Medical Laboratory Science

Student Handbook

2026-2027

Table Of Contents

I. Program Overview

A. Introduction

The Medical Laboratory Science (MLS) program is a concentration within the Applied Health Science major at the University of Wisconsin–Parkside. The program prepares students to earn the national MLS (ASCP) credential and to enter the profession as competent, entry-level medical laboratory scientists.

B. Program Mission

The mission of the Medical Laboratory Science program at UW–Parkside is to educate students to become highly skilled professionals in laboratory medicine who demonstrate the knowledge, technical competence, and professional behaviors necessary for successful practice. Graduates are prepared to contribute to high-quality patient care and to become future leaders in the field.

C. Program Administration

- Lesley Walker, Ph.D., - Dean of Faculty
- Glenn George, D.Sc., FACSc, MLS(ASCP)cm - Program Director
- Bryan Lewis, Ph.D. - Director, Center for Health Science
- John Bennett, Ph.D., J.D. - Academic Director

D. Faculty

- Glenn George, D.Sc., FACSc, MLS(ASCP)CM – Chemistry
- John Bennett, Ph.D., J.D. – Microbiology, Immunology
- Taylor Lea Akmon, MHA, MLS(ASCP)^{CM} - Hematology, Immunohematology, Laboratory Operations
- Jessica Orlofske, Ph.D. – Parasitology
- Brett Knorr, MLS(ASCP)^{CM} – Coagulation
- Michael LaForge, MHA, MLS(ASCP)^{CM} - Clinical Fluid Analysis
- Nicholas Raffa, Ph.D. – Mycology
- Priya Praveen Kumar, ASCP - Hematology
- Deanna Zeman, MS, MLS(ASCP)^{CM}SBB^{CM} - Immunohematology

E. Program Accreditation Status and Outcomes

The University of Wisconsin–Parkside Medical Laboratory Science program is accredited by the **National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)**. Initial accreditation was granted by the NAACLS Board of Directors in April 2022.

NAACLS is a nonprofit organization that accredits educational programs in clinical laboratory sciences, including Medical Laboratory Scientist (MLS) programs. Questions regarding accreditation may be directed to:

NAACLS
5600 N. River Rd., Suite 720
Rosemont, IL 60018-5119
Phone: 773-714-8880
Email: info@naacls.org

MLS Program Outcomes Since 2024

Outcome	2024	2025
2025Certification Pass Rate	57%	100%
Graduation Rate	100%	100%
Graduate Placement Rate	100%	100%

II. Program Framework and Expectations

A. Program Goals and Educational Objectives

Program Goals

- Support the mission and goals of the University of Wisconsin–Parkside
- Provide an MLS education that meets NAACLS accreditation standards
- Maintain strong student retention and completion rates
- Achieve and sustain NAACLS accreditation
- Deliver a rigorous academic program that prepares students for the ASCP Board of Certification exam and entry-level practice
- Prepare graduates to meet workforce needs in clinical laboratories, particularly in southeastern Wisconsin

Educational Objectives

The program is designed to:

- Prepare students to perform laboratory procedures with skill and accuracy
- Qualify graduates for employment in medical laboratory science
- Provide both theoretical knowledge and practical experience necessary for career success
- Develop competence across all major areas of the clinical laboratory
- Promote critical thinking and clinical correlation of laboratory results
- Ensure understanding of laboratory safety and regulatory standards
- Foster ethical and professional behavior
- Emphasize the importance of patient-centered care and confidentiality
- Support student development in professionalism (as outlined in the Clinical Skills Checklist)

B. MLS Competencies

In accordance with NAACLS Standards, the MLS program ensures that graduates meet or exceed entry-level competencies.

At entry level, the medical laboratory scientist is prepared to perform a full range of clinical laboratory tests in areas including Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion Medicine, Microbiology, Urinalysis and Body Fluids, and Laboratory Operations. Graduates also contribute to the evaluation of laboratory methods and test systems.

Medical laboratory scientists demonstrate competency in:

- Analytical testing and clinical decision-making
- Regulatory compliance and quality assurance

- Laboratory operations and management
- Education and communication within the healthcare team

Graduates will demonstrate knowledge and skills in:
A. Safety and regulatory standards
B. Professional conduct and lifelong learning
C. Effective communication
D. Laboratory administration and supervision principles
E. Educational methods for training others
F. Clinical study design and evaluation

C. Program Learning Outcomes

The MLS program develops cognitive, psychomotor, and affective skills aligned with NAACLS competencies. Upon completion, students will be able to:

1. Demonstrate knowledge of pre-analytical, analytical, and post-analytical processes
2. Apply appropriate medical terminology and understanding of disease processes
3. Explain fundamental principles across all major laboratory disciplines
4. Perform laboratory procedures with technical proficiency
5. Apply principles of safety, quality control, and quality assurance
6. Demonstrate professional attitudes and behaviors expected in the workplace
7. Apply critical thinking and problem-solving skills in laboratory settings
8. Utilize quantitative skills for quality management and data analysis

The MLS program does not require students to take or pass the ASPC-BOC. Students take the exam after graduation from the University of Wisconsin Parkside MLS program. Our program does not mandate any specific outcome.

