with the practice of medical laboratory procedures, learning basic theory and skills in hematology, clinical chemistry, immunology, immunohematology, molecular techniques and clinical microbiology in the first year. They then go on to more advanced courses in those areas in the second year along with courses in management, education and research to prepare students for supervisory, teaching and research positions.

Students apply basic concepts learned in the first year of the program as they rotate through the laboratories of Rush University Medical Center and affiliated hospitals. Currently, affiliate hospitals include the University of Chicago Medicine, Northwestern Memorial Hospital, Ann and Robert H. Lurie Children's Hospital of Chicago, and the University of Illinois Hospital and Health Sciences System. It is the policy of the Rush University Department of Medical Laboratory Science that all students admitted into the program who complete all first-year didactic courses will be guaranteed an opportunity to complete the clinical practicum at one of our affiliated hospitals.

This rigorous program requires students to achieve a 3.0 GPA on a 4.0 scale in order to graduate. Students will receive hands-on experience in laboratory techniques and will develop a thorough knowledge base in medical laboratory science, providing a firm foundation for development and growth after graduation. The mission of the faculty is to do more than train technical health care personnel, but to also educate medical laboratory professionals who can meet the current and future demands of laboratory medicine. It is expected that students completing the Master of Science degree in Medical Laboratory Science will be the supervisors, managers and educators of the future.

Students in the Master of Science in Medical Laboratory Science program will complete a rigorous research project consisting of identification of the research problem and stating a hypothesis, designing and performing experiments to solve the research problem, interpreting and analyzing the data, as well as presenting the research study in written and oral formats, which may result in publication in a peer-reviewed journal or presentation at a professional society meeting, or both.

Graduates are eligible to take the medical laboratory scientist certification examination given by the American Society of Clinical Pathology Board of Certification. After passing this examination, students become certified as Medical Laboratory Scientists, or MLS (ASCP). Students are not eligible to take the national certification examination until all degree requirements are met. Verification of degree completion is the responsibility of the program director by the American Society of Clinical Pathology Board of Certification.

Graduation from the program is contingent on successfully passing a certification examination.

Medical Laboratory Science (MS): Curriculum

First Year | Credits
--- | ---
Fall Term |  
MLS-504 | Clinical Chemistry I 4
MLS-514 | Hematology I 6
MLS-523 | Clinical Immunology 3
MLS-526 | Molecular Techniques 3
IPE-502 | Interprofessional Patient Centered Teams Non Credit
Spring Term |  
MLS-505 | Clinical Chemistry II 3
MLS-524 | Clinical Immunohematology 4
MLS-534 | Clinical Microbiology I 6
MLS-541 | Research in MLS I 2
IPE-502 | Interprofessional Patient Centered Teams Non Credit
Summer Term |  
MLS-515 | Hematology II 3
MLS-535 | Clinical Microbiology II 3
MLS-542 | Research in MLS II 6
CHS-620 | Health Care in America 2*
CHS-605 | Introduction to Ethics in Health Care 2*
Second Year |  
Fall Term |  
MLS-589 | Clinical Laboratory Management 2
CLM-502 | Quality Systems & Regulatory Issues Clinical Practice** 3*
Spring Term |  
MLS-588 | Comprehensive Review 2
MLS-543 | Research in MLS III Clinical Practice** 2
Clinical Practice** |  
MLS-586P | Patient Care Techniques 1
MLS-587P | Clinical Practicum-Microbiology 6
MLS-580P | Clinical Practicum-Chemistry 3
MLS-589P | Clinical Practicum-Hematology 3
MLS-584P | Clinical Practicum-Immunohematology 3
MLS-585P | Clinical Practicum-Education 3
Program Total: | 75

* Courses offered online
** Clinical Practice schedule will be determined by program administration

Occupational Therapy

Occupational Therapy

Mission
Through the use of the practitioner-teacher-investigator model, the Department of Occupational Therapy is committed to excellence in education, service, scholarship and health care delivery while fostering an environment of diversity and inclusion.

Occupational Therapy: Program Overview

Professional Description
The Department of Occupational Therapy offers a graduate program that prepares students for unique contributions to the field of occupational therapy. This professional-level program is designed for people with baccalaureate degrees in other fields who are seeking to become occupational therapists.

Philosophy on Educational
Occupational therapists recognize humans as complex beings engaged in and organized around occupations occurring within the social, physical, temporal, cultural, personal and virtual environments (AOTA, 2014; AOTA 2017). When dysfunction or internal or external contexts limit or prevent participation, occupational therapists enable doing in a variety of ways. The practice of occupational therapy involves individuals, groups or organizations, their attributes and the multiple environmental contexts that comprise occupational performance. Occupational therapy interventions are designed to facilitate people to adapt and change in order to improve their engagement in occupational performance across the lifespan.

Rush University Department of Occupational Therapy faculty members fulfill roles as practitioner-teacher and investigator, a combination that infuses the curriculum with contemporary and scholarly perspectives to prepare students to meet the occupational needs of society. Graduate courses and clinical experiences build on students’ past knowledge and skills to encourage transformative and integrative learning. The critical self-reflection of the transformative learning process encourages examining, questioning, validating and possibly revising prior knowledge so that new perceptions and meanings may evolve (Cranton, 2006). Integrative learning expands on this process by facilitating
students’ ability to connect ideas, concepts and experi-
ences to better adapt to novel and complex issues (Huber & Hutchings, 2004). The end result is a learner who is intel-
lectually flexible to meet the needs of complex clients in a
continually changing society. A program based on transfor-
mative and integrative learning builds on a student’s past,
connects it to present activities and predicts a future in
which they are competent and capable to respond to the
ongoing needs of the profession and the clients we serve.

The curriculum builds towards leadership in professional
reasoning and meeting the needs of an increasingly dynamic
profession. Self-directed learning and critical thinking using
evidence-based research and practice are fostered through
faculty mentorship, problem solving, collaborative activities
and critical inquiry in the classroom, clinic and community
to promote entry-level performance. The individualized
doctoral experience establishes a trajectory that enables
students to become an emerging leader in their professional
practice. Rush occupational therapy graduates are prepared
to work in traditional and emerging practice settings but,
more importantly, are ethical, flexible, creative, autonomous
and informed practitioner-teacher-investigators.

Professional Orientation
Since Rush graduate will be prepared to work in a variety
of traditional and nontraditional settings, their practice base
is the result of broad experiences within the many arenas
of occupational therapy. Graduates have the ability to add
increasing amounts of depth and validation to their interven-
tion programs as a result of their involvement and experi-
ences with problem-solving approaches to therapy.

Given the combination of breadth and depth of knowledge
and experience related to occupational therapy intervention,
the primary strength of Rush University graduates will be
their ability to function as highly resourceful practitioners.
As in the past, and for the foreseeable future, the role of the
practitioner is the core of all occupational therapy. The prac-
titioner who is able to base intervention on established fact,
use internal and external resources and engage in profes-
sional reasoning and problem-solving is the practitioner who
will contribute to the credibility and viability of the profes-
sion. It is this type of practitioner who is expected to be the
product of the Rush program.

Graduates of the program are able to enter the clinical arena
competently and confidently, applying their clinical skills and
expanding upon those skills as situations require. This con-
tinuous process of assessment and expansion contributes to
the personal and professional growth vital to occupational
therapists. The role of the clinician, as it is understood in

Occupational Therapy Doctorate

Admission Requirements
The applicant to the professional program in occupational
therapy must have completed or show evidence of the fol-
lowing in order to be considered for admission:

- Completed application through the Occupational
  Therapy Centralized Application System, or OTCAS.
- A baccalaureate degree from an accredited college or
  university.
- Minimum cumulative grade-point average of a 3.0 on
  a 4.0 scale excluding your freshman and sophomore
  year.
- If applicant’s native language is not English, submit
  Test of English as a Foreign Language, or TOEFL,
  scores.
- Prerequisite courses (with a grade of “C” or higher)
  completed prior to matriculation including statistics,
  sociology or anthropology, human growth and devel-
  opment (must cover the entire lifespan), abnormal
  psychology, one additional psychology course, human
  anatomy (with lab, preferably cadaver) and human
  physiology (lab preferred). Human anatomy and human
  physiology must be taken within five years prior to
  admission to program. Two sequential courses with
  labs will also satisfy this prerequisite.
- Two references from individuals acquainted with the
  applicant’s academic or professional abilities. One
  reference must be from an occupational therapy practi-
  tioner, health care provider, teacher, work, or volunteer
  supervisor.
- Experience or familiarity with occupational therapy
  through observation of occupational therapy practi-
  tioners (at least 20 documented hours in at least two
  settings). In the instance you are unable to shadow at
  this time, familiarity with OT can also be demonstrated
  through submitting documentation of successful
  completion of the online shadowing experience, plus an
  additional activity (as suggested below) with accom-
  panying reflection paper. The reflection paper should
  be no longer than pages and should articulate how the
  experience shaped your understanding of occupational
  therapy. If you choose to complete the online shadow-
  ing, upload documentation of completion as well as
  your reflection paper on OTCAS.

1. Online Shadowing Experience: Password: LucasDU
   Please submit the shadowing experience documenta-
   tion form found on the online shadowing website cre-
   ated by Dr. Cheryl Lucas to OTCAS.

2. ADDITIONAL ACTIVITIES:
   Caretaker Experience: Describe a time when you were
   a caretaker and how that shaped your understanding
   of occupational therapy.

Occupation Prerequisite:
Take a course (6 week mini-
 mum) in which you learn a novel challenging skill (knit-
ting, karate, etc.). Describe the experience and how it
shaped your understanding of occupational therapy.

Video Interview: Interview an occupational therapist and
write how the experience shaped your understand-
ing of the profession.

Attend a professional association event: The
American Occupational Therapy Association or the
Coalition of Occupational Therapy Advocates for
Diversity host a number of free events or webinars.
Attend an event and write a reflection on how it
shaped your understanding of the profession.

"All courses must be taken from an accredited college or uni-
versity. Online classes are acceptable except for anatomy and
physiology, which must occur face-to-face. Exams testing
out of course work and AP course work are not accept-
able for prerequisite requirements. Note online courses
for anatomy and physiology will be accepted for face-to-face
courses that were disrupted due to COVID-19."

The Admissions Committee will make decisions regarding
the acceptability of the applicant to the program. All applica-
tion materials will be evaluated. Academic and nonacademic
factors, including extracurricular activities, job and life expe-
riences will be taken into consideration.

Selected applicants will be required to participate in a fac-
ulty interview.

Students accepted into the occupational therapy program
must complete a criminal background check. Students who
have certain types of information in their criminal back-
ground checks may be ineligible to complete fieldwork
rotations in specific facilities and may be ineligible for state
licensure or national registry or certification.

Students accepted in the occupational therapy program
must complete the Rush University required health and
immunization history documentation.

Students accepted into the occupational therapy program
must submit directly to Rush University prior to matricula-
tion all official transcripts from every college or university
attended.

Rush University and the OT program are committed to creat-
ing all official transcripts from every college or university
must submit directly to Rush University prior to matricula-
tion.

Student Health Insurance: Student must complete the Rush Uni-
versity required health and
certification.

After successful completion of this exam, the individual
will be an Occupational Therapist, Registered, or DTR. In
Illinois, occupational therapists must be licensed in order to
practice, and state licensure is based on the results of the
NBCT certification examination. This is true in many other
states, but specific requirements for licensure may be deter-
mmed by contacting individual state licensing boards.

Accreditation and Certification
The Rush University Occupational Therapy Doctorate
program is fully accredited by the Accreditation Council
for Occupational Therapy Education (ACOTE) of the American
Occupational Therapy Association (AOTA), located at:

6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: (301) 652-AOTA

www.acoteonline.org

Graduates will be eligible to sit for the national certification
examination for the occupational therapist that is admin-
istered by the National Board for Certification in Occupational
Therapy, or NBOTC. For information regarding the OTD pro-
gram’s performance on the NBCT exam, students can go to

Additional information can be obtained from:

NBCT
One Bank St. Suite 300
Gaithersburg, MD 20878
(301) 990-7979

www.nbct.org

After successful completion of this exam, the individual
will be an Occupational Therapist, Registered, or DTR. In
Illinois, occupational therapists must be licensed in order to
practice, and state licensure is based on the results of the
NBCT certification examination. This is true in many other
states, but specific requirements for licensure may be deter-
mmed by contacting individual state licensing boards.

Online Shadowing Experience: Password: LucasDU
Please submit the shadowing experience documenta-
tion form found on the online shadowing website cre-
ated by Dr. Cheryl Lucas to OTCAS.

1. Online Shadowing Experience: Password: LucasDU
   Please submit the shadowing experience documenta-
   tion form found on the online shadowing website cre-
   ated by Dr. Cheryl Lucas to OTCAS.

2. ADDITIONAL ACTIVITIES:
   Caretaker Experience: Describe a time when you were
Attitude and active participation are important aspects of professional education and critical to professional development. Students are expected to be present for all class, lecture and lab meetings. They are fully responsible for all content presented to them. Absences must be requested prior to the class meeting time and must be validated by the instructor. Valid excuses include illness, doctor’s instruction, notice of death in family, religious obligations and other special circumstances. Students must email or call the instructor in the case of an absence. The student is responsible for obtaining class information after an absence.

Business casual dress is required for the classroom and scrubs or business casual required for clinical assignments. Caribbean blue scrubs are required for all practicum and fieldwork experiences that occur at Rush University Medical Center. On clinical placements outside of Rush, students will be required to follow each site’s dress code.

Students enrolled in the OTD program at Rush University are expected to have the skills necessary to function as an occupational therapist or occupational therapy student in the classroom, laboratory, and clinical/fieldwork settings. The technical standards required of all students enrolled in the OTD program can be found in the technical standards section.

Graduation Requirements
Once admitted to the Occupational Therapy program, students embark on a journey that entails the accumulation of 107 term hours for graduation. In order to graduate and have the Occupational Therapy Doctorate conferred, students must meet the following:

- Successfully complete all didactic coursework and fieldwork
- Pass the Department of Occupational Therapy competency exam
- Successfully complete all requirements of the individual doctoral experience and capstone project
- Pass the Rush University Interprofessional Patient Care Teams course (IPE 502)
- Complete a minimum of 16 contact hours of approved professional or community service
- Complete implicit bias training

In order to be eligible to take the registration exam administered by the National Board for Certification of Occupational Therapists, students must have completed all graduation requirements as documented in official transcripts from Rush University. Students must complete all program requirements within 45 months from the time they begin the program. Students will have 15 months to complete Level II fieldwork after the final day of Semester 5 of the curriculum and 12 months to complete the doctoral experience/project after the last day of the final Level II fieldwork. Any student who expects to go beyond this timeframe must request an exception to the policy in writing to the program director.

Scholarly Activities
Members of the department are increasingly involved in research projects in occupational therapy. Students participate in one of a variety of Rush academic, faculty-supervised research projects, which may be carried out in one of Rush University Medical Center’s occupational therapy clinics, other health care facilities, or community organizations. Students are required to formally present their research projects to their research adviser, as well as submit for presentation at local, state and national conferences, and for publication in a professional journal identified by the faculty research adviser.

Students are also required to independently complete a capstone project that will advance the knowledge of occupational therapy. A plan for dissemination of the project through presentation or publication is required.

Professional Service Activities
Our faculty are outstanding practitioners/teachers/investigators involved in widely recognized professional and scholarly activities. They provide a full range of assessment and therapeutic services for a variety of populations. Within the Medical Center there are more than 30 dedicated occupational therapy practitioners working with pediatric, adult and geriatric patients in both inpatient and outpatient settings. In addition, faculty and clinicians are committed to serving with professional and community organizations. Students participate with faculty and clinicians in health fairs and service activities throughout the year. Students have an opportunity to join the Student Occupational Therapy Association, a service-based organization.

Technology: Required Software/Online Tools
- Adobe Acrobat Reader: Students should have access to Adobe Acrobat Reader for more information about the My Apps virtual environment. Students are also able to log into RU Learning from MyApps.
- Rush University Portal: Students can log-in to https://rushuniversity.instructure.com/
- Microsoft Office Suite: Word, Excel and PowerPoint: If you do not already have the Microsoft Office software, you can access the suite through My Apps or download a copy of the Microsoft Office suite at a reduced cost for Windows or Mac users: rush.onthehub.com.
- Internet Browsers: Students should have access to more than one browser, such as Internet Explorer, Chrome, Firefox or Safari. All browsers should be the most up-to-date version available.
- Adobe Acrobat Reader: Students should have access to the most up-to-date Adobe Acrobat Reader.

Occupational Therapy (OTD): 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.

Our core values — I CARE (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
• Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the occupational therapy role
• Synthesize information, problem-solve and think critically to judge the most appropriate theory, assessment 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 Occupational Therapy 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 reasonable accommodation to fully engage in the program should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs. Given the clinical nature of our programs, time may be needed to create and implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. To learn more about accommodations at Rush University please contact:

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St. AAC 901
Chicago, IL 60612
(773) 942-5237
Marie_Lusk@rush.edu
www.rushu.rush.edu/office-student-accessibility-services

Occupational Therapy (OTD): Academic Policies

Academic Progression
Students will progress through the program following the curriculum outline provided.

The faculty reserves the right to dismiss any student whose conduct, health or performance demonstrates lack of fitness for continuance in a health profession as identified by the faculty member and the Rush University Code of Conduct. Any such student not voluntarily withdrawing will be dismissed from the University. Only grades of A, B, C or P may fulfill degree requirements in all non-elective courses listed in the curriculum outline.

Students will be considered in good standing at Rush University unless placed on academic probation. Academic probation is assigned to any student who earns a term grade-point average of 2.99 or lower. Full-time students placed on probation must earn a cumulative grade-point average of 3.0 or above by the end of the next term. Students who fail to meet minimum cumulative GPA requirements within the time frame specified above will be automatically dismissed from the program.

Students placed on academic probation for the first time must meet with their advisor and establish an action plan prior to the beginning of the next term. Students placed on probation a second time must petition and meet with the Student Performance and Academic Review Committee, or SPARC, and provide an action plan that is acceptable to SPARC in order to continue in the program. The student will also be responsible to meet on a regular basis with their advisor to monitor the progress of the aforementioned action plan’s implementation. A student who is placed on probation for a third time for didactic course work will be automatically dismissed from the program.

A student receiving a grade of D, F, N, WF or WN in a required course must repeat the course at the next academic offering and earn at least a B (or Pass for pass-no-pass courses) to remain in the program. Only one D, F, N or WN is allowed for the entire program. If a student receives a second D, F, N, WF or WN at any other time in the program, the student will be dismissed from the program.

Students must pass the occupational therapy competency exam (OCC 820 Capstone Competencies) prior to beginning the Independent Doctoral Experience course. Students who do not pass the exam will need to repeat the course. Completion of the doctoral experience and doctoral capstone project will be delayed.

Occupational Therapy (OTD): Curriculum

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
</tr>
<tr>
<td>OCC-600</td>
<td>Introduction to Occupation, Health and Wellness</td>
</tr>
<tr>
<td>OCC-608</td>
<td>Introduction to Clinical Practice</td>
</tr>
<tr>
<td>OCC-520</td>
<td>Health Conditions</td>
</tr>
<tr>
<td>OCC-501</td>
<td>Human Structure and Principles of Movement</td>
</tr>
<tr>
<td>OCC-501L</td>
<td>Functional Anatomy with Lab</td>
</tr>
<tr>
<td>IPE-502</td>
<td>Interprofessional Patient Centered Teams</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
</tr>
<tr>
<td>CSH-601</td>
<td>Introduction to Biostatistics</td>
</tr>
<tr>
<td>OCC-620</td>
<td>Foundational Theories in OT</td>
</tr>
<tr>
<td>OCC-576</td>
<td>Sociocultural Aspects of Care</td>
</tr>
<tr>
<td>OCC-579</td>
<td>Research Methods</td>
</tr>
<tr>
<td>OCC-609</td>
<td>Occupational Performance and Ability</td>
</tr>
<tr>
<td>OCC-643</td>
<td>Health Care Systems</td>
</tr>
<tr>
<td>IPE-502</td>
<td>Interprofessional Patient Centered Teams</td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
</tr>
<tr>
<td>OCC-625</td>
<td>Functional Neuroscience &amp; Cognition</td>
</tr>
<tr>
<td>OCC-607</td>
<td>Psychosocial Aspects of Care</td>
</tr>
<tr>
<td>OCC-610</td>
<td>Occupational Therapy Process</td>
</tr>
<tr>
<td>OCC-615</td>
<td>Developmental Disabilities I</td>
</tr>
<tr>
<td>OCC-617</td>
<td>Clinical Practice Skills/Fieldwork 1-A</td>
</tr>
<tr>
<td>OCC-683</td>
<td>Evidence-Based Practice Series I</td>
</tr>
</tbody>
</table>
**Program Overview**

The Physician Assistant program is designed to provide students with an outstanding education in preparation for a career as a PA with a foundation for leadership and service. Graduates are granted a Master of Science in Physician Assistant Studies. Our 30-month curriculum is innovative and unique, with enhanced rotations that maximize clinical training and patient care experiences. Rush University Medical Center offers extensive resources and settings to provide students with an excellent educational experience.

- The 12-month didactic phase uses lecture, case-based discussions, and skills labs training to prepare students for clinical rotations.
- Our unique, 18-month clinical phase prepares students to practice as generalists, while providing a one-of-a-kind immersion in a specific area of clinical practice. Students complete 12 months of core rotations, and then advance to 6 months of advanced rotations.
- Current areas of advanced clinical training include cardiovascular surgery, orthopedics, vascular surgery, emergency medicine, pediatrics, behavioral health, internal medicine, primary care, pulmonary and critical care medicine, interventional radiology, urology, neurosurgery, genitourinary, and physical medicine and rehabilitation.

**Mission**

The Rush University PA program mission is to educate advanced health care providers to practice evidence-based medicine with competence, professionalism and compassion driven by academic excellence and service to diverse communities.

**Physician Assistant Studies**

**Master of Science**

**Physician Assistant Studies (MS)**

**Admission Requirements**

Admission to the PA program is extremely competitive. The program bases its admissions decisions on candidates' general and science course GPA, type and quality of prior health care experience, experience working with or shadowing PAs, leadership and community service activities, professionalism, communication skills, letters of reference, and personal statement quality. The following are specific admissions requirements to keep in mind:

1. A bachelor’s degree from an accredited college or university prior to matriculation into the program.
2. A minimum grade point average (GPA) of 3.0 on a 4.0 scale for both total and science GPA. The higher a candidate's GPA, the more competitive the application. GPA’s of 3.3 or higher in both total and science GPA are competitive. GPA’s of 3.5 or higher for both total and science GPA are highly competitive.
3. Documented hands-on, direct patient contact experience in a health care setting, accrued within seven years of application submission. A minimum of 1,000 hours of direct patient contact experience is required at the time of application submission. Having more than 1,500 hours is competitive, and more than 2,500 hours is highly competitive. Experience collaborating with PAs, nurse practitioners or physicians is highly competitive.
4. A completed application submitted to the Central Application Service for Physician Assistants (CASPA). The following items will be submitted directly to CASPA:
   - Official transcripts from every U.S. college or university attended.
   - Letters of Reference. We require three letters of reference. Refer to CASPA for instructions on completing the online evaluation. We recommend references be from educators, PAs, MDs, or other health care professionals that candidates have worked with who can speak to medical skill, academic performance potential, commitment to service, and leadership skills. At least one reference should be from a physician, PA, or other health professionals, and one should be from a college or university instructor. Personal references from family and friends are not competitive for admission to the program.
   - Personal statement
5. The following prerequisite courses must be completed with a grade of C or higher: Human Anatomy, Human Physiology, Microbiology, and Biochemistry must be completed within seven years of planned program start date. See the section Required Prerequisites below for more information.
   - Human Anatomy
   - Human Physiology
   - Microbiology
   - Biochemistry
   - Psychology/Behavioral Science
   - Statistics
6. While not a requirement for admission, leadership and/or community service are highly valued and will contribute to the competitiveness of a candidate's application.
7. Final admissions decisions are based on an interview with members of the PA program faculty and other university and leaders. Candidates who are invited for an admissions interview must complete a supplemental application and pay a $40 supplementary fee. Information regarding this supplement is provided with an interview invitation.
8. All applicants must meet the minimum requirements to perform the essential functions of a PA. See the Technical Standards on the following page.
Program Application
Completing An Application to the Rush University PA Program:

The application cycle is open from April 29 to October 1 of each year.
Applications must be submitted online via CASPA at caspa liaisoncas.com/applicant-ux/#/login
CASPA application requires:
• Submission of official transcripts for all college coursework completed
• Three letters of recommendation
• A personal statement
• Payment of an application fee as outlined by CASPA

Required Prerequisites

The following courses must be completed prior to matriculation into the program:
• Human anatomy and human physiology or a two-course sequence combined human anatomy and physiology course
• Biochemistry
• Microbiology (with lab preferred but not required)
• Psychology or equivalent course work in the behavioral sciences
• Statistics

Candidates must have four of the six prerequisite courses completed at the time of application to be eligible for review.
If a candidate has outstanding prerequisites, they must be completed with a grade of C or higher before the start of the program.

The following prerequisite courses must be completed within seven years of matriculation:
• Human anatomy
• Human physiology
• Biochemistry
• Microbiology

Additional Factors for Admissions Consideration
Rush University and the PA program are committed to creating a diverse and inclusive training environment. All candidates must meet the posted minimum admissions criteria, candidates with any of the following factors indicated on their CASPA application are given priority consideration towards an admissions interview and are reviewed on a case-by-case basis:

• Military veterans
• Persons from an underrepresented minority group in the health care sciences
• Persons from economically disadvantaged backgrounds
• First person to attend a higher education training program
• Recommended graduates from the Rush Bachelor of Science in Health Sciences program

Physician Assistant Studies (MS):
Technical Standards

The following are the universal technical standards that apply to all clinical training students in the Rush University College of Health Sciences at Rush University. These standards apply to all students enrolled in the PA Program.

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.

Our core values — I CARE (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.

Acquire Information

• Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
• Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
• Identify information presented in accessible images from paper, slides, videos with audio description and transparencies
• Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication

Use and Interpret

• Use and interpret information from assessment techniques/maneuvers
• Use and interpret information related to physiologic phenomena generated from diagnostic tools

Motor

• Possess psychomotor skills necessary to provide or assist in holistic PA care and perform or assist with procedures and treatments
• Practice in a safe manner and appropriately provide PA care and assessment in emergencies and life support procedures and perform universal precautions against contamination

Communication

• Communicate effectively and sensitively with patients and families
• Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences
• Accurately elicit information, including a medical history and other information to adequately and effectively evaluate a patient's condition

Intelectual 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 PA role
• Synthesize information, problem-solve and think critically to judge the most appropriate therapy, assessment 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

• Demonstration of concern for others, integrity, accountability, interest and motivation are necessary personal qualities
• Demonstrate intent and desire to follow the Rush University and Physician Assistant code of ethics

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require accommodation to fully engage in the program, should contact the Office of Student Accessibility Services at (www.rushu.rush.edu/office-student-accessibility-services) 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.
**Physician Assistant Studies (MS): Curriculum**

### Phase I: Coursework

**Summer Term**
- **PHA-510** Human Physiology 2
- **PHA-511** Human Anatomy 4
- **PHA-512** History and Physical Examination 3
- **PHA-513** PA Professionalism & Practice I 2
- **PHA-514** Clinical Medicine I 4
- **PHA-515** Diagnostic Methods 1

**Fall Term**
- **PHA-520** Principles of Clinical Pharmacology I 3
- **PHA-521** Research and Statistics 2
- **PHA-522** Diagnostic Reasoning I 2
- **PHA-523** Professionalism & Practice II 2
- **PHA-524** Clinical Medicine II 6
- **PHA-525** Principles of Advanced Practice I 2

### Phase II: Clinical Rotation Courses

**Spring Term**
- **CHS-605** Introduction to Ethics in Health Care 2
- **PHA-530** Principles of Clinical Pharmacology II 3
- **PHA-532** Diagnostic Reasoning II 2
- **PHA-533** Professionalism & Practice III 2
- **PHA-534** Clinical Medicine III 6
- **PHA-535** Principles of Advanced Practice II 2
- **PHA-536** Emergency & Surgical Medicine 2

**Phase III: Advanced Clinical Rotation Courses**

**Summer Term**
- **PHA-593** Advanced Clinical Practice I 15
- **PHA-595** Master’s Research Project I 1

**Fall Term**
- **PHA-594** Advanced Clinical Practice II 15
- **PHA-596** Master’s Research Project II 1

**Program Total:** 132

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**Bachelor of Science Health Sciences (BS)**

### Philosophy

The Bachelor of Science in Health Sciences program prepares students for advanced learning by providing immersive and interprofessional experiences in a diverse setting.

We believe our students have strong desires to improve the health of their communities. We are committed to creating an environment where students can develop the skills to become critical thinkers, creative problem-solvers and self-directed learners. These tenets are woven throughout the BS in Health Sciences curriculum and educational experiences.

### Mission

The mission of the Bachelor of Science in Health Sciences program is to prepare highly qualified, diverse graduates interested in pursuing health care careers that require advanced levels of professional education. The program seeks to create a bridge for students from a variety of backgrounds in order to improve the cultural competency of health care professionals.

### Vision

The BS in Health Sciences program will be a recognized leader in providing pathways for diverse students into the health professions.

### Health Sciences (BS): Admission Requirements

**Admissions Requirements**

Admission to the program is on a competitive basis. We select students based on a number of factors, including the following:

- Overall grade point average
- Prerequisite grade point average
- Coursework completed prior to application
- Interpersonal skills

**Please note:** An associate degree is not required for admission.

The following are required to be considered for admission into the Bachelor of Science in health sciences program:

1. A minimum of 60 semester (90 quarter) credit hours of lower division (100- or 200- level courses) undergraduate coursework from a regionally accredited college or university prior to matriculation
2. A recommended minimum cumulative and science GPA of 2.75 on a 4.0 scale
3. Completion of the following prerequisite courses with a grade of C or better

### Application for Admission

**Entry term:** Fall (September)

**Application cycle:** Continuous

**Recommended application deadline:** Aug. 1

Complete these steps to apply to the Bachelor of Science in health sciences program:

1. Submit an application using the Allied Health Centralized Application Service (AHCAS).
2. You will also need to submit the following through AHCAS:
   - Official transcripts from every U.S. college or university attended.
   - International course evaluations for all courses and degrees completed at a college or university outside the United States.
   - Three professional recommendations. References should be current or former academic advisers, professors, managers or supervisors. We will not accept evaluations from coworkers, colleagues, friends or family members.
   - Personal statement.
3. If your native language is not English, submit Test of English as a Foreign Language (TOEFL) scores.
4. Participate in a personal interview with program faculty.
Prerequisites
All entering students must complete the following core general education requirements in order to be eligible for the Bachelor of Science degree in the Health Sciences program.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Semester Hours</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two courses in communications (English composition)</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>One course in mathematics (college algebra or higher)</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Two courses in life sciences (For example: anatomy, biology, microbiology, pathophysiology, or physiology)</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>One course in physical sciences (For example: earth science, astronomy, chemistry, or physics)</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>One course in social sciences (For example: government, history, political science, psychology, or sociology)</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>One course in humanities (For example: ethics, fine arts, literature, or philosophy)</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Approximately 12 elective courses in communications, computer science, ethics, fine arts, humanities, life sciences, literature, philosophy, physical sciences, or social sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours of Required and Elective Courses:</td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>

Health Sciences (BS): 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.

Our core values — I CARE (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 their disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose their disability support.

The following technical functions are required of all students enrolled in the Bachelor of Health Sciences program.

Acquire Information
- Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
- Identify information presented in accessible images from paper, slides, videos with audio description and transparencies

Use and Interpret
- Use and interpret information from assessment techniques/maneuvers/procedures
- Use and interpret information generated from diagnostic tools

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, employers, other professionals and all members of the health care team during practicum, internship and/or other learning experiences

Intellectual Ability
- Measure, calculate, reason, analyze and synthesize data related to the diagnosis and treatment of patients and populations
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the health sciences role

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 Health Sciences code of ethics

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs.

Given the clinical nature of our programs, time may be needed to create and implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University.

<table>
<thead>
<tr>
<th>Health Sciences (BS): Academic Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Progression</td>
</tr>
</tbody>
</table>

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 2.0 is required to be considered in good standing and to be eligible to continue in the baccalaureate program. Cumulative grade-point averages will be reviewed after each term.

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, regardless of grade-point average.

Academic Probation
Academic probation is assigned to any student who receives a term grade point-average below 2.0 or whose cumulative grade-point average falls below 2.0. Students placed on probation have two terms to regain the status of good standing as follows:
- The student must attain a grade-point average of at least 2.0 in the term following the term when probation was assigned.
- Two terms after being placed on probation, the student must have a cumulative grade-point average above 2.0.

Failure to make the minimum term grade-point average one term after probation regardless of the cumulative grade-point average or failure to make the minimum cumulative grade-point average two terms after probation will result in dismissal from the University.

D, F or N Grades in the Bachelor of Science in Health Sciences Program
Undergraduate students who receive a D, F or N grade in any course may repeat that course, with the F or N grade being replaced by the grade earned upon repeating the 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. Refer to the academic probation policy for further details.

Residency Requirement
Students must complete 36 credit hours of course work in residence at Rush University in order to graduate.
Core Courses Required of All Students

Students must complete a minimum of 60 credit hours of upper-division coursework to include a minimum of 27 credit hours in the required core and at least 33 credit hours of courses approved by academic adviser. Students must also complete 16 hours of community service and the Personal and Professional Development (PRO) series.

Upper-Division Course Work

- Medical sciences
- Leadership and community wellness

Elective courses can be taken from either concentration. Electives may be incorporated into the student's program plan with the approval of the student's academic adviser.

Core Courses Required of All Students

Course | Credits
--- | ---
HSC-350 Medical Physiology | 4
HSC-360 Human Anatomy/Lab | 4
HSC-362 Clinical Immunology | 3
HSC-368 Genetics | 3
HSC-372 Medical Terminology | 1
HSC-445 Patient Assessment | 3
HSC-445 Fundamentals of Neuroscience | 3
HSC-454 Principles of Biochemistry | 4
HSC-455 Pathophysiology | 3
HSC-458 Microbiology | 3
HSC-459 Pharmacology | 3
IS-307 Introduction to Patient Care | 1-3
IS-310 Sectional Anatomy & Pathology | 5
IS-318 Patient Assessment | 3
IS-335 Pharmacology and Radiologic Contrast Agents | 3
IS-340 MRI Safety | 3
HSC-460 Management Principles | 3
HSC-461 Leadership Theory & Practice | 3
HSC-460 Management Principles | 3
HSC-460 Management Principles | 3
HSC-461 Leadership Theory & Practice | 3
HSC-467 Issues and Trends in Health Care | 3
HSC-468 Human Growth and Development | 3
HSC-480 Principles and Health and Wellness | 3
HSC-483 Community Health | 3
HSC-483 Community Health | 3
HSC-480 Principles and Health and Wellness | 3
HSC-483 Community Health | 3
HM-688 Topics in Health Systems Management | 2
IS-305 Intro to Imaging Sciences | 3
IS-454 Health Care Ethics and Cultural | 4
VAS-390 Introduction to Research | 2

Leadership and Community Wellness Electives

Course | Credits
--- | ---
HSC-371 Health Education | 3
HSC-400 Independent Study | 1-12
HSC-425 Health Care Informatics | 3
HSC-435 Nutrition | 3
HSC-460 Management Principles | 3
HSC-461 Leadership Theory & Practice | 3
HSC-467 Issues and Trends in Health Care | 3
HSC-468 Human Growth and Development | 3
HSC-480 Principles and Health and Wellness | 3
HSC-483 Community Health | 3
HSC-483 Community Health | 3
HSC-480 Principles and Health and Wellness | 3
HSC-483 Community Health | 3
HM-688 Topics in Health Systems Management | 2
IS-305 Intro to Imaging Sciences | 3
IS-454 Health Care Ethics and Cultural | 4
VAS-390 Introduction to Research | 2

Transfer of Credit

Students who desire to complete other elective courses, either offered at Rush University or at another regionally accredited college or university, may request to do so. These electives may be incorporated into the student's program plan with the approval of the student's academic adviser.

Bachelor of Science in Imaging Sciences (BS)

About the Profession

Radiologic imaging science, also known as radiologic technology or medical radiography, is the allied health profession responsible for diagnostic and interventional medical radiographic imaging. Under the supervision of physicians, imaging sciences professionals provide medical imaging services to patients.

Program Overview

The Rush University Bachelor of Science in Imaging Sciences program offers an opportunity for registered radiologic technologists to advance their education by obtaining a bachelor's degree and skills that are significant to their current profession. This program offers the radiologic technologist an opportunity for advancement in employment and prepares advanced medical imaging technologists for professional leadership roles.

This program will provide graduates with the knowledge, skills and professional competencies needed to perform advanced-level imaging in computed tomography (CT), magnetic resonance imaging (MRI), cardiac-interventional (CI), vascular-interventional (VI) and other advanced imaging modalities.

The Bachelor of Science in Imaging Sciences is a career ladder program to provide advanced training and education for certificated imaging technologists. Additional education reduces skill acquisition time and increases flexibility for those desiring alternative career paths.

Admission Requirements

- Completion of 60 semesters or 90 quarter hours of college or university credit at a regionally accredited college or university.
- Minimum overall GPA of at least 2.5 out of 4.0 in all college/university coursework.
- Prerequisite courses include English composition, college algebra, chemistry, human anatomy and physiology, physics, speech, humanities or social sciences, microbiology, statistics and computer science. Note: Some prerequisites may be taken concurrently while enrolled in the program. Contact the program for more information. All general education requirements must be met prior to the awarding of the bachelor's degree.
- Successful completion of program prerequisites with a grade of at least "C" or higher from a regionally accredited college or university.
- Associate degree in medical radiography or nuclear medicine technology (not applicable if applying to the entry-level MRI track) from a program accredited by the Joint Review Committee on Education in Radiologic Technology for the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. Applicants who have successfully completed an accredited hospital-based program should contact the program director to determine if they may be admitted on this basis.
- Licensure or eligibility for accreditation in the practice of medical radiation technology by the Illinois Emergency Management Agency for successful completion of the MRI track, as MRI is a non-ionizing imaging modality. The Magnetic Resonance Imaging (MRI) entry-level track is recognized as an MRI primary-pathway educational program by the American Registry of Radiologic Technologists (AART).

Imaging Sciences (BS): Admission Requirements

Requirements for admission to the professional phase of the Imaging Sciences program include the following:

- Completion of 60 semesters or 90 quarter hours of college or university at a regionally accredited college or university.
- Prerequisite courses include English composition, college algebra, chemistry, human anatomy and physiology, physics, speech, humanities or social sciences, microbiology, statistics and computer science. Note: Some prerequisites may be taken concurrently while enrolled in the program. Contact the program for more information. All general education requirements must be met prior to the awarding of the bachelor's degree.
- Successful completion of program prerequisites with a grade of at least "C" or higher from a regionally accredited college or university.
- Prerequisite courses include English composition, college algebra, chemistry, human anatomy and physiology, physics, speech, humanities or social sciences, microbiology, statistics and computer science. Note: Some prerequisites may be taken concurrently while enrolled in the program. Contact the program for more information. All general education requirements must be met prior to the awarding of the bachelor's degree.
- Successful completion of program prerequisites with a grade of at least "C" or higher from a regionally accredited college or university.
- Associate degree in medical radiography or nuclear medicine technology (not applicable if applying to the entry-level MRI track) from a program accredited by the Joint Review Committee on Education in Radiologic Technology for the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. Applicants who have successfully completed an accredited hospital-based program should contact the program director to determine if they may be admitted on this basis.
- Licensure or eligibility for accreditation in the practice of medical radiation technology by the Illinois Emergency Management Agency for successful completion of the MRI track, as MRI is a non-ionizing imaging modality. The Magnetic Resonance Imaging (MRI) entry-level track is recognized as an MRI primary-pathway educational program by the American Registry of Radiologic Technologists (AART).
Prerequisite Courses

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Semester Hours</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications (English, composition)</td>
<td>6 8</td>
<td></td>
</tr>
<tr>
<td>Speech (oral communication)</td>
<td>3 4</td>
<td></td>
</tr>
<tr>
<td>Mathematics (college algebra or higher)</td>
<td>3 4</td>
<td></td>
</tr>
<tr>
<td>Humanities, philosophy or ethics</td>
<td>6 8</td>
<td></td>
</tr>
<tr>
<td>Fine arts (may not include a performance class)</td>
<td>3 4</td>
<td></td>
</tr>
<tr>
<td>Social and behavioral sciences (must include at least one course in psychology)</td>
<td>9 12</td>
<td></td>
</tr>
<tr>
<td>Elective courses in communications, humanities, fine arts, philosophy, ethics, social sciences, life sciences, physical sciences or computer science to total 60 semester credit hours for the core general education requirements for the College.</td>
<td>4 17</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>57</strong></td>
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<table>
<thead>
<tr>
<th>Science Education Courses</th>
<th>Semester Hours</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human anatomy and physiology (4 hours anatomy and 4 hours physiology)</td>
<td>8 10</td>
<td></td>
</tr>
<tr>
<td>Chemistry (with lab)</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>Physics (with lab)</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>Medical terminology</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>Computer science (includes computer literacy)</td>
<td>3 4</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>3 4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

Imaging Sciences (BS): 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.

Our core values — I CARE (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 Imaging Sciences program:

**Acquire Information**
- Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations.
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval).
- Identify information presented in accessible images from paper, slides, videos with audio description and transparencies.
- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication.

**Use and Interprett**
- Use and interpret information from assessment techniques/maneuvers.
- Use and interpret information related to physiologic phenomena generated from diagnostic tools.

**Motor**
- Possess psychomotor skills necessary to provide or assist in holistic imaging sciences care and perform or assist with procedures and treatments.
- Practice in a safe manner and appropriately provide imaging sciences care and assessment in emergencies and life support procedures and perform universal precautions against contamination.

**Communication**
- Communicate effectively and sensitively with patients and families.
- Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences.
- Accurately elicit information including a medical history and other information to adequately and effectively evaluate a population's, client's or patient's condition.

**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 imaging sciences role.
- Synthesize information, problem-solve and think critically to judge the most appropriate theory, assessment 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 Imaging Sciences Code of Ethics.

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs.

Given the clinical nature of our programs, time may be needed to implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University.

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu

Imaging Sciences (BS): Academic Policies

**Good Academic Standing**
High academic performance is expected in required courses. If a student earns grades lower than C or their cumulative GPA falls below a 2.5, the student may not be permitted to register for subsequent courses and may be subject to dismissal from the program. Students who withdraw or who have been dismissed from the program must reapply and will be considered as a new applicant. Students requesting readmission must submit a letter to Admissions.

**Academic Probation**
During the program, if a student's performance is unsatisfactory (GPA less than 2.5 or a letter grade of less than C), they may not be permitted to register for subsequent classes. The student will be subject to dismissal from the program. If the student wishes to reenter the program, the student must reapply and will be considered on the same basis as any new applicant.

Students who voluntarily withdraw from the program, either passing or failing, have no guarantee of reinstatement to the program. Students requesting readmission to the program should submit a letter to that effect to the Committee on Progress and Promotion for Imaging Sciences.

**Clinical Work**
Students must maintain a cumulative GPA in the program of at least 2.5 unless otherwise described in each course syllabus; the minimum satisfactory grade for course credit is
75% (a letter grade of C), and all stipulated segments of a course must be passed by this standard. Students must demonstrate proficiency in all clinical skills presented to pass clinical courses. For all clinical courses, the final exam must be passed at the designated cut score and a grade of C or better must be maintained to successfully complete each clinical practice to continue in the program.

Grievance Policy - Student Appeals
Normal communication regarding course or program policy should be first directed to the instructor assigned to the course or clinical section involved. If the student is unable to satisfy an inquiry or request at that level, the matter should be referred to either the clinical director (in the case of clinical practice) or the department chairperson (in the case of academic coursework or policy). If the matter in question cannot be resolved at that level, it should be directed to the Committee on Progress and Promotions for Imaging Sciences. This committee will either resolve the matter in question to the student's satisfaction or instruct the student on available mechanisms for appeal as described in the University Catalog and University Student Handbook.

Comprehensive Examination
At the end of the program, the student will complete an end-of-program competency assessment, examination, as well as meet graduation and program completion requirements (see Graduation Requirements). Students who do not successfully complete the examination will receive an incomplete for the third clinical rotation and will retake the examination prior to the beginning of the next quarter. Those failing the examination twice will be enrolled in a directed Independent Study during the next term for remediation. Those failing the examination on the third attempt will be subject to dismissal from the program. Those students may reapply to the program (see Procedures for Readmission).

Proctored Exams
The Imaging Sciences Program requires course exams to be proctored and encourages the proctoring to conducted at Rush University. For those students unable to come to Rush University, it 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 of Student Accessibility Services for 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 Accessibility Services webpage (www.rushu.rush.edu/office-student-accessibility-services) or by contacting the Office of Student Accessibility Services.

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 the Office of Student Accessibility Services:

<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chairperson</td>
<td><a href="mailto:lusk@rush.edu">lusk@rush.edu</a></td>
<td>(312) 942-5237</td>
</tr>
</tbody>
</table>

Further information can be found at: www.rushu.rush.edu/offices/student-accessibility-services

Residency Requirement
Students in the Bachelor of Science in Imaging Sciences must complete their final 36 credit hours of course work in residence at Rush University in order to graduate.

Imaging Sciences (BS): Graduation Requirements
Degree requirements that must be met include the following:
- Satisfactory completion of all general education course work as listed
- Completion of all required Imaging Sciences professional course with a grade of C or better
- Cumulative GPA of 2.5 or better
- Successfully complete a comprehensive end-of-program competency assessment

Imaging Sciences (BS): Curriculum

<table>
<thead>
<tr>
<th>Course Options:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Fall Term</td>
</tr>
<tr>
<td>IS-310</td>
<td>Sectional Anatomy &amp; Pathology</td>
</tr>
<tr>
<td>IS-314</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>IS-337</td>
<td>Computed Tomography Physics</td>
</tr>
<tr>
<td>IS-453</td>
<td>Computed Tomography Positioning and Protocols</td>
</tr>
<tr>
<td>Spring Term</td>
<td>IS-31B</td>
</tr>
<tr>
<td>IS-458</td>
<td>Leadership</td>
</tr>
<tr>
<td>IS-331</td>
<td>Education</td>
</tr>
<tr>
<td>IS-338</td>
<td>Advanced Radiation Biology</td>
</tr>
<tr>
<td>Summer Term</td>
<td>IS-447P</td>
</tr>
<tr>
<td>IS-448</td>
<td>Clinical Seminar I</td>
</tr>
<tr>
<td>IS-457P</td>
<td>Pharmacology and Radiologic Contrast Agents</td>
</tr>
<tr>
<td>IS-449</td>
<td>Clinical Seminar II</td>
</tr>
<tr>
<td>IS-468</td>
<td>Clinical Practicum II</td>
</tr>
<tr>
<td>IS-467P</td>
<td>Clinical Practicum III</td>
</tr>
<tr>
<td>IS-444</td>
<td>Clinical Seminar III</td>
</tr>
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</table>

Second Year Credits

<table>
<thead>
<tr>
<th>Course Options:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>CHS-364</td>
</tr>
<tr>
<td>IS-457P</td>
<td>Research &amp; Statistical Methods</td>
</tr>
<tr>
<td>IS-463</td>
<td>Clinical Practicum II</td>
</tr>
<tr>
<td>IS-464</td>
<td>Health Care Ethics &amp; Cultural Competence</td>
</tr>
<tr>
<td>IS-449</td>
<td>Clinical Seminar II</td>
</tr>
<tr>
<td>Spring Term</td>
<td>IS-468</td>
</tr>
<tr>
<td>IS-467P</td>
<td>Clinical Practicum III</td>
</tr>
<tr>
<td>IS-454</td>
<td>Research &amp; Statistical Methods</td>
</tr>
<tr>
<td>IS-467</td>
<td>Clinical Seminar III</td>
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<tr>
<td>IS-465P</td>
<td>Clinical Practicum III</td>
</tr>
<tr>
<td>IS-468</td>
<td>Health Care Ethics &amp; Cultural Competence</td>
</tr>
</tbody>
</table>

Course Options: IS 458 Leadership 3, IS and/or IS 331 Education 3 SH may be replaced with the following courses: HSC-467 Issues and Trends in Health Care Credit(s): 3 HSC-460 Management Principles Credit(s): 3 HSC-425 Informatics Credit(s): 3 HSC-480 Principles of Health & Wellness Credit(s): 3 HSC-483 Community Health Credit(s): 3

Program Total: 65

Imaging Sciences (BS): Vascular Interventional Radiography (VIR) Track

<table>
<thead>
<tr>
<th>Course Options:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Fall Term</td>
</tr>
<tr>
<td>IS-310</td>
<td>Sectional Anatomy &amp; Pathology</td>
</tr>
<tr>
<td>IS-314</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>IS-328</td>
<td>Vascular Interventional Technology</td>
</tr>
<tr>
<td>Spring Term</td>
<td>IS-31B</td>
</tr>
<tr>
<td>IS-331</td>
<td>Education</td>
</tr>
<tr>
<td>IS-338</td>
<td>Advanced Radiation Biology</td>
</tr>
<tr>
<td>IS-458</td>
<td>Leadership</td>
</tr>
<tr>
<td>Summer Term</td>
<td>IS-448</td>
</tr>
<tr>
<td>IS-325</td>
<td>Pharmacology and Radiologic Contrast Agents</td>
</tr>
<tr>
<td>IS-447P</td>
<td>Clinical Practicum</td>
</tr>
</tbody>
</table>

Second Year Credits

<table>
<thead>
<tr>
<th>Course Options:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>CHS-364</td>
</tr>
<tr>
<td>IS-449</td>
<td>Clinical Seminar II</td>
</tr>
<tr>
<td>IS-457P</td>
<td>Clinical Practicum II</td>
</tr>
<tr>
<td>IS-463</td>
<td>Research &amp; Statistical Methods</td>
</tr>
<tr>
<td>IS-467</td>
<td>Clinical Seminar III</td>
</tr>
<tr>
<td>IS-464</td>
<td>Health Care Ethics &amp; Cultural Competence</td>
</tr>
<tr>
<td>IS-449</td>
<td>Clinical Seminar II</td>
</tr>
<tr>
<td>Spring Term</td>
<td>IS-458</td>
</tr>
<tr>
<td>IS-468</td>
<td>Health Care Ethics &amp; Cultural Competence</td>
</tr>
<tr>
<td>IS-466</td>
<td>Clinical Seminar</td>
</tr>
</tbody>
</table>

Course Options: IS 458 Leadership 3, IS and/or IS 331 Education 3 SH may be replaced with the following courses: HSC-467 Issues and Trends in Health Care Credit(s): 3 HSC-460 Management Principles Credit(s): 3 HSC-425 Informatics Credit(s): 3 HSC-480 Principles of Health & Wellness Credit(s): 3 HSC-483 Community Health Credit(s): 3

Program Total: 65

NOTE: All professional, leadership and clinical courses require a grade of C or better for the student to continue in the Imaging Sciences degree program course sequence. Failure to complete an Imaging Sciences professional course with a letter grade of C or better will subject the student to review by the Committee on Progress and Promotions and may result in the student being dismissed from the program. Students readmitted to the program at times other than the fall term of the second year will pick up the course sequence as prescribed by the Committee on Progress and Promotions for Imaging Sciences.
Imaging Sciences (BS): Magnetic Resonance Imaging (MRI) Track (ARRT Students)

First Year
Credit by ARRT Proficiency
IS-305 Introduction to Imaging Sciences 3
IS-307 Introduction to Patient Care 1-3
Fall Term
IS-310 Sectional Anatomy & Pathology 5
IS-443 Research & Statistical Methods 3
IS-316 Pathophysiology 4
Spring Term
IS-336 MRI Physics 5
IS-318 Patient Assessment 3
IS-444 MRI Positioning and Protocols 4
Summer Term
IS-447P Clinical Practicum I 6
IS-448 Clinical Seminar I 3
IS-325 Pharmacology and Radiologic Contrast Agents 3
IS-340 MRI Safety 3
Second Year
Program Total: 74
Course Options: IS 458 Leadership 3, SH and/or IS 331.

