This handbook includes information concerning the 2-year Clinical Laboratory Science Program and is updated every semester. Students are responsible for changes in policy or procedure. Other resources for program and university policies are the UIS Catalog (www.uis.edu/UIScatalog/) the UIS Student Handbook (http://www.uis.edu/studentaffairs/handbook/) and the Clinical Sites' Orientation materials.

APPLICATIONS: A UIS student may be a CLS major without being in the CLS “Program.” Students should fill out an application to the CLS Program around December/January of their sophomore year. Students who are not in the program yet and non-CLS majors may take “junior” CLS courses if space is available, although this is not recommended.

Students with questions regarding program or university policies and procedures should consult their advisor, the CLS Program Director, and/or the Office of Student Services. Students who may need an accommodation to meet the CLS program requirements contained herein should notify the CLS Program Director prior to entering the Program.

Linda McCown, Program Director
Clinical Laboratory Science Department
University of Illinois - Springfield
One University Plaza, MS HSB 314
Springfield, IL 62703
Phone: 217/206-7550 Email: Lmcco2@uis.edu

The UIS Clinical Laboratory Science Program is accredited by: The National Accrediting Agency for Clinical Laboratory Sciences 5600 N. River Rd., Suite 720
Rosemont, IL 60018
Phone: 773-714-8880 Fax: 773-714-8886
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The University of Illinois at Springfield Clinical Laboratory Science Program is a two-year upper division Bachelor of Science degree program that prepares students for careers in clinical laboratory science and related fields.

The primary objective of the program is to provide broadly based and specific learning experiences that will result in the development of responsible, competent, entry-level professionals in clinical laboratory science. Using interdisciplinary approaches and stressing lifelong learning and integration of the academic curriculum, the CLS program provides students with the knowledge, skills, and experience that lead to productive careers in the private and public sectors, in health care and other arenas.

The Clinical Laboratory Science curriculum emphasizes basic sciences, clinical laboratory sciences, communication, critical thinking skills, and engaged citizenship. An essential component of the program includes structured learning experiences in the laboratories of the program’s clinical affiliates. This partnership makes it possible to provide quality laboratory professionals for Illinois and beyond.

Adopted 12/13/2013
UNIVERSITY OF ILLINOIS AT SPRINGFIELD
CLINICAL LABORATORY SCIENCE PROGRAM

PROGRAM GOALS

1. Prepare CLS students for entry-level employment as medical laboratory scientists. This is related to the UIS goal #1, Academic Excellence.

2. Prepare CLS students with a solid science foundation, medical, and laboratory knowledge to position them to deal with changes in the profession or changes in their career path. This is related to the UIS goal #1, Academic Excellence.

3. Provide graduates for the Illinois health care workforce, especially central Illinois. This is related to the UIS goal #3, Making a Difference in the World.

Adopted Dec 2013
LEARNING OUTCOMES/COMPETENCY STATEMENTS

The University of Illinois at Springfield Clinical Laboratory Science Program curriculum is designed to provide a variety of learning experiences that will enable students to develop communication skills, critical thinking skills, and to become responsible, competent, entry-level professionals in clinical laboratory science. Consequently an integral part of each of the following competencies is communication skill development, problem-solving and critical thinking skill development, and integration of the theory and practice of clinical laboratory science.

Upon completion of the UIS CLS Program, graduates should be able to do the following with entry-level competence:

1. Demonstrate communication skills sufficient to serve the needs of patients, colleagues, members of the health care team, and the public.
2. Perform laboratory tests accurately and efficiently, maintaining and troubleshooting commonly used methods and automated instruments.
3. Evaluate laboratory test results for correlation with clinical conditions, for suggesting additional testing, and for resolving pre-analytic, analytic, and post-analytic problems.
4. Establish, evaluate, and monitor quality and safety management.
5. Apply fundamental principles of administration, supervision, and governmental regulations and standards as applied to medical laboratory science.
6. Apply educational principles and methodologies to teaching/learning situations involving students, colleagues, patients, members of the health care team, the public, and continued self-learning.
7. Exhibit ethical and professional behavior and commitment to the patient.
8. Gather and apply evidence-based research in clinical decision-making.

Adopted Dec. 2013
UIS CLINICAL LABORATORY SCIENCE PROGRAM FACULTY

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University of Illinois at Springfield
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MS HSB 314
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Adjunct faculty:
Amandailee Adams, Microbiology
Memorial Medical Center

Josiah Alamu, PhD, Emerging Diseases
Chair, UIS Dept Public Health

Wayne Gade, PhD, Clin Chemistry,
Medical Mysteries

Kim Stahl, Hemostasis
Decatur Memorial Hospital

Emeritus Faculty:
Dr. Bill Bloemer, Professor Emeritus
Dr. Wayne Gade, Associate Professor Emeritus
Paula Garrott, Associate Professor Emerita
Dr. Jim Veselenak, Associate Professor Emeritus

Advisory Committee Members:
Dr. Sanjai Nagendra
Medical Advisor to the CLS Program
SIU School of Medicine & Memorial Medical Ctr

Gilma Roncancio-Weemer Prog. Dir., CLS
St. John’s Medical Center (Springfield)

A recent CLS graduate
A junior CLS major (elected by students)
A senior CLS major (elected by students)
The UIS Clinical Laboratory Science Program as of April 2015, the following clinical sites are affiliated with UIS. Assignment to sites varies from year to year:

**Decatur Memorial Hospital**
2300 N. Edwards Street
Decatur, IL 62526

**Memorial Medical Ctr**
800 North Rutledge
Springfield, IL 62702

**Methodist Med Ctr (UnityPoint)**
221 N.E. Glen Oak Avenue
Peoria, IL 61636

**St. Anthony’s Health Ctr**
St. Anthony’s Way PO 340
Alton, IL 62002

**Springfield Clinic (phleb)**
1025 S. Sixth Street
Springfield, IL 62703

**Mason District Hospital**
615 N. Promenade St.
Havana, IL 62644

**Richland Memorial Hospital**
800 E. Locust St.
Olney, IL 62450

**Graham Hospital**
210 W. Walnut St.
Canton, IL 61520

**HSHS St. Mary’s Hospital**
1800 E. Lake Shore Dr.
Decatur, IL 62521

**University of Illinois Medical Center (UIC)**
1740 W. Taylor Street
Chicago, IL 61612

**Abraham Lincoln Memorial Hospital**
200 Stahlhut Dr.
Lincoln, IL 62656

**Central Illinois Community Blood Center**
1134 S. Seventh Street
Springfield, IL 62703

Others TBD for 2015-16

Except for unusual circumstances, each CLS student is assigned to go to two sites. In addition, students may have short enhancement experiences in small hospitals, physician office laboratories, and other facilities in the Central-Southern Illinois area.

Students are responsible for transportation and housing during the clinical rotations.

Clinical liaisons for the above sites:

Alyssa Conley, HSHS St. Mary’s Hospital (Decatur)
Carol Dodge, UIC (Chicago)
Lori England, Abraham Lincoln Memorial Hospital (Lincoln)
Vance Hatcher, St. Anthony’s Health Center (Alton)
Jessica Hilbert, Memorial Medical Center (Springfield)
Elizabeth Hopkins, Central Illinois Community Blood Center (Springfield)
Doug Mueller, Mason District Hospital (Havana)
Kim Stahl, Decatur Memorial Hospital (Decatur)
Joni Stephens, Graham Hospital (Canton)
Kathy Turpin, Methodist Medical Center UnityPoint Health (Peoria)
Susan Weber, Springfield Clinic (Springfield)
ADVISORY COMMITTEE

The CLS Advisory Committee advises the CLS department regarding all aspects of the program with regard to its current relevancy and effectiveness. This includes all aspects of the program including the curriculum on campus as well as the clinical rotations. The Advisory Committee, chaired by the CLS Chair/Program Director, is composed of the UIS faculty with CLS appointments, adjunct faculty, a pathologist Medical Advisor, a hospital administrator, a public member (if possible), a recent graduate, plus one junior CLS student and one senior CLS student. Affiliate clinical liaisons, other clinical instructors, and emeritus faculty are welcome to attend.

The Advisory Committee meets at least once per year. Students are encouraged to take suggestions and/or concerns to the student representatives who will bring them up at the meeting. Of course, students can always bring suggestions and concerns to the CLS Program Director or faculty members for discussion at department/program meetings which are held more frequently.

Advice on issues that arise in between meetings may be sought through electronic means or by calling an additional meeting.

CLINICAL LIAISONS’ COUNCIL

The Coordinators’ Council has been renamed Clinical Liaisons’ Council to conform to the terminology now used by NAACLS. The Clinical Liaisons’ Council advises the CLS department regarding all aspects of the clinical rotations and aspects that affect other parts of the curriculum. It is also a forum for encouraging clinical sites and sharing ideas. The Council, chaired by the CLS Chair/Program Director, is composed of all affiliate site clinical liaisons, UIS faculty, and one junior CLS student and one senior CLS student. Clinical preceptors, members of the Advisory Committee, and other interested persons may attend.

The Council meets at least once per year. Members are encouraged to attend in person, however, the meeting will also use teleconferencing for members who cannot attend in person.

Advice on issues that arise in between meetings may be sought through electronic means or by calling an additional meeting.

Adopted 9/27/11, Revised 8/6/14
UIS CLINICAL LAB SCIENCE ESSENTIAL FUNCTIONS

Students entering the Clinical Laboratory Science Program must be able to meet the physical, mental, and psychological demands of the Program and subsequently the practice of clinical laboratory science/medical technology. The following list is to be used by potential students, counselors, and/or physicians to determine if an individual can perform these functions:

I. Communication skills
   A. Communicate effectively in written and spoken English
   B. Comprehend and respond appropriately to both formal and colloquial English, person to person, by telephone, and in writing
   C. Appropriately assess nonverbal and verbal communication
   D. Independently prepare papers, prepare laboratory reports, and take paper, computer, and laboratory practical examinations.

II. Large and small motor skills
   A. Move freely from one location to another in physical settings such as the clinical laboratory, patient care areas, corridors, and elevators
   B. Possess sufficient eye-motor coordination to allow delicate manipulations of specimens, instruments, and tools (e.g. manual pipetting, specimen collection from vein and capillaries)
   C. Grasp and release small objects (e.g., test tubes, pipette tips, microscope slides and coverslips); twist and turn dials/knobs (e.g., on microscopes, balances, centrifuges, spectrophotometers)

III. Other physical requirements
   A. Safely work at laboratory benches and at patients’ bedsides or specimen collection seats, and work with laboratory instrumentation
   B. Travel to clinical sites
   C. Prolonged standing (a couple hours at a time*), prolonged sitting (i.e. at a microscope)
   D. Use computers and keyboards
   E. Lift and move objects of at least 20 pounds*
   F. Possess a sense of touch and temperature discrimination
   G. Visual acuity
      1. Identify and distinguish object by observing fine structural detail and shadings macroscopically and microscopically
      2. Read charts, graphs, and instrument scales-readout devices
      3. Characterize the color, clarity, and viscosity of biological samples and chemical reactions*
   H. Ability to smell.* Ability to tolerate smells.
   I. Must not be subject to episodic incapacitation that occurs without warning such as fainting spells or convulsive disorders due to requirements to handle potentially dangerous substances and objects.
IV. Professional and application skills
   A. Follow written and verbal directions
   B. Possess and apply mathematical skills
   C. Work independently and with others under time constraints
   D. Prioritize requests and work concurrently on at least two different tasks
   E. Maintain alertness and concentration during a normal work period
   F. Apply knowledge, skills, and values learned from course work and life experiences to new situations
   G. Work safely with potential chemical, radiologic, and biologic hazards using universal precautions, using and wearing safety equipment mandated for laboratories (i.e. gloves, lab coats, masks).
   H. Develop algorithms and suggest appropriate follow-up tests
   I. Clearly instruct patients and health care professionals (e.g. specimen collection)
   J. Perform professional skills while experiencing the stresses of task-related uncertainty (i.e. ambiguous test ordering, ambivalent test interpretation), emergent demands (i.e. “stat” orders), and a distracting environment (i.e. high noise level, crowding, complex visual stimuli)

V. Valuing skills
   A. Show respect for self and others.
   B. Project an image of professionalism including appearance, dress, and confidence
   C. Be honest, compassionate, ethical, and responsible. The student must be forthright about errors or uncertainty. The student must be able to critically evaluate his or her own performance, accept constructive criticism, and look for ways to improve. The student must be able to evaluate the performance of others and tactfully offer constructive criticism.