D. Essential Functions of the MLS Program

The MLS profession requires specific physical, cognitive, and behavioral abilities. Students must understand the expectations of the program and profession.

A detailed description of Essential Functions is provided in **Appendix A**. All students are required to review, discuss, and sign this document, acknowledging their understanding of the expectations for participation in the program and for professional practice.

III. Admission and Entry into the Program

A. Admission to the MLS Program

Students apply to the MLS program during the spring semester of their second academic year. Admission requires submission of a formal application (Appendix B) and completion of specified prerequisites.

Eligibility Requirements

Applicants must:

- Complete (or be enrolled in) required courses in BIOS, CHEM, MATH, AHS, HESM, and PSYC
- Be on track to complete all graduation requirements by the end of the third academic year

Curriculum Requirements

Students must complete required prerequisite coursework (48 credits) and at least 74 of 89 total required entry credits prior to beginning MLS core courses. All required courses must be completed with a grade of C- or higher.

B. Program Obligations

Students must complete and/or acknowledge the following:

- Declaration of major
- Personal Statement of Intent
- Understanding of program requirements and expectations

Students must also acknowledge future requirements, including:

- Summer coursework expectations
- Essential Functions
- Background check
- Drug screening
- Immunization requirements

C. Health and Compliance Requirements

1. Background Check

Students must complete a criminal background check upon admission. Results may affect eligibility for clinical placement, which is determined by clinical affiliates. Additional information is available through the Wisconsin Caregiver Background Check system.

2. Drug Screening

Students must successfully complete a 10-panel drug screen prior to clinical placement. This requirement aligns with clinical site policies and professional standards.

3. Immunizations

Students must meet all immunization requirements prior to clinical placement. Requirements include:

- TB screening (within 90 days of orientation)
- MMR (rubella, rubeola, mumps) documentation
- Hepatitis B documentation or declination
- Influenza vaccination (seasonal requirement)
- COVID-19 vaccination (as required by clinical sites)

Students are responsible for maintaining documentation of all immunizations.

IV. Curriculum and Degree Requirements

A. MLS Curriculum Overview (4-Year Plan)

The MLS 4-year plan outlines the recommended course sequence. During the first two years, students complete prerequisite coursework in biology, chemistry, and mathematics. Upon admission to the MLS program, students should have no more than 15 remaining credits of general education coursework.

B. Degree and Graduation Requirements

To graduate from UW–Parkside, students must:

- Complete a minimum of 120 total credits
- Complete at least 30 of the final 60 credits at UW–Parkside
- Earn at least 36 upper-division credits (300 level or above)

C. General Education Requirements

Students must complete general education requirements in:

- Humanities and Arts
- Social and Behavioral Sciences
- Natural Sciences

Additional requirements include:

- Ethnic Diversity requirement
- Skills requirements (communication and computational skills)
- Foreign language requirement

D. MLS Entry Requirements (Prerequisites)

Students are expected to complete the majority of their graduation requirements prior to entering the MLS program and beginning MLS core coursework in the third year. Students must be reasonably certain that all degree requirements will be completed by the end of the third year.

A strong foundation in mathematics and science is essential for success in MLS core courses. Therefore, specific prerequisite coursework must be completed prior to enrollment in the MLS core sequence.

Entry Requirement Structure

Entry requirements are divided into two categories:

Required for Entry (RFE):
Courses that must be completed prior to enrollment in MLS core courses.

Tentative Requirements:
Students may have up to **15 remaining credits** of non-RFE coursework during the third year. The MLS curriculum is designed to accommodate these remaining credits alongside MLS coursework.

Applicants must complete at least **90% of MLS entry requirements** prior to beginning MLS core courses.

MLS Entry Requirement Coursework

Biology

- BIOS 101 – Bioscience (4 cr) *(RFE)*
- BIOS 102 – Organismal Biology (4 cr) *(RFE)*
- BIOS 105 – Human Physiology and Anatomy I (5 cr)
- BIOS 106 – Human Physiology and Anatomy II (5 cr)
- BIOS 210 – Biostatistics (4 cr) *(RFE)*
- BIOS 260 – Genetics (4 cr) *(RFE)*

Chemistry

- CHEM 101 – General Chemistry I (4 cr) *(RFE)*
- CHEM 103 – General Chemistry I Lab (1 cr) *(RFE)*
- CHEM 102 – General Chemistry II (4 cr) *(RFE)*
- CHEM 104 – General Chemistry II Lab (1 cr) *(RFE)*

Mathematics

- MATH 111 – College Algebra I (4 cr) *(RFE)*
- MATH 114 – College Algebra II with Trigonometry (5 cr) *(RFE)*

Health and Applied Sciences

- HESM 270 – Lifetime Wellness (3 cr)
- HESM 280 – Sport and Fitness Nutrition (3 cr)
- AHS 101 – Introduction to Applied Health Sciences (3 cr)
- AHS 300 – Introduction to Medical Laboratory Science (3 cr) *(RFE)*

Other Requirements

- PSYC 101 – Introduction to Psychology (3 cr)
- General Education – Humanities & Arts (12 cr)
- General Education – Social & Behavioral Sciences (6 cr)*
- Skills Requirement – Composition and Reading (3 cr)
- Foreign Language Requirement (8 cr)

Total Credits: 89

*Additional Social & Behavioral Sciences credits are required beyond PSYC 101 and HESM 270.