Fall Term
IS-305 Introduction to Imaging Sciences 3
IS-307 Introduction to Patient Care 1-3
IS-310 Sectional Anatomy & Pathology 5
IS-316 Pathophysiology 4
Spring Term
IS-336 MRI Physics 5
IS-444 MRI Positioning and Protocols 4
IS-458 Leadership 3
IS-318 Patient Assessment 3
Summer Term
IS-325 Pharmacology and Radiologic Contrast Agents 3
IS-340 MRI Safety 3
IS-447P Clinical Practicum I 6
IS-448 Clinical Seminar I 3
Second Year
Program Total: 74

NOTE: All professional, leadership and clinical courses require a grade of C or better for the student to continue in the Imaging Sciences degree program course sequence. Failure to complete an Imaging Sciences professional course with a letter grade of C or better will subject the student to review by the Committee on Progress and Promotions and may result in the student being dismissed from the program. Students readmitted to the program at times other than the fall term of the second year will pick up the course sequence as prescribed by the Committee on Progress and Promotions for Imaging Sciences.

Imaging Sciences (BS): Entry-Level Magnetic Resonance Imaging (MRI) Curriculum

The Bachelor of Science in Imaging Sciences’ Magnetic Resonance Imaging (MRI) track was originally designed to accommodate applicants licensed in radiography or nuclear medicine. Since then, there has been increased interest from unlicensed, highly qualified applicants. This entry level MRI track adds three additional patient care courses to the existing MRI curriculum. These courses will serve as bridge courses to provide those students who are unlicensed in radiography or nuclear medicine the academic content needed to be successful in the program.

Vascular Ultrasound and Technology (BS)

Description of the Profession

The vascular sonographer plays a vital role in the diagnosis and treatment of patients with disorders of arteries and veins. These include atherosclerosis that may result in strokes or gangrene of the extremities, blood clots in veins that may break off and travel to the lungs and possibly cause death, aneurysms that may burst and many other pathologies of the circulatory system. A vascular sonographer is responsible for taking the patient’s history, performing the appropriate test using high-tech, noninvasive equipment such as ultrasound, documenting and analyzing the data and images, and preparing a preliminary report for the physician to interpret. The sonographer has extensive, direct interaction with patients, physicians, coworkers and other hospital personnel. The work requires physical, intellectual and communication skills.

Vascular Ultrasound and Technology (BS): Overview

Program Description

Students in the Vascular Ultrasound and Technology program are taught by vascular sonographers and physicians who are experienced practitioner-teachers in the field. The basic program is full-time and consists of 20 months (five terms) of study.

The first two terms consist of classroom instruction, student laboratory practice with models and observation of patient examinations. Second-year students primarily perform the vascular examinations learned during the first year on patients under the direction of credentialed and experienced vascular sonographers at two or more vascular laboratories during the year. The clinical sites include university hospitals in Chicago, as well as some community hospitals and out-of-state sites.

During the second year, students also participate in senior lectures and patient case presentations. Students earn a Bachelor of Science degree and are eligible to take the certification examination to become a registered vascular technologist, or RVT, before graduation due to the program’s status as an accredited ultrasound program through the Commission on Accreditation of Allied Health Educational Programs.

Program Accreditation

The program is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP), through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). CAAHEP information: 9335 - 13th St. N, #7709, Seminole, FL 33775, www.caahep.org or (727) 210-2350.

Vascular Ultrasound and Technology (BS): Admission Requirements

• A minimum of 60 semester (90 quarter) hours earned at an accredited college or university is required.
• The minimum cumulative GPA is 2.5 on a 4.0 scale.
• Effective Jan. 1, 2009, all entering students must complete the core general education requirements below with a minimum grade of C in order to be eligible for the Bachelor of Science degree awarded by Rush University.
• Required courses must be completed within the last 10 years.
• Applicants who have taken their prerequisite course work at a university outside the United States must have their coursework evaluated by the Education Credential Evaluators.
• Three recommendations are required on the recommendation forms provided in the application. These recommendations should be from previous instructors and employers (preferably from two instructors and one employer).

Please email the College of Health Sciences admissions office at chs_admissions@rush.edu if you have a question about which particular courses from your college will cover these prerequisites.
Advanced Placement
Admitted students who have passed the American Registry for Diagnostic Medical Sonography, or ARDMS, Sonography Principles and Instrumentation, or SPL exam or earned the Registered Vascular Technologist, or RVT, credential may request advanced placement status after acceptance in the program. With proof of passing these credentialing exams, students can qualify to receive credits according to the advanced placement description on the Vascular Ultrasound program webpage: www.rush.rush.edu/vastech

Vascular Ultrasound and Technology (BS): 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.

Our core values — I CARE (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 Vascular Ultrasound and Technology program:

**Acquire Information**
- Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
- Identify information presented in accessible images from paper, slides, videos with audio description and transparencies
- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication

**Use and Interpret**
- Use and interpret information from assessment techniques/meanuvers
- Use and interpret information related to physiologic phenomena generated from diagnostic tools

**Motor**
- Possess psychomotor skills necessary to provide or assist in holistic vascular ultrasound and technology care and perform or assist with procedures and treatments
- Practice in a safe manner and appropriately provide vascular ultrasound and technology care and assessment in emergencies, and life support procedures and perform universal precautions against contamination

**Communication**
- Communicate effectively and sensitively with patients and families
- Communicate effectively with faculty, preceptors and all members of the health care team during practicum and other learning experiences
- Accurately elicit information, including a medical history and other information to adequately and effectively evaluate a population’s, client’s or patient’s condition

**Intellectual Ability**
- Measure, calculate, reason, analyze and synthesize data related to the diagnosis and treatment of patients and populations
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the vascular ultrasound and technology role
- Synthesize information, problem-solve and think critically to judge the most appropriate theory, assessment 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 Vascular Ultrasound and Technology Code of Ethics

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine they require reasonable accommodations to fully engage in the program, should contact the Office of Student Accessibility Services to confidentially discuss their accommodations needs.

Given the clinical nature of our programs, time may be needed to implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University:

Marie Lukk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lukk@rush.edu

Vascular Ultrasound and Technology (BS): Academic Policies

**Good Academic Standing**
High academic performance is expected in required courses. Students will be considered in good standing unless placed on academic probation. An annual cumulative grade-point average of at least 2.0 is required to be eligible to continue in the program. A grade of C or higher in the required courses is necessary to be eligible to continue in the program; a grade of D or F may result in dismissal from the program.

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 term grade-point average below 2.0, or whose cumulative GPA falls below 2.0. Students placed on probation have one term to regain good standing. Failure to do so may result in dismissal from the University.

**Clinical Work**
A student may not be paid as an employee during clinical credit hours. Also, a student may not count any paid work as an employee for clinical credit hours in the program.
Blood-Borne Pathogen and Communicable Disease Policy

If a student is exposed to a blood-borne pathogen or communicable disease, he or she should report to the emergency room for care.

Vascular Ultrasound and Technology (BS): Curriculum

1 credit hour compared to contact hours
1 class credit hour = 1 hour/week = 50 minutes
1 lab credit hour = 2 hours/week = 100 minutes
1 clinical credit hour = 40 hours/week

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Fall Term</td>
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</tr>
<tr>
<td>VAS-305 Vascular Anatomy, Physiology, and Pathophysiology</td>
<td>2</td>
</tr>
<tr>
<td>VAS-310 Patient Care</td>
<td>2</td>
</tr>
<tr>
<td>VAS-320 Ultrasound Physics and Physical Principles I</td>
<td>2</td>
</tr>
<tr>
<td>VAS-320L Physics and Instrumentation Lab</td>
<td>1</td>
</tr>
<tr>
<td>VAS-330 Venous Ultrasound Procedures</td>
<td>2</td>
</tr>
<tr>
<td>VAS-330L Venous Ultrasound Procedure Lab</td>
<td>1</td>
</tr>
<tr>
<td>VAS-340 Arterial Physiologic and Duplex Procedures</td>
<td>2</td>
</tr>
<tr>
<td>VAS-340L Arterial Physiologic Procedures Lab</td>
<td>1</td>
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<tr>
<td>IPE-502 Interprofessional Patient Centered Teams</td>
<td>Non Credit</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
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<tr>
<td>VAS-325 Ultrasound Physics and Physical Principles II</td>
<td>2</td>
</tr>
<tr>
<td>VAS-345L Advanced Duplex Ultrasound Procedures Lab</td>
<td>1</td>
</tr>
<tr>
<td>VAS-350 Cerebrovascular Procedures</td>
<td>2</td>
</tr>
<tr>
<td>VAS-350L Cerebrovascular Procedures Lab</td>
<td>1</td>
</tr>
<tr>
<td>VAS-360 Abdominal Vascular Procedures Class and Lab</td>
<td>2</td>
</tr>
<tr>
<td>VAS-370 General Pathophysiology</td>
<td>3</td>
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<tr>
<td>VAS-380 Professional Practices in Ultrasound</td>
<td>3</td>
</tr>
<tr>
<td>VAS-390 Introduction to Research</td>
<td>2</td>
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<tr>
<td>IPE-502 Interprofessional Patient Centered Teams</td>
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<td>Second Year</td>
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<tr>
<td>VAS-411 Clinical Skills in Vascular Ultrasound I</td>
<td>11</td>
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<tr>
<td>VAS-421 Professional Skills I</td>
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</tr>
<tr>
<td>VAS-441 Senior Topics / Cases I</td>
<td>1</td>
</tr>
<tr>
<td>Fall Term</td>
<td></td>
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<tr>
<td>VAS-412 Clinical Skills Vascular Ultrasound II</td>
<td>7</td>
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<tr>
<td>VAS-422 Professional Skills II</td>
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<tr>
<td>VAS-451 Cumulative Clinical Skills in Vascular Ultrasound I</td>
<td>4</td>
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<tr>
<td>VAS-442 Senior Topics / Cases II</td>
<td>1</td>
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<tr>
<td>Spring Term</td>
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<tr>
<td>VAS-413 Clinical Skills-Vascular Ultrasound III</td>
<td>8</td>
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<td>VAS-423 Professional Skills III</td>
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<td>VAS-452 Cumulative Clinical Skills in Vascular Ultrasound II</td>
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<tr>
<td>VAS-443 Senior Topics III/Comprehensive Review Comprehensive Review</td>
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<tr>
<td>Program Total</td>
<td>69</td>
</tr>
</tbody>
</table>
Welcome to the Graduate College

At Rush University Graduate College, we have created an environment that fosters innovation through an interdisciplinary approach to scientific discovery. Our students not only learn leading-edge scientific techniques but also, perhaps more importantly, critical thinking and analytical problem-solving skills that will serve them no matter their next steps after earning their MS or PhD. Students who select the Graduate College as their home for graduate education are committed to scientific advancement through research and will become next-generation thought leaders. Through rigorous training, customized curricula, and hands-on experience, students will become alumni who have strong connections and networks and are well-prepared to enter the scientific and clinical workforce where they will solve complex problems and lead organizations that will chart the future.

Strong networks. Rush University has a network of over 16,000 alumni throughout the world. They work in academic and corporate settings, successfully compete for funding, train the next generation of researchers and educators, and make discoveries that enhance human health. Thus, we are building a strong community with robust student-alumni relations that will enable current students to access Rush's Alumni Association programming to advance their career and professional development while allowing alumni to tap into our stream of newly minted graduates poised to accelerate progress.

Customized and personal. The Graduate College offers doctoral and master’s programs that allow you to choose the track and coursework that complements your research interests. Small class sizes give you a greater opportunity to ask questions, participate in discussions, and provide curricular flexibility based on the needs and desires of each class. You will really get to know the faculty and be exposed to their research while learning about their experiences and networks in clinical and basic biomedical research settings.

Outcomes. The success of the Graduate College’s approach to the training of its students can be measured by alumni outcomes. Over 60% of Graduate College’s doctoral alumni remain in research or research-related careers. Further, more than 90% of the Graduate College’s master’s graduates have entered professional school, doctoral programs, or found employment in a research career within three months of graduation.

At Rush Graduate College we have great educational programs, engaging faculty, and leading-edge research. I hope you will consider joining an MS or PhD program at the Graduate College where you can be a part of the solution to clinical and biomedical problems that will ultimately improve human health. Contact us to learn more about the education and programs at the Graduate College.

Andrew Bean, PhD
Dean

The Graduate College: Mission, Vision and Philosophy

Mission

The mission of the Graduate College at Rush University is to enhance the intellectual life of Rush University by providing students with expertise in their chosen fields, creativity to cross disciplinary boundaries, courage to challenge convention and confidence to ask unexpected questions and articulate new perspectives. The Graduate College provides a fertile environment where trainees refine their critical and analytical thinking and problem-solving skills, embrace a collaborative approach to problem solving, address critical biomedical problems strategically and advance medical science.

To this end, the Graduate College will: 1) collaborate with our partners at other Rush colleges to provide broadly based graduate education that supports the research and scholarship of students, faculty and the University as a whole; 2) foster an inclusive environment to ensure the educational benefit that can only come from diversity across the academic community; 3) emphasize the critical role of graduate education to the mission of the research university; 4) prepare our graduates for success in competitive national and global economies by providing contemporary professional development and career planning resources.

Vision

The Graduate College provides strategic leadership and administrative and academic structures within which a diverse group of students and faculty find the support and encouragement to advance academic excellence through innovative scholarship, research, teaching and programming.

Philosophy

Rush University provides outstanding health sciences education and conducts impactful research in a culture of inclusion, focused on the promotion and preservation of the health and well-being of our diverse communities.

The Graduate College was established in 1981 and provides opportunities for students to work with nationally recognized faculty while earning graduate degrees in basic and clinical sciences. The Graduate College curricula is interdisciplinary. All graduate students participate in a common, integrated first year curriculum that explores the shared foundations of biomedical sciences. This approach leverages student interactions, interests across biomedical sciences, team-based research training.

The Graduate College: Program Organization

Integrated Biomedical Sciences Doctor of Philosophy Program

The PhD in Integrated Biomedical Sciences is designed to educate science professionals for leadership in research and academic positions, as well as to provide career path education relevant to their specialized fields. Since collaborative interdisciplinary teams of scientists perform most biomedical research, our doctoral program emphasizes an integrated interdisciplinary approach to biomedical research. Graduates of this program will perform high-quality, impactful biomedical research at colleges and universities, government agencies, hospitals and nonprofit agencies and in industry.

Students in the program will work with faculty and scientists to generate new knowledge in the fields of biomedicine using sophisticated research methods. As a part of the program, students are required to demonstrate their knowledge of core and concentration-specific courses and pass a comprehensive preliminary examination based on their research proposal. They will design and conduct research that culminates in a dissertation, and they will disseminate their scientific findings through scholarly publications and presentations.

Integrated Biomedical Sciences Master of Science Program

The MS in Integrated Biomedical Sciences (IBS) is a research master’s degree that will introduce students to the scientific approach and provide an opportunity for the student to pursue a directed research project. Graduates will be prepared to perform advanced biomedical research at colleges and universities, government agencies, hospitals, non-profit agencies and industry. Our integrated program emphasizes an interdisciplinary approach to biomedical education and research. Students in the program will work with faculty to generate new knowledge in biomedicine using sophisticated research methods and approaches.

Students can choose research experiences and advisers from among the many qualified faculty from Rush University Medical Center’s academic and clinical departments.

Biototechnology Master of Science Program

The Master of Science in Biotechnology (BTH) is a non-thesis research and laboratory training program designed to prepare the student for careers in research-related fields, education, and/or graduate or professional school. This
evaluate candidates for admission. Thus, the Graduate College uses the following guidelines to select candidates that will solve complex problems related to human health. The Graduate College prepares students for Master of Science and Doctor of Philosophy degrees. The Graduate College shared curricula elements provide introductory training in molecular genetics, genomics, cellular biochemistry, cell biology and tissue biology. Students will learn basic theories underlying modern scientific techniques. Courses in ethics, scientific writing and basic statistics are key components of the curriculum and can be selected from the list below.

The following courses comprise the Graduate College shared curriculum:

- GCC - 506 Biomedical Ethics
- GCC - 516 Foundations in Biomedical Science
- GCC - 546 Principles of Biostatistics I
- GCC - 547 Principles of Biostatistics II
- GCC - 548 Bioinformatics I
- GCC - 549 Bioinformatics II
- GCC - 594 Introduction to Grant Writing

Admission to Candidacy
Admission to candidacy is evidence that the doctoral student has successfully completed all preliminary coursework and is prepared to move into the intensive research experience. Depending upon the requirements of the program, these exams will test accumulated knowledge, scientific reasoning and the ability to critically and analytically think. Admission to candidacy is a demonstration of confidence that the student will successfully accomplish the remaining requirements of the program. Students failing to achieve admission to candidacy may apply the coursework and completed research toward a related Master of Science degree.

Dissertation
A doctoral student must complete a dissertation. This document is developed through faculty-guided independent research projects. The dissertation must be original and cannot have been used to meet the requirement of any other degree, either at Rush University or any other university. Each student will have a dissertation or advisory committee whose role is to assure that the student’s dissertation is of high quality and meets the standards of the program and the Graduate College for originality, contribution to the field and scholarly presentation. The committee is also to assure that the student is making satisfactory progress toward

The Graduate College: Master of Science and Doctor of Philosophy Degrees

Doctor of Philosophy
The Doctor of Philosophy (PhD) is the highest degree conferred by Rush University. The Doctor of Philosophy is awarded in recognition of high achievement in a particular field of scientific research as evidenced by submission of a dissertation that demonstrates independent investigation and contributes new information to the body of existing knowledge. The PhD program integrates research-oriented; it should culminate in a work of literary and scholarly merit, which is indicative of the candidate's ability to conduct original research in a recognized specialty. Specifically, the program is composed of formal courses, guided individual study in a chosen field or discipline, cognate subjects recommended by the candidate's advisory committee, original research that serves as the basis of scientific publication and a scholarly dissertation. A first-authored scientific manuscript of the student's original research is a degree requirement.

Clinical Research Master of Science Program
The Master of Science in Clinical Research (MSCR) is a rigorous program that meets the needs of health professionals engaged in the full spectrum of patient-oriented research. This flexible and personalized degree program is designed for a variety of students, including those who seek to understand, and/or conduct, supervise, co-ordinate varied aspects of clinical research (including clinical trials). These students may be physicians, researchers and research study personnel (research nurses, study coordinators, managers in clinical research and site management organizations (CROs and SROs) and bachelor's prepared individuals with interests in applied clinical research in the pharmaceutical, biotechnology and medical device industries.

The Graduate College: Admission Requirements
The Graduate College prepares students for Master of Science and Doctor of Philosophy degrees. An undergraduate record of scholastic excellence is an important background for the Graduate College experience. The process of application review includes a search for evidence of creativity and scholarly potential in the applicant. The Graduate College also values diversity of thought, ability, expertise, and background, and therefore seeks to admit thought leaders who will solve complex problems related to human health. Thus, the Graduate College uses the following guidelines to evaluate candidates for admission.

Application Deadlines:
Doctor of Philosophy Program
- Integrated Biomedical Sciences (Jan. 4)

Master of Science Programs
- Biotechnology (May 15 priority deadline) (July 30)
- Clinical Research (May 15 International Applicants) (July 30 U.S. citizens and permanent residents)
- Integrated Biomedical Sciences (July 30)

International students have earlier deadlines. Please check with the Graduate College Admissions Office early in the application process.

1. Application form - The application must be submitted by the deadline.
2. Statement of purpose - Describes the past and current research interests as they pertain to graduate school in the biomedical sciences. Your statement of purpose should be limited to one page.
3. Curriculum vitae - Includes academic honors, awards received in college and/or graduate school; employment history, internships, summer research programs, education history, etc.
4. Three letters of recommendation - Recommendation letters should come from professional or academic sources. Letters must be on official letterhead and uploaded by the online application by recommenders.
5. Standardized test scores - Standardized test scores are optional. However, applicants applying to the Doctor of Philosophy and Master of Science programs in Integrated Biomedical Sciences can submit GRE scores. MCAT, DAT, PCAT, or USMLE scores can be used in lieu of GRE for Biotechnology and Clinical Research master’s
6. Official transcript(s) - Applicants must hold a bachelor’s degree from an accredited institution. Students with an international degree must submit an official course-by-course evaluation from Educational Credential Evaluators (ECE) or World Education Services (WES), no other transcript evaluation
7. TOEFL scores - TOEFL or IELTS scores must be submitted for international applicants who have received a diploma from a university at which English is not the language of instruction. TOEFL/IELTS scores will be waived for non-native English speakers who have completed a bachelor’s degree or higher from a US accredited institution and have demonstrated language proficiency supported by the interview. TOEFL and IELTS are the only two testing organizations accepted by the Graduate College.

8. An interview with Graduate College faculty is required for Integrated Biomedical Sciences Doctor of Philosophy candidates.
9. Applicant fee - A $50 application fee is required to submit the application.

Non-degree Students: Non-degree students may take selected courses but are not candidates for advanced degrees. Upon approval by a course director, any individual may audit a course.

Some Graduate College courses are shared by more than one program. The curriculum is designed to provide basic knowledge base deemed necessary to become successful in science. The Graduate College shared curricula elements provide introductory training in molecular genetics, genomics, cellular biochemistry, cell biology and tissue biology. Students will learn basic theories underlying modern scientific techniques. Courses in ethics, scientific writing and basic statistics are key components of the curriculum and can be selected from the list below.
**The Graduate College: Academic Policies**

The Graduate College follows University-wide policies and procedures and reviews program-specific regulations. However, the Graduate College reserves the right to make substantive changes in its programs 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.

**Examination Policy**

It is the responsibility of the individual course director to inform students about the examination requirements for their course. A period at the end of the term is provided for final examinations; however, any form of assessment can be conducted at any week of the semester. This information will be included in the course schedule and syllabus.

**Pass/No Pass Grades**

Required courses are taken for a letter grade and not under the pass/no pass (P/N) option. Research hours are generally graded using the P/N option.

**Good Academic Standing**

To remain in good academic standing, students must earn a B(3.0) or better in core courses, meet the requirements of their program and maintain a cumulative 3.0 GPA. Students should refer to their program academic policies for additional guidance on academic standing. IBS PhD students must be in good academic standing to be admitted to candidacy and to graduate. Students who fail to remediate their deficiencies within a particular academic term, or are placed on probationary status a third time, are subject to dismissal by the Graduate College.

**Academic Difficulty**

The responsibility to inform students of their academic difficulties and to establish conditions to remedy said deficiencies and regain good academic standing resides within the Graduate College. The program director will monitor the progress and promotion of students and gives approval to award students' degrees.

**Dismissal**

Recommendations for student dismissal are initiated by the programs or the Graduate College and follow the Rush University process. Should a program recommend the dismissal of a student, the program director will forward such recommendation to the Academic Standards Committee for final recommendation to the dean. Letters of dismissal come from the dean. Appeal of a dismissal action begins within the appropriate program.

**Full-time Enrollment**

Full-time enrollment is required of all Graduate College students with the exception of the Clinical Research students. Full-time students must register for at least nine credits each term or at least two credits when enrolled in thesis and dissertation research courses. Students receiving a thesis-based master’s degree from the Graduate College as a full-time student must be enrolled for all terms between their matriculation and graduation. At the time of graduation, the student must be enrolled in the college.

**Extension of Program**

Recommendations for student extension (simple majority) as a recommendation to the college are in effect at the time of re-entry.

**Readmission**

Any student who has withdrawn from the University or any dismissed student may apply for re-admission to the Graduate College. A re-entering student must meet the conditions for re-enrollment, and all policies, requirements, including course sequence in effect at the time of re-entry. Application deadlines may vary by program.

**Academic Progression**

The graduate programs, in concert with the rules of the college and Rush University, develop specific regulations governing the process that results in final awarding of the degree. While such regulations differ slightly from one program to another, the Academic Standards Committee reviews the regulations of each program for approval. Programs must be explicit and clear about regulations concerning academic policies and procedures surrounding qualifying, preliminary, and final examinations when they are required.

Programs must provide candidates with the support needed to plan and conduct thesis/dissertation research. Students must become familiar with the regulations and expectations of their chosen program. These regulations and expectations are included in this catalog within the sections devoted to each program. The student is responsible for understanding the
the regulations, and monitoring changes that may occur during their tenure in the program.

Student Academic Appeals Policy

Any student in the Graduate College may appeal a final course grade, failure on a preliminary or comprehensive examination, or failure of the thesis or dissertation that results in his or her academic probation or dismissal from the University. A student may also appeal an unreasonable delay in his or her graduation from the University. No other issues may be appealed through this process.

The process for filing an appeal will be completed within one term. If a resolution cannot be achieved at the program level, the procedure outlined below should be followed. At any step in the process, the student may withdraw the appeal by written notification to the dean. 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.

Step 1: If the student wishes to appeal the decision beyond the program, within two weeks of receiving a decision from the program, the student will submit a written statement to the Academic Standards Committee requesting consideration of his or her case by an advisory panel. The student must provide the following in the written statement:

• Course number and grade being appealed or other cause for probation or dismissal, i.e., failure of preliminary or comprehensive examination or thesis or dissertation
• Action being requested
• Justification for the request
• An outline of the efforts and actions already taken to obtain consideration of the request

The student will send copies of this communication to the Academic Standards Committee. In addition, if a course grade is being appealed, the student will send a copy to the course director. If the evaluation of a thesis or dissertation is being appealed, the student will send a copy to the chairperson of the thesis or dissertation committee. The advisory panel will be the Academic Standards Committee.

Step 2: Within two weeks after notification to the Academic Standards Committee, the committee will meet to review the appeal, and submit a written recommendation to the associate dean.

Step 3: Within two weeks following receipt of the recommendation from the Academic Standards Committee and upon discussion with the student and with others as appropriate, the associate dean shall reach a final decision and notify each party of the decision.

If the student wishes to appeal the decision of the associate dean, he or she may appeal to the Graduate College Council who will consider the evidence and render a recommendation to the dean regarding the appeal. The decision of the dean is final. If the dean receives themselves from the appeal process, the recommendation of the Graduate College Council on the appeal will be rendered by the provost or their designee.

Academic Honesty and Student Conduct

The Graduate College and its programs follow the University policies on academic honesty and the University statement on student conduct. Each student is expected to conduct himself or herself at all times in a professional manner — a manner that conforms to the ethics of the profession and which instills confidence in one’s abilities as a working scientist. Irresponsible, unprofessional or unethical behavior, as determined by the Graduate College Honor Code Committee may result in dismissal from the program. The college and its programs will not condone cheating in any form. Allegations of cheating will be reviewed by the program director with the help of an ad-hoc committee. If merited, the report will be forwarded to the Graduate College Honor Code Committee.

Rush University Academic Policies

The Academic Resources and Policies section of this catalog contains additional Rush University academic policies. This Rush University catalog also details the policies regarding inclusion of minorities and those with disabilities, as well as the policies and procedures for reporting harassment. Students who may need special accommodations can access this information at www.rushu.rush.edu/office-student-accessibility-services.
Biotechnology (MS)
Master of Science
Biotechnology (MS)

Program Overview
The Master of Science in Biotechnology (BTN) is a non-thesis research and laboratory training program designed to prepare the student for careers in research-related fields, education, and/or graduate or professional school. This flexible degree program is designed for students with earned bachelor’s degrees that are interested in furthering their scientific education. The customized curriculum helps students meet their career and professional goals.

There are three tracks in the program: 1. Pre-professional, 2. Research and 3. Education. Students will participate in hands-on laboratory courses designed to cover the common and most important techniques and methods employed in research today. The program director, in consultation with the Graduate College dean, has oversight of the program and its faculty. The program director is responsible for the implementation of program goals and assessment of student learning outcomes.

Biotechnology (MS): Academic Policies

Academic Standing
To maintain good academic standing all Biotechnology students must have a cumulative 3.0 grade-point average at the time of program completion. Any student who falls below this academic standard will be considered to be in academic difficulty. A student in academic difficulty is not eligible for graduation. Students that receive a NP or F in a required course must petition to remain in the Program and retake the course.

Graduate College/Rush University Academic Policies
Academic policies specific to the Graduate College are located earlier in this catalog. In addition, the Academic Resources and Policies section of this catalog contains Rush University Academic Policies.

Biotechnology (MS): Curriculum

Degree Requirements
The program consists of three components:
- Minimum of 34 graduate credits
- Track components
  - 1. Pre-professional: Standardized test preparation and test anxiety workshops, and experiential opportunities
  - 2. Research: Capstone independent research project, internship/practicum, and experiential opportunities
  - 3. Education: Capstone independent research project, internship/practicum (Chicago Public School teachers only)

Courses in the following subject areas are required (34 total credit hours):
- Biomedical informatics
- Biostatistics
- Molecular Biology
- Biochemistry
- Cell Biology
- Career Professional Development
- Pre-professional Track: Professional school preparation, internships and experiential learning
- Research Track: Internship/practicum, and Capstone research project
- Education Track: Internship/practicum, and Capstone research project

It is the student’s responsibility to register for all core courses that are offered within a given term to fulfill Program requirements. The following are courses that meet the course requirements listed above:

Required Courses for All Pre-Professional and Research Students (24 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BTN-523</td>
<td>Career Planning</td>
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<tr>
<td>BTN-531</td>
<td>Laboratory Techniques I</td>
<td>2</td>
</tr>
<tr>
<td>BTN-532</td>
<td>Laboratory Techniques II</td>
<td>2</td>
</tr>
<tr>
<td>BTN-533</td>
<td>Laboratory Techniques III</td>
<td>2</td>
</tr>
<tr>
<td>BTN-534</td>
<td>Laboratory Animal Procedures and Techniques</td>
<td>2</td>
</tr>
<tr>
<td>GCC-506</td>
<td>Biomedical Ethics</td>
<td>1</td>
</tr>
<tr>
<td>GCC-516</td>
<td>Foundations in Biomedical Sciences</td>
<td>7</td>
</tr>
<tr>
<td>GCC-546</td>
<td>Principles of Biostatistics I</td>
<td>2</td>
</tr>
<tr>
<td>GCC-547</td>
<td>Principles of Biostatistics II</td>
<td>2</td>
</tr>
<tr>
<td>GCC-548</td>
<td>Bioinformatics</td>
<td>1</td>
</tr>
<tr>
<td>GCC-900</td>
<td>Independent Study: Experiential Learning</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Additional Required Courses Pre-Professional Track (5 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCC-900</td>
<td>Independent Study: Pre-Professional Development</td>
<td>1-9</td>
</tr>
<tr>
<td>BTN-525</td>
<td>Exper Models in Disease &amp; Exper Design</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional Required Courses and Forum Research Track (5 credits)

Research Forum
Research Track students are required to identify a Research Capstone mentor that has agreed to host them in their laboratory prior to the start of the spring term. Thus, to help facilitate the identification of a Capstone mentor, an annual Research Forum is hosted by the Graduate College each fall. During the Forum, students are provided with brief descriptions of the research faculty and/or members of their laboratories that are presenting posters of their work. This informal setting allows students in the Program to have meaningful and conversations about ongoing projects in laboratories of interest.

In addition to the required core coursework, students in the research track are required to take the following course offerings to fulfill program requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTN-537</td>
<td>Research Capstone</td>
<td>4</td>
</tr>
<tr>
<td>GCC-349</td>
<td>Bioinformatics II</td>
<td>1</td>
</tr>
</tbody>
</table>

Pre-Professional and Research Track Electives (5 credits)

Students in the Pre-Professional and Research tracks are required to complete five credits of elective coursework from available Graduate College course offerings.

Experiential Learning (Pre-Professional and Research Tracks)

Students participate in an experiential learning opportunity in addition to their didactic and capstone projects. Students may choose to participate in an internship/practicum, a minimum of 10 weeks of participation is required for completion of this requirement and will typically be conducted in the spring term. The goal of the internship/practicum component is to provide the student hands-on exposure to research in a variety of environments.

The student will work with a mentor and will be actively involved in the development, execution and evaluation of a research project or an aspect of research-related activity. During the internship/practicum, the student will be exposed to research-related activities that are aligned with the career goals of the student. For example, a student in the Pre-Professional Track may shadow physicians while those in the Research Track will conduct an independent project in a faculty mentors lab. The internship/practicum may be completed with a mentor who is actively conducting research.
Capstone Research (Research Track)

Students in the Research Track of the Biotechnology MS Program are required to complete a capstone project that provides a culminating experience and applies the principles and methods learned in the coursework to an independent research project. Students generally identify their mentor and develop their research proposal during the second semester. The research project must involve the analysis and interpretation of data. Students are encouraged, but are not required, to conduct primary data collection. Students will present their capstone projects in a public presentation that includes their capstone mentor, Biotechnology students and faculty members, and any other interested parties.

Required Courses Education Track (26 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTN-531</td>
<td>Laboratory Techniques I</td>
<td>2</td>
</tr>
<tr>
<td>BTN-532</td>
<td>Laboratory Techniques II</td>
<td>2</td>
</tr>
<tr>
<td>BTN-533</td>
<td>Laboratory Techniques III</td>
<td>2</td>
</tr>
<tr>
<td>BTN-534</td>
<td>Laboratory Animal Procedures and Techniques</td>
<td>2</td>
</tr>
<tr>
<td>BTN-537</td>
<td>Research Capstone</td>
<td>4</td>
</tr>
<tr>
<td>GCC-506</td>
<td>Biomedical Ethics</td>
<td>1</td>
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<tr>
<td>GCC-516</td>
<td>Foundations in Biomedical Sciences</td>
<td>7</td>
</tr>
<tr>
<td>GCC-546</td>
<td>Principles of Biostatistics I</td>
<td>2</td>
</tr>
<tr>
<td>GCC-547</td>
<td>Principles of Biostatistics II</td>
<td>2</td>
</tr>
<tr>
<td>GCC-900</td>
<td>Independent Study: Experiential Learning</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Capstone Research (Education Track)

Students in the Education Track of the Biotechnology MS Program are required to complete a capstone project that provides a culminating experience and applies the principles and methods learned in the coursework to an independent research project. During the summer teaching practicum, students will practice teaching the laboratory curricula they developed for their capstone research projects to secondary school students invited to Rush’s campus over the final week of the summer semester. Upon completion of the teaching practicum, Education Track students are eligible to check out laboratory equipment and reagents from the Experiment Library to use in their own classrooms during the academic year.

Additional Required Coursework Education Track (8 credits)

Students in the Education track should select an additional eight credits of course work from Graduate College course offerings to fulfill program requirements. Students select courses based on their specific career goals.

Clinical Research (MS)

Master of Science

Clinical Research (MS)

Program Overview

The Master of Science in Clinical Research (MSCR) is a rigorous program that meets the needs of health professionals engaged in the full spectrum of patient-oriented research. This flexible and personalized degree program is designed for a variety of students including those who seek to understand, and/or conduct, supervise, co-ordinate varied aspects of clinical research (including clinical trials). These students may be physicians, researchers and research study personnel (research nurses; study coordinators; managers in clinical research and site management organizations; CROs and SROs); and bachelor’s-prepared individuals with interests in applied clinical research in the pharmaceutical, biotechnological and medical device industries.

Upon completion of the MS in Clinical Research, students are expected to:
1. Demonstrate the ability to design and conduct clinical research, analyze data, and interpret results to answer a research question
2. Demonstrate the ability to read and critique the clinical research literature
3. Present clinical research findings (from literature and/or their own research) to peers

Our mission is to provide students with a rigorous academic experience, and hands-on exposure to and practical experience in clinical research. MSCR graduates will be prepared to enter the workforce as competent clinical research professionals.

LEAP Funding

Rush employees can qualify for tuition reimbursement through the Linking Education and Performance, or LEAP, program. Contact your department administrator for LEAP benefit and qualification information.

Clinical Research (MS): Academic Policies

Academic Standing

Students must maintain a cumulative 3.0 grade-point average, earn a pass in courses with a pass/no pass option, and meet the requirements of their Program at the end of each term to remain in good academic standing. Any student who falls below this academic standard is academically deficient and not eligible for graduation. Failure to remediate deficiencies within one academic semester can result in dismissal by the Graduate College. Students who earn a C or below in a core course must retake the course.

Program Time Limitations

Students in the Clinical Research Program are expected to meet all requirements for graduation within three academic years in the Graduate College. This period begins with the term in which the student formally matriculates into the program. Exceptions to the time limitation must be submitted to the Academic Standards Committee in writing. The 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 research adviser and program director. The Academic Standards Committee will vote on the extension (simple majority) as a recommendation to the dean of the Graduate College. If the extension is approved, the student’s adviser will then provide an update on the student’s progress after six months. One year after the extension is granted the student is expected to complete all requirements. A second request may be made by the student’s adviser and program director but will be approved for a recommendation to the dean of the Graduate College by a two-thirds majority of the voting members present at a formal hearing of the Academic Standards Committee. Within one year of that second request, the student must complete all requirements for the Master of Science degree or face dismissal.

Leave of Absence

The maximum length of accumulated Leave of Absence is 12 months. Exceptions to the time limitation must be submitted to the Academic Standards Committee in writing. The request must identify the reasons for the extension and provide a written plan for return and revised deadlines for completion. This document will be co-signed by the student’s research adviser and program director. If approved, the student must return at the time indicated on the initial request.
A second request may be made by the student's adviser and
program director but will be approved for a recommenda-
tion to the dean of the Graduate College by a two-thirds
majority of the voting members present at a formal hearing
of the Academic Standards Committee. Students must com-
plete the University process to formally request a Leave of
Absence. Please refer to the Leave of Absence policy under
the Academic Resources and Policies section of this catalog
for additional information.

Graduate College/Rush University Academic Policies
Academic policies specific to the Graduate College are
located earlier in this catalog. In addition, the Academic
Resources and Policies section of this catalog contains Rush
University Academic Policies.

Clinical Research (MS): Curriculum

Degree Requirements
The program consists of three components:
• Minimum of 32 graduate credits
• Clinical research thesis project
• Public presentation/defense

Master of Science in Clinical Research curriculum:
Curriculum in the following subject areas is required:
• Bioinformatics
• Biostatistics
• Epidemiology
• Clinical Research Design
• Ethics, Regulatory, and Compliance for Clinical Research
• Health Care Outcomes
• Thesis Research

Transfer credits from other Rush University Colleges
or other institutions may be accepted dependent upon
approval of the program director. Only coursework taken
within the five years previous to program matriculation will
be reviewed, but it is not guaranteed to be approved.

Required Coursework (27 credits)
Students are required to complete 15 credits of core course-
work and 12 credits of Thesis Research.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE-556</td>
<td>Clinical Research Design</td>
<td>4</td>
</tr>
<tr>
<td>CRE-560</td>
<td>Health Care Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>CRE-561</td>
<td>Introduction to Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>GCC-546</td>
<td>Principles of Biostatistics I</td>
<td>2</td>
</tr>
<tr>
<td>GCC-548</td>
<td>Bioinformatics</td>
<td>1</td>
</tr>
<tr>
<td>GCC-551</td>
<td>Ethics and IRB</td>
<td>2</td>
</tr>
<tr>
<td>CRE-597</td>
<td>Thesis Research</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Additional Required Coursework (5 credits)
Students should select an additional five credits of course
work from the following courses. Students select courses
based on their specific career goals. Depending on the
student's interests and background knowledge, other GCC
courses may be taken as elective credit with approval from
the program director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE-500</td>
<td>Clinical Research in Practice</td>
<td>3</td>
</tr>
<tr>
<td>CRE-562</td>
<td>Advanced Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>GCC-547</td>
<td>Principles of Biostatistics II</td>
<td>2</td>
</tr>
<tr>
<td>GCC-549</td>
<td>Bioinformatics II</td>
<td>1</td>
</tr>
<tr>
<td>GCC-594</td>
<td>Introduction to Grant Writing</td>
<td>2</td>
</tr>
</tbody>
</table>

Thesis Research
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 pro-
cess from both a theoretical and a practical point of view.
Students can conduct their thesis research in a wide variety
of settings including, but not limited to, academia, biotechn-
ology, pharmaceutical or device companies.

To help facilitate the identification of a research mentor, an
annual Research Forum is hosted by the Graduate College
each fall. During the Forum, students are provided the
opportunity to hear from research faculty and/or members
of their laboratories about their work. This informal setting
allows students in the program to learn about ongoing proj-
ects in laboratories of interest.

Students identify their mentor and thesis committee and
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. Students are
encouraged but are not required to conduct primary data
collection.

The primary thesis adviser 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 thesis committee at least once every six months
to provide a progress update and receive recommendations
for moving forward to completion. The mentor and thesis
committee are also responsible for reviewing and approving
the thesis. Once approved, the student defends the thesis
in a 45-minute public defense that includes their primary
research adviser, committee, MSCR students and faculty
members, and any other interested parties. The purpose
of the oral presentation is to demonstrate the student's ability
to (1) clearly describe the research question, back-
ground, study design and methods and results; (2) demonstrate
their understanding of study design and analytic principles and
methods; and (3) place their research findings and applica-
tions into a clinical context.

All students will be required to submit the thesis to
ProQuest to be eligible for graduation. Specific format-
ing guidelines are required as set forth by the Center for
Academic Excellence. All students are encouraged to formu-
late their original research into a scientific journal article and
submit the manuscript as a publication in a peer-reviewed
journal.

Course of Study
The MSCR program can be completed either part-time or
full-time depending on the goals of the student. Courses
will take place in person or synchronously online in the late
afternoons or early evenings, supplemented with asyn-
chronous components. The program is designed so that a
full-time student may complete their coursework in one aca-
demic year, including summer. Thesis research components
of the program should begin as soon as mentors have been
identified during the first spring semester in the program.
All students must at a minimum be enrolled part-time (five
credits) during the first year of the program to maintain
active status in the Graduate College. After completion of
didactic courses, students in Thesis Research must enroll in
a minimum of two credits to maintain active status.

Integrated Biomedical Sciences (MS and PhD)
Doctor of Philosophy
Integrated Biomedical Sciences (PhD)

Philosophy
The PhD in Integrated Biomedical Sciences is designed to
educate science professionals for leadership in research and
academic positions, as well as to provide career path educa-
tion relevant to their specialized fields. Since collaborative
interdisciplinary teams of scientists perform most biomi-
crocal research, our doctoral program emphasizes an integrated
interdisciplinary approach to biomedical research. Graduates
of this program will perform high-quality, impactful biomi-
dical research at colleges and universities, government agen-
cies, hospitals and nonprofit agencies and in industry.

Students in the program will work with faculty and scientists
to generate new knowledge in the fields of biomedicine
using sophisticated research methods. As a part of the pro-
gram, students are required to demonstrate their knowledge
of core and concentration-specific courses and pass a com-
prehensive preliminary examination based on their research
proposal. Students will design and conduct research that
involves a dissertation, and they will disseminate their
scientific findings through scholarly publications and
presentations.

Integrated Biomedical Sciences (PhD):
Curriculum

First Year
The goal of the course work in the first year is to expose the
student to the biomedical sciences to enable them to design
and approach a research problem from molecular, biochemi-
cal, cellular and organ system perspectives. This broad
based approach to disease is the core of the Integrated
Biomedical Sciences program. Students will need to com-
plete 22 credits of core course work.
area specific coursework. Each student should select and take an introductory and advanced course.

### Research Specific Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMC-500</td>
<td>Musculoskeletal Biology</td>
<td>3</td>
</tr>
<tr>
<td>BMC-508</td>
<td>Techniques in Orthopedic Biomechanics</td>
<td>2</td>
</tr>
<tr>
<td>GCC-519</td>
<td>Intro to Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>GCC-652</td>
<td>The Changing Nervous System</td>
<td>2</td>
</tr>
<tr>
<td>GCC-611</td>
<td>Cancer Biology I</td>
<td>3</td>
</tr>
<tr>
<td>GCC-612</td>
<td>Cancer Biology II</td>
<td>3</td>
</tr>
<tr>
<td>IMM-507</td>
<td>Basic Immunology</td>
<td>3</td>
</tr>
<tr>
<td>IMM-510</td>
<td>Advanced Immunology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Integrated Biomedical Sciences (PhD): Dissertation Program Progression**

### Year 1 Classes and Research Experience

The goal of the coursework in the first year is to expose the student to the biomedical sciences to enable them to design and approach a research problem from a molecular, biochemical, cellular, and organ system perspectives. This broad approach to disease is the core of the Integrated Biomedical Sciences program.

### Year 2 Research Experience, Qualifying Examination

The selection of research adviser will significantly influence the student’s selection of a research area of interest. The goals of the second year are to learn the relevant laboratory techniques and to develop a research proposal in conjunction with their research adviser. The research project will advance knowledge in a specific discipline and yield first-author scientific publications for the student. The student’s research proposal should include specific aims and be written in the format of a NIH F31 grant proposal (See researchtraining.nih.gov/programs/fellowships/F31).

The student must select a dissertation committee and defend the proposal in front of the committee by the end of the second year. The written proposal and its defense in front of the committee constitutes the qualifying examination. Passing the qualifying examination in front of the dissertation committee means the student is a candidate for the PhD.

The student’s assessment at this time relates to the following Student Learning Outcomes: The graduate will be able to acquire research skills, collect and analyze data, and interpret results in order to address an original research question. In addition, this step begins the continuing assessment of the following outcomes: A graduating student will be capable of independent critical thinking and writing as well as proposing, performing and effectively presenting their research. The student will be able to work collaboratively with other scientists, physicians and health care professionals to give and obtain feedback concerning the approach to research problems, data analysis and implications of research.

The work environment in basic and clinical science is evolving. Students should be aware of the many different types of opportunities available in the workplace and need to prepare themselves for the opportunities and challenges that they will encounter when they graduate. In addition to the research and the coursework, the student will create an individual development plan (IDP) each year to define their areas of interest, skills and values.

Students will review their IDP yearly with their research mentor, program director or Graduate College designee to refine their career interests and define their gaps in knowledge or skills that can be pursued in the following year. By the time of graduation, students should have used the IDP, along with mentorship and experiential or other training opportunities to refine their career path.

Student progress is assessed at the end of years two through five. At the end of year two, student progress toward meeting expected outcomes will be evaluated by the student’s research adviser and program director. See section on Dissertation Proposal and Presentation.

**Qualifying Examination**

The goals of the second year are to learn the relevant laboratory techniques and to develop a research proposal in conjunction with the student’s research adviser. The research project will advance scientific knowledge in a specific discipline and yield first-author scientific publications. For the Qualifying Examination, the student’s research proposal should include a hypothesis and specific aims and be written in the format of an NIH F31 grant proposal (researchtraining.nih.gov/programs/fellowships/F31). The student must select a dissertation committee and defend the proposal as an oral defense in front of the committee by the end of the second year. All members of the committee or appropriate substitutes must be present at the Qualifying Examination and the dissertation defense either in person, on the phone or using electronic media.

If the student does not complete the Qualifying Examination by the end of the summer of their second year, they will be reported to the Academic Standards Committee and placed on probation during the fall of their third year. If the student has not taken the examination by the end of the term of probation the student will be again reported to the Academic Standards Committee for potential dismissal. Since the adviser shares in the responsibility to ensure student academic progress, including completion of program milestones in a timely manner, advisers of students who do not take the qualifying examination by the end of fall term of their third year will not be allowed to take a new student into their laboratory for the subsequent two years.
Following the defense of their Qualifying Examination, students will submit their written proposal as an Individual Development Plan (IDP) or a comparable grant application. While a student is conducting dissertation research, the student will present their progress every six months to their committee in an identical format as the original proposal meeting until the committee has agreed that the student can write their dissertation.

The advisory committee meetings will consist of an oral presentation of research progress by the doctoral student to the committee. This oral presentation will be followed by a discussion of progress and career development. A detailed written account of progress will be distributed by the student to their committee prior to this meeting. It is recommended that the Rush career development IDP (rushed-auvif.form-stack.com/forms/idp) be used for IDP tracking.

Year 3-5 Research Progress/Publications/Dissertation

For evaluation in years three through five, the student will submit a written report documenting their progress. The research advisor and program director will also submit their assessment of student progress for each year. A meeting with the student, research advisor and program director will take place at the end of each year to discuss the student’s progress. The research advisor monitors the day-to-day progress of the student. The dissertation committee will meet at least every six months to monitor progress and to approve any changes to the proposed research project. They may meet more frequently, especially after the approval of the student’s research proposal. The student is expected to attend national meetings, make presentations, posters etc. and become a part of the scientific community. Likewise, the student should be submitting research articles. The Integrated Biomedical Science PhD program requires that the research project yield at least one first-authored, scientific, peer-reviewed manuscript on their project. Students are expected to have a project with a hypothesis and a specific cognates (four) and dissertation research (54) . Students must also pass the Qualifying Examination, complete an annual Experiential Learning Opportunity (ELO), and publish a first-authored, scientific, peer-reviewed manuscript on their research project.