VI. Stability and Intellect
   A. Possess intellectual skills: comprehension, measurement, reasoning, comparison, integration, evaluation, synthesis, self-expression, and criticism
   B. Exercise sufficient judgment to recognize and correct performance deviations
   C. Possess the psychological health required for full utilization of abilities
   D. Possess the emotional health and maturity necessary to effectively deal with others and exercise appropriate judgment.
   E. Recognize emergency situations and take appropriate actions

*Starred items may be able to be accommodated. Call the Program Director/Chair for more details about these or other items. Other health conditions may also require evaluation. Please let the Program Director know if you have an allergy to latex.
OTHER HEALTH POLICIES

Prior to entering the Program, students must provide evidence that they have received or will receive the following immunizations:

1. Immunizations required by the State of Illinois (see the UIS website)
2. The Hepatitis B Vaccine sequence of 3 shots or proof of immunity (IgG titer)
3. Consider the meningococcal vaccine (highly recommended for campus living)

Although we mostly use samples that have been tested for bloodborne pathogens in on-campus laboratories, a small risk could still remain, so all shots should be COMPLETED before the end of September of the first year of the Program. That means planning 6 months ahead for the Hepatitis B series of shots. Check with your provider but the usual sequence is to get the 2nd shot a month after the first and the 3rd shot 6 months after the first (5 months after the 2nd).

Prior to the clinical rotations, students must

1. Provide proof of MMR vaccination (two shots) or Rubella titer or vaccination (2), AND Rubeola titer or vaccination (2), AND mumps titer or vaccination (2)
2. Have Varicella titer, vaccination, or documented history of chicken pox
3. Have the 2-step T.B. (tuberculosis) skin test series OR TB Quantiferon or equivalent blood test within three months prior to entering clinical rotations. If you have test positive (or have previously tested positive), you will need proof of a negative chest x-ray and TB questionnaire, depending on what the clinical site requires. People who have had BCG immunization should get the blood test instead of the skin test.
4. Have tetanus, diphtheria, pertussis (Tdap) vaccination within the last 10 years.
5. Have the seasonal flu vaccine, current season (required at most sites)
6. Have other vaccines required by the clinical site (program director will announce)

If you have a religious, medical, or other reason why you cannot have these vaccines, please contact the CLS Program Director to see what can be worked out.

After collecting the documentation on campus or by using a commercial company to collect it, the program director ensures that this information is collected and assures the clinical sites that the immunization requirements have been met. Because of FERPA (Family Educational Rights and Privacy Act), if a clinical site requests documentation of immunization specifics the program director cannot divulge this information. In this case the student will need to provide documentation to the clinical site.
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodation must notify the Office of Disability Services (217-206-6666) and the CLS Program Director prior to beginning the program.

Students must also have health insurance. The university will assess a fee for group health and accident insurance unless the student shows proof of equivalent coverage. Students have access to the routine and emergency services provided to all students at the university. The University Health Service as described in the online catalog is available whether they have the university-sponsored insurance or not. Emergency care is available at the clinical sites when students are on site during the clinical component of the curriculum. The student is responsible for the cost.

In addition to health insurance, the clinical sites require that each student has current professional liability insurance. As a student of the University of Illinois, you are covered for clinical courses/practica for which you are receiving academic credit.

Students receive safety instruction (biological/bloodborne pathogen, chemical, and general safety) in each lab course. This instruction is documented and kept by the chair of the Instructional Safety Committee. The College of Liberal Arts and Sciences NSD Laboratory Handbook and Biosafety Policies and Procedures are found on the Natural Science Division faculty Blackboard.

Orientation is provided at each clinical site and includes the facility’s policies, rules, and regulations, including safety training and review of confidentiality regulations. This includes OSHA bloodborne pathogen exposure training and HIPAA training. This is required of students even if they have already received such training at the university, another clinical site, or their place of employment.

EMERGENCY CONTINGENCIES

In an emergency, the university’s emergency preparedness plan will be implemented, including notification of faculty, staff, and students. If an unexpected event occurs that results in an interruption of the university’s ability to operate the MLS program’s main campus, the CLS program will attempt to continue to provide instruction via the Blackboard online course delivery system. Should the online delivery system also be incapacitated, attempts will be made to accommodate courses at a nearby school or affiliate campus or clinical affiliate sites.
STUDENT ADVISING & GUIDANCE

If you do not know who your CLS advisor is, please see the office manager in the HSB 314, 206-6589. It is critical that you plan your entire CLS coursework in order to graduate on time. Missing one required course could mean spending an extra year. This is especially critical if you have additional courses that you need to take beyond the standard CLS schedule of courses. Your CLS advisor will help you.

All CLS faculty are available to assist students in understanding and observing program policies and practices. They are also happy to advise students on academic, professional, career, or personal issues. We enjoy close relationships with our students. All advising and counseling sessions are confidential. All decisions are made impartially. Please talk with the Program Director if you have a challenge that is impacting your academic performance whether it is an illness, a financial crisis, or some other concern. Do not just stop coming to class; let her know as there may be possibilities that you have not thought of.

Students are also encouraged to use UIS facilities and personnel for professional counseling. UIS provides academic advisors for issues regarding lower division courses and transfer requirements. UIS also has a Health Center (http://www.uis.edu/healthservices/) to help individuals to perform optimally, both physically and mentally. There is also a Counseling Center, HRB 64, 206-7122, which has someone available for emergencies. The Financial Assistance Office is in UHB, (http://www.uis.edu/financialaid/).

Both the CLS Program and the University of Illinois Springfield are committed to impartiality and confidentiality of formal and informal information shared by students.

RECORDS

The university keeps a permanent record of your legal name, your dates of attendance (i.e. admission, completion), courses taken, credit hours, grades, and graduation (i.e. your transcript). The CLS program director keeps a file which includes your application materials, degree audit report, and copies of petitions or letters such as warning or dismissal letters. It is our intent to keep these permanently. Other information, such as rotation schedules or syllabi, is not kept in the student files but may be able to be retrieved if you need the information in the future. Records of advising or counseling sessions are kept only temporarily for aid in future advising.

May 26, 2015
CURRICULUM
(2-year CLS Program or Professional Phase of the CLS major)

Please see the CLS website or the program director for information about admissions. Usually an application is submitted in December/January preceding the junior year.

The “junior” year (1st year in the “Program) contains didactic and laboratory course work at UIS. During the senior year, campus courses are complemented with clinical rotation courses offered at the program’s clinical affiliate laboratories. Usually students are assigned to complete clinical course work at two sites. Rotation courses may be supplemented by labs or assignments online or on campus or at a third site.

Course descriptions are available from the UIS online catalog or the course instructor or program director. Course objectives and applied education (clinical) assignments are available with each course syllabus and materials at the beginning of each course or upon request from the course instructor or program director. Following is a typical curriculum plan:

Sample Curriculum/Program Guide - SUBJECT TO CHANGE

First semester, junior year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 201</td>
<td>Intro to Clinical Laboratory Science*</td>
<td>1 Hr.</td>
</tr>
<tr>
<td>CHE 322</td>
<td>Laboratory Techniques</td>
<td>1 Hr.</td>
</tr>
<tr>
<td>CHE TBD</td>
<td>General Biochemistry (replaces CHE 433 Physiological Chemistry)</td>
<td>3 Hrs.</td>
</tr>
<tr>
<td>CLS 321</td>
<td>Seminar in Clinical Laboratory Science</td>
<td>2 Hrs.</td>
</tr>
<tr>
<td>CLS 447</td>
<td>Medical Mycology, Parasitology, and Virology</td>
<td>4 Hrs.</td>
</tr>
<tr>
<td>CLS 405</td>
<td>Introduction to Urinalysis</td>
<td>2 Hrs.</td>
</tr>
</tbody>
</table>

Second semester, junior year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 418</td>
<td>Biomolecular Laboratory Methods</td>
<td>3 Hrs.</td>
</tr>
<tr>
<td>CLS 448</td>
<td>Introduction to Immunology</td>
<td>3 Hrs.</td>
</tr>
<tr>
<td>CLS 449</td>
<td>Immunology Laboratory</td>
<td>1 Hr.</td>
</tr>
<tr>
<td>CLS 347</td>
<td>Medical Bacteriology</td>
<td>4 Hrs.</td>
</tr>
<tr>
<td>CLS 401</td>
<td>Intro to Clinical Chemistry</td>
<td>2 Hrs.</td>
</tr>
<tr>
<td>UNI 301</td>
<td>Speaker series ECCE</td>
<td>1 Hr.</td>
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<td>14 Hrs.</td>
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Summer, senior year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CLS 402</td>
<td>Intro to Hematology**</td>
<td>2 Hrs.</td>
</tr>
<tr>
<td>CLS 403</td>
<td>Intro to Immunohematology</td>
<td>2 Hrs.</td>
</tr>
<tr>
<td>CLS 404</td>
<td>Intro to Hemostasis</td>
<td>1 Hr.</td>
</tr>
<tr>
<td>CLS 454</td>
<td>Advanced Concepts in Clinical Chemistry</td>
<td>2 Hrs.</td>
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<td>7 Hrs.</td>
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</table>
First semester, senior year
CLS 451  Advanced Concepts in Immunohematology  2 Hrs.
CLS 452  Advanced Concepts in Hematology  2 Hrs.
CLS 431  Special Topics  1 Hr.
Clinical Rotation Courses (see below)  7 - 10 Hrs.
                                                  12 - 15 Hrs.

Second semester, senior year
CLS 411  ECCE: Health Care Management  3 Hrs.
CLS 456  Clinical Correlations  2 Hrs.
Clinical Rotation Courses (see below)  7 - 10 Hrs.
                                                  12 - 15 Hrs.

Clinical Rotation Courses
Students take the following courses in the fall and spring semesters of their senior year. All of the clinical courses should be completed by the end of the senior year. CLS 421-424 count as ECCE: Engagement Experience courses.

CLS 421  Clinical Chemistry Lab  5 Hrs.
CLS 422  Clin. Hematology Lab  4 Hrs.
CLS 423  Clin. Microbiology Lab  4 Hrs.
CLS 424  Clin. Immunohematology Laboratory  3 Hrs.
CLS 431  Special Topics in Clinical Lab Science  1 Hr. (more optional)  17 Hrs.

*highly recommended
**hematology includes a medical microbiology unit

Total  59 Hrs (60 with ECCE Speaker Series)

Students must also assure that they will have 120 hours and other graduation requirements fulfilled.

MLT Articulation

See the program director for information on this option. Certified MLTs may take abbreviated clinical rotations. The length of time and number of credit hours depends on their proficiency. They take all of the other courses as scheduled.

Variable credit is available in the clinical rotation courses (CLS 421-424) to allow students with MLT certification to take these courses for less than the full number of hours so they can accelerate through the clinical rotation courses. For these MLT to CLS articulation students, the minimum number of clinical hours is 1 hour in each clinical rotation course. The number of hours will be decided jointly between the campus and clinical faculty. These students still must earn a minimum of 120 hours in order to graduate.
ACADEMIC CALENDAR

See http://www.uis.edu/registration/calendars/ for the official UIS academic calendar. However, the summer and senior year have unique scheduling that does not always follow the UIS academic calendar. The schedule will be distributed to students at least one semester beforehand.

