



Medical Laboratory Sciences  
Student Handbook (v1.3)

Cohort  
2024-2025 through 2026-2027



**Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised to those who love him.**

James 1:12 NIV

# Congratulations and Welcome!

You have been selected to gain admission to our Medical Laboratory Sciences program because we believe you have the right disposition, drive, attitude, and commitment to become a laboratory professional.

As the staff and faculty at AHU, our main goal is to provide you with the highest level of education to help you become a competent laboratorian. We will work together toward meeting that goal.

This handbook is a concise source of information about the MLS program at AHU. Please read it and direct any questions or concerns at the faculty. We wish you success in starting a new and exciting chapter in your educational and professional life.

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## 1. Mission, Vision, Purpose Statements, and Accreditation

### A. [University Mission](#)

Developing skilled professionals who live the healing values of Christ.

AdventHealth University is a Seventh-day Adventist institution specializing in healthcare education in a faith-affirming environment. Service-oriented and guided by the values of nurture, excellence, spirituality, and stewardship, the University seeks to develop leaders who will practice healthcare as a ministry.

### B. [Program Mission](#)

The Medical Laboratory Science Program's mission is to train clinically competent, resourceful, and adaptable entry level technologists who engage in a collaborative health care delivery model and who uphold themselves to the highest professional and ethical standards.

### C. [University Vision & Values](#)

AdventHealth University is a leader in healthcare education, transforming the science and practice of whole-person care and developing influential professionals of uncommon compassion.

Our values are:

- Nurture - AHU fosters nurture by creating a respectful, inclusive, supportive, and empowering environment for all.
- Excellence - AHU expands excellence by advancing innovative teaching, experiential learning, and serious scholarship.
- Spirituality - AHU cultivates spirituality by offering opportunities for all to grow in relationship with God.
- Stewardship - AHU promotes stewardship by optimizing human potential, positive relationships, and valuable resources.

### C. [Program Vision and Purpose Statements](#)

The Medical Laboratory Science Program at AdventHealth University seeks to be a program that stands at the forefront of transformative laboratory science education, aligning with the university's commitment to whole-person care rooted in compassion.

The purpose of the Medical Laboratory Science Program at AdventHealth University is to equip students with the highest caliber of scientific knowledge and practical skills within a faith-affirming environment. Our program aims to cultivate graduates who exemplify uncommon compassion, professionalism, and ethical integrity in the realm of medical laboratory science.

#### D. [University Student Learning Outcomes](#)

AdventHealth University strives to create an educational environment that fosters the inculcation of its four core values: Nurture, Excellence, Spirituality, and Stewardship. From those four ideals the University has identified seven learning outcomes which inform its curricular and extracurricular endeavors with the goal that they be manifested in the lives of its graduates.

- Caring - The AHU graduate will be a caring professional who possesses a willingness to nurture other individuals in the context of healthcare as a ministry.
- Communication - The AHU graduate will be an effective communicator who possesses appropriate verbal, nonverbal and written skills in the practice of healthcare as a ministry.
- Critical Thinking - The AHU graduate will be a critical thinker who gathers relevant information and analyzes and uses that knowledge in practicing healthcare as a ministry.
- Ethical/Moral - The AHU graduate will exhibit the characteristics of a Christian professional: treating everyone with respect and dignity in the context of healthcare as a ministry.
- Professional Expertise - The AHU graduate will demonstrate professional expertise by passing appropriate professional examinations and exhibiting proficiencies within the context of healthcare as a ministry.
- Service to the Community - The AHU graduate will be one who fulfills their social, civic, and environmental responsibilities in their involvement of healthcare as a ministry.
- Lifelong Learning - The AHU graduate will be a lifelong learner who pursues excellence and the ongoing acquisition of knowledge and professional expertise.

#### E. [Program Learning Outcomes](#)

The MLS program at AHU aims to:

- provide students academic and professional training in the field of medical laboratory science to meet employment needs of Orlando and surrounding communities.
- produce graduates who meet entry level competencies in the profession who:
  - have qualities of honesty, intellectual integrity, and inquisitiveness,
  - can comprehend and follow laboratory SOPs,
  - can identify, collect, label, and log in specimens accurately,
  - have a working knowledge of the principles of clinical testing,
  - are qualified to perform, with minimal supervision, routine clinical laboratory testing menu,
  - can correlate test results to findings,
  - strives to eliminate errors through their ability to recognize discrepancies in testing results,
  - can keep accurate records,
  - can communicate findings clearly to other medical personnel,

- are skilled in the operation of common laboratory instruments,
- can explain testing principles and procedures to other medical personnel.
- can organize their work to efficiently manage time,
- can adapt to stressful periods of heavy workload,
- are constantly aware of patient welfare,
- can maintain confidentiality of patient ID and testing results, and
- can actively cooperate with their co-workers as a team.

F. [Accreditations & Endorsements](#)

AdventHealth University is accredited by:

- The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees, and
- Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

The MLS program has been granted “Serious Applicant” status by The National Accrediting Agency for Clinical Laboratory Sciences.

For more information, please contact NAACLS at:

5600 N. River Rd. Suite 720 Rosemont, IL 60018-5119

773.714.8880

[info@naacls.org](mailto:info@naacls.org)

## 2. Administration, Leadership, Faculty, and Staff

### **Administrative Line of Authority for the MLS Program**

The Medical Laboratory Sciences (MLS) Program at AdventHealth University operates within a defined administrative structure that ensures appropriate oversight, student support, and clear communication pathways. This structure provides students with access to academic leadership and establishes an organized process for addressing academic and administrative matters.

### **Administrative Leadership Structure (institutional to program level):**

1. **AHU President**, C. Josef Ghosn, EdD, FACHE, [Erlin.Lugo@ahu.edu](mailto:Erlin.Lugo@ahu.edu)  
Provides overall leadership and strategic direction for the University. Ensures that all academic programs operate in alignment with the institutional mission, policies, and governance.
2. **AHU Senior Vice President of Academics, Provost, Karen Benn Marshall, EdD**, [melodie.smith@ahu.edu](mailto:melodie.smith@ahu.edu)  
Serves as the chief academic officer and oversees all academic programs, faculty affairs, and institutional academic policies that impact enrolled students.
3. **Associate Provost for Undergraduate and Graduate Education**, Heather L. Ferguson, PhD, CCC-SLP, [melodie.smith@ahu.edu](mailto:melodie.smith@ahu.edu)

Supports academic operations, student academic services, and implementation of institutional academic policies, including those related to student progression and success.

4. **Biomedical Sciences and Technology (BST) Department Chair**, Lauber Martins, PhD, [Lauber.Martins@ahu.edu](mailto:Lauber.Martins@ahu.edu)  
Provides departmental leadership and oversight of programs within the department, including faculty coordination, curriculum support, and resolution of student concerns requiring departmental review.
5. **MLS Program Director**, Behnam Emami, PhD, [Behnam.Emami@ahu.edu](mailto:Behnam.Emami@ahu.edu)  
Oversees all aspects of the MLS program, including curriculum, accreditation compliance, student progression, advising coordination, and communication with clinical affiliates. Serves as the primary point of contact for program-level academic matters.
6. **MLS Faculty**  
Faculty page: <https://www.ahu.edu/programs/bs-medical-laboratory-sciences/faculty>  
Provide instruction, academic guidance, and evaluation of student performance. Faculty serve as the first point of contact for course-specific questions and support student learning and success.

### **Student Communication and Escalation Pathway**

Should a student have an academic grievance concerning a grade or other matters concerning a particular course, he or she should follow the appeal procedure outlined in the catalog “Student Academic Appeal” policy at:

<https://catalog.ahu.edu/content.php?catoid=74&navoid=6957#student-academic-appeal>

Students are encouraged to follow the appropriate line of communication when addressing academic or administrative concerns:

- Course-related matters → MLS Faculty
- Program-related matters → MLS Program Director
- Department-level matters → BST Department Chair
- Institutional academic matters → Academic Associate Provost or Provost, as appropriate

### **Contact Information**

Current contact information, including email addresses, for all administrative personnel listed above, is provided in this section. Contact information for all MLS faculty members is also included in each course syllabus and is available to enrolled students through the Canvas learning management system. Additional assistance with institutional contacts is available through the AdventHealth University front desk at **407-303-7747**.

### **MLS Program Key Contacts**

To support timely and effective communication, key program contacts are listed below:

- **MLS Faculty:** Individual faculty contact information is provided in course syllabi and is available through the Canvas learning management system
- **MLS Program Director:** Behnam Emami, PhD; [Behnam.Emami@ahu.edu](mailto:Behnam.Emami@ahu.edu)
- **BST Department Chair:** Lauber Martins, PhD; [Lauber.Martins@ahu.edu](mailto:Lauber.Martins@ahu.edu)

Additional AdventHealth University leadership contact information is available at:

<https://www.ahu.edu/about-ahu/university-leadership>

For general institutional assistance, the **AdventHealth University front desk** may also be reached at **407-303-7747**.

**Full Time MLS Faculty and Clinical Coordinators**

	Room	Email
Ali Amirkhosravi MLS Faculty	Campus Center # 220	ali.amirkhosravi@ahu.edu
Behnam Emami MLS Faculty	Campus Center # 221	
Narita Raghubir Lab System Support and Clinical Coordinator	AH-Orlando	Narita.Raghubir@AdventHealth.com
Yvonne Kramarcik Lab Manager and Clinical Coordinator	AH-Waterman	Yvonne.Kramarcik@AdventHealth.com
Sheila Coile Clinical Educator and Coordinator	Watson Clinic	SCoile@watsonclinic.com

### 3. University Policies and Information

#### A. [Code of Conduct](#)

AdventHealth University expects its students to be good citizens and act appropriately at all times. With that in mind, AHU prohibits the following:

- Dishonesty or knowingly providing false information to the University.
- Theft of, misuse of, or damage to university property or the property of another campus community member; possession of stolen property.
- Failure to comply with directions of university officials acting in the performance of their duties.
- Conduct that threatens or endangers the health or safety of yourself or others.
- Physical abuse of another campus community member or anyone else on university property.
- Fighting.
- Gambling for money or other things of value.
- Disorderly or disruptive classroom conduct.
- Behavior that interferes with the normal operations of the University.