The core curriculum, which is common to all students, builds knowledge and skills in research theories and methodology, data analysis and statistics, laboratory applications and skills, and the molecular and cellular sciences basic to health and disease. These courses provide systematic exposure to the contemporary process of scientific discovery and will serve as the basis for the remainder of the curriculum. Advanced students entering with a Master of Science (MS) degree in a biomedical science or a Doctor of Medicine (MD or DO) degree may have satisfied the requirement for some of the core classes based on their prior records. Therefore, some core course requirements may be waived. The requirement of core course hours can be compensated by taking extra hours of laboratory rotations or pre-dissertation research. These students may be able to complete the degree in a shorter time period providing that they progress through the other program requirements. IBS MS students who enter the IBS PhD program on a separate plan of study which requires fewer cognate and elective credits based on the number required for the IBS MS program.

The student’s assessment continues on the outcomes listed above with emphasis on the growth of research and communication skills. Likewise, it is expected that the communication outcomes will also become more centered on written communication in the form of abstracts, peer-reviewed journal articles and the dissertation as the student begins to complete the following outcomes:

1. The student is able to contribute to the scientific literature in an area of expertise via published abstracts, a dissertation and by the publication of a first-authored research article in a scientific refereed journal.

Dissertation Document, Presentation and Approval

The student is expected to write a dissertation (format approved by the Center for Academic Excellence) and present the work in a public forum attended by the dissertation committee, and University faculty and students. The dissertation committee will then meet with the student in a closed session to address any additional questions and to deliberate on approval of the dissertation. Typically, the meeting immediately follows the public defense.

The student may be asked to make revisions before final approval of the dissertation by the committee. The student must notify the Registrar’s Office of impending completion of the degree by the submission of an Intent to Graduate an Form at the beginning of the final term. Prior to completion, the student should consult with the Center for Academic Excellence to ensure that the dissertation is formatted correctly.

Qualifying Examination

Dissertation Proposal and Presentation — For the Qualifying Examination, the student will write a research proposal in the style of the NIH F31 fellowships, including a hypothesis, specific aims, and a detailed research strategy (see researchtraining.nih.gov/programs/fellowships/F31). The student must select a dissertation committee and present the proposal to the committee by the end of the second year.

Experiential Learning Opportunities (ELOs)

Experiential Learning Opportunities (ELOs) are part of the foundation upon which students develop knowledge and skills from direct or hands-on experiences outside of their own laboratory and didactic training. An ELO encompasses a vast array of activities including, but not limited to, internships, service learning, workshops, specialized courses and other creative career and professional experiences that promote interdisciplinary learning and career preparedness.

ELOs provide students with the opportunity to understand and explore potential career paths with minimal risk. ELOs provide experiences that can be referenced (e.g., on resumes, curriculum vitae, etc.) and are valued in a high-stakes, competitive market.

ELOs provide students a practical way to apply and leverage their skills and knowledge and solve problems outside of their major research project. ELOs provide students with the opportunity to collaborate with non-specialists and potentially to engage intellectually and socially in an area outside of the biomedical sciences.

Once a student has successfully completed their candidacy exam, an ELO is an annual requirement until completion of the program. Program requirements can be found at www.rushu.rush.edu/graduate-college/career-development-office/ experiential-learning.

Minimal Credit Hours Required for the Integrated Biomedical Sciences (PhD) Degree

The PhD in Integrated Biomedical Sciences should be completed in five years and requires completion of 80 credits distributed as follows: core courses (22), concentration specific cognates (4), dissertation research (54). Students must also pass the Qualifying Examination, complete an annual Experiential Learning Opportunity (ELO), and publish a first-authored, scientific, peer-reviewed manuscript on their research project.

The core curriculum, which is common to all students, builds knowledge and skills in research theories and methodology, data analysis and statistics, laboratory applications and skills, and the molecular and cellular sciences basic to health and disease. These courses provide systematic exposure to the contemporary process of scientific discovery and will serve as the basis for the remainder of the curriculum. Advanced students entering with a Master of Science (MS) degree in a biomedical science or a Doctor of Medicine (MD or DO) degree may have satisfied the requirement for some of the core classes based on their prior records. Therefore, some core course requirements may be waived. The requirement of core course hours can be compensated by taking extra hours of laboratory rotations or pre-dissertation research. These students may be able to complete the degree in a shorter time period providing that they progress through the other program requirements. IBS MS students who enter the IBS PhD program on a separate plan of study which requires fewer cognate and elective credits based on the number required for the IBS MS program.

All students will be required to complete a minimum of 54 credits of Dissertation Research following admission into candidacy for the PhD. Dissertation credits in the Graduate College typically involve laboratory research required for completion of the dissertation, and include training in various types of skills including: analyzing published data; developing a research proposal; learning and applying advanced methodologies and statistical data analyses; developing skills to write and submit a pre-doctoral training grant application; practicing presentation skills to disseminate one’s own research findings in national conferences; writing a research publication; and developing and defending a dissertation project.

Integrated Biomedical Sciences (PhD): Academic Policies

Research Advisor Selection

During the first year the student will select up to three laboratories for research rotations. These laboratory rotations will expose the students to a range of research environments. Rotations should be undertaken with mentors who hold a faculty appointment in the Graduate College. Students are expected to have a project with a hypothesis and aims, to learn techniques and attend all lab meetings. Based on these rotations, the student will identify their laboratory of interest and submit the name of the advisor to the Academic Standards Committee. The committee, in consultation with the potential advisor(s) will approve the advisor-student matches. Students who are already committed to a particular laboratory (funded by the research advisor’s grants) are required to perform a minimum of two laboratory rotations. Exposure to other laboratories and research will give the student a greater breadth of knowledge. Students are expected to select a research advisor and an area of research interest by the end of their first summer term. All advisors must meet the criterion established by the Graduate College.

Integrated Biomedical Sciences (PhD): Research Opportunities

The research areas of interest for the Integrated Biomedical Sciences PhD program are translational cancer research, cardiovascular and respiratory biology, immunity, inflammation and infection; functions and disorders of the musculoskeletal system; and functions and disorders of the nervous...
system. These include qualified faculty from Rush University Medical Center who have an interest in research in these areas. They come from academic departments as well as clinical departments, which enables students to select a variety of individuals with basic and clinical expertise to serve on their advisory committees and guide them through their projects.

**Advisory Committee**

By the end of the summer term of the first year the student should have selected a research adviser and begun to collect preliminary data. The research adviser is required to hold a faculty appointment in the Graduate College. Once a research adviser has been selected, a dissertation committee must be selected by the end of the following term. This committee advises the student and serves as the Qualifying Examination committee and the dissertation committee. The Graduate College requires that the committee is comprised of five members. One member will be the student’s research adviser. A majority of the committee (at least three members) must be faculty at Rush University who are members of the Graduate College. The chair of this committee, who cannot be the student’s research adviser, will be chosen at the first committee meeting and will provide at all subsequent meetings and arrange for a timely completion of the dissertation work. The dissertation committee strives for consensus in all its actions. A majority vote of the committee’s membership, however, is sufficient for all activities except the final approval of the dissertation.

In addition to the five committee members, the program director will serve as an ex officio member of the committee. The ex officio member can participate in the meetings but cannot vote. The purpose of having an ex officio member is to monitor the quality of the examination experience. The ex officio member will ensure that the Graduate College rules are followed. The first committee meeting should take place within six months of its selection and approval.

**Data Defense and Dissertation**

In the candidate’s final year, a dissertation data defense will be presented to their dissertation committee demonstrating that satisfactory progress has been made on the project to justify development of a plan to complete all experiments and to start writing their dissertation. If determined, the dissertation committee will submit the request to Defend form. The data defense should be considered the final committee meeting. Upon completion of the data defense and writing of the dissertation, the student will provide the dissertation to their committee at least two weeks prior to their public defense. The public defense will be comprised of a public one-hour lecture attended by the dissertation committee and faculty and students of the University. The dissertation committee then meets in closed session to examine the candidate and approve the dissertation.

Typically, the meeting immediately follows the public lecture. The committee strives for a consensus, but the dissertation can be approved over the objections of a single committee member. However, if two or more committee members disagree with either the written dissertation or its oral defense, then the dissertation is not approved. The awarding of the PhD degree requires the demonstration of a capability for independent research and a contribution to scientific knowledge. Similar to the qualifying examination, all members of the committee or appropriate substitutes must be present at the dissertation defense either in person, on the phone, or using electronic media.

Since a scientific peer-reviewed first-authored research article is required for the degree, the dissertation is not considered complete until the publication of at least one peer-reviewed first authored publication. If publication is pending, the Committee may approve the dissertation, but the Graduate College will not sign the Degree Approval form until the paper is accepted or published as verified by appearance in the U.S. National Library of Medicine.

**Integrated Biomedical Sciences (PhD): Tuition Scholarship and Stipend**

Acceptance into the doctoral program is limited by the availability of stipends. Accepted doctoral students receive a competitive University supported stipend and tuition scholarship, are supported by a faculty member, or have stipends from external sources. University-funded stipends are awarded to US residents. The stipend and tuition scholarship are renewed each year providing the student is making satisfactory progress towards the degree. Outside employment is not acceptable without prior Graduate College approval as it interferes with the time and effort necessary to complete the program.

Master of Science

**Integrated Biomedical Sciences (MS) Philosophy**

The MS in Integrated Biomedical Sciences (IBS) is a research master’s degree that will introduce students to the scientific approach and provide an opportunity for the student to pursue a directed research project. Graduates will be prepared to perform advanced biomedical research at colleges and universities, government agencies, hospitals, non-profit agencies and industry. Our integrated program emphasizes an interdisciplinary approach to biomedical education and research. Students in this program will work with faculty to generate new knowledge in biomedicine using sophisticated research methods and approaches. Students can choose research experiences and advisers from among the many qualified faculty from Rush University Medical Center’s academic and clinical departments.

**Integrated Biomedical Sciences: MS Curriculum**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Fall Term</td>
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</tr>
<tr>
<td>GCC-516</td>
<td>Foundations in Biomedical Sciences</td>
</tr>
<tr>
<td>GCC-630</td>
<td>Laboratory Rotations I</td>
</tr>
<tr>
<td>GCC-544</td>
<td>Principles of Biostatistics I</td>
</tr>
<tr>
<td>GCC-544</td>
<td>Bioinformatics</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
</tr>
<tr>
<td>BTN-525</td>
<td>Exper Models in Disease &amp; Exper Design</td>
</tr>
<tr>
<td>GCC-506</td>
<td>Biomedical Ethics</td>
</tr>
<tr>
<td>GCC-599</td>
<td>Thesis Research for Integrated Biomedical Sciences</td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
</tr>
<tr>
<td>GCC-599</td>
<td>Thesis Research for Integrated Biomedical Sciences</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

Students should register for two credits of Laboratory Rotation I. If a student cannot choose a thesis adviser based on the first laboratory rotation, a second flex-rotation must be approved by the Academic Standards Committee and may be taken in the spring. For graduation, students will need two credits of research area specific coursework. Research area specific courses should be taken during fall term year one.

**Research Specific Courses**

- BMC-500 Musculoskeletal Biology 3
- GCC-519 Intro to Neuroscience 3
- GCC-611 Cancer Biology I 3
- IMM-507 Basic Immunology I 3

**Integrated Biomedical Sciences: MS Program Progression**

**Year 1: Classes**

The goal of course work in the first year is to expose students to the biomedical sciences in a logical progression and to provide the students with tools for approaching their future research experience. This broad-based approach to disease is the core of the Integrated Biomedical Sciences program.
Year 1: Adviser and Research Area Selection
During the first year, students will typically have one lab rotation. The laboratory rotation will expose students to a diverse research environment and allow them to assess how they fit in to a particular laboratory or mentor situation. The rotation should be undertaken with a mentor who holds a faculty appointment in the Graduate College. Students are expected to learn techniques and attend all scheduled experiments, lab meetings, mentor/student discussions, etc. Based on this rotation, students will submit the name of a potential adviser to the Academic Standards Committee for approval.

The Academic Standards Committee, in consultation with the program director, will approve adviser-student matches. Specific research projects will be determined by the thesis adviser after adviser-student discussions. If a student cannot choose a thesis adviser based on the first laboratory rotation, a second flex-rotation must be approved by the Academic Standards Committee and may be taken in the spring.

Year 2: Research Experience
Year two will be determined by the research. The student's assessment at this time is related to the following learning outcomes:

- Acquisition of research skills, collection of data and data analysis, as well as interpretation of results related to research addressing an original research question
- Capable of independent critical thinking and writing, as well as proposing, performing and effectively presenting their research
- Working collaboratively with other scientists, physicians and health care professionals, to provide and obtain feedback concerning the approach to research problems, data analysis and implications of research

The student creates an individual development plan (IDP) to better define their areas of interests, skills and values. Career guidance is available in the Graduate College Office of Career Development and using the Rush career development IDP (rushedu.auvic.formstack.com/forms/idp).

Minimal Credit Hours Required for the Integrated Biomedical Sciences MS Degree
The program is designed to be completed in five consecutive terms and requires completion of at least 37 credits. These include 15 credits of core courses, two credits of a research area specific course and twenty credits of Thesis Research. The core curriculum focuses on developing knowledge and skills in research theories and methodology, data analysis and statistics, laboratory applications and skills, and the molecular and cellular sciences basic to health and disease. Students will each have a research project, write a thesis and give a thesis presentation at project completion.

The core curriculum, which is common to all students, builds knowledge and skills in research theories and methodology, data analysis and statistics, laboratory applications and skills, and the molecular and cellular sciences basic to health and disease. These courses will provide systematic exposure to the contemporary process of scientific discovery and will serve as the basis for the remainder of the curriculum.

Research Adviser Selection
During the first year, the student, in consultation with the program director and with the approval of the Academic Standards Committee, students will select and complete one laboratory rotation. Based on this rotation, the student will identify an area of interest and submit the name of a potential adviser to the Academic Standards Committee for approval.

Master’s Thesis Research Committee
After the student selects a research adviser and begins to collect preliminary data, the student and adviser will select a thesis committee. The research adviser must hold a faculty appointment in the Graduate College. This committee will advise the student and evaluate their proposal and thesis documents.

The committee will consist of the adviser and two additional Graduate College faculty members. Committee members should be familiar with either the research area or crucial technical aspects of the student’s project. Committee members are intended to be a resource for the student and their adviser to enhance didactic and technical knowledge towards the completion of the student’s project.

The program director (or designated representative) will serve as an ex-officio non-signing member of the thesis committee to oversee the procedural aspects of the committee meetings and student progression through the program. The thesis committee will strive for consensus in all its actions; however, a majority vote of the committee’s membership is sufficient for all activities except the final approval of the thesis, in which case only one member may disagree with the final decision. The first committee meeting should take place within six months of its selection and approval.
ANA - 781 Research in Anatomy

Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter stating the student's activities, responsibilities, amount of supervision and specific dates of the rotation. The sponsoring faculty member must complete an evaluation of the student's performance at the conclusion of the elective. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Students may receive four weeks of credit for an individually arranged elective. Credit for a maximum of only one individually arranged elective will count toward graduation requirements. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

ANA - 782 Clinical Neuroscience

ANA - 500 Neuroscience for Basic and Clinical Applications

This course is a survey of the nervous system integrating information and topics from the disciplines of Anatomy, Histology, Neurobiology and Neurology. The course integrates the structure, function and organization of nervous tissue from the cellular through gross anatomic aspects, including central, peripheral and autonomic portions of the system. The course includes a series of clinical correlations designed to support and augment the basic science content. Beyond an understanding of the normal structure and function of these systems, students will study the development and growth of these components as well as the changes noted in maturation and aging processes within these systems. Control mechanisms will be considered as the study during this course moves into the specific clinical scenarios. The basic knowledge of the structure and function of the components of the nervous system will then be applied to the abnormal functions that are the basis for disorders and diseases of this system. The course objectives below represent the content of this course. Individual learning objectives for each lecture as well as for the lab and small group sessions are contained within the educational materials for these sessions. Course cross-listed with GCC-650. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

ANA - 793 Advanced Histology/Cell Biology

The program will focus on an in-depth study of histology/cell biology of regions designated by the participant and agreed upon by the course director. The program will incorporate didactic material with special emphasis on independent study and presentations on topics of interest at the forefront of the designated field. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

AUD - 602 Anatomy and Physiology of Hearing and Balance

This course examines anatomy and physiology of the auditory system: outer, middle and inner ear and central auditory pathways. Anatomy and physiology of the vestibular system and speech production is also included. Offered: fall Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

AUD - 606 Introduction to Neuroscience

Central and peripheral nervous system structures that form the neurologic foundation for speech, hearing and language are presented. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

AUD - 607 Pathophysiology of the Auditory System

Students discuss risk factors, symptoms and pathogenesis of various ear diseases and auditory system disorders. Audiologic assessment as well as medical/surgical treatments are explained. Students will also be introduced to concepts related to tinnitus, including the origins, clinical assessment and treatment efficacy. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

AUD - 611 Embryology and Genetics of the Auditory System

After reviewing basic biology, this course presents basic patterns of biological inheritance and basic human genetics terminology. Embryologic development of the Auditory, vestibular and craniofacial systems is presented and related to Auditory/speech/balance function following birth. Focus is on genetics and hearing loss. Topics include gene therapy and hearing loss, syndromic and nonsyndromic hearing loss and consideration of pharmacogenomics. The importance of genetic counseling, family history and beliefs, prevention and ethical/legal issues are discussed. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

AUD - 613 Audiology and Language

Students discuss the relationship between language and hearing. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

AUD - 614 Acoustic Phonetics and Speech Perception

This course examines the roles of major acoustic, phonetic, linguistic and cognitive factors in speech perception and considers relevant theoretical models. Consideration is also given to cultural, cross-language, developmental and life-span aspects of speech perception. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2
contributes to neurodiagnostic assessment of the audi-  
tory system and objective estimation of hearing sensitivity. Electrocochleography (ECoG) and  
electroencephalography (ENG0) are also considered. Prerequisite: AUD-602. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

AUD - 637 Electrophysiologic Assessment II  
This course builds on the content presented in AUD-630. Topics include advanced concepts in ABR and OAEs, visual and somatosensory responses and intraoperative monitor-  
ing. Theoretical bases and clinical applications are considered for ASSR and late potentials. Prerequisite: AUD-630. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

AUD - 640 Basic Amplification  
This course introduces the hearing aid fitting process,  
including candidacy, selection, verification, orientation and  
validation. Students learn about the components of personal amplification devices and their role in signal processing strategies. Students obtain hands-on experience, including  
making earmold impressions, conducting electroacoustic analyses on and troubleshooting hearing aids and measuring real-ear responses. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

AUD - 641 Adult Amplification  
This course expands upon basic hearing instrument technol-  
gy presented in AUD-640 Basic Amplification. Selection,  
verification and validation issues surrounding hearing aid  
 fittings with adults are presented. Emphasis is on advanced  
concepts and practices as well as current research and  

AUD - 642 Amplification Seminar  
This seminar focuses on contemporary, innovative, evi-  
dence-based fitting and rehabilitation issues related to per- 
sonal amplification systems. Prerequisite: AUD-640. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

AUD - 645 Adult and Geriatric Rehabilitative Audiology  
Examination of adult audiologic rehabilitation includes the use of  
visual, auditory and bimodal stimuli in communica- 
tion. Assessment of communicative function, auditory train-  
ing, speechreading, amplification, assistive listening devices, rehabilitative strategies and the psychosocial aspects of

adult hearing impairment are examined. Focus is on patient-  
centered care of adults with hearing loss and incorporating communication partners. Treatment outcome measurement is  
emphasized. The geriatric population and working-age adults  
are considered as separate rehabilitative challenges. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

AUD - 650 Vestibular Assessment and Rehabilitation  
Anatomy and physiology of the vestibular and oculomotor systems is reviewed. Emphasis is on VNG/ENG test battery  
components, delivery and interpretation with both didactic  
coverage and hands-on practicum. Central- and peripheral-  
based pathologies are discussed and emphasized through interactive case studies. Additional specialized vestibular  
 tests, including SVV, cVEMP, oVEMP, rotary chair and posturography are also considered. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

AUD - 651 Vestibular Seminar  
This seminar expands upon concepts and test techniques  
presented in AUD 650. Advanced concepts, including uni- 
lateral peripheral vestibular differentiation, bedside tests of  
assessment of VOR and VSR, ENG and VNG, rotational test  
techniques, VEMP testing, posturography, fall risk assessment and measurement of dizziness handicap are presented via lecture and hands-on practicum, with additional emphasis on vestibular function and dysfunction in pediatric patients and older adults. Prerequisite: AUD-650. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

AUD - 650 Pediatric Audiology  
Topics in this course include an overview of cognitive, motor and language development; pediatric auditory behaviors; the impact of hearing loss on speech/language development; and age-appropriate procedures for the audiologic evaluation of children. Issues related to audologic intervention, multicultur- 
alism and interprofessionalism using team approaches to case management and family counseling are presented. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

AUD - 663 Pediatric Amplification and Habilitation  
Students learn about strategies involved in the manage- 
ment of children with hearing impairment and deafness. Topics include the pediatric fitting process for infants and children, assistive listening devices for classroom and home, communication modalities, auditory skills development and case management. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

AUD - 664 Educational Audiology  
The broad-based practice of audiology in the school setting involves special issues and considerations. This course covers federal legislation, identification and assessment practices, case management, IEP development and the effects of hearing loss on educational programming. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

AUD - 665 Auditory Implants  
This course describes and compares various types of  
brainstem, cochlear, middle ear and osseointegrated implant technologies. Appropriate assessment, treatment and management options for implant patients are described. Principles of speech processing and psychoacoustics are related to the cochlear, middle ear and osseointegrated implant technologies. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

AUD - 667 Auditory Processing  
Students learn the neurophysiologic bases of central auditory processing. The course includes consideration of screening and diagnostic test batteries, results interpreta- 
tion and implications and management approaches to cen- 
tral auditory processing disorders. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

AUD - 670 Seminar in Hearing Conservation  
This course includes an introduction to the effects of noise  
on hearing, sound measurement, noise descriptors, testing and  
follow-up. Prevention, hearing conservation procedures and  
protective devices are presented. Federal, state and local regulations, worker’s compensation, and litigation are discussed. This course incorporates practical clinical laboratory components that enable students to acquire the knowledge and skills needed to reduce or prevent hearing impairment and conserve the hearing ability of their patients throughout the life span. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

AUD - 671 Seminar in Supervision and Mentorship  
This course addresses key elements of supervision and mentorship, focusing on students. Components include processes that contribute to the goals and various forms of supervision and mentorship; knowledge and skills needed by supervisors and monitors; research and outcome issues in supervision; leadership and supervision; challenges to effec- 
tive supervision; and other related topics. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

AUD - 672 Seminar in Current Professional Issues  
This course includes exploration, discussion and analysis of  
21st century professional issues facing the audiology profes- 
sion. Technological, political, legal, legislative and societal changes impacting the practice of contemporary audiology are examined. Topics will reflect current issues and may include career planning and development, credentialing, spe- cialty certification and licensure, cultural competence, scope of practice and the use of technology in clinical practice. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

AUD - 673 Practice Management Across Settings  
Service delivery models, including private practice, clinics,  
medical centers, non-profit agencies, industry, government and other settings are introduced. Issues associated with clinical operations and practice management include busi- 
ness plan development, private practice orientation, trends in  
health care, marketing, cost/benefit ratios and financial and  
accounting considerations. Personnel issues, conflict man-
agement and strategic planning are discussed. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

AUD - 682 Investigative Project Planning Seminar  
This course will prepare students for conducting an investi- 
gative project. In consultation with the course director and  
other departmental faculty, students will generate potential  
research topics for their investigative projects; evaluate their merits; review methods and regulatory requirements for con- 
ducting experimental, clinically focused and evidence-based review projects; perform initial literature review, and deter- 
mine the appropriate research design. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

AUD - 683 Investigative Project  
In this directed course, the student will select and analyze a  
specific clinical or research question. Completion of the proj- 
et includes a professionally written paper and a presentation. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3
AUD - 690 Clinical Practicum I
Students are involved in supervised clinical experience with patients of all ages displaying various hearing and balance impairments. Practicum experiences focus on development of specific skills and competencies in the areas of clinical writing, diagnostic evaluation, case history, counseling and treatment techniques for patients from diverse cultural backgrounds. The relationship of audiology to other health care professions is also examined. Prerequisites: AUD-621 and AUD-622. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

AUD - 691 Clinical Practicum II
Students are involved in supervised clinical experience with patients of all ages displaying various hearing impairments. Practicum experiences focus on development of specific skills and competencies in the areas of clinical writing, diagnostic evaluation, case history, counseling and treatment techniques for patients from diverse cultural backgrounds. The relationship of audiology to other health care professions is also examined. Increasing knowledge and skill are expected with each subsequent practicum experience. Prerequisite: AUD-690. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

AUD - 692 Clinical Practicum III
Students are involved in supervised clinical experience with patients of all ages displaying various hearing impairments. Practicum experiences focus on development of specific skills and competencies in the areas of clinical writing, diagnostic evaluation, case history, counseling and treatment techniques for patients from diverse cultural backgrounds. The relationship of audiology to other health care professions is also examined. Increasing knowledge and skill are expected with each subsequent practicum experience. Prerequisite: AUD-691. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

AUD - 801 Internship I
A four-semester sequence of supervised audioligic patient care in a variety of sites on and off campus. Student clinicians assume responsibility for the full range of basic and intermediate level audiologic diagnostic procedures and interpretation and rehabilitative follow-up. Student clinicians assume caseload management under supervision and develop increased critical thinking skills. Students also experience administrative and practice management activities that are consistent with their clinical progress. The internship experience includes patients across the life span and from diverse cultural backgrounds. Prerequisite: AUD-800. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

AUD - 802 Internship II
A four-semester sequence of supervised audioligic patient care in a variety of sites on and off campus. Student clinicians assume responsibility for the full range of basic and intermediate level audiologic diagnostic procedures and interpretation and rehabilitative follow-up. Student clinicians assume caseload management under supervision and develop increased critical thinking skills. Students also experience administrative and practice management activities that are consistent with their clinical progress. The internship experience includes patients across the life span and from diverse cultural backgrounds. Prerequisite: AUD-800. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

AUD - 803 Internship IV
A four-semester sequence of supervised audioligic patient care in a variety of sites on and off campus. Student clinicians assume responsibility for the full range of basic and intermediate level audiologic diagnostic procedures and interpretation and rehabilitative follow-up. Student clinicians assume caseload management under supervision and develop increased critical thinking skills. Students also experience administrative and practice management activities that are consistent with their clinical progress. The internship experience includes patients across the life span and from diverse cultural backgrounds. Prerequisite: AUD-800. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

AUD - 850 Externship I
This externship sequence is a full-time advanced audiologic clinical placement under the direction of the audiology clinical education coordinator and preceptor. Externship is off campus and emphasizes increasing independence with clinical practice as well as participation in clinical operations, administrative and professional activities. Student demonstrates skill levels commensurate with Externship competencies. The Externship experience includes patients across the life span and from diverse cultural backgrounds. Prerequisite: AUD-800. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 7

AUD - 851 Externship II
This externship sequence is a full-time advanced audiologic clinical placement under the direction of the audiology clinical education coordinator and preceptor. Externship is off campus and emphasizes increasing independence with clinical practice as well as participation in clinical operations, administrative and professional activities. Student demonstrates skill levels commensurate with Externship competencies. The Externship experience includes patients across the life span and from diverse cultural backgrounds. Prerequisite: AUD-800. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 7

AUD - 852 Externship III
This externship sequence is a full-time advanced audiologic clinical placement under the direction of the audiology clinical education coordinator and preceptor. Externship is off campus and emphasizes increasing independence with clinical practice as well as participation in clinical operations, administrative and professional activities. Student demonstrates skill levels commensurate with Externship competencies. The Externship experience includes patients across the life span and from diverse cultural backgrounds. Prerequisite: AUD-800. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 7

AUD - 853 Externship IV
This externship sequence is a full-time advanced audiologic clinical placement under the direction of the audiology clinical education coordinator and preceptor. Externship is off campus and emphasizes increasing independence with clinical practice as well as participation in clinical operations, administrative and professional activities. Student demonstrates skill levels commensurate with Externship competencies. The Externship experience includes patients across the life span and from diverse cultural backgrounds. Prerequisite: AUD-800. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 7

AUD - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2016 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed. No. Credit(s): 1

BHV - 751 Sleep Disorders
Diagnosis and treatment of sleep and arousal disorders as recognized by the Association of Sleep Disorders Centers. Major diagnostic categories are reviewed in terms of clinical presentation, etiology, laboratory findings and potential therapies. Students sit in with outpatients, interview in-patient patients and review sleep studies. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

BMC - 500 Musculoskeletal Biology
Provides the fundamental elements of the biology of musculoskeletal tissues. Topics include bone, intervertebral disc, articular cartilage, meniscus, muscle and tendon and ligament structure, function, cells, development and basic biomechanics. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

BMC - 508 Techniques in Orthopedic Biomechanics
Orthopedic material testing methods with focus on fatigue testing, corrosion and tribological testing, sensing and measuring techniques in orthopedics, testing methods for hard and soft tissues, motion measurements in Gait Lab, regulatory aspects of orthopedic implants, use of biomedic imaging in Orthopedic Biomechanics, modeling of human joints. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

BTV - 523 Career Planning
The landscape of the job market for biomedical graduates has changed over the past decade in that a wider range of career paths are being pursued. This alteration in the job market requires not only more individualized career planning for each student, but also practical adjustments to the traditional course offerings in graduate school to enable our graduates to be more competitive for post training careers. This course will expose students to essential information that will complement their other didactic and laboratory-based training and help them identify their strengths to use them to help develop a concrete and effective goal-oriented individualized plan for their career development. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1
CHS - TRRN Internal Transfer Credit-CHS
Rush University recognizes that courses delivered within the colleges in different programs may lead to essentially the same learning outcomes. With the department assigning an equivalency status to courses, this course allows students to receive an internal transfer of credit for identical or equivalent courses when entering another program of study. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1-15

CHS - 364 Health Care Systems and Policies
Health Care in America is designed to inform students of the present structure and design of the health care system. This course discusses the organization and delivery of health services, the economics and financing of health care, the nation's health care workforce, access to and quality of health services. The course explores topics that address current issues in America's health care system. The student will understand what is prompting reform and the significant changes in health care reform legislation. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

CHS - 601 Introduction to Biostatistics
This course is designed to develop knowledge of the application of statistics for the health care professional. Material covered in this course includes an understanding of basic descriptive statistics, normality, parametric and non-parametric hypothesis testing and simple linear regression. The focus of the course is to develop a familiarity with statistical concepts and use basic statistics to help with decision making. The course will also provide a basic framework of statistical knowledge, should the student be interested in pursuing additional coursework later in their careers. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

CHS - 605 Introduction to Ethics in Health Care
This interprofessional course will introduce students to the foundational theories and common language of health care ethics. Through review of major ethical issues in health care, students will explore the distinction between law and ethics, the development of professionalism in health care, the clinician-patient relationship, the conceptual and practical challenges of informed consent, and the challenges of distributive and social justice for health policy and clinical practice. This course is highly interactive and divided equally between the classroom and the internet. The classroom portion of the course is a 50-minute weekly lecture covering the assigned readings and objectives, followed by a 50-minute case-based discussion section. The online portion of the course is both a webinar and includes weekly lesson activities and related online discussion. The readings for each week are available through the course website and will bridge the classroom and online contents of the course. The course is open to students in the College of Health Sciences. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

CHS - 610 Research Methods in Health Sciences
This course provides an introduction to basic, clinical and translational research methods. It emphasizes the development of skills to enable the health science student evaluate research articles and participate in clinical research activities. Quantitative research designs, sampling techniques, measurement, and interpretation of common statistical findings are also reviewed. Principles of evidence-based practice are incorporated. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

CHS - 620 Health Care in America
Health Care in America is designed to provide an interdisciplinary overview of the health care system for students entering a health profession. Contemporary issues in America's health care system are addressed to include the organization, delivery, economics and financing of health care; the nation's health care workforce; major public health issues to include acute and chronic disease management; issues related to health care disparities; cultural competency and diversity; biomedical ethics; health policy; global health and future directions of the health care system. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

CHS - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to receive an internal transfer of credit for identical or equivalent courses when entering another program of study. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2
their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

CLM - 500 Principles of Laboratory Management
The rapidly changing laboratory environment is constantly responding to diverging trends in health care. This mandates the requirement for effective management. Laboratory managers will need to create new solutions to today’s problems. This course is designed to provide a web-based learning approach to teaching the principles of laboratory management. The focus is to present underlying management concepts and then assist the learner in understanding the principles of laboratory management, clinical laboratories and focus on clinical testing, management and supervisory issues. In this course, the topic is established, and a proposal is submitted to the course director for final approval from the department. The approved management research project is submitted to the course director for final approval. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CLM - 501 Evidence Based Research and Applied Statistics
Introduction to research methods within the context of health care outcomes is the focus of this course. Emphasis on conceptual understanding of scientific reasoning, research design, data collection methods, analysis, interpretation and ethical standards in research. Distance learning format. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CLM - 502 Quality Systems and Regulatory Issues
The complexity of operating a clinical laboratory requires an in-depth knowledge of quality systems as well as knowledge of the regulatory requirements at both national and local levels. Laboratory managers need to understand the principles of the quality system essentials (GSEs) and be able to implement a quality management system (GMS). This course is designed to provide a web-based learning approach to teaching laboratory regulations and the principles of quality management. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CLM - 503 Method Comparison and Process Validation
This course is designed to prepare laboratory professionals to understand the principles and procedures used to verify manufacturer’s claims of analytical performance for in vitro diagnostic products. Determining if total allowable error is exceeded will be emphasized. Topics include compliance with proficiency testing requirements, validation of reference ranges, determination of decision cut-off points and both quantitative and qualitative method evaluation. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CLM - 504 Scientific and Technical Writing
This course is designed to develop your scientific and technical writing. It emphasizes a systematic approach to enable you to produce scientific paper in a well-presented, clear, concise style. You will review basic writing skills and the effective use of library resources to help you comprehend the flow of scientific information. This course will prepare you to write and submit a paper to a journal of your choice. It should also help to prepare you to write your final management research paper required for graduation. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CLM - 505 Health Care Finance
This course is designed to provide students with a strong foundation in financial management. Successful managers must be able to analyze financial information such as budgets, income statements and cash flows. Students will be introduced to general financial topics, including financial accounting, budgets, capital equipment acquisition, billing and collection, reimbursement issues, contract negotiation and materials management. This course employs a web-based learning approach for students to gather information through book chapters, Power Point presentations and additional readings and Internet resources. Knowledge will be demonstrated through online discussions, homework assignments and online examinations. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CLM - 506 Management Project I
This course represents the first step to complete a Management Research project for the successful completion of the Master of Science in Clinical Laboratory Management. The student establishes a topic, performs a literature search and submits a formal proposal for their management research project. It is customary for the student to consult their immediate administrator/supervisor to see if there is a project that would benefit the institution. The student will choose a targeted journal and follow the guidelines in preparing their proposal established by the department. The project approval form is submitted to the course director for final approval from the department. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

This course will include an overview of the operational and strategic role that Human Resource Management plays in Health Care institutions. Readings, case studies, Internet references, and additional readings will permit the learner to acquire advanced and current information in resource management, recruitment and hiring, training and development, compensation and benefits, labor relations (both union and non-union), and health and safety. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CLM - 508 Health Care Informatics
This course will include an overview of health care informatics. It is designed to provide a web-based learning approach to teaching the principles of laboratory information systems management and the review processes for selection, installation, building test dictionaries, validation, training and integration with electronic health records. Readings, articles from professional journals, Internet references and website resources will permit the learner to acquire advanced and current information in each of the major topic area. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CLM - 509 Management Project II
This course is the continuation of CLM 506 Management Research Project I and involves completing the project identified in CLM 506 and composing the final paper. The final manuscript should be of publishable quality for submission to the department and to a clinical laboratory management-related journal chosen by the student with the advice of the faculty. Prerequisites: CLM-501, CLM-504 and CLM-506. Pre- or Corequisite: CLM-503. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

CLM - 510 Management Experience
The Clinical Laboratory Management Experience is designed to provide exposure to the skills necessary to perform successfully in a laboratory management role. Current practice requires laboratory managers to take decisive actions in areas of operational, fiscal and human resource management. This experience will provide students with training in the various practices of laboratory management, including planning, organizing, controlling, staffing and evaluation. Special emphasis will be placed upon laboratory operations, personnel administration, regulations and operating budgets. The experience prepares the graduate student to assume the duties of a laboratory manager. This course is essential for all management professionals who pursue a career in health care management. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 4

CLM - 511 SBB Management Research Project
This course represents the Management Research Project for the successful completion of the Master of Science in Clinical Laboratory Management. Specialist in Blood Bank student projects are designed in various areas of the clinical laboratories and focus on clinical testing, management and supervisory issues. In this course, the topic is established, and a proposal is submitted to the course director for final approval from the department. The approved management research project is submitted to the course director for final approval. The approved management research project is complete and the final paper is submitted, which should be of publishable quality for submission to a journal of the student’s choice. It is customary for the student to consult their immediate administrator/supervisor to see if there is a project that would benefit the institution. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 4

CLM - 512 Legal Issues in Health Care
The rapidly changing legal environment of health care affects clinical laboratories. Laboratory managers must have a working knowledge of the legal system and statutes, regulations, and case law that affects them. This course provides a web-based approach to learning the essential legal issues affecting laboratory management, using cases, statutes and regulations. Learning units are organized to cover an introduction to the American legal system, health care system organization, relationship between the patient and the laboratory, health care information and privacy, civil tort liability of the laboratory, criminal liability and penalties and protection of intellectual property. Topics are subject to change as new legal issues arise. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CLM - 513 Independent Study
Independent study courses give students a unique opportunity to pursue a course not commonly included in the curriculum. If you are interested in pursuing an independent study, meet with the faculty member you want to work
with the development of the course work and expectancies. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: Yes. Credit(s): 1-12
CLM - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students shall follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate-level courses set up by departments at Rush University for students who need to retain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1-15
CON - TRN External Transfer Credit-Con
This course is used if the content of such courses applies directly to the student's program of study in the college. Courses used can be from another accredited college or university, if approved by the college. A grade of B or better must have been received. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1-15
CON - TRN Internal Transfer Credit-Con
Rush University recognizes that courses delivered within the colleges in different programs may lead to essentially the same learning outcomes. With the department assigning an equivalency status to courses, this course allows students to receive an internal transfer of credit for identical or equivalent courses when entering another program of study. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1-15
CRE - 556 Clinical Research Design
This course stresses the concepts of clinical research study designs. A detailed look into the need, design, methods, conduct of study, analysis, results, interpretation and inferences of various clinical research designs is the main theme of this course. The objectives are to: 1. Familiarize with the need for clinical research and various clinical research study designs. 2. Understand the reasoning behind the study hypothesis, design and methods. 3. Develop understanding of measurement, bias and randomization in clinical research. 4. Awareness of study procedures and monitoring of Safety and Adverse Events. 5. Critically appraise published medical literature in clinical research design. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 3
CRE - 560 Health Care Outcomes
Improving patient’s, community and populations health outcomes is the common overarching goal for all clinicians, researchers, health care administrators, leaders and health care systems. Understanding of what health outcomes are, why we need to study them and evaluate them and what role they can play in improving our knowledge is pivotal to leveraging this knowledge to improve health outcomes at all levels. This is especially important for all those planning to undertake a future career involving patient care and clinical research. This insight is also important for clinicians in provision of patient care, shared decision making, communication and tracking of the outcomes of any health intervention. It forms the basis of evidence-based medicine, value-based care, patient safety, quality improvement, accountability and making knowledgeable market decisions and marketing in health care. Health outcomes assessments allow (a) patients to better understand their health and take an active part in their own medical care decisions, (b) the clinicians in gauging their patients’ health status, develop patient centered care management strategies and shared decision making, (c) health care systems to streamline their efforts to effectively and efficiently meet the health care demands of the patients and the larger community and lastly, (d) health care policy and resource allocation at the macro level. Put another way, health outcomes not only add to our medical knowledge base but also support quality improvement, accountability, making knowledgeable market decisions and marketing. Health outcomes are determined by varied factors. Students versed in this subject will understand and support clinical research and initiatives that impact daily patient care and may extend to applications in health disparities, health resource allocation and health policy. The objectives of this course are to: (1) Discuss why measurement of health outcomes is important in health care settings. (2) Describe various health outcomes routinely evaluated in medical literature. (3) Conceptualize measure¬ment properties of tools used to evaluate health outcomes. (4) Critically evaluate, appraise and select Health outcomes papers from medical Journals. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 4
CRE - 561 Introduction to Epidemiology
This course is designed to introduce the theories and concepts of epidemiology. It will provide a comprehensive and accessible introduction to epidemiological methods. Specifically, the course will focus on the application of these theories and concepts to the practice of public health. Topics to be discussed include epidemiological terminology, measurement of disease, disability and health in population groups, vital statistics and reportable disease mechanisms, procedures for infectious and chronic disease control. Course Objectives: 1. Define epidemiology as the study of the determinants of health and illness in populations and the examination of factors contributing to health promotion, 2. Disease prevention and the use of health services. 3. Describe the major epidemiological research study designs and their advantages and limitations. 4. Understand the basic terms and methods used in: (i) outbreak investigation and infectious disease epidemiology, (ii) chronic disease epidemiology, (iii) evaluation of screening tests and (iv) disease prevention and treatment trials. 5. Identify public and private data resources available for epidemiological studies and evaluate the quality, integrity and comparability of various data sources; and 6. Understand and apply descriptive epidemiology principles. 7. Apply ethical principles and cultural sensitivity when accessing, collecting, analyzing, using, maintaining and disseminating epidemiological data and information. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2
CRE - 562 Advanced Epidemiology
This course explores advanced epidemiological techniques that will build upon the epidemiological knowledge and skills taught in the CRE 561 Introduction to Epidemiology. The course achieves its aims through lectures, tutorials and assessments. The focus of this is on epidemiological methods with an emphasis on causality in epidemiologic research, theoretical considerations and interpretations of findings. Objectives: 1. Demonstrate an understanding of epidemiological theory and its application in health science. 2. Critically assess the epidemiological quality of research in a range of studies outlining the basis of methodologi¬cal approach and criteria for determining the quality of the research. 3. Demonstrate sophisticated interpretation and application of epidemiological methods and principles and explain their relevance to specific study designs. 4. Analyze epidemiological data using statistical analytical software. 5. Examine basic concepts of epidemiology as tools to promote the complexity of health care systems. 6. Evaluate biomarker prognostic studies and multivariate prediction models. Prerequisite: PRM-553 or CRE-561. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 2
CRE - 597 Thesis Research
Students in the master of Science in Clinical Research program to undertake thesis research. Participation requires a research mentor. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-9
CRE - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of the program until the degree is earned. Continuous Enrollment courses are graduate-level courses set up by departments at Rush University for students who need to
CVP - 615 Cardiovascular Perfusion Technology II
This course will focus on adult cardiac and thoracic-aortic surgery. Lectures will focus on acquired adult cardiac and aortic disease states and appropriate equipment, circuits and ancillary equipment used by the perfusionist. Students will practice perfusion setups and presentations on current perfusion practices related to adult cardiac diseases. Prerequisites: CVP-611 and CVP-612. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CVP - 620 Evaluation of the Cardiac Surgery Patient
This course introduces the basic diagnostic principles involved in determining the nature and extent of the disease necessitating surgical intervention. Factors that are important in determining perioperative morbidity and intraoperative perfusion management (e.g., patient medical history, laboratory results, diagnostic tests, etc.) will be discussed. Course work will include class time and observations within the clinical arena. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CVP - 621 Seminar I
This course is designed to give students a basic understanding of medical terminology, aseptic technique, patient safety issues, professionalism and medical ethics. Students will be introduced to ethical principles often encountered in the health professions. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 3

CVP - 622 Pathophysiology and Perfusion Techniques
This course is designed to provide the perfusion student with an opportunity to explore the association of anatomy, physiology and pathophysiology and the application of perfusion practice. The course will provide the detailed foundation and skills necessary to understand the interplay between the science of extracorporeal technology and the pathophysiological considerations. Identifying and applying these principles in a systematic and integrated manner is required for evidence-based clinical practice. Prerequisites: CVP-611 and CVP-612. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 5

CVP - 623 Adult and Pediatric Congenital Heart Disease
This course introduces the student to the cardiovascular physiology, pathophysiology and anatomical differences associated with pediatric and adult congenital heart patients. Through lectures and discussion, the students will be prepared to understand these defects as well as how a perfusionist manages the heart lung machine during these complex congenital procedures. Prerequisite: CVP-605. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

CVP - 624 Mechanical Circulatory Support
This course introduces the student to the advance practice guidelines for the care of patients treated with cardiac assist devices. Device selection based on patient issues, implantation, operation and monitoring of various devices will be discussed. These devices, including cell savers, ventricular assist devices, extracorporeal membrane oxygenation, balloon pumps, etc. will be reviewed to give the students an understanding of the devices they will be encountering in the clinical setting. Prerequisite: CVP-622. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

CVP - 632 Principles of Pharmacology
Students will learn the fundamental principles and concepts of pharmacology. Discussions will focus on the principles of drug absorption, distribution and metabolism; drug receptor activities and the therapeutic uses and mechanism of action of drugs in each major drug group. Prerequisite: CVP-620. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

CVP - 640 Principles and Practices of Cardiopulmonary Bypass with Simulation
This course prepares the student for their perfusion practicum courses. The principles of extracorporeal circulation will be presented in lecture and applied during simulation and laboratory experiences. Students will prepare specific care plans for patient bypass procedures. Performance standards evaluated include pre bypass assessment of the patient’s hemodynamics and readiness for bypass, the institution and management of cardiopulmonary bypass, anticoagulation status, systemic and patient monitoring, as well as procedural awareness. Each experience will conclude with a de-briefing to allow progress thru the stages of learning. Prerequisite: CVP-622. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

CVP - 641 Perfusion Practicum I
This is the first clinical rotation the student will have during their course of study. The students will continue to review the diagnostic work up procedures and apply their knowledge to develop a perfusion management plan for the patient undergoing cardiac surgery. The student will begin to assist in the operation and management plan for the patient. During this rotation students will be tested on competencies required to prepare them for Perfusion Practicum II through simulation, oral exams and a written exam. Prerequisites: CVP-662 and CVP-663. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

CVP - 662 Perfusion Practicum II
This is the second clinical practicum experience for the student. Each course builds on the skills in the previous clinical and didactic courses. The overarching goal of the practicum series is that the student shows steady progression towards the goal of independent practice while under the watchful eye of the clinical instructor. Prerequisite: CVP-661. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 12

CVP - 665 Perfusion Practicum III
The principal goal of this final practicum experience is that the student will be capable of performing perfusion related duties supervised, but without instructor intervention. Prerequisites: CVP-641 and CVP-642. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 12

CVP - 661 Master’s Project I
The purpose of this course is to provide the perfusion student with the ability to perform research. The student will be introduced to the concepts of the IRB approval process and learn how to complete a literature review, collect data, complete a statistical analysis and write a final paper on their research as applicable to their projects. In the CVP 661-662-663 course series, students will complete a research project. Prerequisites: CHS-601 and CHS-610. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

CVP - 662 Master’s Project II
The goal of this course is to integrate qualitative methods with perfusion technology knowledge and skills to test a hypothesis that addresses a current issue that is important to management of perfusion technology related to health care. Prerequisites: CHS-601, CHS-610 and CVP-661. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

CVP - 664 Master’s Project III
This course will focus on completion of the research project for satisfaction of the graduation requirement. The student will be required to present the progress and findings of their research. Prerequisites: CHS-601, CHS-610, CVP-661 and CVP-662. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2
CVP - 680 Organizational Leadership
The Organizational Leadership class will focus on the tools and strategies necessary to become an effective leader. While the focus will be on how these strategies can be used within a large or small perfusion group their origin is based in effective management and leadership within any organization of any size. Upon completion of this class the student will have been exposed to the leadership skills that will prepare them as a future leader in the profession. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

CVP - 681 Health Care Quality and Operations Management
The Health Care Quality and Operations Management class is designed to expose the student to principles that foster continuous improvement within an organization through Continuous Quality Improvements (CQI) and Quality Assurance (QA) initiatives. QA has become a mandatory component of every profession in the business of delivering patient health care and it is critical that all future leaders have been exposed to these principles. Upon completion of this course the student will have a solid understanding of how to ensure evidence-based medicine is being delivered. Prerequisite: CVP-680. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

CVP - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to continue enrollment and degree completion. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the assistant dean of Clinical Curriculum before beginning the rotation. Remediation of clinical weeks. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

DRM - 781 Research in Dermatology
Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student's activities, responsibilities, amount of supervision and specific dates of the rotation. The sponsoring faculty member must complete an evaluation of the student's performance at the conclusion of the elective. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the assistant dean of Clinical Curriculum before beginning the rotation. Students may receive four weeks of credit for an individually arranged elective. Credit for a maximum of only one individually arranged elective will count toward graduation requirements. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

EMD - EKX Emergency Medicine Exam Remediation
Remediation of course examination. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

EMD - REM Emergency Medicine Clinical Remediation
Remediation of clinical weeks. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

EMD - 703 Coordination: Emergency Medicine
Students are primarily responsible for the clinical management and documentation of patients, including performing an initial and any subsequent assessments, ordering and interpreting any diagnostic workup, discussing the case with any consultants or admitting teams. Emphasis is placed on the student learning how to perform a focused evaluation of an undifferentiated patient, particularly the formation of a differential diagnosis and strengthening clinical decision making skills. Prerequisites: MED-703, NEU-701, OBG-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

EMD - 716 Emergency Medicine
Students evaluate adult and pediatric patients in the Emergency Room under the supervision of an attending physician. Fourteen eight-hour shifts are required over the four-week block. There will be at least two weekend shifts, two night shifts and two evening shifts (actual scheduling will take place at orientation). Grading is based on clinical performance, participation in didactic sessions, a presentation at the end of the rotation and an oral exam. Prerequisites: MED-703, NEU-701, OBG-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

EMD - 717 Disaster Medicine
In this course, students are exposed to the concepts of managing a disaster scene (triage, incident command structure and performing a hazard vulnerability analysis). Activities are conducted through the use of web-based study modules, discussion forums and interactive chat. Students complete a hazard vulnerability analysis project (through a discussion forum). Fundamental disaster medicine concepts regarding chemical, biological, radiological, nuclear, explosive (CBRNE) and natural disasters are emphasized. Skin therapeutics is taught stressing biochemical and physiological considerations. There is a written final examination based on assigned reading. Third year students may take this elective only in May/June of their M3 year. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

