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Introduction

Dear Students,

It is a joy to welcome you to the Department of Medical Laboratory, Imaging, and Radiologic Sciences (MLIRS) in the College of Allied Health (CAHS) of Georgia Regents University (GRU)! We are thrilled that you have made the choice to continue your professional aspirations with us. We hope your sojourn with us is prosperous and we look forward to watching you develop as a professional in your chosen program. Please note that our goal is for you to leave us as a skilled healthcare professional, ready to conquer healthcare issues in Georgia, the Nation, and the World. We hope you are ready to learn.

The MLIRS comprises three dynamic and exciting healthcare disciplines in the diagnostic and therapeutic sciences: Clinical Laboratory Science (CLS), Nuclear Medicine Technology (NMT), and Radiation Therapy (RTT). We have multiple program options within each discipline including internet programs in Clinical Laboratory Science and Nuclear Medicine Technology. The MLIRS offers two professional baccalaureate degrees, the BS-CLS in Clinical Laboratory Science and the BS in Radiologic Sciences for, NMT, and RTT, as well as a Masters of Health Science (MHS) in Clinical Laboratory Science.

We welcome you to our department and your chosen healthcare discipline. The technical nature of our disciplines requires that you gain a deep understanding of concepts and the manual dexterity to apply concepts to technical systems and patient health. We know that the pathway to competence will not be easy, but we expect you to succeed. We are dedicated to your learning and development, and pledge to be here for you.

Sincerely,

Dr. Yoon-Ho Seol
Interim Chair, MLIRS

Zubaida Abubucker
Wanda Adams
Jan Bane
Giti Bayhaghi
Joseph Cannon
Sharon Chestnut
Tiana Curry-McCoy
Lynne Eggert
Regina Garrard
Nasrul Hoda

Barbara Kraj
Mimi Owen
Gregory Passmore
Krishnan Prabakaran
Dr. Lester Pretlow
Raghavan Raju
Gloria Sloan
Scott Wise
MJ Weintraub
Faculty / Staff Roster

Interim Chairman
Dr. Yoon-Ho Seol

Administrative Office Manager
Ms. Wanda Adams

Administrative Assistant
Ms. Jan Bane

Medical Laboratory Assistant
Ms. Zubaida Abubucker

Clinical Laboratory Science
Ms. Barbara Kraj – Program Director
Dr. Joe Cannon
Dr. Tiana Curry-McCoy
Dr. Nasrul Hoda
Dr. Lester Pretlow
Dr. Raghavan Raju
Ms. Gloria Sloan
Dr. MJ Weintraub
Mr. Scott Wise
Ms. Giti Bayhaghi – Mobile Lab Coordinator
Dr. Elizabeth Leibach, Professor Emeritus

Nuclear Medicine Technology
Ms. Mary Anne (Mimi) Owen – Program Director
Dr. Greg Passmore
Mr. Krishnan Prabakaran – Distant Clinical Coordinator
Ms. Regina Garrard – Augusta Clinical Coordinator

Radiation Therapy
Ms. Lynne Eggert – Program Director
Ms. Sharon Chestnut – Clinical Coordinator

General Faculty
Mr. George David
Ms. Michelle Rocque
Mr. Jonathan Rohe
Confidentiality of Records and Georgia Open Records Act

You have the right to restrict the release of your student information or to authorize the release of information to specified individuals.

To restrict the release of your information complete the FERPA Opt-Out Form. Requesting confidential status will prevent employees of Georgia Regents University from providing any directory or confidential information to you or other parties. When a confidentiality restriction is in place we can only discuss your record with you if you appear in person with picture identification or if you release the restriction.

Request for Confidential Status Form

To remove the confidential status, complete the bottom of the FERPA Opt-Out Form.

Students may complete a FERPA consent form to authorize release of their academic record information to specific individuals named in the release by completing the Authorization to Release Information Form.

FERPA – Right to Privacy

FERPA stands for the Federal Educational Rights and Privacy Act of 1974. This legislation protects the privacy of student records and regulates how the information is utilized. These are your rights and it is to your benefit to familiarize yourself with them. Please see FERPA to learn more regarding the privacy of records. Students may also view policies and procedures in the GRU Handbook.

For additional information see the GRU Student Manual Section 3.11, available on GRU Division of Student Affairs page at http://www.gru.edu/students/

Student Progression Policy

Student performance is reviewed each semester by each discipline’s Program Director and by the Program Directors Group (PDG). Program Directors will present formative and summative information on their students for not only the preceding semester, but also the cumulative record of the student. The PDG shall make recommendations to the Chair regarding the progress and standing of students. This is an academic evaluation process and the Chair’s action(s) resulting from recommendations govern the academic standing of a student. The PDG may also be used on an ad hoc basis to review the progress or conduct of a student as needed under unique circumstances. If the PDG considers a decision to recommend a student be denied continued enrollment, the PDG may elect to conduct a formal investigation in circumstances where it determines that 1) an investigation of such a nature is warranted, or 2) a student defense to specific charges is appropriate.
I. SATISFACTORY ACADEMIC STANDING:

The policy of the Department of MLIRS regarding satisfactory academic standing is as follows: Students must earn a “C” or higher in all courses to progress in the programs within the MLIRS Department.

II. SUPERIOR ACADEMIC PERFORMANCE:

Please, refer to section on Dean’s List and Graduation with Honors.

III. UNSATISFACTORY ACADEMIC STANDING:

A. Academic Probation: Per Academic Regulations found in GRU Catalog, “any undergraduate student whose grade point average (GPA) for any semester is below 2.0 (on a 4.0 scale) or whose cumulative GRU GPA is below 2.0 at the end of any semester shall be considered on academic probation […]. More stringent departmental probation standards may be applied.”

B. Academic Suspension and Dismissal: For dismissal and suspension policies refer to Section 2.3: and Section 3.1 of the GRU Student Manual found on the Division of Student Affairs page at http://www.gru.edu/students/

C. Academic Progression: The policy of the Department of MLIRS regarding unsatisfactory academic standing is found in the GRU Catalog: “an undergraduate student who fails to make at least a “C” in any course which is essential* to further study in the curriculum of the program in which he/she is enrolled may be suspended. Where the course is essential to some but not all further study, the department may choose to offer the student a reduced academic load over an increased number of semesters to assist the student in completing the program of study.” * All courses in MLIRS curricula are essential.

Any student that is dismissed from a clinical internship rotation due to academic or behavioral circumstances will be placed on academic probation and will be required to sign a contract stating that if dismissal should happen again, the student would be withdrawn from the program.

D. Notification of Unsatisfactory Progress:

The Instructor of Record will inform a student in writing of unsatisfactory academic progress and, after consultation with Program Director, will make recommendations, if appropriate, to the Program Directors Group. If the case is forwarded to the PDG, the student has a right to request to meet with the PDG. Upon review, the PDG makes a recommendation to the Chair.
Student Conduct and Related Procedures

A. General

Students will be accorded due process in disciplinary matters including a right to know of charges against them, the right to a hearing and the right to appeal. Student Academic Appeals Policy and Student Grievances Policy are located in policy library at http://policy.gru.edu/

Note: Students are adult members of the community and are subject to prosecution for criminal acts on or off campus. Campus police are state law enforcement officers with full powers of arrest. Students may not assume that activities on the campus provide them with any special protection.

B. Academic Honesty:

Student Conduct Code and Procedures

Student Conduct Code and Procedures are located at: http://policy.gru.edu/3-1-4-academic-conduct-policy/

The following is a statement of the responsibilities of students, as individuals and as groups at Georgia Regents University. It is the official record of conduct rules and regulations affecting students. The responsibilities apply to the Georgia Regents University campus, property of other units of the University System of Georgia, institutions with formal or informal agreements with Georgia Regents University and GRU sponsored functions on or off campus.

Academic Dishonesty (Cheating)

The University recognizes that honesty and integrity are necessary to its academic function. The following regulations protect the equity and validity of the university’s grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life. Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences. Cheating on course examinations or assignments is prohibited; including but not limited to the following:

- Possessing, using, or exchanging improperly acquired information, whether in written or oral form, in the preparation of any essay, laboratory report, or other assignment in an academic course, or in preparing for any examination in a course.
- Copying from another student’s paper.
- Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
- Collaboration with another student during an examination, unless such collaboration is explicitly allowed by the course instructor for the examination in question.
• Unapproved use of any technological device to gain or provide advantage on an examination, lab practical, or other assignment to be submitted for academic credit.
• Substituting for another person during an examination or allowing someone else to substitute for you.
• Solicitation or bribery of any person to obtain examination information.

PLAGIARISM IS PROHIBITED

Themes, essays, term papers, tests, presentations, creative works, and similar work submitted to satisfy course and program requirements must be the personal work of the student submitting it. Plagiarism is the failure to acknowledge indebtedness to the authors/creators of works used to complete such assignments and/or other course requirements. It is always assumed that the work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person’s actual words; whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased; and whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge. Further, it is expected, in the production of creative work, that the student’s work products are original, and that any images, sounds, or other intellectual properties that are not the original work of the student will be used fairly and with acknowledgement of the original source(s).

Research Misconduct is prohibited. Misrepresentation of data collection and analysis, including falsification, fabrication or omission of data is prohibited. GRU Policy for Responding to Allegations of Research Misconduct applies to students.

Collusion is unauthorized assistance from or collaboration with another person in the preparation or editing of notes, themes, reports, or other written work or in laboratory work offered for evaluation and credit, unless such assistance or collaboration is specifically approved in advance by the instructor. In cases of collusion, both the provider and recipient of such assistance are in violation of this academic conduct policy. However, students are authorized to use appropriate campus resources in the completion of written work (e.g., the campus Writing Center). Unless stated otherwise by the course instructor, use of such campus resources does not constitute academic misconduct under this policy. However, no student, except those working in a tutorial capacity in a University-approved academic support center, will knowingly give or receive unauthorized assistance in the preparation of any assignment, essay, laboratory report or examination to be submitted for credit in an academic course.

False statements made to avoid negative academic consequences include oral and/or written statements designed to obfuscate, misrepresent, or otherwise distort the presentation of facts related to a student’s academic conduct in a course or program of study. Examples of such false statements include, but are
not limited to, oral or written documentation providing willfully inaccurate information related to attendance, course work, examinations, and/or other course requirements enumerated in the syllabus of the particular course for which such a statement is provided. While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor in his/her course syllabus.

**Responsibilities**

**Faculty Responsibility:** It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor should clarify in the course syllabus any situation peculiar to the course that may differ from the generally stated policy. He or she should, whenever possible, make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate oversight of assignments, examinations, internship components, and other course requirements. Finally, it is the responsibility of the faculty member to provide written notice to the student of any suspected violations of the academic conduct policy.

**Student Responsibility:** It is the duty of the student to practice and preserve academic honesty. Each student should be aware of the specific policies governing academic conduct for the program(s) and course(s) in which he or she is enrolled, as well as the grievance and appeals processes put in place for adjudicating such policies. If the student has any doubt about a situation, he or she should consult with his or her instructor. It is also the student’s responsibility to maintain his/her correct address of record with Georgia Regents University so that official notification of the student regarding academic misconduct can be carried out in timely fashion.