Unique features of the CLS schedule include:

1) The Summer “semester” between the junior and senior year begins one week after May graduation. These courses are taught in blocks, usually 2 courses at a time. The usual schedule is didactic lecture/discussion or activities in the mornings and labs in the afternoons. This schedule continues through September, followed by a week off before clinical rotations begin.

2) Rotations in the fall begin around October 1 and end around December 19. They go Monday through Friday. Rotations in the spring begin the Monday following New Year’s Day and end around April 15. They go Tuesday through Friday (Monday is for CLS 411 and CLS 456)
TRANSFER OF CREDITS & CREDITS FOR EXPERIENTIAL LEARNING

Transfer of credits & Substitution of courses

Students may petition for courses taken at other institutions to be substituted for required courses in the CLS Program. Courses will be evaluated on a case-by-case basis by the CLS Program. A course syllabus and course schedule of labs and assignments must be presented so that the UIS Program can determine if the previous course covers the content expected for our students. If a course is considered to be equivalent to a required course in the CLS curriculum, the student will be allowed to substitute the course for the course required by the CLS Program and the student will need to formally petition for the course to be substituted. See note below.

Credits for Experiential Learning & Waiver of courses

The UIS CLS Program does not award credit for experiential learning. While CLS does not allow the use of Credit for Prior Learning credits (CPL) for program requirements, CPL can be used to satisfy other university requirements.

If you have worked in a medical laboratory, that knowledge and skill will make the courses easier for you. As with our MLT-CLS articulation policy, students with lab experience may be granted permission to take the assessment instruments before their scheduled times (for example: exams, checklists, practicals). This is only permitted when in the judgment of the UIS faculty and the clinical faculty the student is ready and has sufficient knowledge, skill, and practice to be assessed. If the student is unsuccessful in any attempt to do an assessment early, the student will need to adhere to the regular schedule for the rest of the course.

Advance Placement

There is no advance placement per se in the CLS Program.

Students are responsible for making sure that their graduation requirements are fulfilled. Students need to have 120 credit hours and the correct number of courses for upper division and residency requirements for graduation.
HONORS IN CLINICAL LABORATORY SCIENCE (Department Honors)

CLS Department Honors can be earned by completing the prescribed requirements below. Note that Department Honors are not the same as CAP Honors or Undergraduate Honors (e.g. magna cum laude).

Students must apply for participation in the honors program to the CLS program director/chair, ask a CLS faculty to be their faculty research advisor, and obtain approval of their faculty research advisor prior to their final semester at UIS. For further information, an application, or grading rubric, contact the program director.

CLS majors with a GPA equal to or greater than 3.25 and one semester in residency at UIS may elect to participate in the CLS honors option. In addition to the CLS program requirements, honors students must:

- maintain a minimum GPA of 3.25 in the CLS program,
- earn a minimum of a B grade each course in the CLS program,
- successfully complete three credits of CLS 400, Applied Research, or CLS 499, Tutorial, AND
- present their findings in a formal paper and public presentation (usually the UIS STARS Research Symposium, CAP Symposium, or the ASCLS-IL spring meeting).

Research for Department Honors must be a substantive effort (worth 3 credit hours) in the scholarship of discovery (e.g. experimental research), integration, application, or teaching as defined by Boyer in Scholarship Reconsidered. The student may do this research under the supervision of a CLS faculty member or outside researcher or professional (e.g. clinical laboratory professional, pathologist, researcher at SIU, chemistry faculty). If an outside person is directly supervising the research, the CLS faculty research advisor will oversee the process (including IRB process if necessary). The research may be the same project as the project for CLS 456, Clinical Correlations; however, it must be substantially more involved (i.e. three times more work).

The paper must be submitted in the format of the latest edition of The Council of Science Editors Manual for Authors, Editors, and Publishers. The acceptable length will be determined by the content as judged by the faculty research advisor. An approved copy must be submitted to the program director before the end of the final semester and will be kept in the student’s department file. The presentation may be a poster presentation, a spoken presentation, or other official presentation. Documentation of the presentation must be submitted to the program director before the end of the final semester.

2006, revised 2011
CHEMISTRY MINOR

A student majoring in CLS may also qualify for a minor in Chemistry. Please see the Chemistry department chairman who serves as the advisor for Chemistry minors. The chemistry minor requires one semester of organic chemistry lab which is recommended but not required for CLS. Transfer students may have to take an additional course in order to get the eight hours required to be taken at UIS. All chemistry courses must be for science majors and cannot be survey courses or chemistry for nursing or allied health careers. Students who started at UIS before Fall 2010 do not need organic lab.

TEXTBOOKS

CLS majors are encouraged to plan ahead. Although renting textbooks (hard copy or online) may be less expensive in the short term, many of the textbooks are used for multiple courses in the program and will be cheaper to buy in the long run. Most instructors do not use the additional course packets, although free online materials that accompany the texts may be used.

This will be your profession, so you should consider whether you want to keep these textbooks, at least until you study for the national certification examination after graduation. For this reason we encourage you to get the most current edition of the texts. The previous edition will probably be acceptable; however, the student is responsible for the current knowledge in the field. A student using an older edition will need to convert the reading assignments to their edition.

The required textbooks for your courses are found on the UIS website under “B” for bookstore. Click on your course and the books should be listed. If in doubt, you can email the instructor.
PREMED/PROFESSIONAL ASPIRATIONS

If you intend to go or think you might possibly want to go to medical school or other post-baccalaureate program after your CLS degree, you should plan ahead. Look up the entrance requirements of at least 3 places where you plan to apply. Many of our graduates work for a couple years before applying to medical school. We have had recent graduates go to medical schools, a physician assistant program, pharmacy school, law school, and graduate school.

At the minimum, you should take organic lab and the second semester of organic. The MCAT has physics on it, so you need to take 2 semesters of physics. Physics at UIS requires calculus, so you also need to take calculus.

Most professions want to see an interest in the profession as demonstrated by volunteer or work experience in the profession. So you might want to volunteer at an AIDS Clinic, Children's Hospital, senior center, rehab facility, etc.

PREMED CONCENTRATION

A PreMed Concentration is available for the CLS Major. If you adopt the Fall 2013 or later catalog you can get this concentration, but you must adhere to ALL of the requirements of this catalog. This designation will appear on your diploma and transcript. Of course you can prepare for medical school without this concentration. If you plan carefully, it may be possible to get the CLS Program courses plus these courses in 4 years. See the CLS Program Director for details.

Twenty (21) credit hours are required for the PreMed Concentration, including:

MAT 115  Calculus  4 hr
ASP 201  Physics I  4 hr
ASP 202  Physics II  4 hr
CHE 268  Organic Chemistry I Lab  1 hr
CHE 269  Organic Chemistry II  4 hr
And at least 4 hours of Biology Electives from this list:
BIO 311  Cell Biology  4 hr
BIO 381  Genetics  4 hr
BIO 428  Human Diseases  4 hr
BIO 410  Embryology  4 hr
BIO 429  Human Anatomy & Physiology  4 hr
An important aspect of professional development is the development of certain attitudes and behaviors that are considered necessary and appropriate for the efficient, competent and quality performance of duties in the workplace. The American Society for Clinical Laboratory Science even has a Code of Ethics which will be discussed in CLS 321. Following is a list of objectives for professional development for clinical laboratory science students. CLS students will be evaluated based on these objectives in each clinical rotation. The evaluation form is attached.

As it becomes evident that an instructor or liaison has reservations about a student’s professional attitudes or behavior, the instructor or liaison will notify the UIS program director/chair and discuss this with the student immediately so that the student has a chance to improve. If the problem is serious and/or persists, the student will be counseled by the program director and perhaps UIS Student Services. Hospitals have the contractual right to refuse to educate students who demonstrate behaviors such as, but not limited to, those which are unsafe, disruptive, illegal, or jeopardize patient confidentiality. Without clinical rotations, a student cannot complete the CLS program.

March 2008

Objectives for the Development of Professional Attitudes and Behaviors

1. The student will exhibit professional appearance, attitude and conduct. This objective will be met when the student:
   a. communicates with everyone in a pleasant, respectful, positive manner, including telephone etiquette.
   b. arrives on time, starts work promptly, does not take unduly long breaks, lets instructors know when leaving the department.
   c. has a personal appearance which is appropriate for a professional who has patient contact.
   d. displays a patient-oriented attitude.
   e. phones in absences prior to the assigned time.
   f. takes a minimal amount of time off, including sick time.
   g. deals with disagreements or conflicts constructively and maturely.

2. The student will demonstrate an acceptable attitude toward instruction and the instructors. This objective will be met when the student:
   a. pays attention to instructions so they need be given a minimal number of times.
   b. asks pertinent questions to clarify points.
   c. follows accepted protocol without being reminded.
   d. responds in a positive manner to correction or other constructive criticism.
   e. follows technical procedures as given by the procedure manual or the instructor, with minimal supervision needed.
   f. demonstrates a positive attitude about learning the material being taught by completing assignments and asking questions.
3. The student will demonstrate conscientiousness toward the work. This objective will be met when the student:
   
a. completes all assignments, written and practical, on time.
b. shows willingness to learn more than the minimum required.
c. pursues a logical pattern in identifying the cause of problems.
d. follows through with problems encountered or activities initiated.
e. maintains an adequate and steady level of quality work throughout the department.

4. The student will exhibit responsibility and initiative towards the work. This objective will be met when the student:
   
a. performs daily assignments without being reminded.
b. keeps the work area clean.
c. puts reagents and specimens away when finished testing.
d. notices things to be done and does them without prompting.
e. works without dependence on fellow student's assistance for directions, explanations, problems, etc.
f. demonstrates confidence in abilities to perform commensurate with the student experience.
g. performs in a safe manner without being reminded.

5. The student will be aware that accuracy and good judgment in the work is critical. This objective will be met when the student:
   
a. repeats questionable tests without prompting.
b. does not accept standards or controls which are out of predetermined limits.
c. identifies patients and specimens in the accepted manner.
d. records results on worksheets, report forms and in the computer without error.
e. uses appropriate technique in performing laboratory tests.
f. recognizes and attempts to solve problems.

6. The student will be aware that honesty and integrity in the work is critical. This objective will be met when the student:
   
a. identifies errors and follows through to rectify the error.
b. does not make excuses or cover up for mistakes which are made.

7. The student will demonstrate efficiency and organization. This objective will be met when the student:
   
a. consistently attempts to organize work efficiently.
b. completes assigned work in the average amount of time required by a student.
c. performs more than one task at a time without error.
d. can perform procedures, after the first time, with ease, accuracy and minimal assistance.

8. The student will be aware of the proper care of equipment and the work area. This objective will be met when the student:
   
a. leaves equipment and working area clean and in good order.
b. performs routine maintenance on instruments.
c. requests assistance from the instructor when repairs and/or maintenance are beyond knowledge.
d. follows instructions in operating equipment and handles it with care.
9. The student will demonstrate an interest in the work. This objective will be met when the student:
   a. shows an interest in investigating abnormal or unusual results, correlating them with other patient data, and performing further work to confirm the results.
   b. realizes the importance of "normal" as well as abnormal results.

10. The student will exhibit professional, ethical behavior. This objective will be met when the student:
   a. protects confidentiality, dignity, and privacy of all people, and treats laboratory data and other patient information confidentially.
   b. does his/her own work.
   c. complies with the university, hospital, and laboratory regulations.
   d. recognizes and supports ethical decisions made by laboratorians.
   e. remains composed and communicates constructively in stressful situations.

11. The student will appreciate the collaborative, interdisciplinary, and diverse nature of healthcare. This objective will be met when the student:
   a. treats all people respectfully and without bias, without regard to disability, illness, race, religion, sexual preference, gender identify, socioeconomic status or any other criteria.
   b. helps patients and staff when a need arises.
   c. observes and reflects on interactions between lab departments and between the lab and other hospital departments, recognizes the contributions of all healthcare professions to patient care.