EMD - 720 Emergency Medicine Ultrasound
The Rush Emergency Ultrasound Elective is designed to provide Students with the opportunity to learn foundational knowledge in and using an ultrasound examination within Emergency Medicine Ultrasound through didactic learning then hands-on practice with real patients. At the end of the course, students will be able to: describe the clinical applications of ultrasound in the emergency setting; successfully perform an ultrasound examination of the aorta and focused assessment with ultrasound for trauma (FAST) as well as identify positive and negative findings of the aorta and FAST examination. Students have a choice of taking this elective for two or four weeks. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

EMD - 722 Pediatric Emergency Medicine
Students evaluate pediatric patients in the emergency room under the supervision of an attending physician. Evening and weekend shifts are included. The student is required to attend teaching conferences in the Emergency Department and to present an informal lecture on a pediatric emergency medicine topic. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

EMD - 740 Medical Toxicology
The Rush Medical Toxicology Elective Course is designed to educate students about the pathophysiology, presentation and treatment of acute drug overdose and withdrawal, increase students understanding of the value of the poison center in treating poisoned patients, value bedside evaluation as well as increase their understanding for the approach to and treatment of patients with substance use disorders in the hospital. Students will have the opportunity to care for poisoned patients, apply their bedside knowledge and gain first-hand experience in the possible complications in order to...
help them become thoughtful prescribers. Students have a choice of taking this elective for two or four weeks. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

EMD - 781 Research in Emergency Medicine
Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student’s activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4-8

EMD - 830 Medical Toxicology/Poison Control
This course introduces the student to the nature and scope of poisoning. The Illinois Poison Center covers the entire state of Illinois and handles 90,000-100,000 calls per year from individuals and health care facilities. The goal for the medical student is to develop a basic understanding on acute poisonings. In addition, the student will be knowledgeable about the public health role of the Poison Control Center and Medical Toxicologists in managing poisonings throughout the state and its interface with the public and health care facilities. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4-8

EMD - 831 Emergency Ultrasound
This course provides students with an introduction to Emergency Ultrasound as well as an in-depth look into Emergency Medicine. Students are evaluated across core competencies based on interactions with patients, total number of scans, accuracy and participate in didactics, journal clubs, image review sessions and research meetings. Students determine when an emergency ultrasound exam is indicated, discuss the examination with the patients and obtain informed consent, obtain US images, interpret US images and work with primary clinical staff to integrate US findings into patient management. Prerequisites: MED-703, NEU-701, OB/GYN-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

FAM - 781 Family Medicine Individualized Elective
Students may receive credit for an individually arranged elective with a Rush faculty member. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter stating the student’s activities, responsibilities, amount of supervision and specific dates of the rotation. The sponsoring faculty member must complete an evaluation of the student’s performance at the conclusion of the elective. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the assistant dean of Clinical Education before beginning the rotation. Students may receive credit for a maximum of only one individually arranged elective. Credit for a maximum of eight weeks credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4-8

FAM - 705 Family Medicine Leadership Program (FMLP)
The Family Medicine Leadership Program (FMLP) is a four-year, longitudinal curriculum designed to help meet the health needs of the population by training a select group of primary care focused medical students to become family medicine providers, mentors and leaders. The curriculum emphasizes patient-centered, community-based, interdisciplinary and experiential learning, with leadership development throughout the four years of the student’s undergraduate medical education. Students are assigned to outpatient practices that will serve as their longitudinal home base for their entire medical school experience. They are supervised by family medicine faculty mentors and become an integral part of the community-based care team, gaining an appreciation for continuity of care by following their own panel of patients over time, observing the course of illness and recovery. The students participate in extracurricular activities and learning activities that emphasize the patient-centered medical home, promote community service and scholarly pursuits, including independent study and self-directed learning, allowing for significant personal and professional growth. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1

FAM - 710 Subinternship: Family Medicine
An intensive inpatient primary care experience at Rush Copley Medical Center. The subintern will function in a capacity similar to an intern, with supervision by a senior Family Medicine resident and faculty physician. Prerequisites: MED-703, NEU-701, OB/GYN-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

FAM - 725 Alcohol/Chemical Dependency
In this course students develop skills in interviewing and managing alcoholic and other chemically dependent patients. A longitudinal interdisciplinary experience is stressed, emphasizing detoxification, rehabilitation and outpatient treatment. Can be taken for either two or four weeks. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

FAM - 735 Primary Care Sports Medicine
The focus of this course is on outpatient management of acute and chronic sports and exercise-related injuries and medical issues pertinent to athletes in a multidisciplinary setting. Emphasis will be placed on the diagnosis and treatment of musculoskeletal problems common to athletes in the context of sports medicine, the student will get exposure and improve proficiency in musculoskeletal physical examination, imaging (such as plain films, MRIs and bone scans), biomechanics, physical therapy, physiology and metabolism, nutrition, and sports psychology. In addition to the clinical issues, the philosophy of primary care sports medicine is explored and the aspects of prevention in sports medicine is highlighted. Prerequisites: MED-703, PED-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

FAM - 741 Urban Primary Care
An advanced preceptorship with three family physicians in an urban practice. Students are invited to initiate and complete a research or quality improvement project focusing on preventive health services or the enhancement of access to medical care for minority communities. Prerequisites: MED-703, OB/GYN-703 and PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

FAM - 745 Private Practice Preceptorship
A preceptorship with an experienced family physician, both at the office and in the hospital. The student works in all areas of a busy physician's practice. Multiple sites in Chicago and suburbs are available. Prerequisites: MED-703 and PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

FAM - 761 Principles and Practice of Wound Care
This course is designed to introduce the student to the multidisciplinary approach used in the management of chronic wounds, including the evaluation and treatment of these wounds in the context of underlying complex medical conditions (such as diabetes mellitus, renal failure, osteomyelitis, arterial insufficiency, spinal cord injuries, peripheral vascular insufficiency and resistant infections). Students are introduced to new developments in the field of wound care (platelet derived GF, skin grafting, vacuum assisted closure, compression pumps/wraps, etc.). Since the patients return to the clinic on a weekly basis for ongoing treatment, students have the opportunity to participate in continuity of care and observe the wound healing. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

FAM - 781 Research in Family Medicine
Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student's activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4-8
In such a way that after completion of the courses, students will have more time available for their lab work. Readings and other assignments will be provided on Blackboard. The students will review material and generate questions that will be the focus of interactive small group sessions. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grade Allowed: No. Credit(s): 7

GCC - 519 Intro to Neuroscience
This course will provide students with an understanding of basic graduate neuroscience topics. At the completion of this course, the student will learn: 1. Describe the components and anatomy of the nervous system (central nervous system and peripheral nervous system). 2. Describe the molecular and cellular physiology of neurons. 3. Understand the functional and structural organization of the human brain, including the central nervous system (brain and spinal cord) and peripheral nervous system. 4. Learn about learning and memory neurological disorders. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grade Allowed: No. Credit(s): 3

GCC - 530 Laboratory Rotations I
Hands-on experience in a laboratory to provide the student with an understanding of laboratory interests and learn research protocols. Repeatable for exposure in different labs. Offered: fall. Retake Counts for Credit: Yes. Pass/No Pass Grade Allowed: No. Credit(s): 1-9

GCC - 533 Laboratory Rotations II
Hands-on experience in a laboratory to provide the student with an understanding of laboratory interests and learn research protocols. Repeatable for exposure in different labs. Pre- or Corequisite: GCC-530. Offered: spring. Retake Counts for Credit: Yes. Pass/No Pass Grade Allowed: No. Credit(s): 1-9

GCC - 534 Laboratory Rotations III
Hands-on experience in a laboratory to provide the student with an understanding of laboratory interests and learn research protocols. Repeatable for exposure in different labs. Prerequisite: GCC-530. Pre- or Corequisite: GCC-533. Offered: summer. Retake Counts for Credit: Yes. Pass/No Pass Grade Allowed: No. Credit(s): 1-9

GCC - 546 Principles of Biostatistics I
Covers statistical issues in clinical trial design. This includes blinding, randomization, bias and intent to treat. Use of descriptive statistics and graphical techniques to explore patterns in data. Review of the basic properties of probability and the characteristics of the normal and binomial distributions. One and two sample inference and hypothesis testing for proportions, means and medians, one way analysis of variance and simple linear regression including diagnostics based on residuals and confidence intervals for regression coefficients are covered. Hypotheses testing for cross-classified data are also discussed. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grade Allowed: No. Credit(s): 2

GCC - 547 Principles of Biostatistics II
Covers multifactor analysis of variance, multiple regression, logistic regression including Hosmer-Lemeshow goodness-of-fit and receiver-operating curves. Survival analysis, including log rank tests, Kaplan-Meier curves and Cox regression, are covered. Additionally, statistical software packages such as SAS or SPSS are discussed. Prerequisite: GCC-546 or GCC-507. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grade Allowed: No. Credit(s): 2

GCC - 548 Bioinformatics
This course provides a practical, broad-based foundation in biomedical informatics. Topics in acquisition, analysis and storage of information in health care, biomedical research and public health will be presented. The course will primarily use a problem-oriented interactive format to illustrate meaningful applications of information technology. Publicly available large data sets and tools will be used to teach basic techniques in data collection and queries, visual presentation of data, comparative effectiveness analysis, decision support, natural language processing and genomics. No computer programming skills are required. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grade Allowed: No. Credit(s): 1

GCC - 551 Ethics and IRB
This course provides the framework around which clinical research projects are based in terms of the Institutional Review Board. The course includes didactic lectures on the legal requirements of informed consent, regulatory processes, intellectual property, the role of the office research integrity as well as required participation on IRB review panels inside the University. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grade Allowed: No. Credit(s): 2

GCC - 570 Social Entrepreneurship in Health Sciences
This course nurtures the development of social entrepreneurship knowledge, attitudes and methodological skills in students in the health sciences. This course will use innovation methods from design field and will result in the learner developing a better understanding of the theoretical framework for social entrepreneurship in the health sciences and then apply knowledge to real-world situations. Course learning objectives include: understanding the theory of social entrepreneurship, understanding prior ways of utilizing social entrepreneurship to address health equity issues, understanding the entrepreneurial mindset for facilitating high impact products, programs and services, and develop an empathetic understanding of local community needs and opportunities by partnering with appropriate community members, identify a current problem or opportunity the community is facing to achieve health equity, develop a community-based and tested solution for addressing the problem or seizing the opportunity, foster rapid cycle learning using Lean Start Up principles to implement the program and evaluate its feasibility to achieve desired growth of community capacity to achieve health equity. Growth will be demonstrated through advancing the design, evaluation and sustainability of a student-led, community-based service learning activity. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grade Allowed: No. Credit(s): 2

GCC - 571 Human Centered Health Systems Integration
Students will explore the various aspects of complex health ecosystems and related issues. They will explore Human Centered Design of Health Care Systems and entrepreneurial mindset. To better design the future systems with better human-system integration. Students will learn principles of Human Systems Integration theory and explore design methods to understand, model and design interconnec-tions, value webs and future systems and services. The students will learn to elicit new behaviors and create solutions that benefit all stakeholders to optimizing.
GCC - 594 Introduction to Grant Writing
This blended course will use selected readings in basic, translational and clinical research as a basis to critically consider research design, data presentation, delivery and persuasive writing. Online materials (recorded lecture, written text, links to resources, etc.) are posted weekly. Students submit journal articles for the class to read and analyze throughout the course. Alternating weeks, students will either read an assigned article that they will discuss during class or write a portion of a grant proposal on a topic of their choice that they will then peer review in a mock study section format. Students will also receive feedback on their writing from faculty coaches in their research area. In place of a final exam, students will submit a completed grant proposal (specific aims and research strategy) and give a 10-minute oral presentation of their proposal. This is a core course for the IBS PhD program and the CRES program. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 2

GCC - 599 Thesis Research for Integrated Biomedical Sciences
This course provides credit for the research that forms the basis for scientific presentation, possible publications and ultimately the master’s thesis. The student performs the research in the mentor/adviser’s laboratory and is involved with proposing, planning and the execution of the master’s research. The mentor and the Thesis Committee assess the research and evaluate student progress in research, research collaboration and the scientific communication of research. Registration requires approval of a mentor by the program director of the Integrated Biomedical Sciences program. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-9

GCC - 611 Cancer Biology I
In this pro-seminar series students will learn the underlying molecular and cellular biology involved in carcinogenesis, tumor growth and metastasis, with an emphasis on modern techniques and strategies used to dissect these mechanisms and ‘target’ tumor cells. This course will provide the student with a solid background in general cancer biology with knowledge of the latest concepts in signal transduction, metabolic reprogramming of tumor cells, cell cycle control and cancer therapeutics as well as a general appreciation of the rapid advances made recently in the area of cancer research. Students will learn: 1) how cellular processes are altered during cancer, 2) how different cancer types are being modeled and studied in the laboratory and 3) how novel therapeutic strategies are being developed to target an individual tumor based on its genetic mutational status. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 3

GCC - 612 Cancer Biology II
This is an extension of GCC 611. Basic concepts are applied towards specific organ sites of cancer and actual diagnostic testing. Prerequisite: GCC 611. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

GCC - 621 Vascular Biology
This vascular biology course is designed to explore modern concepts of vascular biology and human vascular diseases and will introduce and discuss current basic and clinical advances in the field. Vascular diseases are the leading cause of death and disability, with more than 17 million deaths worldwide. The course will emphasize molecular aspects of vascular biology, physiopathological processes and the development of advanced therapeutic technology in vascular disease. The focus on current research directions will provide excellent opportunities for students interested in vascular biology as they plan their own research careers. Offered: As Needed. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

GCC - 650 Neuroscience for Basic and Clinical Applications
This course is a survey of the nervous system integrating information and topics from the disciplines of Anatomy, Histology, Neurobiology and Neurology. The course integrates the structure, function and organization of nervous tissue from the cellular through gross anatomic aspects, including central, peripheral and autonomic portions of the system. The course includes a series of clinical correlation lectures designed to support and augment the basic science content. Beyond an understanding of the normal structure and function of these systems, students will study the development and growth of these components as well as the changes noted in maturation and ageing processes within these systems. Control mechanisms will be considered as the study during this course moves into the specific clinical scenarios. The basic knowledge of the structure and function of the components of the nervous system will then be applied to the abnormal functions that are the basis for disorders and diseases of this system. The course objectives below represent the content of this course. Individual learning objectives for each lecture as well as for the lab and small group sessions are contained within the educational materials for these sessions. Course cross-listed with ANA-500. Offered: As Needed. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 3

GCC - 652 The Changing Nervous System
To guide student learning in how neuroplasticity occurs in the context of brain development, learning and memory, psychiatric disorders and neurological disease, from genetic, molecular, biochemical and cellular changes to circuit remodeling. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

GCC - 699 Dissertation Research
This course provides credit for the research that forms the basis for scientific presentation, publications and ultimately the Doctoral Dissertation. The student performs the research in the mentor/adviser’s laboratory and is involved with proposing, planning and the execution of the Dissertation Research. The mentor and the Dissertation Committee assess the research and evaluate student progress in research, research collaboration and the scientific communication of research. The course spans several terms until the Dissertation Committee approves the Dissertation. Students may register for this course only after they pass their Qualifying Exam. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

HSC - TRN External Elective Credit
This course is used to transfer in elective credits for the Health Sciences (BS) program when course content is not directlytransferable to a Rush University course. Courses used can be from another accredited college or university, if approved by the college. A grade of C or better must have been received. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1-12

HSC - 350 Medical Physiology
This course is designed to provide students with a comprehensive understanding of human physiological function, regulation, and integration as a basis for understanding the complex interaction of specific body systems and their relationship to disease. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

HHV - 711 Medical Ethics
Collaborating with at least one seasoned ethicist, M4 students study questions and topics that have captured their attention during previous clinical study. In this process, they can explore their own moral reasoning and enhance their ability to conduct moral analysis of clinical medicine. Students may attend clinical events that pertain to their question, read contemporary or classical ethics literature, review medical research for ethics embedded in evidence-based practice, consult with members of the faculty of medicine or be involved in other activities that advance their inquiry. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 1

GCC - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1
HSC - 362 Professional Writing
This course is designed to develop scientific and technical writing by providing students with the foundations of grammatical scrutiny necessary to provide quality communication practices and the tools to become proficient at writing professional goals and objectives, as well as clinical and scientific reports. It will also familiarize students with the investigative processes involved in proofreading clinical and scientific reports. The course emphasizes a systematic writing approach that enables students to produce a variety of scientific and technical communications in a well-presented, clear and concise style. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 364 Introduction to Health Professions
This course will introduce the student to the broad array of health occupations and professionals that are essential to the provision of health care. Disciplines in allied health, medicine and nursing will be reviewed, and the role, function, education, licensure and scope of practice of the various health professions will be discussed within the context of the health care system in the United States. Core interprofessional health care competencies will be reviewed. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 366 Biostatistics
This course will focus on concepts and procedures for descriptive and inferential statistics for continuous and discrete data and data analysis using parametric and nonparametric statistical procedures. Computerized statistical programs, such as SPSS, will be used. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 358 Global Health
This course introduces major global health challenges, programs and policies. The array of determinants of health will be examined with a global perspective. Principles and practices of population-based health will be introduced. Causes of poor health access and adverse health outcomes across various populations will be discussed, as well as issues related to cultural competency. This course explores the complexities and dimensions of health and illness through diverse cultural perspectives. Emerging global health priorities and initiatives for health promotion will be explored. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 360 Human Anatomy/Lab
Students will pursue an in-depth study of human anatomy utilizing lectures and a dissection laboratory. The course is regionally based and includes the back and spinal cord, thorax, abdomen, pelvis, upper and lower extremities. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 4

HSC - 362 Clinical Immunology
An introduction to the basic concepts and terminology of immunology, including structure of the lymphoid tissues, function of immune cells, mechanisms of cellular and humoral immune tolerance and activation and their associated effector functions that lead to pathogen clearance. Mechanisms of immune diseases, including transplant rejection, autoimmunity, hypersensitivity and asthma, immunity to tumors and congenital and acquired immunodeficiencies are covered. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 364 Health Care Systems and Policies
Health Systems and Policies is designed to inform students of the present structure and design of the health care system. This course discusses the organization and delivery of health services, the economics and financing of health care, the nation's health care workforce, access to and quality of health services. The course explores topics that address current issues in America's health care system. The student will understand what is prompting reform and the significant changes in health care reform legislation. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

HSC - 368 Genetics
This is an introductory course in Genetics. Clinical and molecular genetics has becoming increasing essential in the medical field. Understanding the cell cycle, DNA and genes is essential in the understanding a variety of disease processes. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 371 Health Education
The Health Education course introduces students to the fundamentals of patient/client education. The impact of culture, sexuality, language, cognitive ability, socio-economic status and health literacy on patient education will be explored. An overview of basic education and counseling principles, motivational interviewing, and patient education skills will be provided. Students will examine the role of education on patient's/client's ability to cope with health issues, adhere to prescribed treatment plans and encourage positive behavioral health-related changes. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 372 Medical Terminology
This course will introduce basic word structure and terminology pertaining to body systems. Includes spelling, pronunciation and word usage. Provides a basic overview of medical terms used to describe diseases, processes, systems, anatomy, special procedures, pharmacology and abbreviations. No previous knowledge of these topics is necessary. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

HSC - 400 Independent Study
Independent study course gives students a unique opportunity to pursue a course of study not commonly included in the curriculum. If you are interested in pursuing an independent study, meet with the faculty member you want to work with to define the coursework and expectations. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed. No Credit(s): 1-12

HSC - 414 Patient Assessment
Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 425 Health Care Informatics
This course will introduce students to health care informatics, the field devoted to the optimal use of data, information and knowledge to advance individual health, public health, health care and health-related research. Health Informatics also focuses on the integration of cutting-edge technology in different application areas of health care for optimization of health care delivery. Students will learn the application of informatics skills and knowledge to health-related problems. Topics include overview of health informatics, health care data analytics, electronic health records, health information privacy and security, health informatics ethics, telehealth/telemedicine, medical imaging informatics, consumer health informatics, public health informatics and clinical decision support system. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 435 Nutrition
This is an introductory course in nutrition. Principles of human nutrition and metabolism, as well as nutritional planning for the maintenance of health and wellness across the life span (infant, childhood, adolescent, adulthood and later) are explored. The course will elaborate on the role of nutrients in the body and how they affect function in the normal human, as well as those with a chronic disease process. The methods and equipment used to provide nutritional analysis will be discussed and demonstrated. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 445 Fundamentals of Neuroscience
This course will provide an introduction and overview of core neuroscience areas, including membrane physiology, ion channels, cellular neurophysiology and neuroanatomy. Drug abuse and diseases involving the central nervous system will also be discussed. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 446 Health Care Disparities
Students will examine aspects of the health care system related to health risk, access, outcomes and cost and associated health care disparities. Causes of poor health access and adverse health outcomes will be discussed, as well as issues related to cultural competency. This course explores the complexities and dimensions of health and illness through diverse cultural perspectives. Social and historical factors that may be involved will be reviewed, as well as possible solutions to ensure access to cost-effective, quality health care. Offered: As Needed. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 447 Epidemiology
This course introduces students to the principles and practices of epidemiology and provides them with a population-based perspective on health and disease. Students learn basic measurements of frequency and association and methods employed in describing, monitoring and studying health and disease in populations. Students will gain a working knowledge of key concepts in epidemiology and biostatistics and an understanding of key aspects associated with introducing strategic initiatives. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 3

HSC - 448 Health Care Ethics
This course focuses on the basic foundational theories of ethics and practical application of principles of medical and research ethics. Health Care Ethics explores moral values and judgments as they apply to medicine and ethical principles associate with research. It also elaborates on the ethical decision making framework and ethical principles.
that govern the practice of medicine. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

HSC - 464 Principles of Biochemistry
This course will provide students a basic understanding of the structure, properties, functions and metabolism of proteins, carbohydrates, lipids and nucleic acids. The analysis and application of these fundamental concepts used for testing organ function and evaluating disease will be discussed. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

HSC - 465 Pathophysiology
This course provides an overview of human pathological processes; such as degeneration, inflammation, immune response, metabolic and toxicity and their effects on homeostasis. Disease etiology, physical signs and symptoms, prognosis and complications of commonly occurring diseases and their management will be discussed. Prerequisite: HSC-350. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

HSC - 486 Chronic Disease Management
This course will provide an introduction and overview of core life span development areas, from birth through end of life, including developmental domains (physical, cognitive, linguistic and socioemotional). Connections between topics of culture, diversity, equity and inclusion, experiences and development will be addressed throughout the modules. Atypical development, family systems and working with children and families in health care environments will also be discussed. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

HSC - 487 Issues and Trends in Health Care
Current issues and trends in health care are discussed. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

HSC - 468 Human Growth and Development Across the Life Span
This course will provide an introduction and overview of core life span development areas, from birth through end of life, including developmental domains (physical, cognitive, linguistic and socioemotional). Connections between topics of culture, diversity, equity and inclusion, experiences and development will be addressed throughout the modules. Atypical development, family systems and working with children and families in health care environments will also be discussed. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3
the administration of the academic department will be discussed. Principles of leadership include strategic planning, organizational change and conflict management. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 634 Issues and Trends in Health Care
Current issues and trends in health care are discussed. An overview of the U.S. health care system, its history, structure, major players, and the role of health care professionals will be provided, followed by a review of the interrelationships among various trends and forces that are likely to shape the roles and responsibilities of health care institutions in the future. The learner will be prepared for leadership roles in the health care industry and the public/private/individual roles needed to address these issues. Concepts in organizational behavior, health economics, health care finance, health care planning and marketing and health insurance and managed care are discussed. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 641 Education Theory and Methods
This course provides a foundational examination of behaviorism, humanism, constructivism, social constructivism and constructivism. Learning theories are presented relevant to higher education and professional education contexts. Research on evolving learning sciences focused on andragogical contexts and professional education will be examined. The learner will engage in application of education theory to instructional methods and evaluation. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 642 Curriculum and Instruction
This course provides hands-on participation with developing competency-based curricula for health science education programs. Principles of program curriculum, course curriculum and module design are presented. Construction of learning objectives with alignment to the development of instructional methods, activities and formative assessments is emphasized. Special attention is placed on the e-learning framework as the learner directs a teaching experience. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 643 The Adult Learner
This course explores the learner’s knowledge of adult learning from basic theories to include the role of autonomy and critical thinking. The learner will explore learning theories and models related to these concepts, identify the roles of both the learner and educator within the context of each theory/model and discuss the implications of autonomous learning and critical thinking on programming, curriculum and instructional practice. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 651 Advanced Biostatistics
This course focuses on using descriptive and inferential statistics for data analysis in health care research. Students will develop the necessary skills to interpret statistical tests cited in medical literature and communicate statistical test results from their own analyses. Students will enhance their knowledge and application of parametric, nonparametric and various multivariate statistical tests. Offered: sum- mer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 652 The Research Process I
This course promotes the development, integration and application of the knowledge, attitudes and skills required to function as a health scientist. This course provides an overview of the research process and a brief philosophical basis of health research within the context of current issues and trends in health sciences. The research literature serves as the foundation for examining research problems, developing problem statements and conceptualizing research questions. Finally, theoretical and conceptual frameworks are selected to enrich the research process as students explore appropriate research designs, including sampling, common study designs and data collection. Prerequisite: HSC-651. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 653 The Research Process II
This course provides an introduction to the design and implementation of research that combines qualitative and quantitative data collection and analysis. As a method seminar, this course will address the theoretical underpinnings, utility and ethical considerations of using mixed methods research. Emphasis will be on the comparison of mixed method typologies, an overview of the practical skills required for conducting mixed methods research, the selection of appropriate design for research questions and the integration of both qualitative and quantitative data in analysis. Prerequisite: HSC-652 or HSC-610. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 654 Grantmanship
This course will assist the student to develop grant writing and review skills. Content focuses on grant mechanisms, strategies, format and the grant review process. Learning activities address writing particular NIH grant sections, including specific aims, significance, research approach, preliminary studies, human subjects, budget, personnel and supporting materials. Prerequisite: HSC-653 or HSC-611. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 655 Ethical Conduct in Research Settings
This course provides the student with an in-depth examination of the ethical principles that guide the conduct of responsible research. These principles will be examined in the context of current, historical and future scientific achievements. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 656 The Dissertation Proposal
The learner plans their dissertation research by performing an extensive literature review, forming a dissertation committee and writing a dissertation proposal. The written dissertation proposal is critiqued for strengths and weaknesses by the dissertation committee so that the learner may present a defensible proposal to their dissertation committee that is worthy of dissertation research. The learner obtains all necessary institutional board (IRB) approvals. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 661 Professional Development I
The student and adviser use a learning contract to define how the student will increase their knowledge base and improve their skill in a health science professional specialty area. This course will provide an opportunity for students and their advisers to define activities of their own choosing that will enhance the student's professional development. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

HSC - 662 Professional Development II
The student and adviser use a learning contract to define how the student will increase their knowledge base and improve their skill in a health science professional specialty area. This course will provide an opportunity for students and their advisers to define activities of their own choosing that will enhance the student’s professional development. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

HSC - 663 Professional Development III
The student and adviser use a learning contract to define how the student will increase their knowledge base and improve their skill in a health science professional specialty area. This course will provide an opportunity for students and their advisers to define activities of their own choosing that will enhance the student's professional development. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

HSC - 699 Dissertation Research
Students perform research in preparation of a dissertation in partial fulfillment of the requirements of the degree program. Includes supervision by the student’s dissertation committee of their research and related activities, including writing the doctoral dissertation, presenting an oral defense to their dissertation committee and finally presenting an oral defense in a public setting. Prerequisite: HSC-616, HSC-656 or HSC-906. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: Yes. Credit(s): 3

HSC - 900 Independent Study
Independent study courses give students a unique opportunity to pursue a course of study not commonly included in the curriculum. If you are interested in pursuing an independent study, meet with the faculty member you want to work with to define the coursework and expectations. Offered: As Needed. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-12

HSC - 901 Professional Track
Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSC - 906 Research Seminar II
Prerequisite: HSC-615. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

HSC - 986 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous
Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

HSM - 606 Health Care Organization Patient Experience of Care

This course provides an overview of the health care system in the United States — covering the political, economic and social organization of the delivery of care. Students will understand and analyze the historical evolution, the structure, the financing mechanisms, the major provider component and performance. The course will provide students with a framework to organize knowledge of the health care system to support further study in health services administration. Through reading, class discussions and debates, students will gain an understanding of the major issues facing the health care system and consider alternative approaches to improve the system. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

HSM - 607 Patient Experience Seminar

This seminar will introduce the patient experience, help future health care managers and leaders understand what the patient experience means and how patient experience can be enhanced to improve the quality of the overall experience and quality of care. This course will introduce students to measurement and monitoring tools designed to measure patient experience, as well as introduce techniques for listening to the voice of the patient to effect positive change. Finally, this seminar will introduce and highlight patient-centered care and the importance of it as it relates to health care operations and outcomes. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

HSM - 608 Human Resources Management

This course provides an understanding of the human resource management knowledge and skills required of the health systems manager in an environment that is constantly changing. Skills acquired include recruiting and managing talent, training and developing talent, engaging/motivating employees and leadership capability. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

HSM - 610 Professional Seminar

The purpose of this course is to review basic professional principles in preparation for careers in health care management. In this course, professionalism in terms of time management, project management and written verbal and oral communication skills, including email and executive memo etiquette is reinforced with helpful tips and in-class exercises. Building upon these skills, the course will then be designed to prepare students for employment interviews and for careers in health management. Exercises include recorded video, consulting case studies, and diving simulations and interactions with health care experts in the areas of association, consulting, insurance, group practice and federal government management. Students will gain confidence and competence in networking and job search strategies. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

HSM - 613 Health Care Accounting

The course will provide students with the fundamentals of health care financial accounting and reporting needed in health care leadership. This includes an overview of financial statements, transaction analysis, financial ratio analysis and principles of financial reporting. Students will be able to read, understand and analyze health care organization financial statements. Corequisite: HSM-614. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

HSM - 614 Finance Fundamentals

The course is intended to give generalist administrators the financial and accounting knowledge necessary to manage health care organizations. This course will concentrate on corporate finance topics but touch upon prior coursework in accounting. In addition, it will integrate corporate finance and accounting theories, institutional knowledge of health care finance and applications to specific problems. Corequisite: HSM-613. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

HSM - 616 Health Informatics

The purpose of this course is to prepare future health care executives with the knowledge and skills they need to leverage information gathered from and processed by electronic systems. Students will learn the value of information systems from a business and clinical perspective and then be introduced to Health Informatics, a field concerned with the use of information technology in health care. Finally, students will receive an overview of data analytics with an emphasis placed on developing students’ abilities to identify, understand, manage and effectively utilize electronic health care data. The course provides a good foundation for any career in health care given the pervasiveness of information systems. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

HSM - 620 HSM Internship

The HSM internship requires a minimum of 440 hours of real world work experience in a health care organization. HSM fulltime students will almost always fulfill this requirement through part-time jobs within Rush University Medical Center or its affiliates during their first year in the program; however, fulltime students, under extenuating circumstances, do have the option of fulfilling the requirement through a summer internship that they identify and secure, dependent upon departmental approval. The internship emphasizes the 10 distinguishing competencies plus the professionalism competency contained within the full set of 26 competencies for the National Center for Healthcare Leadership; these include: accountability, achievement orientation, leadership, collaboration, communication skills, professionalism, project management and self-confidence. Demonstration of behavior consistent with the Rush ICARE values is also expected. During the first semester, data management sessions will also build upon basic and intermediate excel and access knowledge, data management skills are further strengthened to handle real world data challenges (i.e., domain and data understanding, data cleaning, data transformation, output generation, and creating reports and dashboards) to facilitate decision making. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

HSM - 622 HSM Internship

The HSM internship requires a minimum of 440 hours of real world work experience in a health care organization. HSM fulltime students will almost always fulfill this requirement through part-time jobs within Rush University Medical Center or its affiliates during their first year in the program; however, fulltime students, under extenuating circumstances, do have the option of fulfilling the requirement through a summer internship that they identify and secure, dependent upon departmental approval. The internship emphasizes the 10 distinguishing competencies plus the professionalism competency contained within the full set of 26 competencies for the National Center for Healthcare Leadership; these include: accountability, achievement orientation, leadership, collaboration, communication skills, professionalism, project management and self-confidence. Demonstration of behavior consistent with the Rush ICARE values is also expected. During the first semester, data management sessions will also build upon basic and intermediate excel and access knowledge, data management skills are further strengthened to handle real world data challenges (i.e., domain and data understanding, data cleaning, data transformation, output generation, and creating reports and dashboards) to facilitate decision making. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1-3

HSM - 626 HSM Part-Time Internship

The standard HSM internship requires real world work experience in a health care organization. HSM part-time students are almost always full-time working professionals in a health care organization. For PT students with fulltime work experience in a health care organization, the internship should require the part time student to perform duties or tasks in a highly distinguishable capacity than their current full time role at their employer organization. There are a number of options for part-time (PT) students, who work fulltime, to complete the HSM Internship degree requirement; the student’s academic adviser and the internship director work with part-time students early in their studies to plan an approach that meets the characteristics of an ideal Rush Internship and emphasizes the 10 distinguishing competencies plus the professionalism competency. Demonstration of the Rush ICARE (innovation, collaboration, accountability, respect and excellence) values is also expected. During the first semester in the program, data management sessions will also build upon basic and intermediate excel and access knowledge, data management skills are further strengthened to handle real world data challenges (i.e., domain and data understanding, data cleaning, data transformation, output generation, and creating reports and dashboards) to facilitate decision making. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1-3
the internship director work with part-time students early in their studies to plan an approach that meets the character-istics of an ideal Rush internship and emphasizes the 10 distinguishing competencies plus the professionalism competency. Demonstration of the Rush I CARE (innova-tion, collaboration, accountability, respect and excellence) values is also expected. During the first semester in the program, data management sessions will also build upon basic and intermediate excel and access knowledge, data management skills are further strengthened to handle real world data challenges and data understanding, data cleaning, data transformation, output generation, and creating reports and dashboards to facilitate decision making. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1-3

HSM - 628 Health Care Economics and Payment Systems
This course provides students with the fundamental economic concepts and theories underpinning the health care industry and the technical components of health care reimbursement and payment models. By the end of the term, students will be able to evaluate, both at a conceptual and at an analytical level, arguments about how the markets for health care and health insurance work. This course takes a holistic look by evaluating the perspectives of various stakeholders, the patient, provider, industry and government. Pre-requisites: HSM-606, HSM-610, HSM-613 and HSM-614. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSM - 632 Statistics for Health Care Management
This course focuses on concepts and procedures for using descriptive and inferential statistics. Differences between parametric and non-parametric statistical tests will be emphasized. This course is predominantly an application-based course incorporating the use of computerized statistic-al programs such as SPSS. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

HSM - 636 Quality, Safety and Operational Improvement in Health Care
This course provides students with the knowledge, skills and abilities needed to apply systems thinking, quantitative methods and other tools to increase the capacity for quality and operational improvements in health care organizations. Improvement of quality, safety, operational and financial outcomes is the main role of the health care leader and is a result of effective understanding and use of data and insights and motivating change among multidisciplinary stakeholders. Methodologies, tools and approaches to transform data into usable insights will be presented, includ-ing the effective use of metrics and dashboards. Students will appreciate the utility of these for analyzing systems, improving processes and enhancing quality and patient safety. Emphasis is placed on students’ abilities to work with managers and clinicians to analyze problems, identify possible solutions, implement process improvements and communicate with stakeholders in non-technical terms. The course uses a combination of learning methods, including group discussion, multi-media and operational projects. Challenging assignments in real health care settings such as emergency department throughput, operating room logistic, and mortality and complication improvements - give students the opportunity to apply what they are learning. Pre- or Corequisites: HSM-616 and HSM-632. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

HSM - 640 Health Care Planning and Marketing
This course develops students’ understanding and apprecia-tion of the health care planning, communications and mar-keting processes. Through discussions, cases, teach back of marketing and strategic planning concepts and guest lecturers, topics are covered around all aspects of planning and marketing. These include frameworks for strategic thinking and planning, consumer research, market segmentation, dis-tribution and product strategies, advertising and promotion, mass communications/public relations, social media, referral development and marketing, and assessment of outcomes and effectiveness of planning and marketing efforts. As a result of this course, students are able to discuss, assess and critically and marketing initiatives. Pre-requisite: HSM-606. Corequisite: HSM-644. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

HSM - 644 Health Care Managerial Finance and Seminar
This course moves beyond basic financial accounting to how financial information is used to manage and make decisions. From the revenue perspective, students are expected to learn and demonstrate an understanding of the way health care providers are paid for services based on the source of payment (Medicare, Medicaid, managed care) and the pay-ment methodology. From a cost perspective, cost allocation methodologies as well as types of costs (e.g., fixed, variable, semi-variable), will be taught. Case studies, in-class exams, and team presentations will be used to evaluate students’ competencies to assemble revenue and cost information to make strategic decisions and construct budgets and busi-ness strategies. The examples used will focus on existing and emerging reimbursement trends that are impacting health care organizations. Pre-requisites: HSM-613 and HSM-614. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

HSM - 648 Health Law and Ethics for Health Care Managers
This course is designed to introduce students to the legal, regulatory and ethical landscape applicable to the health care industry. The topics include a variety of legal and ethical issues that are relevant to the practice of health care administration, including regulatory and business law, fraud and abuse, corporate governance and organizational liability. Students will also consider the ethical issues underlying the fundamental conflicts and decisions faced by health care managers, including identifying stakeholders, defining ethical conflicts, proposing multiple courses of action as well as the possible costs and benefits of each. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSM - 652 Health Policy
HSM 652 introduces students to the public policy and politi-cal environments that influence and shape the manner in which health care is obtained and delivered in the United States. More specifically, this course will examine the organi-zation and financing of health care, politics and the influ-ence of Medicare and Medicaid policies through the lens of contemporary health policy issues. In addition to conceptual discussion, the course includes a variety of techniques to analyze and evaluate health policy decisions and their impli-cations on health care organizations. Prerequisite: HSM-606. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

HSM - 656 Master’s Project I
The overall goal of this course is to integrate quantita-tive methods and health care management knowledge to address a problem that is important to health care delivery, management or policy. In this course, students will design and conduct an applied quantitative research project that results in a high quality, compelling management report and two professional oral presentations to key stakeholders. The key components of this course include integrating and synthesizing information from multiple sources; developing an appropriate research question; developing an appropriate research design and analysis plan; integrating rigorous analy-lytic methods with data management skills to analyze data; and interpreting quantitative or qualitative results in light of the existing literature and best practices to provide new insight for health care management or policy. Pre-requisites: HSM-606, HSM-607, HSM-608, HSM-610, HSM-613, HSM-614, HSM-616, HSM-628, HSM-632, HSM-636 and HSM-688. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSM - 660 Master’s Project II
The overall goal of this course is to integrate quantita-tive methods and health care management knowledge to address a problem that is important to health care delivery, management or policy. In this course, students will design and conduct an applied quantitative research project that results in a high quality, compelling management report and two professional oral presentations to key stakeholders. The key components of this course include integrating and synthesizing information from multiple sources; developing an appropriate research question; developing an appropriate research design and analysis plan; integrating rigorous analy-lytic methods with data management skills to analyze data; and interpreting quantitative or qualitative results in light of the existing literature and best practices to provide new insight for health care management or policy. Pre-requisites: HSM-606, HSM-607, HSM-608, HSM-610, HSM-613, HSM-614, HSM-616, HSM-628, HSM-632, HSM-636 and HSM-688. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

HSM - 664 Leadership in the Changing Health System
The primary goal of this class is to enhance students’ effectiveness as health care leaders by expanding their capabilities in organizational analysis and leadership gener-ally and within the evolving health ecosystem specifically. The course begins by helping students develop a solid conceptual understanding of organizational processes from a socio-technical perspective and gain experience in using this understanding to plan successful control systems and change efforts for individuals, teams and organizations. The course places particular emphasis on developing student skills in observation and reflection on individual behavior, group processes and systems. The course draws on organi-zational and behavioral theory, but emphasizes applica-tion through team-based learning, experiential exercises and reflection. The course concludes with an emphasis on personal leadership and lifelong learning, with a focus on helping students enhance their self-awareness concerning
HSM - 900 Independent Study
Specialized course work designed around the needs of an individual student. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: Yes. Credit(s): 1-12

HSM - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 1

IMM - 507 Basic Immunology I
Introduction to immunology, with emphasis placed on the components, nature and organization of the immune system. Prerequisite: IMM-507. Offered: Fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 3

IMM - 510 Advanced Immunology I
Introduction to immunology, with emphasis placed on the components, nature and organization of the immune system. Prerequisite: IMM-507. Offered: Spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 4

IS - 305 Intro to Imaging Sciences
This course focuses on specialized imaging sciences modalities. It includes concepts and theories of equipment operations and their integration for medical diagnosis. The student will be introduced to the basics of the available advanced imaging modalities used in the assessment of anatomy and diagnosis of disease processes. This course will provide instruction in the Imaging Sciences Program curricula to meet the needs of students for entry level employment by providing an overview diagnostic imaging, the technological education and clinical practice. The student will be introduced to the basics of advanced imaging modalities used in the assessment of anatomy and disease processes. Offered: Fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 3

IS - 307 Introduction to Patient Care
An overview of the historical development of radiography and basic radiation protection. An introduction to the many facets of allied health professions; including types of health care professionals, medical ethics, medical terminology, patient assessment, infection control procedures, emergency and safety procedures, communication and patient interaction skills, promoting a safe clinical environment and basic pharmacology. Topics also include patient’s rights to privacy, confidentiality, documentation, team building, cultural issues, age related concerns and death and dying. This course is intended to assist students in the understanding of the environment encountered in clinical agencies. This course serves as a bridge between education-based medicine to promote the application of critical thinking skills and clinical judgment. Offered: Fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 3

IS - 310 Sectional Anatomy and Pathology
Radiology has been developing dramatically during the past few years. With enhancements in magnetic resonance imaging (MRI), the role of the RT has also been changing. Skills in this cross-sectional area are important to help the MRI technologist to identify the anatomy being imaged and to communicate effectively with the radiologist and physicians. This class will provide you with the opportunity to expand your knowledge of body cross-sectional anatomy and its appearance in CT and MRI images. This course provides an in-depth application of cross sectional anatomy for medical imaging. Emphasizes the characteristic manifestations, pattern recognition and image assessment of pathologies observed in medical images. It includes a brief review of normal anatomy and structure, followed by general overview descriptions of specific pathologic processes. Students will use textbooks and Internet resources to learn the cross-sectional anatomy, basic characteristics, clinical features and diagnostic tools including medical imaging procedures. Offered: Fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 5
Contrast Media use, safety issues and Guideline. Students will or use textbook and Internet resources to learn more about reaction and more. Students will follow weekly modules and reactions, contrast induced nephropathy, renal adverse

Interventional Cardiology. The course encourages students to combine theoretical knowledge with the practical experience they acquire while working in these clinical areas. Learning activities for this course review and build upon pre-existing knowledge, such as human anatomy, physiology, pathology, patient care in radiography and radiation protection. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

IS - 331 Education
This course will provide students with an introduction to basic principles and techniques used in health care education. This course will provide students with the knowledge needed by health professional who interact with other health professionals and/or patients in educational settings, including professional development, higher education, patient education or community education. Case studies will be presented. Topics include health care professional's role in education, patient education, in-service education, course design, curriculum development and models, objectives and goals, lesson plan development, learning activities, use of media, teaching methods, development of presentations, testing and evaluation. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

IS - 335 MRI Physics
This course will provide the student with an introduction to the field of MRI. Topics will include an overview of MRI history and development, fundamental principles of Magnetism, Safety in MRI, equipment, terminology and coils. This course will explain in depth concepts of MRI physics. Topics will include, Basic Principles of MRI, Image weight- and contrast, tissue characteristics, signal production, image formation, image acquisition and image production, pulse sequences, flow phenomena, artifacts in MRI, scanning parameters, Contrast media administration, along with Functional imaging techniques. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 5

IS - 337 Computed Tomography Physics
This course will provide the student with an in-depth understanding of the physical and instrumentation involved in concepts of Computed Tomography. Computed Tomography is a special modality of Diagnostic Imaging Section. The historical development and evolution of computed tomography is reviewed. Physics topics include x-ray imaging in forming the CT image, CT beam attenuation, linear attenuation coefficients, tissue characteristics and Hounsfield number application. Data acquisition and manipulation techniques, image reconstruction algorithms will be explained. This course will also provide students with fundamental physical principles, quality control and instrumentation needed. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

IS - 338 Advanced Radiation Biology
This course is directed to Computed Tomography (CT) and Interventional Radiography students enrolled in the Imaging Sciences program. Content will include review and continuum of basic radiobiology involved with radiography and advanced modalities. It will address the radiobiological/bio-physical events at the cellular and subcellular levels. Analysis of factors influencing radiation response of cells and tissues will be covered. Construction and evaluation of radiobiological data on graphs, charts and survival curves will be included. Relationships of time, dose, fractionation, volume and site as they apply to tissue response will be evaluated. The principles of radiation response modifiers, hyperthermia, chemotheraphy and their influence on biologic effects in combination with radiation will be examined. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

IS - 340 MRI Safety
This course provides an in-depth application of the health and safety concerns of MRI technology. Both theoretical and practical information will be covered. MRI physics bioeffects of static, gradient and radioregion electromagnetic fields will be covered as well as the risks associated with acoustic noise. Use of MRI during pregnancy, the design of an MRI facility to ensure safety, the procedures to screen patients and other individuals, and the management of patients with claustrophobia, anxiety or emotional distress will be addressed. Review of the safety of MRI contrast agents, use of ferromagnetic detection systems, techniques for physiologic monitoring, unique safety needs of interventional MRI center and complications of sedation and anesthesia during MRI will be covered. Proper management of patients with metallic implants and complex electronically activated devices, such as cardiac pacemakers and neurostimulation systems will be covered. MRI safety policies and procedures will be reviewed for hospitals/medical centers, outpatient facilities, children's hospitals and research facilities. Finally, MRI standards and guidelines will be addressed for the United States. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

IS - 400 Independent Study
Independent study courses give students a unique opportunity to pursue a course of study not commonly included in the curriculum. If you are interested in pursuing an independent study, meet with the faculty member you want to work with to define the coursework and expectations. Offered: fall. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-12

IS - 444 MRI Positioning/Protocols
MRI is a specialized modality of Diagnostic Imaging section. This course is designed to provide an understanding of proper protocols and positioning utilized to acquire appropriate imaging with patient history in mind concepts of Magnetic Resonance Imaging. Anatomy and Pathophysiology is reviewed for appropriate protocol and contrast usage. Protocol and positioning topics include basic overview of MRI physics, indications for procedure, preparation, orientation of MRI room, positioning and landmarks, patient history and assessment, types of contrast media and their usage, scan parameters for brain, spine, upper and lower extremity imaging, female and male pelvis, abdominal imaging, Cardiac and Breast imaging. MRI protocols vary from site to site and most often are dependent on radiologist's preference. Students will follow weekly modules and or use textbook and Internet resources to learn MRI protocols and positioning. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

IS - 447P Clinical Practicum I
Supervised clinical experience in the imaging track selected. This course is designed so the students gain the clinical experience needed to function in an active imaging sciences department and to document the needed clinical procedures. Each of the three clinical practicum will consist of 333.33 hours (total of 1000 hours) in an assigned facility for supervised practice of acquired knowledge and skills. Review of medical imaging with an emphasis on problem solving and critical thinking in the imaging track selected. The course is intended for senior students to prepare for the ARRT's credentialing exam. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

IS - 448 Clinical Seminar I
This course builds on the previous learning related to imaging sciences. This course will allow the students to engage in self-directed study to prepare for the American Registry of Radiologic Technologist (ARRT) by completing registry review board modules. This course will provide the students the opportunity to integrate the theory and clinical practice in order to meet the complex needs of patients. ARRT registry review modules and case presentations will be completed. This course will provide a review of medical imaging with an emphasis on problem solving and critical thinking in the imaging track selected. The course is intended for senior students to prepare for the ARRT's credentialing exam. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

IS - 449 Clinical Seminar II
This course builds on the previous learning related to imaging sciences. This course will allow the students to engage in self-directed study to prepare for the American Registry of Radiologic Technologist (ARRT) by completing registry review board modules. This course will provide the students the opportunity to integrate the theory and clinical practice in order to meet the complex needs of patients. ARRT registry review modules and case presentations will be completed. This course will provide a review of medical imaging with an emphasis on problem solving and critical thinking in the imaging track selected. The course is intended for senior students to prepare for the ARRT's credentialing exam. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

IS - 453 Computed Tomography Positioning and Protocols
Computed Tomography is a specialized modality of Diagnostic Imaging section. This course is designed to provide an understanding of proper protocols and positioning utilized to acquire appropriate imaging with patient history in mind concepts of Computed Tomography. Anatomy and Pathophysiology is reviewed for appropriate protocol and contrast usage. Protocol and positioning topics include basic overview of CT Physics, indications for procedure, preparation, orientation of CT room, positioning and landmarks, patient history and assessment, types of contrast media and their usage, scan parameters for brain, spine, upper and lower extremity imaging, female and male pelvis, abdominal imaging, Cardiac and Breast imaging. CT protocols vary from site to site and most often are dependent on radiologist's preference. Students will follow weekly modules and or use textbook and Internet resources to learn CT protocols and positioning. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6
Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

IS - 457P Clinical Practicum II
Supervised clinical experience in the imaging track selected. This course is designed so the students gain the clinical experience needed to function in an active imaging sciences department and to document the needed clinical procedures. Each of the three clinical practicums will consist of 333.33 hours (total of 900 hours) in an assigned facility for supervised practice of acquired knowledge and skills. Review of medical imaging with an emphasis on problem solving and critical thinking in the imaging track selected. Prerequisites: IS-44/P and IS-45/P. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

IS - 468 Clinical Seminar III
This course builds on the previous learning related to imaging sciences. This course will allow the students to engage in self-directed study to prepare for the American Registry of Radiologic Technologist (ARRT) by completing registry review board modules. This course will provide the students with the opportunity to integrate the theory and clinical practice in order to meet the complex needs of patients. ARRT registry review modules and case presentations will be completed. This course will provide a review of medical imaging with an emphasis on problem solving and critical thinking in the imaging track selected. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

IS - 458 Leadership
This special topics course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. This course is intended for the course on the practice of leadership. The course will examine topics such as the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles and addressing ethics in leadership. Attention will be given to helping students to understand and improve their own leadership performance. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

IS - 463 Research and Statistical Methods
An introduction to the methods of scientific research to include research design and statistical re-analysis. Critical review of the components of research reports will be performed to include definition of the problem, review of the literature, research design, data analysis and results. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