**MLIRS Student Conduct Code**

MLIRS students are required to sign a pledge to uphold the Student Conduct Code prior to or at the time of submitting an academic assessment. The pledge may be in written or in electronic form and states:

“I am the student whose name is shown on top of this examination and I am the person who completed this examination. I neither received from, nor gave assistance or supportive resource to any other person to answer the questions on this examination. The questions on this examination were answered by me without help of textbooks, notes, digital or Web media of any kind, or any other individual. I pledge, to the best of my knowledge that I observed or know of no violation of GRU Honor Code having taken place involving myself or other students.”
If unable to answer “true” to the above statement, the student will be given an opportunity to briefly explain. Any response provided concerning other students and their involvement in an Honor Code violation will be closely guarded. MLIRS faculty regularly monitor student activities for evidence of academic dishonesty during all academic activities such as clinical assignments, laboratory time, and examinations both on- and off-campus. Any allegations of students’ found giving or receiving assistance not authorized by the Instructor of Record in the preparation of any assignment, essay, laboratory report, or any lecture or laboratory examination to be submitted as a requirement for a course or exhibiting any type of dishonesty will be evaluated by the Instructor of Record and may be brought before the PDG and/or the Student Judiciary Committee for due process and action. (See “Student Rights and Due Process” below).

Note that lying, attempted cheating, stealing, or attempted stealing, failure to report the knowledge of an Honor Code violation, and failure to protect the confidential nature of the patient-professional relationship as required by the Health Insurance Portability and Accountability Act (HIPAA) are treated as an act of academic dishonesty.

C. Professional Expectations:

Students are provided with professional expectations with regards to motivation, attitude, integrity, communication, self-worth/assessment, independence/leadership, and altruism at the beginning of the program. See Student Professionalism Policy within this Manual for detailed information.

D. Urgent Behavioral Circumstances:

Any student may be denied permission to continue enrollment in the program if the faculty has observed that the student's knowledge, character, behavior, or mental or physical fitness cast grave doubts upon his potential capabilities as a practitioner in the field of training. The student is subject to a departmental recommendation to the Dean for dismissal. A student may be administratively withdrawn from the GRU when in the judgment of the Dean it is determined that the student exhibits behavior which:

- Poses a significant danger or threat of physical harm to the student or to the person or property of others, or
- Causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel, or
- Causes the student to be unable to meet institutional academic, disciplinary or other requirements for admission and continued enrollment, as defined in the student conduct code, GRU Catalogue, Student Handbook and other publications of the university, or
- Casts doubts upon a student’s character and/or on the potential capabilities as a health science or basic science professional
• Additionally engages in Disruptive Behavior as outlined in section 1.5.4 of the GRU Student Manual found on the Division of Student Affairs page at http://www.gru.edu/students/conduct/index.php

E. Other Conduct Policies:

See the GRU Student Manual Section 1.5 (Student Code of Conduct Regulations) for policies referring to:

1.5.3: Disorderly Conduct
1.5.4: Disruptive Activity
1.5.5: Alcohol and Other Drug Related Misconduct
1.5.6: Sexual Misconduct
1.5.7: Theft, Damage, and Disregard for Property
1.5.8: Fire and Explosion Safety
1.5.9: Disorderly Assembly
1.5.10: Dress
1.5.11: Firearms and Weapons
1.5.12: Gambling
1.5.13: Misuse of Communication Equipment
1.5.14: Noncompliance with General Laws
1.5.15: Hazing
1.5.16: Unauthorized Entry/Use of Property/Facilities/Keys
1.5.17: Computer Use
1.5.18: Identification Card

F. Unsatisfactory Student Conduct:

The Instructor of Record will inform a student in writing of unsatisfactory conduct and, after consultation with Program Director, will provide a notice, if appropriate, to the Program Directors’ Group. The PDG will decide if the alleged violation should be forwarded to the Director of Student Affairs for due process and action. The GRU Student will be notified of infraction under the policies as stated in section 2.2 of the GRU Student Manual, and will have opportunity for appeal and due process.

G. Student Rights and Due Process

Student Rights
Students will be accorded due process in disciplinary matters including a right to know of the charges against them, the right to a hearing and the right to appeal.

General Policies
Upon receiving an official complaint, the Assistant Dean of Students will serve as a conduct administrator and conduct a preliminary investigation into the incident.
During the preliminary investigation the following procedure will occur:

- Inform all participants of their rights and responsibilities in the process,
- Determine whether the complaint supports the allegation of misconduct.
- Determine if the student admits the conduct and will agree to the terms of an administrative hearing, OR
- Determine if a hearing by the Student Conduct Board will be necessary.

The conduct administrator will notify the accused student (in writing) of the charges. At this time, the administrator will inform the student of their right to remain silent and to select a person, not an attorney, from the university as an advisor to assist in their defense. A written statement of the specific charges will contain:

- names of the witnesses against the accused,
- a report on the facts to which each witness will testify
- the date, time and place of the hearing, given to the student at least five days prior to the hearing to allow the student time to prepare a defense
- possible punishment or sanction,
- the grounds which, if proven, would justify the expulsion or suspension under the rules, regulations or standards.

Hearings will be held within one academic semester following the filing of the charges. If a student does not enroll in a semester during which a hearing is scheduled, he must return for the hearing as would any regularly enrolled student.

**Temporary Suspension**

When, in the judgment of the President, Provost or their designated representatives, teaching or research activities, administrative functions, extracurricular programs or other authorized activities on institutional premises are obstructed or disturbed by a student’s behavior and when such behavior is continued beyond a request that it be terminated, the President, Provost or their designated representatives may temporarily suspend that student for a maximum of 10 calendar days. Effective immediately, the student’s activities are subject to the restrictions set forth under regular suspension. A report on the student’s behavior and of the suspension action will be forwarded to the Dean or Assistant Dean of Student office. Referral then will be made to the Student Conduct Board, which must provide a hearing for the student involved not later than 3 business days after the effective date of the temporary suspension. Referral and hearing procedures will be the same prescribed for any other disciplinary situation. If the student is found not guilty, he will be permitted to make up all academic work. Complete policy available in the GRU Student Manual Section 2.21
Hearing Procedures
After the preliminary investigation the accused student may wish to resolve the matter informally through an administrative hearing with the Dean or Assistant Dean of Students. At the discretion of the conduct administrator, the student may be offered the opportunity to waive a formal hearing and accept the decision of the conduct administrator regarding punishment without contesting the charges.

a. The student will be informed of the charge against him/her prior to the meeting with his/her hearing officer.
b. Dean or Assistant Dean of Students will inform the student orally of his/her decision with regards to responsibility and of the sanction that will be assigned, if found responsible.
c. The student must accept responsibility for the violation(s) of the specified conduct regulation.
d. The student will sign a written waiver which states that he/she is fully aware of the rights to which a student is entitled and that the student also agrees to accept the penalty decision of the conduct administrator.
e. The decision of the Dean or Assistant Dean of Students, once agreed to, may not be appealed.

A hearing may occur without the student being present, if the accused student has been notified and chooses not to appear and does not sign the appropriate waiver. Complete policy available in Section 2 of the GRU Student Manual located on the Division of Student Affairs page at http://www.gru.edu/students/conduct/index.php

Per the policy “Colleges may handle disciplinary actions according to their individual honor codes and/or student code of conduct.” (Section 2.5). College of Allied Health Sciences handles disciplinary actions as described below and posted at http://www.gru.edu/alliedhealth/policies.php
COLLEGE OF ALLIED HEALTH SCIENCES REVIEW BODY
GUIDELINES AND POLICIES

Policy Statement

The School Review Body (SRB) is a centralized subcommittee of the College of Allied Health Sciences Faculty Council (Council) utilized at the Dean’s discretion to review the due process afforded to a Student who has received an academic sanction or who has a grievance against a faculty for perceived infringement on their rights to freely express themselves. As necessary, the SRB may hold any necessary hearings during the process to assist in rendering an appellate decision by the Dean. It is the responsibility of the faculty and the SRB to evaluate the records of academic performance and professional behavior of Students in accordance with the policies of each department and/or program.

Reason for Policy

The School Review Body serves in an advisory capacity to the Dean of the School of Allied Health Sciences to ensure that Students who have been imposed an academic sanction or who have a grievance against a faculty (as defined below) are provided the appropriate due process.

Entities Affected by this Policy

All Students in the College of Allied Health Sciences at the Georgia Regents University are affected by this policy.

Who Should Read this Policy?

All Students and faculty in the College of Allied Health Sciences at the Georgia Regents University should be aware of this policy.

Contacts

College of Allied Health Sciences
Office of the Dean
EC-3422
Phone: 706-721-2621

Definitions

These definitions apply to these terms as they are used in this policy:

Academic Sanction

Sanction imposed on a Student by a School or Program based on Student’s failure to meet the academic standards or requirements of his/her School or
Program. Such sanctions may include (1) academic dismissal; (2) academic suspension; or (3) the requirement that a Student repeat a given course or year. Receipt of a failing grade in a given course shall not constitute an academic sanction for purposes of this policy.

**Conduct Sanction**

Sanction imposed on a Student by a School/Program for unprofessional or unbecoming conduct including, but not limited to, violation(s) of the Student Conduct Code, Student Housing Agreement and/or local, state or federal law or by the Office of Campus Life Services for violations of the Student Housing Agreement. Conduct sanctions are imposed following or resulting from a hearing at the school or campus level. Students of the School of Dentistry and the School of Medicine are subject to the authority of both school and campus codes of conduct; therefore they may face disciplinary hearings at the school level or campus level depending on the nature of their conduct infraction. Students of the School of Graduate Studies, the School of Nursing, and the College of Allied Health Sciences are subject to the Campus Code of Conduct; therefore they may face disciplinary hearings conducted by the Campus Judicial Committee.

**Grievance**

Student complaint or grievance against a faculty for perceived infringement on their right to freely express themselves as a protection granted to them by academic freedom/intellectual diversity policies via the Board of Regents.

**Process/Procedure/Authority**

The SRB has no inherent authority and serves as needed in an advisory capacity to the Dean.

**Composition**

The SRB shall consist of three members and will be formed from the larger Council, excluding the Student member, the Council President, and the Dean or a designee. A group of three (3) Council members from the available voting and non-voting members will be identified and oriented to the process and responsibilities of the SRB. The Council President will coordinate which team is called to serve whenever the SRB is needed, and will appoint one of the three members as Chair of the SRB at that time. The SRB Chair shall be a voting member of the SRB and must be a voting member of the Council. Faculty from the department where the sanction originated will not participate as members of the SRB for that particular hearing. Upon election, all Council members must review all published information regarding SRB policies and procedures. It is the responsibility of the Council member to be prepared to fulfill any role of the SRB.

**Procedure**

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1. Upon receipt of a recommendation from a Department Chair for an academic sanction or grievance response from a student, the Dean will communicate his/her decision to support or deny the recommended sanction in writing to the Student and the Department Chair.

2. The Student shall have five (5) working days from receipt of the Dean’s decision letter to file an appeal. The Dean’s written decision will include a notice of the Student’s right to appeal and notice that the Student should submit any additional documentation to support their appeal request. This documentation will be considered during the preliminary SRB review to determine whether or not a hearing will be granted. After the appellate time frame expires, the appropriate paperwork is submitted to the Registrar for the imposed sanction (academic dismissal, academic suspension, or alternate curriculum).

3. If the Student files an appeal within five (5) working days after receipt of the written decision from the Dean, the Dean will request that the SRB convene and review the Student appeal to ensure due process was afforded.

4. Within one (1) working day, the Dean’s office will notify the Council President and President Elect that the SRB will need to be activated. Upon receipt of telephone and email notification from the Dean’s office, the Council President/President Elect will charge the SRB and appoint the SRB Chair. Each member of the SRB must review all published information regarding SRB policies and procedures.

5. The SRB will evaluate the documentation from the Department Review Body submitted to the Dean by the Department Chair or from the Student regarding grievance response. The SRB will submit a recommendation to the Dean or convene a hearing within ten (10) working days from the date of the Student’s written appeal/grievance response notification.