12. The student will demonstrate proper phone use. This objective will be met when the student:
   a. properly identifies themselves.
   b. writes down messages accurately and notifies the appropriate person.
   c. calls critical values appropriately, including “read back” and documentation.

13 The student will communicate effectively and inspire confidence in patients, colleagues, members of the health care team. The objective will be met when the student:
   a. is understood by patients, lab and hospital staff
   b. demonstrates proper telephone use (see above)
   c. provides timely information to the appropriate persons
   d. provides correct and useful information to appropriate persons

Revised 1/2012
UNIVERSITY OF ILLINOIS AT SPRINGFIELD – CLINICAL LABORATORY SCIENCE PROGRAM
PROFESSIONAL ATTITUDES AND BEHAVIORS EVALUATION FORM

**Name:** __________________________

**Course/Dept.:** ______________________________________________________________

Please objectively evaluate the student on the competencies listed below using the following scale:

2 = Acceptable
1 = Acceptable with Reservations
0 = Not Acceptable

NOTE: a rating of 1 or 0 requires an explanatory comment.

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<tr>
<th>1. Exhibits professional appearance, attitude and conduct by:</th>
<th>2</th>
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<td>a. communicating positively and productively.</td>
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<td>b. arriving on time, starting work promptly, not taking unduly long breaks, letting instructors know when leaving the department.</td>
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<td>c. exhibiting a professional appearance (i.e. neat, clean, adheres to dress code).</td>
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<td>d. displaying a patient-oriented attitude.</td>
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<td>e. phoning in absences prior to 7 a.m.</td>
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<td>f. requesting minimal amount of time off, including sick time.</td>
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<td>2. Demonstrates an acceptable attitude towards instruction and the instructors by:</td>
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<td>a. paying attention to instructions so they need to be given a minimal number of times.</td>
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<td>b. asking pertinent questions to clarify points.</td>
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<td>f. demonstrating a positive attitude about learning (i.e. completes assignments, asks questions).</td>
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<td>3. Demonstrates conscientiousness by:</td>
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<td>a. completing all assignments on time.</td>
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<td>d. following through with problems encountered or activities initiated</td>
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<td>e. maintaining an adequate and steady level of quality of work throughout the course/rotation.</td>
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<td>e. using appropriate technique in performing laboratory tests.</td>
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<td>b. not making excuses or “covering up” for mistakes.</td>
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<td>7. <strong>Demonstrates efficiency and organization by:</strong></td>
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<td>b. completing assigned work in the average amount of time required by a student.</td>
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<td>c. performing more than one task at a time without error.</td>
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<td>d. performing procedures with ease, accuracy and minimal assistance.</td>
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<td>8. <strong>Demonstrates proper care of equipment and the work area by:</strong></td>
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<td>c. requesting assistance from instructor when repairs and/or maintenance are beyond knowledge.</td>
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<td>d. following instructions in operating equipment and handling it with care.</td>
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<td>9. <strong>Demonstrates interest and initiative by:</strong></td>
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<td>b. realizing the importance of “normal” as well as abnormal results.</td>
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<td>10. <strong>Demonstrates ethical behavior by:</strong></td>
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<td>a. treating laboratory data and other patient information confidentially.</td>
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<td>b. doing own work.</td>
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<td>c. complying with university, hospital, and laboratory regulations.</td>
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<td>d. recognizing ethical decisions made by laboratorians</td>
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<td>11. <strong>Appreciates the collaborative, interdisciplinary, and diverse nature of healthcare by:</strong></td>
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<td>a. treating all people, especially patients, respectfully and without regard to illness, race, religion, sexual preference, socioeconomic status or any other criteria.</td>
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<td>b. helping patients and staff when a need arises.</td>
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</table>
c. observing interactions between lab departments and between the lab and other hospital departments, recognizing the contributions of all healthcare professions to patient care.

12. **Demonstrates proper phone use by:**
   a. properly identifying themselves.
   b. writing down messages.
   c. calling critical values appropriately, including “read back” and documentation.

13. **Communicates effectively and inspires confidence in patients, colleagues, members of the health care team by:**
   a. is understood by patients, lab and hospital staff
   b. provides timely information to the appropriate persons
   c. provides correct and useful information to appropriate persons

Comments:

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<th>Course /Dept.</th>
<th>Date:</th>
<th>Evaluator’s signature</th>
<th>Student’s signature</th>
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</table>
Clinical Laboratory Science students accepted into the Program are required to maintain a GPA of 2.0 and a grade of C- or better in all required courses in the CLS program (not Speaker Series).

Students will not be allowed to take courses without prerequisites except under very special circumstances. CLS majors with all of the prerequisite courses for all of the summer* courses will be given preference for summer* courses. CLS majors without ALL of the junior courses and summer* courses will not be allowed to do any of the rotation courses. Incompletes in prerequisites must be completed before progressing to the summer* courses.

If a “junior” student receives a grade lower than a C- in any course CLS program, she/he must repeat the course before being allowed to continue into the “senior” year of the program which begins in the summer. The repeat should occur at the next time the course is regularly scheduled. Since courses are only offered once a year, this means taking an extra year to complete the program. Such students must reapply to the CLS program by Feb. 1 and compete with the new applicants for a spot in the next class. Even if repeating the course removes the low grade from the GPA, the original course grade will be taken into account for admissions purposes, progression purposes, and for assignment of clinical rotations (this would put the person behind someone with an identical GPA).

If a “senior” student receives a grade lower than a C-, she/he must repeat the course. If it is a clinical rotation course, the repeat will depend on what portions of the clinical rotation course were not passed. The decision on how to make up the course will be made by the program director in consultation with the CLS faculty and hospital affiliate liaison(s). If they determine that the practical and affective objectives were met, then a course of study will be developed with the student and the exams will need to be retaken. These will be equivalent but not necessarily identical exams to the original exams. If the practical objectives need to be repeated, a repeat rotation at the same clinical site or another clinical site may be arranged at a time mutually acceptable to the clinical site and the student, probably at the end of the school year or fall semester. Clinical affiliates are not required to accept a student back to make up a course. If one does not agree to have the student back, an attempt will be made to find another affiliate to take the student.

TWO STRIKES: If a student fails to receive a C- or better in any TWO required courses in the CLS Program, or receives a grade lower than a C- in any required course two times, she/he will be dismissed from the program. Retaking a course successfully does not “remove” the first grade below C- for the purposes of this policy. Dropping the course, once completed, also does not remove the grade below C- for the purposes of this policy. Even if the original grade of D or F does not appear on the transcript, it will still be considered for this policy.

Dismissal from the CLS Program does not mean dismissal from the university (UIS). The student may appeal through the University grievance process. The student may switch to another major. The student may reapply to the CLS Program, but readmittance is unlikely.

**“summer” courses: CLS 401, 402, 403, 404, 451, 452, 454

2/6/2011, 2/16/12, 3/6/15
ACADEMIC PROBATION, SUSPENSION, DISMISSAL

Academic probation from UIS occurs when the GPA falls below 2.0. Academic suspension occurs when the GPA is below 2.0 for two consecutive semesters. See these definitions at http://catalog.uis.edu/glance/academic-info-all-students/academic-standards/. For UIS policies regarding registration restrictions and appeals from probation, suspension, and dismissal from the University see http://www.uis.edu/registration/records/.

The CLS Program does not use separate Probation or Suspension policies. Getting less than a C- in a CLS Program Course (including required Chemistry courses) could be considered “probation” as one more such grade will result in dismissal. Dismissal for academic reasons is addressed above and dismissal for nonacademic reasons is addressed below.

NONACADEMIC STANDARDS POLICY

Infractions of UIS, CLS, or clinical site rules, regulation, policies, or other disruptive or illegal behavior will result in counseling with the appropriate faculty or administration and may result in sanctions as covered in the UIS Student Handbook, found at www.uis.edu/studentaffairs/handbook/ under “Campus Policies.”

Multiple infractions, even if they are unrelated to each other, are evidence of unprofessional behavior and will be documented for potential sanctions. Rotation policies are covered on p. 40 of this handbook. Clinical site rules are enforced and infractions sanctioned by the site in consultation with the program director. Sanctions may be appealed through the Grievance policy outlined on p. 50.

Clinical sites may ask a student not to return if the student does something unprofessional, unsafe, or serious. If this happens, it is likely that the Advisory Committee would advise to dismiss the student from the CLS program. The student could return to UIS to finish a degree in something else if the behavior does not result in dismissal from UIS.

Remember that your behavior is being assessed informally all the time. For you to get good references for future jobs, professional or graduate schools, you need to show consistently mature behavior both at the university and at the clinical sites.
PART TIME

Students are discouraged from doing the CLS Program, the 2-year Professional Phase of the CLS major, on a part-time basis. The CLS Program accepts students into 2-year cohorts and plans the curriculum and clinical rotations for this. The curriculum is designed to be taken in a particular order. In addition, being away from the material, even half of the material, can put the student at risk for poor performance in the “senior” courses, rotation courses, and the certification exam. We understand that academic issues, personal, and financial reasons may necessitate taking 2 years to take the “junior” year courses. As explained above for the case of having to retake a course, a student who needs to take more than one year must reapply to the CLS program by Feb. 1 and compete with the new applicants for a spot in the next class.

Students who take CLS courses out of sequence or early are advised to remember that if they must have a certain number of credit hours each semester for financial aid, they may need to take additional courses that are not in the CLS Program in order to meet the minimum number of credit hours. It can be difficult to fit additional courses into the schedule of CLS courses and such students often end up taking evening or online courses.

The senior year is done full time, beginning with the summer courses. For continuity and timeliness, the summer courses must be taken as a package immediately before going to the clinical rotations at the hospitals. The clinical rotation courses by nature of their all-day M-F schedules also require full time attendance.

LEAVE OF ABSENCE

We understand that things can occur that may necessitate a student leaving school for a period of time. If the student is in good academic standing in the program (not on academic probation, no D’s or F’s in CLS Program courses), such a student will be guaranteed a spot in the program under the conditions stated below. Such occurrences include, but are not limited to, the following: illness, illness of someone else, pregnancy, childbirth, military service, money problems. We expect that a student will notify the Program Director when he/she has to drop out of school and give the Program Director an estimation of his/her return to the program.

A student returning after a leave of absence must send a letter to the Program Director by February 1, saying that he/she plans to continue during the next academic year. If the Program Director is notified after Feb. 1, the student will be accommodated as space allows (as all of the spots could already be full).

9/2011, revised 4/2012

DELAYED GRADUATION

Students are strongly discouraged from staying after the CLS Program is complete to finish another degree or minor. The delay in graduation means they will be less likely to pass the national certification exam since they will not be able to take it until they graduate.
POLICY FOR REPEATING COURSES

Clinical Laboratory Science students who desire to repeat a required course for any reason must register for the course for credit. A student who desires to repeat a course or courses must consult with his or her advisor prior to registration.

Students who have been away from school for over a year are strongly urged to retake the last course in a sequence to “brush up” on the material, theory and lab. For example, if a student’s education is interrupted by illness for a couple years after s/he has taken CLS 401, Clinical Chemistry, we would recommend that the student repeat CLS 401 and CLS 347, medical bacteriology. At the very least, the student should do a thorough review before proceeding to CLS 454, Advanced Clinical Chemistry, and other “senior” courses.

Even though UIS replaces the grade for a repeated course on the transcript, for the purposes of CLS Program decisions (where it says “GPA/grade in the CLS Program”) the original grade will still be considered. For example, when calculating the GPA for purposes of clinical placements, both the original grade and the repeat grade will be included.

10/28/91, clarified 1/15/2015
UIS STUDENT CODES AND RIGHTS POLICIES*

Student codes and rights policies are in the UIS Student Handbook, found online at http://www.uis.edu/studentaffairs/policies/documents/grievance.html. The following are excerpts:

“The University of Illinois at Springfield exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general improvement of society. The Campus community has a responsibility to provide for its members those privileges, opportunities, and protections that best promote the pursuit of these goals. Free inquiry, free expression, and free association are indispensable to this effort. As members of the academic community, students should be encouraged to develop a capacity for critical thinking and to engage in a sustained and independent search for truth.