Substitutions and Notes

- BIOS 300/341/342 may substitute for BIOS 105/106
- PSYC 250 may substitute for BIOS 210
- CHEM 115 may substitute for CHEM 101/103
- CHEM 215 may substitute for CHEM 102/104
- MATH 112/113 may substitute for MATH 114

E. MLS Core Curriculum Requirements

Students admitted to the MLS program are expected to enroll in and complete all courses within their cohort sequence.

- MLS core courses begin in the **fall semester of the third year**
- Students must complete **6 credits of MLS coursework during the summer term** prior to clinical rotations
- During the **fourth year**, students complete clinical rotations and required supplemental coursework

F. Clinical Year Overview

Students complete a Clinical Rotation during the fourth year of the program. This experience spans approximately 20 weeks across both the fall and spring semesters and includes approximately **800 hours of full-time clinical training** (40 hours per week).

Clinical experiences include:

- Blood Banking
- Body Fluids
- Chemistry
- Hematology and Coagulation

- Laboratory Operations
- Microbiology
- Phlebotomy

The sequence of these experiences varies by student and clinical site.

Students must complete required MLS coursework during the Clinical Rotation. Enrollment in additional non-MLS courses is strongly discouraged and requires prior approval from the Academic Director.

Students may not begin Clinical Rotation with outstanding coursework outside of the MLS curriculum.

V. Course Descriptions

AHS 310: Clinical Microbiology I (Lecture and Laboratory) – 2 cr
Study of microorganisms associated with human infectious disease, including their characteristics, isolation, identification, and antimicrobial susceptibility. Laboratory exercises reinforce diagnostic techniques.
Prerequisites: AHS 101; BIOS 101/102 or equivalent; BIOS 210; BIOS 260; CHEM 115; MATH 114 or equivalent

AHS 311: Clinical Microbiology II (Lecture and Laboratory) – 3 cr
Advanced topics in microbiology, including antimicrobial susceptibility testing, mycobacteriology, anaerobes, fastidious organisms, and clinical correlations.
Prerequisite: AHS 310

AHS 320: Clinical Immunology I (Lecture and Laboratory) – 3 cr
Introduction to immune system function, host response, and immunologic techniques. Includes vaccine strategies and diagnostic testing methods.
Prerequisites: AHS 300, AHS 310

AHS 321: Clinical Immunology II (Lecture and Laboratory) – 2 cr
Advanced study of immunologic disorders, including immunodeficiencies, autoimmune diseases, and transplant-related conditions. Emphasis on diagnostic strategies.
Prerequisite: AHS 320

AHS 335 / CHEM 335: Clinical Chemistry I (Lecture and Laboratory) – 3 cr
Study of analytes and methodologies used in clinical chemistry, including electrolytes, proteins, lipids, and enzymes.
Prerequisites: AHS 300, CHEM 215

AHS 336 / CHEM 336: Clinical Chemistry II (Lecture and Laboratory) – 3 cr
Study of metabolic processes and laboratory evaluation of disease states, with emphasis on data interpretation and clinical correlation.
Prerequisite: AHS 335 / CHEM 335

AHS 340: Clinical Hematology (Lecture and Laboratory) – 3 cr
Introduction to hematologic and coagulation disorders, including cell morphology and diagnostic evaluation.
Prerequisites: AHS 300, CHEM 215, BIOS coursework, BIOS 260

AHS 341: Clinical Hematology II (Lecture and Laboratory) – 2 cr
Advanced study of hematologic malignancies and proliferative disorders with clinical correlation.
Prerequisite: AHS 340

AHS 350: Diagnostic Molecular Biology (Lecture) – 3 cr
Study of molecular biology principles, including gene expression, inheritance, and diagnostic applications. Includes emerging technologies and ethical considerations.
Prerequisites: AHS 320, AHS 340, AHS 335

AHS 400: Immunohematology I (Lecture) – 2 cr
Introduction to blood group systems, transfusion practices, and regulatory considerations.
Prerequisites: AHS 310, AHS 320, AHS 335, AHS 340

AHS 401: Immunohematology II (Laboratory) – 2 cr
Laboratory application of blood banking procedures, including typing, screening, and crossmatching.
Prerequisite: AHS 400

AHS 405: Coagulation – 2 cr
Advanced study of normal and abnormal blood cell morphology with emphasis on microscopic evaluation and diagnostic interpretation.
Prerequisites: Advanced MLS coursework

AHS 406: Clinical Fluid Analysis (Lecture and Laboratory) – 2 cr
Study of urinalysis and body fluids, including physiology, specimen handling, and diagnostic interpretation.
Prerequisites: Advanced MLS coursework