6. If it is determined from the preliminary review that a hearing is necessary to validate the academic sanction or grievance response, the SRB shall send a recommendation for a hearing to the Dean. If the Dean concurs, he/she will appoint an Associate Dean to inform the Student of his/her rights and appeal procedures throughout the remainder of SRB process, including hearing procedures.

7. Within one (1) working day of the Dean’s notification, the Associate Dean will contact the Department Chair, the Student, and the Council President via telephone and email to inform them that a Student hearing has been granted by the Dean. The Associate Dean will inform the Department Chair that he/she or a designated representative familiar with the case must be present at the hearing.

8. The Council President will then provide SRB Members all documentation received from the Department Chair and Student.

9. The SRB Chair will contact the SRB Members, Department Chair, Student, and the Associate Dean to schedule the hearing. The hearing
date must be scheduled to allow the Student a minimum of five (5) working days to prepare. The SRB Chair will confirm the date/time/location of the hearing via email.

11. The Department Chair and Student must submit any additional documentation to be considered in the hearing process within five (5) working days of receiving the hearing announcement from the SRB Chair.

12. The Student must notify the Associate Dean in writing if he/she chooses to waive his/her rights to a hearing.

13. The hearing procedure will be conducted in accordance with the Hearing Script provided below.

14. Within three (3) working days after the hearing, the SRB Chair will prepare and distribute the SRB’s collective recommendation to the Dean. The SRB recommendation to the Dean shall:

   a. Confirm that due process was followed at the departmental level and the recommended sanction was appropriate; or
   b. Establish that due process was not provided at the departmental level therefore a new hearing may be indicated; or
   c. Note that new information about the Student was discovered that may warrant a new hearing or even a modification of the recommended sanction at the Dean’s discretion.

15. Within two (2) working days after receipt of the SRB recommendations, the Dean will convey a final decision in writing to: SRB Chair, Department Chair, and the Student. The Dean’s final decision letter will include information about the Student’s right to appeal to the MCG President within five (5) working days of receipt of the Dean’s final decision (see Campus Review Body Policy).

16. After the appellate time frame expires, the appropriate paperwork is submitted to the Registrar for the imposed sanction (academic dismissal, academic suspension, or alternate curriculum).

17. The time periods set forth in this policy may be waived by mutual consent and with the approval of the Dean.

18. All records will be considered confidential to the extent allowed by law and maintained in the Dean’s office, the designated custodian of SRB records. Proceedings of the SRB hearing will be electronically recorded and made available upon request. Copies of electronic recordings may be provided at the cost of duplication.

**Informal vs. Formal Complaint Process**

The Division of Student Affairs provides an informal venue to submit a complaint through a web page format. The link is available at [http://www.gru.edu/students/conduct/index.php/](http://www.gru.edu/students/conduct/index.php/)

Per the webpage "the Vice President for Student Affairs and each involved department will contact students within 3 business days to address the complaint".
The formal processes regarding student conduct or academic grievances are found in the Catalog, Student Manual and policy library at [http://policy.gru.edu/4-1-5-student-concerns-complaints-policy/](http://policy.gru.edu/4-1-5-student-concerns-complaints-policy/)

**Course Exemption Policy**

The Department of MLIRS has defined instances when a student within the department may have the ability to demonstrate college level performance for professional course credit. The following instances where this may occur are:

- The student has successfully completed a course determined to be similar to a course required for the MLIRS program’s professional curriculum with a grade of “C” or better;
- The student has successfully completed an equivalent course from an accredited institution, with a “C” or better, at the same or higher academic level in a discipline specific to the program the student is entering;
- The student holds current credentialing, recognized by the program, in a discipline specific to the program the student is entering.

The MLIRS’ Program Directors Group will review all cases to determine student eligibility for testing out of a course or for course exemption.

**A. For Successful Completion of a Similar Course:**

A student may be allowed to demonstrate college level examination performance through a comprehensive written examination and/or skills assessment for a course determined to be similar to a course required for the MLIRS’s program’s professional curriculum. The following steps must be taken to initiate and complete this process:

1. The student must submit a formal letter to their Program Director stating their desire to exempt a course;
2. The student must provide a college course description of the previous course to the Program Director, who will then forward it on to the Course Director;
3. The student must register and pay for the course to obtain the required course credit;
4. Upon receipt of the letter of intent and the course description, the Course Director and the Program Director must review the course description to determine if the course has equivalent course content as the MLIRS program’s professional course;
5. If the Course Director and the Program Director are satisfied that the previous course can be used, then the Program Director will write a letter to the Program Director’s Group (PDG) stating the student’s intent to test out of the course and their recommendations as to whether the student should be allowed to proceed,
Note: If the Program Director and Course Director do not agree, the process will stop, and the information will be forwarded to the PDG for final consideration;

6. The PDG will then review the material submitted for the final determination of student eligibility to take the course exemption examination;
7. If the PDG agrees to allow the student to exempt the course, the student will be given the course exemption examination/s (written and/or skills assessment) at the beginning of the course;
8. The student must achieve a grade of 70* or higher to receive academic credit;
9. The MLIRS faculty will then enter a grade commensurate with the examination score at the end of the course.

* If the student does not receive a 70 or higher, the student will then complete all course work.

B. For students that have completed an equivalent course at the same or higher academic level in a discipline specific to the program the student is entering:

A student may be allowed to receive transfer credit for a MLIRS professional course if he or she has been enrolled in the same program at another accredited institution and has made a “C” or better in a course that is equivalent to the MLIRS professional course. The following steps must be taken to initiate and complete this process:

1. The student must write a formal letter to their Program Director stating their desire to receive transfer credit for an equivalent course taken in an equivalent MLIRS specific program;
2. The student must provide a college course description of the previous course to the Program Director, who will then forward it on to the Course Director;
3. Upon receipt of the letter of intent and the course description, the Course Director and the Program Director must review the course description to determine if the course can be used as transfer credit for the MLIRS program’s professional course;
4. If the Course Director and the Program Director are satisfied that the previous course can be used, then the Program Director will write a letter to the Program Director’s Group (PDG) stating the student’s intent to receive transfer credit for the MLIRS’s program’s professional course and their recommendations as to whether the student should be allowed to proceed,

Note: If the Program Director and Course Director do not agree, the process will stop, and the information will be forwarded to the PDG for final consideration;
The PDG will then review the material submitted for the final recommendation of student eligibility for course exemption to the Department Chair;

6. The Department Chair will review the recommendation of the PDG and render the final decision, the student will then be advised of the Chair's decision, and will be advised of any schedule changes;

7. Upon approval by the Chair, the Program Director will then complete the attached form, the Transfer Credit Authorization Form, and send to Admissions.

C. For students that have prior certification:

Students Enrolled in the Bachelor of Science in Clinical Laboratory Science Program who are Certified Clinical Laboratory Technicians (CLT or MLT) or are service members/veterans with Army, Navy, or Air Force certificate as a Medical Laboratory Specialist or a Medical Laboratory Apprentice:

Students with prior certification as a CLT, MLT or military certification listed above may be given up to 10 course credit hours for the following courses:

- CLSC 3220 Introduction to CLS Practice 2 credit hours
- CLSC 3645 Clinical Biochemistry Laboratory 2 credit hours
- CLSC 4845 Clinical Hematology Laboratory 2 credit hours
- CLSC 4445 Clinical Microbiology Laboratory 2 credit hours
- CLSC 4745 Clinical Immunohematology Lab 2 credit hours

The following steps must be taken to initiate and complete this process:

1. The student must write a formal letter to their Program Director stating their desire to be exempt from the basic laboratory courses and the Introduction to Clinical Laboratory Science Course. The basic laboratory courses eligible for exemption are in Microbiology, Hematology, Immunohematology, and Chemistry/Immunology;

2. The student must submit a copy of their certification to the department;

3. Upon receipt of the letter and the copy of the certification, the Program Director will verify that the certification is one recognized by the department;

4. If the Program Director determines the student is certified with a recognized certifying body, then he/she will write a letter to the Program Director's Group (PDG) stating the student’s desire to exempt the basic laboratory courses and the Introduction to Clinical Laboratory Science course. The Program Director will make his/her recommendation as to whether the student should be allowed to continue this process;

5. The PDG will then review the material submitted for the final recommendation of student eligibility for course exemption to the Department Chair;
6. The Department Chair will review the recommendation of the PDG and render the final decision; the student will then be advised of the Chair’s decision, and will be advised of any schedule changes;

7. Upon approval by the Chair, the Program Director will then complete the attached form, the Transfer Credit Authorization Form, and send to Admissions.

Students Enrolled in the MHS Program who are Certified Clinical Laboratory Scientists (CLS or MLS):

Students with prior certification as a CLS/MT/MLS may be given up to 10 course credit hours for the following courses:

- CLS 6220 Introduction to CLS Practice 2 credit hours
- CLS 6645 Clinical Biochemistry Laboratory 2 credit hours
- CLS 6845 Clinical Hematology Laboratory 2 credit hours
- CLS 6445 Clinical Microbiology Laboratory 2 credit hours
- CLS 6745 Clinical Immunohematology Lab 2 credit hours

The following steps must be taken to initiate and complete this process:

1. The student must write a formal letter to their Program Director stating their desire to be exempt from the specific basic laboratory courses and the Introduction to Clinical Laboratory Science course. The basic laboratory courses eligible for exemption are in Microbiology, Hematology, Immunohematology, or Chemistry/Immunology.

2. The student must submit a copy of their CLS/MLS certification to the department;

3. Upon receipt of the letter and the copy of the certification, the Program Director will verify that the certification is one recognized by the department;

4. If the Program Director determines the student is certified with a recognized certifying body, then he/she will write a letter to the Program Director’s Group (PDG) stating the student’s desire to exempt the basic laboratory courses. The Program Director will make his/her recommendation as to whether the student should be allowed to continue this process;

5. The PDG will then review the material submitted for the final recommendation of student eligibility for course exemption to the Department Chair;

6. The Department Chair will review the recommendation of the PDG and render the final decision; the student will then be advised of the Chair’s decision, and will be advised of any schedule changes;

7. Upon approval by the Chair, the Program Director will then complete the attached form, the Transfer Credit Authorization Form, and send to Admissions.
8. The internship courses will be required for all MLS/CLS students but can be completed earlier if all competencies are met by the student.

Students enrolled in the MHS in Clinical Laboratory Science Program who are Laboratorians with categorical certification in Microbiology (M), Chemistry (C), Blood Bank (B), or other certification granted by the American Society for Clinical Pathology or the National Credentialing Agency:

Students with prior certification in one laboratory discipline area, such as blood bank, clinical chemistry, hematology, microbiology, immunology or molecular biology, may be given up to 10 course credit hours for courses specific to their specialty area. The following steps must be taken to initiate and complete this process:

1. The student must write a formal letter to their Program Director stating their desire to be exempt from the specific basic laboratory courses. Courses eligible for exemption are the basic laboratory courses in Microbiology, Hematology, Immunohematology, or Chemistry/Immunology;
2. The student must submit a copy of their Microbiology (M), Hematology (H), Immunohematology (BB), Chemistry (C), Immunology (I), or Molecular Biology (MB) certification to the department;
3. Upon receipt of the letter and the copy of the certification, the Program Director will verify that the certification is one recognized by the department;
4. If the Program Director determines the student is certified with a recognized certifying body, then he/she will write a letter to the Program Director’s Group (PDG) stating the student’s desire to exempt the basic laboratory courses. The Program Director will make his/her recommendation as to whether the student should be allowed to continue this process;
5. The PDG will then review the material submitted for the final recommendation of student eligibility for course exemption to the Department Chair;
6. The Department Chair will review the recommendation of the PDG and render the final decision; the student will then be advised of the Chair’s decision, and will be advised of any schedule changes;
7. Upon approval by the Chair, the Program Director will then complete the attached form, the Transfer Credit Authorization Form, and send to Admissions.
8. The internship courses will be required for all MLS/CLS students but can be completed earlier if all competencies are met by the student.
Certified Nuclear Medicine Technology Students (CNMT or ARRT (N)) Enrolled in the Bachelor of Science Nuclear Medicine Technology Program:

Those individuals holding a current certification as a Nuclear Medicine Technologist, (ARRT(N)), and/or CNMT) or Military NMT Diploma may qualify to receive credit for BS level coursework when enrolling in the GRU NMT BSRS program. The student must have completed all pre-requisite coursework with a grade of “C” or better as assessed by the GRU Admissions Department and must have completed a JRCNMT approved Nuclear Medicine Technology program.