The regulations, procedures, and sanctions contained in the Student Disciplinary Code and Student Grievance Code are designed to provide and maintain an environment conducive to the education of students and the protection of their individual and community rights. The Codes should be interpreted in accordance with these principles, keeping in mind that technical compliance is less important than fairness.

The Disciplinary Code and the Grievance Code provide generally parallel procedures for the resolution of disciplinary charges and student grievances by a panel of the Student Hearing Board. The Disciplinary Code applies when UIS proposes to discipline a student for an alleged violation of UIS rules as specified in the Code or in other Campus policies.

The Grievance Code applies when a student files a grievance against another member of the campus community concerning a nondisciplinary decision or practice; these include both academic actions (e.g., academic probation or suspension) and non-academic actions (e.g., housing disputes, student employment, allegations of censorship). Each Code includes an appeals procedure."

**Proscribed Conduct**

The following categories of conduct are specifically prohibited and may form the basis for disciplinary action:

A. Violence, the threat of violence, harassment, or intimidation directed against another person or persons.

B. The intentional obstruction or interference with any person’s right to attend or participate in any Campus function.

C. Hazing.

D. Unreasonable obstruction or disruption of teaching or other Campus activities.
E. Unauthorized possession or use of firearms, explosives, dangerous chemicals or other dangerous weapons on Campus property in contravention of federal, state, or local law or Campus regulations.

F. Trespass, intentional property damage, or theft.

G. Use, possession or distribution of alcoholic beverages by or to underage persons or controlled substances on Campus property in violation of federal, state, or local law or Campus regulation.

H. Intentionally entering false fire alarms or bomb threats; tampering with fire extinguishers, alarms or safety equipment; refusing to follow directions to evacuate a building as directed during any emergency condition.

I. Academic cheating or plagiarism.

J. Forgery, alteration or misuse of Campus documents, records, or identification.

K. Unauthorized use of Campus’s name, finances, materials, facilities and supplies (including stationery bearing Campus’s letterhead.)

L. Interference or attempted interference with the administration of this Code, such as the initiation of a grievance or complaint knowing that the charge was false, intimidation or bribery of hearing participants, acceptance of bribes, dishonesty or disruption of proceedings and hearings.

M. Acts in violation of Board of Trustees and/or University and/or Campus policies, regulations or rules. These include, but are not limited to:

1. Human Rights Policy
2. Sexual Harassment Policy
3. Alcoholic Beverages Policy
4. Drug-Free Workplace Policy
5. Student Housing Policy
6. Student Employment Policy
7. Parking Regulations.

*From the UIS Online Student Handbook accessed 1/10/15
CLINICAL ROTATION ASSIGNMENT

The CLS Program at UIS is a NAACLS accredited MLS/MT program and includes the clinical rotations. Some universities have Clinical Laboratory Science or Medical Technology majors but the students must then find accredited programs to finish their degrees.

All CLS courses must be successfully completed before a student will be permitted to do clinical rotations. All general education courses must also be completed, of course, this is a requirement for admission to the Program. For example, if a student must repeat Immunology, the student will not be permitted to go to any clinical rotation until it has been repeated (see the Progression policies in this Handbook). A second example, a student cannot finish the program requirements and come back and finish a gen ed course. The student needs to take the gen ed courses before the CLS Program.

Students will be assigned rotations at TWO clinical sites (hospitals or clinics). All students must attend two sites except for special circumstances. We feel that this is an advantage of the UIS program and makes our students more marketable as graduates. Students will be able to experience how things are done at different hospital labs, different patient populations, and they will see different instrumentation and laboratory information systems. Students can expect to commute at least 60 minutes for rotations. Students are responsible for transportation or temporary housing arrangements. Some monetary support may be available through the CLS Student Support Fund.

Rotations are assigned to students with "hometown" hospitals first (hospitals for whom we have arranged a rotation specifically for that student) and then by random drawing. Early in the program, let the program director know if you have a hometown hospital at which you would like to do clinical rotations and the program director or coordinator will try to arrange it. Hospitals are more likely to agree to take a student if the student is from the area and plans to stay and work in the area. There are no guarantees on either side, however. Unless there is a formal agreement to this effect, the hospital does not promise to offer a job and the student is not obligated to take a job there. Students are NOT to arrange rotations themselves; UIS needs to negotiate contracts with the hospitals. Hospitals more than a 3 hour drive from Springfield are unlikely to be considered for student placement.

How do we determine who goes where for rotations? The program director will determine "placements" by pairing fall and spring spots at clinical sites so that each student will get all 4 rotations, allowing for a mix of smaller and larger sites. Students for whom we have arranged a rotation at a "hometown" hospital will be assigned to those placements, regardless of their GPA. A list of the remaining placements will be announced. These will be assigned by random drawing. Students may switch with each other at this point, but switches must be approved by the program director.

We are committed to finding new clinical rotation placements in the event that there are not enough placements or one becomes unavailable. However, if there are not enough placements, those with the lowest GPAs left after the hometown assignments will be placed on a waiting list and will not be entered into the random drawing. The GPA used will be the GPA in courses in the CLS Program; those courses normally scheduled in the first year of the
CLS Program. After the hometown assignments are made, GPA is not used to determine where people will go for rotations only if they get rotations. Students who do not get a spot and are in good standing will be put on a list (by GPA) and will get clinical placements as soon as they become available. If placements will not be available before the next cohort of students is scheduled for placements, then “waiting” students will be assured placements. The location of the placements, however, will still be done by hometown assignment followed by random assignment.

If a new placement become available after the placements have been made, the placement will go to the next person on the waiting list. If there is not a waiting list, the new placement will be randomly assigned to a student who wants the new placement and whose current placement complements the new placement. If a placement becomes unavailable after placements have been made, another placement will be sought or will need to be selected from available placements. Students in such a situation will NOT be able to “bump” another student from placements even if their GPA is higher.

At any point of this process a student may elect to “stop out” and wait until the next year for placements if s(he) is in good standing in the Program. To guarantee a spot with the next cohort notification must be given to the program director by March 31 or a date announced by the program director. If notification is given after this, the spots in the CLS Program for the next cohort may already be filled. A student who has “stopped out” will be assured to get placement the next year, but the location will be determined by random drawing unless the student has a hometown assignment. If you consider this option, be sure to consider financial aid implications and the fact that you may forget a lot of information in the year away from the subjects. A student may not “stop out” more than once or for more than one year. Such students are advised to take the “senior summer” courses immediately before their rotations, in other words, wait a year to take them.

4/2015
BACKGROUND CHECKS and DRUG TESTS

ALL CLS seniors who will be going to clinical rotations are required to have a background check AND drug testing. This is required by our clinical affiliates. You must use the agency(s) indicated by the program director.

Be aware that some states require background checks and drugs screens of employees and students who have direct patient care. In Illinois, the law is called “Healthcare Workers Background Check Act.” Convictions of certain offenses will prohibit employment, but for many offenses it is up to the employer to decide. Details can be found in 225 ILCS 46 which can be found at www.ilga.gov/legislation. This act specifically excludes students. However, clinical facilities can require background checks and drug screens of students if they choose.

If you have a felony conviction on your record, please be advised that we may not be able to find clinical rotations for you. Even if we find clinical rotations, you may not be able to be employed in health care. However, there may be jobs in other venues. Also, students MUST REPORT convictions that occur after the background check to the program director.

The Program is considering using a service to collect background checks, drug tests, and immunization tracking. If we go with such a service, everyone must use the same service for a discounted price for the whole package of about $135. STUDENTS ARE RESPONSIBLE FOR PAYING FOR THESE and anything else required by the clinical sites. These will be required during the senior summer/fall semester before the clinical rotations begin in the fall. For the drug screen, remember that you need to be hydrated enough to give a urine sample BUT not so hydrated that the urine is too dilute. “Dilute negative” is not acceptable.

TIMING is important. You must submit your request for background check and drug tests no earlier than July 1 (3 months before clinical rotations). One site, Riverside in Kankakee, requires a 12-drug urine test to be within 14 days of your rotations there. However, do not wait too long if you have lived in multiple states or if you might need to contest a positive drug test. Also, you need to start early if you need any immunizations. For example, the chicken pox vaccine needs 2 doses and you cannot get the TB skin tests if you have had a vaccination recently.

Please consult the section of this manual for more on immunization requirements. For the junior year, you will need the ones required by UIS (measles, mumps, Rhubella (MMR), and tetanus, diphtheria, pertussis (within 5 years)), and the 3-shot Hepatitis B series.

Before the clinical rotations you also need proof of varicella vaccine or proof of immunity (chicken pox), a seasonal influenza vaccine, and any other new requirements. Some sites allow waivers for some of these but you should plan to have all of them. All sites require a 2-stage tuberculosis skin test or a TB blood test within 2 months of starting the rotations. Students are responsible for the expense of these. You can get immunizations wherever you like. If you grew up in a foreign country and may have had the BCG vaccination for tuberculosis, you should get the TB blood test and NOT the skin test. If you have had BCG, the skin test will likely be positive (sometimes dangerously positive) and then you will have to get a chest x-ray and doctor’s appointment to prove you don’t have TB. Note: the 2-stage or 2-step TB skin test involves getting a skin injection with the results read in 2-3 days followed
by a second skin injection a week or two later with results read 2-3 days later, so it takes about 2 weeks. You may need to make appointments for each visit.

PLEASE submit the documentation of the immunizations, drug screen, and background check in a timely manner, recalling that the drug screen, TB test, and background checks should not be done too early. The contract with the clinical sites states that these must be done (and documented) BEFORE you can attend the rotations at the clinical sites. If a rotation is delayed because of lack of compliance with this, then you may lose that clinical rotation, which may not be able to be rescheduled.
Approach the clinical rotation courses as if you are a hospital/health care employee. The number one priority is patient care.

**Clinical sites expect students to obey all employee regulations.**

Students are expected to attend orientations for the facilities in which they will do rotations. Orientation to Memorial Medical Center will be done on a Friday in September. For many of them this is done the first day of the rotations. Some require you to do online units or may require you to come in for a few hours before your rotations with them.

During these orientations, the clinical liaison will give you a tour of the lab and the site. You may have your picture taken for a name badge. You will need to provide your name, address, phone number, and car license plate number. They will have you do orientation units on such things as HIPAA/confidentiality and safety. They will provide contact information for the clinical liaisons and departments.

Students are responsible for their own transportation to the clinical sites. Just like an employee, you are expected to make a concerted and good faith effort to attend daily. If your carpool driver is ill, for example, you are still expected to be there. If your car is in the shop, you are expected to carpool with another student or employee or take public transportation (plan so that you will arrive on time). The clinical sites are not required to make accommodations with you for special needs such as how early your child care opens. However, many sites will work with you to adjust your hours. Do not ask to come in late every day or be let out early every day. For example, if they agree to let you come in half an hour late every day, expect that you will need to stay late or take a shortened lunch or come in early for a few days so that you can see and do everything.

**Immunizations** are required by the clinical sites. All sites also require a **drug test and a criminal background screen** (at the student’s expense). These will be documented through UIS or a company as discussed earlier.

**Dress codes** for the sites are similar. All apparel is to be neat and clean. Good personal hygiene is also expected. Shoes must be close-toed and leather (not woven or mesh) and worn with stockings or socks. Earrings should not be dangling and hair should be pulled back. Please cover any piercings or tattoos except for pierced ears (single pair). Many of the laboratory staff wear scrubs, however the scrubs should not have any logos, sayings, or inappropriate designs. Some sites restrict certain colors of scrubs. Blue jeans are forbidden at all sites. You may use a lab coat of your own when you leave the lab (especially at Methodist), but this is not required. Lab coats worn in the lab will be provided.
**Attendance** is expected. See the Rotation Attendance Policy which follows. At Memorial Medical Center, there is a brief evening rotation in chemistry for you to see some special assays. You will know when these evenings are scheduled well in advance. Also, for a day or two you may be asked to come in very early (e.g. 4 AM) to see quality control and instrument set-up and routine maintenance.