AHS 410: Clinical Mycology, Parasitology, and Virology (Lecture and Laboratory) – 3 cr
Study of fungal, parasitic, and viral pathogens with emphasis on identification and clinical significance.
Prerequisites: Advanced MLS coursework

AHS 420: Laboratory Operations (Lecture) – 2 cr
Introduction to laboratory management, including quality assurance, regulations, personnel, and financial operations.
Prerequisites: Advanced MLS coursework

AHS 450: Clinical Correlations and Board Review (Lecture) – 2 cr
Case-based course focused on clinical correlation and preparation for the ASCP Board of Certification exam.
Prerequisites: Advanced MLS coursework

AHS 495 & 496: Clinical Practicum I & II – 5 cr / 4 cr
Supervised clinical rotations in affiliated laboratories, including all major diagnostic areas. Emphasis on practical skill development and professional practice.

VI. Academic Policies and Student Progression

(Rules that govern success and continuation in the program)

A. Safety and Exposure Policies

The MLS program prioritizes student safety in all laboratory and clinical settings.

Training

Students receive instruction in:

- Chemical hygiene
- Biological safety
- Standard precautions

Exposure Incidents

In the event of exposure (e.g., needlestick, biohazard contact), students must:

1. Follow the clinical site's exposure protocol immediately
2. Notify the clinical instructor and Program Director
3. Complete all required documentation

Students are responsible for any costs associated with follow-up care unless otherwise specified by the clinical site.

B. Grading Policy

Students must earn a minimum grade of **70% (C-)** in all MLS core courses, including clinical coursework, to remain in the program.

All MLS core courses are required for program progression. University policies apply to incomplete grades and withdrawals.

Faculty maintain a secure pool of examination materials. Exams may not be retained by students but are available for review in faculty offices.

C. Advising

The MLS program is part of the Applied Health Sciences (AHS) Department, which utilizes professional advisors to assist students with course selection and sequencing. Upon admission to the MLS program, students are assigned to the Academic Director for program-specific advising.

Advising is conducted with confidentiality and impartiality. All faculty and advisors adhere to institutional policies regarding student privacy and confidentiality and complete annual training related to these requirements.

Faculty evaluate student performance equitably and impartially based on demonstrated achievement in cognitive, psychomotor, and affective learning domains.

Students have access to a variety of academic and support services, including:

- Faculty advising within the MLS program
- Academic advising through the university
- Tutoring and academic support services
- Career counseling and job placement resources

Students are encouraged to seek assistance early if academic or personal challenges arise.

D. Student Assessment and Progression

Students receive regular feedback regarding their academic progress through graded assignments, quizzes, and examinations. Final course grades are posted within five days following the conclusion of final examinations.

E. Academic Probation and Remediation

Every student is required to maintain a minimum cumulative GPA of 2.0 (on a 4.0 scale) for all work attempted in each semester or summer session. Failure to meet this minimum GPA will automatically result in academic probation.

Students may be dismissed from the program if their GPA falls below 2.0 for two successive semesters.

Students may petition to rejoin the program after one semester. Students who return to the program following a successful appeal must maintain a GPA above 2.0. Failure to do so will result in dismissal from the program without further opportunity for appeal.

F. Academic Integrity

Students are expected to uphold the highest standards of academic honesty and professional integrity.

Academic misconduct includes, but is not limited to:

- Cheating on exams
- Plagiarism
- Falsification of laboratory data
- Unauthorized collaboration

Violations will be addressed according to university policy and may result in disciplinary action, including dismissal from the program.

VII. Student Rights, Responsibilities, and Support

A. Student Grievance and Appeals Process

The MLS program has a formal written grievance procedure available in the office of the Center for Health Sciences (GRNQ 301).

A grievance is defined as any situation affecting the status of a student in which the student believes their rights have been compromised or denied because of an erroneous or arbitrary interpretation or application of rules.

Student grievances are reviewed by the Director of the Center for Health Sciences and the AHS Steering Committee. This committee recommends the disposition of the grievance to the Associate Dean for Academic Affairs.

In addition, this committee reviews and acts upon cases of academic misconduct as described on the University of Wisconsin–Parkside website regarding the Conduct Process.

B. Student Advising

The MLS program is part of the Applied Health Sciences (AHS) Department, which utilizes professional advisors to assist students with course selection and sequencing. Upon admission to the MLS program, students are assigned to the Academic Director for program-specific advising.

Advising is conducted with confidentiality and impartiality. All faculty and advisors adhere to institutional policies regarding student privacy and confidentiality and complete annual training related to these requirements.

Faculty evaluate student performance equitably and impartially based on demonstrated achievement in cognitive, psychomotor, and affective learning domains.

C. Communication Policy

Effective communication is essential for success in the MLS program.

Students are expected to:

- Check their university email regularly
- Respond to faculty and clinical instructors in a timely manner

- Use appropriate professional communication

Course information, announcements, and materials are distributed through the university's learning management system.