- Unauthorized entry into or use of university facilities.
- Misuse or abuse of fire safety equipment including fire alarms, smoke detectors, and fire extinguishers.
- Possessing firearms, and/or other weapons intended to inflict grave bodily harm.
- Violating the Student Computer Policy.
- Bullying.
- Making derogatory, defaming, threatening, or profane comments about campus community members on social media.
- Aggressive, offensive, and inappropriate language or behavior toward others campus community members.
- Manufacturing, distributing, possessing, or using illegal drugs and drug paraphernalia.
- Misusing legally obtained prescription drugs.
- Possessing, using, or being under the influence of alcohol on any AdventHealth University property or during a school-sponsored activity or event.
- Using tobacco in any form, including electronic cigarettes, on the university campus or during any school-sponsored activity or event.
- Hazing.
- Copyright infringement.
- Academic misconduct, including, but not limited to, cheating on examinations, plagiarism, fabrication, forgery, obstruction, multiple submissions, complicity, and misconduct in research assignments, computer misuse, and misuse of intellectual property.
- Unethical and unprofessional behavior.
- Discriminating against or harassing others on the basis of sex, race, age, marital status, disability, sexual orientation, color, national origin or ethnic origin.
- Sexual harassment, sexual violence/assault, domestic violence, dating violence, and stalking (including cyber stalking).
- Soliciting, aiding, or inciting others to commit any of the above.

The University reserves the right to address other inappropriate behavior that does not clearly fall within the identified standards of conduct above.

Allegations of academic misconduct and/or unethical and unprofessional behavior will be addressed by the Academic Misconduct Procedures listed in the Academic Catalog.

Allegations of sex discrimination, sexual harassment, sexual assault/violence, domestic violence, dating violence, and stalking will be addressed by the Harassment and Non-Discrimination Policy and Resolution Process A or Resolution Process B.

Other alleged violations of the Code of Conduct will be addressed pursuant to the Reports and Investigations section and Discipline Procedure.

## B. [Communications](#)

AdventHealth University (AHU) employs three electronic modes of communication to meet the needs of its student population. Instructors will communicate in their syllabus their preferred method of communication with their students. This will vary from course to course. It is expected that all students will check these electronic modes of communications at least weekly. Students are held accountable for all information communicated to them through these systems.

- **Conclusive Advisor Communicator:** The Conclusive Advisor Communicator is the official way to message your advisor. You will receive email notifications and notifications on the my.ahu.edu home page when you have new messages. To access Conclusive:
  - Log in to my.ahu.edu
  - Under Academics click on My Degree Audit.
- **AdventHealth University E-mail Account:** AdventHealth University e-mail accounts will be used to inform students of upcoming events, such as social events, registration and application information, school closings, and department-specific communications.
- **E-Learning E-mail:** The e-learning courseware management system includes an e-mail component which allows the members of the course and their instructors to communicate with each other. The instructors who utilize the e-learning courseware management systems will communicate in their syllabus to the preferred method of communication with their students. This may vary from course to course.

## C. [Dress and Department](#)

### **Department**

AdventHealth University is a Christian-based institution where each student, faculty, and staff is valued as one of God's unique creations. These are evidenced by the way in which students, faculty, and staff converse and conduct themselves. Therefore, members of the University should actively avoid cursing, inappropriate innuendos, and belligerent behaviors. Great care should also be taken to present oneself as a Christian professional within the area of dress. Below are guidelines that define everyday dress modesty as well as generally accepted professional dress expectations.

### **Dress**

In keeping with the mission to educate healthcare professionals in a Christian environment, AdventHealth University requires that students not yet enrolled in professional programs **dress modestly** while attending classes on campus and **dress professionally** when representing the University in public. As students' progress into professional programs, the dress code becomes more defined, requiring that students adhere to their **program's professional dress code** as outlined in their department's publications.

**Modest Dress includes but is not limited to:**

- Garments that are made from opaque material (no see-through materials)
- Shirt or blouse that covers midriff (no tank tops or spaghetti straps)
- Skirts and dresses that come to or below the knee
- Shorts that are at least mid-thigh in length
- Undergarments that are covered
- Proper-sized garments
- Clothes in good repair
- Clothes in good taste

**Items to avoid:**

- Garments with inappropriate slogans or representations
- Tight-fitting spandex-type garments (i.e. Leggings, biking shorts, etc.)
- Clothes that do not completely cover cleavage and buttocks
- Oversized, ostentatious earrings (body piercings should be covered and/or removed)

**Professional Dress includes:**

- Suit or sport coat and dress slacks (for men)
- Business suit (dress or pant) or a quality skirt and blouse ensemble (for women)
- Collared shirt and tie (for men)
- Dress shoes with coordinated socks (required for men) or nylons (optional for women)

**Professional Program Dress:** Starting with the second trimester of the professional year, students are to purchase at least two sets of properly fitting scrubs to wear during attendance in class, laboratory, and clinical rotations. Scrubs should not be too loose or too tight.

Faculty and staff members are empowered to speak with any student relative to his or her appropriateness of dress and/or deportment. It is expected that the student will follow such suggestions. Failure to follow given directives relative to dress and deportment may result in disciplinary action taken by the AdventHealth University Citizenship Committee.

D. [ID Badges](#)

Students must wear their AHU photo ID badge identifying them as a student. The badge must be always visible by clipping the badge onto the top of the scrub top or the lab coat.

Badges CANNOT be worn at or below waist level. Wearing the badge clipped to a lanyard is acceptable if it does not create a safety hazard or dangle into the workspace.

#### E. [Student Rights & Confidentiality](#)

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution). These rights include:

- **Access to Records**

The right to inspect and review the student’s education records within 45 days after the day the University receives a request for access. A student should submit his or her request to the registrar. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- **Amendment of Records**

The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. Students may not request amendments to records as a mechanism to challenge grades that they received in a course (unless the claim is based solely on an administrative issue).

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. Students will be allowed to include explanatory comments with the record that they believe should have been amended but the University has decided not to modify.

- **Disclosure of Personally Identifiable Information**

The right to provide written consent before the University discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor

outside of the University who performs an institutional service of function for which the University would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks.

- File a Complaint

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

- Family Policy Compliance Office
- U.S. Department of Education
- 400 Maryland Avenue, SW
- Washington, DC 20202

#### F. [Title IX](#)

- Sex Discrimination and Sexual Harassment

Below is a summary of the Harassment and Non-Discrimination Policy and the Resolution Processes which can be accessed at <http://www.ahu.edu/policies-and-campus-safety/title-ix>. If there are any discrepancies between this summary statement and the full policy, the full policy will prevail.

- Policy Statement

AdventHealth University (“University”) is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex/gender. The University considers Sex Discrimination in all its forms to be a serious offense. Sex Discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated.

Sexual Harassment, whether verbal, physical, or visual, is always inconsistent with the mission and expectations of the University and may constitute a form of Sex Discrimination and is in violation of this policy. Sexual Harassment also includes Sexual Violence/Assault. Definitions and examples of specific conduct that constitutes Sexual Harassment and Sexual Violence/Assault are set forth in the Harassment and Non-Discrimination Policy.

- Scope

The Harassment and Non-Discrimination Policy applies to administrators, faculty, and other University employees; students, applicants for employment, customers, third-party contractors, and all other persons that participate in the University’s educational programs and activities; this includes third-party visitors on campus (the “University Community”). The University’s prohibition on Sex

Discrimination extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, athletics, housing, and student services.

- Reporting a Violation

A notice or complaint of an alleged violation of the policy should be reported to the Title IX Coordinator, Ana-Michelle Carrington, or the Deputy Title IX Coordinator, Katie Shaw (Denver Campus). A notice or complaint can be verbal or in writing. Here is the online Title IX/Discrimination Reporting Form. The complaint should include:

- Date(s) and time(s) of the alleged sex discrimination
- Names of all persons involved, including possible witnesses
- Details outlining what happened
- Contact information for the complainant

All University employees have a duty to file a report or complaint with the Title IX Coordinator or Deputy Title IX Coordinator when they believe or receive information indicating that a member of the University Community may have been subjected to conduct that constitutes prohibited Sex Discrimination. Students are encouraged to file a report or complaint.

A person may also file a complaint of Sex Discrimination with the United States Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting <https://ocracas.ed.gov/> or by calling 1-800-421-3481.

- Investigation, Resolution, and Appeals

All complaints will be promptly and thoroughly investigated under the procedures outlined in Resolution Process A or Resolution Process B, and the University will offer and implement appropriate and supportive measures to the parties and take disciplinary and remedial action where appropriate. The University will endeavor to conclude its investigation within thirty (30) business days of receiving it. The complaint resolution processes are designed for fairness to both the complainant and respondent and are implemented by University personnel who receive annual training on relevant issues. The complainant and the respondent will receive a Notice of Outcome after the investigation has concluded and a resolution has been reached, and both have the right to file a written appeal to the Title IX Coordinator within five (5) days of the delivery of the Notice of Outcome. Once an appeal is decided, the outcome is final.

#### 4. Academic Policies/Information

##### A. [Academic Appeal](#)

Should a student have an academic grievance concerning a grade, course, or academic program decision, he or she should follow the Student Academic Appeal procedure as outlined in the Academic Catalog. Grievances should be discussed with the applicable instructor or department chair no later than five business days after the decision or incident prompting the grievance. The instructor or department chair must respond to the student within five business days of the appeal. The decision of Academic Administration on any appeal is final.

Appeals relating to clinical learning experiences should be directed to the applicable academic department.

B. [Academic Dismissal](#)

Students will be dismissed from the BS in Medical Laboratory Science program if the student fails (receives a grade lower than C):

- In four or more BMLS courses at AHU.
- In the same course twice.
- Student will be dismissed from the program if our policies are repeatedly violated.

Consequences of dismissal. When dismissed, a student is no longer enrolled in the BSMLS program. Students dismissed from the program will be under the General education and University guidelines, which means the student will only be allowed to take 100-200 level courses at the University. 300-400 level courses will only be available to students within the BSMLS program. Students have the right to appeal dismissal decisions following the University Academic Appeal policy.

C. [Academic & Personal Integrity Policy \(Academic Integrity and Misconduct Policy\)](#)

Academic integrity is fundamental to the vision and mission of AdventHealth University. We place a high value on truth, which implies a corresponding intolerance of academic dishonesty. It is important that all students are judged on their ability, and no student is allowed an unfair advantage over others. Anything which affects the security and integrity of the learning process or diminishes the reliability and quality of a conferred degree is not acceptable. To graduate ethical, skilled professionals and citizens is a desired outcome of the University.