Students are expected to be **attentive and prepared**. Look on the schedule to see what you will be doing and review your campus notes. Read the procedure manual; it not only has what to do but also things to look out for and implications of the results. Of course, the lab professionals’ first responsibility is to the patients. Be sensitive to their workload, help where you can and get out of the way when appropriate. It is good to stand back and observe when an instrument “goes down” or when things are busy so that you can see what steps the lab professionals take and how they problem-solve. Occasionally you may be asked to go study if things are too crazy. However, if this happens frequently and to the detriment of your learning, please discuss this with the liaison and the UIS faculty for your department.

**Flexibility** by students is appreciated. Within your assigned time at a particular site, the clinical liaison may rearrange your schedule. The program director should be notified of changes that are made. The changes should not compromise your education and are usually done so that you can get better instruction. Most rotations are done independently; rarely will you have a partner doing the exact same rotation.

**Complaints** and special requests should be addressed with the site clinical liaison first. The liaison’s job is to facilitate your learning. We expect that students will act professionally and not complain or gossip with students or staff at other facilities. If you are not satisfied with the response of the clinical liaison, feel free to email or call the UIS faculty for your rotation or the program director.

Students will be keeping a **daily journal** of their rotation experiences. The journal should include what procedures and instruments you do/work with every day, what people you had contact with, and what you are studying. This is also an opportunity to let the UIS faculty know if something is not going well (of course you can always email or call also). The site liaison will also be monitoring the daily journals. There will also be a **weekly reflection** journal entry on what you learned that week about health care (engaged citizenship topics such as the roles of personnel in other lab and hospital/site departments, needs of patients and families, diversity of patients and professionals, etc.). As the rotations progress, journals should reflect personal growth and insight. These are required as these courses are ECCE courses. See the following section on Journals.

**Grading** of checklists and practicals is done by the preceptors (clinical faculty/staff) and these are submitted at the end of the rotation to the UIS faculty. During the rotation, the clinical liaison and the faculty are in touch about your progress. UIS faculty submit the grades to UIS. If a rotation is not finished by the end of fall semester, a grade of DFR (deferred) is submitted and later changed to a letter grade. Sometimes scholarship or financial aid sources need a letter stating that you are in good standing; contact the CLS Chair if you need such a letter.
Grades for all rotation courses are calculated using 50% didactic score and 50% practical average. The practical average must be at least 80%. The practical grade may include unknowns, observations of your work (checklists), artificial scenarios/practicals, or written scenarios and questions.

The quiz average is worth 20% of the didactic grade (10% of the course grade). The final exam is worth 80% of the didactic grade (40% of the course). The grade for the final exam must be at least 70%. One retake will be allowed with the two grades averaged. The retake will be an equivalent but different exam. Except for unusual circumstances, the retake must be taken within one calendar week of the final. Delaying any longer than this will jeopardize your grades in the next rotation.

If the final exam is below 70% OR practical average is below 80% and yet the course average is 75% or better, the course has not been “passed” and the highest score reported will be a D. The course will need to be repeated. UIS faculty and clinical instructors liaisons will jointly decide the best way to make up the course.

The grading scale for the courses is:
- A = 92-100%
- B = 84-91%
- C = 75-83%
- D = 66-74%
- F = 65% or below

Any rotation course below a 75% is unacceptable and will not count for the CLS Program. It must be repeated. If this is the second “D” in the program, the student will be dismissed without opportunity to make it up. Recall that repeating a course and getting a higher grade does not erase the lower grade for the purposes of CLS policies. This is true even if the original grade does not appear on your transcript. For example, let’s say you earn a D in CLS 448 and repeat it the next year and get a B. If you then earn a D in CLS 422 (hematology rotation), it will be your second D in the program and you will be dismissed.

Confidentiality is critically important. As students, you will have access to patient information for teaching/learning purposes. This must be kept STRICTLY confidential. Each site will cover such policies with you at their orientation. Also note that no information can be published, even without names, without the hospital’s/site’s permission and perhaps also the patient’s permission. Any information used for case studies or other educational purposes must not have any identifying name, ID number, or code that could link it back to the patient.

No one is allowed to do lab work that is not officially ordered, such as lab work on you, your sister, friend, or dog. Of course, sometimes we use our own specimens as teaching specimens. Doing a lab test because you have a sore throat or think you might be pregnant is not permitted.
Students are not allowed to **release results** without a lab professional’s oversight (sometimes this is also called verifying). Ideally, a student should have his/her own code that allows access but not verification and release. If this is not possible, a lab professional may log you in under his/her name but you are not to verify or release lab results without their approval and oversight. It is not a matter of trust; they do trust that you have gotten the correct results. They are legally responsible.

**Your conduct** is expected to be professional. You will probably see lab employees breaking these and other rules or not making good judgments. It is difficult to decide what to do in these situations. Do not agree to do anything incorrect, illegal, immoral, or unprofessional. You will have to use your judgment about whether to tell someone else about an employee’s behavior. Even if you are not doing a rotation at a Catholic institution, students in clinical rotations are expected to behave in accordance with the "Ethical and Religious Directives for Catholic Healthcare Services" published by the United States Conference of Catholic Bishops, and the Ethical Directives of the Hospital. These are common sense behaviors that basically answer the question, “How would I want myself or my mother treated?” If you need advice, ask the Clinical Liaison or the UIS faculty.

**ROTATION ATTENDANCE POLICY**

**Attendance** is expected. Treat the rotations as if they are your job. The sites are looking to see if they would want to hire you and hopefully they will give you references. You will find that you cannot afford to miss days in the rotations. If you are sick or you must be absent during clinical hours, you are expected to notify the Clinical Liaison and your supervising teaching lab professional as soon as possible. Note this in your daily journal so the UIS faculty will know. If you wake up ill, please call ASAP, at least an hour before you were to report. If there is snow or ice on the roads, you are expected to make an effort to get to the lab but use your best judgment. There are no "snow days" built into the schedule. The Clinical Liaison and the department instructors in consultation with the UIS faculty will decide whether you need to make up time missed due to illness or weather. Because other students are scheduled for rotations, extensive illness may necessitate coming back at a later date to finish the rotation.

You are expected to be at the clinical site for eight hours or until released by the preceptor/clinical instructor. The Clinical Liaison is ultimately responsible for your education at the clinical site and may overrule the clinical instructor. Your lunch break and morning and afternoon breaks are usually taken when your clinical instructors take their breaks. You may or may not have time available to “study” during the day; it depends on the department and your learning activities for the day. The hours are around 7 AM – 3:30 PM, but they may
vary. You may be expected to come in as early as 5 AM or earlier on some days to observe instrument set-up. At Memorial Medical Center, there is a brief evening rotation in chemistry for you to see some special assays. You will know when these evenings are scheduled well in advance; the objective(s) for this experience are provided.

Any student who fails to follow the proper call-in procedure or fails to make appropriate prior arrangements for known absences will receive an unexcused absence which will result in time that must be made up within two weeks of the absence if possible. Failure to make up the time may result in a grade of incomplete for the rotation. On the third unexcused absence, the disciplinary process below will begin. This process will be documented in your permanent CLS file.

Attendance records are maintained daily by way of your electronic journal. A clinical site may also have you sign an attendance log. Each student is responsible for submitting the daily journal and, if required by the clinical site, marking the attendance log. These are official records. Falsification of records is grounds for nonacademic disciplinary action up to and including dismissal from the clinical site and/or dismissal from the CLS program.

Tardiness is defined as being fifteen or more minutes late. Let’s assume that you are starting at 7 AM. This does NOT mean you are allowed to come in at 7:15 every day. You should be there at 7:00 with lab coat on ready to go. Remember, the lab professionals also fill out affective evaluations on you and arriving at 7:14 every day would indicate lack of responsibility and poor attitude. Students will be allowed three unexcused incidents or tardiness (as determined by the Clinical Liaison). Any incident thereafter will be made up at the end of the day.

Students with excessive absenteeism (3) and/or tardiness (4) are subject to disciplinary action. These policies also hold true for leaving without permission or leaving for excessive periods of time during the day or leaving early at the end of the day as determined by the Clinical Liaison.

Just because disciplinary action will not occur until 3 absences does not mean that you are entitled to 3 days off. You will see that the rotations go very quickly and there is a lot to cover in the allotted days. Missing 3 days would undoubtedly require you to make up some time in order to cover the objectives for the rotation.

Remember to treat the rotations as if you are an employee. Employees do not leave early, schedule hair appointments on work days, or skip days, for example.

You are expected to attain entry-level competency in every department. This requires doing the work and making judgments (with appropriate supervision), not just observing laboratory skills. The more practice that you have, the more types of specimens, and the more different situations you experience, the better a laboratory scientist you will be. Even if you have all of the skills checked off on the department checklist, there is no point at which you can say, “I have learned it all, I don’t need to come back tomorrow.”
Recognizing that my integrity and that of my profession must be pledged to the best possible care of patients based on the reliability of my work, I will:

- Treat patients with respect, care, and thoughtfulness.
- Develop cooperative and respectful relationships with colleagues to ensure a high standard of patient care.
- Perform my duties in an accurate, precise, timely, and responsible manner.
- Safeguard patient information and test results as confidential, except as required by law.
- Advocate the delivery of quality laboratory services in a cost-effective manner.
- Strive to maintain a reputation of honesty, integrity, and reliability.
- Comply with laws and regulations and strive to disclose illegal or improper behavior to the appropriate authorities.
- Continue to study, apply, and advance medical laboratory knowledge and skills; and share such with other members of the healthcare community and the public.
- Render quality services and care regardless of patients’ age, gender, race, religion, national origin, disability, marital status, sexual orientation, or political, social, or economic status.

*The UIS CLS Program expects that students will attempt to follow these guidelines to the best of their ability. Naturally we understand that students are in the process of becoming professionals and will still need to develop skills in order to the accurate and precise, for example. Nevertheless we expect students to make a concerted effort to follow these guidelines.*

www.ascp.com
DISCIPLINARY ACTION

Students who accept a position in the UIS Clinical Laboratory Science agree to conduct themselves in accordance with the policies and rules of the university, the CLS program and the sites as outlined on the university web site, the CLS Student Handbook, and orientation at each clinical site. Failure to comply with these policies and procedures will result in disciplinary action. There are three types of formal disciplinary action which the Program Director can take based on the nature and severity of the offense. Disciplinary action may also begin at any of the following levels and progress to the next level for repeat offenses:

1. oral warning;
2. written warning;
3. dismissal from the program.

Remember that the clinical sites have the right to refuse to continue a clinical rotation if you do something you shouldn't or don't do something you should or if you have a bad attitude. They do not need to follow these steps, although we urge them to follow this process.

We believe students must demonstrate by their actions their professional fitness for laboratory practice. The Program Director reserves the right to require at any time, for just cause, the withdrawal of students whose attitude, conduct, health, attendance, scholastic record, or clinical experience makes it evident that they should not continue in the program. Professional attitudes and conduct expectations are defined in this CLS Student Handbook and reviewed with students during CLS 321 and clinical rotation orientation.

adopted 10/3/08
POLICY ON SERVICE WORK

Students in the UIS Clinical Laboratory Science Program are to have the status of learner and may not render services for patient care beyond the realm of the educational value. Students ARE expected to do laboratory “work” for practice under qualified supervision. However, a student is not to be used as a replacement for an employee. Any activity assigned to a student must have an educational value.

Students may be employed outside of regularly scheduled class time and should be voluntary and appropriately compensated. After demonstrating proficiency, students may be permitted to perform procedures under qualified supervision for purposes of practice but not as a replacement for lab staff. If a student feels he/she is being used to provide patient service, he/she should report this immediately to the Clinical Liaison at the laboratory and to the CLS Program Director.