The following steps must be taken to initiate and complete this process:

1. The student must write a formal letter to their Program Director stating their desire to be exempt from the courses listed below;
2. The student must submit a copy of their certification to the department;
3. Upon receipt of the letter and the copy of the certification, the Program Director will verify that the certification is one recognized by the department;
4. If the Program Director determines the student is certified with a recognized certifying body, then he/she will write a letter to the Program Director’s Group (PDG) stating the student’s desire to exempt the courses below. The Program Director will make his/her recommendation as to whether the student should be allowed to continue this process;
5. The PDG will then review the material submitted for the final determination of student eligibility for course exemption to the Department chair;
6. The Department Chair will review the recommendation of the PDG and render the final decision
7. The student will then be advised of the Chair’s decision, and will be advised of any schedule changes;
8. Upon approval by the Chair, the Program Director will then complete the attached form, the Transfer Credit Authorization Form, and send to Admissions.
Presentation of an approved credential (NMTCB or ARRT-N) will allow 30 hours of experiential credit and up to 30 hours credit for the following GRU NMT courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYCS 3210</td>
<td>Radiation Physics Protection and Biology</td>
<td>3</td>
</tr>
<tr>
<td>PYCS 3215</td>
<td>Radiation Physics, Protection and Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>MLIRSC 3100</td>
<td>Introduction to Radiologic Patient Care</td>
<td>2</td>
</tr>
<tr>
<td>BRTC 3105</td>
<td>Introduction to Radiologic Patient Care Lab</td>
<td>1</td>
</tr>
<tr>
<td>NMMT 3611</td>
<td>Principles and Practice of Nuclear Medicine I</td>
<td>3</td>
</tr>
<tr>
<td>NMMT 3621</td>
<td>Principles and Practice of Nuclear Medicine I Lab</td>
<td>1</td>
</tr>
<tr>
<td>NMMT 3641</td>
<td>Clinical Internship</td>
<td>3</td>
</tr>
<tr>
<td>NMMT 3612</td>
<td>Principles and Practice of Nuclear Medicine II</td>
<td>3</td>
</tr>
<tr>
<td>NMMT 3622</td>
<td>Principles and Practice of Nuclear Medicine II Lab</td>
<td>1</td>
</tr>
<tr>
<td>NMMT 3642</td>
<td>Clinical Internship</td>
<td>3</td>
</tr>
<tr>
<td>PYCS 4600</td>
<td>Nuclear Medicine Physics and Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>PYCS 4605</td>
<td>Nuclear Medicine Physics Lab</td>
<td>1</td>
</tr>
<tr>
<td>NMMT 3631</td>
<td>Applied Research I</td>
<td>2</td>
</tr>
<tr>
<td>SAHS 4300</td>
<td>Professional Issues and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>NMMT 3632</td>
<td>Applied Research II</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL TRANSFERRED HOURS** 30

**Note:** Students must demonstrate clinical competency of basic skills, but need not compile clinical hours. Students must complete clinical hours for PET and CT competency.

**Demonstration of Foundational Competency for Partial Course Exemption Policy**

The Department of MLIRS has defined instances when a student within the department may have the ability to demonstrate performance at the appropriate undergraduate or graduate level for partial course exemption. The following instances where this may occur are:

- The student has successfully completed, with a grade of “C” or better, an undergraduate course determined to have comparable professional foundational objectives/competencies to the graduate level course required for the MLIRS program’s professional curriculum.
- The student holds a current professional credential, recognized by the program as relevant to the specific program the student is entering.
- The student has extensive documented clinical experience recognized by the program faculty as equivalent to the foundational competencies in specific course(s).
The MLIRS’ Program Directors Group (PDG) will review all cases to determine student eligibility for partial course exemption and make recommendations to the departmental Chair. The final determination of eligibility will rest with the departmental Chair and will give consideration to the recommendations of the Program Directors Group and the instructor of record for the course.

The possibility of exemption of foundational components of professional undergraduate or graduate level courses exists:

A. For students that have prior foundational academic course work in the discipline of study:

A student may be allowed to demonstrate foundational level performance for partial course exemption through a comprehensive written examination and/or skills assessment. This situation can occur when the student has completed an undergraduate level professional course which has foundational objectives/competencies that are the same as the foundational level objectives/competencies of a graduate level course required for the discipline’s professional curriculum. If the student successfully completes the partial course exemption examinations (written and/or skills assessment that measures the foundational objectives/competencies) the student must still complete the advanced level objectives/competencies that are a part of all graduate level courses. The following steps must be taken to initiate and complete this process:

1. The student will register and pay for the course in which they will be attempting partial course exemption;
2. The Program Director will notify the PDG of the desire to allow a student to receive partial course exemption by testing out of the foundational objectives/competencies either by written examination and/or skills assessment. The partial course exemption request should be considered by the PDG no later than the meeting held the month before the beginning of the semester in which the course is offered. Exceptions will be considered to include circumstances such as late acceptance to the program and/or late registration.
3. The PDG will then review the request and make recommendations to the departmental Chair.
4. If the recommendation is to decline the request to allow the student to partially course exempt a graduate level course, the Program Director will notify the student in writing of the decision:
   a. If the student disagrees with the decision, he or she has the right to initiate a formal complaint to the MLIRS Chair in writing.
   b. The MLIRS Chair will review the written complaint along with the PDG recommendation and inform the student in writing of his/her decision; the final determination of eligibility will rest with the departmental Chair and will give consideration to the recommendations of the Program Directors Group and the
instructor of record for the course.

5. If the PDG agrees to allow the student to attempt to exempt foundational components of a graduate level course, the student will be given the examination/s (written and/or skills assessment) the first or second day of the semester in which the course is offered;

6. The student must achieve a grade of 70*: **or higher to partially exempt the course;

7. If the student receives a 70 or higher on the examination/s the MLIRS faculty will then enter the grade into the grading scale for the course and the student will continue with their advanced competencies required in the graduate level course.

* If the student does not receive a 70 or higher, the student will then complete all course work, both foundational and advanced competencies, following the regular course schedule.

** If the student does not want to use the grade received on the partial course exemption examination/s, the student has the right to complete all course work, both foundational and advanced competencies, following the regular course schedule.

B. For students that have prior certification in the discipline of study, such as the Clinical Laboratory Technician (CLT) / Medical Laboratory Technician (MLT) students enrolled in the Bachelor of Science in Clinical Laboratory Science (BS-CLS) Program or the Medical Technologist/Medical Laboratory Scientist/Clinical Laboratory Scientist students enrolled in the Master of Health Science in Clinical Laboratory Science Program (MHS-CLS):

These students may exempt foundational psychomotor objectives/competencies in designated internship courses. They may be allowed to exempt up to one-half of the required internship hours if they demonstrate mastery of all required foundational psychomotor objectives/competencies within the remaining internship period. The clinical faculty retain the right to increase the internship time if needed for mastery of these foundational objectives/competencies.

1. The student must write a formal letter to their Program Director stating their desire to exempt up to one-half of their clinical internship hours;

2. The student must submit a copy of their certification to the department;

3. The student must register and pay for the internship course to obtain the required course credit;

4. Upon receipt of the letter and the copy of the certification, the Program Director will verify that the certification is one recognized by the department;

5. The Program Director will determine if the student is certified with a recognized certifying body, then he/she will write a letter to the Program
Director’s Group (PDG) stating the student’s intent to exempt the foundational portion of the required internship hours. The Program Director will make his/her recommendation as to whether the student should be allowed to continue this process;

6. The PDG will then review the request and make recommendations to the departmental Chair.

7. If the recommendation is to decline the request to allow the student to partially course exempt a portion of the internship hours, the Program Director will notify the student in writing of the decision:

   a. If the student disagrees with the decision, he/she has the right to initiate a formal complaint to the MLIRS Chair in writing.
   b. The MLIRS Chair will review the written complaint along with the PDG recommendation and inform the student in writing of his/her decision. The final determination of eligibility will rest with the departmental Chair and will give consideration to the recommendations of the Program Directors Group and the instructor of record for the course.

8. If the PDG agrees to allow the student to exempt up to one-half of the required internship hours the student will then complete the internship competencies within the remaining specified internship period;

* If the clinical instructors determine that the student cannot demonstrate mastery of the foundational psychomotor objectives/competencies within the specified remaining internship period, the student will be required to spend additional internship hours to complete the required competencies.

C. For students with extensive documented clinical experience recognized by the program faculty as equivalent to the foundational competencies in specific course(s).

If the PDG agrees to allow the student to attempt to partially course exempt a graduate level course, the student will be given the examination/s (written and/or skills assessment) the first or second day of the semester in which the course is offered;

- The student must achieve a grade of 70*, **or higher to partially exempt the course;
- If the student receives a 70 or higher on the examination/s the MLIRS faculty will then enter the grade into the grading scale for the course and the student will continue with the remaining competencies required in the graduate level course.
Assignment Policy

All assignments are due on the date and time specified. Since all on-line assignments are open for a period of time, if an extension has not been requested and approved ahead of time, the missed assignment will result in a zero if not submitted by the published deadline.

A. ASSIGNMENT DUE EXTENSIONS:

Assignment deadline extensions may be considered if the request is received by e-mail or by phone no later than 24 hours prior to the closing time the assignment is due. Deductions may be taken from the final grade of the assignment as a result of an extension, at the discretion of the instructor.

B. TECHNICAL DIFFICULTY POLICY:

In the RARE instance of technical difficulty the student MUST contact the instructor within two hours of the problem via e-mail, Desire 2 Learn posting, or call the department and leave a message. The GRU support team is available within business hours at 706-721-4000. Should you be unable to access Desire 2 Learn after hours, please report the issue with the On-Line Support Center:

https://d2lhelp.view.usg.edu/

Attendance Policy

I. ATTENDANCE:

Specific attendance requirements may be established by individual colleges/programs. Due to the professional nature of the MLIRS curricula, students are expected to attend / participate in all course activities. Excessive absenteeism is considered a violation of professional behavior and may result in placing a student on academic probation or denying continuation of enrollment in any MLIRS program. Specific attendance policies will be provided by each Instructor of Record. Satisfactory attendance is defined as the student being present when he or she is expected to be present as specified by the Instructor of Record. All course instructors are expected to publish attendance policies within the syllabus for each class.

II. REPORTING AN ABSENCE:

In order to prevent unnecessary waste of resources, the student must inform the Instructor of Record and/or clinical supervisor when applicable, or a specified designee immediately when anticipating an absence from the laboratory exercise or clinical rotation. Failure to provide prior notification of an absence to the proper person may lead to academic penalties.
A. ABSENCES FROM LECTURE CLASSES:

Attendance for lecture classes is at the discretion of the Instructor of Record. If mandatory attendance is required, students must attend class unless they have a valid medical excuse; which must be presented to the Instructor of Record. Students must notify Instructor of Record as soon as possible of anticipated absence(s). Failure to attend lecture classes as indicated in the individual class course syllabus can affect the student’s grade in the course.