**Ethical and Professional Behavior**

Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Such standards are generally communicated to students by instructors and are available through publications produced by professional organizations. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

## **Remote Learning - Required Acknowledgement**

All academic integrity standards apply to online courses, including exams, as they do in traditional campus courses.

Students who utilize remote education through AdventHealth University (AHU) are expected to maintain high standards of academic honesty and integrity, and to conduct themselves in a professional manner.

Failure to comply with the Academic Integrity and Conduct Policies of AHU may be grounds for disciplinary action, up to and including removal from access to AHU remote learning and academic programs.

The following document is concerned with students' actions - not their intentions. Academic dishonesty includes, but is not limited to, the following actions:

### **Cheating on Examinations**

Cheating is using or attempting to use materials, information, notes, study aids or other assistance in any type of examination or evaluation which has not been authorized by the instructor.

### **Clarification**

1. Students completing any type of examination or evaluation are prohibited from looking at another student's materials and from using external aids of any sort (e.g., books, notes, calculators, electronic resources, or conversation with others), unless the instructor has indicated specifically in advance that this will be allowed.
2. Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their place.
3. Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others.

### **Plagiarism**

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work, which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and

proper acknowledgment of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue. Students will have plagiarized in any situation in which their work is not properly documented.

- **Clarification**

1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text, in a footnote, or in an endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or in an endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

### **Fabrication, Forgery and Obstruction**

Fabrication is the use of invented, counterfeited, altered, or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences. Forgery is the imitating or counterfeiting of images, documents, signatures, and the like. Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

- **Clarification**

1. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
2. Students may not furnish instructors with fabricated or forged explanations of absences or of other aspects of their performance and behavior.
3. Students may not furnish, or attempt to furnish, fabricated, forged, or misleading information to university officials on university records or on records of agencies in which students are fulfilling academic assignments (including clinical sites, service-learning, etc.)
4. Students may not steal, change, or destroy another student's work. Students may not impede the work of others by the theft, defacement, or mutilation of resources to deprive others of their use.
5. Students may not access or use patient information in ways that violate HIPAA regulations.

## **Multiple Submissions**

Multiple submission is the submission of the same or substantially the same work for credit in two or more courses. Multiple submission shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submission shall not include those situations where the prior written approval of the instructor in the current course is given to the student to use a prior academic work or endeavor.

- **Clarification**

1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submission of the same or substantially the same work in the same trimester or in different trimesters.
2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it **prior** to the submission of the current endeavor.
4. Students may submit the same or substantially the same work in two or more courses with prior written permission from all faculty involved. Instructors will specify the expected academic effort applicable to their courses, and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain written permission from each instructor shall be considered a multiple submission.

## **Complicity**

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

- **Clarification**

1. Students may not allow other students to copy from their papers during any type of examination.
2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other University official.
3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to

examinations that have been administered and returned to students in previous trimesters.

### **Misconduct in Research Endeavors**

Misconduct in research is a serious deviation from the accepted professional practices within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

- **Clarification**

1. Students may not invent or counterfeit information.
2. Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.
3. Students may not represent another person's ideas, writing, or data as their own.
4. Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
5. Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.
6. Students must adhere to all federal, state, municipal, and University regulations for the protection of human and other animal subjects.
7. Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.

### **Computer Misuse**

Use of computers that is disruptive, unethical, or illegal use of the University's computer resources, including any actions which violate the *AHU Student Computer Use Policy* is prohibited. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency in which students are performing part of their academic program.

- **Clarification**

1. Students may not use the University computer system in support of any act of plagiarism.
2. Students may not monitor or tamper with another person's electronic communications.

3. Students may not use University computer resources to engage in illegal activity, including but not limited to the following: illegally accessing other computer systems, exchanging stolen information, and violating copyright agreements which involve software or any other protected material.
4. Students may not use any University computer as a host system for any unauthorized service or application.

### **Misuse of Intellectual Property**

Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets, or intellectual properties.

- **Clarification**

1. Students may not violate the University policy concerning the fair use of copies. This policy can be found in this *AHU Academic Catalog*.

#### D. [Assignment Submission](#)

Assignments may be in form of research papers, essays, summary assessments, diagnostic assessment, or take-home tests and are promptly due on the date previously indicated by the course instructor before the start of the class.

#### E. [Attendance](#)

- Class attendance is required beginning with the first-class meeting.
- Students who are not actively participating in an online class and/or do not submit the first assignment by the scheduled due date may be withdrawn by the instructor at the end of the first week. Student attendance in online courses is defined by federal regulations as an active participation in the course as described in the individual course syllabus.
- In the event of absence from a classroom course or the inability to participate in an online or hybrid course, the student must contact their professor immediately to indicate the reason and to inquire whether make-up work is possible. In the event of an emergency (e.g. illness), instructors may require official documentation or verification.
- It is the student's responsibility to withdraw from his or her courses as soon as the decision to drop has been made. Students are considered to be enrolled in the course until he or she withdraws. During the add/drop period, students can add and drop online. After the add/drop period, students must complete the Drop/Withdrawal Form and submit to the Office of the Registrar. Please refer to the Drop/Withdrawal Policy for more information.

- An Administrative Drop may take place if a student is absent for a period of two consecutive weeks and does not contact the instructor or complete the appropriate paperwork.
- **(The following two bullets are effective Fall 2023 because WF grade is being done away with.)**
  - Administrative Drop Forms submitted on or before the Course Withdrawal Deadline will receive a "W" grade for each course.
  - Administrative Drop Forms submitted after the Course Withdrawal Deadline will receive a "F" grade for each course.
- When a student's number of absences (excused or unexcused) for any course exceeds 20% of the total course appointments, a grade of "F" may be given for that course.
- Excused absences up to five days are allowed for bereavement if the death was an immediate family member (spouse, parent, sibling, child, or grandparent). Other family members, such as aunts, uncles, and cousins, are usually not in this category unless they were part of the immediate family unit. Additional time must be requested by the student and agreed to by the instructor. Verification must be provided at the time of the student's return to class. All coursework must be made up within a time frame agreed upon with the course instructor.

Please refer to the program handbook for additional attendance policies.

#### Program Integrity and Documentation of Online Course Attendance

Faculty members must certify that students are actively attending an online course or hybrid course that does not meet face-to-face. If a student does not complete at least one of these activities during a week's time, they will be marked absent. Attendance will be kept up to date on a weekly basis. Online courses will, at a minimum, have weekly mechanisms for student participation no more frequently than daily, which can be documented by any or all the following methods:

1. Submit an assignment online
2. Take an online assessment
3. Completion of tests or quizzes
4. Participate in an online discussion or forum about academic matters
5. Submission/completion of assignment
6. Complete an online interactive tutorial or computer-assisted instruction that is trackable
7. Initiate contact with the faculty member to ask a question about the academic subject studied in the course

8. Other course participation as described in the syllabus

Students are required to log in to each online course to complete the postings/assignments required in the course. As a component of attendance, student email, course announcements and discussion forums should be checked frequently (daily is recommended). The student is solely responsible for checking updates related to the course. Note: nonattendance may affect financial aid. If a student fails to meet the attendance requirements, he or she may be recommended for withdrawal from the course. In the case of an anticipated absence, the student should contact the instructor in advance and make arrangements to complete the required assignments. In case of an emergency (illness/accident or death in family), a student should contact the instructor as soon as possible providing documentation supporting the need for any late submission of a graded event.

Students who do not complete the course attendance requirements within the drop/add period for the course will be dropped from the course. (Drop/add and withdrawal dates are listed in the published schedule and University Catalog). Students who fail to maintain active participation in an online course will be processed in accordance with this attendance policy.

F. [Drop/Withdrawal](#)

It is the responsibility of the student to withdraw in writing to the Office of the Registrar by completing a drop/withdrawal form by the deadline listed in the Academic Calendar of the Academic Catalog.

Students should be aware that course drops/withdrawals may affect:

- Anticipated graduation dates
- Immigration status
- Financial status
- Eligibility for a professional program
- Progression requirements for a professional program.

Before a student drops/withdraws from a course(s), we recommend that the student:

- Meet with the professor to discuss his or her progress in the course.
- Meet with an academic advisor to discuss how the withdrawal will affect his or her educational plans.
- Meet with a financial aid advisor to discuss how the withdrawal will affect his or her financial aid.
- Refer to the Refund Policy in the Financial Information section of the Academic Catalog.

Before the Drop/Add Deadline (see Academic Calendar in the Academic Catalog), students can:

- Drop course(s) via their student portal located on my.ahu.edu student portal.
- Courses dropped prior to the Drop/Add deadline will not appear on the official transcript or have negative consequences such as course failure.
- No record will appear on the permanent academic record.

During the Withdrawal Period (see Academic Calendar in the Academic Catalog) a student:

- Can withdraw from a course(s) and receive a "W" grade for each course.
  - "W" grades appear on transcripts but do not impact a student's grade point average.
- Must submit a complete Drop/Withdrawal Form to withdraw from the course(s)

After published Course Withdrawal deadline:

- Course withdrawals are not permitted after the deadline.
- Students may be eligible for an appeal if they have experienced extenuating circumstances that impacted their ability to withdraw from the class by the published deadline.
- If the extenuating circumstances appear below, student must submit an appeal with the appropriate documentation to the academic department that offers the course.

Appeals may be considered for the following extenuating circumstances:

- Sever illness or medical emergency (doctor's note required)
- Military transfer or activation of military orders for more than 30 consecutive days (copy of transfer/orders required)
- Administrative error (documentation required to support the request)
- Change in employment situation (documentation from employer required)
- Childcare issues (documentation from childcare provider required)
- Death in immediate family (parent, spouse, child, sibling, or grandparent)
  - Copy of death certificate or obituary required

Appeals will NOT be considered for the following circumstances:

- Misunderstanding of class meeting schedule
- Misunderstanding of drop or withdrawal deadlines or process

- Inability to transfer a course to another institution
- Normal illness or conditions of chronic illness or other health condition that remain unchanged and were known to the student at the time of registration
- Transportation issues
- Change of mind by student regarding course selection
- Dissatisfaction with course content, instructor, or grade
- Change of major.