IS - 467P Clinical Practicum III
Supervised clinical experience in the imaging track selected. This course is designed so the students gain the clinical experience needed to function in an active imaging sciences department and to document the needed clinical procedures. Each of the three clinical practicums will consist of 333.33 hours (total of 900 hours) in an assigned facility for supervised practice of acquired knowledge and skills. Review of medical imaging with an emphasis on problem solving and critical thinking in the imaging track selected. Prerequisites: IS-44/P and IS-45/P. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

MED - EXM Medicine Exam Remediation
Remediation of course examination. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 8

MED - REM Medicine Clinical Remediation
Remediation of clinical weeks. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 8

MED - 7EI Internal Medicine Individualized Elective
Students may receive credit for an individually arranged elective with a Rush faculty member. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter stating the student’s activities, responsibilities, amount of supervision and specific dates of the rotation. The sponsoring faculty member must complete an evaluation of the student’s performance at the conclusion of the elective. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the assistant dean of Clinical Education before beginning the rotation. Students may receive four weeks of credit for an individually arranged elective. Credit for a maximum of only one individually arranged elective will count toward graduation requirements. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 710 Subinternship: Internal Medicine
Students function at an advanced level, doing histories and physical examinations, diagnostic evaluations and initiation of appropriate therapy. There is close supervision by the staff of the Department of Internal Medicine. The course is primarily intended for students desiring additional clinical experience in internal medicine. The four-week subinternship rotation is taken during the fourth year. This clerkship will be scheduled during the elective lottery, which takes place in the spring of the M3 year. Prerequisites: MED-703, NEU-701, OBS-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/ No Pass Grading Allowed: No. Credit(s): 4

MED - 711 Cardiovascular Medicine
This course is the study of the diagnostic spectrum of cardiac evaluation, including bedside assessment, critical care cardiology, echocardiography, electrophysiology, echocardiology, cardiac catheterization, coronary angiography, coronary care, interventional cardiology, preventive cardiology and exercise testing. Patient study is carried out under the direction of the clinical staff. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 712 Medical Intensive Care
This course provides experience in the recognition and treatment of medical crises, particularly the use of bedside hemodynamic monitoring, use of mechanical ventilators and management of cardiovascular, pulmonary, radiation dose, indications for procedure, preparation, orien-
MED - 713 Cardiovascular Research
In this course, a student’s program is individually planned with emphasis on understanding basic research techniques and completion of a project with the goal of submitting an abstract to a scientific meeting. The student is assigned to a specific faculty member based on his/her individual interest. The research program of the Section of Cardiology encompasses treatment and prevention of chronic heart failure, arrhythmias and coronary artery disease; echocardiography; myocardial cell contraction; molecular biology of heart cell differentiation; and vascular biology. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the Office of Clinical Curriculum before beginning the rotation. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 717 Palliative Care
This two- or four-week elective course designed for fourth-year medical students (and approved third years, who have completed their internal medicine clerkship) will provide a window into the work of a comprehensive palliative care team. The course will provide both a broad overview and a more nuanced look into specialty-level topics like pain and symptom management as well as directing goals of care conversations and delivering bad news. This will be accomplished primarily through assisting with the management of inpatient palliative care consults, preparing patient presentations and written notes in the medical record. This will include hands-on, case-based experience with controlling symptoms and holding serious values-based discussions with patients and families. Additionally, students will participate in dedicated white board lectures with Palliative care attending physicians and interprofessional conferences and daily work rounds. Prerequisites: Corequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 721 Endocrinology/Metabolism
Endocrine and metabolic disorders are studied under the direction of the clinical faculty. Regular didactic sessions, departmental conferences and seminars supplement clinical work, which involves both outpatients and inpatients. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 724 Coronary Care Unit
This course is designed for students desiring advanced exposure to patients with acute cardiovascular illness. During this rotation the student functions at the sub-intern level and will be expected to admit anywhere from one to three patients/day. Although night call is not required, it is expected that the student remain until their work is fully completed and sign-out given to the intern on-call. The student then will give formal presentations of patient histories and physicals at morning rounds. The student is available for admitting and rounding six days out of seven. The student is also exposed to the full spectrum of bedside procedures performed in the coronary care unit, including pulmonary artery catheterization, indwelling arterial line and venous central catheter. Exposure to placement of transvenous pacemakers and intraaortic balloon pumps will also be part of the CCU experience. It is anticipated that the experience in the coronary care unit be rigorous. At the conclusion of the rotation the student should be able to understand the diagnosis and treatment of the full spectrum of cardiovascular illnesses, including ischemic heart disease, advanced heart failure, shock, hypertensive heart disease, valvular heart disease, congenital heart disease and pericardial disease. The student gains valuable experience in the diagnosis and treatment of rhythm disturbances and in 12-lead electrocardiogram interpretation. The student is responsible for all aspects of patient care under the supervision of the physician team, which includes a full-time cardiovascular attending physician, a cardiovascular fellow and internal medicine residents and interns. It is also expected that the student participates in didactic conferences and attend all the Cardiology conferences throughout their rotation. This clerkship is recommended for students intending to enter a career in internal medicine, the internal medicine subspecialties or critical care medicine. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

MED - 726 Nephrology
In this course, the clinical diagnosis and management of patients with acute and chronic renal disease as well as various fluid, acid-base and electrolyte abnormalities are studied. In addition, the course is directed toward the proper interpretation of pathophysiological findings and the practical clinical management of nephrotic syndrome, diabetic nephropathy, glomerulonephritis and patients with chronic renal failure and end-stage renal disease. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

MED - 732 Digestive Diseases
This course is divided into two two-week sessions: Gastroenterology and Hepatology. Students rotate on the gastroenterology and hepatology inpatient and outpatient services including liver transplant. Students actively participate in consults, didactic lectures and bedside rounds. Students attend all conferences, including Gastroenterology Grand Rounds, Liver Transplant Conference and Journal Club. An outpatient experience in both gastroenterology and hepatology is available once per week if desired. There is an optional opportunity for those students wishing to participate in clinical research in the area of digestive diseases to inept projects during this rotation. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 736 Hematology
This course provides an intensive exposure to clinical hematology. Students meet with residents, fellows and a teaching-attending hematologist daily for presentation and discussion of hospitalized hematology patients. Students work-up patients, present them to the attending and participate in patient care with medical residents. Blood and bone marrow slides on the service patients are reviewed daily with attending hematologists using a teaching (multi-headed) microscope. Bedside rounds follow the daily presentation of cases. On Mondays, a multidisciplinary lymphoma conference presents diagnostic and therapeutic aspects of the malignant lymphomas. On Thursdays, a clinical conference is held in which a patient is presented and discussed in depth by students, residents and faculty. A recent addition to this elective is a daily self-learning session with a faculty member on a core topic of hematology. Twenty of these topics cover the spectrum of hematologic diseases. All conferences held by the Section of Hematology and Stem Cell Transplantation is available to the students on an optional basis. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

MED - 746 Infectious Disease
In this course students are exposed to a wide variety of acute and chronic Infectious Disease problems with emphasis on diagnostic and therapeutic approaches. Teaching is conducted in a case-study format in which students see new patients and present them to the attending on consultation rounds. Rush University Medical Center and John H. Stroger, Jr. Hospital of Cook County have a joint fellowship training program in infectious disease. Rush students will spend two weeks at Rush and two weeks at Stroger on the respective infectious disease consultative services; visiting students will spend all four weeks at Rush. In addition, students will attend weekly two-hour infectious disease conference at Rush and a one-hour infectious disease conference at Stroger where they may present cases. Sixteen lectures on basic infectious disease topics are presented over the four weeks. Students are NOT allowed to drop this course less than eight weeks prior to the start. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 747 Global and Community Health
In this course, students spend between two and four weeks in a specific community defined by the student. The purpose of this elective is to provide students the opportunity to read and discuss in the area of primary health care, as defined by the World Health Organization (1978). Students obtain a framework for addressing common diseases in an underserved community setting from a clinical, epidemiologic and public health perspective. In addition to the didactic portion of the course the student spends two to four weeks in an underserved community developing country setting under the supervision of Rush faculty. The course will focus on the social determinants of population health, including the impact of environment, poverty, social structure and culture on health status and health care. The course will include the epidemiology, diagnosis, treatment, control and prevention of selected diseases of importance in underserved settings. Students use this knowledge to develop a plan for working in disadvantaged communities providing primary health care, either locally or internationally. Students must have a faculty sponsor at Rush as well as a physician at the site responsible for supervision of the student’s work. Students must complete the on-line curriculum and reading self-study prerequisites prior to departure for their work in the community and must submit a completed project within one week of the completion of the elective. Prerequisites: MED-703, NEU-701, OBG-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4
MED - 751 Rheumatology
In this course, students participate in all activities of the Section of Rheumatology, including patient care in clinics, inpatient consultations, conferences and didactic sessions. A wide variety of musculoskeletal conditions and connective tissue diseases are seen. Objectives include performance of musculoskeletal exam, synovial fluid analysis, arthrocentesis, therapeutic injection of joints and other structures, ability to formulate differential diagnosis of rheumatic conditions and formulate long-term management programs. An interdisciplinary approach relies on contributions of immunology, orthopedics, diagnostic radiology, physiotherapy and occupational therapy. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 755 Quality and Safety in the Hospital
In this course, students are assigned to the Rush University Medical Center Attending Directed service and assume primary responsibility for patient care under close supervision, provided by an assigned attending hospitalist. Students have the unique opportunity to work one-on-one with an attending hospitalist and interface with case management, physical therapy, pharmacy, nursing, primary care physicians outside of the hospital, emergency medicine and critical care physicians and medical/surgical consultants to provide high-quality and safe inpatient care. Students participate in a series of workshops and didactic sessions addressing important topics in quality improvement and patient safety. Prerequisites: MED-703, NEU-701, OBG-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 756 Medical Oncology
Patients seen by the Section of Medical Oncology provide a rich learning experience. Objectives include performance of complete medical history and physical examination, ability to differentiate cancer from nonmalignant conditions, ability to counsel patients on the risks and benefits of cancer treatment, ability to formulate differential diagnosis and management plans for common problems in oncology, ability to write a letter describing the student’s activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-8

MED - 777 Allergy/Immunology
This course teaches the clinical approach to the problems of allergy, other immune-mediated diseases and immunodeficiency in children and adults. Diagnosis and treatment of commonly encountered IgE-mediated diseases (allergic rhinitis, asthma, eczema and urticaria), as well as connective tissue diseases and immunodeficiency syndromes are explained. Students are responsible for following medicine as well as pediatric inpatient consultations at Rush University Medical Center and John H. Stroger, Jr. Hospital of Cook County and report to the attending physician-on-service for daily rounds. Allergy/immunology outpatient care is demonstrated at Fantus Clinic (part of the Stroger Hospital Ambulatory Care Network) as well as the Allergy/Immunology Office at Rush University Medical Center. Students also learn about skin testing techniques, spirometry and immunological tests performed by the Rush Medical Laboratory. Teaching (basic science or clinical lecture, journal club, research and chart review) conferences are held at Rush on Friday mornings. The attending physician-on-service and/or fellow-on-service also teach on daily rounds. A pretest and final quiz are given to measure achievement as a basis for evaluation. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 781 Research in Medicine
Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student’s activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-8

MED - 785 Community-Based Intensive Care
This community-based intensive care experience is offered at Rush Copley Medical Center in Aurora. Students learn to recognize critically ill patients’ presentation and natural history, identify proper treatment of critical illness and become familiar with typical critical care procedures. They also learn the process of multidisciplinary rounds in a community ICU. Prerequisites: MED-703 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

MED - 790 Advanced Concepts in Palliative Care
This is a two-week online compressed course designed for graduate students to build a foundation in palliative care principles that may be applied directly to patient care. The focus of the course is to gain familiarity with an interdisciplinary approach and establish primary palliative care expertise in caring for patients with life-limiting illness across the disease continuum. Students learn the history and driving tenets of palliative care, discover the core skills in interprofessional teamwork and expand their understanding of complex pain and symptom management, serious illness communication, prognostication and the care of the dying patient. Graduate students leave with skills that have been demonstrated to improve patient safety, patient and provider satisfaction and decrease health care utilization. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

MED - 795 Geriatric Medicine
This course draws upon a number of resources within the Rush system, including Rush University Senior Care and its practice sites and Johnston R. Bowman Health Center. Students learn about models of care for older adults throughout the continuum of medical care. Under the supervision of the faculty of the section of Geriatric Medicine and Palliative Care, students participate as part of an interdisciplinary team in evaluation and assessment of the medical, psychiatric and social needs of older adults. The curriculum includes exposure to topics in medical ethics, medical economics, and medical and legal aspects of end-of-life care. Weekly didactic sessions presented by section faculty complement clinical experiences. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

MED - 799 Combined Internal Medicine/Pediatrics
This course is based at Lifetime Medical Associates, the continuity practice of the Rush Combined Internal Medicine/Pediatrics Residency Program. This integrated resident-faculty outpatient practice focuses on family-oriented primary care. Students spend the day working with common outpatient problems in patients of all ages. In addition, students gain experience in office management, insurance issues, quality improvement, urgent care and other areas important to general practice. Because this course is essentially an outpatient subsiternship, we request that students advise us as soon as possible of a need to change dates or cancel enrollment. NOTE: Visiting students may only enroll in four-week rotations with the approval of the course director; they are not eligible for two-week rotations. Prerequisites: MED-703, OBG-703 and PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 812 Medical Intensive Care
This course provides experience in the recognition and management of medical critical care issues, particularly the use of bedside hemodynamic monitoring, use of mechanical ventilators and management of cardiovascular, pulmonary, renal and endocrine emergencies. Patient care is carried out under the direction of the clinical staff. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 815 Palliative Care
This course, in this course, students see patients referred to the palliative care service in the inpatient, outpatient and home setting. The service sees 50+ patients/month in the inpatient setting; 10-15% week in the outpatient clinic; and two to three patients/week at home. The student is involved in a selected number of these patients. Palliative Medicine fellows provide teaching to the residents and medical students rotating on the service.
MED - 832 Digestive Diseases
This course is divided into two two-week sessions: Gastroenterology and Hepatology. Students rotate on the gastroenterology and hepatology inpatient services including liver transplant. Students actively participate in consults, didactic lectures and bedside rounds. Students attend all conferences, including Gastroenterology Grand Rounds, Liver Transplant Conference and Journal Club. An outpatient experience in both gastroenterology and hepatology is available once per week if desired. There is an optional opportunity for those students wishing to participate in clinical research in the area of digestive diseases to present projects during this rotation. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 826 Nephrology
In this course, the clinical diagnosis and management of patients with acute and chronic renal disease as well as various fluid, acid-base and electrolyte abnormalities are studied. In addition, the course is directed toward the proper interpretation of pathophysiological findings and the practical clinical management of nephrotic syndrome, diabetic nephropathy, glomerulonephritis and patients with chronic renal failure and end-stage renal disease. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 828 Cardiology
This course consists of two weeks of CCRU and two weeks of inpatient cardiology consults or four weeks of CCRU. Each student can choose which of the two formats they prefer. Students see patients on their own and present/discuss them with the team. They attend cardiology rounds and conferences. Students improve their knowledge about the presentation and treatment of common cardiac diseases, including chest pain, acute coronary syndrome, arrhythmias. Students improve their skills in the cardiac examination and in the interpretation of EKGs. There is a daily half-hour teaching conference for the team. Students have the option of staying for an additional hour long conference geared towards the fellows. Students are invited to attend any conferences for the department of medicine residents (noon conferences three days per week). Evaluation is based on the student’s performance on rounds. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 848 HIV Primary Outpatient Care
In this course students learn about HIV primary care, including HIV counseling and testing, prevention, diagnosis and treatment of opportunistic infections, and antiretroviral therapy. Experiences will include adult, adolescent and pediatric HIV clinics, and brief exposure to a walk-in sexually transmitted disease clinic, and specialists in HIV dental, renal, cancer, hematology and neurology specialty care, as well as mental health, social work and chemical dependency support services. Didactic sessions include a one-hour weekly Infectious Diseases conference at the CORE Center and a 2-hour clinical conference at Rush. The CORE Center provides comprehensive outpatient Infectious Disease services. Founded by Rush and the County of Cook, the center is operated by the Cook County Bureau of Health Services. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 850 Short Stay Telemetry
In this course students see patients on their own and go over their presentations with senior residents and attending staff. CKRs and EKGs are also discussed with the attending staff. Students are exposed to the presentation and management of patients with chest pains, acute coronary syndromes as well as congestive heart failure and various arrhythmias. All patient orders will be supervised and signed by the house staff. Students usually see two patients daily and follow their patients for the approximately 48-hour stay while they are on the observation unit. Students will be based on the telemetry units Monday to Friday from 8 a.m. to 6 p.m. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 851 Rheumatology
In this course, students participate in all activities of the Section of Rheumatology, including patient care in clinics, inpatient consultations, conferences and didactic sessions. A wide variety of musculoskeletal conditions and connective tissue diseases are seen. Objectives include performance of musculoskeletal exam, synovial fluid analysis, arthrocentesis, therapeutic injection of joints and other structures, ability to formulate differential diagnosis of rheumatic conditions and formulate long-term management programs. An interdisciplinary approach relies on contributions of immunology, orthopedics, diagnostic radiology, physical therapy and occupational therapy. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 861 Medical Oncology
Patients seen by the Section of Medical Oncology provide an ample and varied spectrum of oncological problems. Students study selected patients under the direction of members of the section. Various therapeutic approaches and complications occurring in the course of the disease are discussed. The program stresses the importance of the combined interdisciplinary approach using the resources of the Departments of Surgery and Therapeutic Radiology, as well as those of Pathology and Nuclear Medicine. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

MED - 872 Pulmonary Consultation Services
This course consists of John H. Stroger, Jr. Hospital of Cook County inpatient pulmonary consults and outpatient pulmonary clinics. Students see patients on their own and present/diagnose them with the team. They see a variety of new and follow-up patients. Stroger is renowned for the ethnic and clinical diversity of its patient population. Students also attend pulmonary rounds and conferences. The rotation consists of inpatient pulmonary consultations and outpatient pulmonologic clinics. Typical hours are 7:30 a.m. to 5 p.m. Students will have weekends off. Specific Educational Objectives of Clerkship: At the end of the rotation, students will (1) display an approach to history taking, physical examination and interpretation of radiographic and physiologic studies to allow accurate description of acute and chronic respiratory syndromes; (2) be able to classify respiratory illnesses based on tempo and findings as acute, sub-acute and chronic and categorize the illness as congenital or acquired, infectious,
inflammatory, neoplasic or traumatic in nature; (3) demon-
strate an organized approach to interpretation of chest
imaging; (4) demonstrate an organized approach to inter-
pretation of cardiorespiratory physiology; (5) demonstrate
proficiency in physical examination of the patient with lung
disease. Prerequisite: MED-703. Offered: fall, spring and sum-
mer. Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 4

MLS - 504 Clinical Chemistry I

This course is designed to introduce students to Clinical
Chemistry as used in Medical Laboratory Science (MLS).
The biochemistry, clinical utility and analysis of amino acids,
proteins, carbohydrates, lipids/lipoproteins, bilirubin and
non-protein nitrogen-containing molecules will be pre-
sented. Renal physiology along with the chemical and cel-
lular analysis of urine will also be presented. Course content
includes correlation of data and case studies for selected
disease states. Offered fall. Retake Counts for Credit: No.
Pass/No Pass Grading Allowed: No. Credit(s): 4

MLS - 505 Clinical Chemistry II

This course continues with the biochemistry, analysis and
application of clinically significant chemical substances.
Topics include enzyme kinetics and clinical application of
enzyme levels, endocrinology, bone and mineral metabolism,
cardiac markers, tumor markers, body water balance, elec-
trolytes, pH and blood gases, fasting for drugs of abuse
and toxic alcohols. Course content includes the discussion
of case reports and primary literature for selected disease
states. Offered: spring. Retake Counts for Credit: No. Pass/
No Pass Grading Allowed: No. Credit(s): 3

MLS - 514 Hematology I

This course provides the student with the practical and
theoretical knowledge in whole blood collection, proces-
sing and transfusion that is necessary to work in a blood
center or clinical transfusion service. Topics include red cell
immunology, genetics and membrane biochemistry; charac-
teristics of human blood group systems; serological testing
systems; parentage testing; red cell antibody detection and
identification; pretransfusion testing; quality management;
blood product manufacturing including blood procure-
ment, component preparation and donor infectious disease
testing; transfusion medicine practice; adverse effects of
transfusion; and hemolytic disease of the fetus and newborn
(HDFN). Offered: spring. Retake Counts for Credit: No. Pass/
No Pass Grading Allowed: No. Credit(s): 4

MLS - 515 Hematology II

The study of hematology is continued in this course in
which students learn about coagulation and hemostasis and
extend their knowledge of erythrocytes and leukocytes to
the analysis of body fluids other than blood. Students will
learn about megakaryopoiesis, hemostasis, coagulation and
coagulopathies. In addition, the chemical and cellular analy-
ses of the following fluids will be discussed: cerebral spinal,
synovial, pleural, peritoneal, pericardial and seminal, as well
as fecal analysis. Finally, students will learn how to differenti-
ate between transudates and exudates as well the clinical
significance of those analyses. Offered: summer. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed: No.
Credit(s): 3

MLS - 523 Clinical Immunology

An introduction to the basic concepts and terminology of
immunity is covered in this course, including development,
structure and function of the lymphoid system; the basis of
antigenicity; antibody structure, production and function;
mechanisms of cellular and humoral immunity; the comple-
ment system; and mechanisms of immune suppression and
tolerance. Topics also include the immune response and the
laboratory testing related to measuring the immune
response. The pathogenesis and laboratory diagnosis of
immunological disorders such as hypersensitivities, immune
deficiencies and autoimmunity will be discussed. Solving
case studies involving immune system disorders will be an
important aspect of learning about these diseases. Offered:
fall. Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 3

MLS - 524 Clinical Immunohematology

This course provides the student with the practical and
theoretical knowledge in whole blood collection, proces-
sing and transfusion that is necessary to work in a blood
center or clinical transfusion service. Topics include red cell
immunology, genetics and membrane biochemistry; charac-
teristics of human blood group systems; serological testing
systems; parentage testing; red cell antibody detection and
identification; pretransfusion testing; quality management;
blood product manufacturing including blood procure-
ment, component preparation and donor infectious disease
testing; transfusion medicine practice; adverse effects of
transfusion; and hemolytic disease of the fetus and newborn
(HDFN). Offered: spring. Retake Counts for Credit: No. Pass/
No Pass Grading Allowed: No. Credit(s): 4

MLS - 526 Molecular Techniques

This course consists of an introduction to the principles,
methodologies and applications of molecular biological pro-
cedures used in the clinical laboratories. Emphasis is placed
on the molecular biological procedures used in the identifica-
tion of infectious agents that cause human disease, in the
diagnosis of inherited diseases, in the diagnosis of cancer
and in the determination of risk factors for the development
of cancer. Offered: fall. Retake Counts for Credit: No. Pass/
No Pass Grading Allowed: No. Credit(s): 3

MLS - 534 Clinical Microbiology I

This course focuses on the diagnostic procedures employed
in the clinical bacteriology laboratory, such as specimen
collection and the cultivation, isolation and identification of
medically important bacteria. Mechanisms of antimicrobial
activity and antibiotic susceptibility testing are discussed in
deepth. Laboratory activities familiarize the student with the
appearance and colony morphology of clinically important
bacteria and consist of learning procedures used in the iden-
tification of bacterial isolates, including the gram stain and
various biochemical and molecular assays. These activities
are then applied to the identification of unknown bacterial
isolates found in patient specimens. Offered: spring. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed: No.
Credit(s): 6

MLS - 535 Clinical Microbiology II

In this course, students will learn about the acquisition, dis-
ease and identification of fungi (yeasts and molds), eukary-
atic parasites and obligate intracellular organisms including
viruses and bacteria. Emphasis is on the diagnostic proce-
dures used in the clinical laboratory to isolate and identify
these organisms. Digital microscopy will be used to supple-
ment learning such that students will learn the morphology
of fungi and parasites in particular. Offered: summer. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed: No.
Credit(s): 6

MLS - 541 Research in MLS I

This course is designed to introduce students to Clinical
Chemistry as used in Medical Laboratory Science (MLS). This
course introduces students to Clinical Chemistry as used in
Medical Laboratory Science with the support of their chosen
research adviser as well as the MLS faculty. Offered: sum-
mer. Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 6

MLS - 542 Research in MLS II

Completion of a research project provides the graduate stu-
dent with the opportunity to participate in the design, imple-
mentation, analysis and reporting of original research in
Medical Laboratory Science (MLS) or translational research
related to MLS. With the guidance of a research adviser, the
graduate student will be involved in the planning and execu-
tion of a project as well as generate analyzable data that can
be published in a primary journal. Students can undertake
projects in any discipline within the scope of the field of
Medical Laboratory Science with the support of their chosen
research adviser as well as the MLS faculty. Offered: sum-
mer. Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 2

MLS - 580 Clinical Practicum - Chemistry

This course builds upon the theoretical knowledge and
techniques learned in the Clinical Chemistry courses in
that students will directly see how the analyses of clinical
chemistry are applied to the diagnosis and management of
the patient. Students spend time in the clinical chemistry
laboratory experiencing the environment of the clinical labo-
atory and working hands-on with state-of-the-art chem-
istry instrumentation and automation. Routine and special
chemistry methodology, flow-cytometry and electrophoresis
are included. The daily experience will be supplemented with
the analysis of case studies to support the development of
critical thinking skills needed by the highly functional
medical laboratory scientist. Offered: fall and spring. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed: No.
Credit(s): 3

Students will attend and evaluate the research defense
presentations given by students who are preparing for
graduation. At the conclusion of this course, students will
have selected a research topic and research mentor. Offered:
spring. Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 2
MLS - 585P Clinical Practicum-Hematology
The diagnosis of diseases related to the blood as first learned in the prerequisite courses will be reinforced in this practicum experience in which students spend time observing and performing hematological tests in a clinical laboratory. The use of automation and instrumentation to perform basic hematological analyses, specialized hematologic testing techniques and advanced techniques are included. Additional analysis of case studies as well as identification and evaluation of a quality assurance/control issue are required. Offered fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

MLS - 585P Clinical Practicum-Immunohematology
The working immunohematology laboratory will be the setting for this clinical practicum. Students will observe and perform routine and specialized tests that are critical for ensuring the safe transfusion of blood and blood products into patients. The basic skills learned in the prerequisite course will be reinforced. Students will directly experience the impact regulatory bodies have on transfusion services. Case studies and the analysis of quality control/assurance issues will be used to foster the development of critical thinking skills. Instrumentation and advanced methodologies are emphasized. Offered fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

MLS - 585P Clinical Practicum-Education
It is expected that the entry-level medical laboratory scientist will be able to train and/or educate users and providers of laboratory services. In this practicum, students will learn and apply educational methodologies and terminology. They will also analyze and improve their communication skills. Students will assist in the instruction of the first-year student laboratory sessions including working with the course director to prepare for these exercises. In addition, to demonstrate the acquisition of the communication skills sufficient to teach, students will prepare and deliver a unit of instruction including appropriate learning objectives and evaluation of learners. Offered fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

MLS - 586P Patient Care Techniques
Preanalytical situations and best practices in specimen collection techniques are reinforced through extensive discussion and practice in this course. Students will perform venipuncture procedures on patients throughout both inpatient and outpatient settings. Pediatric and geriatric patients are included, as are general adult populations. Evaluation of preanalytical situations involving documentation, transportation requirements and infection control are also covered in this course. Students will improve their communication skills as they interact with patients and other health care providers. Offered fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

MLS - 587P Clinical Practicum-Microbiology
In this practicum, students will spend time in the clinical microbiology laboratory observing and performing tests for the isolation and identification of clinically significant bacteria, fungi, viruses and parasites. The determination of antimicrobial susceptibility, detection of resistance and interpretation of susceptibility patterns will be reinforced. Instrumentation and advanced methodologies are emphasized. The daily experience will be supplemented with the analysis of case studies to support the development of critical thinking skills needed by the highly functional medical laboratory scientist. Students will interact with other health care professionals (e.g., pharmacists, physicians and infection control nurses) during rounds and/or case conferences. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

MLS - 588 Comprehensive Review
A comprehensive review of hematology, body fluid analysis, clinical chemistry, laboratory operations, immunology, immunohematology, molecular diagnostics, and microbiology will be the focus of this course through the analysis of multidisciplinary case studies and completion of weekly examinations. This review course prepares students for the national certification examinations. At the completion of the review all students will take a comprehensive examination. Successful passing of all sections of the departmental comprehensive examination is required for completion of the course and for graduation. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

MLS - 589 Clinical Laboratory Management
Management of the clinical laboratory will be covered in this course with topics to include operational aspects of the laboratory, human resource management, financial considerations of running a laboratory, error management, personality and leadership styles and crisis and disaster management. Students will participate in interactive sessions designed to help them understand and develop important leadership and management concepts. Offered fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

MLS - 590 Independent Study
Offered: As Needed. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1-12

MLS - 999 Continuous Enrollement
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NEU - EKX Neurology Exam Remediation
Remediation of course examination. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NEU - REM Neurology Clinical Remediation
Remediation of clinical weeks. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

NEU - 7EI Neurology Individualized Elective
Students may receive credit for an individually arranged elective with a Rush faculty member. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter stating the student’s activities, responsibilities, amount of supervision and specific dates of the rotation. The sponsoring faculty member must complete an evaluation of the student’s performance at the conclusion of the elective. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the assistant dean of Clinical Education before beginning the rotation. Students may receive four weeks of credit for an individually arranged elective. Credit for a maximum of only one individually arranged elective will count toward graduation requirements. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

NEU - 7EI Research in Neurology
Students may arrange research rotations individually with a Rush faculty member. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student’s activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will...
extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Clinical Curriculum. Prerequisite: NEU-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4-8

NEU - 792 Advanced Neurology

This advanced course is intended to provide students the opportunity to further develop their clinical skills in the evaluation of patients with neurologic conditions. Students build on the foundational knowledge and experience from the core neurology clerkship, successful completion of which is required. Prior to the start of the rotation, students have the option to identify subspecialties in which they have interest so that a schedule can be developed to reflect these interests. Students may choose to focus on any subspecialties within neurology, including general neurology, neuromuscular, stroke, epilepsy, multiple sclerosis, neuro-oncology, neuro-ophthalmology, movement disorders, child neurology, dementia, sleep, as well as in the Neuro ICU service and Neuro-Endovascular service. This is a flexible program that will be structured by the course director and course coordinator to best fit the interests of the individual student, based on clinic and attending availability. Specific areas of interest should be discussed with the coordinator at least eight weeks prior to the rotation start date. Prerequisite: NEU-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

NEU - 793 Neurosciences Intensive Care Unit (NSICU)

The Neurosciences Intensive Care Unit (NSICU) elective is designed to expose M4 students to the management of critically ill neurological and neurosurgical patients. Students will have the opportunity to comprehensively evaluate patients, determine how to review and interpret various neuroimaging modalities, present their findings on rounds and develop an initial assessment and plan. Basic principles behind end of life issues, brain death and organ donation will be discussed. Exposure to the entire spectrum of neurocritical care will be available, including disorders of consciousness, acute ischemic strokes, hemorrhagic strokes, subarachnoid hemorrhages, neuromuscular diseases, CNS infections, seizures and status epilepticus as well as neuro-oncological emergences. Students are expected to follow patients from admission to the NSICU until discharge to the floor or outside facility. The number of patients will vary widely depending on the acuity and specifics of their disease. Students’ performance will be assessed via NSICU patient presentations at AM rounds. Formative feedback will be provided to students at the conclusion of the patient presentation. A summative evaluation will be provided at the end of the course. Students have a choice of taking this elective for one or two weeks. Prerequisites: MED-703, NEU-701, OBG-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1-2

NRS - 7RN External Transfer Credit-CON

This course is used if the content of such courses applies directly to the student's program of study in the college. Courses used by students must have been from another accredited college or university, if approved by the college. A grade of B or better must have been received. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1-15

NRS - 541P Specialty Practicum

This course is designed to provide advanced nursing practice students with an opportunity to achieve population competence at the graduate level. The experience is accomplished under the guidance of an approved preceptor/facilitator. The minimum number of clock hours of practicum and residency may be determined by the population specific credentialing body and graduate requirements may vary across population programs. Prerequisite or corequisites: Core courses as determined by each program; and RN licensure. Clinical conference is included. Post-master’s student requirements are individually determined. P/N grading. (Variable) Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed. No. Credit(s): 1-12

NRS - 600P Specialty Residency

This course is designed to provide advanced nursing practice students with an opportunity to achieve specialty competence at the graduate level. The experience is accomplished under the guidance of an approved preceptor/facilitator. The minimum number of clock hours of practicum and residency may be determined by the specialty specific credentialing body and graduate requirements may vary across specialty programs Prerequisite or corequisites: Core courses as determined by each program. P/N grading. (Variable) Pre-or Corequisites: NRS-641P. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed. No. Credit(s): 1-7

NSG - 500 Socialization Into Nursing Seminar

Historical, theoretical and ethical underpinnings of the discipline, as well as professional standards that guide practice are used to assist the learner in understanding nursing as a scientific discipline and a social phenomenon and in developing a sense of professional nursing practice. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

NSG - 501 Role of the Professional Nurse

This course presents concepts essential to the practice of client/patient and family centered nursing across the life span. Students will examine essential physiological and psychosocial concepts, the professional role and introductory clinical reasoning while respecting individual and cultural diversity. Pre-or Corequisite: NSG-500P. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

NSG - 501P Role of the Professional Nurse Practicum

This course provides an opportunity for the learner will use clinical reasoning to holistically address client/patient’s health and wellness needs. Learner will apply psychosocial and physiological concepts, therapeutic communication, pathophysiology, biostatistics and epimedicine to diverse clients/patients in families in a variety of settings. Focus will be on the patient/client within the context of the client/patient system. Pre- or Corequisite: NSG-501. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

NSG - 502 Nursing Management of Common Health Alterations Across the Life Span

This course presents physiological, psychosocial, cultural, developmental and ethical concepts of common acute or exacerbated health alterations across the life span. Concepts of health promotion and disease prevention are introduced using evidence-based interventions. Interprofessional and intraprofessional collaboration for ensuring quality health outcomes is emphasized. Corequisite: NSG-500P. Pre- or Corequisites: NSG-501, NSG-500P and NSG-510. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

NSG - 502P Nursing Management of Common Health Alterations Across the Life Span Practicum

This course provides an opportunity for the learner will apply concepts learned in the didactic portion of the course to the care of patients across the life span experiencing common acute or exacerbated health alterations. Corequisite: NSG-502. Pre- or Corequisites: NSG-501, NSG-500P and NSG-510. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

NSG - 503 Psychiatric and Mental Health Nursing Practicum

This clinical practicum provides the learner with the opportunity to develop clinical competence in psychiatric and mental health clinical settings. Emphasis is placed on the development and maintenance of the therapeutic relationship with clients/patients and families across the continuum of care. Pre- or Corequisite: NSG-503. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

NSG - 504 Women's Health Across the Life Span

This course presents physiological, psychosocial, cultural, developmental and ethical issues of women's health across the life span, including pregnancy and birth. Concepts of health promotion and disease prevention are stressed using evidence-based interventions. Interprofessional and intraprofessional collaboration for ensuring quality health outcomes is emphasized. Corequisite: NSG-504P. Pre- or Corequisites: NSG-503 and NSG-503P. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

NSG - 504P Women's Health Across the Life Span Practicum

This course provides clinical practice opportunities for students to manage the care of women, newborns and the childbearing family. Students will integrate evidenced-based health promotion and health maintenance information when teaching and developing nursing plans of care for women, newborns and the childbearing family. Corequisite: NSG-504. Pre- or Corequisites: NSG-503 and NSG-503P. Offered:
This course presents Physiological, psychosocial, cultural, care of patients across the life span experiencing com- plex health alterations. P/F grade Prerequisites: NSG-504, NSG-524, NSG-505P and NSG-504P. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 512 Clinical Leadership and Project Development

Using a case-based approach, this course provides the learner with an opportunity to apply concepts and principles of clinical leadership and quality improvement to address issues related to care outcomes. Pre- or Corequisite: NSG-512. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 513 Clinical Project Implementation

This clinical course expands the student’s clinical compe- tency and integrates the role of the Clinical Nurse Leader in a variety of clinical settings. The student will demonstrate progressive competen- cy and independence in meeting the clinical objectives throughout the experience. Pre- or Corequisite: NSG-512. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 5

NSG - 516 Nursing Management of Complex Health Alterations Across the Life Span

This course presents Physiological, psychosocial, cultural, development and ethical concepts in the case manage- ment of complex health alterations across the life span. Interprofessional and intraprofessional collaboration for ensuring quality health outcomes is emphasized. Prerequisites: NSG-501, NSG-502, NSG-503, NSG-504P and NSG-505. Corequisite: NSG-506P. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 506P Nursing Management of Complex Health Alterations Across the Life Span Practicum

This course provides an opportunity for the learner to apply concepts learned in the didactic portion of the course to the care of patients across the life span experiencing com- plex health alterations. P/F grade Prerequisites: NSG-504, NSG-504P, NSG-505 and NSG-505P. Corequisite: NSG-506P. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 507 Preparation for Professional Practice

This course will provide prescience students with the opportunity to analyze the CNL role in the context of the health delivery system with an emphasis on various micro- systems in the practice settings. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NSG - 510 Pathophysiology

This course presents the conceptual, life span approach to alterations in normal anatomic structure and function. General and system specific concepts related to causa- tion and clinical presentation of pathophysiology will be dis- cussed. This course will provide the foundation for the application of pathophysiologic concepts to common clinical situations. Critical thinking is emphasized. Application of evidence-based pathophysiology research will be discussed. Offered: fall and spring. Retake Counts for Credit: No. Pass/ No Pass Grading Allowed: No. Credit(s): 3

NSG - 511 Pharmacology

This course provides a conceptual, life span approach to understanding the principles of pharmacokineti cs and pharmacodynamics that provide the foundational knowledge critical to understanding pharmacotherapeutics. Critical thinking is emphasized. Application of research is discussed. Prerequisite: NSG-510. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 512 Immersion: Clinical Practicum

This clinical immersion course provides the student with the opportunity to integrate the role of the clinical nurse leader in the major foci of the CNL role. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 5

NSG - 517 Immersion: CNL Role Practicum

This clinical immersion course provides the postlicensure student with the opportunity to engage in the CNL role in the practice settings. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 5

NSG - 518 Palliative Care for Nursing

The purpose of the course is to educate nursing students about palliative care and its recognized growing needs in health care. Students will learn to directly and/or indirectly incorporate palliative care into their practice. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NSG - 521 Antracism in Organizational Leadership

This course provides the student with an opportunity to explore leadership styles and change theories through an antiracist lens to affect organizational change that improves health outcomes. Inequities in operational and managerial processes in practice environments that affect outcomes, quality, safety and cost effectiveness of patient care are analyzed. Ethical leadership principles and the role of the nurse leader to advance social justice are examined. The role of clinical informatics in reducing health care dispari- ties is introduced. Prerequisite: NSG-523. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 522 Applied Epidemiology Biostats Nursing

Emphasis is on the use of biostatistical and epidemiological methods to examine the distribution and determinants of health-related states and events. The concepts of disease causation and progression, modes of transmission, preven- tion, risk reduction and health promotion are examined. Students learn to measure and manage health data, create data files and data dictionaries, perform descriptive and inferential data analyses and graphic displays and interpret health statistics. Focus is on the critical appraisal and trans- lation of epidemiological principles and research to provide the foundation for evidence-based practice. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 523 Research for Evidence Based Practice

Students will develop an understanding of the research process and how research evidence influences practice. Students will identify appropriate practice questions and use multiple methods and informatics to systematically obtain sound evidence about practice questions. Students will critically analyze and apply research evidence to improve practice outcomes in culturally diverse populations. Pre- or Corequisite: NSG-522. Offered: fall, spring and sum- mer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 524 Health Promotion in Individuals and Clinical Populations

Students will use theories and models to examine determi- nants of health and to guide health promotion and illness/ injury prevention strategies and practice. Students will use informatics to gather and evaluate health data, locate and utilize evidence based practice strategies and evaluate qual- ity of health information. Prerequisite: NSG-522. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 525 Health Assessment Across the Life Span

This course is designed to teach the didactic components of a comprehensive history and physical examination of individuals/families across the life span and the documenta- tion of findings. The course provides a framework of critical
NSG - 525L Health Assessment Across the Life Span Lab
This course is designed to teach the didactic components of a comprehensive history and physical examination of individuals/families across the life span and the documenta-
tion of findings. The course provides a framework of critical
thinking based on careful collection of history and physical
findings and their systematic analysis. The course content
is organized around assessment of specific body systems of
individuals/families across the life span. Corequisites: NSG-
525L, NSG-501 and NSG-501P. Offered: fall and spring.
Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 2

NSG - 533 Advanced Pharmacology
This course covers the principles of pharmacokinetics and
pharmacodynamics. The course is designed to provide the
foundational knowledge requisite to understanding pharma-
cotherapeutics. Prerequisite: NSG-532 or NSG-533. Offered:
fall, spring and summer. Retake Counts for Credit: No. Pass/
No Pass Grading Allowed: No. Credit(s): 3

NSG - 532 Advanced Physiology
This course covers selected aspects across the life span
of advanced cell biology and systems physiology that are
related to cellular homeostasis and viability in humans.
Offered: fall, spring and summer. Retake Counts for Credit:
No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 533 Advanced Pathophysiology
This course incorporates scientific concepts, principles and
theories into discussion of advanced pathophysiologic
processes across the life span. Pathophysiology is a com-
bined science that encompasses definition/classification,
epidemiology, risk factors, etiology, pathogenesis and clinical
manifestations. The initial sections of the course cover basic
mechanisms of disease, which are then integrated into sub-
sequent discussions of selected system-related disorders.
Learning activities and evaluation strategies are focused on
the development and assessment of critical thinking and
problem-solving in clinical scenarios to facilitate real-world
practice applications and prepare students for certification
evals. Prerequisite: NSG-532. Offered: fall, spring and sum-
mer. Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 3

NSG - 534 Major Psychopathological Disorders
This course will focus on the epidemiology, etiology, clinical
manifestation and treatment of selected psychopathologic
disorders across the life span. Emphasis will be placed on
assessment and interventions in a variety of settings. This
emphasis will also include the impact of culture on diagnosis
and treatment of selected disorders and a critical evalua-
tion of relevant research findings. Offered: fall and summer.
Retake Counts for Credit: No. Pass/No Pass Grading Allowed:
No. Credit(s): 3

NSG - 535 Diagnostics for the APRN
This course prepares the advanced practice nursing student
to use, interpret and implement laboratory and diagnostic
testing in the clinical setting for the use, interpretation and
application of laboratory, diagnostic techniques and
procedures. With this information, the student will learn to
use critical thinking and decision making skills to interpret
laboratory and diagnostic testing results across the life span.
Prerequisites: NSG-532 and NSG-533. Offered: fall, spring
and summer. Retake Counts for Credit: Yes. Pass/No Pass
Grading Allowed: No. Credit(s): 3

NSG - 536 Principles of Case Management for Advanced
Nursing Practice
This course is designed to provide an overview of the evolu-
tion and core principles of case management. Contemporary
case management models across the health care continuum
will be analyzed. Case management competencies will be
addressed. A major focus is to identify strategies that
promote appropriate clinical outcomes of care, coordination
of care and cost-efficient utilization of resources using a sys-
tems perspective. Offered: fall, spring and summer. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed:
No. Credit(s): 3

NSG - 537 Transition to the APRN Role
This course addresses issues relevant to APRN practice.
It focuses on models of APRN practice, ethical principles,
regulation, quality outcomes, reimbursement and profes-
sional issues related to an APRN entering a first position in
the current marketplace. Offered: fall, spring and summer.
Retake Counts for Credit: No. Pass/No Pass Grading Allowed:
No. Credit(s): 3

NSG - 541 Chemistry and Physics in Anesthesia
Students will learn to apply the basic principles of chemistry
and physics in nurse anesthesia practice and will review
medical math. The components of an anesthesia machine
will be analyzed and currently available monitoring devices
will be reviewed and compared. Offered: spring. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed:
No. Credit(s): 3

NSG - 542 NRS Anesthesia Pharmacology
This course provides a comprehensive study of the pharma-
cokinetics and pharmacodynamics of drugs used in nurse
anesthesia practice. The interactions between anesthetic
agents and other pharmacologic substances will be dis-
cussed. Learners will review the effects of the aging process
and its altered physiology on anesthesia pharmacology.
Corequisite: NSG-531. Offered: summer. Retake Counts for
Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 543A Anesthesia Principles I: Basic Principles of
Nurse Anesthesia
A solid foundation of basic knowledge is vital to nurse
anesthesia practice. This course provides a comprehensive
orientation to nurse anesthesia practice, facilitating incorpo-
ration of safe, basic principles into the delivery of compe-
tent, responsible patient care. In the co-requisite practicum
course, there will be experiences that will allow the students
to begin to develop the general clinical skills in the practice
of anesthesia that will serve as the basis for subsequent
progression to a more advanced nurse anesthesia practice.
LT grade Prerequisite: NSG-541. Offered: summer. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed:
No. Credit(s): 3

NSG - 543B Anesthesia Principles II: Advanced Principles
of Nurse Anesthesia
This course is for the student who has a foundation in the
basic principles and practice of nurse anesthesia. During
this course, students learn anesthetic management principles
for surgical specialty areas. Important concepts to master
include the related anatomic, physiologic, pathophysiologic
and pharmacologic principles for each of the surgical spe-
cialty areas. LT grade Pre- or Corequisite: NSG-541. Offered:fall.
Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 3

NSG - 547 Neonatal Pathophysiology
This course provides a graduate level conceptual approach
to principles and content in neonatal pathophysiology
that form the scientific foundation for the development,
implementation and evaluation of clinical therapeutics. It is
designed to provide the advanced practice nursing student
with an in-depth analysis of advanced neonatal pathophys-
ology. General and system specific concepts related to cau-
sation and clinical presentation of selected pathophysiologic
states will be discussed. Prototype diseases are used to
illustrate pathophysiologic concepts and assist the student
in applying these concepts systematically. Prerequisite:
NSG-546. Offered: summer. Retake Counts for Credit: No.
Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 548 Advanced Neonatal Physical Assessment
This course is designed to develop the student’s knowledge
of comprehensive physical assessment and the diagnosis
of physical findings in the premature and term neonate.
The central objective of the course is to emphasize the importance of critical reasoning and clinical decision making based on a thorough collection of history and physical findings, accurate documentation and their systematic analysis. The course content is organized around assessment of specific body systems of the neonate. The neonate’s presentation at birth is emphasized. Prerequisite: NSG-547. Offered fall. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 549 Neonatal Pharmacotherapeutics
This course is designed to provide advanced practice nursing students with a working knowledge of the impact of neonatal physiology on drug pharmacology. Building on the student’s knowledge of pharmacokinetics and pharmacodynamics, content includes the role and responsibilities of the APN in prescribing medications, considerations in medication selection for the treatment of a variety of neonatal conditions, diseases and disorders, as well as monitoring the physiological responses to such interventions. Also addressed are the effects of drugs during pregnancy and lactation on the fetus and neonate. Prerequisite: NSG-547. Offered: fall. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 550A Neonatal Management I
This is the first of three sequential management courses that provide the theoretical and practical knowledge for the neonatal nurse practitioner to manage the health care needs of the neonate at the highest level of nursing practice. Course content focuses on the recognition and management of common conditions affecting the newborn. Demonstrating critical thinking and diagnostic reasoning skills in clinical decision making, developing a plan of care based on scientific evidence and practice guidelines, and incorporating evidence-based strategies to provide psychosocial support and education for the infant’s family are emphasized. Pre- or Corequisite: NSG-606. Offered: fall. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 550C Neonatal Management III
This is the final of three sequential management courses that provide the theoretical and practical knowledge for the neonatal nurse practitioner to manage the health care needs of the neonate at the highest level of nursing practice. Course content focuses on the recognition and management of life-threatening conditions affecting the neonate/preterm infant. Demonstrating critical thinking and diagnostic reasoning skills in clinical decision making, developing a plan of care based on scientific evidence and practice guidelines, and incorporating evidence-based strategies to provide psychosocial support and education for the infant’s family are emphasized. Pre- or Corequisite: NSG-606. Offered: spring. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No. Credit(s): 3

This is the second of three sequential management courses that provide the theoretical basis for clinical judgment, decision-making and procedural skills for delivering complex acute, critical and chronic health care to ill or injured children and their families. Recognition and management of emerging health crises and organ dysfunction by systems are emphasized. Part 1 of a 2 part series. Offered: spring. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 557B Pediatric Acute Care II
This is the second of two sequential courses in population health assessment and program/implementation planning. The course is organized around planning as a method of decision-making. Various theoretical frameworks are applied to the development of a plan to meet the health needs of selected populations at-risk, based on an in-depth population assessment. Formulation of implementation strategies and evaluation methods for innovative program/implementation development are discussed. Emphasis is on implementation strategies and evaluation methods for innovative program/implementation development. Pre- or Corequisite: NSG-606. Offered: spring. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 558 Environmental Health
This course provides an overview of the core principles in environmental health. Emphasis is on application of basic concepts to address specific environmental hazards that affect the health of individuals and populations. Offered: fall. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 569 Maternal Child Management for the FNP
This course addresses the diagnosis and management of 1) common acute and chronic health care problems in children from infancy through adolescence and 2) pregnancy and
The major focus of this course is: cardiovascular, pulmonary, evidenced-based clinical decision-making and reasoning skills. Quality, cost-effectiveness and safety are integrated in the development of patient-centered management plans. Prerequisites: NSG-525, NSG-535 and NSG-570B. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 570A Pharmacotherapeutics Acute Care
Course provides the advanced practice nurse with knowledge of pharmacotherapeutics for common acute and chronic health conditions across the life span according to specialty area of practice. Building on the student’s knowledge of pharmacokinetics and pharmacodynamics, content includes medications used for the diagnosis and treatment of a variety of physical and psychiatric disorders and monitoring the physical, behavioral and psychiatric responses to such interventions. The course is offered in sections according to specialty area of practice. Prerequisite: NSG-531. Offered: fall. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 570B Pharmacotherapeutics Primary Care
Course provides the advanced practice nurse with knowledge of pharmacotherapeutics for common acute and chronic health conditions across the life span according to specialty area of practice. Building on the student’s knowledge of pharmacokinetics and pharmacodynamics, content includes medications used for the diagnosis and treatment of a variety of physical and psychiatric disorders and monitoring the physical, behavioral and psychiatric responses to such interventions. The course is offered in sections according to specialty area of practice. Prerequisite: NSG-531. Offered: fall and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 571A Management: Adult/Gerontology I
This course addresses the diagnosis and management of selected acute, chronic and critical health care problems in the late adolescent through older adult populations. Prevention, screening, diagnosis, treatment and counseling adult patients form the framework for students to refine evidenced-based clinical decision-making and reasoning skills. Quality, cost-effectiveness and safety are integrated in the development of patient-centered management plans. Prerequisite: NSG-570A. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