Students may not release, verify, or turn out lab results on their own unless they are employed by the facility AND are working at the time.

Adopted 2002, revised 2014

If you work at the clinical site where you are doing clinical rotations, you need to be careful about separating your work from your education. You are not allowed to be paid for your time in your rotations and you are not usually allowed to do educational assignments while you are working.

There are 2 tendencies to be aware of in this situation. Sometimes the clinical instructors will assume that since you work there that you already know everything. If this happens, please discuss it with the liaison. Your time as a student is the time to learn the background, theory, and details, so don’t allow them to shortchange you. The other tendency is for them to teach you more than entry-level competency. Since you will be working there, they want you to know everything. Of course it is fine to learn more, but if it becomes overwhelming, please report it.
ROTATION JOURNALS

Students in CLS 421, CLS 422, CLS 423, CLS 424, and CLS 431 are required to keep DAILY journals while they are in these clinical rotations. These journals should be written and submitted electronically daily on Blackboard. Keeping a written journal is not sufficient; entries must be submitted daily to the faculty so they can see how things are going.

The daily journals entries will include the following information. These criteria will be used to judge the adequacy of the journal entries.

1) Attendance: time arrived, time departed, absent. Reason for tardiness, leaving early or absence must be included and who was notified at the clinical site. Just saying “Arrived on time” or “left when the tech said I was done” are not sufficient.
2) What you learned today: what instrument and/or procedures did you review or run. The description of your learning activities and what learned from those activities should be detailed, not just “I ran the coag instrument today.” Details should contain the types of testing performed, including description of reactions/results and correlation of the results to the test, organism, or disease. This will show that you are reviewing, correlating, and applying the practical and didactic material learned on campus.
3) Who you interacted with today: be aware of how the lab and how the hospital works and how people interact (department staff, students, other departments, nursing staff, patients/visitors, etc.)
4) What you are studying and what materials you are using to studying (using flash cards, review books, study questions, classroom notes, etc.). You are expected to study/review didactic material daily, including time outside of the time you spend in the lab.
5) Any problems you are having (nasty clinical instructor, being ignored, being asked to do something inappropriate, etc.). Document if you were told to go study if the preceptor was too busy. This may happen occasionally, but it should not happen often.

These journals are to help you get more out of the clinical rotations. They also give the faculty immediate feedback on your experiences. Faculty will respond to the journal entries if they have a question or concern. If you have an immediate concern, please email the UIS faculty (or program director) and liaison right away about it.

It might be a good idea to keep notes throughout the day. However, we have found that it is best to compose the journal entry directly on Blackboard and not cut and paste it from someplace else.
The **WEEKLY** journals must include reflection about one of the following topics. This will be due on Sunday (by midnight) but can be submitted earlier. Each rotation must address the number of topics in parentheses. In CLS 424, for example, at least 3 topics must be covered.

- CLS 421  Clinical Chemistry (4 weekly)
- CLS 422  Clinical Hematology (4 weekly)
- CLS 423  Clinical Microbiology (4 weekly)
- CLS 424  Immunohematology (3 weekly)
- CLS 431  phlebotomy (0 weekly, daily only)
  flow/molecular/histo  (0 weekly, daily only)

These are the **TOPICS** to cover in your **WEEKLY** journal reflections. These are taken from the ECCE Engagement Experience objectives.

1) How do you feel about the rotation – not just good or bad, but a reflection about your emotions

2) How do you appreciate the interdisciplinary and diverse nature of health care as a result of this course?

3) What is or should be the laboratorian’s responsibility, involvement, leadership, and respect for the professional laboratory community (e.g. fellow laboratorians, professional organizations)?

4) What is or should be the laboratorian’s responsibility, involvement, leadership, and respect for the community at large (i.e. patients or the public)?

5) What have you learned about open-minded and ethical decision-making and action in health care by the professional or by an administrator or by an organization?

6) What are the challenges in health care related to economic, political, or other systems?

7) What are the possibilities and limitations of social change regarding health care?

8) What teamwork you have observed in the lab and in the hospital/site, how the team works, how well it works?

9) How has my worldview been affected by my experiences, attitudes, assumptions and beliefs?

10) How has your awareness of the role of religion, ethics, nationality, age, physical ability, changed during this week or during this rotation?

Over your 4 department rotations you are expect to **cover at least 9 of the 10 topics**. Since a total of 15 weekly journals are required, five or six topics will need to be repeated. Repeated topics are expected to reflect on a **deeper** level than the first time you used the topic.
For CLS 431 Phlebotomy or Special Topics, you do not need to do a weekly journal, but this is a good time to reflect on Question #2, 6, 7, 9, or 10. Be aware of the concerns of the people around you, patients, nurses, etc. so you can answer these in future rotations.

An example of how you might tackle the weekly journals: for the 1st week you may discuss ethical decision making, and the 2nd week you may discuss how you are feeling, and the 3rd week you may discuss diversity. If you do it at the same time each week, you will be more likely to remember to do it. You may decide that Friday lunch time is a good time to do this.

A good-faith effort is expected on your part. We understand that you may miss a day occasionally. In this case we expect that you turn in two reports the next day. This does not mean that you can submit them every other day. If the quality and/or quantity of the reports are poor, you will be asked to write a paper on the above topics before a grade will be posted for the rotation. The paper must be as many pages long as the rotation's credit hours and must use CSE format (references, however, are not required).

Faculty do compare journal entries and papers from course to course and from person to person. Turning in an essentially duplicate entry or paper will be treated as if it was not submitted at all. Turning in someone else's work will lead to disciplinary action.
ENHANCEMENT EXPERIENCES

Enhancement experiences may be arranged on rotation days marked “e” or at other times when students do not have other learning assignments to complete. This can be done for credit (part of CLS 431) or not for credit. See the Blackboard for CLS 431 for the syllabus. Observation of alternative CLS practice might include spending time in departments outside the routine laboratory, such as the histology lab, respiratory therapy, nuclear medicine, or autopsy service. Other possibilities might be non-hospital experiences such as spending time in a public health lab, crime lab, water testing or environmental lab, medical research lab, infertility clinic, or pharmaceutics lab. These can be arranged by the Clinical Liaison, the medical advisor, the UIS faculty, or by you (with permission).

Service learning is also possible as a part of CLS 431. This refers to purposeful civic learning through experiences that provide service to the community. One example would be learning the challenges of providing laboratory services in a community health center by helping at a diabetes clinic or an AIDS clinic. Of course, you may also volunteer without receiving credit. You are encouraged to let the university keep track of your volunteer hours. You can obtain good references and even student awards which look good on applications for jobs, medical school, or grad school.

If you are interested in doing enhancement or service learning for credit, see the program chair prior to the semester in which you would like to do it.

LEADERSHIP AND SERVICE OPPORTUNITIES

The UIS CLS Program prides itself on providing opportunities for students to have involvement in professional and university activities. These activities are an excellent way to “give back” and are good additions to a student’s resume. Students can participate as members and officers of the CLS Club and many other clubs on campus. The CLS Club allows for CLS majors and other interested students to meet together for social, educational, service, and fund-raising activities.

Students are encouraged to be members in a professional organization. Several UIS students have been officers in the Student Forum of the American Society for Clinical Laboratory Science in Illinois (ASCLS-IL). The national website is www.ascls.org; the state website is www.ascls-il.org. You may also wish to join the American Society for Clinical Pathology (www.ascp.org). Both organizations have some student scholarships.

There are also opportunities to represent the CLS majors on the CLS Advisory Committee and many College of Liberal Arts and Science and University committees include student representatives. There are also opportunities to help with Expanding Your Horizons (to interest girls in science) and career fairs.
ACADEMIC INTEGRITY POLICY

Graduates of the CLS Program will be health care professionals, expected to know their theory and be competent. CLS students must realize that being dishonest just hurts themselves and that being dishonest in the profession is unethical and can hurt patients.

Spring, 2014, the Faculty Senate updated the Academic Integrity Policy. Students are urged to read this policy in its entirety. A summary of violations listed in the policy include:

1. PLAGIARISM
   Plagiarism is failure to properly and appropriately reference and acknowledge the ideas and words of others. Examples include using direct quotations without quotation marks or proper citation; paraphrasing or making only minor changes without proper citation; insufficiently acknowledging sources; having someone else write or heavily edit a paper. See other examples in the Policy. Any instance of plagiarism will result in an “F” on the paper, could result in an “F” in the course, dismissal from the department and from the university.

2. CHEATING
   Misrepresenting or providing false information in any matter of academic achievement or work is cheating. See the examples in the Policy. This includes such behaviors as possessing, copying, or any sharing of exam questions or answers; using unauthorized materials or people to help you and signing someone else’s assignment or attendance record.

3. MISREPRESENTATION OF ACADEMIC EXPERIENCES, ABILITY, OR EFFORT
   See the Policy. Examples include misrepresentation on your application, submission of the same work in two courses, and failure to disclose information that would lead to knowledge about a criminal conviction.

4. ACADEMIC INTERFERENCE
   You must respect the work of others, not hinder others, or give unfair advantage to others, such as copying or passing on information about exams.

5. UNAUTHORIZED ACCESS TO ACADEMIC RECORDS OR SYSTEMS

6. FACILITATING VIOLATIONS OF ACADEMIC INTEGRITY

CLS faculty reserve the right to prohibit or collect such items as backpacks, purses, electronic devices, phones, papers, food and drink, etc. before an exam or practical. They may also prohibit bathroom breaks unless the student has a documented medical excuse.

Sanctions for academic dishonesty may include a failing grade for the assignment/exam/lab, a failing grade for the course (even if the grade has already been posted), or dismissal from the CLS program. Through the Academic Integrity Council Hearing Panel, a student may be placed on suspension or even dismissed from the university.

More than one instance of documented academic dishonesty will result in dismissal from the CLS program after the program director has reviewed the documentation. Clinical laboratory scientists often report lab results without any supervision. They must be scrupulously honest.

http://www.uis.edu/academicintegrity/policy/policy/
COMPLAINT, GRIEVANCE, AND APPEALS POLICY
(ACADEMIC & NONACADEMIC)

The CLS Program is committed to improvement. Part of this commitment includes taking student complaints seriously. Students may approach any faculty member informally with complaints about concerns that affect them personally or corporately. Complaints may also be submitted in writing to the Program Director and may be anonymous. Students also have a representative on the CLS Advisory Committee who may bring complaints and suggestions to this forum.

Prior to initiating a formal grievance, CLS students are encouraged to attempt to resolve matters informally through discussion between the involved parties, whether it is a concern about a grade or a nonacademic issue. The CLS Program Director and/or the clinical site Clinical Liaison may facilitate this process. If the grievance involves the CLS Program Director, the Office of the Dean of the College of Letters, Arts, and Sciences may be called upon to facilitate the informal resolution process. The Office of the Vice Chancellor for Student Affairs may also be called upon to facilitate the informal resolution process. If informal resolution fails or if the student wishes to forego informal resolution, the formal grievance process may be initiated.

The UIS Clinical Laboratory Science Program Student Grievance Policy is based on the UIS Student Grievance Code which addresses both academic and nonacademic grievances. CLS Students are referred to the Student Grievance Code http://www.uis.edu/studentaffairs/policies/documents/grievance.html for a complete description of applicability, initiation of proceedings, grievance process, and the Student Hearing Board. “A grievance under this procedure is a complaint by a student at the Campus which alleges that s/he has been treated unfairly or that rights or privileges guaranteed to that student by the Board of Trustees and/or University; and/or Campus policies, regulations, or rules; and/or relevant law have been adversely affected by another member of the Campus community. This Grievance Code applies to both academic and non-academic grievances.”

The Grievance Code contains appeals procedures.

REGISTRATION, COSTS, REFUNDS

In consultation with their advisor or Program Director, students are responsible for registering for classes each semester. Students are responsible for their own progress toward graduation. Except for MLT articulation students, CLS 421-424 must be taken for their full credit hours.