An Administrative Drop may take place if a student is absent for a period of two consecutive weeks and does not contact the instructor or complete a drop/withdrawal form. Please see Attendance Policies under Policies and Procedures in the Academic Catalog for more information.

Students who temporarily leave the University will be given a withdrawn status if they are gone for more than two trimesters. Students who attend other institutions after leaving will be required to provide updated official transcript(s) for evaluation upon re-entry to AdventHealth University.

G. [Course Evaluation](#)

Students have the opportunity to complete course evaluations to be available the second half of the term and ending one week after end of term.

H. [Grading](#)

Please refer to AHU "[Policies and Procedures](#)".

I. [Grievance Process](#) \*

Please see 5A (Academic Policies/Information).

J. [Incomplete](#)

- An Incomplete (I) can be assigned only if the following stipulations are met:
  - When the major portion of the work (typically at least 80%) for the course has been completed.
  - Student's work is incomplete because of a major life event out of the student's control such as illness or unavoidable circumstances including but not limited to a death in the family, a major car accident, hospitalization, or natural disasters or
  - Student's work is incomplete because of an unforeseen academic event such as failure to meet a program requirement or a clinical interruption.
  - The student must provide the appropriate documentation to substantiate the request for incomplete.

- Incompletes cannot be assigned because of negligence or inferior performance observed throughout the course.
- Students will be charged an incomplete fee for each incomplete grade issued.
- Access to the course(s) in Canvas will remain open for the length of the incomplete period.
- Students are encouraged to contact their instructor for support, and no later than the end of the course to request an incomplete grade. The Incomplete Grade Agreement Form must be submitted which states:
  - The remaining work to be completed.
  - A plan with timelines for each outstanding assignment will be submitted.
  - The due date for the incomplete to be satisfied should be no later than 45 days from the last day of the course. (Example, if the last day of the course is June 23, the incomplete needs to be satisfied no later than August 7.)
  - The grade the student will receive if the work is not completed by the agreed upon time.
- The instructor determines whether an Incomplete is appropriate and submits the completed Incomplete Grade Agreement Form to the Office of the Registrar with approval from the department chair.
- To change an incomplete, a student must submit all completed work by the established deadline. If required work is not completed by the established deadline, the incomplete will automatically be changed to the grade noted on the Incomplete Grade Agreement Form. Any request for an extension of time beyond the contracted time shall be in writing before the end of the contracted date and approved by the appropriate academic administrator. Incompletes issued for the spring term must be completed by the end of the summer to ensure that the updated grades and hours may be reported to the State so funding may be verified.
- The number of incompletes on a student's record affects the student's class standing, financial aid, and could affect the number of credits allowed to take in the following trimester. This is not allowed for consecutive trimesters except in extenuating circumstances.

K. [Netiquette Guide for Online Courses](#)

It is important to recognize that the online classroom is in fact a learning environment, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

**Security**

- Remember that your passwords are the only things protecting you from pranks and more serious harm.

- Do not use passwords that are based on personal information that can be easily accessed or guessed.
- Do not share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.
- Logging on and allowing others to access course materials is considered an academic violation.

### **General Guidelines**

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Convey a positive tone through word choice, syntax, punctuation, letter case, sentence length, opening, and closing. Written tone effects the reader just as the tone of one's voice.
- Use standard fonts.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like smiling face or : ).
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others').
- Do not send confidential information via e-mail.
- Check your email daily.

### **Email Netiquette**

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Use a salutation when writing a message "hello, good morning, etc."
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Sign your message with your name, course name, and best contact/e-mail address if it differs from the platform you are using.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.
- Double check the accuracy of the email address and email recipient before you click "send."

### **Message Board Netiquette and Guidelines**

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Do not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

### **Virtual Presence Guidelines**

When participating synchronously in a virtual class session, you should:

- Have your video on whenever it is possible. If you experience internet issues (e.g. low bandwidth), please communicate with your instructor in a timely manner.
- For video conferences place your device on a flat surface and avoid moving around.
- Keep your microphone muted, unless instructed otherwise by your instructor.
- Check your browsers and documents before sharing your screen to avoid sharing contents that are inappropriate for class.
- Use virtual backgrounds to protect your privacy. Ensure backgrounds are not distracting or inappropriate.
- Dress appropriately as you would in a face-to-face class. This includes both tops and bottoms. Student behavior and dress should mimic that of a traditional classroom or professional setting.
- Smart phone and cell phones must be switched off during class session. This includes both lectures and laboratories.
- If students have questions, they should ask them at appropriate times and should avoid talking or participating in other conversations during class.
- Web surfing, e-mail, and instant messaging are not allowed during class sessions.
- If an instructor views or hears anything indecent during a video conference or within video content that violates the University's standards, a report will be made to academic administration.

#### L. [Student Advising](#)

##### Academic Advising

Academic advising is provided to all AdventHealth University (AHU) students. Advisors may assist with setting academic goals, interpreting academic policies and procedures, course selection, registration, and personal development. Advisors may refer students to additional resources as needed.

All students are assigned an academic advisor upon acceptance to AHU. General studies students are assigned a Student Experience Manager and program students will be assigned a Faculty Advisor. Students are encouraged to contact their academic advisor prior to the beginning of each trimester for course selection and approval and to monitor progress toward their educational and career goals.

Students Accepted to the University prior to acceptance to a Professional Program:

Students in this category are assigned a Student Experience Manager upon acceptance to AHU. Student Experience Managers are available to assist with course selection, degree

planning, and helping students apply to programs. All students are encouraged to contact their Student Experience Manager prior to the beginning of each trimester for course selection to monitor progress towards their educational goals.

Students Accepted to a Professional Program:

All program students are assigned to a faculty advisor upon acceptance to an AHU professional program. Program students are encouraged to refer to their program manual and faculty advisor for program specific information and advising.

## 5. University Resources

### A. [Community and Student Engagement and Service Learning](#)

At AHU, we believe education extends far beyond the classroom and clinic and reaches into the very communities in which we live, work and play. With service learning incorporated directly into your degree program, you'll receive meaningful service opportunities and a greater understanding of whole-person care. Whether you're providing free care at a local clinic, teaching health habits to local children or other rewarding experiences, you'll deepen your knowledge and make a difference in the lives of others.

In addition to connecting with your classmates through service opportunities, Student Engagement is here to connect to the university through club activities, student town halls and forums, and timely student communication.

### B. [Counseling and Disability Accommodations](#)

In order to receive academic accommodations, students should contact the Disabilities Coordinator prior to or at the beginning of the trimester. Most requests should be submitted 2 weeks before classes start; however, the following requests should be submitted at least 4 weeks before classes start. Accommodation requests will also be accepted throughout the trimester:

- Requesting accommodations for the first time
- Alternatively formatted textbooks
- Interpreter services

Please see "[Available Resources](#)".

### C. [Temporary Disabilities](#)

AdventHealth University recognizes that students may experience temporary injuries, illnesses, or other circumstances that impact their academics, resulting in the need for

access to specific services and resources. Some examples of temporary disabilities include but are not limited to injured extremities, post-surgical recoveries, concussions, etc.

For academic considerations, students who have a temporary disability are encouraged to speak with their instructors about any accommodations they may need for the duration of their illness or injury. The instructor has the option to allow reasonable accommodations if approached by a student. If the instructor is unsure about the accommodations, he/she can reach out to the Office for Students with Disabilities.

For non-academic considerations (such as parking and other accessibility concerns), students who have a temporary disability can contact the Dean of Students at (407) 303-8016 for an appointment to discuss possible options.

It is expected that students will be communicative and forthright about the temporary disability and their perceived accommodation needs. A discussion regarding a student's particular circumstances can provide insight into the type of services that might be appropriate. Accommodations will be considered on a case-by-case basis in consultation with other campus departments, depending on the nature of the request and what may be deemed necessary by the University.

For additional information and guidance concerning temporary disability accommodations, please contact Betty Varghese, Disability Services Coordinator, at 407-303-1870 or [Betty.Varghese@ahu.edu](mailto:Betty.Varghese@ahu.edu).

D. [Course Registration](#)

To register for your courses, speak to your academic advisor and reach out to the Office of Registrar for further assistance either by email ([ahu.registrar@ahu.edu](mailto:ahu.registrar@ahu.edu)) or visit the [Office of Registrar](#) website.

E. [Financial Services](#)

Contact AHU [Financial Services](#).

F. [Online Bookstore](#)

Our online [bookstore](#) is powered by eCampus.com. Shop for textbooks by course or by your schedule, sell your textbooks or return your textbook rentals. All our course textbooks are purchased online. There are no textbooks available for purchase in the campus bookstore.

G. [R.A. Williams Library](#)

The mission of the R. A. Williams Library is to support the educational programs and goals of AdventHealth University by providing instruction and resource materials that promote spiritual, professional, and personal development.

You can find more information on all the resources the R. A. Williams Library provides [here](#).

H. [Requesting Transcripts](#)

Information about ordering official and unofficial transcripts can be found [here](#).

I. [Safety](#)

You can find more information about your safety and security at the Orlando Campus or one of AHU housing communities, including services offered and contact numbers, [here](#).

J. [Student Affairs](#)

Information about student life, campus ministries and student support, events, clubs, and organizations can be found [here](#).

K. [Tutoring Center, Testing Center, and Writing Center](#)

[The University Tutoring Center](#) at AdventHealth University (AHU) provides academic support through tutoring. Sessions for help in understanding a concept or reviewing for a test are available in-person and online.

The University Writing Center can help you with essays, papers, etc. Schedule an appointment [here](#).

[The University Testing Center](#) offers proctoring services to AHU students.

J. [Harassment and Non-Discrimination Policy](#)

Students can and need to report mistreatment, harassments, etc. without fear of retaliation. Please read the University policy [here](#).

## 6. Program Policies

A. [Admission Policies and Transfer Credits](#)

To be accepted into the BSMLS degree program, a student must meet the general requirements for admission into AdventHealth University (see [General Studies Admission](#) in the [Admission Information](#) section), and:

1. Submit the **Medical Laboratory Sciences Program Application** once admitted to the University. The application can be accessed at <http://my.ahu.edu>.
2. Have a minimum admissions GPA of 2.70 in prerequisite courses. A grade of C or better is required for all prerequisite courses.
3. Pass the drug screen and the FDLE background check as stipulated by AHU. Applicants who do not meet this criterion will not obtain the Board of Clinical Lab Personnel trainee license and will not be accepted into the program.