NSG - 571D Management: Adult/Gerontology II
This course addresses the diagnosis and management of selected acute, chronic and critical health care problems in the late adolescent through older adult populations. Prevention, screening, diagnosis, treatment and counseling adult patients form the framework for students to refine evidenced-based clinical decision-making and reasoning skills. Quality, cost-effectiveness and safety are integrated in the development of patient-centered management plans. Prerequisite: NSG-570A. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 574 Management: Adult/Gerontology III
This course addresses the diagnosis and management of selected acute, chronic and critical health care problems in the late adolescent through older adult populations. Prevention, screening, diagnosis, treatment and counseling adult patients form the framework for students to refine evidenced-based clinical decision-making and reasoning skills. Quality, cost-effectiveness and safety are integrated in the development of patient-centered management plans. This course is designed to provide advanced practice nurses with knowledge of pharmacotherapeutics for common acute and chronic health conditions across the life span. It will also prepare PMHNP students to use, interpret and apply appropriate laboratory diagnostic procedures to the use of medications to treat a variety of psychological and psychiatric disorders. Building on the student’s knowledge of pharmacokinetics and pharmacotherapeutics, content includes medications used for the diagnosis and treatment of a variety of psychological and psychiatric disorders and monitoring the physiological, psychiatric and behavioral responses to these interventions. Prerequisites: NSG-571A and NSG-576. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 576 Psychopharmacology
This course is designed to provide advanced practice nursing students with knowledge of pharmacotherapeutics for common acute and chronic health conditions across the life span. It will also prepare PMHNP students to use, interpret and apply appropriate laboratory diagnostic procedures to the use of medications to treat a variety of psychological and psychiatric disorders. Building on the student’s knowledge of pharmacokinetics and pharmacotherapeutics, content includes medications used for the diagnosis and treatment of a variety of psychological and psychiatric disorders and monitoring the physiological, psychiatric and behavioral responses to these interventions. Prerequisites: NSG-571A and NSG-576. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 577A Diagnostics and Management I: Psychiatric Assessment Across the Life Span
This course will focus on the methods for gathering pertinent data in order to conduct a psychiatric assessment, arrive at a differential diagnosis and make appropriate treatment recommendations with clients across the life span demonstrating psychiatric symptoms. Pre- or Corequisites: NSG-575. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 577B Diagnostics and Management II: Evidence-Based Treatment
The theoretical basis for psychotherapeutic nursing interventions across the life span is examined. Cognitive treatment and evidence-based therapy techniques receive particular emphasis. Management of common psychiatric disorders via clinical practice guidelines is a third course thread. Prerequisite: NSG-577A. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 577C Diagnostics and Management III: Group Therapy and Complex Care
This course has three foci: in depth analysis of theory and research as a basis for the clinical practice of group psychotherapy; exploration of the mental health recovery paradigm and finally, the assessment, planning and intervention in complex care of individuals with co-morbid substance use and medical conditions. Prerequisite: NSG-534. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 578 Interprofessional Cultural Competency Via Community Based Service
This interprofessional course is designed to provide students across the disciplines with the knowledge and skills to provide care within diverse populations and communities. Students will examine personal attitudes and beliefs as they relate to cultural competency and will develop and implement a service learning project in conjunction with the needs of the community setting in which they are placed; they will reflect on their experiences as they examine their personal beliefs, values and views, as well as their experiences interacting with each other and their community partners. LT Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 600 Leadership in Evolving Health Care Environments
This course guides students in explorations of leadership in evolving health care environments. Students complete an assessment and analysis of their leadership style. Leadership trends, styles and competencies are applied to specific leadership scenarios and challenges. In addition, students develop a leadership e-portfolio, including a vision statement, goals and specific strategies for attaining these goals. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3
NSG - 602 Health Care Economics, Policy and Finance
This course will examine current trends in health care policy and economics and their impact on financing and care delivery in the United States. Using informatics as a tool, costs associated with specific health care delivery systems will be analyzed at the organizational level. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 605 DNP Project
The DNP Project provides students with a faculty guided experience in the application of advanced clinical practice and systems level knowledge and skills in a practice setting. The project represents a synthesis of knowledge gained in all previous coursework and involves development, implementation, and evaluation of a process for change in health care delivery for individuals, groups or populations. The project should be of such a nature that it serves as a foundation for future scholarship. The student’s chosen program of study will inform the scope and complexity of practice change for the project. This course is taken during the term students intend to do their public presentation. Dependent on program. P/N grading. (C2) Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 2

NSG - 606 DNP Specialty Practicum
Practica are planned jointly by the student and faculty member. The minimum number of hours of practica may be determined by the specialty specific credentialing body and DNP requirements and may vary across specialty programs. Clinical conference is included. Dependent on program. P/N grading. (Variable) Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-12

NSG - 607 DNP Immersion Residency
This course is designed to provide advanced nursing practice students with an opportunity to achieve specialty competency at the DNP level. The experience is accomplished under the guidance of an approved preceptor/facilitator. The minimum number of clock hours of residency may be determined by the specialty specific credentialing body and DNP requirements and may vary across specialty programs. Dependent on program. P/N grading. (Variable) Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-14

NSG - 608 Program Evaluation
This course provides students with the information and tools needed to strategically evaluate change initiatives and outcomes in practice and health care environments. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 609A DNP Project Practicum A
This course is the first of a series of three DNP project practicum courses focused on providing students with experience in the application of advanced nursing practice and systems level knowledge in a health care setting. In the entirety of the practicum series, students will translate current best evidence and use collaborative skills, leadership skills and knowledge of informatics to design, implement and evaluate a project to improve health outcomes. The focus of this course is conducting a comprehensive and systematic assessment of the context, organization, population and problem. Prerequisite: NSG-608. Pre- or Corequisite: NSG-610. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NSG - 609B DNP Project Practicum B
This course is the second in a series of three DNP project practicum courses focused on providing students with experience in the application of advanced nursing practice and systems level knowledge in a health care setting. In the entirety of the practicum series, students will translate current best evidence and use collaborative skills, leadership skills and knowledge of informatics to design, implement and evaluate a project to improve health outcomes. The focus of this course is the implementation of a project that is evidenced-based, feasible and acceptable to key stakeholders. Prerequisite: NSG-609A. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NSG - 609C DNP Project Practicum C
This course is the final in a series of three DNP project practicum courses focused on providing students with experience in the application of advanced nursing practice and systems level knowledge in a health care setting. In the entirety of the practicum series, students will translate current best evidence and use collaborative skills, leadership skills and knowledge of informatics to design, implement and evaluate a project to improve health outcomes. The focus of this course is project evaluation and dissemination. Prerequisite: NSG-609B. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NSG - 610 DNP Project Planning and Implementation
This course examines implementation science theories, models and frameworks intended to improve health care quality. Complex factors that influence an effective and sustainable implementation initiative will be analyzed through critique of research in the field. This course provides students with the information and tools required to plan a strategy that evaluates and/or improves quality and patient safety in complex health care environments. Prerequisites: NSG-521, NSG-522 and NSG-523. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 611 Financial and Business Concepts
This course will enable students to understand, apply and communicate the concepts required for effective financial planning, decision making and management in health care programs and organizations. The long-term financial impact of practice changes will be assessed at the organizational level. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 612 Applied Organizational Analysis and the Management of Human Resources
This course focuses on the structure and function of organizations. The elements of organizational features, culture and human talent and the influence on outcomes are explored. Prerequisite: NSG-602. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 613 Data and Decision Making for Strategic Outcomes Management
This course focuses on analyzing the process of outcomes management and use of appropriate data to manage system change. Students will apply decision-making skills to effectively use data to formulate an outcomes management plan and evaluate the outcomes management process. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 614 The Leader and Policy, Politics, Power and Ethics
This course will prepare nursing leaders to analyze and influence health policy environments. The student will learn to apply methods of policy analysis to policies of relevance to their practice settings and to use the results to advocate for populations and organizations/systems. The student will learn methods for evaluating policy outcomes and how to design interventions to influence policymaking and implementation. Applying these skills in an organizational context will enhance the policy process, as well as help leaders to assist their organizations to respond to policy opportunities and threats. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 615 DNP Project Proposal Seminar
This seminar focuses on the development of the DNP proposal. Students are guided by their DNP project adviser in the development of their project proposal and in the integration of core content obtained throughout the DNP program. Upon completion of this seminar, the student will have developed and received the required approvals on a project proposal and presentation and will have submitted necessary Institutional Review Board requirements. Prerequisites: NSG-608 and NSG-610. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NSG - 616 Advanced Nurse Leadership
In this course the student develops advanced leadership skills as described in the American Organization for Nursing Leadership Executive Nurse Competencies. Didactic modules concentrate on the executive nurse role development, advanced skills in communication and relationship management and leading interprofessional teams. Prerequisite: NSG-600. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 625 Advanced Health Assessment for Advanced Practice Nursing Across the Life Span
This course is designed to enhance the advanced practice nursing student’s knowledge of a history and physical examination and the diagnosis of physical findings of individuals across the life span. The course introduces the student to clinical problem solving through a series of lectures, case presentations and class discussion. This course emphasizes the importance of the careful collection of data by history and physical examination and their systematic analysis. The content of the course is organized around the health assessment of specific body systems and provides a framework of critical thinking and development of differential diagnosis.
Pre- or Corequisites: NSG-533 and NSG-625L. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NSG - 625L Advanced Health Assessment for Advanced Practice Nursing Across the Life Span: Lab
In this course, students will develop skills needed to conduct a comprehensive history and physical examination of individuals across the life span and document the findings. The course provides a framework of critical thinking based on careful collection of history and physical findings and their systematic analysis. The course content is organized around advanced health assessment of specific body systems of individuals across the life span. Prerequisite: NSG-533. Pre- or Corequisite: NSG-625. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NSG - 670 Literature Synthesis Approach
This doctoral-level course examines aspects pertinent to synthesizing the literature in the form of integrative and systematic literature reviews. Content emphasizes the principles of a literature review, including the review question, review protocol, search strategies, data extraction and synthesis. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 679 Evidence-Based Teaching in Health Professions
Focus is on essential components of health profession’s education, including learning theories and evidence-based methods of facilitating and assessing learning. Course and curriculum design are examined, and course, program and institutional evaluation are reviewed. The tripartite faculty role is explored with an emphasis on the scholarship of teaching and the faculty member’s responsibilities to professional and institutional service and leadership. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 680 Understanding Theoretical Framework Development
This course provides the learners with the opportunity to develop or expand a theoretical framework that will guide their Advanced Clinical Research Practicum (ACRP) and their dissertation research. Integration of the literature is emphasized. Prerequisite: NSG-680. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 683 Ethical Conduct in Research Settings
This course provides the student with an in-depth examination of the ethical principles that guide the conduct of responsible research. These principles will be examined in the context of current, historical and future scientific achievements. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 684 Intermediate Statistics
This course develops student’s knowledge of the application of database management principles and intermediate statistical principles in health care research. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 685 Multivariate Statistics
This course develops student’s knowledge of the application of multivariate statistical principles in health care research. LT Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

This course promotes the development, integration and application of the knowledge, attitudes and skills required to function as a clinical scientist. This course provides an overview of the research process and a brief history of clinical research within the context of current issues and trends in health care. The research literature serves as the foundation for examining research problems, developing problem statements and conceptualizing research questions. Finally, theoretical and conceptual frameworks ground and enrich the research process as students explore appropriate samples and sampling designs. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 687 The Research Process: Quantitative Design and Methods Part II
This course is the second in a series of three doctoral level research courses that promote the development, integration and application of the knowledge, attitudes and skills required to function as an independent clinical researcher. The course will include research design, measurement, instrument development, intervention fidelity, data management, cross-cultural issues and research translation. Emphasis is on the critical appraisal of selected research designs and measurement strategies relevant to quantitative research. Prerequisite: NSG-686. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 688 The Research Process: Qualitative Design and Methods
This course will focus on the design, conduct and dissemination of qualitative research. Emphasis will be on the critical appraisal of qualitative research methodologies, data analysis and analysis and interpretation of findings. Pre- or Corequisite: NSG-680. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 690 Grant Writing
This course will assist students in developing skills in grant writing and reviewing. The content focuses on grant mechanisms, strategies, format and the grant review process. Learning activities focus on writing specific NIH grant sections using an NIH template. The following sections of the application will be highlighted: specific aims, significance, innovation, research strategy, budget, biosketch, timeline and review criteria and skills. The course will culminate in a formal mock grant review where each student’s previously submitted NIH R03 Grant proposal will be reviewed by two reviewers according to the structure of the NIH grant review process. Prerequisites: NSG-680, NSG-681, NSG-684, NSG-685, NSG-686, NSG-687 and NSG-688. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NSG - 691 Advanced Clinical Research Practicum (ACRP)
Encompasses a minimum of 8 credit hours of advanced clinical research in which the student completes and publicly defends the first two manuscripts of the three-manuscript dissertation. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-12

NSG - 699 Dissertation Research
The student contracts with faculty members and the associate dean for Academic Affairs for independent research. The doctoral candidate must be enrolled for at least three quarter hours each quarter or until the dissertation has been defended. The successful dissertation defense constitutes a submitted paper and verbal defense. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

NSG - 90A Independent Study
Student contracts with faculty member to complete an academic independent study in a selected area of nursing content. Offered: fall and spring. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: Yes. Credit(s): 1-9

NSG - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NTR - 604 Core Concepts of Health and Wellness
This course provides students with a holistic overview of the multifaceted dimensions of health and wellness across the life span. The seven dimensions of health: physical, social, intellectual, emotional, occupational, spiritual and environmental are explored within the context of a wellness lifestyle. They will also learn about aligning client needs and wants with best practice program design, implementation and evaluation for successful results. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 605 Sports Nutrition
This course will provide an in-depth analysis of advanced human metabolism and energy systems, including the evaluation of controversial nutrition practices that may influence metabolism and physical performance. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2
NTR - 606 Critical Analysis Multimedia
This course will examine multimedia sources featuring nutrition and health care content. It will critically evaluate the nutrition-related messages that may influence individual, behavioral, and societal beliefs about diet and health. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 611 Advanced Nutrition Care I
This course will integrate evidence-based practice and current nutrition theory in prevention and nutritional management of obesity, diabetes, and cardiovascular disease. Participants will review the pathophysiology and epidemiology of disease, examine evidenced-based nutrition-related recommendations for disease prevention, evaluate the research evidence supporting various nutritional approaches for treating disease and identify differences in disease management by race/ethnicity. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NTR - 612 Advanced Nutrition Care II
This course will integrate evidence-based practice and current nutrition theory in prevention and nutritional management of cancer, renal disease, gastrointestinal disease and pulmonary disease. Participants will review the pathophysiology and epidemiology of disease, examine evidenced-based nutrition-related recommendations for disease prevention, evaluate the research evidence supporting various nutritional approaches for treating disease and identify differences in disease management by race/ethnicity. Prerequisite: NTR-611. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NTR - 613 Advanced Nutrition Care III
This course will review evidence-based practice and current nutrition theory for critically ill patients in the intensive care unit (ICU). Participants will discuss alterations in energy metabolism, regulation of macronutrients during critical illness, electrolyte management, acid-base balance, influence of underlying chronic disease on the acute phase response and examine evidenced-based nutrition-related recommendations for the use of enteral and parenteral nutrition in ICU-related illnesses. Prerequisites: NTR-611 and NTR-612. Corequisite: NTR-613L. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 613L Advanced Nutrition Care III Lab
This course will integrate the clinical components of evidence-based practice and current nutrition theory for critically ill patients in the intensive care unit (ICU). Participants will demonstrate nutrition support management of altered energy and macronutrient metabolism and monitor electrolyte and acid-base balance. Evidence-based nutrition-related recommendations will be examined for the use of enteral and parenteral nutrition in ICU-related illnesses. Corequisite: NTR-613. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NTR - 615 Advanced Community Nutrition: a Policy Perspective
This course will explore the importance of community nutrition programs on the overall health and well-being of diverse populations. It will detail the necessary steps to planning, implementing and evaluating community nutrition programs, as well as discuss the policy implications of community-based nutrition programing and research. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NTR - 621 Regulation of Macronutrients and Energy Metabolism
This course will integrate biochemical and molecular nutrition, emphasizing regulation of dietary carbohydrate, lipid and protein metabolism and their relation to health. Regulation of energy metabolism as it relates to energy and nutrient intake will be discussed. Recent research and evidence-based nutrition recommendations will be incorporated. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 622 Vitamins and Minerals
This advanced course in human nutrition will explore the role of micronutrients, phytochemicals, dietary supplements in metabolism and health maintenance. Differences in these processes across the life span and research to support this will be discussed in the context of the Dietary Reference Intakes. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 623 Maternal and Infant Nutrition
This advanced course will explore the relation among nutrition, growth, development and health outcomes/concerns such as maternal obesity and feeding/eating disorders of infants from birth to 24 months, with an emphasis on critical time periods. Pregnancy and lactation periods will be included as well as the vital role of families and agencies in nutritional care. Evidence based research to support these issues will be studied. Prerequisite courses: none or permission of instructor. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 625 Fundamentals of Nutrition Care
This course will provide an overview of the nutrition care process in the inpatient and outpatient area. Fundamentals of nutrition care will be introduced. Additionally, the pathophysiology of disease and the interrelated role of nutrition in prevention, etiology and treatment of disease will be included. A major part of the class involves a critical review of the nutrition literature in prevention and treatment of acute and chronic disease. Corequisite: NTR-625P. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 625P Practice in Fundamentals of Nutrition Care
This supervised practice course provides students the opportunity to apply basic nutrition care. Students will provide nutrition assessment, diagnosis, intervention, monitoring and evaluation to individuals of varying ages, backgrounds and cultures across the continuum of care. This course will function as members of the health care team with increasingly complex learning experiences and clinical responsibilities. Corequisite: NTR-625. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

NTR - 627 Clinical Nutrition II
This course will provide an overview of the pathophysiology of disease and the interrelated role of nutrition in prevention, etiology and treatment of disease. A major part of the class involves a critical review of the nutrition literature in prevention and treatment of acute and chronic disease. Corequisite: NTR-627P. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 627P Practice in Clinical Nutrition II
This supervised practice course provides students the opportunity to apply basic nutrition care. Students will provide nutrition assessment, diagnosis, intervention, monitoring and evaluation to individuals of varying ages, backgrounds and cultures across the continuum of care. This course will function as members of the health care team with increasingly complex learning experiences and clinical responsibilities. Corequisite: NTR-627. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 628 Community Nutrition
This course will provide an overview of community nutrition as it relates to federal, state and local community nutrition programming, funding and policy. Appropriate community-based nutrition assessment, program planning and program evaluation will be discussed. Corequisite: NTR-628P. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 628P Practice in Community Nutrition
This supervised practice course provides students the opportunity to apply nutrition assessment and nutrition education techniques, assess food and nutrition services and develop and implement nutrition interventions within a community setting. Corequisite: NTR-628. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 5

NTR - 629 Food Systems Management
This course will provide an overview of food systems management. Food systems principles and management theories will be applied within health care, school food service and commercial food service operations. Corequisite: NTR-629P. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2
NTR - 691 Nutrition Epidemiology
The course will develop students’ ability to apply epide-
miological concepts that guide evidence-based nutrition
practice, including the Dietary Guidelines for Americans and
other federal programs developed in dynamic health care
environments. Students will use public use data sources,
SPSS software and published literature to address nutrition
health concerns of population groups. Prerequisites: CHS
501 Introduction to Biostatistics, CHS 502 Research Methods
or permission of instructor: Offered: fall and summer. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

NTR - 696 Master’s Research Project
Under faculty supervision, the student will prepare and pres-
ent a master’s research project based on a specific clinical or
research question. For this course, the student will complete
the methods section of the research project. Additionally, the
student will create and present the research project pro-
duction and evaluation to individuals of varying
ages, backgrounds and cultures across the continuum of
care. Students will function as members of the health care
team with increasingly complex learning experiences and
clinical responsibilities. Students will also provide nutrition
care and education to individuals. Enrollment is limited to
Clinical Nutrition MS/DI students. Prerequisite: NTR-651.
Offered: fall and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 6

NTR - 651 Supervised Experience in Clinical Nutrition I
Students will provide nutrition assessment, diagnosis, inter-
vention, monitoring and evaluation to individuals of varying
dates, backgrounds and cultures across the continuum of
care. Students will function as members of the health care
team with increasingly complex learning experiences and
clinical responsibilities. Students will also provide nutrition
care and education to individuals. Enrollment is limited to
Clinical Nutrition MS/DI students. Offered: fall. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

NTR - 652 Supervised Experience in Clinical Nutrition II
Students will provide nutrition assessment, diagnosis, inter-
vention, monitoring and evaluation to individuals of varying
dates, backgrounds and cultures across the continuum of
care. Students will function as members of the health care

NTR - 698 Thesis
Under faculty supervision, student prepares and presents a
master’s research project. The student will select and
analyze a specific clinical or research question. Completion of
the project includes a professionally written paper and a
presentation. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-3

NTR - 900 Independent Study
This course will provide students the opportunity to perform
independent work on a project under faculty supervision.
The project may involve nutrition-related data collection,
entry and analysis or preparation of a paper or presentation.
Nutrition topics may include, but not be limited to, metabo-
lism, medical nutrition therapy, community nutrition or food
service management. Prerequisite courses: none or permis-
sion of instructor. Offered: fall, spring and summer. Retake
Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-6

NTR - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all
students admitted or re-admitted for fall 2015 or later.
Doctoral students should follow program requirements for

credit(s): 6

NTR - 661 Leadership and Management in Dietetics
This advanced course in leadership will explore theories of
leadership with the focus on practices and principles related
to developing leadership behaviors and competencies.
Advanced practices and principles related to management
of food and nutrition services in health care operations will be
explored. Prerequisite courses: none or permission of
instructor: Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

NTR - 629P Practice in Food Systems Management
This supervised practice course provides students the
opportunity to apply nutrition assessment and nutrition edu-
cation techniques, assess food and nutrition services and
develop and implement nutrition interventions within a com-
munity setting. Corequisite: NTR-629. Offered: fall. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 5

NTR - 653 Supervised Experience in Clinical Nutrition III
Students will provide nutrition assessment, diagnosis, inter-
vention, monitoring and evaluation to individuals of varying
dates, backgrounds and cultures across the continuum of
care. Students will function as members of the health care
team with increasingly complex learning experiences and
clinical responsibilities. Students will also provide nutrition
care and education to individuals and groups. Enrollment
is limited to Clinical Nutrition MS/DI students. Offered:
fall. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 6

NTR - 654 Supervised Experience in Clinical Nutrition IV
Students will provide nutrition assessment, diagnosis, inter-
vention, monitoring and evaluation to individuals of varying
dates, backgrounds and cultures across the continuum of
care. Students will function as members of the health care
team with increasingly complex learning experiences and
clinical responsibilities. Students will also provide nutrition
care and education to individuals and groups in the com-
munity. Enrollment is limited to Clinical Nutrition MS/DI students. Offered: spring. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 6

NTR - 682 Research Methods Application and Special
Topics in Clinical Nutrition
This course is a supplement to the research methods CHS
610 course. The focus is on applying the concepts intro-
duced in CHS 610 to assist in the development of a mini
research proposal. Special topics not covered in CHS 610
will also be introduced. Corequisite: CHS-610. Offered: fall.
Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NTR - 683 Clinical Nutrition Master’s Research Project I
Under faculty supervision, the student will prepare and pres-
ent a master’s research project based on a specific clinical or
research question. For this course, the student will complete
the introduction and review of literature section for research
project. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NTR - 684 Clinical Nutrition Master’s Research Project II
Under faculty supervision, the student will prepare and pres-
ent a master’s research project based on a specific clinical or
research question. For this course, the student will complete
the methods section of the research project. Additionally, the
student will create and present the research project pro-
duction and evaluation to individuals of varying
dates, backgrounds and cultures across the continuum of
care. Students will function as members of the health care
team with increasingly complex learning experiences and
clinical responsibilities. Students will also provide nutrition
care and education to individuals. Enrollment is limited to
Clinical Nutrition MS/DI students. Prerequisite: NTR-651.
Offered: fall and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 6

NTR - 685 Clinical Nutrition Master’s Research Project III
Under faculty supervision, the student will prepare and pres-
ent a master’s research project based on a specific clinical or
research question. For this course, the student will complete
data collection for the research project. Prerequisite: NTR-
684. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

NTR - 686 Clinical Nutrition Master’s Research Project IV
Under faculty supervision, the student will prepare and pres-
ent a master’s research project based on a specific clinical or
research question. For this course, the student will complete
the results, discussion and conclusion sections. Additionally,
the student will create and present the research project defense

NTR - 696 Master’s Research Project
Under faculty supervision, the student prepares and presents a
master’s research project. The student will select and
analyze a specific clinical or research question. Completion of
the project includes a professionally written paper and a
presentation. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-3

NTR - 698 Thesis
Under faculty supervision, student prepares and presents a
research thesis. Emphasis is on a review of current research
literature and appropriate research design and methods in
support of research objectives. Prerequisite courses: none or permission of instructor. Offered: fall, spring and sum-
mer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-6

NTR - 900 Independent Study
This course will provide students the opportunity to perform
independent work on a project under faculty supervision.
The project may involve nutrition-related data collection,
entry and analysis or preparation of a paper or presentation.
Nutrition topics may include, but not be limited to, metabo-
lism, medical nutrition therapy, community nutrition or food
service management. Prerequisite courses: none or permis-
sion of instructor. Offered: fall, spring and summer. Retake
Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1-3

NTR - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all
students admitted or re-admitted for fall 2015 or later.
Doctoral students should follow program requirements for

continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is obtained. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1.


OBG - 7E1 Obstetrics/Gynecology Individualized Elective Students may receive credit for an individually arranged elective with a Rush faculty member. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter stating the student’s activities, responsibilities, amount of supervision and specific dates of the rotation. The sponsoring faculty member must complete an evaluation of the student’s performance at the conclusion of the elective. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the assistant dean of Clinical Education before beginning the rotation. Students may receive four weeks of credit for an individually arranged elective. Credit for a maximum of only one individually arranged elective will count toward graduation requirements. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

OBG - 703 Core Clerkship: Obstetrics and Gynecology This course is designed to familiarize the student with the female reproductive tract. Emphasis is placed on routine obstetrics and gynecologic health care maintenance and patient education. Identification and management of high-risk pregnancy, infertility and other endocrinopathies, gynecologic-logic oncology, family planning psychosomatic disorders and normal physiological changes in obstetrics and gynecology as well as gynecologic surgery are covered in the course. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

OBG - 710 Subinternship: Gynecologic Oncology This four-week OBG/GYN Sub-Internship in Gynecologic Oncology is designed for fourth year medical students. Students will follow GYN-ONC patients on the floor, including postoperative patients and patients admitted for chemotherapy or complications of their malignancy and treatment. Students will be responsible for overseeing the care of several patients, rounding with the team, writing notes, calling consultants, participating in hand offs, working with interdisciplinary teams to coordinate care and discharge planning, likely some OR experience as well. The course will follow Rush University Medical Center’s requirements/objectives/assignments standard to Rush Medical College subinternships. Permission to enroll is granted by the course director. Prerequisite: OBG-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

OBG - 711 Subinternship: Obstetrics and Gynecology This four-week course is designed for fourth year medical students. Students function at an advanced level, doing histories and physical examinations, diagnostic evaluations and initiation of appropriate therapy. There is close supervision by the staff of the Department of Obstetrics and Gynecology. The course is primarily intended for students desiring additional clinical experience in obstetrics and gynecology. This course will follow Rush University Medical Center’s requirements/objectives/assignments standard to Rush Medical College subinternships. Prerequisite: OBG-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

OBG - 731 Maternal-Fetal/High Risk Emphasis of this course is on the identification and management of high risk pregnancy. Ultrasonography, amniocentesis, medical and surgical complications of pregnancy and operative obstetrics are some of the specific topics dealt with in detail. Students participate in antepartum management of hospitalized and ambulatory pregnant patients with high risk conditions. Additional exposure to intrapartum problems may be included. Students have a choice of taking this elective for two or four weeks. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

OBG - 732 Labor and Delivery This is a four-week Labor and Delivery elective for fourth year students. Students will have the opportunity to hone skills required to evaluate and manage acute OB/GYN problems. It will include both day and evening shifts. They will actively participate in the triage of acute obstetrical complaints, manage patients admitted in labor, participate in deliveries, round on postpartum patients, write intrapartum and postpartum notes; additionally, the experience will include assessing ED and floor consults for gynecologic patients over a weekend. There will also be a medical education component with the student assisting in the orientation and education of clerkship students on the unit. Prerequisite: OBG-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

OBG - 741 Family Planning Elective in Family Planning elective is designed to provide students opportunity to gain expertise in family planning, reproductive health histories, pregnancy options counseling, management for pregnancy loss and complex contraception counseling for patients with medical comorbidities. Students will explore the complexity of family-planning decision making, counseling and procedures for abortion and miscarriage management, along with health policies impacting family planning care in the United States and abroad. Students have a choice of taking this elective for two or four weeks. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

OBG - 751 Female Pelvic Medicine and Reconstructive Surgery The Female Pelvic Medicine and Reconstructive Surgery (FPMS) elective is subspecialty elective that is designed to provide fourth year students pursuing an interest in OB/GYN the opportunity to enhance their knowledge base, skills and attitudes and criterion to be potential applicant and broaden their perspective in Female Pelvic Medicine and Reconstructive Surgery (FPMS). Students will have the opportunity to recognize pathologic processes of the pelvic floor through history and physical exam, determine appropriate therapy based on performance of diagnostic testing, Urodynamics, clinical judgment and literature evidence; assist with appropriate minimally invasive and invasive surgical procedures and provide care until discharge; compare risk and benefits of surgical versus medical conservative management and understand the risks benefits and alternatives; and demonstrate use of the electronic medical record and web-based resources. Students have a choice of taking this elective for two or four weeks. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

OBG - 761 Gynecologic Oncology The purpose of this advanced course is to expose the student directly to medical, surgical and research aspects of gynecologic cancer care, beyond the scope of what is achieved during short-term required rotations. The student functions as a partner in a team of attendings, residents and nurses. Prerequisite: OBG-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

OBG - 767 Reproductive Endocrinology and Infertility This course provides clinical experience in diagnostic evaluation and therapeutic management of couples with infertility and women with gynecologic endocrine problems. The students participate in routine diagnostic studies such as ovulation timing, postcrotal tests, endocrine evaluation, etc. and are introduced to the use of diagnostic and therapeutic procedures such as hysterosalpingography, ultrasonography, laparoscopy, hydrodilation, etc. The student’s scrub on surgical reconstructive procedures involving female reproductive system and participate in the activities of the in-vitro fertilization program. Laboratory experience in performing hormone radioimmunoassay, sperm separation and other procedures may also be included. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

OBG - 781 Research in Obstetrics/Gynecology Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student’s activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on
the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4–8

OCC - 501 Human Structure and Principles of Movement
The primary goal of this course is to understand and evaluate the musculoskeletal system related to the performance skills of occupational performance. Biomechanical principles are presented with application of treatment to occupational performance impairment. The student will learn and demonstrate the ability to administer evaluations of posture, joint motion, muscle strength and body mechanics in selected activities. Corequisite: OCC-501L. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

OCC - 501L Functional Anatomy w/ Lab
The primary goal of this course is to understand and evaluate the musculoskeletal system related to the skill components of occupational behavior. The gross anatomical structures are of presented with application of the assessment and treatment of occupational performance dysfunction. The student will learn through lecture and prosected laboratory specimens the gross structures of the human body, with an emphasis on the structures vital for functional performance. The cardiorespiratory, gastrointestinal, genitourinary, musculoskeletal and head/neck systems will be covered; a large content focus is on the musculoskeletal system with emphasis on the upper extremities and upper trunk. Pre- or Corequisite: OCC-501. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

OCC - 520 Health Conditions
Selected medical, surgical and psychiatric conditions with emphasis on their etiology, prognosis, medical and pharmacological management will be explored through lecture, presentation and discussion. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

OCC - 576 Sociocultural Aspects of Care
This course introduces students to the cultural issues that impact practice. Culture is multifaceted and will be explored through a variety of viewpoints and applied to a variety of practice settings. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

OCC - 579 Research Methods
This course provides the foundation for participation in clinical research and the importance of evidence based practice in occupational therapy. Emphasis will be on quantitative research design, data analysis strategies and the incorporation of evidence based practice to clinical practice. This course will serve as a basis for research projects with assigned research faculty. Pre- or Corequisite: CHS-601. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

OCC - 600 Introduction to Occupation, Health and Wellness
Overview of the historical foundations of occupational therapy as they relate to general Occupational Therapy practice and the philosophical perspectives upon which the profession is based. This course also provides students with a holistic overview of the multifaceted dimensions of health and wellness across the life span. Six dimensions of health are explored within the context of occupational therapy. The influence of chronic disease on health, wellness and occupational performance will be explored. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

OCC - 607 Psychosocial Aspects of Care
This course introduces students to mental health theory and how it applies to the occupational therapy process in a variety of practice settings. Prerequisites: OCC-520 and OCC-600. Pre- or Corequisite: OCC-610. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

OCC - 608 Introduction to Clinical Practice
This course is designed to provide the occupational therapy student with a foundation of technical and interpersonal clinical practice skills. The primary goal of the skills presented and practiced in the course is for the students to have exposure, experience and acquire basic clinical assessment, intervention and clinical reasoning skills as a foundation for productive clinical placements and preceptorships at Rush University Medical Center and in the community. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

OCC - 609 Occupational Performance and Ability
Focus will be on the development of task analysis skills by applying logical thinking, critical analysis, problem solving and creativity. Students will demonstrate ability to grade and adapt occupation-based tasks and purposeful activity, including the interaction of performance areas, components and contexts through dynamic classroom exercises. In addition, a four week practicum experience within the Rush University Medical Center will allow students the opportunity to apply skills learned in the classroom in a clinical setting. Prerequisites: OCC-501, OCC-501L, OCC-520 and OCC-608. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

OCC - 610 Occupational Therapy Process
This course will introduce students to the fundamentals of the occupational therapy process, including evaluation, intervention planning, re-evaluation and discharge. This will include ability to critique assessment tools, documentation of the occupational therapy process, best practices in education and therapeutic relationships. Prerequisites: OCC-608 and OCC-609. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

OCC - 612 Physical Disabilities I
Application of theories and conceptual models for restoration of occupational performance based on biomechanical and rehabilitative principles are presented. The occupational therapy planning, evaluation and intervention process is introduced, and instruction methods include application and synthesis of covered topics. Prerequisites: OCC-501, OCC-501L, OCC-620, OCC-608, OCC-609 and OCC-610. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

OCC - 613 Physical Disabilities II
Application of theories and conceptual models for restoration of occupational performance based on motor learning, cognitive-perceptual and rehabilitation models of practice. The occupational therapy planning, evaluation and intervention process is introduced and instruction methods include application and synthesis of covered topics. Prerequisites: OCC-620, OCC-608, OCC-609 and OCC-610. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

OCC - 614 Mental Health Practice
Students learn to apply theories and conceptual models for restoration of occupational performance based on psycho-social principles for individuals, groups and populations. Didactic and experiential learning activities will engage the student in the occupational therapy evaluation, intervention planning and intervention delivery processes. Students will also apply the principles of group dynamics to a six-week group leadership experience. Prerequisites: OCC-576, OCC-620, OCC-607, OCC-608, OCC-609 and OCC-610. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

OCC - 615 Developmental Disabilities I
This course begins with fundamental topics of occupational performance as it relates to human and occupational development, with an emphasis on pediatric development. The student will be introduced to clinical reasoning within the context of the occupational therapy process with children and their families. Exposure to various assessment tools will facilitate foundational knowledge needed for occupational therapy evaluations related to development throughout the life cycle. Prerequisites: OCC-620, OCC-608 and OCC-609. Pre- or Corequisites: OCC-620 and OCC-625. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

OCC - 616 Developmental Disabilities II
Interventions, which are unique to facilitating human and occupational development, are explored in this course. Students learn to apply practice models and frames of reference for the prevention, development, remediation and restoration of occupational performance as it relates to various developmental disorders. Prerequisites: OCC-620, OCC-608, OCC-609, OCC-610 and OCC-616. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

OCC - 670 Clinical Practice Skills/Fieldwork 1-A
This course focuses on development of professional behaviors to prepare students to clinical fieldwork experiences. This course also provides didactic and lab training in the use of physical agent modalities. The course culminates with a supervised two-week field experience related to the theory and application of occupational therapy in the areas of biomechanical, rehabilitation and psychosocial principles. Prerequisites: OCC-620, OCC-608 and OCC-609. Pre- or Corequisites: OCC-607 and OCC-610. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

OCC - 671 Clinical Practice Skills/Fieldwork 1-B
This course will provide didactic and lab training for select clinical skills necessary for successful completion of fieldwork experiences. In addition, this course continues to focus on development of professional behaviors to prepare students for fieldwork experiences. The course culminates...
with a supervised two-week field experience related to the theory and application of occupational therapy in the areas of biomechanical, rehabilitation and psychosocial principles. Prerequisites: OCC-620, OCC-607, OCC-608, OCC-609 and OCC-610. Offered: fall. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 2

OCC - 620 Foundational Theories in OT
This course focuses on the prevalent theories of occupa- tional therapy and the impact of theory on clinical practice. It introduces students to the difference between models of practice and frames of reference and how theory can be used to guide professional reasoning across the life span. Offered: spring. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 3

OCC - 625 Functional Neuroscience and Cognition
This course consists of lecture and lab content covering the anatomy, functions and selected dysfunctions of the central and peripheral nervous systems. The student will learn the basic principles of organization, structure and function within the human nervous system and correlate specific clinical signs and symptoms to lesions within the central and peripheral nervous system. Instruction on clinical measures, including evaluation and assessment tools specific to the neurological tracts will be included, with this material being applied through interactive labs. (15 sh lecture; 15 sh lab) Offered: summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 4

OCC - 630 Program Development
This course will introduce students to community-based practice and the program development process. Students will increase their awareness for opportunities to recom- mend changes to existing services and/or develop proposals for new services in traditional and emerging practice areas. Students will also explore alternative funding strategies, such as grant writing to fund new or developing programs. Offered: fall. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 2

OCC - 643 Health Care Systems
This course reviews and identifies the factors, forces and dynamics of the environment in which health care services are provided. The interrelationships of health care institu- tions in the future and their impact on occupational therapy will be discussed. Offered spring. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 3

OCC - 644 Leadership and Advocacy
This course presents the foundations of leadership develop- ment with an emphasis on effective management of the delivery of Occupational Therapy services, personnel management, fiscal management and resource allocation. Institutional, community and political advocacy as it relates to occupational therapy are also presented. Prerequisite: OCC-643. Offered: summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 2

OCC - 683 Evidence-Based Practice Series I
The Evidence-Based Practice Series is comprised of three courses (OCC 683, OCC 684 and OCC 685) and is the culmi- nation of the research sequence in the occupational therapy curriculum. It provides students with the opportunity to explore and experience clinical research and the outcomes during development of a graduate research project. Small groups of students participate in weekly faculty-student seminars to explore the literature, create and conduct a research project leading to dissemination of the work, which will be a final paper and presentation. Prerequisites: OCC-579 and CHS-601. Offered: summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 1

OCC - 684 Evidence-Based Practice Series II
This course is a continuation of OCC 683. Students will continue to work with their small groups to implement their research projects. Emphasis will be on strategies related to data collection and implementation of their project. Prerequisites: OCC-579, OCC-683 and CHS-601. Offered: fall. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 1

OCC - 685 Evidence-Based Practice Series III
This is the final course in the Evidenced-Based Practice Series. Emphasis in this course will be on strategies related to data analysis, interpretation and dissemination of find- ings. The culmination of this series will be completion of a scholarly paper and presentation. Prerequisites: OCC-579, OCC-683, OCC-684 and CHS-601. Offered: spring. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 2

OCC - 795 Advanced Fieldwork I
This course offers supervised field experiences applying theoretical occupational therapy concepts on persons with psychosocial and/or physical dysfunctions. Full-time student status is continued while engaged in fieldwork. Prerequisites: OCC-610, OCC-612, OCC-613, OCC-614, OCC-615, OCC-617 and OCC-618. Offered: summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 9

OCC - 797 Advanced Fieldwork II
This course offers supervised field experiences applying theoretical occupational therapy concepts on persons with psychosocial and/or physical dysfunctions. Full-time student status is continued while engaged in fieldwork. Prerequisites: OCC-612, OCC-613, OCC-614, OCC-615, OCC-616, OCC-617 and OCC-618. Offered. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 9

OCC - 810 Professional Reasoning and Doctoral Experience I
This is the first module in the Professional Reasoning and Doctoral Experience series, which culminates in the Individualized Doctoral Experience. Emphasis will be placed on development of professional reasoning. Students will begin planning their individualized doctoral experience by identifying interests and opportunities that match their strengths. Prerequisites: OCC-610 and OCC-630. Offered: spring. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 1

OCC - 811 Professional Reasoning and Doctoral Experience II
This is the second module of the Professional Reasoning and Doctoral Experience Series, which culminates in the Individualized Doctoral Experience. Emphasis will be placed on development of professional reasoning. Students will continue planning their individualized doctoral experience. Prerequisites: OCC-610, OCC-630 and OCC-810. Offered: spring. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 2

OCC - 812 Professional Reasoning and Doctoral Experience III
This is the final module of the Professional Reasoning and Doctoral Experience Series, which culminates in the Individualized Doctoral Experience. Emphasis is placed on the ongoing development of professional reasoning. Students will continue their individualized doctoral experience and capstone dissemination. Prerequisites: OCC-610, OCC-630, OCC-810 and OCC-811. Offered: fall. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 1

OCC - 820 Capstone Competencies
Students will complete competency requirements that will include a comprehensive examination. Prerequisite: OCC-795. Pre- or Corequisite: OCC-797. Offered. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 1

OCC - 825 Individualized Doctoral Experiences
This course affords students the opportunity to extend, build and apply knowledge acquired in the curriculum and prior fieldwork experiences during a 16-week, full time, Individualized Doctoral Experience. Students will engage in an area of practice beyond the generalist level by direct- ing their experience toward an in-depth focus on Advanced Practice in Traditional and Emerging settings, Management and Leadership, Academia or Research. Students direct the development of specific learning objectives with the guidance and approval of faculty. Prerequisites: OCC-795, OCC-797, OCC-810, OCC-811, OCC-812 and OCC-820. Offered: spring. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 12

OCC - 828 Capstone Dissemination
Students will complete a capstone project based on the Individualized Doctoral Experience. The capstone will analyze professional development, advancing skills and discovery of evidence in a culminating report. Students will complete the culminating report through producing papers and/or presentations based upon the objectives and out- comes developed through the Professional Reasoning and Doctoral Experience coursework. Prerequisites: OCC-810, OCC-811, OCC-812 and OCC-820. Pre- or Corequisite: OCC-825. Offered. Retake Counts for Credit: No Pass/No Pass Grading Allowed. No Credit(s): 1

OCC - 900 Independent Study
Creative project designed by the student and supervised by faculty. Offered: As Needed. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed. No Credit(s): 1-12

OCC - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all stu- dents admitted or re-admitted for fall 2015 or later. Doctoral students admitted or re-admitted for fall 2015 or later. Doctoral students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments
at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: As Needed. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1

PED - EKM Pediatrics Exam Remediation
Remediation of course examination. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 8

PED - REM Pediatrics Clinical Remediation
Remediation of clinical weeks. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 8

PED - TEI Pediatrics Individualized Elective
Students may receive credit for an individually arranged elective with a Rush faculty member. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter stating the student’s activities, responsibilities, amount of supervision and specific dates of the rotation. The sponsoring faculty member must complete an evaluation of the student’s performance at the conclusion of the elective. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the assistant dean of Clinical Education before beginning the rotation. Students may receive four weeks of credit for an individually arranged elective. Credit for a maximum of only one individually arranged elective will count toward graduation requirements. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

PED - 701 Core Clerkship: Pediatrics
This course is designed to introduce students to the principles and practice of care of the patient from birth through adolescence, which are studied through direct patient contact. The primary objective is to provide an opportunity for students to become proficient in the clinical basis of pediatric diagnosis. The clinical facilities of both the inpatient and outpatient services of Rush University Medical Center, John H. Stroger Hospital of Cook County and private physicians’ offices are utilized. Regular conferences, lectures and case presentations provide additional learning experiences. Students will have an eight-week assignment to pediatrics, which includes rotations in inpatient and ambulatory settings and the nursery. Ambulatory activities constitute 50% of the clerkship. Night call is approximately every fourth night, including weekends. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 8

PED - 710 Subinternship: Pediatrics
The subintern will function in a capacity similar to an intern on one of two pediatric ward services. Senior residents and faculty physicians will provide supervision. The students are expected to take call every fourth night. Prerequisites: MED-703, NEU-701, OBG-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PED - 711 Pediatric Cardiology
Ambulatory experience can be obtained in the care of children with congenital and acquired heart disease, as well as assessment of innocent heart murmurs. Clinical history and physical findings are correlated with x-ray, electrocardiographic, echocardiographic and cardiac catheterization data. Didactic sessions are offered once a week, which includes learning the interpretation of ECG and chest X-ray. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PED - 715 Chronic Diseases in Children
Based at Shriners’ Hospital for Crippled Children, students participate in an inpatient and outpatient program that provides referral services to children with musculoskeletal disorders, neural tube defects and other chronic diseases. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PED - 720 Pediatric Endocrinology
This course is part of a medical team composed of residents of varying experience levels. The student is expected to perform at a sub-intern level with regard to expectations and work requirements. By the end of the rotation, the student will be expected to learn: (1) The initial evaluation and stabilization of a critically ill patient; (2) pediatric resuscitation techniques; (3) basic ventilator management; and (4) procedures such as intubation and central line placement. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PED - 721 Pediatric Endocrinology
This course provides students with a problem-oriented approach to pediatric endocrinology. All aspects of pediatric endocrinology are covered but particular emphasis is placed on the outpatient assessment of the normal and abnormal aspects of growth and puberty development. The course aims to highlight the role of the primary care provider in the initial evaluation of pediatric patients with a suspected endocrine disorder and to provide the student with an introduction to specialized diagnostic endocrine testing and management of the endocrine patient. The student is expected to evaluate any inpatient consult that presents during the rotation. The student is provided up to 8 endocrine case exercises with questions for review, as well as other didactic material and is expected to present an endocrine topic researched from the literature for 15-20 minutes at the end of the rotation. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PED - 724 Pediatric Intensive Care
This course exposes the student to the type of care provided to medical, subspecialty and surgical pediatrics patients who require higher acuity of care. The student is part of a medical team comprised of residents of varying experience levels. The student is expected to perform at a sub-intern level with regard to expectations and work requirements. By the end of the rotation, the student will be expected to learn: (1) The initial evaluation and stabilization of a critically ill patient; (2) pediatric resuscitation techniques; (3) basic ventilator management; and (4) procedures such as intubation and central line placement. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PED - 726 Pediatric Nephrology
This course provides a core set of didactic materials and other didactic material and is expected to present an endocrine topic researched from the literature for 15-20 minutes at the end of the rotation. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PED - 741 Pediatric Allergy/Immunology
This course teaches the clinical approach to problems of allergy, other immune-mediated diseases and immunodeficiency in both children and adults. Diagnosis and treatment of commonly encountered IgE-mediated diseases (allergic rhinitis, asthma, atopy, urticaria and angioedema), as well as common tissue diseases and immunodeficiency syndromes are explained. Students are responsible for following medicine and pediatric inpatient consults at Rush University Medical Center and John H. Stroger, Jr. Hospital of Cook County and report to the attending physician-on-service for daily rounds. Allergy/immunology outpatient care is demonstrated at Fantus Clinic (part of the Ambulatory Care Network) as well as the allergy/immunology office at Rush. Students also learn about skin testing techniques, spirometry and immunological tests performed by the Rush Medical Laboratory. Teaching (basic science or clinical lecture, journal club, research and chart review) conferences are held at Rush on Friday mornings. The attending physician-on-service and/or fellow-on-service also teach on daily rounds. A pretest and final quiz are given to measure achievement as a basis for evaluation. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PED - 742 Pediatric Hematology/Oncology
This course provides an introduction to the care of children with hematologic disorders and malignancies of childhood. A core lecture series is presented during the elective as well as a review of blood and marrow morphology. Students participate in the evaluation of new patients as well as established patients. Ward rounds are made daily for inpatients on the service and consultations. Outpatient clinics are held five days a week. Several multidisciplinary conferences are held weekly. A course syllabus will be provided. Students complete the course by taking an oral and written (open-book) examination. (Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PED - 746 Pediatric Infectious Disease
This course focuses on clinical and laboratory evaluation of pediatric infections. An active inpatient consultation service provides ample opportunity for patient evaluation and follow-up. Current use of laboratory facilities is stressed. Pathophysiology of infectious diseases, differential diagnosis and antibiotic use are discussed on daily ward rounds and
weekly conferences. Students see outpatients with diagnostic problems as well as attend specialized clinics for children with HIV infection, tuberculosis and congenital toxoplasmosis. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 4.

PED - 751 Pediatric Neurology
In this advanced course students will become acquainted with the broad scope of pediatric neurology with an emphasis on the basic examination of children with neurologic and developmental problems. Basic interpretation of common neurodiagnostic studies in the course of inpatient rounds and outpatient clinics will be emphasized. Students will become familiar with common diagnoses such as epilepsy, migraine, autism, muscular dystrophy, developmental delays and attention deficit disorder. Prerequisites: NEU-701 and PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 4.

PED - 755 Advanced Clinical Genetics
The Advanced Clinical Genetics elective is designed to provide fourth year medical students the opportunity to learn about the diagnostic process and management of common genetic disorders, particularly in the pediatric population. Genetics as a field has rapidly expanded in the last decade from a technological and molecular standpoint, and there are now known genetic disorders affecting nearly all areas of medicine. This course would allow students to translate what they have learned from the medical school curriculum into the clinical setting. Students have a choice of taking this elective for two or four weeks. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 2-4.