D. Non-Discrimination and ADA Compliance

The University of Wisconsin–Parkside and the MLS program are committed to providing equal educational opportunities.

The program complies with all applicable laws regarding:

- Non-discrimination
- Accessibility
- Reasonable accommodations

Students requiring accommodations should contact the university's disability services office. Accommodations must be consistent with the Essential Functions of the MLS program.

VIII. Clinical Education

A. Clinical Rotation Overview

Students complete a Clinical Rotation during the fourth year of the program. This experience spans approximately 20 weeks across both the fall and spring semesters and includes approximately **800 hours of full-time clinical training** (40 hours per week).

Clinical experiences include:

- Blood Banking
- Body Fluids
- Chemistry
- Hematology and Coagulation
- Laboratory Operations
- Microbiology
- Phlebotomy

The sequence of these experiences varies by student and clinical site.

Students must complete required MLS coursework during the Clinical Rotation. Enrollment in additional non-MLS courses is strongly discouraged and requires prior approval from the Academic Director.

Students may not begin Clinical Rotation with outstanding coursework outside of the MLS curriculum.

B. Clinical Partners

Aurora Clinical Labs (ACL)
Aurora Sinai Medical Center
8901 W. Lincoln Avenue
West Allis, WI 53227
(414) 328-6121
Clinical Liaison – Brian Hawley

Ascension All Saints Hospital
3801 Spring Street
Racine, WI 53405
(262) 687-6613
Clinical Liaison – Brett Knorr, MLS^{ASCP}

Froedtert South (Froedtert Pleasant Prairie Hospital)

9555 76th St.
Pleasant Prairie, WI 53158
(262) 577-8000
Clinical Liaison – Heather Hebior, MLS(ASCP)CM

C. Clinical Placement Process

The MLS program makes every reasonable effort to secure clinical placements for students in good standing but cannot guarantee placement at a specific site.

Placement is determined through a three-step process:

1. Student applications are submitted to laboratory managers at participating clinical sites.
2. Laboratory managers review applications and provide rankings and selections of students.
3. Students submit their ranked preferences for clinical sites.

The Program Director (PD) and Academic Director (AD) review all information and determine final placements in coordination with clinical partner input.

Every effort is made to match students with their first-choice site; however, due to site capacity and selection factors, students may be placed at an alternate location.

Students will be notified of placement decisions by May 1.

If Placement Cannot Be Secured

Clinical placement availability depends on external healthcare partners and may be affected by circumstances beyond the control of the program.

If a placement cannot be secured, the student's graduation may be delayed until an appropriate clinical placement becomes available.

Students who do not satisfactorily complete the Clinical Rotation are not eligible to sit for certification examinations.

The program will make every reasonable effort to secure appropriate placements, including:

- Coordinating with existing clinical partners
- Exploring shared placements across multiple sites
- Identifying additional regional training opportunities

D. Clinical Schedules and Attendance

Clinical Rotations require full-time attendance. Typical schedules are approximately 7:00 a.m. to 4:00 p.m., though schedules vary by site and department.

Students may be assigned to alternate shifts, including evening shifts, for limited portions of the rotation.

Students are expected to attend all scheduled days of their Clinical Rotation and must report to their assigned laboratory area on time and prepared to begin work.

All absences must be reported according to program and clinical site procedures.

More than three absences may be considered excessive, depending on the circumstances. For example, multiple consecutive days missed due to a documented illness may be considered a single absence.

Clinical sites may, when feasible, provide additional training time at the end of the rotation to allow students to make up missed experiences.

E. Clinical Expectations and Professional Conduct

Students are responsible for:

- Arriving prepared with required materials and documentation
- Reviewing laboratory policies and procedures
- Completing all assigned learning activities
- Demonstrating professional behavior at all times

Students must demonstrate satisfactory performance in all required coursework and clinical competencies. A grade below 70% in required coursework or clinical performance may result in dismissal from the program.

F. Clinical Evaluation and Competency Assessment *(you'll add later)*

During clinical rotations, students receive discipline-specific training in areas including blood banking, hematology and coagulation, microbiology, clinical chemistry, and specimen processing. Students are supervised by qualified clinical instructors and may perform procedures only under appropriate supervision.

Clinical instructors evaluate student performance using discipline-specific competency assessment matrices, developed in collaboration with clinical affiliates. These tools assess student performance across pre-analytic, analytic, and post-analytic phases, as well as technical accuracy, safety practices, analytical reasoning, and professional behavior.

Clinical evaluation follows a structured process that includes:

- Mid-rotation evaluation
- Final evaluation
- Competency sign-off

Students must demonstrate competency through direct observation before progressing to increased levels of independence. Evaluation data are incorporated into the program's overall assessment system to monitor student achievement and program effectiveness.

G. Clinical Completion Requirements

Students must successfully complete all required competencies and departmental evaluations.

Clinical instructors evaluate student performance and determine whether requirements have been met satisfactorily.

H. Student Employment During Clinical Training

Separation of Employment and Education

Students may choose to work at a clinical laboratory; however, employment must be completely separate from clinical education.