4. Meet the health and safety requirements of AHU hospital affiliates. During the clinical rotation, students will be required to work at the end of the last year with medical laboratory scientists in hospital laboratories to complete the various clinical rotations required by the program. This will only be possible if students abide by the health and safety guidelines of AHU and its affiliates.
5. **Competitive applicants will be invited to attend an interview.** Meeting minimum admissions requirements does not guarantee an invitation for an interview. Every applicant who wishes to be accepted to the program must complete the interview process.
6. Students must complete all general education and program prerequisites prior to the start of the program, as indicated below. Completion of any general education prerequisite courses is verified upon successfully finishing their corresponding higher-level courses.

**English and Composition: 6 semester hours**

- [ENGL 101](#) - English Composition 1 (3 credits)
- [ENGL 102](#) - English Composition II (3 credits)

**Biological Science: 18 semester hours**

- [BIOL 151](#) - General Biology with Lab (4 credits)
- [BIOL 152](#) - General Biology II and Lab (4 credits)
- [BIOL 101](#) - Anatomy and Physiology I and Lab (4 credits)
- [BIOL 102](#) - Anatomy and Physiology II and Lab (4 credits)
- [SCTE 144](#) - Medical Terminology (2 credits)

**Chemistry: 8 semester hours**

- [CHEM 151](#) - General Chemistry I and Lab (4 credits)
- [CHEM 152](#) - General Chemistry II and Lab (4 credits)

**Humanities/Religion: 3 semester hours**

- [REL\\_100 or 200 level](#) (3 credits)
- For students who attended or are enrolled in an Adventist college three course credits of religion are required per year of residency or full-time equivalent of study attended. See religion requirement policy for more information.
- Students coming from other institutions can transfer courses that have achieved the objectives and skills related to the study of human culture including language, literature, philosophy, or history, in place of the religion credits required for the full-time equivalent. See religion requirement policy for more information.

### Mathematics: 3 semester hours

- [MATH 120](#) - College Algebra (3 credits)

#### B. [MLT to MLS - Validation of credentials and previous work](#)

AdventHealth University recognizes the value of previous medical laboratory education and certification. Students who have completed an Associate degree in Medical Laboratory Technology (MLT) from a regionally or nationally accredited institution may be eligible to have coursework and credentials applied toward the BS in Medical Laboratory Sciences degree.

In addition to the credits transferred from your Associate degree, in accordance with the Nontraditional Learning Policy, students holding an approved, valid board certification in the field of Medical Laboratory Technology may receive validation of prior learning as part of the transfer of credit evaluation.

##### How to Request Credential Evaluation

Students seeking evaluation of prior MLT coursework or board certification should contact the MLS Program directly at [AHU.MLS@ahu.edu](mailto:AHU.MLS@ahu.edu). Please include your name, student ID (if assigned), unofficial transcripts for preliminary review, and documentation of current certification. The MLS faculty will review your materials, discuss eligibility with you, and coordinate approved transfer credits with the Registrar's Office.

#### C. [MLT to MLS – Evaluation Pathway Credit Options](#)

AdventHealth University recognizes prior education, certification, and professional experience in Medical Laboratory Technology in accordance with the University's non-traditional learning policy. Students entering the BS in Medical Laboratory Sciences program through the evaluation pathway may receive credit through one or more of the following three mechanisms:

##### 1. Credit for Prior Academic Degree

Students who have completed an Associate of Science in Medical Laboratory Technology (ASMLT) or equivalent U.S. military MLT training may receive transfer credit toward the MLS degree.

##### 2. Credit by Validation – Professional Certification

Students holding active board certification as an MLT from ASCP, AMT, or AAB may receive validation of prior learning in accordance with the University's Nontraditional Learning Policy.

##### 3. Credit by Validation – Verified Job Competencies

Students currently working in the clinical laboratory may receive additional validation credit for demonstrated competencies in Hematology, Clinical Chemistry, Immunohematology, and/or Microbiology, verified by their current laboratory supervisor.

D. [Classroom Attendance Policy](#)

**I. Purpose and Scope**

Consistent, punctual attendance in lectures and laboratories is essential for competency development in Medical Laboratory Sciences. Classroom learning requires students to see, hear, discuss, and write course material to reinforce cognitive retention according to Edgar Dale's Experiential Learning model. Attendance expectations ensure uniform professionalism across lectures, laboratory, and clinical education.

**II. General Attendance Expectations**

Students are expected to attend all scheduled class sessions in their entirety and arrive prepared with required materials. Regular attendance is a professional obligation and supports mastery of program competencies.

Unprepared students may be dismissed from class at the discretion of the instructor.

**III. Communication Requirements**

Students must notify both the course instructor and the Program Director of any anticipated or actual attendance issue.

Notification must occur no less than 60 minutes before class for emergencies or unforeseen delays.

Known conflicts must be communicated as soon as the student becomes aware of them.

Acceptable methods: official university email or Microsoft Teams.

Failure to communicate appropriately may result in the absence being classified as unexcused.

**IV. Attendance Review Authority**

The MLS Program Director is the sole authority for reviewing and determining whether classroom absences, late arrivals, or early departures are classified as excused or unexcused, and for determining academic implications.

**V. Unexcused Absences**

Students may accumulate no more than two (2) unexcused absences per course.

Each unexcused absence results in a 2% reduction of the final course grade, up to the 2-absence maximum.

Exceeding two unexcused absences is grounds for further academic action.

Two late arrivals or early departures = one unexcused absence.

**VI. Excused Absences & Documentation Requirements**

Excused absences may include hospitalization, serious illness/injury, bereavement, accidents, or other emergency circumstances consistent with program standards.

Documentation must be submitted to the Program Director within 48 hours of absence.

Submission does not guarantee approval; excused status is determined by the Program Director.

### **VII. Make-Up Work**

Only excused absences are eligible for make-up work.

Make-up activities must be approved by the Program Director and coordinated with the instructor. Completion opportunities are not guaranteed and depend on course structure and learning objectives.

### **VIII. Course Withdrawal for Excessive Absence**

Missing 1 week of class or 10% of total class sessions results in automatic removal from the course.

## **E. [Clinical Rotation Attendance Policy](#)**

### **I. Purpose and Scope**

Regular, punctual attendance by students during clinical rotations is an essential component of professional development in Medical Laboratory Sciences. Clinical experiences involve direct supervision, competency-based assessments, and patient care activities; therefore, attendance expectations must be clear, equitable, and consistently enforced.

This policy establishes required attendance standards for students, outlines procedures for reporting absences, and defines the roles of students, clinical site personnel, and MLS Program personnel in monitoring, documenting, and enforcing attendance requirements. The policy applies to all parties involved in clinical education to ensure safe, effective, and professional clinical experiences.

This policy is designed to ensure compliance with accreditation standards established by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) governing clinical education, minimum clinical contact hours, supervision, and competency verification.

Completion of clinical rotations in accordance with this policy supports student readiness for professional practice and verifies the clinical training required for eligibility to sit for national certification examinations, including those offered by the American Society for Clinical Pathology Board of Certification (BOC). Certification eligibility and outcomes are determined independently by the certifying organization.

### **II. General Attendance Expectation**

Students are expected to be present for every scheduled day of their assigned clinical rotation. Attendance is a professional obligation and a required component of clinical competency development. Because clinical placements rely on institutional resources,

patient care workflows, and preceptor availability, any absence jeopardizes not only the student's progression but also the clinical site's operational capacity.

It is the student's sole responsibility to:

1. Attend all scheduled clinical days in their entirety. Clinical shifts are typically eight (8) hours in duration, though some departments may operate on seven (7) hour student schedules. Late arrivals and early departures are not permitted except in extraordinary circumstances. See section VIII for more information.
2. Manage personal obligations to avoid conflicts with clinical attendance. Routine medical, dental, legal, administrative, family, or social appointments must be scheduled outside clinical rotation hours. Preventive or non-urgent appointments are not considered excused absences.
3. Provide timely notification of attendance issues. Students must notify both the MLS Program Director and the appropriate clinical contact, in accordance with the Communication Requirement section of this policy.
4. Follow approved methods of communication. Acceptable methods for notifying the Program Director and the clinical site are described in the Communication Requirement section.

### **III. Communication Requirement:**

In all cases of attendance issues, the student must notify:

- The MLS Program Director (PD) immediately upon becoming aware of a delay or absence.
- The appropriate clinical contact, in addition to notifying the Program Director. The appropriate contact for each clinical site is provided to all students during clinical orientation. Notification procedures vary by site: some require direct notification of the preceptor, while others require notification through a centralized system (e.g., at AH Labs, students must notify the Laboratory Support System [LSS], which in turn notifies the preceptor and all relevant parties).

#### **III.A. Timing requirements for Communication:**

- For emergencies or unforeseen last-minute delays (e.g., illness or transportation issues), notification must occur no less than sixty (60) minutes prior to the scheduled start of the clinical day.
- For issues known in advance (e.g., planned appointments or anticipated absences), notification must occur as soon as the student becomes aware of the conflict, well before the scheduled clinical day, to allow for appropriate planning.

Both the Program Director and the clinical site must be notified following the same timing requirements indicated in this policy. While clinical sites may independently notify the program, primary responsibility for communication rests with the student.

Failure to communicate in a timely manner may convert an otherwise excusable event into an unexcused absence.

### **III.B. Methods of Communication**

- Acceptable methods for notifying the Program Director include official university email or Microsoft Teams messaging.
- Acceptable methods for notifying the clinical site must follow the specific procedures outlined by each clinical site, as provided to students during clinical orientation.

### **IV. Attendance Review Authority**

All attendance-related matters, including absences, late arrivals, early departures, documentation review, and classification as excused or unexcused, are reviewed and determined exclusively by the MLS Program Director.

Clinical site preceptors are responsible for supervising students during clinical activities and reporting attendance concerns or observed issues to the MLS Program; however, clinical site personnel do not determine attendance classification, excused status, make-up eligibility, or academic consequences.

Students should be aware that:

- The MLS Program Director is the sole authority responsible for reviewing attendance issues and making final determinations.
- Input from clinical sites may be considered as part of the review process, but final decisions rest with the Program Director.
- Students may be required to submit documentation or clarification directly to the Program Director as part of the review.