B. ABSENCES FROM ONLINE CLASSES:

Online class attendance will be based on log-in activity reports and online communication, which will be monitored weekly. Excessive absences (failure to log-in or communicate online weekly) will impact the professionalism evaluation, and course grade. It is incumbent upon students to take responsibility for their course participation and communication with the instructor. Expected absences of online activity should be communicated to the instructor prior to event.

C. ABSENCES FROM LABORATORY CLASSES:

Due to time constraints and restrictions on availability of instrumentation or clinical specimens for laboratory courses, absences will be made up in a manner to be determined by the Instructor of Record. If a student is absent from laboratory class, the instructor will determine if a make-up will be offered. If so, the location, time and requirements necessary to make up the incomplete work will be prescribed. More than two absences from laboratory classes will result in a formal review of the student’s behavior by the Instructor of Record and may result in an academic warning or academic penalties. Due to the potential seriousness of the penalties for excessive absence, the Instructor of Record must notify the student in writing of the violation and the consequences. If continued infractions occur, the Instructor of Record may forward the case to the PDG for consideration.

D. ABSENCES FROM CLINICAL CLASSES (rotations, internships):

In the case of absences from clinical rotations/internships, the student is responsible for making those arrangements with the person in charge of the clinical rotation with the approval of the Instructor of Record.

Make-up time may include evening, night, or weekend hours. More than two absences from clinical internship(s) per semester will result in a formal review of the student’s behavior by the Instructor of Record and Program Director and may result in an academic warning and in academic penalties. Due to the potential seriousness of the penalties for excessive absence from clinical rotation/internship, the clinical supervisor/coordinate must arrange a conference with the student and the Instructor of Record and Program Director immediately to determine the appropriate course of action. If the student is allowed to
continue the rotation/internship, the absence must be made up at the convenience of the clinical site/program. If continued infractions occur, the case will be forwarded to the PDG for consideration.

E. TARDINESS:

Tardiness is considered a form of absence. A student should report to the class/lab/rotation site a few minutes early, but in any case no later than the time set by the Instructor of Record/supervisor. More than four (4) instances of tardiness in a given course will result in a formal review of the student’s behavior by the Instructor of Record and may result in an academic warning or academic penalties. If continued infractions occur, the case will be forwarded to the Program Director for consideration.

III. INCLEMENT WEATHER POLICY:

Please refer to your individual program’s policy for specific inclement weather information.
Student Leave Policy and Procedures

Purpose of the Student Leave Policy

To provide policies and procedures for the granting and use of leave for a student in the Department of Biomedical and Radiological Technologies (MLIRS)

Criteria for Medical Leave Request

A student may be granted up to one full year of leave for one or more of the following reasons:

a. the birth and care of a newborn child of the student;
b. the legal placement of a child with the student for adoption or foster care;
c. the care of an immediate family member (defined as the student’s spouse, child, or parent) with a serious health condition; or
d. a serious health condition of the student himself/herself, which renders the student unable to perform the duties of his/her job.

Note: A "serious health condition" under the law is a physical or mental illness or injury that requires either:

- Inpatient care, or
- Continuing treatment by a healthcare provider

Criteria for Hardship Leave Request

A student who is in good academic standing in a MLIRS program may request a leave of absence for up to one year for the following reasons:

- Financial hardship
- Personal or family emergency

Request for Leave Procedures

To be entitled to leave, students must give at least 30 days' advance notice, or as much notice as possible and practicable. Students must submit a written request for leave to their program director. The program director will forward the request to the MLIRS Department Program Directors Group (PDG) for recommendation to the Chairman of the MLIRS, who will issue final approval. Documentation of the need for leave may be required by the department by having the student’s healthcare provider complete a Certification of Health Condition form provided by the department located at GRU Department of Benefits and Data management:
http://gru.edu/hr/benefits/university_benefits/fmlaforms.php
Depending on the length of leave required and the demands of the curriculum, it will be determined by the department PDG, with final approval of the Departmental Chair, if it is necessary for the student to withdraw from the program. In general, if it is evident that the student cannot make-up the work missed prior to the end of the semester in which the student is enrolled, withdrawal will be necessary to comply with Title IV guidelines. Students may be granted a leave of absence for up to one full year. The student will be eligible to return to the program during this time frame provided they meet the criteria outlined below:

**Returning to the Program After Approved Leave**

In case of personal medical leave, students may be required to present a clearance from their healthcare provider before being reinstated in clinical or laboratory courses upon completion of an approved leave for their own serious health condition. A Return to Class/Lab/Clinic form is available for this purpose, and will be provided to the student prior to their scheduled return.

The student may be required to demonstrate mastery of clinical and didactic work completed prior to the approved leave. Specific objectives for the assessment examination(s), based on the material covered and level of mastery required, will be provided to the student prior to re-entry in the program.

Students are expected to return to class on a full-time basis by the end of the approved leave. If the student does not return, or cannot return in the designated time, the student may be withdrawn from the program and will have to reapply and go through the selection process for the following year.

**Student Pregnancy Policies and Procedures**

Any student who becomes pregnant has the option of whether or not to inform her program director and the Georgia Health Sciences Radiation Safety office (GRURSO), of her pregnancy. If she chooses to voluntarily inform them of her pregnancy, it must be in writing and indicate the expected date of delivery. In the absence of this voluntary, written disclosure, a student cannot be considered pregnant.

A student who chooses to disclose her pregnancy has the option of continuing the program without modification or interruption under the guidelines provided in the GRURSO Fetal Dose Policy. Other options can include modification of clinical assignments, leave of absence from clinical assignments, and/or leave of absence from the program. See the Biomedical and Radiological Technologies Department Student Leave Policy for the granting and use of leave.
Fetal Radiation Dose

Policy of the GRU Environmental Health and Safety Division Radiation Safety Office

Policy Statement

Radiation exposure should be kept to a minimum, particularly during pregnancy, to ensure protection of the fetus/embryo of the pregnant employee or student that may be occupationally exposed to ionizing radiation. GRU has an obligation to maintain radiation exposures of declared pregnant employees/students as low as reasonably achievable (ALARA) to minimize exposure to the embryo/fetus. Prudent adjustment to work assignments may include reasonable work accommodations up to and including reassignment, as appropriate, during the period of pregnancy to minimize or avoid radiation exposure.

Reason For Policy

To provide a policy for the protection of the fetus/embryo of the pregnant employee or students occupationally exposed to radiation.

Entities Affected By This Policy

All units, divisions, subsidiaries or other entities of GRU with workers or students who may be occupationally exposed to ionizing radiation.

Who Should Read This Policy

All staff, faculty, and students working with or supervising work with radioactive materials or ionizing radiation producing devices.

Contacts

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<tr>
<th>Contact</th>
<th>Phone</th>
<th>e-mail/URL</th>
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</table>

Related Documents

Georgia Regents University Policy 4.5.01, *Fetal Radiation Dose*.

Georgia Department of Natural Resources, *Rules and Regulations for Radioactive Materials*, Chapter 391-3-17 .03(5)(h).
Title 10 Code of Federal Regulations, Part 20.1208
U.S. Nuclear Regulatory Guide 8.13 *Instructions Regarding Prenatal Radiation Exposure*

**Definitions**

These definitions apply to these terms as they are used in this policy:

**Declared Pregnant Worker**

A worker who has voluntarily informed their employer and/or Radiation Safety Office, in writing, of her pregnancy and the estimated date of conception.

**Dosimeter badges**

A device used to measure radiation. A special badge worn by workers to measure their exposure to radiation.

**Ionizing Radiation**

Waves or particles capable of removing one or more electrons from an atom.

**Radiation**

Energy emitted from an atom or nucleus in the form of particle or waves.

**Radiation Producing Device**

Equipment designed to produce radiation (e.g. x-ray machine)

**Overview**

The objective of this policy is to provide and maintain a safe and healthy work environment. It is the policy of GRU that radiation exposure should be kept to a minimum, particularly during the period of pregnancy of a “declared pregnant worker”. Workers/students may formally declare their pregnancy in writing at any time. Once pregnancy is declared, GRU has regulatory obligations to:

1. ensure that the dose equivalent to the embryo/fetus during the entire pregnancy, due to the occupational exposure of a declared pregnant woman, does not exceed 0.5 rem, and
2. make efforts to avoid substantial variation above a uniform monthly exposure rate to a declared pregnant woman so as to satisfy the above limit.

Work assignments should be reviewed and evaluated with regard to maintaining exposures ALARA. Prudent adjustment to work assignments may include reasonable work accommodations up to and including reassignment, as appropriate, during the period of pregnancy to minimize or avoid radiation exposure.

This policy is consistent with and meets the requirements of GRU 4.5.01, *Fetal Radiation Dose*. 
Process/Procedures

1. Female employees or students will be informed, in writing, that special radiation protection is available to all employees or students who become pregnant, and that they must declare their pregnancy to GRU in order to obtain the protection under this policy. This information will be presented during new employee or student orientation.

2. Female employees or students who are occupational workers and receive dosimeter badges will be given a copy of the Pregnant Worker’s Guide (Nuclear Regulatory Commission Guide 8.13). Employees or students will sign a form indicating receipt of this information.

3. A pregnancy declaration form should be completed by employees or students who wish to declare their pregnancy. The forms and information are located on the Environmental Health and Safety web site at [http://www.georgiahealth.edu/services/ehs/radsafe/rmanual1/index.html](http://www.georgiahealth.edu/services/ehs/radsafe/rmanual1/index.html)

4. To declare her pregnancy, an employee or student will either notify her department head who will arrange for the employee to meet with the Radiation Safety Office staff to discuss possible precautions necessary to limit radiation exposure or she may contact Radiation Safety directly to make her declaration of pregnancy.

5. The pregnant employee or student may be assigned a monthly whole body and possibly fetal monitoring dosimeter. If the employee or student uses radioactive material, the Radiation Safety Office will review the radionuclides, physical and chemical forms, quantities used, and place the employee or student on a monthly bioassay program if appropriate. The Radiation Safety Officer reviews each employee’s and student’s occupational exposure monthly.

6. If reassignment of duties to limit radiation exposure is recommended by the Radiation Safety Office, the department head will make every effort to reassign the employee without loss of salary or benefits. Management reserves the right to reassign employees as necessitated by staffing and workload requirements. Student curriculum may be reevaluated and resequenced to support minimizing radiation exposure to the embryo/fetus during the period of pregnancy to ensure dose to the embryo/fetus does not exceed 0.5 rem due to occupational exposure of a declared pregnant woman and substantial variation above a uniform monthly exposure rate to the declared pregnant woman is avoided (10 CFR Part 20, Section 20.1208).

7. The employee or student may declare, undeclare or redeclare their pregnancy in writing at any time for any reason. A reason for withdrawing or reinstating the declaration of pregnancy need not be given. When a pregnancy declaration is withdrawn, any proposed management actions
designed to specifically minimize exposure to the fetus will be rescinded. When a pregnancy is redeclared, the exposure to date for the entire pregnancy and the current work conditions will be re-evaluated with respect to minimizing exposure to the embryo/fetus.