Clinical rotations are:

- Required components of the MLS curriculum
- Structured and supervised
- Unpaid educational experiences

If you are employed at a clinical site:

- Employment must occur outside of scheduled clinical rotation hours
- Job responsibilities must be clearly separate from your role as a student
- You must be supervised as an employee, not as a student, during work hours

Work performed as an employee:

- Does not count toward clinical training requirements
- Cannot replace required clinical competencies

I. Clinical Termination Policy

A student may be removed from Clinical Rotation or dismissed from the program for:

- Failure to maintain required academic or clinical performance
- Failure to comply with program or clinical site policies
- Academic misconduct
- Excessive absences or tardiness
- Breach of patient confidentiality or HIPAA regulations
- Unsafe or unprofessional behavior
- Voluntary withdrawal

IX. Administrative and Contingency Policies

A. Program Costs and Financial Responsibilities

Students are responsible for costs associated with the MLS program, which may include:

- Background check fees
- Drug screening
- Immunizations and health records
- Transportation to clinical sites
- Certification exam fees (optional but recommended)

Costs may vary depending on clinical site requirements.

B. Teach-Out and Program Closure Policy

In the event that the MLS program is discontinued, the university will implement a teach-out plan to ensure that currently enrolled students are able to complete their education.

This plan may include:

- Completion of coursework at UW–Parkside
- Transfer agreements with other accredited programs
- Coordination with clinical partners for completion of rotations

Students will be informed promptly of any program changes and provided with guidance to support degree completion.

X. Appendices

A. Essential Functions Document

Essential Functions for MLS Students

The essential functions for the Medical Laboratory Science (MLS) program represent the non-academic demands on each student. Essential functions are characteristics and abilities that a student must possess in order to successfully participate in and complete the clinical year. Inability to perform any of these essential functions at an entry level capacity, with or without reasonable accommodations may compromise successful completion of the program. The need for reasonable accommodations will be discussed after acceptance to the program.

The essential functions for students in the MLS program include:

- Function use of the senses vision, smell, and somatic sensation
    - e.g. The student must be able to accurately observe demonstrations and exercises in which biological fluids and products are being tested for their biochemical, hematological, immunological, microbiological and histochemical components. The student should be able to characterize color, odor, clarity, and viscosity of biologicals, reagents, or chemical reaction products. The student must be able to read and comprehend numbers, text and graphs displayed in print and on a video monitor.
- Effective and efficient communication skills (both oral and written) in English, allowing the student to communicate with all members of the healthcare team
    - e.g. The student must be able to communicate orally and in writing. The ability to read and comprehend written material is essential in order to correctly and independently perform laboratory test procedures. The student must be able to instruct patients clearly.
- Psychomotor capability needed to perform all tasks that are normally expected within the scope of practice for a medical laboratory scientist in the workplace
    - e.g. The student must be able to collect blood specimens, manipulate instruments that require hand-eye coordination, perform manual laboratory procedures with dexterity, and operate instruments and computers. The student must be able to move freely and safely about the laboratory and patient areas.
- Ability to comprehend, calculate, reason, analyze, synthesize, integrate and apply information
    - e.g. The student should be able to use sufficient judgment to recognize and correct performance and to problem-solve unexpected observations or outcomes of laboratory test procedures.
- Emotional health allowing for the use of student's intellectual capabilities
    - e.g. The student should be able to exercise sound judgment, promptly complete all responsibilities, be able to work in a changing and stressful environment, display flexibility and function independently in the face of uncertainties or problems that might arise. The student should be able to manage time and prioritize activities in

order to complete tasks with realistic constraints. The student must be able to recognize potentially hazardous materials, equipment and situations, and proceed safely in order to minimize risk of injury to patients, staff and self. The student must be able to adapt to working with unpleasant biological specimens.

- Professional demeanor and behavior
    - e.g. The student us perform his/her responsibilities in a ethical manner in dealing with peers, faculty, staff and patients. The student must be honest and compassionate. The student must be able to admit his/her mistakes and to ask questions when uncertain. He student must demonstrate the use of tactful, constructive criticism.
- Ability to meet academic expectations of the program.
    - e.g. The student will be expected to hake written, oral, and computer examinations, complete assignments, prepare and deliver presentations, use a variety of computer applications, and perform required laboratory activities with and without supervision. The student must be able to obtain relevant information from lectures, laboratory activities, clinical assignments and independent student. The student must be able to work independently, in small groups, and as a member of a team of peers.

My signature on this document demonstrates my acknowledgement that I have read and understand the essential functions required for the Medical Laboratory Science program at the University of Wisconsin – Parkside.

_____

Applicant's Signature

_____ _____

Printed Name Date

Appendix B. Student Grievance and Appeal Policy

The MLS program is committed to fair and transparent processes for addressing student concerns.