Failure to comply with attendance or communication requirements may result in review and action by the MLS Program Director in accordance with this policy and institutional procedures.

### **V. Unexcused Absences**

An unexcused absence is defined as any absence that does not meet the criteria for an excused absence, including the emergency criteria outlined in Section VI, Excused Absences and Emergency Circumstances. Hours missed due to unexcused absences are not eligible for rescheduling or make-up.

Students are allowed the following maximum limits for unexcused absences:

- Across all four clinical rotation courses combined: No more than two (2) days total (16 hours).

- Within any single clinical rotation course: No more than one (1) day (8 hours) may occur in that individual course.

Any single clinical rotation course can be divided into many subdisciplines by the clinical facility. For instance, "BMLS 481 - Clinical Experience I" can be split into hematology, diagnostic hematology, and special coagulation by the clinical site. If a student exceeds the maximum allowable unexcused absence hours during any subdiscipline, thereby surpassing the total permitted unexcused absence hours for all four clinical rotation courses, the student is subject to being withdrawn from the clinical experience course(s) in which the policy violation occurs.

#### **VI. Excused Absences and Emergency Circumstances**

The program recognizes that unforeseen events may occur. Consistent with university practice reflected in the Student Handbook, excused absences may include, but are not limited to:

- Hospitalization or serious illness/injury
- Bereavement
- Accidents or catastrophic events

Documentation may be required to substantiate the need for the absence. Submission of documentation does not automatically guarantee that an absence is classified as excused; the MLS Program will evaluate circumstances on a case-by-case basis.

Documentation must be submitted to the MLS Program Director within forty-eight (48) hours of the absence for consideration as an excused absence. Absences for which documentation is not submitted within this timeframe will be classified as unexcused.

Determination of whether late arrival or early departure qualifies as an excused absence is subject to the criteria and documentation requirements outlined in this policy. Students must follow the established procedures for notification and submission of supporting documentation for consideration as an excused absence.

#### **VII. Determination of Partial vs. Full-Day Absence**

For purposes of clinical attendance tracking, no minimum or maximum number of missed minutes or hours automatically qualifies an absence as partial or full day.

The MLS Program Director retains full discretion to determine whether a late arrival, early departure, or combination of missed hours within a scheduled clinical shift constitutes a partial absence or a full-day absence, regardless of the total time missed.

In making this determination, the Program Director may consider, but is not limited to:

- Total number of hours missed within the scheduled shift
- Timing of the absence within the clinical day
- Impact on clinical learning objectives and patient care activities
- Frequency or pattern of attendance issues

- Communication timeliness and professionalism
- Documentation or circumstances surrounding the absence

Important:

- Unexcused absences are not eligible for rescheduling, regardless of whether they are classified as partial or full day.
- Classification as a partial or full-day absence affects how the absence is counted toward attendance totals. For example, a brief absence may be classified as a full-day unexcused absence for tracking purposes, even if only a few hours were missed.
- The Program Director may also determine how missed clinical time is reflected in attendance records, including situations where the number of hours counted toward an absence may exceed the actual time missed, to ensure compliance with program requirements.

The Program Director's determination regarding partial or full-day classification is final and applies to both excused and unexcused absences.

### **VIII. Deviation from the Scheduled Clinical Shift (Late Arrival or Early Departure)**

If a student anticipates arriving late or leaving early from the clinical site for any reason, including illness, personal emergency, or other circumstances:

- The student must notify the appropriate clinical contact immediately upon becoming aware of the deviation, in accordance with the established communication requirements outlined in the Communication Requirement section of this policy.
- The student must also notify the MLS Program Director as soon as possible, following the Communication Requirement section of this policy. While clinical sites may independently notify the program, primary responsibility for communication rests with the student.
- Any deviation from the scheduled clinical shift may result in missed clinical time, which is subject to review and classification as an excused or unexcused absence in accordance with this policy.
- When applicable, appropriate documentation may be required.
- Failure to communicate late arrival or early departure in a timely and professional manner may result in reclassification of an otherwise excusable event as unexcused and/or may prompt a professional conduct review in accordance with program policies.

### **IX. Make Up of Missed Clinical Time**

The MLS Program recognizes that absences from clinical rotations may occasionally be unavoidable. However, due to the complexity of clinical scheduling and the limited capacity of affiliated clinical sites, the Program cannot guarantee the availability of make-up clinical time.

#### **IX.A. General Provisions**

- Eligibility for make-up clinical time is limited to excused absences only, as defined by the MLS Program, and as described in the MLS Clinical Rotation Attendance Policy.
- All make-up clinical time must receive prior approval from the MLS Program Director.
- All make-up clinical time must be coordinated exclusively through the MLS Program at the University and not directly between the student and the clinical site. Make-up time will be scheduled solely based on clinical site availability. Students are required to complete make-up time during the dates and times offered by the clinical site; student availability, preferences, or personal scheduling conflicts will not be considered. All makeup scheduling is subject to the clinical site preceptor's availability, workload, operational constraints, and patient care needs.
- Program cannot require or compel a clinical site to provide make-up time or to modify its schedule to accommodate a student.

#### **IX.B. Maximum Allowable Excused Absences**

The MLS Program consists of multiple distinct clinical rotations. Because of the operational challenges associated with rescheduling across multiple departments within our clinical sites, limits on excused absences are as follows:

- A student may miss up to three (3) excused clinical days.
- While excused absences may be eligible for make-up time, rescheduling is not guaranteed and is subject to the Program Director's discretion.
- Make-up clinical time is intended to occur within one subdiscipline only. Students who experience absences in more than one subdiscipline are subject to withdrawal from the affected MLS clinical course(s).

#### **IX.C. Withdrawal and Rescheduling**

- Withdrawal from the clinical course will result in no tuition refund.
- The student will be required to repeat the withdrawn clinical course(s), subject to course scheduling and clinical site availability.

- Students may repeat a course only once. Failure to successfully complete the same course on the second attempt will result in dismissal from the MLS Program, in accordance with the program's academic policies.

#### **X. Planned Breaks and University-Recognized Closures**

Students are not expected to attend clinical rotations during the following official university periods:

- Observed federal holidays recognized by AdventHealth University
- Thanksgiving Break (Wednesday, Thursday, and Friday of that week)
- Spring Break (as designated by the university academic calendar)
- University service or closure days formally announced by the institution
- Closures resulting from natural disasters or emergency situations (including, but not limited to, hurricanes and severe weather events) communicated via the university-wide alert system. Any missed clinical time due to such closures may be eligible for rescheduling at the discretion of the Program Director.

No additional “personal days” or non-emergency discretionary absences are permitted beyond what is formally built into the academic calendar. The MLS Program notifies clinical sites of student non-attendance during these periods.

#### **XI. Professional Conduct, Accountability, and Responsibility Statement**

Patterns of tardiness, early departure, failure to communicate, or repeated absences will result in academic or professional conduct review in accordance with the MLS program and institutional policies. Clinical sites may remove students whose attendance compromises patient care or operational needs, which may affect placement availability and program progression or completion.

Failure to complete all required clinical hours and competencies, regardless of the reason for missed time, may result in delayed program progression and/or completion until all requirements are satisfactorily fulfilled.

#### **XII. Responsibility Statement**

By enrolling in clinical rotations, students acknowledge that consistent, reliable attendance is a professional obligation equal in weight to technical competence. Students are responsible for managing personal affairs, health appointments, transportation, and other commitments so these do not conflict with required attendance.

By enrolling in the Medical Laboratory Science Program and participating in clinical rotations, students acknowledge and accept that consistent, reliable attendance and punctuality are professional obligations and essential components of clinical competence. These expectations are aligned with, and governed by, the University Student Handbook, the MLS Program policies, and the policies and expectations of affiliated clinical sites.

#### F. [Program Requirements](#)

Successful completion of the MLS program and gainful employment following graduation depend on each student's ability to meet the following requirements, which include the 5 categories of Essential Functions and Laboratory Technical Standards:

<b>Essential Functions</b>	<b>Examples of Applicable Technical Standards</b>
1- Observation – Has the ability to actively participate in all class demonstrations, laboratory exercises, and clinical experiences.	<p>A. Can observe classroom or laboratory demonstrations where body fluids are collected and tested.</p> <p>B. Has visual acuity to distinguish colors, shades, and depth perception.</p> <p>C. Can read and comprehend text, numbers, and graphs.</p> <p>D. Can recognize and differentiate audible sounds from individuals and lab equipment.</p>
2 - Motor – Has adequate motor skills to execute safe and effective performance of duties.	<p>A. Can move freely and safely about a laboratory.</p> <p>B. Can reach laboratory bench tops and shelves.</p> <p>C. Can endure prolonged sitting or standing, over several hours.</p> <p>D. Possesses manual dexterity necessary to safely maneuver a variety of specimen collection and laboratory equipment.</p> <p>E. Can use a computer keyboard and operate laboratory equipment.</p>
3 - Communication – Has the ability to effectively communicate in English with students, faculty, patients, and other healthcare team members.	<p>A. Can read and comprehend technical and professional materials (textbooks, assay product inserts, SOPs, etc.).</p> <p>B. Can follow written and verbal instructions to perform specimen collection and laboratory test procedures effectively.</p> <p>C. Can clearly instruct patients prior to specimen collection.</p> <p>D. Can converse with patients confidentially, and sensitively.</p> <p>E. Can communicate with faculty, students, staff, and other health care professionals in written and verbally format.</p> <p>F. Can prepare laboratory reports, and take paper, computer, and laboratory practical examinations.</p>
4 - Intellectual – Has the ability to collect and interpret information and make decisions.	<p>A. Has intellectual skills in comprehension, measurement, mathematical calculation, reasoning, critical thinking, analysis, comparison, self-expression, and constructive criticism.</p> <p>B. Has ability to exercise adequate judgment to recognize and correct performance deficiencies and has problem solving skills.</p>

<p>5 - Behavioral – Has emotional stability, can exercise good judgment, can effectively function under stress, has personal integrity, displays concern for others, and demonstrates professional behavior.</p>	<p>A. Manages heavy academic schedule, deadlines, and work schedule,  B. Manages the use of time and completes professional and technical tasks on time,  C. Can provide technical services under physical and emotional stress, such as uncertainty (E.g., ambiguous test ordering, ambivalent test interpretation), rising demands (E.g., "stat" test orders), and a distracting environment (E.g., high noise levels, crowding, complex visual stimuli).  D. Recognizes hazardous materials, equipment, and situations and proceed safely to minimize risk of injury to self and others.  E. Understands diversity, works with a variety of ethnic, gender, social, or educational backgrounds.</p>
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G. [Student Performance](#)

Safe and satisfactory performance in classroom, laboratory, and clinical rotations are expected. Students may progress toward a Bachelor of Science degree in Medical Laboratory Sciences (BSMLS) when they:

- Maintain a minimum overall GPA of 2.70,
- Successfully complete each course with a minimum of 2.00 ("C"),
- Failed courses must be repeated as follow:
  - No more than three BSMLS courses may be repeated at AHU.
  - Students can only repeat the same courses one time.