Responsibilities

The responsibilities each party has in connection with Environmental Health and Safety’s Policy 4.5.01, Fetal Radiation Dose, are:

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<th>RESPONSIBLE PARTY</th>
<th>RESPONSIBILITIES</th>
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| All workers and students working with radioactive materials or ionizing radiation producing devices | 1. Perform work with radioactive materials or ionizing radiation devices to ensure exposures are as low as reasonably achievable.  
2. Complete employee orientation module on radiation safety which includes information on special radiation protection for female employees who choose to declare their pregnancy.  
3. Female employees or students must notify department head or the Radiation Safety Office and submit the Pregnancy Declaration Form if they choose to declare their pregnancy.  
4. If a female employee chooses to undeclare her pregnancy, it must be done in writing to her department head and the Radiation Safety Office. A reason for withdrawing the declaration of pregnancy need not be given. |
| Department Head/Program Director | 1. Arrange for female worker or student who declares pregnancy to meet with Radiation Safety Office staff to discuss possible precautions necessary to limit radiation exposures.  
2. Ensure a review of work with radioactive materials and/or ionizing radiation producing devices is done to help identify possible methods to reduce radiation exposure. |
3. Evaluate modification of work assignments, temporary reassignment or resequencing of curriculum to reduce exposures of declared pregnant female employee or student.

Environmental, Health and Safety Division / Radiation Safety Officer

1. Provide training materials for employee orientations regarding Fetal Dose Policy.
2. Meet with employee or student following declaration of pregnancy to discuss possible precautions necessary to limit radiation exposures.
3. Make recommendations to limit radiation exposures as appropriate.
4. Monitor worker’s or student’s radiation exposure on a monthly basis throughout the remainder of the gestation period.

Forms

The “Notification of Pregnancy Form” is available at the Radiation Safety Office http://www.georgiahealth.edu/services/ehs/radsafe/rmanual1/index.html

GRU MINIMUM COMPUTER SPECIFICATIONS

While a personal computer is not required for educational performance in the MLIRS programs, and students can use public access computer labs during department hours, a personal computer is highly recommended for convenience, efficiency, and success in all programs. All MLIRS programs use web based communication and instructional delivery platforms extensively. Student personal computers should be internet accessible with high speed DSL or cable hook up. The Information Technology Division of GRU recommends the following minimum standards for the best educational experience.

- 2.4 GHz Processor or greater (Dual Core Processor Recommended)
- 2 GB RAM minimum (4 GB Recommended)
- 80 GB hard drive or larger
- 10/100/1000 Base-T Ethernet and an Ethernet cable
- WiFi 802.11b, g, or n wireless built in (802.11n strongly recommended)
- DVD+-RW or better
- Microsoft Windows XP Professional SP3, Windows 7 or better
• Antivirus software with a 12 month subscription (Symantec Antivirus Provided by ITSS free for students)
• 3 year on-site warranty/service contract

Also recommended:
• Carrying case
• 2 GB or higher USB (Flash or Thumb) drive
• Printer for home use

CLINICAL/LABORATORY DRESS CODE

It is important to give a favorable impression to patients, instructors, other health care practitioners, and visitors while working in the clinical or student laboratory setting. The personal appearance and demeanor of Medical Laboratory, Imaging, and Radiologic Sciences students at GRU reflect both University and program standards and are indicative of the student’s interest and pride in the profession. Therefore, appropriate professional attire is expected to be worn at all times in clinical and laboratory settings. Appropriate attire, as described below, should be worn during clinical assignments and in the student laboratory setting.

I. MALE AND FEMALE ATTIRE:

• All attire should be neat and clean.
• “Street clothes” such as blue jeans, T-shirts, crop pants, low rise pants / jeans, shorts, and short skirts are unacceptable as are low cut or off the shoulder tops. Dress should be professional. Clean, pressed, white lab coats are required unless a white uniform top or hospital scrubs are worn. (Blue jeans may be worn in the student laboratory setting under the proper personal protective equipment.)
• Flat or low-heeled shoes with closed toe (no sandals), or clean athletic shoes are required.
• Hospital “scrubs” of any color or pattern, other than “O.R. green”, are acceptable. “O.R. green” is the sea-foam green color of hospital scrubs traditionally worn in hospital operating rooms.
• No colored undergarments are to be worn under white scrubs. Undergarment color is not a consideration when colored scrubs are worn.
• White lab coats are required unless hospital scrubs are worn.
• For sanitary and safety purposes, jewelry should be kept to a minimum and should be inconspicuous.
• Finger nails must be kept neatly manicured and of a modest length.
• Body piercing jewelry is prohibited. Inconspicuous pierced earrings are acceptable.
• Cosmetics, perfumes, and colognes must be used in moderation.
II. NAME BADGE:

While on campus and during all clinical assignments, students must identify themselves to patients and wear the GRU identification name badge or an official clinical affiliate name badge as required, in the case of distance students. The University provides name badges at the beginning of the program. It is the student’s responsibility to replace the badge if it is lost.

III. FAILURE TO COMPLY:

Failure to comply with the dress code may result in the student being dismissed from the clinical or laboratory setting until proper attire is worn. All time missed due to noncompliance with the dress code must be made up at the convenience of the clinical site/program with the approval of the Instructor of Record and will negatively affect the student’s course grade.

In some cases, specific programs may have additional policies regarding professional appearance. Please consult the Program-specific policies for guidance related to any additional requirements of individual Programs. Additionally, where clinical site dress code policy outside the MLIRS differs from MLIRS policy, the student should follow the more stringent policy.

Grading Policy

I. GRADING STANDARD:

All professional course grades are based on a common standard of obtaining the maximum points achievable.

Grade Points Achievable

A Excellent 100-90%
B Good 89-80%
C Satisfactory 79-70%
D Passing 69-60%
F Failure 59% or lower

II. INDEPENDENT STUDY COURSES:

Faculty will determine the policy for Independent Study courses, if different from above.
III. UNSATISFACTORY ACADEMIC PERFORMANCE:

The policy of the Department of Medical Laboratory, Imaging and Radiologic Sciences regarding satisfactory academic standing is given in the GRU catalogue.

- "Students must earn a ‘C’ or higher in all coursework, unless otherwise indicated, to continue in the program." Components of professionalism are considered in the grade. Please refer to the professionalism policy.

- In non-professional courses in which the student earns a “pass” or “fail,” a student must earn a “pass,” unless otherwise indicated, to continue in the program.

IV. GRADING SYSTEM:

The Grading system follows guidelines established by the University System of Georgia from the USG Board of Regents Policy Manual 305:

“All institutions of the University System of Georgia shall be on a 4.0 grade point average system. The following grades are approved for use in institutions in the determination of Grade Point Average (GPA):

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<th>Grade</th>
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<td>A</td>
<td>4.0</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>F</td>
<td>0.0</td>
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<tr>
<td>WF</td>
<td>0.0</td>
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Cumulative Grade Point Average. The cumulative grade point average in each institution of the University System of Georgia will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student’s permanent record."
STUDENT PROFESSIONALISM POLICY

The Department of MLIRS defines professionalism as the “habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served.” (1) While the Department recognizes all individuals possess certain unique attributes, it expects students to exercise them in such a way as to exhibit high standards of professional behavior at all times. If professional conduct becomes distracting or is viewed as undesirable by patients, staff, faculty, or other colleagues, it is expected that such behavior will be appropriately modified. Above all, students should keep in mind that their professional conduct is not only a reflection of themselves, but also of the program and institution, and they should conduct themselves accordingly. References to Board of Regents, GRU, and Department policies regarding student conduct/professionalism are provided below and are to be reviewed and adhered to at all times:

b. GRU Student Handbook, Section 1 - Student Code of Conduct: [http://www.gru.edu/students/conduct/documents/studentmanual.pdf](http://www.gru.edu/students/conduct/documents/studentmanual.pdf)
c. Department of MLIRS Student Orientation Manual: Refer to the following policies:
   - confidentiality of records
   - assignment policy
   - grading policy
   - attendance policy
   - academic progression policy
   - dress code policy

In order to guide students more specifically in how they should conduct themselves, the Department has developed a list of professional expectations, which is included below. These behaviors are considered a course requirement for every course in which they enroll in the Department. Accordingly, students are evaluated on these expectations. The weight of the evaluation in determining the course grade is left to the discretion of the course director. If a professional behavior issue should arise with a student, the counseling form may be used to document the meeting with the student. Students are to familiarize themselves with the evaluation tool used for this assessment, which is also included below (STUDENT PROFESSIONAL BEHAVIOR EVALUATION/COUNSELING FORM).

Reference:
Student Professional Behavior Evaluation

Student ________________________________  Course___________________________
Evaluator ______________________________   Date ____________________________

Evaluate the following behaviors by checking the appropriate box. For any items in which a “some met” or “not met” score is given, provide at the end of this form specific comments, action taken, follow-up, and/or whether additional action is needed for that item.*

Grading Rubric for Expectations:
**Exceeded** - Student has met all criteria within the category during the entire course/rotation.
**Met** – Student has met all but one of the criteria listed within the category or has no more than 2 violations of any of the criteria during the entire course/rotation
**Mostly Met** – Student has met all but two of the criteria within the category or has no more than 3 violations of any of the criteria during the entire course/rotation
**Some Met** – Student has met all but three of the criteria within the category or has no more than 4 violations of any of the criteria during the entire course/rotation.
**Not Met** - Student has not met the majority of the criteria within the category or has more than 5 violations of any of the criteria during the entire course/rotation.

A. Communication with professors and other students is integral to a student’s success in the program. It is also an opportunity to establish timely and proficient communication skills which are vital in the healthcare professions. Thus any student that does not communicate with a course director at least twice during the semester, or does not respond to communications from a course director within one business day may be subject to a score of “Not Met” for Categories II, III, and IV.

B. Any infraction that rises to the level of Academic Dishonesty or Misconduct may result in a score as low as zero on the Professional Behavior Evaluation. The final score is at the discretion of the instructor based on the instructor’s assessment of the severity of the situation. Please refer to MLIRS Student Manual, Student Conduct and Related Procedures’ section on Urgent Behavioral Circumstances.

C. Plagiarism or cheating on course examinations or assignments are severe infractions that may result in a Professional Behavior Evaluation score of zero. The final score will be determined by the professor based on the instructor’s assessment of the severity of the infraction. Please refer to MLIRS Student Manual, Student Conduct and Related Procedures’ section on Urgent Behavioral Circumstances.

D. Behavior exhibiting disregard for the patient-professional relationship or confidentiality as required by the Health Insurance Portability and Accountability Act (HIPAA) will result in a score of “Not Met” for Categories I, II, III, and V.