Students are also responsible for arranging for payment of tuition and fees to UIS. Current tuition and fees, including policies regarding withdrawal and refunds, can be found on the UIS website at http://www.uis.edu/registration/tuition/index.html.

Don't forget to plan for the summer semester between the junior and senior years. Financial aid for summer goes with the preceding year.

Additional expenses required before clinical rotation courses are payments for a drug screen, a background check, immunizations/titers/TB tests, and possibly expenses for appropriate clothing and shoes. Recall that transportation and housing for clinical rotations are also the student's responsibility and will vary depending on the clinical site. Also, the student may need to arrange for housing back in Springfield for the final month of the program. Students are encouraged to live on campus as UIS Housing is very flexible about leaving and returning from internships.

CLS STUDENT SUPPORT FUND

Thanks to the former CLS program director, Paula Garrott, a fund has been created to help students with expenses incurred during the program. The main purpose of the fund, sometimes called the CLS Travel Fund, is to help with expenses related to clinical rotations. Application is made to the program director. The amount of money awarded depends on the amount of money donated to the fund by alumni and friends and how many students apply. The amount of money awarded for clinical rotations has been roughly based on how far each student needs to travel to his/her furthest rotation. This is NOT expected to cover the entire cost of expenses related to the rotations.

Please remember to return the favor by donating to this fund after you graduate. Also, if you have an urgent need during the program, please speak to one of the CLS faculty. We may be able to suggest some options as well as listen to your concerns.
SCHOLARSHIPS

The application deadline for scholarships administered by UIS is February 15. The William and Mary Schnirring Scholarships are for undergrads in Biology or CLS or other major that have plans to enter a health care profession. Freshman and above, residents of Illinois, are eligible. It is renewable. There are also two scholarships specifically for CLS majors. There are 1-2 Health Professions Scholarships for about $400-$600 each. Also, there are 2-4 Central Illinois Community Blood Center scholarships for around $1000-$2500.

ASCLS has scholarships for undergraduates and minorities, deadline April 1. ASCP administers the Siemens MLS/MT scholarships and Legacy scholarship, deadline November 1. You must be a member of ASCP, however student memberships are free. Siemens sometimes matches the amount if a UIS student wins a scholarship. Ask the program director for more details or check the websites of these organizations.

The program director will also email you about other scholarships that become available.

POLICY ON ATTENDANCE AT STATE CONFERENCE

All students in the CLS program, juniors and seniors, are expected to attend the ASCLS-Illinois state conference in April. CLS Club fund-raisers should cover most, if not all, of the expenses if the student participates in the fund raising activities. Students are expected to dress and act professionally, attending Student Bowl plus a minimum number of scientific sessions. If an emergency occurs and student cannot attend, the student will be expected to turn in an extensive alternate assignment.

4/14/06
AWARDS

The CLS Program has 3 awards for graduating students. These are presented at the College of Liberal Arts and Sciences awards ceremony and reception the day before graduation. They are selected by the CLS faculty. They include the Program Marshal, CLS Student of the Year, and CLS ECCE Reflection Award. Addition informal awards may be announced. No monetary award accompanies these. Awards may not be selected every year.

The graduates of every program are led through the graduation ceremony by the Program Marshal, a student chosen for excellence in the major. This person's name is engraved on a plaque which hangs in the hallway outside the CLS student laboratory.

The CLS Student of the Year is a graduating student who embodies the spirit of the CLS program and profession as well as academic excellence. This person's name is also engraved on a plaque which hangs in the hallway outside the CLS student laboratory.

The CLS ECCE (Engaged Citizenship Common Experience) Reflection Award is selected by the CLS faculty for depth and/or improvement of the reflective journaling done during the clinical rotations.

ASCP offers certificate awards for student members with a 3.3 GPA and community activities. You must be a member of ASCP (student membership is free.) The certificate is sent to the program director to give you at graduation. We are not allowed to hand out anything at commencement, so you would receive it the day before at the College of LAS honors awards. The deadline for application is March 1.
LEARNING RESOURCES

There are multiple resources available to assist in your learning process:

Textbooks: Professors expect that students will have access to the required texts (online or hard copy). Students who purchase or borrow older editions of texts will be held accountable for the information in the latest edition. As most students keep their clinical texts for study and reference after graduation, we encourage purchase of the most current edition. Study guides are usually optional.

CLS Review Books: Students are encouraged to use a review book during the program that is divided by subject area, examples are books by Harr, Ciulla & Buescher, Jarreau, or the ASCP BOC Study Guide. Quick Review Cards (Polansky) are also very helpful if you study by charts or flash cards. The ASCP BOC Study Guide and/or online practice exams are recommended at the end of the program when studying for the certification exam.

Library books, journals: The UIS library has current editions of reference books in each of the CLS disciplines. CLS-related journals can be accessed through the library (e.g. Clinical Chemistry, Journal of Clinical Microbiology, Clinical Laboratory Science, Laboratory Medicine, and Transfusion). A couple of journals are embargoed and cannot be accessed until several months after publication (Clinical Chemistry for 1 year, Journal of Clinical Microbiology for 4 months). UIS subscribes to several medical databases including CINAHL for allied health. Students have access to the SIU Medical School Library and resources, however some resources can be accessed only at the library itself (downtown Springfield). Quite a variety of resources can be found in faculty offices, including alternative textbooks, review books, slide collections, atlases, and journals. Feel free to ask to see these or browse. Journals and some books are also found in the CLS lab.

Online & audiovisual resources: The CLS Program, through the library, subscribes to an online learning/tutorial site of the University of Washington called Medical Training Solutions (www.medtraining.org). See a CLS faculty member for identification and password. Students may use this web site at home or at the clinical sites and may continue to use it for several months after graduation when studying for the certification exams or orienting to a new job.

The CLS Program also has audiovisual resources in the form of atlases, CDs, DVDs, slide collections and videos for phlebotomy, hematology instrumentation, urinalysis, hematology morphology, and microbiology. Professors will point this out in the appropriate courses. These resources are available during the courses in HSB 338 under the supervision of a CLS faculty member.
GRADUATION

Students are responsible for applying for May graduation at the beginning of spring semester of their senior year. Also students need to watch for the announcement to order caps and gowns – usually in April right around the state meeting. There are only about 3 days to do this, so don’t miss it.

BEFORE applying for graduation, students must fill out a graduation application. These must be done online. If you have not officially declared a chemistry minor and want one, you will need to declare the chem minor by using the form found at http://www.uis.edu/registration/forms/index.html Students should check DARS to see that all courses needed for the CLS BS degree (and the chemistry minor if desired) are listed. You can do this yourself or you can get the office manager, your advisor or program director to do this. For example, it will tell you if you need any general education courses. Let your advisor or program director know immediately if you find anything besides CLS courses missing! Remind them, if necessary, to turn in grades for any DFR grades submitted in the fall for your rotation courses. By the way, a DFR grade will cause the course to appear to be missing from DARS. You need to submit an online application to graduate. Then you must have a signature form submitted: major and minor advisors and department chair must sign that they have checked DARS and that you do meet the requirements for graduation.

Granting of the bachelor’s degree is not contingent upon passing an external certification examination or licensure exam.

We do HIGHLY recommend taking the certification exam within a couple months of graduating.

Student records are kept by the university forever. CLS department records such as applications and petitions are kept forever in a locked filing cabinet in a locked office. Materials such as exams and evaluations are kept for at least one semester.

You must also sign up for COMMENCEMENT if you want to participate/“walk” in the graduation ceremony at the convention center in May. This is done in person at the Bookstore in March at their “Graduate Salute.” This is during rotations, so if you cannot make it to campus you must contact them to make alternate arrangements.
CERTIFICATION EXAMINATION

Students are responsible for applying to take the ASCP Board of Certification Medical Laboratory Scientist examination, including paying the fees ($225) and sending transcript(s). Check out their web site for more information (www.ascp.org/boc click “Get Certified”). You will be using Route 1. The UIS school code is 012088. If you want to take the exam May 15-Aug 15, you should submit your application by April 1. If you want to take it June 1-Aug 31, submit the application by April 15. Please allow UIS to receive you scores as analysis of these scores is a requirement for our accreditation. Your name will not be used in this analysis. The Board of Certification requires continuing education in order to maintain certification.

Currently there is no licensure for laboratory personnel in Illinois, but some states do have licensure. Most of these states recognize the ASCP BOC certification. If you are interested in employment in California or New York, you are encouraged to check out their requirements as soon as possible. California, for example, requires more hospital rotation time and courses in physics.

Although almost all graduates do pass the ASCP exam (we have over 90% pass rate over ten years), we strongly urge graduates to study for the exam. Graduates are encouraged to take the exam within 1-2 months of graduation while the information is still fresh in your minds.

If you do not pass, plan to take it again within the next 3 months after completing an intense study plan, especially of your 1-2 worst areas. The program director can tell you what you got in each area. There are some other certifications, such as American Medical Technologists (AMT) and AAB, however these are not as widely accepted as the ASCP certification. You might consider this if you do not pass the ASCP MLS Exam after 2 attempts. It is considered a “pass” for the program if you pass an exam within 1 year of graduating.

OUTCOMES MEASURE

Our accrediting agency, NAACLS, now requires that we publish at least four outcomes measure of our program (the average for the past 3 consecutive years).

a. External certification or licensure results (benchmark 75%): ASCP MLS Exam: 91%
b. Graduation rate for those beginning second half of program (benchmark 70%): 91%
c. Attrition rate (percent that left the program after beginning the second half): 8%
   About half left for academic reasons, about half for personal reasons
d. Placement rates (employment in the field, closely related field, or further education within 1 year): 100% (1 unknown)
EMPLOYMENT

Employers frequently call or send information about jobs to the CLS Program Director who will make this information available on the bulletin board and in class. Many students are offered employment even before they graduate.

If students are employed during the CLS Program, they should make sure that their hours do not overlap with CLS courses or rotations. Attendance is critical to your success in the program and is often part of the course grade. Many students choose to limit their work hours in order to maximize the CLS experience and insure success in the CLS profession.

It is wise and courteous to ask a person if they will give you a reference before giving their name as a reference. This includes UIS faculty and rotation sites’ staff. Before any grades, judgment of performance and personal character references can be given, each UIS faculty (including clinical site liaisons) should be given a release signed by you. It can be blanket permission for any employer or graduate school or it can be a one-time permission. See the next page for the form.

If you are an international student on a student visa and want to work in this country after graduating, be sure to begin the process of obtaining a work visa before October so that you will be eligible to work upon graduation.

We encourage you to consider employment at the clinical sites at which you did rotations. These sites agree to have students because they are hoping for employees.
UNIVERSITY OF ILLINOIS AT SPRINGFIELD
Clinical Laboratory Science, (217) 206-6589

REQUEST FOR RECOMMENDATION

Student Name (Please Print): ____________________________________________

University Identification Number (UIN): ________________________________

Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, I hereby authorize the following faculty member to release official and unofficial University of Illinois at Springfield information in a letter of recommendation or reference form or telephone reference on my behalf regarding the specific information noted below. I understand that by not signing this, in the future I will need to send this signed form each time I request a recommendation. ___(initial if not signing)

________________________
Name of Faculty

___ Academic performance (description and/or grades for theory, laboratory, and clinical)
___ Personal characteristics related to employment or further education (for example, but not limited to: attendance, ability to get along with others, critical thinking)
___ Only information specified here:

I understand that the letter of recommendation will not become part of my education record, and therefore, I am not entitled to review a copy of this letter at any time in the future. This information will be released to:

___ Any employer who contacts you
___ Any graduate or professional school
___ The specific place(s) or individual(s) listed here:

I understand that by signing this document I am waiving any and all claims against the faculty/staff member listed above and the University of Illinois at Springfield for any and all personal damages that arise or occur subsequent to the release of such information.

__________________________________________  __________________________
Student’s Signature                      Date