Failure to comply with the progression policy may result in dismissal from the program. Please, see the MLS program [policies and procedures](#).

H. [Progression](#)

To successfully progress through the MLS program, the student must at a minimum:

- Complete pre-requisite courses before progressing in the program,
- Achieve a minimum grade of "C" in all core courses, and
- Satisfactorily meet course and lab objectives.
- Satisfactorily complete all clinical core competencies.

I. [Competency Assessment](#)

Clinical competency assessments are used to determine that the student has the necessary knowledge and skills to perform a basic laboratory test accurately. Each

competency assessment has a written set of specific criteria which must be performed without error to demonstrate that competency has been achieved.

Clinical competencies may be pass/fail or graded numerically and must be completed successfully to pass the course. If the student has an unsuccessful competency assessment, an action plan will be developed which will include remediation.

The student may be allowed a total of two competency assessment attempts per procedure.

J. [Student Records](#)

Academic and health information specific to each MLS student may be maintained by the University and the MLS Program in physical or digital format. Student files are stored to protect the file and the information contained in the file.

Academic records may include but is not limited to:

- Student academic advising sessions,
- Application(s)/transcripts,
- Correspondence to and from the student,
- Clinical documents,
- Signature forms,
- Conference forms,
- Probation forms,
- Student information sheet, and
- Documentation of clinical rotations.

K. [Employment](#)

MLS students are strongly advised against full-time or part-time employment while enrolled in the Program. If employment is unavoidable, students must determine how many hours they can work and continue to fully meet the requirements of the MLS program. No special consideration will be afforded to students about their employment, required course or clinical hours.

L. [Program Closure-Teachout plan](#)

NAACLS requires every MLS program to have a “teach out” plan in case the program closes. Intentional closure of the AHU MLS program will be communicated to all students immediately.

For prospective students:

- Program closure information will be posted on the University website,

- Students will be informed that the MLS program will not take a new cohort,
- Students will be counseled regarding alternative majors or MLS programs.

For current students:

- Students will be informed of the Program closure,
- If closure is announced mid-academic year, students will be allowed to complete the MLS courses,
- MLS faculty will work with clinical sites to facilitate completion of the clinical rotations, and
- A University official will be designated to clear students applying for the certification exam.

M. [Certification Eligibility](#)

Upon successful completion of program and the University requirements for the Bachelor of Science degree in Medical Laboratory Science, the graduate is eligible to sit for the national Board of Certificate examination for Medical Laboratory Scientist by ASCP.

Please note that the awarding of the Bachelor of Science degree in Medical Laboratory Sciences is not dependent on passing of the ASCP-BOC.

N. [Prohibition on Direct Patient and Reportable Work](#)

Students enrolled in the MLS Program may not perform direct patient testing or generate reportable laboratory results independently at any time during their educational experience. This includes, but is not limited to:

- Performing waived, moderate, or high-complexity testing without direct supervision
- Releasing or verifying patient results in the laboratory information system
- Serving in any role that replaces clinical staffing
- Assuming responsibility for patient care decisions or reportable outcomes

All clinical activities performed by students must occur strictly under the supervision of qualified laboratory personnel. Any patient testing conducted by students must be directly overseen, repeated, or verified by a licensed or credentialed technologist before results are released.

**Educational Purpose of Clinical Rotations**

Clinical rotations are designed solely for educational and competency-development purposes. Students participate in laboratory procedures to gain experience, demonstrate proficiency, and meet program competencies. Students are not considered employees of the clinical site and may not be used to fulfill staffing needs.

**Stipends, Scholarships, and Employment Status**

The MLS Program does not provide stipends, scholarships, or financial incentives tied to clinical placement. No form of financial support implies employment, nor does it alter the

student's status as a learner. Students remain under the supervision of clinical instructors and laboratory personnel throughout all clinical activities.

### **Clinical Site Expectations**

All clinical affiliates are required to uphold the following expectations:

- Students must not replace regular laboratory staff
- Students must not perform unsupervised testing
- Students must not release or authorize patient results
- Students must be supervised at all times during clinical activities

These expectations are communicated to clinical partners through affiliation agreements, orientation materials, and ongoing program correspondence.

### **Student Acknowledgment**

Students will review this policy during program orientation and clinical onboarding. By signing the MLS Student Handbook acknowledgment form, students confirm their understanding of:

- Their role as learners
- The limits of their responsibilities as students in the clinical environment
- The requirement for supervision during all clinical activities
- The prohibition on performing direct patient or reportable work independently

## **O. [Clinical Placement Policy](#)**

Clinical education is an essential component of the curriculum and is completed at one of the program's 11 affiliated clinical sites. The MLS Program arranges clinical placements for all students who meet progression requirements. Clinical placements are scheduled based on site availability, capacity, and student readiness.

### **Assignment of Clinical Sites**

Clinical placements are assigned by the MLS Program based on:

- Annual capacity confirmations from clinical affiliates
- Student readiness and progression status
- Availability of appropriate learning experiences

Students do not secure their own clinical sites. The program makes all placement decisions to ensure equitable access to required competencies and to maintain compliance with accreditation standards.

### **Contingency Procedures if Clinical Placement Is Not Immediately Available**

Although the program arranges all placements, unexpected changes in clinical site availability may occur (e.g., staffing shortages, temporary site closures, reduced capacity). In such cases, the following procedures apply:

1. Reassignment to an alternate clinical affiliate - The program will first attempt to place the student at another affiliated site with available capacity.
2. Temporary delay of clinical placement - If no alternate site is immediately available, the student's clinical placement may be delayed by one trimester:
  - Students remain enrolled in the program.
  - Students may be assigned supplemental academic or laboratory activities to maintain readiness.
3. Priority placement in the next available rotation Students who experience a delay will receive priority placement in the next clinical rotation cycle.

These procedures ensure that all students ultimately complete their clinical education while maintaining the integrity of the learning experience and compliance with NAACLS requirements.

### **Student Responsibilities During Clinical Placement**

Students must:

- Meet all progression requirements before entering Trimester 6
- Maintain compliance with all clinical site onboarding requirements (background checks, immunizations, training modules)
- Follow all policies and procedures outlined by the clinical site and the MLS Program  
Failure to meet progression or onboarding requirements may result in delayed placement.

### **Communication of Clinical Placement Information**

Students receive clinical placement information through:

- MLS Student Handbook
- Program orientation sessions
- Clinical preparation meetings
- Direct communication from the MLS Program Director

The MLS program is committed to transparency and will notify students promptly of any changes affecting clinical placement.

## **P. [Student Employment at Clinical Sites](#)**

The MLS Program recognizes that some students may seek employment opportunities at clinical laboratories during their enrollment. To ensure compliance with accreditation standards and to protect the integrity of the educational experience, the program maintains strict guidelines governing student employment at clinical/applied learning sites.

### **Conditions Under Which Student Employment May Occur**

Students may be employed by a clinical site only outside scheduled educational hours and under the following conditions:

- Employment duties must not overlap with clinical education activities
- Employment hours may not be used to meet clinical rotation requirements or MLS competency assessments
- Students may not work during scheduled clinical rotation hours
- Employment responsibilities must be fully separate from the student's role as a learner
- Students must meet all site-specific employment requirements, including onboarding, training, and supervision standards
- Employment must not interfere with academic performance, attendance, or progression in the MLS Program

These conditions ensure that employment remains voluntary, clearly distinct from educational activities, and compliant with NAACLS expectations.

### **Separation of Roles**

Students must understand that:

- Employment is not part of the MLS curriculum
- Clinical rotation hours cannot be substituted with paid work hours
- Supervision during employment is governed by the site's human resources policies, not by MLS faculty or clinical instructors
- Students may not represent themselves as MLS interns or clinical rotation students while working in an employment capacity

This separation protects both the student and the clinical site from conflicts of interest and ensures accurate competency evaluation.

### **Communication of Employment Policies**

The MLS Program communicates this policy through:

- MLS Student Handbook (primary publication)
- Clinical orientation sessions, where faculty review employment restrictions
- Program meetings, where faculty and staff receive updates on student employment policies
- Advisory Committee meetings, where clinical partners are informed of expectations regarding student employment

These communication channels ensure that students, faculty, staff, and clinical sites receive consistent and timely information about employment conditions.

### **Student Acknowledgment**

Students will review this policy during program orientation and clinical preparation sessions. By signing the MLS Student Handbook acknowledgment form, students confirm their understanding of:

- The conditions under which employment may occur
- The separation between employment and clinical education
- The prohibition on using employment hours to satisfy clinical or competency requirements

Q. [Supervision of Student Laboratory and Clinical Procedures](#)

This policy ensures that all MLS students perform laboratory and clinical procedures under the supervision of qualified personnel in accordance with accreditation standards, patient safety expectations, and institutional requirements. Supervision supports the development of cognitive, psychomotor, and affective competencies required for entry-level MLS practice.

**Supervision in On-Campus MLS Teaching Laboratories**

All laboratory procedures performed in on-campus MLS teaching labs must occur under the direct supervision of MLS faculty who meet NAACLS qualifications for didactic instruction:

- Faculty are physically present during all laboratory sessions.
- Students may not perform laboratory procedures independently or without faculty oversight.
- Students may not access laboratory facilities outside scheduled instructional hours unless a qualified faculty member is present.
- All competency-based activities, including pre-analytical, analytical, and post-analytical tasks, must be supervised.

This ensures that students receive immediate guidance, correction, and reinforcement while maintaining a safe learning environment.