I. ATTITUDE:
**Expectations: Exceeded(25) [ ] Met(23) [ ] Mostly Met(18) [ ] Some Met(13) [ ] Not Met(0) [ ] N/A [ ]**

Compassion/Empathy: demonstrate calm, compassionate, helpful demeanor toward those in need; respond appropriately to the emotional response of those in which you interact; take initiative to help others with both spoken and unspoken needs, problems, issues; demonstrate empathy in professional interactions with others; be supportive and reassuring to others

Acceptance of Constructive Criticism: receive constructive criticism with a positive attitude and use feedback to improve his behavior/performance; provide constructive criticism in a positive manner so it will be received by others in a productive way

Respect: treat others with dignity and respect; refrain from generating or spreading gossip, profanity, demeaning, foul, threatening, abusive or other negative communication; behave in a manner that brings credit to his school, discipline, and employer; avoid criticism of people in front of others; treat equipment and other resources with due care
**Conscientiousness:** be meticulous and careful in conducting professional tasks; consistently strive for excellence in professional activities

**Sincerity/Genuineness:** demonstrate authentic expression/communication by appropriate use of voice tone, volume and inflection; avoid use of patronizing terms (sweetie, honey, etc.) and impersonal communication; recognize a job well done by others

### II. INTEGRITY:

**Expectations:** Exceeded (25) | Met (23) | Mostly Met (18) | Some Met (13) | Not Met (0) | N/A

**Dependability/Reliability:** be dependable in all professional dealings; honor his commitments

**Accountability:** be accountable for his actions and their consequences

**Honesty:** be consistently truthful, forthright, fair, and credible; be trustworthy by those with whom he interacts; be trusted with the property of others; refrain from deceptive practices; avoid being placed in a compromising situation, either directly or by association; report actions deemed dishonest, illegal, or unethical to the proper authorities for action

**Exercise of Sound Judgment:** make sound decisions based upon established rules and regulations, fact, and logic

**Workload Sharing/Teamwork:** show proper respect for group members; work cooperatively with others; actively participate in group work from beginning to completion; contribute his share when working as a group (in number and complexity of tasks); if his assignment is complete, seek out opportunities to contribute above and beyond minimum requirement; value the knowledge, expertise and suggestions of group members; communicate with other group members to resolve problems; participate in group discussion without attempt to dominate; put the success of the group above self-interest; be willing to mentor those in need of encouragement and direction

**Responsibility:** be competent before performing a task independently; without request, take on and follow through with tasks; demonstrate self-reliance in carrying out professional tasks; provide realistic time estimates for completion of specific tasks; insure tasks within his responsibility are completed fully and in a timely manner; act with the safety of yourself and others in mind; look out for the well-being of others

**Demonstration of Professional Code of Ethics:** be intimately familiar with his discipline’s Code of Ethics and potential consequences of noncompliance; demonstrate a high standard in personal and professional behavior; report violations of the Professional Code of Ethics to the proper authorities for action

**Quality of Work:** set a high standard for quality of professional expertise and outcomes; excel in productive use of time and resources; choose to perform tasks according to proper protocols rather than taking “shortcuts”; remain abreast of new information in your professional discipline and health care in general

**Admission of Mistakes:** acknowledge mistakes/errors, apologize and amend appropriately

### III. COMMUNICATION:

**Expectations:** Exceeded (15) | Met (13) | Mostly Met (10) | Some Met (7) | Not Met (0) | N/A

**Confidentiality:** protect and preserve personal confidential information of others to which you may have access; observe appropriate conversational etiquette in various professional settings (elevators, cafeteria, work area, offices, classrooms, hallways, etc.)

**Level/Quality of Communication:** create comfortable communicative atmosphere; communicate with volume, tone, terminology, and nonverbal cues appropriate to the situation presented; convey written messages appropriately; provide appropriate information to others that will assist them with tasks/procedures at hand; listen actively and confirm accuracy of interpretation of communication; adjust communication strategies to fit various situations; encourage questions to clarify information; use humor appropriately in communications

**Communication Process:** follow established rules and regulations regarding hierarchy of communication; communicate in a timely manner

**Perception of Others’ Needs:** be attentive to the needs of others

**Relevancy of Communication:** refrain from personal activities while in professional environment; demonstrate proper discernment re: content of professional communications (ex. interactions are relevant, appropriate, respectful)

**Politeness:** respond to others in a positive manner by smiling and speaking with a genuine tone; display appropriate manners in interacting with others (ex. use appropriate surnames and titles in formal/professional interactions; identify yourself and your role when communicating with others; allow patients, elders, etc. priority in entering and exiting buildings and elevators); avoid interrupting speaker

**Emotional Control:** demonstrate appropriate physical, verbal, and emotional restraint in professional interactions with others

**Observance:** anticipate needs of others based on physical, verbal and nonverbal cues

**Cultural Sensitivity:** demonstrate understanding of cultural, religious, and spiritual differences of others; exhibit appropriate sensitivity in interactions with those of different cultures, religions, and spiritualities
Conflict Resolution/Diplomacy: use tact when presented with (potentially) volatile situations; follow appropriate protocol in resolution of conflict; exhibit proper restraint in communication during conflict resolution

IV. MOTIVATION:
Expectations: Exceeded(15) | Met(13) | Mostly Met(10) | Some Met(7) | Not Met(0) | N/A
Preparation for assignments: organize information appropriately for use/study; bring prior assigned materials with him to designated activities; put forth genuine effort to prepare for, and complete, assignments; use outside resources in addition to required texts to research relevant information; demonstrate both quantity and quality of effort in completing assignments; fully complete assignments by their deadlines
Attendance: be early or on time for all activities even when attendance is optional; if unavoidably late or absent, contact appropriate party ahead of time, or as soon as reasonably possible in an emergency, to inform him of change in arrival time; in the event of absence, take responsibility for getting information missed and requesting rescheduling of activities, if appropriate/allowed

V. INDEPENDENCE/LEADERSHIP:
Expectations: Exceeded(10) | Met(9) | Mostly Met(7) | Some Met(5) | Not Met(0) | N/A
Respect for authority: understand R&R of unit of which you’re a part; comply with established R&R in task completion; champion and communicate the mission and vision of your school, employer, profession; uses grievance mechanisms appropriately
Adaptability: be flexible in dealing with issues that are not absolute in nature; appropriately modify and reorganize rules and regulations/protocols as needed; adapt to different instructors or modes of instructions; accept changes in assignments and schedules without flustering
Understanding of Limitations: do not attempt tasks beyond your capabilities without instructor/supervisor’s consent

VI. SELF-WORTH/ASSESSMENT/ALTRUISM:
Expectations: Exceeded(10) | Met(9) | Mostly Met(7) | Some Met(5) | Not Met(0) | N/A
Appearance: meet or exceed standards for professional dress
Personal Hygiene: meet or exceed standards for professional grooming
Recognition of Strengths/Weaknesses: use feedback from other professionals, peers, and self-reflection to identify strengths and weaknesses; proactively look for ways to improve your behavior and performance; value the positive contributions you make to your school, discipline, and employer
Desire to Help Others: appreciate and recognize others for their contributions; be an advocate for those you serve; be involved in activities that improve your community and/or other groups you desire to help

*Specific comments, action taken, follow-up, and/or whether additional action is needed for an item (identify the item # to which you are referring; use back of page if more space needed):

Score (pts)

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The weight of the professional evaluation in determining the final course grade is left to the discretion of the course director and provided in each course syllabus.

INSTRUCTOR’S COUNSELING FORM

When a student is counseled concerning his/her professional behavior, the subject discussed and comments made by both the instructor and the student will be recorded on this counseling form. This form will be kept with the student’s records.

SUBJECT DISCUSSED: ______________________________________________________

INSTRUCTOR’S COMMENTS:

___________________________________________________  
Instructor                                               Date

___________________________________________________  
Student                                               Date

STUDENT’S COMMENTS:

COPY SENT TO CHAIRMAN/PROGRAM DIRECTOR:
YES_______ NO_______

SENT TO_________________________________________  DATE________________
SENT TO_________________________________________  DATE________________
Standardized Course Syllabus Policy

The syllabi for all courses taught in the Department of Medical Laboratory, Imaging, and Radiologic Sciences will be written by Instructors of Record in a standard form. Each syllabus will contain the following elements:

**Heading:** Georgia Regents University, College of Allied Health Sciences, Department of MLIRS, and Program name at top of each syllabus
(No program name needed if core course)

**Course name and number**

**Semester the course is offered with class location and time** (recommended for on-campus classes if location and time do not change periodically)

**Course Director and Faculty information** and communication means: name, credentials, contact information of choice (e-mail address and office phone number, pager number, preferred office hours, drop in any time or call for appointment etc.)

**Course structure/description.** Structure refers to specific modules within the course or to lab/lecture/clinic/WebCT-DESIRE 2 LEARN ratio (credit hours), and instruction format. Please note that the “structure” is not equivalent to “schedule” as course schedule should be a separate document.

**Course purpose and goals.** (understood as satisfying the requirement of the accreditation organization for a MLIRS Program in question)

**Course Objectives.** The cognitive, affective and psychomotor skills developed during the course in format and language representing appropriate taxonomic levels should be addressed in the following categories:

- **Cognitive**
  - Foundational*
  - Advanced*
- **Psychomotor**
  - Foundational*
  - Advanced*
- **Affective**

* Objectives are further categorized as “Foundational” and “Advanced” only in double-numbered (BS-CLS / MHS-CLS) courses.

**Resources Required (Text and other materials)**

**Other resources that may be useful** (optional)
Evaluation methods. (include grading model, i.e. calculations, and how letter grades are established). Please remember that the Professional Expectations grade comprises 10% of the final grade – see below.

Class Attendance Policy. Please, refer to MLIRS Department Attendance Policy in your MLIRS Orientation Manual.

Satisfactory academic standing. The policy of the Department of Medical Laboratory, Imaging, and Radiologic Sciences regarding satisfactory academic standing is as follows: Students must earn a C or higher in all courses to progress in the programs within the Department of Medical Laboratory, Imaging, and Radiologic Sciences.

Notification of unsatisfactory standing. The Instructor of Record will inform a student in writing of unsatisfactory academic progress and, after consultation with Program Director, will make recommendations, if appropriate, to the Program Directors Group. If the case is forwarded to the PDG, the student has a right to request to meet with the PDG. Upon review, the PDG makes a recommendation to the Chair.

Student Conduct:

A. Academic Honesty:
As stated in the GRU Academic Conduct Policy Section 3.2 in the GRU Student Manual found on the Division of Student Affairs page at http://www.gru.edu/students/

“The University recognizes that honesty and integrity are necessary to its academic function. The following regulations protect the equity and validity of the university’s grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life.”

Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences.

Cheating on course examinations or assignments is prohibited; including but not limited to the following:

- Possessing, using, or exchanging improperly acquired information, whether in written or oral form, in the preparation of any essay, laboratory report, or other assignment in an academic course, or in preparing for any examination in a course.
- Copying from another student’s paper.
- Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
• Collaboration with another student during an examination, unless such collaboration is explicitly allowed by the course instructor for the examination in question.
• Unapproved use of any technological device to gain or provide advantage on an examination, lab practical, or other assignment to be submitted for academic credit.
• Substituting for another person during an examination or allowing someone else to substitute for you.
• Solicitation or bribery of any person to obtain examination information.

PLAGIARISM IS PROHIBITED Themes, essays, term papers, tests, presentations, creative works, and similar work submitted to satisfy course and program requirements must be the personal work of the student submitting it. Plagiarism is the failure to acknowledge indebtedness to the authors/creators of works used to complete such assignments and/or other course requirements. It is always assumed that the work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person’s actual words; whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased; and whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge. Further, it is expected, in the production of creative work, that the student’s work products are original, and that any images, sounds, or other intellectual properties that are not the original work of the student will be used fairly and with acknowledgement of the original source(s). Please check the specific Plagiarism policy for the course.

MLIRS students will be asked to sign a pledge to uphold the Honor Code prior to submitting an academic (graded) assessment. The pledge states:

“I am the student whose name is shown on top of this examination and I am the person who completed this examination. I neither received from, nor gave assistance or supportive resource to any other person to answer the questions on this examination. The questions on this examination were answered by me without help of textbooks, notes, digital or Web media of any kind, or any other individual. I pledge, to the best of my knowledge that I observed or know of no violation of GRU Honor Code having taken place involving myself or other students.”

If unable to answer “true” to the above statement, the student will be given an opportunity to briefly explain. Any response provided concerning other students and their involvement in an Honor Code violation will be closely guarded. MLRIS faculty regularly monitor student activities for evidence of academic dishonesty during all academic activities such as clinical assignments, laboratory time, and examinations both on- and off-campus. Any student found giving or receiving assistance not authorized by the instructor in the preparation of any assignment, essay, laboratory report, or any lecture or laboratory examination to be submitted as a requirement for a course or exhibiting any type of dishonesty will be
evaluated by the Instructor of Record and may be brought before the PDG and/or the Student Judiciary Committee for due process and action. (See “Due Process” below).