PED - 772 Pediatric Respiratory Medicine
The objective for this course is to expose medical student to all facets of clinical practice involving pediatric patients with respiratory disease. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 4.

PED - 781 Research in Pediatrics
Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student’s activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 4-8.

PED - 793 Neonatal Intensive Care
This course is an introduction to the care of sick and premature newborn infants in the intensive care setting with emphasis on normal sequence of events in the birth-recovery period and disruptions to that sequence and adaptation of the baby during the postpartum period. Care of the most common complications occurring at this age will be emphasized. Visiting students are eligible for four-week rotations only. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 2-4.

PED - 794 Adolescent and Young Adult Medicine
This course provides direct experience in the care of hospitalized and outpatient adolescents and young adults. Hospitalized patients are seen at Rush University Medical Center. Outpatients are seen at a variety of sites, including the Pediatric Ambulatory Care Center at Rush, the Teen Family Planning Clinic in Evergreen Park, the Joliet and Chicago Job Corps Center and the Orr High School Clinic. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 4.

PED - 804 Adolescent and Young Adult Medicine
This course provides experience in outpatient settings, including a hospital-based adolescent clinic and HIV adolescent specialty clinic, the juvenile detention center and school-based clinics. In addition, students are required to do short presentations and to participate in didactic sessions and a journal club that is adolescent-focused. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 2-4.

PED - 842 Pediatric Hematology/Oncology
This course provides an introduction to the care of children with hematologic disorders and malignancies of childhood. A core lecture series is presented during the elective as well as a review of blood and marrow morphology. Students participate in the evaluation of new patients as well as established patients. Ward rounds are made daily for inpatients on the service and consultations. Outpatient clinics are held five days a week. Several multidisciplinary conferences are held weekly. A course syllabus will be provided. Students complete the course by taking an oral and written (open-book) examination. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 4.

PED - 861 Child Abuse and Neglect
In this course students work one-on-one with the attending physicians in the Division of Child Protective Services at John H. Stroger Jr. Hospital of Cook County and actively participate in the work-up, management and follow-up care of children suspected of being maltreated. Students can expect to learn medical aspects of physical abuse, sexual abuse and neglect (including Failure to Thrive). Students also have the opportunity to observe and participate in the developmental evaluations of patients and in the psycho-social evaluations of patients and their families. Students attend and provide care in the weekly comprehensive follow-up clinic for abused and neglected children, and also attend the medical clinic of the Children’s Advocacy Center. In addition to participating in the clinical work-up of suspected abuse/neglect, students learn about the role of the physician as advocate for the child within the Child Welfare and Legal Systems and learn about the physician’s role in coordinating multidisciplinary care for high risk patients and their families. There is required reading and students are expected to attend lectures and present cases during rounds and weekly multidisciplinary patient staffing. Prerequisite: PED-701. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 4.

PHA - CLIN1 Clinical Curriculum Enrollment
This course acts as place holder for billing purposes. Offered: fall, spring and summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 16.

PHA - 510 Human Physiology
This lecture-based course will present a comprehensive and advanced review of organ systems, including human physiologic function, regulation and integration as a basis for understanding the complex interaction of specific body systems and their relationship to disease. Commonly occurring pathophysiologic processes will be introduced to prepare students for more in-depth learning about specific disease states and patient presentations in subsequent courses. Offered: summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 2.

PHA - 511 Human Anatomy
This course provides students with a thorough understanding of the principles of functional and applied human anatomy necessary for the practice of clinical medicine. The course is driven primarily by the laboratory (small group) sessions with lectures given to prepare students for the lab and provide supplementary information. Offered: summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 4.

PHA - 512 History and Physical Examination
This course is designed to teach PA students the proper techniques for patient assessment. This course covers how to conduct an effective medical interview, how to document clinical findings in the medical record and how to perform a physical exam. Both the comprehensive and problem focused medical history formats will be discussed and students will practice proper MR documentation using the SOAP note format. Students will learn how to perform a comprehensive physical examination and to recognize the normal examination findings associated with each organ system. The course will also introduce students to common pathological PE findings and to interpret the significance of these findings to diagnosing disorders. Finally, students will learn to accurately record PE findings as part of a patient medical record. The course material will be presented sequentially in an organ-system basis. The course will present techniques to facilitate accurate and efficient data collection, to foster effective patient communication and to develop appropriate patient centered responses to different patients in the clinical setting. Developing skills to effectively educate, counsel and influence patient behaviors will also be discussed. Offered: summer. Retake Counts for Credit: No Pass/No Pass Grading Allowed: No Credit(s): 3.

PHA - 513 Professionalism and Practice 1
This is the first of a three-part course sequence designed to introduce and familiarize students with the professional and practice issues of importance to the PA profession. PA Professionalism and Practice 1 is designed to introduce and
familiarize the student with the major professional issues and communication skills important to a practicing PA working on a medical team. Topics include the history and development of the PA profession, the physician-PA relationship, PA scope of practice and professional regulations, licensure, certification/recertification, PA program accreditation and PA professional organizations. The course also covers legal issues in health care related to PA practice, including the Healthcare Information Portability and Accountability Act (HIPAA), professional liability, laws and regulations, billing and reimbursement, quality assurance and risk management. This course includes basic training in verbal and non-verbal communication skills needed for successful clinical practice. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 514 Clinical Medicine I
This is the first in a three-part course series that provide an intensive study of the principles essential to the practice of primary care medicine. Lectures will discuss the etiology, pathophysiology, clinical presentation, diagnostic evaluation and management principles of various diseases in the following topic categories: introduction to pharmacology; genetics; nutrition; general pediatrics; infectious diseases; psychiatry; neurology; hematology; and immunology. Lectures, readings, case study analysis and discussion of specific disorders in each category will provide an understanding of the key concepts relevant to disease diagnosis and patient care. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - 515 Diagnostic Methods
This course will introduce PA students to the various diagnostic and therapeutic communication skills used in the screening, diagnosis and management of disease. This course focuses on the common diagnostic tools of laboratory medicine that are available to the clinician. Many of the factors influencing the test selection process and the role of laboratory test findings in clinical decision making will be discussed. Topics include clinical laboratory studies, hematology; chemistry; microbiology; urinalysis, coagulation studies and special testing. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

PHA - 520 Principles of Clinical Pharmacology I
This is the first in a two-part course series designed to provide students with an intensive study of the principles essential to the practice of primary care medicine. Lectures will discuss the etiology, pathophysiology, clinical presentation, diagnostic evaluation and management principles of various diseases in the following topic categories: dermatology; otorhinolaryngology; ophthalmology; cardiology; pulmonology; nephrology, including fluid and electrolyte and acid-base maintenance; and urology. Lectures, readings, case study analysis and discussion of specific disorders in each category will provide an understanding of the key concepts relevant to disease diagnosis and patient care. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 521 Research and Statistics
This online/face-to-face blended course is designed to discuss the different components and terminology of research as well as various research models ranging from the highly quantitative to broad qualitative methods. The course will provide a practical approach to research planning through the logical sequence of developing a research proposal pertaining to the research interests of individual students. Formulation of research questions, hypotheses, literature search techniques, ethical issues and the writing of the research proposal/final research report and the dissemination of research findings will be discussed. This course is designed to provide the first-time researcher with the skills to undertake research and to write up proposals and final reports in areas of their choice. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 522 Diagnostic Reasoning I
This is the first in a two-part course series designed to develop students’ skills in clinical problem solving and promote application of knowledge gained throughout PA school for use in patient assessment and management and formulating patient care plans. In class, students will be presented with clinical case scenarios, which they must analyze and make decisions relevant to patient evaluation and management. Students are encouraged to apply their knowledge and to utilize sound, clinically based texts and online references to derive clinical assessment plans and facilitate case analysis. The goal of this course is to develop students’ clinical critical thinking and problem-solving skills, including utilizing previously learned information and recognition of how to find necessary information to fill knowledge gaps. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 523 PA Professionalism and Practice II
This is the second of a three-part course series designed to introduce and familiarize students with the professional and practice issues of importance to the PA profession. This second course is an introduction to principles and practices of population health in the U.S. health care system, focusing on the Chicago metropolitan area and Chicago Medical District as an exemplar microcosm to represent the larger health system paradigm. The course will discuss issues related to health care access, population health trends and current topics in public health policy and health care reform. Additionally, the role of social determinants of health on disease management is explored as a tool for reviewing health outcomes in the United States. Course discussions will explore the influence of race, class, gender, immigration and social status on health care policy. These discussions are designed to provide students with various lenses through which to analyze current and emerging public health policies, practices and health care outcomes Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 524 Clinical Medicine II
This is the second in a three-part course series designed to provide students with an intensive study of the principles essential to the practice of primary care medicine. Lectures will discuss the etiology, pathophysiology, clinical presentation, diagnostic evaluation and management principles of various diseases in the following topic categories: dermatology; otorhinolaryngology; ophthalmology; cardiology; pulmonology; nephrology, including fluid and electrolyte and acid-base maintenance; and urology. Lectures, readings, case study analysis and discussion of specific disorders in each category will provide an understanding of the key concepts relevant to disease diagnosis and patient care. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

PHA - 525 Principles of Advanced Practice I
This is the first of a 2-part companion course to PHA 524 - Clinical Medicine I. This course will course discuss the essentials of ordering, interpreting and performing clinical studies used in the screening, diagnosis, management and monitoring of disease. The course will mirror the organ systems scheduled in clinical medicine. Topics include the interpretation of rhythm strips and 12 lead electrocardiograms (EKGs) based on principles and algorithms, includ- ing radiography, CT, MRI, PET scan, cardiac imaging and

V/Q scan. Emerging diagnostic technology and the use of diagnostic testing in disease assessment and management, including decision making regarding ordering radiologic testing, will also be included. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 530 Principles of Clinical Pharmacology II
This is the second in a two-part course series designed to provide students with an intensive study of the principles of pharmacology and pharmacotherapeutics required for patient care. Emphasis in the course is placed on the applications of pharmacological principles in primary patient care. This course is organ system-based; the topics discussed will mirror the major organ systems covered in Clinical Medicine II. Pharmacological principles discussed in this course include principles of pharmacology and drug action; pharmacokinetics and dynamics; drug dosage calculation; the usage profile for major classes of clinically important drugs, including indications, contraindications and side effects, and dosing and administration; principles of drug selection; and assessment of therapeutic efficacy and outcome. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 532 Diagnostic Reasoning II
This is the second in a two-part course series designed to develop students’ skills in clinical problem solving and promote application of knowledge gained throughout PA school for use in patient assessment and management and formulating patient care plans. In class, students further refine their patient care skills through case analysis and discussion. The format of the course is similar as PHA 522 - Diagnostic Reasoning I, where students will be presented with clinical case scenarios that they must analyze and make decisions relevant to patient evaluation and management. The cases in this term present more complex diagnostic and management issues than in the previous course. The goal of this course is to further develop students’ clinical critical thinking and problem solving skills, including utilizing previously learned information and recognition of how to find necessary information to fill knowledge gaps. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

PHA - 533 Pa Professionalism and Practice III
This is the third of a three-part course series designed to introduce and familiarize students with the professional and practice issues of importance to the PA profession. This course will explore the psychosocial aspects of patient care to help students develop their understanding of the dynamic relation-
between one's own and patient's attitudes, biases and values, and the impact they have on medical practice and patient relationships and communication. Discussions and presentations will cover the basic counseling and patient education skills necessary to help patients and families cope with illness and injury and to modify behaviors as needed to adhere to therapeutic management plans and improve outcomes. Discussions include issues of culture, faith, religion and sexuality and the impact these forces have on attitudes towards health and patient counseling. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 534 Clinical Medicine III
This is the third in a three-part course series designed to provide students with an intensive study of the principles essential to the practice of primary care medicine. Lectures will discuss the etiology, pathophysiology, clinical presentation, diagnostic evaluation and management principles of various diseases in the following topic categories: gastroenterology; endocrinology; women's health; rheumatology; orthopedics; geriatrics; and wellness and prevention medicine. Lectures, readings, case study analysis, and discussion of specific disorders in each category will provide an understanding of the key clinical concepts relevant to disease diagnosis and patient care. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 6

PHA - 535 Principles of Advanced Practice II
This is the second of a 2-part companion course to PHA-534 Clinical Medicine III. This course will discuss the essentials of ordering, interpreting and performing clinical studies used in the screening, diagnosis, management and monitoring of disease. The course will mirror the organ systems scheduled in clinical medicine. Topics include the interpretation of abdominal imaging, gastrointestinal testing, renal and bladder imaging, hormone assays, breast imaging, cervical cancer screening, bone testing, fracture imaging and preventative and genitally testing. Emerging diagnostic technology and the use of diagnostic testing in disease assessment and management, including decision making regarding ordering radiologic testing, will also be included. There will also be several written short answer case assignments, done in class, that will encompass knowledge students have gained in Diagnostic Methods, as well as Principles of Advanced Practice I. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 536 Emergency and Surgical Medicine
This 2-credit course will provide students with an introduction to the diagnosis and treatment of disease states and conditions encountered in emergency and urgent care settings. Students will also be introduced to surgical concepts needed to assess patients and provide care in surgical settings. Emergency medicine lectures will discuss the role of triage, assessment and the management of commonly encountered medical, surgical, environmental and psychiatric emergencies as they present in the adult and pediatric populations. Surgical lectures will discuss general surgical concepts. Preoperative and postoperative patient assessment and care management will be emphasized. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

PHA - 581 Family Medicine
During this experience in family medicine, students see patients, perform assessments and formulate care plans under the supervision of a physician, PA or advanced practice nurse. Comprehensive, longitudinal care is stressed. Common problems are reviewed, and the responsibilities of a primary care physician assistant are observed and taught. Principles of health, wellness, prevention, recognition and treatment of substance abuse, and chronic disease management and chronic care are introduced in the clinical setting. Patient assessment and management are reviewed to include the generation of a differential diagnosis and oral presentation of patient data to the supervising physician and appropriate referral of patients. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - 582 Internal Medicine I
This clinical practice is designed to introduce students to the practice of internal medicine. Through participating directly in patient care, students have the opportunity to evaluate and manage a variety of patients and their problems. Students further develop their skills in history taking and physical examination and review pathophysiologic principles as a guide to caring for patients. Students will learn basic pediatric assessment, diagnosis, and case presentations provide additional learning experiences. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - 583 Internal Medicine II
This clinical practice rotation is designed to immediately follow Internal Medicine I and reinforce internal medicine concepts through practice in an internal medicine subspecialty. Through participating directly in patient care, students have the opportunity to evaluate and manage a variety of patients and their problems. Students further develop their skills in history taking and physical examination and review pathophysiologic principles as a guide to caring for patients. Students will develop an understanding of relationships between disease states and the patient from the medical, social and emotional points of view. The team approach allows students the opportunity to actively work toward the goals of quality patient care while reinforcing medical principles. Patient assessment and management are reviewed to include the generation of a differential diagnosis and oral presentation of patient data to the supervising physician and appropriate referral of patients. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - 584 General Surgery I
The student will be introduced to the principles of preoperative, operative and postoperative care, diagnosis of surgical disease, indications for surgery, recognition and response to surgical emergencies and the physiological principles of surgery are presented. Technical experience is provided in the operating rooms. Lectures and/or conferences provide additional direct contact with other members of the interdisciplinary health care team. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - 585 General Surgery II
This clinical practice rotation is designed to immediately follow General Surgery I and reinforce general surgery concepts through the practice of a surgical subspecialty. Students will continue their exposure to the principles of preoperative, operative and postoperative care, diagnosis of surgical disease, indications for surgery, recognition and response to surgical emergencies and the physiological principles of surgery are presented. Technical experience is provided in the operating rooms. Lectures and/or conferences provide additional direct contact with other members of the interdisciplinary health care team. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - 586 Women's Health
The student will learn routine obstetrics, gynecologic health maintenance and patient education, identification and management of pregnancy, infertility, gynecologic oncology, family planning and psychosomatic disorders will be introduced. Normal psychological changes in obstetrics and gynecology will also be covered. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - 587 Pediatrics
Principles and practice patient care from birth through adolescence are studied by providing direct patient care. Students will learn basic pediatric assessment, diagnosis, treatment and appropriate referral. The rotation will also provide exposure to developmental milestones, routine immunizations, common childhood illnesses, infant/child safety and patient/parent education. Seminars, conferences, lectures and case presentations provide additional learning experiences. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - 588 Behavioral Health
Provides exposure to major psychiatric disorders focusing on diagnosis and management. Emphasis on aspects of psychotherapy and psychiatry relevant to primary practitioner with a holistic approach to patient care, recognizing significant biological, psychological and social/environmental factors contributing to the patient’s illness. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - 589 Long Term Care/Geriatrics
Supervised clinical practice experience is provided in long term care/geriatrics, with a focus on rehabilitative medicine, geriatric medicine and the care of patients with chronic and/or terminal disease. Physical therapy, occupational therapy and rehabilitation of patients with physical, psychological and social disabilities is also introduced. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4
PHA - S90 Emergency Medicine
Students will see patients in all areas of the emergency department under supervision of attending physicians, PAs or advanced practice nurses. Students will perform histories and physical examinations, record their findings and discuss patients with assigned preceptors. Students will formulate diagnosis and treatment plans, bearing in mind the inherent time, patient risk and cost factors. Students will learn the assessment, diagnosis and treatment of common emergency room patients and their complaints. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - S91 Elective I
Elective rotation I may include any medical or surgical practice area as approved by the director of Clinical Education. This four-week rotation may provide a more in-depth study of one clinical practice area of interest to the student. Students are expected to provide patient care under the supervision of the preceptor. Learning experiences should include taking histories and performing physical exams, formulating a differential diagnosis, assessment and treatment plan. Experiences may also include performing common procedures in the specific area of practice or going to the operating room (if applicable). Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - S92 Elective II
Elective rotation II may include any medical or surgical practice area as approved by the director of Clinical Education. This four-week rotation may provide a more in-depth study of one clinical practice area of interest to the student. Students are expected to provide patient care under the supervision of the preceptor. Learning experiences should include taking histories and performing physical exams, formulating a differential diagnosis, assessments and treatment plans. Experiences may also include performing common procedures in the specific area of practice or going to the operating room (if applicable). Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PHA - S93 Advanced Clinical Practice I
This course is part of one of two-part course series in an advanced area of PA practice. This course consists of a 15-week rotation in a single, focused area of advanced PA clinical practice. Students will select from several areas of medicine or surgery as they are available. Availability of advanced practice clinical areas and locations are determined by the director of Clinical Education. Advanced clinical rotations will generally require a minimum of 40 contact hours per week. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 15

PHA - S94 Advanced Clinical Practice II
This course is part of two of the two-part course series and consists of a 15-week rotation in a single, focused area of advanced PA clinical practice. Students will select from several areas of medicine or surgery as they are available. Availability of advanced practice clinical areas and locations are determined by the director of Clinical Education. Advanced clinical rotations will generally require a minimum of 40 contact hours per week. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 15

PHA - S95 Master's Research Project I
This is the first of a two-part course sequence that will integrate the critical thinking, application of research data analysis and presentation skills taught throughout the program in a formative research capstone project. Students are expected to apply knowledge obtained from PHA 521: Research and Statistics and participation in journal club activities in the development of their project. Students will work with an assigned faculty adviser to develop a clinical research question and gather, analyze and critique relevant research literature related to the proposed question to develop an extensive literature review paper. Students will use this information in the next part of the course sequence to prepare a master's capstone project designed to develop a potential research study. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

PHA - S96 Master's Research Project II
This is the second of a two-part course sequence that will integrate the critical thinking, application of research data analysis and presentation skills taught throughout the program in a formative research capstone project. Students are expected to apply knowledge obtained from PHA 521: Research and Statistics and participation in journal club activities in the development of their project. Students will work with an assigned faculty adviser to develop a feasible research project based on the research question and literature review developed in PHA 595. Students will then prepare a master's capstone paper and presentation based on their original research study design. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

PHA - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and students admitted or re-admitted for fall 2015 or later who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1

PHY - S11 Graduate Physiology I
Comprehensive physiology course dealing with all major systems except the CNS. Concept formation and problem solving are stressed. Lectures are supplemented by small group discussions and laboratory exercises. Students are expected to discuss assigned study questions in group discussions. Laboratory exercises are divided between conventional experiments and computer simulations of physiological systems. Offered: As Needed. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 5

PHY - S12 Graduate Physiology II
This is the second of two courses that focuses on cellular, tissue and organ-based physiology. The first half of the course discusses renal physiology, acid-base balance, gastrointesti- nal physiology, gastrointestinal and reproductive physiology. Prerequisite: PHY-S11. Offered: As Needed. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 3

PMR - 791 Physical Medicine and Rehabilitation
Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student's activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single subdiscipline. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-8

PMR - 792 Physical Med and Rehab Virtual Away Elect
This two-four week online PM&R course is designed to allow non-Rush fourth year students interested in auditioning in PM&R at Rush to explore the field in addition to interacting with faculty and residents. The course is centered around one-week learning modules on a single diagnosis (i.e., stroke) where the students are given a clinical case they will use as a backdrop for their learning. Each day, the students will be required to submit one-to-two paragraphs responses to questions, complete a group discussion (students only), group discussion with a resident and receive a didactic lecture from an attending physician. In addition, the course will incorporate concepts of disability, have mock oral boards cases and have a virtual get-together with residents from the program. At the end of the course, the students have to present a 20-minute presentation on a topic of their choice. They will be evaluated based upon the quality of their presentation, daily submissions and quality of interaction/participation in group discussions. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3-7
PSY - EXM Psychiatry Exam Remediation
Remediation of course examination. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PSY - REM Psychiatry Clinical Remediation
Remediation of clinical weeks. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PSY - 7E Psychiatry Individualized Elective
Students may receive credit for an individually arranged elective with a Rush faculty member. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter stating the student’s activities, responsibilities, amount of supervision and specific dates of the rotation. The sponsoring faculty member must complete an evaluation of the student’s performance at the conclusion of the elective. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the assistant dean of Clinical Education before beginning the rotation. Students may receive four weeks of credit for an individually arranged elective. Credit for a maximum of only one individually arranged elective will count toward graduation requirements. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PSY - 701 Core Clerkship: Psychiatry
This course provides basic medical and didactic exposure to the major psychiatric disorders focusing on diagnosis and management. Emphasis is placed on aspects of psychiatry relevant to the primary practitioner with a holistic approach to patient care, recognizing the significant biological, psychological and social/environmental factors contributing to the patient’s illness. Systems concepts of care are presented in an integrated manner through graded, intensive clinical experiences. Inpatient settings employed for assignment of patient responsibility include general adult, intensive adult, consultation-liaison services and clinical research. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PSY - 750 Neuromodulation
This two- or four-week elective course is for third- and fourth-year medical students and is designed to expose to transcranial magnetic stimulation (TMS), electroconvulsive therapy (ECT) and ketamine clinic. Students will observe ECT, TMS and ketamine administration. Students will evaluate patients and assess effects of treatment. Students will also complete online modules and read articles to supplement their clinical work. Students will be assessed on their clinical skills and a presentation at the end of this course. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

PSY - 755 Gender Affirming Health Care
This is a two- or four-week course that provides fourth-year students with the opportunity to gain exposure to the breadth of the LGBTQ+ patient care experience. Students will engage in a multidisciplinary elective that includes exposure to endocrinology, psychiatry and surgery. Students will primarily be engaging in patient care experiences at Rush, but other off-site opportunities and non-clinical experiences, such as working with Affirm’s patient care navigators, are included. Students will complete reflective writing assignments for evaluation. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

PSY - 783 Research in Psychiatry
The student is exposed to basic clinical psychiatric research and be involved with patients with a wide spectrum of psychiatric disorders. Most of the research is based on using medical treatment that is investigational. The objectives of this clerkship are to become familiar with basic clinical research, including use of psychiatric rating scales and basic research design. Prerequisite: PSY-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

PSY - 793 Child Psychiatry
In this course, students will work with the treatment teams of the 4 Kellogg Child Psychiatric Inpatient Unit, the Rush Therapeutic Day School, the Medication Clinic, a residential treatment center for emotionally and behaviorally disturbed students and outpatient services for children and adolescents. Students attend seminars in child development, psychopharmacology, psychopathology and therapeutic modalities. Students participate in multidisciplinary staffing’s case conferences, departmental grand rounds and the journal club. Optional experience in school consultation at a therapeutic school for autistic children and forensic consultant at the Juvenile Detention Center is available. Students are supervised by faculty members and child psychiatry fellows. Prerequisite: PSY-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

PSY - 794 Adult Psychiatry
The objective of this course is to increase the student's knowledge of various psychiatric disorders and to improve knowledge and skills in drug therapy, individual psychotherapy, family therapy and group therapy. Emphasis is placed on crisis management and brief therapy in inpatient settings. Prerequisite: PSY-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

PSY - 795 Geriatric Psychiatry
Objectives of this course are: (1) To increase the amount of experience in treating elderly patients with psychiatric diagnostic skills and the use of psychotherapy and pharmacotherapy with elderly patients; (2) To learn the psychological changes that accompany the aging process; and (3) to become familiar with normal and abnormal states and processes in the elderly. These objectives are accomplished via: (a) Readings in the field of geriatric psychiatry and (b) direct treatment of selected patients with supervision by attending psychiatrists, fellows and residents. Prerequisite: PSY-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

PSY - 797 Virtual Addiction Medicine
Addiction is highly prevalent in the United States and around the world, impacting diverse people of all ages and backgrounds. Despite this, the health care workforce is largely ill-equipped and under-informed regarding assessment, diagnosis and treatment of substance use disorders and other behavioral addictions. Misinformation, bias and stigma contribute to poor outcomes for individuals suffering with addiction. This course provides an advanced curriculum in addiction medicine to supplement content in the core for post-traumatic stress disorder but also alternative treatments such as yoga and mindfulness; and 3) providing students the experience of being on a treatment team that manages combat-related issues such as suicide, depression, post-traumatic stress disorder, traumatic brain injury, military sexual trauma and substance use disorders. Students have a choice of taking this elective for two or four weeks. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

PSY - 798 Substance Abuse Unit Team (SUIT)
A large focus of the Rush Substance Abuse Intervention Team (SUIT) Elective is designed for students to be exposed to the emergency department or inpatient hospital. Our treatments in the outpatient setting will also help learners gain an understanding of the breadth of treatment that is available. We will bring in materials from the PCSS buprenorphine x-waiver training course in order to make sure all learners who rotate with us have a knowledge of how medication assisted treatment for opioid use disorders affects and could benefit their patients. Goals of this course include: (1) Describe the role of outpatient addiction medicine treatment, including the role of opioid replacement treatment for treatment of opioid use disorders, the role of psychosocial and dual diagnosis treatments and the barriers to starting the medication and linking with treatment; (2) Describe the general approach to patients poisoned by drugs of abuse, including recognition of basic toxicodynamics, the evaluation and treatment of overdoses and toxicities related to drugs of abuse and the treatment of opioid and alcohol withdrawal syndromes in the inpatient, outpatient and emergency department setting; (3) Describe the role of harm reduction in treating addiction, including the prescription of the opioid overdose antidote naloxone; (4) Apply skills in application motivational interviewing and the stages of change model to patients with substance use disorders. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4
medical curriculum. Diagnosis, treatment and special topics in addiction medicine are covered through several online modules that are supplemented with videos, audio and case-based exercises. This course will increase knowledge, attitudes and comfort surrounding addiction medicine. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

**PTH - TEI Pathology Individualized Elective**

Students may receive credit for individually arranged activities with Rush faculty members, outside faculty personal, private physicians or researchers or persons in medically related field such as medical historians, ethicists, attorneys and medical journalists. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter stating the student’s activities, responsibilities, amount of supervision, specific dates of the rotation and that the student will not receive any monetary compensation. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Students may receive four weeks of credit for an individually arranged elective. Credit for a maximum of only one individually arranged elective will count toward graduation requirements. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

**PVM - 781 Research in Preventive Medicine**

Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student’s activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single sub specialty. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4-8

**RAD - 791 Pathology**

This course is aimed at students who are considering post-graduate training in pathology and students who desire to enhance and complement their knowledge of general pathology. The student experiences what training in pathology is all about and realize that there are many aspects in this intriguing field. The student has hands-on experience in the techniques of grossing specimens in surgical pathology, molecular diagnostic techniques, image analyses and clinical laboratory procedures. The student is encouraged to get involved in the performance of autopsies, including weekend, if so desired. On the last day of the course, the students prepare a 20-minute presentation to the department on a topic mutually agreed upon with the course director. The students have intimate contact with the residents and attending staff. Their activities will be supervised by the course director on a regular basis. Prerequisite: MED-703. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

**RAD - 711 Interventional Radiology**

This clinical clerkship exposes the student to interventional radiology with emphasis on patient care. Both non-vascular as well as vascular interventional examinations are performed on inpatients as well as outpatients. Students have assigned readings and are able to attend lectures given by the Diagnostic Radiology attending staff and residents included under the Diagnostic Radiology clerkship. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

**RAD - 721 Radiation Oncology**

In this course students participate in the normal activities of the department, including consultations, treatment planning and follow-up care of cancer patients. The student is assigned to multiple services, allowing exposure to different cancer sites. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

**RAD - 781 Research in Radiology**

Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student’s activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the director of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single sub specialty. This decision is at the discretion of the Office of Clinical Curriculum. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4-8

**RCP - 501 Foundations of Professional Practice**

This course is designed to provide the student with the knowledge and skills to appropriately utilize evidence-based communication, teamwork and conflict resolution concepts. The opportunities and challenges of social media in professional and personal contexts will also be explored. Additionally, the course will provide an overview of informatics topics that are most relevant to professional practice, namely, informatics standards, standardized clinical terminology, electronic health records and information literacy. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

**RCP - 511 Introduction to Respiratory Care**

In this course, students apply specific principles of chemistry and physics to respiratory care and are introduced to patient assessment, laboratory findings, radiography and pathophysiology related to common cardiopulmonary disorders. Specific modes of respiratory care are examined to understand principles of application to common cardiopulmonary disorders and related interventions indications,
hazards, contraindications and evaluation. Prerequisite: Admission to the program. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

RCP - S12 Cardiopulmonary Anatomy and Physiology
Students will pursue an in-depth study of cardiac and pulmonary anatomy and physiology, as well as diagnostic procedures commonly used in the hospital to evaluate these systems. Topics include function of the respiratory system, ventilatory mechanics, gas transport in the blood, natural and chemical regulation of breathing, circulation, blood flow and pressure and cardiac output. The heart-lung relationship and clinical applications of these phenomena in the pulmonary system will be emphasized. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 5

RCP - S15 Respiratory Care Pharmacology
This course introduces the physiologic and pharmacologic basis of pulmonary and cardiac medications. Students will study the preparation, as well as the calculation of dosages and mixtures. General principles of pharmacology as a basis for an in-depth discussion of bronchoactive, mucus control- ling drugs, surfactant and aerosolized anti-infective agents and the drug groups related to the cardiopulmonary system such as neuromuscular blocking agents, central nervous system depressants, cardiovascular agents, diuretics and antimicrobial agents will be included. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

RCP - S20 Respiratory Care Equipment and Techniques
This course provides students with the opportunity to gain hands-on experience with respiratory care equipment. Students select, assemble and check equipment for proper function, operation and cleanliness. Equipment malfunctions and actions to correct malfunctions will also be covered. Equipment will include oxygen delivery devices, humidifiers, aerosol generators, pressure ventilators, gas delivery, metering and analyzing devices, percussors, vibrators, environmental devices, manometers, gauges and vacuum systems. Maintenance of artificial airways, fiberoptic bronchoscopy, thoracentesis, chest tube maintenance and arterial blood gas sampling will also be discussed. Basic and advanced life support will be covered to include cardiopulmonary resuscitation, artificial ventilation and circulation, endotra- cheal intubation, airway care, recognition and treatment of arrhythmias and cardiovascular pharmacology. Related equipment will also be reviewed to include manual resuscitators, artificial airways, defibrillators and cardiac monitors.

Prerequisites: RCP-S11 and RCP-S12. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RCP - S21 Patient Assessment
Fundamentals of respiratory assessment will be covered to include review of existing data in the patient record, patient history, physical examination, oximetry, blood gases, respira- tory monitoring, pulmonary function assessment, laboratory studies, chest X-ray, upper airway radiographs, ventilation/per- fusion scans, bedside EKG interpretation and cardiovascular monitoring. Prerequisites: RCP-S11 and RCP-S12. Offered spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RCP - S22 Pulmonary Disease
Topics include the etiology, pathophysiology, diagnosis, treatment and prognosis of common pulmonary diseases and conditions. Respiratory care management of non-respi- ratory disorders commonly encountered in the critical care unit will also be covered. Pulmonary and critical care medi- cine, obstructive and restrictive pulmonary disease, neoplas- tic disease of the lung, infectious diseases, neurological and neuromuscular disorders, drowning, burns, smoke inhalation, carbon monoxide poisoning, drug overdose and respira- tory care of the postoperative patient will be reviewed. Prerequisite: RCP-S12. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

RCP - S23 Mechanical Ventilation
Provides instruction in the theory, set-up, operation and maintenance of mechanical ventilators, their associated modes of ventilation and related equipment. Topics include mechanical ventilator theory, ventilator operation, modes of ventilation, ventilator maintenance and trouble shooting. Prerequisites: RCP-S11 and RCP-S12. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RCP - S30 Cardiac Diseases
Topics include the etiology, pathophysiology, diagnosis, treatment and prognosis of common cardiac and cardiovas- cular conditions. Respiratory care management of cardiac and cardiovascular disorders, shock, trauma, renal failure, acute GI disturbances and invasive cardiovascular proce- dures will be reviewed. Additionally, learners will learn to interpret 12-lead ECGs and obtain their ACLS credentials. Pre- or Corequisite: RCP-S12. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

RCP - S31 Critical Respiratory Care
Provides instruction on all phases of adult critical care and continuous mechanical ventilation. Topics include physiol- ogy and classification of mechanical ventilation, acid base balance, indications for mechanical ventilatory support, implementation, monitoring, ventilator weaning and dis- continuance will be covered. Advanced critical care tech- niques for invasive and non-invasive patient monitoring will be covered. Hemodynamic monitoring will include arterial pressure monitoring, central venous and pulmonary artery catheters and cardiac output measurement. Non-invasive monitoring techniques, including oximetry, transcutaneous monitoring, capnography, ventilator graphic analysis and assessment of the critically-ill patient will also be reviewed. Pre- or Corequisites: RCP-S12, RCP-S20, RCP-S21, RCP-S22 and RCP-S23. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RCP - S32 Pulmonary Function Testing
Provides a hands-on experience conducting and inter- pretation complete pulmonary function tests to include spirometry, lung volumes and diffusing capacity. Common variations such as bronchoprovocation testing and bron- chial responsiveness along with tests for muscle weakness are also included. In addition, the student will learn the operation, maintenance and quality control principles for all common pulmonary function and gas analysis equip- ment. Bronchoscopy, exercise testing, and metabolic testing will also be reviewed. Prerequisites: RCP-S12 and RCP-S22. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

RCP - S33 Pediatric and Neonatal Respiratory Care
This course is designed to provide the student with the opportunity to utilize evidence-based knowledge and critical thinking skills in the planning and provision of comprehen- sive respiratory care to newborns, infants, children and ado- lescents along the health-illness continuum. Topics include fetal growth and development, neonatal and pediatric cardiopulmonary physiology and pathophysiology, respira- tory care assessment of the newborn, infant and pediatric patient, as well as respiratory care diagnostic and therapeu- tic interventions targeted to specific cardiopulmonary pathologies. Prerequisites: RCP-S12, RCP-S20, RCP-S21, RCP- S22 and RCP-523. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RCP - S34 Clinical Practice I
Students will observe and achieve competencies related to respiratory procedures in general medical/surgical floors and adult intensive care units. Introduces students to clini- cal respiratory care procedures. Topics include introduc- tion to the critical affiliate, patient assessment, medical gas therapy, aerosol therapy, incentive spirometry, positive pressure breathing, chest physiotherapy and airway care. Prerequisites: Satisfactory completion of first two semesters of course work. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

RCP - S53 Research Methods
This course introduces the student to methods of scientific research to include review of literature, research designs, sampling techniques, variables and measurement, appraisal of the quality of existing evidence, research ethics and formu- lation of a problem statement and hypothesis. Students will also produce the first draft of a research proposal. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

RCP - S55 Research Project I
Guided activities to complete the research protocol, cre- ate data collection instruments and begin data collection. Prerequisite: RCP-S63. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RCP - S56 Education
This course provides an introduction to basic principles and techniques used in respiratory care education. Topics include patient education, in-service education, needs assessment, writing objectives, lesson plan development, development of learning activities, use of media, develop- ment of presentations and evaluation. Motivational inter- viewing and smoking cessation are also introduced. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

RCP - S67 Management
Management theory and practical application is explored. Supervisory, management and leadership qualities and responsibilities are studied as well as organizational struc- tures. Students are shown how these principles apply to organizations generally and Respiratory Care departments specifically. Students are introduced to hospital organiza- tion, health care finance, quality assurance and improvement and health care regulation Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3
RCP - 569 Clinical Practice II
This course provides students the opportunity to further develop both basic and advanced skills required in the intensive care of the respiratory patient. Topics include patient assessment, critical care, patient education, incentive spirometry, positive pressure breathing, chest physiotherapy, airway care using nasal, endotracheal, tracheal tubes, initiation of mechanical ventilation, patient stabilization and monitoring, evaluation of hemodynamic variables, bronchial hygiene, evaluation for weaning, endotracheal intubation, extubation, arterial line sampling, arterial puncture, blood gas analysis and non-invasive monitoring. The students will also complete a pulmonary function, bronchoscopy observation, long-term care and pediatric rotations. Prerequisite: RCP-534. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 7

RCP - 570 Cardiopulmonary Diagnostics
This advanced cardiopulmonary diagnostics course covers a range of tests that assess different body systems. Topics include polysomnography and sleep disorders, metabolic testing, ultrasound and echocardiography. Learners will observe tests, identify indications, interpret findings and describe the equipment required for each. Prerequisites: RCP-512, RCP-522 and RCP-530. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

RCP - 573 Research Project II
Guided activities to continue data collection, begin data analysis, interpret findings and begin manuscript preparation. Pre- or Corequisite: RCP-575. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RCP - 575 Clinical Practice III
This course provides an opportunity to acquire clinical experience in the intensive care of neonatal and pediatric patients. Topics include patient assessment, medical gas therapy, respiratory therapy, incentive spirometry, chest physiotherapy, airway care, initiation of mechanical ventilation, patient stabilization and monitoring, evaluation of hemodynamic variables, bronchial hygiene, evaluation for weaning, endotracheal intubation, weaning, arterial line sampling, arterial puncture, blood gas analysis and non-invasive monitoring. The students will also complete a pulmonary function, bronchoscopy observation, long-term care and pediatric rotations. Prerequisite: RCP-534. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 7

RCP - 577 Clinical Seminar
Learners review respiratory care across the life span with an emphasis on problem-solving and decision-making. Practice board credentialing examinations will be administered. Current issues relevant to respiratory care will be explored to include new trends in management, new treatments and technologies, ethical issues in health care and issues related to professional development and practice. Prerequisites: RCP-534 and RCP-569. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

RCP - 583 Research Project III
Guided activities to answer an appropriate research question, data analysis, research presentation and develop a manuscript for completion of the required research projects. Prerequisite: Corequisite: RCP-575. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RCP - 585 Clinical Practice IV
This course provides an opportunity to advance the students clinical experience in neonatal and pediatric respiratory care in the areas of patient assessment and monitoring (invasive and non-invasive), mechanical ventilation, ECMO, airway care, labor and delivery assistance and transport. Students will also have an opportunity for reinforcement of adult intensive care. In addition, students are provided with an opportunity in home health, skilled nursing facility, pulmonary rehabilitation and sleep. Prerequisite: RCP-575. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4-8

RCP - 589 Disease Management/Home Health Care
This course places emphasis on decision-making and problem-solving as they relate to clinical respiratory care and disease management. Current issues relevant to respiratory care will be discussed such as ethical issues in health care, smoking cessation, palliative care and issues related to professional development and practice. Prerequisites: RCP-520, RCP-521, RCP-522, RCP-530 and RCP-569. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

RCP - 599 Continuous Enrollment
The requirement for Continuous Enrollment applies to all admitted students after completing one semester. Master or Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMC - M3 Clinical Curriculum Enrollment
This course acts as place holder for billing purposes. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMC - M4 Clinical Curriculum Enrollment
This course acts as a place holder for billing purposes. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMC - SEI Basic Biomedical Research
Students who have been selected to complete the Rush Medical College summer Research Fellowship Program will meet weekly to discuss their independent research projects. Discussions will emphasize how to give a poster presentation, crafting an abstract and creating a poster. Students will work with each other in small groups to discuss progress of their individual projects and troubleshoot problems they encounter with their research. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - EXM Primary Care Exam Remediation
Remediation of course examination. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RMD - REM Primary Care Clinical Remediation
Remediation of clinical weeks. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RMD - S19 Capstone III
The Capstone Project is a self-directed, longitudinal activity that will commence during the M1 year and culminate in a presentation at the end of the M3 year. At the conclusion of medical school, each Rush Medical College student will be the “Rush Medical College Expert” on their specific topic. Rush will support students who opt to publish their project with their faculty mentor. Potential publication types include case reports, book chapters, abstracts and research papers. During the M1 year, each medical student will identify a main theme they are interested in investigating throughout the three years of the project. Each year, students will be responsible for developing topics related to their theme. For each topic, the students identify and complete learning objectives, work with a faculty advisor and submit documentation to the faculty member who will provide advice, feedback and mentoring. Themes can be re-shaped learning objectives that correspond to their current course work. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - S20 Capstone IV
The Capstone Project is a self-directed, longitudinal activity that will commence during the M1 year and culminate in a presentation at the end of the M3 year. At the conclusion of medical school, each Rush Medical College student will be the “Rush Medical College Expert” on their specific topic. Rush will support students who opt to publish their project with their faculty mentor. Potential publication types include case reports, book chapters, abstracts and research papers. During the M1 year, each medical student will identify a main theme they are interested in investigating throughout the three years of the project. Each year, students will be responsible for developing topics related to their theme. For each topic, the students identify and complete learning objectives, work with a faculty advisor and submit documentation to the faculty member who will provide advice, feedback and mentoring. Themes can be re-shaped learning objectives that correspond to their current course work. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - S38 Basic Spanish for Medical Professionals
The Basic Spanish for Medical Professionals course addresses the needs of medical students with little or no experience in Spanish. Students develop communicative proficiency and accuracy in the use of the Spanish language in medical settings with Spanish speaking patients. Students are exposed to pertinent information about Hispanic cultures as well. Students also participate in language tasks through listening, reading, writing and conversation. Classes will be taught in Spanish and will be instructed in the target language. Offered: fall and spring. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - S59 Intermediate Spanish for Medical Professionals
The Intermediate Spanish for Medical Professionals course designed for first year medical students to increase their comfort level with Spanish-language interviews, examination and patient education. The course is primarily focused on developing medical Spanish language communication.
skills for students with pre-existing Spanish conversational skills but will also incorporate the socio-cultural context of Hispanic/Latino patients. Students also participate in language-advocacy tasks and reflections on conversing and interpreting. Classes will be taught in Spanish in order to immerse students in the target language. Medical Spanish requires longitudinal practice and which learners can enhance (or lose) over time. As a result, the course is also intended to help medical students understand and self-assess their proficiencies and limitations in medical Spanish and access help when needed. This course expands across the first year of medical school. Offered: fall and spring. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 540 Humanities in Medicine I
This course examines how empathy, observation and interpretation impact one’s experience of literature and the arts. Particular attention will be paid to the ways in which observation and engagement with the arts parallels observation and engagement in patient care. Individual sessions will focus on the role of temporal and professional perspective in describing medical events, differences and similarities in observational skills in the arts and medicine and the use of movement and drama exercises to examine how one experiences and is experienced by others. Course activities will include museum visits, movement activities, acting exercises and reading and writing about selected works of literature. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 541 Humanities in Medicine II
This course examines how empathy, observation and interpretation impact one’s experience of literature and the arts. Particular attention will be paid to the ways in which observation and engagement with the arts parallels observation and engagement in patient care. Individual sessions will focus on the role of temporal and professional perspective in describing medical events, differences and similarities in observational skills in the arts and medicine and the use of movement and drama exercises to examine how one experiences and is experienced by others. Course activities will include museum visits, movement activities, acting exercises and reading and writing about selected works of literature. Prerequisite: RMD-540. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 545 Sonographic Anatomy I
The course will enhance understanding of key preclinical anatomy and physiology concepts through introducing students to living normal sonographic anatomy and physiology, clinically relevant pathophysiologic conditions and common ultrasound guided clinical procedures. Topics will be presented in parallel with the Rush M1 anatomy curriculum. We will utilize a monthly to biweekly, interactive, hands-on workshop review of (1) normal anatomy and physiology: direct sonographic visualization of anatomic structures and real-time physiology on normal paid human models, (2) abnormal anatomy and pathophysiology: sonographic visualization of pathologic conditions through the use of a portable ultrasound simulator and review of actual clinical case images, (3) ultrasound guided clinical procedures: performance of common ultrasound guided clinical procedures on cadaver and simulation models. Offered fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 546 Sonographic Anatomy II
The course will enhance understanding of key preclinical anatomy and physiology concepts through introducing students to living normal sonographic anatomy and physiology, clinically relevant pathophysiologic conditions and common ultrasound guided clinical procedures. Topics will be presented in parallel with the Rush M1 anatomy curriculum. We will utilize a monthly to biweekly, interactive, hands-on workshop review of (1) normal anatomy and physiology: direct sonographic visualization of anatomic structures and real-time physiology on normal paid human models, (2) abnormal anatomy and pathophysiology: sonographic visualization of pathologic conditions through the use of a portable ultrasound simulator and review of actual clinical case images, (3) ultrasound guided clinical procedures: performance of common ultrasound guided clinical procedures on cadaver and simulation models. Prerequisite: RMD-545. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 550 Capstone V
The Capstone Project is a self-directed, longitudinal activity that will commence during the M1 year and culminate in a presentation at the end of the M3 year. At the conclusion of medical school, each Rush Medical College student will be the “Rush Medical College Expert” on their specific topic. Rush will support students who opt to publish their project with their faculty mentor. Potential publication types include case reports, book chapters, abstracts and research papers. During the M1 year, each medical student will identify a main theme they are interested in investigating throughout the three years of the project. Each year, students will be responsible for developing topics related to their theme. For each topic, the students identify and complete learning objectives, work with a faculty adviser and submit documentation to the faculty member who will provide advice, feedback and mentoring. Themes can be re-shaped learning objectives that correspond to their current course work. Offered: fall and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 551 Capstone VI
The Capstone Project is a self-directed, longitudinal activity that will commence during the M1 year and culminate in a presentation at the end of the M3 year. At the conclusion of medical school, each Rush Medical College student will be the “Rush Medical College Expert” on their specific topic. Rush will support students who opt to publish their project with their faculty mentor. Potential publication types include case reports, book chapters, abstracts and research papers. During the M1 year, each medical student will identify a main theme they are interested in investigating throughout the three years of the project. Each year, students will be responsible for developing topics related to their theme. For each topic, the students identify and complete learning objectives, work with a faculty adviser and submit documentation to the faculty member who will provide advice, feedback and mentoring. Themes can be re-shaped learning objectives that correspond to their current course work. Offered: fall and spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 552 Capstone VII
The Capstone Project is a self-directed, longitudinal activity that will commence during the M1 year and culminate in a presentation at the end of the M3 year. At the conclusion of medical school, each Rush Medical College student will be the “Rush Medical College Expert” on their specific topic. Rush will support students who opt to publish their project with their faculty mentor. Potential publication types include case reports, book chapters, abstracts and research papers. During the M1 year, each medical student will identify a main theme they are interested in investigating throughout the three years of the project. Each year, students will be responsible for developing topics related to their theme. For each topic, the students identify and complete learning objectives, work with a faculty adviser and submit documentation to the faculty member who will provide advice, feedback and mentoring. Themes can be re-shaped learning objectives that correspond to their current course work. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 560 The Foundation of Medical Practice
Students are introduced to the structure and pedagogical methodology of the Rush Medical College preclinical curriculum. Students are introduced to the roles that define the Rush curriculum and how those roles function to organize the curriculum. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 561 Host Defense and Response
This course uses a multidisciplinary case based approach to the structure and function of cells, tissues and organs as they pertain to infectious diseases and the immune system in the normal and disease state. Students learn to identify alterations and underlying pathophysiology that occur in the disease state, the significance of symptoms, signs and other ancillary data. Students also learn appropriate diagnostic modalities in evaluation of infectious disease and diseases of the immune system. Students are expected to describe the mechanism of action and use of antibiotics, antivirals and biologic drugs for the treatment of these diseases. Students are also expected to construct differential diagnoses for common presenting symptoms in infectious disease. Students learn how to collect an appropriate history and conduct a relevant physical exam and to recognize abnormal findings in this exam. Students also learn key techniques in communicating with patients, families and colleagues. Finally, students examine epidemiological and socioeconomic aspects of infectious disease and diseases of the immune system and explore selected ethical issues related to the clinical cases presented in the course. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 563 Food to Fuel
This course will use a multidisciplinary case based approach to the structure and function of cells, tissues and organs as they pertain to the digestive system, metabolism of food components and nutritional status. Students will learn to identify alterations and underlying pathophysiology that occur in the disease state, the significance of symptoms, signs and other ancillary data. Students will also learn appropriate diagnostic modalities in evaluation of diseases that affect the digestive system and nutritional status. Students will be expected to describe the mechanism of action and use of pharmacological agents for the treatment of these diseases. Students will be expected to construct differential diagnoses for common

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presenting symptoms in diseases of the digestive system or that relate to nutritional status. Students will learn how to collect an appropriate history and conduct a relevant physical exam and recognize abnormal findings in this exam. Students will also learn key techniques in communicating with patients, families and colleagues. Finally, students will examine epidemiological and socioeconomic aspects of digestive system disease and nutritional status and explore selected ethical issues related to the clinical cases presented in the course. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

RMD - 563E Food to Fuel - Exam Makeup
Exam Makeup Only. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