**Supervision in Clinical/Applied Learning Sites**

During clinical rotations, students must perform all procedures under the supervision of qualified laboratorians, defined as individuals who:

- Hold active board certification (e.g., MLS(ASCP), MLT(ASCP), or equivalent)
- Maintain a current state license in the state of practice
- Meet CLIA moderate- or high-complexity testing requirements
- Are designated by the clinical site as preceptors or qualified staff

A qualified laboratorian must be physically present whenever a student performs any laboratory procedure. Students may not:

- Perform procedures independently
- Release or verify patient results
- Function as laboratory staff
- Perform high-complexity testing without direct supervision

These requirements ensure that students develop competencies safely and in compliance with regulatory standards.

### **Separation From Employment**

If a student is employed by a clinical site, employment duties must remain separate from educational activities:

- Employment hours may not be used to meet clinical rotation or competency requirements.
- Students may not perform educational procedures during employment hours.
- Employment supervision follows site HR policies, not educational supervision policies.

This maintains the integrity of competency assessment and prevents role confusion.

### **Student Responsibilities**

Students are responsible for:

- Following all supervision requirements in didactic and clinical settings
- Asking for clarification when unsure about supervision expectations
- Immediately notifying faculty if supervision lapses occur
- Maintaining professional conduct consistent with program competencies

Failure to comply with supervision policies may result in disciplinary action or delay in program progression.

### **Publication and Acknowledgment**

This policy is published in the MLS Student Handbook and reviewed during:

- Program orientation
- Laboratory safety training
- Clinical rotation preparation sessions

Students must sign the MLS Handbook Acknowledgment Form confirming they understand and agree to follow all supervision requirements.

## 7. Program Overview

A. [Curriculum Overview](#)

The Bachelor of Science in Medical Laboratory Sciences degree program at AdventHealth University prepares students in the use of standardized laboratory procedures so they can:

- Analyze blood samples for presence of specific substances,
- Identify cellular elements in blood, urine, and other body fluids,
- Detect disease-causing microorganisms such as bacteria, viruses, fungi, and parasites,
- Determine blood type and prepare compatible blood for transfusions,
- Identify disease-specific antibodies.

Clinical rotations with leading local health care centers and medical laboratories enable students to gain real-world, hands-on experience that can translate into greater knowledge.

B. [Course Sequence & Delivery](#)

**Required Medical Lab Science Core Courses**

BMLS 301 – Introduction to Medical Laboratory Science (2)

BMLS 331 – Clinical Hematology I (3)

BMLS 331L – Clinical Hematology I Lab (1)

BMLS 333 – Clinical Hematology II (3)

BMLS 333L – Clinical Hematology II Lab (1)

BMLS 341 – Clinical Chemistry I (3)

BMLS 341L – Clinical Chemistry I Lab (1)

BMLS 343 – Clinical Chemistry II (3)

BMLS 343L – Clinical Chemistry II Lab (1)

BMLS 351 – Clinical Microbiology I (3)

BMLS 351L – Clinical Microbiology I Lab (1)

BMLS 353 – Clinical Microbiology II (3)

BMLS 353L – Clinical Microbiology II Lab (1)

BMLS 431 – Clinical Hemostasis (3)

BMLS 433 – Urinalysis and Body Fluids (3)

BMLS 435 – Immunology and serology (3)

BMLS 451 – Clinical Immunohematology I (3)

BMLS 451L – Clinical Immunohematology I Lab (1)

BMLS 453 – Clinical Immunohematology II (3)

BMLS 453L – Clinical Immunohematology II Lab (1)

BMLS 461 Clinical Parasitology and mycology (3)

BMLS 463 Molecular Diagnostics (3)

BMLS 465 Lab Regulations, Management and Operations (2)

BMLS 471 MLS Board Certification Prep Course I (3)

BMLS 473 MLS Board Certification Prep Course II (3)

BMLS 475 Capstone project (2)

BMLS 481 Clinical Experience I (Diagnostic Hematology) (3)

BMLS 483 Clinical Experience II (Diagnostic Chemistry) (3)

BMLS 485 Clinical Experience III (Diagnostic Microbiology) (3)

BMLS 487 Clinical Experience IV (Diagnostic Immunohematology) (3)

BMLS 489 Clinical Experience V (Elective) (2)

All courses may be delivered in person, except those without an associated lab portion.

C. [Career Opportunities:](#)

Graduates of the B.S. in Medical Laboratory Science program may choose to work in a wide variety of settings, including:

- Hospitals,
- Independent clinical laboratories,
- Reference, laboratories,
- Health clinics,
- Blood banks,

- Laboratory device manufacturers,
- Federal or state regulation agencies,
- Medical Practices.

Careers in research, pharmaceutical companies, or forensics do not directly align with the program outcome.

D. [List of Clinical Affiliates](#)

<b>Affiliate Name:</b>	<b>Affiliate Address:</b>
AdventHealth CFD	601 E. Rollins Street, Orlando, FL 32803
AdventHealth EFD	1055 Saxon Blvd, Orange City, FL 32763
Watson Clinic	1600 Lakeland Hills Blvd, Lakeland, FL 33805

E. [HIPAA](#)

The Health Insurance Portability and Accountability Act (HIPAA) requires that all protected health information be kept private and secure by all persons that handle, or have access to, that information. Since MLS students, faculty, instructors, and staff use protected health information as part of the educational process (i.e. access to client health data to provide care and use of de-identified health data for educational assignments such as case studies and care plans), all MLS students must be knowledgeable about compliance with HIPAA regulations.

F. [Infectious Agent Exposure Response](#)

Students who experience exposure to any potentially infectious agents (needle sticks, mucous membrane, non-intact skin, or airborne inhalation) require specific follow-up. It is the responsibility of the individual to initiate appropriate first aid and to report the incident as soon as possible (within one hour) to their immediate clinical supervisor or instructor. It is the responsibility of the clinical and/or lab faculty or supervisor to ensure that the appropriate steps have been taken to provide for the safety of the student. Faculty will ensure that accident exposure form is made available to the students.

G. [Social Media](#)

Students should realize information posted on social media platforms may be public for anyone to view and can be traced back to the individual. The public and your future employer expect high standards of professional behavior. Search engines may locate posts years after the publication date and any comments can be forwarded or copied. If you are unsure about posting something or responding to a comment, consult with your Program Director first.

H. [Professional Behavior](#)

The AHU MLS program has an academic, legal, and ethical responsibility to protect members of the public and the health care community from unsafe or unprofessional practices of students. Consequently, the highest standards in honesty and integrity are demanded. Dishonesty and unethical behavior in any form will result in disciplinary measures according to the University policies and may result in dismissal from the program.

MLS students will represent AdventHealth University at clinical sites; hence they must conduct themselves in an ethical, professional, and safe manner and shall abide by the professional conduct standards of the profession and applicable state laws.

I. [Clinical Placement Policy](#)

Student clinical placements are an essential component of their healthcare education, providing them with valuable hands-on experiences in clinical settings. While every effort is made to place students on their rotation and site of choice, the primary goal of the program is to have an open spot at a clinical site and to ensure that students complete all core competencies on time. Sometimes clinical sites may be altogether unavailable or filled, necessitating the student placement at another facility.

J. [Supplies](#)

Students are responsible for providing the following:

- Scrubs - a minimum of two sets is recommended in eggplant color,
- Sharpie or other type of permanent, black, or blue, waterproof marker,
- Three ring binder with dividers for each course,
- Computer/laptop, equipped with either an internal or external camera,
- Black or blue ink pen, and
- AdventHealth University Student Photo ID to be always worn.

# AdventHealth University

## Medical Laboratory Sciences Program

### Informed Consent

As an AHU MLS student, you will be participating in classroom, laboratory, or clinical rotation activities which require student subjects as part of the training procedures and demonstrations. As part of your learning activities, you may be asked to perform a specific skill or be asked to be the subject of specific skills practiced by other students. Learning activities that use student subjects will be conducted under the direct supervision of the instructor who has been assigned to teach a Medical Laboratory Science course.

You have the right to withhold consent for participation. If you withhold consent, you will be required to participate in an alternative learning experience. If you do not participate in either the planned or the alternative activity, you will not be able to successfully complete the program.

Students will be required to be the recipient of several venipunctures and capillary/dermal punctures performed by other students under the direct supervision of MLS course instructor(s).

I have read the above statements and provide my consent.

Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

# AdventHealth University

## Medical Laboratory Sciences Program

### Student Handbook Signature Page

Please read and initial each statement below in the space indicated to the left to signify your agreement to abide by the policies and procedures in this Handbook. Then print, sign and date in the space below.

1. \_\_\_\_ I have read and agree to comply with the student policies and procedures as outlined in the MLS Student Handbook.
2. \_\_\_\_ I understand that while performing my regularly assigned duties, I may be exposed to blood, body fluids, or tissues. I will use the appropriate personal protective equipment (PPE) required when there is an inherent potential for mucous membrane or skin contact with blood, body fluids or tissues, or a potential for their spills or splashes. I understand that if I fail to use available personal protective equipment, I may be subject to disciplinary action.
3. \_\_\_\_ I have been informed regarding the inherent health/safety hazards in the health care field and specific to MLS.
4. \_\_\_\_ I agree to criminal background checks and agree to immediately notify the Dean of Biomedical Sciences and Technology (BST) in writing of any subsequent changes in criminal history that occur after the admission background check has been completed.
5. \_\_\_\_ I understand that I will be required to provide documentation of a negative drug screen.
6. \_\_\_\_ I understand that I will be required to provide evidence of immunization/confirmed disease/titers (as applicable) for MMR, Varicella, Hepatitis B, Tetanus, COVID, influenza, and PPD/Xray for TB.
7. \_\_\_\_ I understand that I will be required to carry health insurance coverage while attending clinical training.
8. \_\_\_\_ I will complete all required clinical rotation training modules and submit signed documentation to the Program Director as required.

9. \_\_\_\_ By enrolling in a class with a clinical rotation component, I acknowledge that AHU may be required as a condition of my participation at an affiliated clinical site, to send certain information regarding me to a clinical affiliate, in compliance with rules, policies, and protocols of the clinical affiliate.

Initial, print your name, sign, date and return this form by the stated deadline to the Program Director. Failure, or refusal to sign and return this form by the stated deadline may result in a disciplinary measure for failure to abide by a Program requirement. Failure to sign and return this form does not excuse a student's responsibility to abide by the policies and procedures outlined in this handbook.

Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_