Appeals Process (Academic or Program Decisions)
Students may appeal decisions made by the Program Director (PD) or Academic Director (AD), including:

- Academic standing decisions
- Probation or dismissal
- Clinical eligibility decisions

Appeal Procedure

1. The student submits a written appeal using the MLS Student Appeal Form (Appendix C) within 10 business days of the decision
2. The appeal must include:
    - A clear statement of the decision being appealed
    - Supporting documentation or evidence
3. The appeal will be reviewed by the Associate Dean of the College of Natural and Health Sciences (or designee)
4. The Associate Dean may:
    - Uphold the original decision
    - Modify the decision
    - Request additional information

The decision of the Associate Dean is considered final at the program level.

Program Grievance Policy
Students with concerns about program policies, faculty, or clinical experiences are encouraged to first seek informal resolution.
If concerns are not resolved, students may submit a formal grievance using the MLS Program Grievance Form.

Grievance Procedure

1. Submit the completed form to the Program Director
2. The Program Director will review the concern and respond in writing
3. If unresolved, the student may escalate the concern to the Associate Dean

External Complaints
If a concern cannot be resolved through institutional processes, students may contact the accrediting agency:
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Rd., Suite 720
Rosemont, IL 60018
Phone: 773-714-8880

Appendix C. Appeal Form

Student Name:

Student ID:

Email:

Date of Submission:

Decision Being Appealed
(Provide a clear description of the decision)

Date of Decision Notification

Basis for Appeal
(Explain why you are appealing the decision. Include any relevant circumstances.)

Supporting Documentation
(List and attach any documents)

Requested Outcome
(Describe the resolution you are seeking)

Student Signature:

Date:

Appendix D. Student Grievance Form

Student Name (optional if confidential):

Student ID (optional):

Email (optional):

Date of Submission:

Nature of Grievance
(Program policy, faculty, clinical site, other)

Description of Concern
(Provide detailed information, including dates and individuals involved)

Steps Already Taken (if any)

Requested Resolution

Student Signature (optional):

Date:

Appendix E. Safety Policy

Medical Laboratory Science (MLS) Program

Health and Safety Policy and Procedures

Purpose

The Medical Laboratory Science (MLS) Program at the University of Wisconsin–Parkside is committed to maintaining a safe and healthy learning environment for students, faculty, staff, and clinical partners. This policy establishes procedures and expectations designed to minimize risk, prevent exposure to hazardous materials, and ensure compliance with institutional, regulatory, and professional safety standards.

Scope

This policy applies to:

- All students enrolled in MLS courses
- MLS faculty, including adjunct instructors
- All on-campus laboratory activities
- All program-related clinical training experiences

Policy Statement

All MLS students and faculty are required to adhere to established safety procedures, including proper use of personal protective equipment (PPE), adherence to infection control practices, and compliance with laboratory safety protocols. Failure to comply with safety requirements may result in disciplinary action, including dismissal from the program.

Procedures

1. Safety Training and Education

1.1 Student Training

- Students receive formal instruction in:
    - Biohazardous materials handling
    - Chemical hygiene
    - Infection control and Standard (Universal) Precautions
    - OSHA Bloodborne Pathogen Standards
- Safety instruction is integrated throughout MLS coursework, particularly during third-year core laboratory courses.

- Students are assessed on their understanding of safety procedures through examinations and laboratory evaluations.

1.2 Clinical Safety Training

- Prior to clinical rotations, students must complete safety training provided by clinical affiliates.
- Training includes:
    - Biohazard exposure prevention
    - Facility-specific safety protocols
    - Bloodborne pathogen procedures
- Students must successfully complete required training and assessments prior to beginning clinical experiences.

1.3 Faculty Training

- The Academic Director completes annual biohazard safety training.
- Adjunct faculty maintain current safety training through their professional employment as credentialed Medical Laboratory Scientists.

2. Student Safety Acknowledgment

- Students are required to review and sign a Safety Agreement Form prior to participation in laboratory activities.
- This agreement confirms:
    - Understanding of laboratory hazards
    - Commitment to follow safety protocols
    - Awareness of risks associated with exposure to bloodborne pathogens
- Signed forms are maintained as part of program documentation.

3. Personal Protective Equipment (PPE)

Students must use appropriate PPE at all times in laboratory settings, including:

- Fluid-resistant laboratory coats (fully closed)
- Disposable, non-latex gloves
- Protective eyewear when splash hazards are present

PPE must be removed before entering clean areas.

4. Infection Control and Standard Precautions

Students are required to follow Standard (Universal) Precautions, including:

- Treating all biological specimens as potentially infectious
- Practicing proper hand hygiene (minimum 20 seconds with soap and water)

- Using appropriate barrier protection when handling specimens

5. Laboratory Safety Practices

The following practices are required in all MLS laboratories:

- No eating, drinking, chewing gum, applying cosmetics, or use of personal electronics
- Proper attire, including closed-toe shoes and secured hair
- Routine cleaning and disinfection of work surfaces:
    - 70% disinfectant for general use
    - 10% bleach solution for blood/body fluid exposure
- Immediate reporting and proper cleanup of spills
- Maintenance of clean and organized workspaces

6. Waste Disposal Procedures

Students must properly identify and dispose of all waste types:

- General Waste and Recyclables – disposed of in designated containers
- Chemical Waste – including organic solvents and hazardous chemicals, disposed of in labeled containers following instructor guidance
- Biohazardous Waste:
    - Sharps → RED sharps containers only
    - Contaminated materials → RED biohazard bags
- Students must seek guidance if uncertain about disposal procedures

7. Sharps Safety

- Needles must never be recapped
- All sharps must be disposed of in puncture-resistant containers
- Containers must be replaced when ¾ full
- All sharps-related incidents must be reported immediately

8. Hazard Identification and Exposure Prevention

Students are trained to recognize potential hazards, including:

- Direct contact exposure (primary risk in campus labs)
- Droplet and airborne precautions (emphasized in clinical settings)

Appropriate precautions include:

- Contact precautions (gloves and gown)
- Droplet precautions (surgical mask)
- Airborne precautions (N95 respirator when required)

9. Incident Reporting and Response

- All accidents, exposures, spills, or safety concerns must be reported immediately to the laboratory instructor.
- An incident report must be completed according to university and program procedures.
- Students are instructed on reporting procedures during MLS coursework.

10. Compliance and Enforcement

- Laboratory instructors are responsible for:
    - Providing safety instruction at the beginning of each course
    - Reinforcing safety practices throughout laboratory sessions
- Students who violate safety policies will be subject to the following actions:
    1. Verbal warning
    2. Written warning (shared with Program Director)
    3. Possible dismissal from the MLS program for continued non-compliance

11. Program Oversight and Continuous Improvement

- Laboratory instructors provide documentation of safety training to the Academic Director at the end of each semester.
- The Academic Director and Program Director review safety training outcomes to ensure compliance.
- Clinical affiliates verify completion of required safety training prior to student participation in clinical activities.
- These processes ensure that safety training is implemented, evaluated, and continuously improved.

Appendix F. Student Employment During Clinical Training

Student Employment During Clinical Training

Separation of Employment and Education

Students may choose to work at a clinical laboratory; however, employment must be completely separate from clinical education.

Clinical rotations are:

- Required components of the MLS curriculum
- Structured and supervised
- Unpaid educational experiences

Guidelines for Student Employment

If you are employed at a clinical site:

- Employment must occur outside of scheduled clinical rotation hours
- Job responsibilities must be clearly separate from your role as a student
- You must be supervised as an employee, not as a student, during work hours

Work performed as an employee:

- Does not count toward clinical training requirements
- Cannot replace required clinical competencies

Student Responsibilities Related to Employment

Students are responsible for ensuring that employment:

- Does not interfere with clinical rotations
- Does not impact academic performance
- Does not create confusion between student and employee roles

If employment begins to interfere with your progress, you may be required to:

- Adjust your work schedule, or
- Reduce employment hours

Your Rights as a Student Employee

If you are both a student and an employee at a clinical site:

- You have the right to clear separation between roles
- You should not be asked to “double count” work as training
- You should not be pressured to prioritize work over education

If You Experience Concerns Related to Employment

If you feel that:

- Your employment is interfering with your education
- You are being treated as staff during clinical hours
- Expectations between roles are unclear

You should:

1. Speak with your supervisor or clinical instructor
2. Contact the MLS Program (Academic Director or Program Director)
3. Submit a concern using the MLS Program Grievance Form (Appendix D) if needed

The program will work with you and the clinical site to ensure that:

- Your educational experience remains the priority
- Program policies are followed

Appendix G. Student Assessment and Feedback Policy

Student Assessment and Feedback Policy

The Medical Laboratory Science (MLS) program at the University of Wisconsin–Parkside utilizes a structured system of student assessment designed to provide frequent, timely, and meaningful feedback on academic performance and competency development.

Across the MLS curriculum, student learning is evaluated through a combination of formative and summative assessments administered at regular intervals throughout each course. These assessments include quizzes, examinations, laboratory assignments, laboratory practicals, and participation-based evaluations. Assessment activities are intentionally distributed across each instructional unit to ensure that student progress is monitored continuously rather than only at the conclusion of a course.

Laboratory-based courses incorporate skill-based assessments such as laboratory practical examinations and applied assignments to evaluate psychomotor and analytical competencies. Didactic components include module-based examinations and quizzes that assess comprehension, application, and critical thinking. In addition, participation and professionalism are evaluated to support the development of affective competencies expected of entry-level practitioners.

Students receive regular feedback through graded assessments, instructor comments, review sessions, and course discussions. Assessment results are communicated in a timely manner through the institution's learning management system, allowing students to monitor their performance relative to course expectations and grading criteria. Course syllabi clearly outline grading structures, assignment weight, and performance expectations to ensure transparency. The frequency and variety of assessments enable both students and faculty to identify strengths and areas for improvement throughout the semester. This ongoing evaluation process supports early intervention when needed and promotes student accountability and success.

Through this structured and frequent evaluation system, the MLS program ensures that students are not only assessed at the conclusion of learning units, but are provided with continuous, actionable feedback that supports progression toward competency achievement.