RMD - 564 Movement and Mechanics
This course uses a multidisciplinary case based approach to the structure and function of cells, tissues and organs as they pertain to the digestive system, metabolism of food components and nutritional status. Students will learn to identify alterations and underlying pathophysiology that occur in the disease state, the significance of symptoms, signs and other ancillary data. Students also learn appropriate diagnostic modalities in evaluation of diseases that affect the digestive system and nutritional status. Students are expected to describe the mechanism of action and use of pharmacological agents for the treatment of these diseases. Students are also expected to construct differential diagnoses for common presenting symptoms in diseases of the digestive system or that relate to nutritional status. Students learn how to collect an appropriate history and conduct a relevant physical exam and recognize abnormal findings in this exam. Students also learn key techniques in communicating with patients, families and colleagues. Finally, students examine epidemiological and socioeconomic aspects of digestive system disease and nutritional status and explore selected ethical issues related to the clinical cases presented in the course. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

RMD - 565E Brain, Behavior and Cognition Exam Makeup
Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

RMD - 566 Reproduction and Sexuality
This course uses a multidisciplinary case based approach to the expression of human sexuality and to the structure and function of cells, tissues and organs as they pertain to the reproductive system. Students are expected to identify alterations and underlying pathophysiology that occur in the disease state, the significance of symptoms, signs and other ancillary data. Students also learn appropriate diagnostic modalities in evaluation of diseases that affect sexuality, reproductive systems, fetal development and renal function. Students are expected to describe the mechanism of action and use of pharmacological agents for the treatment of these diseases. Students are also expected to construct differential diagnoses for common presenting symptoms in diseases of the cardiovascular and renal systems and renal function. Students will learn how to collect an appropriate history and conduct a relevant physical exam and recognize abnormal findings in this exam. Students also learn key techniques in communicating with patients, families and colleagues. Finally, students examine epidemiological and socioeconomic aspects of the cardiovascular system and renal function in the normal and disease state. Students will learn to identify alterations and underlying pathophysiology that occur in the disease state, the significance of symptoms, signs and other ancillary data. Students also learn appropriate diagnostic modalities in evaluation of diseases that affect the cardiovascular and renal systems and renal function. Students will be expected to describe the mechanism of action and use of pharmacological agents for the treatment of these diseases. Students will be expected to construct differential diagnoses for common presenting symptoms of the multi-organ system diseases presented in this course. Students learn how to collect an appropriate history and conduct a relevant physical exam and to recognize abnormal findings in this exam. Students also learn key techniques in communicating with patients, families and colleagues. Finally, students examine epidemiological and socioeconomic aspects of multi-organ system diseases and explore selected ethical issues related to the clinical cases presented in the course. The second segment consists of a focused preparation for the USMLE Step 1 Examination. Students use the NBME CBIXSA, extensive on-line question banks and spaced timing study as resources to support an Individualized Study Plan developed in conjunction with and monitored by course faculty and staff. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

RMD - 569E Complex Cases Exam Makeup
Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

RMD - 570 Clinical Genetics I
The goal of this course is to enhance genomic education for medical students by employing a variety of pedagogical approaches. There will be a combination of literature review, as well as observation opportunities of genetic counseling sessions, including prenatal counseling, cancer, neurology and pediatric. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

RMD - 571 Clinical Genetics II
Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1

RMD - 574 Vital Fluids
This course will use a multidisciplinary case based approach to the structure and function of cells, tissues and organs as they pertain to cardiovascular system and renal function in the normal and disease state. Students will learn to identify alterations and underlying pathophysiology that occur in the disease state, the significance of symptoms, signs and other ancillary data. Students will also learn appropriate diagnostic modalities in evaluation of diseases that affect the cardiovascular and renal systems and renal function. Students will be expected to describe the mechanism of action and use of pharmacological agents for the treatment of these diseases. Students will be expected to construct differential diagnoses for common presenting symptoms in cardiovascular and renal diseases. Students will learn how to collect an appropriate history and conduct a relevant physical exam and recognize abnormal findings in this exam. Students will also learn key techniques in communicating with patients, families and colleagues. Finally, students will examine epidemiological and socioeconomic aspects of cardiovascular and renal diseases and explore selected ethical issues related to the clinical cases presented in the course. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No Credit(s): 1
Students learn how to collect an appropriate history and common presenting symptoms of hematologic diseases. Students examine epidemiological and socioeconomic aspects of hematologic diseases and explore selected ethical issues related to the clinical cases presented in the course. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 577 Introduction to Oncology
This course uses a multidisciplinary case based approach to the structure and function of cells, tissues and organs as they pertain to the respiratory system in the normal and disease state. Students will learn to identify alterations and underlying pathophysiology that occur in the disease state, the significance of symptoms, signs and other ancillary data. Students will also learn appropriate diagnostic modalities in evaluation of diseases that affect the respiratory system. Students will be expected to describe the mechanism of action and use of pharmacologic agents for the treatment of these diseases. Students will be expected to construct differential diagnoses for common presenting symptoms in respiratory system diseases. Students will learn how to collect an appropriate history and conduct a relevant physical exam and to recognize abnormal findings in this exam. Students will also learn key techniques in communicating with patients, families and colleagues. Finally, students will examine epidemiological and socioeconomic aspects of respiratory system diseases and explore selected ethical issues related to the clinical cases presented in the course. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 578 Vital Gases - Exam Makeup
Exam Makeup Only. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 576 Vital Gases - Exam Makeup
Exam Makeup Only. Offered: spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 576 Introduction to Hematology
This course uses a multidisciplinary case based approach to the structure and function of cells, tissues and organs as they pertain to the function and regulation of the hematologic system. Students learn to identify alterations and underlying pathophysiology that occur in the disease state, the significance of symptoms, signs and other ancillary data. Students also learn appropriate diagnostic modalities in evaluation of hematologic diseases. Students are expected to describe the mechanism of action and use of pharmacologic agents for the treatment of these diseases. Students are expected to construct differential diagnoses for common presenting symptoms of hematologic diseases. Students learn how to collect an appropriate history and conduct a relevant physical exam and to recognize abnormal findings in this exam. Students also learn key techniques in communicating with patients, families and colleagues. Finally, students examine epidemiological and socioeconomic aspects of hematologic diseases and explore selected ethical issues related to the clinical cases presented in the course. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 705 Health Equity Program: Global and Local Perspective
The Health Equity and Social Justice Leadership Program is a four-year, longitudinal curriculum focused on both global and local health equity issues. The program is designed to empower students with knowledge, skills and experiences that they can use to fight against health inequity throughout their careers. Students in the program will be immersed in a supportive environment through which they can collaborate with Rush community health and global health initiatives. For the first two years of the Health Equity program, students will participate in an elective composed of both classroom and community experiences, as well as a longitudinal project with a community organization. The third year will include a self-study curriculum as well as quarterly seminars. In the fourth year of the program, students will complete an equity-focused elective that can be global or local in addition to monthly seminars with local and national experts. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RMD - 720 Careers in Medicine
Students interested in the CMI elective will identify one specialty to pursue for the two-week clerkship. The students will be paired with one or two attendings for the two-week period. Students will be expected to spend 85% of their time with physicians participating in patient care to experience the daily life of a practitioner in both the inpatient and the outpatient settings as appropriate for the specialty. They will spend the remaining 15% of their time in independent study researching the specialty and completing exercises on the Careers in Medicine website. The specialties available will be those into which students can match upon graduation from medical school (either into a categorical or advanced program) including anesthesia, radiology, dermatology, pathology, physical medicine and rehabilitation, ophthalmology, cardiovascular surgery, neurosurgery, orthopedic surgery, otorhinolaryngology, radiology, urology. Specialties not eligible for this course include the core clerkships (psychiatry, neurology, family medicine, obstetrics and gynecology, pediatrics, surgery, internal medicine and emergency medicine). Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

RMD - 722 Clinical Bridge
This course is designed to bridge the gap between medical student knowledge and expectations of day-one interns. Through small group, case-based discussions, this elective will expose fourth-year medical students to common intern-level concepts with an emphasis on high yield information and the thought process that drives clinical reasoning. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RMD - 723 Medical Informatics
Students will be given an introduction to the field of clinical informatics and complete a research project in informatics. An overview of Healthcare Information Technology (HIT) will be provided with an emphasis on elements relevant to clinical careers and informatics research. Students will complete a research project evaluating an informatics application for efficacy, usability or impact on clinical outcomes. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RMD - 726 Mindfulness in Medicine
Mindfulness Based Stress Reduction is a curriculum taught for more than 30 years that teaches skills, drawn largely from mindfulness (or insight) meditation traditions, that promote the capacity for holding experience in non-judgmental awareness; and cultivates patience, compassion (to self and other), clarity during moments of emotional distress, quicker resolution of stress reactivity and creative responses to stressors. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 727 Advanced Medical Education
The role of physicians as care givers is deeply connected to their role as educators — of patients, of students and of peers. The goal of this elective is to introduce students...
to their role as teachers before they start residency and to better prepare them for this role. Students will participate in medical education across Rush Medical College. This is a longitudinal experience with course content and participation spanning across the 4th year. Students participating in the 4-week option will develop a work that is considered to be educational scholarship. This can include a video, a publication, a presentation or a poster. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

RMD - 731 Simulation in Health Care
This two- or four-week elective is designed in order to introduce the student to this modality of teaching. Students have the opportunity to understand the different learners in the hospital (nurses, medical students, residents, faculty, physicians, etc.) and how simulation may help with not only their own objectives, but also in interprofessional and interdisciplinary communication and teamwork. They will have the opportunity to participate, perform and assist in the use of medical simulation at both Rush and Cook County Hospital Simulation Labs. During the medical simulation labs, the student will help train physicians, nurses and medical students in the areas, including but not limited to ACLS, PALS, BLS, ATLS, resuscitative efforts, common pathological presentations and professional communication. They will learn applied methods of debriefing and assessment. This will serve as a beginning course on learning how to teach with simulation. Students are expected to develop two (for the two-week elective) or three (for the four-week elective) simulation cases. This project should function to help with a challenge in the hospital or a group of learners for the sake of quality assurance and/or patient safety. This may include a simulation case or a series of cases designed as a mini-curriculum for a set of learners. As a final project, evaluation - the student will run the course director through the simulation(s) and use proper debriefing techniques after the case has finished. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

RMD - 735 Health Care and Homelessness
There are innumerable health care disparities within the homeless community that many medical students want to address over the course of their careers. The Health Care and Homelessness elective is designed to have 4th year students develop the skills and knowledge necessary to practice social medicine, specifically as it relates to homeless health. Social medicine focuses on understanding how social and economic conditions impact health, disease and the practice of medicine, and on fostering conditions in which this understanding can lead to a healthier society. As such, the planned curriculum will have students rotate through Heartland Alliance Health’s federally qualified health centers and adjunct community resource sites. Objectives will span topics in housing, addiction, social services, benefits eligibility, mental health treatment structures, food and nutrition, harm reduction and trauma informed care. The breadth of experiences is intended to give students an understanding of the social determinants of health, as well as assist in answering relevant questions such as “How do we help patients obtain benefits?” and “How can we help our patients obtain housing?” Prerequisites: MED-703, NEU-701, OB&G-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

RMD - 737 Outpatient Multi-Subspecialty Elective
After the conclusion of a needs assessment, it was determined that there is a need for increased 4th year elective opportunities and ambulatory opportunities. This elective would afford third year or fourth year medical students a broad exposure to outpatient subspecialties, broad pathology and pathophysiology, one-on-one interaction with attending physicians, experience with some outpatient testing. Prerequisites: MED-703 or RMD-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

RMD - 749 Rush Integrated Clinical Experiences
This 12-week longitudinal course is designed to provide third-year medical students the opportunity to develop the necessary skills to become physicians who are able to excel in clinical medicine, education, research and service. The third (M3) year is a time of immersion in clinical medicine; this course provides for longitudinal coursework connecting clinical skills and knowledge to the many roles a physician plays. Students will explore the complex and integrated role of the physician as scholar, leader, collaborator, educator and advocate, among others, as they participate in this course. Students will also consider their personal and professional development, both as individuals and as members of the medical and larger community, as part of this course. This course allows students to develop skills in self-directed learning and integrate subjective and objective data into their learning plans in this course. Assessments include but not limited to mandatory attendance, participation and session evaluations. There is no written examination. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 1

RMD - 750 Transitions to Residency
This is a 12-week longitudinal course that is designed to provide fourth-year medical students the opportunity to gain the necessary skills to prepare and navigate the residency program placement process. Students will participate in enrichment activities that will assist in the preparation and completion of USMLE Step 2CK and Step 2CS. They will receive residency interview guidance in individual and small group sessions and subsequently participate in mock interviews. Additional course content may include thematic topics to complete Rush University Medical Center designated horizontal, vertical and role curriculum. Students will be required to submit a portfolio, including but not limited to: Letters of recommendation requests, noteworthy characteristics for MSPE, completion and submission of ERAS applications, including CV and personal statement. There is no written examination. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

RMD - 780 Basic Biomedical Research I
One of a two-course series, RMD-780 will introduce the student to various aspects of the theory and practice of biomedical research. Includes lectures, Journal Club, a written project proposal, practical experience and a written paper on a laboratory technique. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 1

RMD - 781 Basic Biomedical Research II
Pre- or Corequisite: RMD-780. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 784 Innovation in Medicine for Medical Professionals I
This course will offer first year medical students the opportunity to explore topics central to human-centered design, entrepreneurship and innovation in medicine. Students will learn the fundamental skill sets associated with these topics, as well as apply them toward their own ideas through class activities and a final project. Students will have the opportunity to learn from the experiences of local start-up company innovators within supplementary guest lectures. Utilizing the network of health care start-up company innovators established by the course director, Dr. Aggarwal, students will gain insight into the struggles encountered, strategies deployed and successes obtained by these start-up companies. Students will have networking opportunities with these individuals, where they can gain key insight into how to successfully bring an idea from the drawing board to fruition. Students will gain the foundation necessary to identify, brainstorm and implement innovative ideas in today’s complex health care environment. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 785 Innovation in Medicine for Medical Professionals II
This course will offer first year medical students the opportunity to explore topics central to human-centered design, entrepreneurship and innovation in medicine. Students will learn the fundamental skill sets associated with these topics, as well as apply them toward their own ideas through class activities and a final project. Students will have the opportunity to learn from the experiences of local start-up company
innovators within supplementary guest lectures. Utilizing the network of health care start-up company innovators established by the course director, Dr. Aggarwal, students will gain insight into the struggles encountered, strategies deployed, and successes obtained by these startup companies. Students will have networking opportunities with these individuals, where they can gain key insight to how to successfully bring an idea from the drawing board to fruition. Students will gain the foundation necessary to identify, brainstorm and implement innovative ideas in today’s complex health care environment. Prerequisite: RMD-784. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

RMD - 900 Independent Study
Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1-2

RMD - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

SBB - 560 Human Blood Group Systems and Principles
Focus on human blood group systems, biochemistry, inheritance, serologic activity, clinical significance and disease associations. Topics include, but are not limited to, fundamentals of immunology, molecular biology, red blood cell structure, genetics, antibody identifications as they relate to blood group systems. Taught only online. Extensive computer use required. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

SBB - 561 Clinical Immunohematology and Transfusion
Focus on transfusion medicine practice and therapy. Topics include, but are not limited to, human circulatory system, effects of shock, blood component therapy, special transfusion, perinatal, neonatal and pediatric transfusion practice, hemolytic disease of the newborn, transplantation, anemia, infectious and noninfectious complications of blood transfusion. Taught only online. Extensive computer use required. Prerequisites: General knowledge of immunohematology and consent of the instructor. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SBB - 562 Blood Procurement and Blood Product Manufacturing
The focus of this course is on theoretical and practical concepts used in human blood procurement and blood product manufacturing. Topics include, but are not limited to, red blood cell and platelet preservation, the oxygen dissociation curve, basic coagulation, allogeneic and autologous blood donor selection, whole blood collection and component preparation, labeling, storage, distribution and use, donor testing, transfusion infectious diseases, storage lesions, hematopoietic progenitor cell (HPC) collection and use. Taught online. Extensive computer use required. Offered: spring. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 2

SBB - 563 Blood Bank/Transfusion Service Operation
Review of theoretical and practical concepts used in blood bank and transfusion service operation. Topics include, but are not limited to, safety and federal regulatory requirements, disaster management, administration of blood components process validation, automation, human resources management, budgeting, competency assessment. Focus on quality management systems, QC, QA, QM, blood utilization management, error management. Taught online. Extensive computer use required. Offered: spring. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 3

SBB - 564 SBB Project and Clinical Practicum
Independent investigation of a topic relevant to an area in immunohematology. Student will submit a written research paper as well as prepare and deliver a presentation based on the topic selected. Field experience under supervision of a professional expert in a blood center and/or hospital transfusion service setting is required for the clinical practicum. Clinical sites include, but are not limited to, apheresis centers, donor centers, stem cell processing centers and transfusion service centers. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SBB - 565 Blood Bank Comprehensive Review
A comprehensive review and exam are provided for students completing the SBB program and who are eligible to sit for the ASCP SBB certification examination. Taught only online. Extensive computer use required. Offered: summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 2

SBB - 900 Independent Study
Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 1

SBB - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 1

SLP - 503L Auditory Skills Lab for the Speech-Language Pathologist
This course reviews the anatomy and physiology of hearing and the basics of hearing science for the speech-language pathologist. Types of hearing loss, forms of hearing assessment and principles of prevention, intervention and rehabilitation are presented as foundations for practicing speech-language pathologists. Skills related to assessment and interventions are developed through laboratory activities. Course may be audited by thesis-track students. Prerequisites: SLP-506L and SLP-537L. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 1

SLP - 506L Clinical Methods Lab
This course emphasizes basic clinical methods and skills for beginning graduate students in speech-language pathology with an emphasis on assessment and evidence-based intervention. Topics include: Principles of speech and language pathology, speech production, voice, perceptual assessment, auditory processing, receptive and expressive language, augmentative and alternative communication, voice, motor-speech and or swallowing impairments. Practicum students will examine and apply therapeutic, counseling and report-writing skills for early practicum experiences. Relationships of speech-language pathology to health care, education and other professions are examined. Introductory experiences include exposure to patients and clients across the life span and from diverse cultural backgrounds, in a variety of on-campus settings. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 2

SLP - 510 Professional Issues in Speech-Language Pathology
This course provides an overview of professional issues for speech-language pathologists. Topics include regulatory guidelines, licensure, scope of practice, professional code of ethics, health care reimbursement and fiduciary responsibility, risk management and legal issues, effective communication skills, best professional practice (HIPAA, FERPA) and other current professional areas. Course may be audited by thesis-track students. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 2

SLP - 511P SLP Practicum I
This is a supervised on-campus clinical experience with patients and clients presenting with speech, language, cognitive-communication, voice, motor speech and/or swallowing impairments. Practicum students will examine and apply evaluative, therapeutic, counseling and report-writing skills for early practicum experiences. Relationships of speech-language pathology to health care, education and other professions may be an opportunity for students as appropriate. Relationships between speech-language pathology and health care, education and other professions are examined. Introductory experiences include exposure to patients and clients across the life span and from diverse cultural backgrounds, in a variety of on-campus settings. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 1

SLP - 512P SLP Practicum II
This is a supervised clinical experience with clients/patients/students presenting with speech, language, cognitive-communication, voice, motor-speech and or swallowing impairments. Practicum students demonstrate evaluative, therapeutic, counseling and report-writing skills for early practicum experiences. Relationships of speech-language pathology to health care, education and other professions may be further examined. Experience includes patients/clients/students across the life span and from diverse cultural back grounds, in a variety of settings. Opportunities for continuous professional and interprofessional education (IPE) and development to enhance team performance and outcomes are available. Prerequisites: SLP-506L and SLP-510P. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Yes. Credit(s): 2

SLP - 513P SLP Practicum III
This is a supervised clinical experience with patients, clients and students presenting with speech, language, cognitive-communication, voice, motor-speech and or swallowing impairments.
impairments. Students further develop evaluative, thera-
pic, counseling and report-writing skills. Relationship of
speech-language pathology to health care, education and
other professions is further examined. Experience includes
patients, clients and students across the life span and from
diverse cultural back grounds, in a variety of settings.
Opportunities for continuous professional and interprofes-
sional education and development to enhance team perfor-
mance and outcomes are available. Prerequisites: SLP-508L,
SLP-512P and SLP-512P. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3-6

SLP - 521 Language Disorders in Children I: Birth Through Age Five
This course covers language development and disorders from birth through five years of age. Students learn defini-
tions and characteristics of both primary and secondary
language disorders, including autism spectrum disorder.
Assessment and intervention techniques across the devel-
oping period will be presented. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SLP - 522 Language Disorders in Children II: Age Six Through Ado-
lescence
This course covers language development and disorders in children aged 6 years and older. Primary and secondary
language disorders in both oral and written modalities are
presented. Skills for assessment and intervention will be
developed. Prerequisite: SLP-521. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SLP - 523L Instrumentation Lab
This is a lab course, which focuses on hands-on learning of
various instruments that are routinely used in diagnosis and
treatment of speech and voice disorders in clinical and
research settings. The course will serve as an introduction to
the use of digital technology to document assessment findings and provide outcome data for clinicians. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

SLP - 524 Fluency, Dysfluency and Stuttering
This course addresses developmental and acquired fluency disorders. Current research findings on stuttering will be
discussed. Students learn to describe pertinent character-
istics of speech fluency, identify the presence of a clinically
significant fluency problem and determine etologic and
maintaining factors. Differential diagnosis of neurogenic and
psychogenic stuttering will also be discussed. Strategies and
approaches for prevention and management are considered.
Course may be audited by thesis-track students. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

SLP - 526 Speech Sound Disorders
This course covers development and disorders of speech sound production in pediatric populations. Possible etolo-
gies and subtypes, including childhood apraxia of speech, are
discussed. Assessment skills are developed. Theories and
procedures of contemporary interventions are presented.
Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

SLP - 535 Clinical Issues in Cultural and Language Diversity
This course surveys topics in cultural and linguistic diversity relevant to clinical practice in the profession of speech-
language pathology. It is designed to extend students’ founda-
tional clinical knowledge to diverse populations, including
individuals who speak nonmainstream dialects and those
who speak a language other than, or in addition to, English.
Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

SLP - 537L Anatomy Lab
This course reviews the anatomy and physiology of the
speech systems of respiration, phonation and articulation in
the context of studying the human body through cadaver
specimens. This one-hour weekly laboratory experience is
supplemented by didactic information focusing on the
physiology of speech production and swallowing. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

SLP - 540 Head and Neck Cancer Management
This course covers the unique challenges of evaluating and
treating speech, voice and swallowing disorders resulting
from treatment for head and neck cancer. Basic understand-
ing of surgical and chemoradiation effects and all forms of
alaryngeal speech are studied. Emphasis will be placed on
communication and swallowing evaluations and rehabilitation
using case studies. A team approach to patient care will be
stressed. Course may be audited by thesis-track students.
Prerequisites: SLP-523L and SLP-537L. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

SLP - 542L Tracheostomy and Ventilator Lab Ventilator Dependent Patients
This lab-based course covers the unique challenges of
evaluating and treating speech, voice and swallowing impair-
ments demonstrated by patients requiring tracheostomy
and/or ventilator support. Course may be audited by thesis-
track students. Prerequisites: SLP-526L and SLP-537L. Offered: summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

SLP - 558 Dysphagia
This course covers the normal anatomy and physiology of
swallowing, evaluation of disordered swallowing and manage-
ment/rehabilitation of swallowing disorders. Topics include
clinical and imaging evaluations with special emphasis on
videofluoroscopic swallow study procedures and analysis
and evidenced-based rehabilitation protocols and advoca-
tive modalities. Swallowing disorders in various populations
across the age span are discussed. Prerequisites: SLP-523L
and SLP-537L. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SLP - 562 Craniofacial Anomalies and Genetic Syndromes
This course covers the embryology, anatomy and physiol-
ogy of normal and abnormal development of orofacial struc-
tures. The focus is on cleft-palate and craniofacial anomalies
with associated syndromes. Surgical, dental, audiological and
feeding aspects are addressed. Speech, language and reso-
nance evaluation and intervention strategies are discussed
with a focus on current literature. The emphasis is on a
multidisciplinary approach to treatment through the cranio-
facial team. Course may be audited by thesis-track students.
Prerequisites: SLP-523L and SLP-537L. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SLP - 563 Voice Disorders
This course examines the acoustic, perceptual and
physiologic dimensions of normal and abnormal voice.
Predisposing, precipitating and perpetuating etologic fac-
tors are considered. Skills for assessment, differential dia-
agnosis and management of hyperfunctional, psychogenic and
organic voice disorders are developed. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SLP - 564 Aphasia
Adult onset aphasia, apraxia of speech and related language
disorders are examined. Emphasis include theoretical
foundations, neuropsychology and audiology, assessment/diagnosis and clinical management.
Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SLP - 567 Dysarthria
This course will focus on the diagnosis and treatment of a
group of speech disorders that affect either single or com-
bined speech subsystems of respiration, phonation, reso-
nance, articulation and prosody. The speech disorders are
caused by changes in speech musculature or its movement
patterns due to central or peripheral nervous system dam-
age. This course includes lectures, class discussions, labora-
tory work, hands-on class projects and literature review
papers. Prerequisites: SLP-523L and SLP-537L. Offered:
spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SLP - 568 Cognition of Acquired Language and Communication Disorders
This course examines the attentional, memorial, linguistic
and executive processes involved in language and com-
munication functioning. The language and communication
characteristics of individuals presenting with neurologic
conditions that alter these processes are also described.
Assessment and treatment of these disorders is presented.
Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 3

SLP - 568 Topics in Research Methods in Communication Disorders
This course is a supplement to CHS 610, the common
research methods course for the College of Health Sciences.
It is intended to cover topics other than those in the
common core course that are important to audiology and
speech-language pathology professionals. Content includes
an introduction to systematic reviews and meta-analysis
and single subject research designs, with a focus on quality
indicators and evidence-based practice in communication
disorders. Offered: spring. Retake Counts for Credit: No.
Pass/No Pass Grading Allowed: No. Credit(s): 1
SLP - 589P SLP Practicum IV
This is an advanced clinical experience with clients/patients/students presenting with speech, language, cognitive-communication, voice, motor-speech and/or swallowing impairments. Students will develop and integrate evaluative, therapeutic, counseling and report-writing skills with patients/clients/students across the life span and from diverse cultural backgrounds, in a variety of settings. Relationship between speech-language pathology and health care, education and other professions is further examined. Opportunities for continuous professional and interprofessional education (OPE) and development to enhance team performance and outcomes are available. Prerequisite: SLP-539P. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 5-6

SLP - 590P SLP Practicum V
This is an advanced supervised clinical experience with clients, patients and students presenting with speech, language, cognitive-communication, voice, motor-speech and-or swallowing impairments. Practicum students further develop and formulate evaluative, therapeutic, counsel- ing and report-writing skills and procedures for advanced practicum experiences. Relationship of speech-language pathology to health care, education and other professions is further examined. Experience includes patients, clients and students across the life span and from diverse cultural back-grounds, in a variety of settings. Opportunities for continuous professional and interprofessional education (OPE) and development to enhance team performance and outcomes are available. Prerequisite: SLP-589P. Offered: spring. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 8-10

SLP - 592 Applied Topics in Communication Disorders
Scientific, clinical and professional issues in audiology and speech-language pathology are examined using a variety of formats that include student case presentations presented in a clinical rounds format, expert guest speakers and journal club. Oral presentation skills as well as analytical and clinical problem-solving skills are highlighted. Offered: fall. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

SLP - 598 Thesis
Under the guidance and direction of a faculty member and committee, the student originates, proposes and executes a scientific investigation. Emphasis is on a review of current research literature and appropriate research design and methods in support of the stated research objectives. These projects reflect a high degree of scholarship. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 2

SLP - 900 Independent Study
This independent study course will give a student the opportunity to pursue an area of study not commonly included in the curriculum. Independent study is often the initial focused study of a student interested in completing a master’s thesis project. Those students interested in pursuing an independent study must meet with a faculty member to discuss, define and document the coursework and expectations for this experience. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1-6

SLP - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to all students admitted or re-admitted for fall 2015 or later. Doctoral students should follow program requirements for continuous enrollment and degree completion. Students who have not completed their degree requirements are required to maintain Continuous Enrollment through the college of their program until the degree is earned. Continuous Enrollment courses are graduate level courses set up by departments at Rush University for students who need to remain actively enrolled in the University while they finish their graduate work. Offered: fall, spring and summer. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed: No. Credit(s): 1

SUR - EXM Surgery Exam Remediation
Remediation of course examination. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 8

SUR - REM Surgery Clinical Remediation
Remediation of clinical weeks. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 8

SUR - 701 Core Clerkship: Surgery
The Core Clerkship in Surgery will consist of an eight-week general surgery component in the M3 year. During Surgery, the principles of preoperative and postoperative care, diagnosis of surgical disease, indications for surgery, recognition and response to surgical emergencies and the physiological principles of surgery are stressed through the case study method. Students will be involved in the care of approximately three patients per week. Technical experience is provided in the operating rooms and clinical skills lab. Outpatient clinics, lectures and conferences provide additional direct contact with faculty. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 8

SUR - 710 Subinternship: General Surgery
Under supervision, the student assumes many of the duties and responsibilities of a resident physician. This includes responsibility for preoperative and postoperative care, participation in surgery and rotating on the night on-call schedule. On-call responsibilities for the surgical sub-intern are at the level of the first year resident, namely, sub-interns will be the first member of the surgical team to see in-hospital consults, emergency room patients and answer calls from the nurses. They will be supervised by in-house residents. The work is primarily with hospitalized patients; however, there is an opportunity to work with ambulatory and elective surgical patients. Independent library investigative projects are assigned. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

SUR - 711 Cardiovascular Surgery
This course emphasizes the clinical diagnosis and surgical management of adult and pediatric cardiac disorders. Preoperative evaluation, including review of cardiac catheterization data, intraoperative management and postoperative care are discussed at conferences and in the operating room. Indications for surgery, preoperative evaluation and postoperative care are discussed at patient rounds, in conferences and on an individualized basis. Prerequisites: SUR-701 and SUR-796. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

SUR - 712 Surgical Intensive Care
This rotation exposes the experienced student to comprehensive preoperative care of critically ill surgical patients. Application of advanced life support techniques, including vaso-active drugs, mechanical aids to circulation, pacemaker and respiratory therapy are reviewed. Pathophysiologic discussion and integration with cardiopulmonary analysis of data obtained from invasive monitoring are emphasized. Radiologic, medical and surgical aspects of critical care medicine are also incorporated. Students will attempt to function as sub-interns with direct patient responsibilities. Prerequisites: MED-703 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

SUR - 713 Peripheral Vascular Surgery
This course emphasizes the clinical non-invasive labora- tory and radiologic diagnosis of peripheral vascular disor- ders considered for surgical management. Indications for surgery, preoperative evaluation and postoperative care are discussed at patient rounds, in conferences and in the operating room. This rotation allows extensive time in the operating room with open cases. The student will work closely with the Vascular Fellow and Attendings. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

SUR - 716 Plastic and Reconstructive Surgery
The primary goal of this clerkship is to provide an introduction to the surgical subspecialty of plastic and reconstructive surgery in as many of its various elements and diverse applications as possible. Plastic surgery covers a broad array of surgical/medical problems, including wound healing; burns, both acute and long-term care; congenital anomalies such as cleft lip and palate and other craniofacial defects; breast surgery, including breast reduction, augmentation and reconstruction following mastectomy, microsurgical procedures for a free flap transfer, nerve repair and other means of tissue transposition; hand surgery, ranging from acute industrial accidents to long-term rehabilitation for neuromuscular problems; care of facial fractures, both acute and delayed repair; care for trunk and extremity problems,
relating both to trauma and tumor extirpation; and aesthetic surgery of the face, extremities and trunk. Prerequisite: SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

SUR - 721 Pediatric Surgery
The pediatric surgery elective is available to fourth year medical students. The students that can benefit most from this rotation include students interested in general surgery and pediatrics. The elective will provide an opportunity to become familiar with the pathogenesis, diagnosis and management of common conditions requiring surgery in the neonatal and pediatric population. Prerequisites: MED-703, NEU-701, OBG-703, PED-703, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

SUR - 751 Orthopedics
This fourth-year elective rotation in Orthopedic Surgery is intended for students considering a career path requiring knowledge of musculoskeletal problems. Students are assigned to work with individual attendings on the Adult Reconstructive Service, Foot-Ankle–Hand Service, Sports Medicine Service, Pediatric and Tumor Service or the Spine Service. Students work with individual attendings in an office clinic setting, assist in surgery and round on inpatients. Students are required to attend the various clinical and resident education conferences. Educational goals include review of functional anatomy, understanding of injury triage and concepts of treatment. Prerequisite: SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

SUR - 752 Orthopedic Research
Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student's activities, responsibilities, amount of supervision and the specific dates of the rotation. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the Office of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks? maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Medical Student Programs. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4

SUR - 731 Pain Management
This rotation exposes the experienced student to the care and management of patients with low back pain, posther- petic neuralgia, complex regional pain syndrome and other common pain problems. This is a busy office setting where students will see new and returning patients to take histories, perform physical exams and assist in various nerve block procedures. Student will function as a junior house officer. Prerequisite: SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

SUR - 757 Principles of Ophthalmology
The purpose of this course is to acquaint students with the surgical specialty of ophthalmology. They will learn basic ophthalmic terminology, history and examination principles, attend daily rounds and other didactic sessions and observe surgery. It is intended that the students will not only learn techniques of examination which will be useful in their own medical practices but will also understand the capabilities and limitations of the ophthalmologist in order to make better use of ophthalmic consultations. This clerkship may also be taken as a four-week clerkship if prior approval is received from Jack A. Cohen, MD, the associate chairperson for Education in the Department of Ophthalmology (Jack_A_Cohen@rush.edu). During the second two-week period, the student will gain experience in performing history and physical examinations and will work up patients to present to resident and attending physicians. The student will learn to perform more sophisticated techniques of examination, including slit lamp funduscopic examination and indirect ophthalmoscopy. In general, the student will gain hands-on experience in ophthalmic examination, diagnosis and therapy. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

SUR - 759 Otolaryngology
Clinical experience is provided in the diagnosis and management of patients with diseases of the ear, nose, throat, head and neck. Office practice, in addition to the care of hospitalized patients, provides the basis for clinical instruction, with emphasis on case study and proper use of instruments. Departments of Pathology, Radiology and Otolaryngology Conferences and Journal Club are included. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

SUR - 761 Surgical Oncology
Concentrated experience in the surgical diagnosis and management of patients with tumors is provided. Correlation of surgical problems with anatomic and pathological physiology is stressed, including examination of gross and microscopic tissue. Attention to the tumor clinic and tumor conference is required. Students may also enroll in this clerkship for six weeks by contacting the Office of Medical Student Programs. Prerequisite: SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4-6

SUR - 765 Colon and Rectal Surgery
Close one-on-one instruction between the student and physician in an apprentice-teacher relationship. The student accompanies the physician in all outpatient clinic office hours, as well as surgical procedures and hospital rounds. This involves spending approximately 15 hours per week in a clinic environment, assisting in approximately 50 surgical and endoscopic procedures over the month and daily in-hospital rounds. No night call required. The grade will be determined by an exam essay, course clinical evaluations, submitted history and physical exams and classroom participation. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4-6

SUR - 771 Thoracic Surgery
The diagnosis, operative and postoperative care of patients with pulmonary and esophageal disorders are studied in both hospitalized and ambulatory patients. In addition, students assist in patient care and topics are assigned for discussion. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2-4

SUR - 781 Research in Surgery
Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student's activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the Office of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks? maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Medical Student Programs. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 4-6
SUR - 782 Research in Anesthesiology
Students may arrange research rotations individually with faculty at Rush. In order to receive credit for such a rotation, the person to whom the student will be responsible must write a letter describing the student’s activities, responsibilities, amount of supervision and the specific dates of the rotation. Credit toward graduation is granted assuming that the research project is ongoing throughout the academic year. Students must submit a proposal to the Office of Clinical Curriculum for approval at least eight weeks before the rotation and must have written approval from the Office of Clinical Curriculum before beginning the rotation. Research rotations are scheduled for a minimum of four weeks of credit with the expectation that the full project will extend beyond the formal course duration. Depending on the proposal, the weeks of credit may or may not apply to the rule of eight weeks maximum credit for coursework in a single subspecialty. This decision is at the discretion of the Office of Medical Student Programs. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2-4

SUR - 793 Acute Pain and Regional Anesthesia
This two or four-week elective is designed for fourth year medical students. It provides students an opportunity to: demonstrate an understanding of the anatomical and physiological basis for regional anesthetic interventions; demonstrate basic competency with the utilization of ultrasound to identify key anatomical structures for common regional anesthetic procedures; demonstrate professionalism in daily interactions with patients in the perioperative setting; demonstrate effective communication and collaboration with the interprofessional health care team in the perioperative setting; demonstrate the capacity for self-directed learning, including the identification of knowledge gaps and the formulation of specific questions related to perioperative patient care; demonstrate knowledge about indications for appropriate consultation for the acute pain service. By the end of this rotation, the student will formulate a pain management plan for the perioperative patient; participate in patient care alongside the acute pain service at a senior care level; demonstrate knowledge about indications for appropriate consultation for the acute pain service.

SUR - 795 Anesthesiology
The program enables medical students to learn airway management, recognize circulatory inadequacy and initiate support of the failing circulation; induce topical and infiltrative anesthesia safely; understand the actions and interactions of depressant and stimulant drugs commonly encountered or used by anesthesiologists; and participate in preoperative evaluation preparations of surgical and obstetric patients. Prerequisites: MED-701, OBG-703, SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

SUR - 796 Transplantation
The clinical aspects of transplantation, including donor and recipient surgery and preoperative and postoperative care are studied. The student participates in organ preservation and care as well. Seminars on the fundamental and clinical aspects of transplant immunology are held. Prerequisite: SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

SUR - 798 Trauma/Critical Care Surgery
This rotation is designed to provide the fourth year medical student with an in-depth clinical experience in the care of injured patients. Critical decision making and surgical treatment are the key elements taught during resuscitation, operative management and the critical care phase. The student will follow patients from the ambulance to their discharge home. Multilevel supervision and teaching are available from attending physicians and residents. Prerequisites: MED-703, NEU-701, OBG-703, PED-701, PSY-701, RMD-701 and SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4

SUR - 808 Trauma/Critical Care Surgery
The Cook County Trauma Unit is one of the busiest urban trauma centers in the nation and offers an exceptional clinical experience for both medical students and residents. The trauma surgery rotation is designed to provide the senior-level medical student with an in-depth clinical experience in caring for the severely injured patient. The clerkship focuses on the initial management and associated decision-making, the necessary procedures and operative interventions and the critical care necessary for survival of the trauma patient. The student is expected to take an assertive role in patient care from the initial encounter with EMS until the patient is discharged from the hospital. Multi-level supervision and guidance is provided by the attending physicians and residents as well as the clinical support staff. Prerequisite: SUR-701. Offered: fall, spring and summer. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 4-8

VAS - 305 Vascular Anatomy, Physiology and Pathophysiology
This course is a detailed survey of the large, small and microscopic vasculature of the human body, including variations. Surrounding structures are also studied in their relationship to the vasculature. The purpose and normal mechanism of arterial and venous systems are explored. Disease mechanisms of a wide variety of disorders of arteries and veins are examined, with emphasis on those diseases that can be assessed by noninvasive vascular studies. Risk factors, symptoms and treatment of these pathophysiologic processes will also be presented. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

VAS - 310 Patient Care
Vascular sonographers interact with patients continually throughout the workday. Patient care responsibilities include physical care and comfort as well as respectful communication and interactions with all patients, all patients in both health and disease are examined in order to make the sonographer more conscious of interactions in a diverse world. Activities are provided to practice patient care and safety skills that students may encounter in a vascular lab, such as, but not limited to, patient transport and comfort, CPR training, universal precautions, infection control and wound wrapping. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

VAS - 320 Ultrasound Physics and Physical Principles I
This is the first of two courses in ultrasound physics and principles. The topics covered in this course include the basic parameters of sound and ultrasound, B-mode ultrasound, the Doppler effect, continuous and pulsed wave Doppler, color flow, basic hemodynamics and ergonomics in the vascular lab. Math equations are utilized to examine the relationships of variables in the physics concepts. The relationship of these principles to guide appropriate, efficient and intelligent use of the instrument controls is emphasized. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 2

VAS - 320L Physics and Instrumentation Lab
Students will actively learn basic ultrasound techniques and use of equipment controls in this lab course. Duplex ultrasound controls for B-mode, Doppler and color image production will be utilized by students to create interpretable images and waveforms. Scanning skills such as appropriate vessel orientation, moving from transverse to longitudinal view on vessels, scanning in long and transverse planes, appropriate ergonomics, are also covered. Student efficiency and problem solving in use of equipment controls are evaluated in the lab proficiency exams. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: No. Credit(s): 1

VAS - 325 Ultrasound Physics and Physical Principles II
This is the second of two courses in ultrasound physics and instrumentation. A continuation of the basic principles of B-mode, pulsed wave and color Doppler are discussed emphasizing the components of the duplex scanner. Math equations are utilized to examine the relationships of variables in the physics concepts. The interaction of ultrasound
and tissue, including ultrasound artifacts and bio-effects are also examined. Prerequisite: VAS-320. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

VAS - 330 Venous Ultrasound Procedures
The theories, techniques and processes for performing deep vein thrombosis (DVT), chronic venous insufficiency (CVI) and ven mapping (VM) studies of the lower and upper extremities are covered in this didactic course and practiced in the related laboratory courses VAS-345L and VAS-350L. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

VAS - 330L Venous Ultrasound Procedure Lab
The venous ultrasound techniques and procedures for LE DVT duplex ultrasound learned in the didactic course will be practiced on models in the student laboratory. Scanning activities will include history taking, data analysis, reporting and problem-solving, and appropriate ergonomic considerations. Chronic venous insufficiency, ven mapping and upper extremity procedures will be practiced in VAS-345L. Advanced Procedure Labs. Students will observe actual patient exams in the hospital laboratory. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

VAS - 340 Arterial Physiologic and Duplex Procedures
The theories, techniques and processes of performing cerebrovascular studies using duplex ultrasound of intracranial arteries and transcranial Doppler (TCD) for intracranial arteries are covered in this course. Topics also include anatomy, diseases, terminology, indications, patient history taking, diagnostic criteria, reporting, treatment and problem-solving procedures. These skills will be addressed in this didactic course and practiced in the related laboratory course. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

VAS - 345L Advanced Duplex Ultrasound Procedures Lab
Advanced vascular procedures, including upper extremity venous, chronic venous insufficiency, vein mapping and lower extremity arterial duplex techniques and photoplethysmography (PPG) venous reflex exams are practiced in this course. The advanced vascular procedures, appropriate ergonomic considerations, data analysis and problem-solving will be practiced on models in the laboratory using duplex and PPG equipment. Students will observe actual patient exams in the hospital's outpatient vascular lab. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

VAS - 350 Cerebrovascular Procedures
The theories, techniques and processes of performing cerebrovascular studies using duplex ultrasound of intracranial arteries and transcranial Doppler (TCD) for intracranial arteries are covered in this course. Topics also include anatomy, diseases, terminology, indications, patient history taking, diagnostic criteria, reporting, treatment and problem-solving procedures. These skills will be addressed in this didactic course and practiced in the related laboratory course. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

VAS - 350L Cerebrovascular Procedures Lab
The extracranial duplex ultrasound and intracranial (TCD) techniques and procedures will be practiced on models in the student vascular lab. Scanning activities will be emphasized but activities also include history taking, data analysis, reporting and problem-solving. Students will observe actual patient exams in the hospital laboratory. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

VAS - 360 Abdominal Vascular Procedures Class and Lab
Duplex ultrasound procedures used to assess the aorta, iliac, renal, mesenteric, inferior vena cava and hepatoportal vessels will be addressed in this course. Topics also include anatomy, diseases, terminology, indications, patient history taking, diagnostic criteria, reporting, treatment and problem-solving procedures. The abdominal vascular procedures will be practiced on models in the laboratory using duplex equipment. Scanning activities will be emphasized but activities also include history taking, data analysis, reporting and problem-solving. Students will observe actual patient exams in the hospital laboratory. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

VAS - 370 General Pathophysiology
Pathologic processes for general and organ system pathophysiology in the human body are covered in this course, including the manifestations of disease, etiology, pathogenesis, clinical features, diagnostic tools, prophylactic and therapeutic options. This is an online course comprised of primarily distance learning with some face to face activities on campus. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

VAS - 380 Professional Practices in Ultrasound
This course is designed to prepare students for a career in vascular ultrasound by generating knowledge and skills in a broad overview of topics that will assist in their professional development under four general headings: professional standards and resources, laboratory management, personal professional skills and applying ethical principles. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 3

VAS - 390 Introduction to Research
The student is expected to be a lifelong learner, evaluate research and data reports and contribute to the knowledge base of the field. This course addresses basic knowledge and understanding of the methods of research available and how to use them. It introduces the student to research processes, basic analysis of research papers, evidence-based practice and the application of quality improvement information. Test validation accuracy procedures, including calculations, are also covered. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 2

VAS - 400 Independent Study
Independent study courses give students a unique opportunity to pursue a course of study not commonly included in the curriculum. If you are interested in pursuing an independent study, meet with the faculty member you want to work with to define the coursework and expectations. Retake Counts for Credit: Yes. Pass/No Pass Grading Allowed. No. Credit(s): 1

VAS - 411 Clinical Skills in Vascular Ultrasound I
In this clinical course, the student learns to perform vascular exams on patients in the first clinical rotation in the program. A plan of practice focuses the student on learning particular types of vascular exams from a list of required and elective patient exams according to the program's clinical experience handbook. The student will first observe, then perform sections of the planned vascular exams on patients and go on to perform complete exams under the supervision of the clinical instructor. Prerequisites: Students must successfully complete the required first year courses (C grade or higher) prior to this clinical course. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

VAS - 412 Clinical Skills Vascular Ultrasound II
In this clinical course, the student continues to learn to perform vascular exams on patients. A plan of study for the rotation focuses the student's learning activities on particular required and elective patient exams according to the clinical experience handbook. Students will first observe, perform sections and finally perform complete vascular exams as their skills improve under supervision of a clinical instructor. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 7

VAS - 413 Clinical Skills-Vascular Ultrasound III
In this clinical course, the student continues to learn to perform vascular exams on patients from the list of required and elective patient exams according to the clinical experience handbook. Students will first observe, perform sections and finally perform complete vascular exams as their skills improve under supervision of a clinical instructor. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 8

VAS - 421 Professional Skills I
Students will practice professional skills during each semester of the senior year at clinical sites and be evaluated on particular characteristics such as honesty/integrity, interrelationships with patients and staff, communication, cleanliness, initiative, efficiency, confidence, judgement, constructive criticism, learning from mistakes, professional growth, HIPAA compliance, patient mindfulness and personal responsibility. Retake Counts for Credit: No. Pass/No Pass Grading Allowed. No. Credit(s): 1

VAS - 422 Professional Skills II
Students will practice professional skills during each semester of the senior year at clinical sites and be evaluated on particular characteristics such as honesty/integrity, interrelationships with patients and staff, communication, cleanliness, initiative, efficiency, confidence, judgement,
constructive criticism, learning from mistakes, professional
growth, HIPAA compliance, patient mindfulness and per-
sonal responsibility. Retake Counts for Credit: No. Pass/No
Pass Grading Allowed: No. Credit(s): 1

VAS - 423 Professional Skills III
Students will practice professional skills during each
semester of the senior year at clinical sites and be evalu-
ated on particular characteristics such as honesty/integrity,
interrelationships with patients and staff, communication,
cleanliness, initiative, efficiency, confidence, judgement,
constructive criticism, learning from mistakes, professional
growth, HIPAA compliance, patient mindfulness and per-
sonal responsibility. Retake Counts for Credit: No. Pass/No
Pass Grading Allowed: No. Credit(s): 1

VAS - 441 Senior Topics / Cases I
Students will prepare, write and present multiple case stud-
ies from the patient exams they have performed at their
clinical sites. Students will also attend lectures on advanced
topics. Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 1

VAS - 442 Senior Topics / Cases II
Students will prepare, write and present multiple case stud-
ies from the patient exams they have performed at their
clinical sites. Students will also attend lectures on advanced
topics. Retake Counts for Credit: No. Pass/No Pass Grading
Allowed: No. Credit(s): 1

VAS - 443 Senior Topics III/Comprehensive Review
Students will attend multiple review classes in preparation
for the comprehensive Rush comprehensive exam and the
ARDMS credentialing exams. Students are required to sub-
mit a case study abstract to the national professional and
complete the national credentialing examinations. Retake
Counts for Credit: No. Pass/No Pass Grading Allowed: No.
Credit(s): 1

VAS - 451 Cumulative Clinical Skills in Vascular
Ultrasound I
After students master clinical skills in newly learned patient
exams with a passing grade, they must continue to demon-
strate consistent performance at an appropriate skill level.
During this course, students will continue to perform previ-
ously learned clinical skills at new and/or current clinical
sites, demonstrating their ability to adjust to new protocols
and clinical settings and be evaluated for proficiency in
these skills each semester. Retake Counts for Credit: No.
Pass/No Pass Grading Allowed: No. Credit(s): 4

VAS - 452 Cumulative Clinical Skills in Vascular
Ultrasound II
After students master clinical skills in newly learned patient
exams with a passing grade, they must continue to demon-
strate consistent performance at an appropriate skill level.
During this course, students will continue to perform previ-
ously learned clinical skills at new and/or current clinical
sites, demonstrating their ability to adjust to new protocols
and clinical settings and be evaluated for proficiency in
these skills each semester. Retake Counts for Credit: No.
Pass/No Pass Grading Allowed: No. Credit(s): 4

VAS - 999 Continuous Enrollment
The requirement for Continuous Enrollment applies to
all students admitted or re-admitted for fall 2015 or later.
Doctoral students should follow program requirements for
continuous enrollment and degree completion. Students
who have not completed their degree requirements are
required to maintain Continuous Enrollment through the col-
lege of their program until the degree is earned. Continuous
Enrollment courses are graduate level courses set up by
departments at Rush University for students who need to
remain actively enrolled in the University while they finish
their graduate work. Retake Counts for Credit: No. Pass/No
Pass Grading Allowed: No. Credit(s): 1
The Rush University Catalog is published as a guide for the faculty and students. The University reserves the right to add, amend, delete or deviate from any specifications herein at any time and to apply such changes to registered and accepted students. Policies as stated in the catalog supersede policies in departmental student handbooks. Students are responsible for reading the catalog and acquainting themselves with the University policies and regulations to which they are required to adhere. Additionally, students are responsible for knowing the degree requirements relevant to their majors and for enrolling in the courses satisfying those requirements.

Rush University believes the information contained herein is accurate as of Aug. 26, 2022.