Note that lying, attempted cheating, stealing, or attempted stealing, failure to report the knowledge of an Honor Code violation, and failure to protect the confidential nature of the patient-professional relationship as required by the Health Insurance Portability and Accountability Act (HIPAA) are treated as an act of academic dishonesty.

B. Professional Expectations:

1. The Department expects students to conduct themselves in a professional manner while enrolled in the program. To understand specifically the minimum professional behaviors that are expected, a list of Professional Expectations has been provided to you. An assessment of Professional Expectations will be performed in this course. This will be accomplished by having your supervisor/instructor complete a Professional Expectations Evaluation Form at the end of each rotation/semester.

2. The weight of the evaluation in determining the course grade is left to the discretion of the course director. If a professional behavior issue should arise with a student, the counseling form may be used to document the meeting with the student.

C. Other Conduct Policies: For additional conduct policies see the MLRIS Student Manual. In addition, see the Student Code of Conduct and Student Conduct Procedures in the GRU Student Manual.

D. Unsatisfactory Student Conduct: The Instructor of Record will inform a student in writing of unsatisfactory conduct and, after consultation with Program Director, will provide a notice, if appropriate, to the Program Directors’ Group. The PDG will decide if the alleged violation should be forwarded to the Director of Student Affairs for due process and action.

E. Assignment deadline extensions:

1. Assignment due date extensions may be considered if the request is received by e-mail or by phone no later than 24 hours prior to the closing time the assignment is due. Deductions may be taken from the final grade of the assignment as a result of an extension, at the discretion of the Instructor of Record.

2. Technical Difficulty Policy: In the RARE instance of technical difficulty the student MUST contact the Instructor of Record within two hours of the problem via e-mail or calling the department and leaving a message.
3. Desire2Learn Maintenance: The server undergoes scheduled maintenance every other weekend, please check the Desire2Learn homepage to determine when the maintenance times are scheduled and plan accordingly. Avoid these times for posting and taking quizzes because you may be disconnected from the server during this maintenance. Should you be unable to access Desire2Learn outside these maintenance periods, please report the issue with the IT Help Desk at 706-721-4000 or online support.

All MLIRS students are required to acknowledge reading and understanding the syllabus by taking “Syllabus Understanding Acknowledgement” quiz during the first week of the class.

~ END OF SYLLABUS ~

Requirement of Syllabus Reading and Understanding by students

Each course taught in the Department of Medical Laboratory, Imaging and Radiologic Sciences will contain an acknowledgement statement within the Desire 2 Learn (D2L) quiz section with choices of a “Yes” and a “No”. The statement will be as follows:

“I acknowledge that I have read and understand the information in all sections of this syllabus and that I will obey the regulations of the GRU and of the MLIRS department.”

The students will be required by Instructor of Record to submit a “Yes” answer prior their first assignment in a given course. Otherwise no DESIRE 2 LEARN assignments will be released to the student.

Criminal Background Checks Policy and Procedure

After successfully completing the National and State certification examinations, MLIRS graduates are eligible to practice in various settings. Practice settings offer opportunities for full-time or part-time employment. Please note that application for practice employment in most settings shall constitute consent for performance of a criminal background check. Potential employees must provide any and all information necessary to run a criminal background check, including but not limited to classifiable sets of fingerprints.

Professional credentialing bodies do not approve applications from individuals with unethical, immoral, and/or felonious backgrounds to sit for certification examinations. Additionally, clinical affiliates at which students complete their required clinical experiences do not accept students with such backgrounds. Therefore, criminal background checks must be completed prior to participating
in clinical education experiences.

I. CRIMINAL BACKGROUND CHECK:

The GRU applicant background check shall include, at a minimum, the following:

- Social security number verification;
- Seven year multi-county or statewide felony and related misdemeanor criminal record search;
- Two standard employment history references;
- HHS/OIG List of Excluded Individuals/Entities - GSA list of Parties Excluded from Federal Programs;
- Education verification (highest degree received);
- One professional licensure verification - professional disciplinary action check;
- Certification and designation check.

II. ROLE OF INVOLVED PARTIES:

The roles of involved parties, including students, the department, clinical affiliates, and GRU Legal Affairs, are as follows:

A. Students:

1. Complete background checks prior to participating in clinical experiences, as directed by the Program.
2. Pay for the cost of background checks.
3. Have background checks completed by the agency specified by the Department and clinical affiliates (if requested). Students will be notified in ample time to complete these requirements.
4. Interact directly with the agency if an adverse report is produced.

B. Department:

1. Provides instructions to students for completing the background check.
2. Serves as a repository of background check certification of completion.
3. In the case of an adverse background check result, counsels the student regarding:
   a. ability to complete course requirements;
   b. impact on the student’s status in the Program;
   c. potential impact on the student’s ability to take credentialing exams.*

C. Clinical Affiliate:
1. Provides evaluation of adverse background check and accepts or denies the student permission to participate in clinical experience at that facility
2. Communicates its decision to the agency performing the background check and the Program in which the student is enrolled

D. GRU Legal Affairs:

1. Closely evaluates language in clinical contracts to aid in crafting consistent and appropriate language
2. Composes standard language or policy, consistent with current legal interpretation, to help guide departments in areas related to background checks.

III. CONDUCT OF CHECKS:

A. Failure of a student to comply with this policy will result in the student being denied permission to enroll or continue enrollment in the Program.

B. If the student believes his background check report is incorrect, the student will have an opportunity to demonstrate the inaccuracy of the information to the investigating agency. The student will not be able to participate in clinical experience until the matter is resolved. The inability to participate in clinical experience could result in the student receiving an incomplete, withdrawal or failing grade in the clinical course; and denial of permission to continue enrollment in the Program.

*If an adverse background check is produced, there is a possibility that the Program will be unable to find clinical sites which will accept the student. In this case, the student will be unable to complete clinical course requirements, and a grade of “F” will be given for that course. Such circumstance will preclude the student’s ability to successfully complete the Program and will be denied permission to continue enrollment. If the Program is able to secure other clinical sites for the student to complete his clinical coursework, the student is to understand there is a possibility that the credentialing agencies may not allow him to take their examinations based on the adverse background check, irrespective of Program completion. Therefore, it is incumbent upon the student to check with such agencies regarding his particular case and his future ability to take those examinations.

Drug Screen Policy
I. GRU POLICIES:

It is the student’s responsibility to be aware of GRU policies related to Student Conduct, including those regarding chemical substance use. Refer to the GRU Policies regarding Conduct Irregularity (including drug, narcotics, and alcohol violations; judicial procedures re: charges of violation; judicial committee proceedings; possible penalties of conviction; and appeals mechanisms). These policies are in the policy library at http://policy.gru.edu/code-of-conduct/ and in the GRU Student Manual located on the Division of Student Affairs page at http://www.gru.edu/students/conduct/index.php

II. CLINICAL EXPERIENCE AND DRUG SCREENS:

Clinical affiliates at which students complete their required clinical experiences do not accept students currently engaged in illegal drug use or impaired by chemical substance use of any kind to include alcohol and prescription drugs. Drug screens may be required by the clinical affiliate to be completed immediately prior to, or during, participation in clinical education experiences at that facility. Policies of the clinical affiliate regarding drug testing of employees are presumed to pertain to students, unless otherwise specified. Clinical affiliates requiring drug screen of students will generally require that it be completed within 30 days of the beginning of a rotation. Students must work with their program director and clinical coordinator to determine when screening is required.

III. ROLE OF INVOLVED PARTIES:

The roles of involved parties, including the department, students, and clinical affiliates are as follows:

A. The Student:

- Completes the drug screen as required by the clinical affiliate to participate in clinical experience at that facility
- Insures the information is forwarded from the reporting agency to the appropriate person at the clinical affiliate for review, if not automatically sent
- Pays for the cost of the drug screen, if not covered by the clinical affiliate
- Interacts directly with the clinical affiliate and reporting agency in the case of an adverse drug screen result, if the student disputes the accuracy of such results

B. The Department:
• Gives ample notice to students to complete a drug screen if one is required by a clinical affiliate to which they are assigned prior to participation in clinical experience
• Provides instructions to students for completing the drug screen
• Enforces GRU policy in the case of an adverse drug screen result
• Counsels students, in the case of an adverse drug screen result, regarding:
  a. ability to complete course requirements;
  b. impact on the student’s status in the Program;
  c. potential impact on the student’s ability to take credentialing exams.*

C. Clinical Affiliate:

• Reviews drug screen test results and accepts or denies the student permission to participate in clinical experience at that facility
• If denying the student permission to participate in clinical experience, communicates its decision and reason for denial to the Program in which the student is enrolled
• If adverse test results are subsequently challenged and determined to be false positive, communicates that information to the student and the Program and relays its final decision to the Program regarding the student’s permission to participate in clinical experience

IV. DRUG SCREEN PROCEDURE:

A. The clinical affiliate requiring the drug screen will specify the level of screen to be performed, the agency to be used for the procedure, and the timing of the testing. Some clinical affiliates perform the screen at their own facility at no cost to the student. However, if there is a cost involved, it is the student’s responsibility to cover the procedural charge.

B. Failure of a student to comply with this policy will result in the student being denied permission to enroll or continue enrollment in that course for which drug testing is a requirement. Failure to complete such course requirements could result in the student receiving an incomplete, withdrawal or failing grade in the clinical course; or denial of permission to continue enrollment in the Program.

C. If the student believes his drug screen results are incorrect, it is the student’s responsibility to interact with the agency and clinical affiliate to resolve the issue. The student will not be able to participate in clinical experience.
experience until the matter is resolved. The inability to participate in clinical experience could result in the student receiving an incomplete, withdrawal or failing grade in the clinical course, or denial of permission to continue enrollment in the Program.

*If an adverse drug screen result occurs, the student may be: a) charged with violation of state/federal law; b) charged with Student Conduct Irregularity by the institution; and/or be; c) unable to complete clinical course requirements.

The inability to participate in clinical experience could result in the student receiving an incomplete, withdrawal or failing grade in the clinical course, or denial of permission to continue enrollment in the Program. The student is also to understand there is a possibility that the credentialing agencies may not allow him to take their examinations based on positive drug test results, irrespective of Program completion. Therefore, it is incumbent upon the student to check with such agencies regarding his particular case and his future ability to take those examinations.

**MLIRS Student Complaints Regarding Compliance with Accreditation Standards**

A complaint is defined within this section as one alleging that an accredited education program within the Department of Medical Laboratory, Imaging, and Radiologic Sciences (MLIRS) may not be in substantial compliance with accreditation standards or required accreditation procedures.

The following accrediting bodies provide standards for the educational programs in the department:

- National Accrediting Agency for Clinical Laboratory Science (NAACLS) for Clinical Laboratory Science
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT) for Nuclear Medicine Technology
- Joint Review Committee on Education in Radiologic Technology (JRCERT) for Radiation Therapy

A copy of the accreditation standards and the accrediting agency’s policy and procedure for submission of complaints may be obtained from the respective Program Director.

The following procedure is available to all students who wish to file a grievance concerning any unfairness in the program or an allegation of non-compliance of the NAACLS, JRCNMT and JRCERT standards. All grievances must be submitted in writing to the Program Director no later than five (5) days following the incident and specify the exact cause for concern. Any
grievance filed after this timeframe will not be heard.

To ensure that their grievances are addressed appropriately, students should use the following chain-of-command:

The student should make an effort to resolve a complaint with the faculty of record, if applicable. If this is not feasible, or applicable, the student should submit a written complaint to the Program Director. All grievances must be submitted in writing to the Program Director no later than five (5) days following the incident and specify the exact cause for concern. Any grievance filed after this timeframe will not be heard.

The complaint will be brought before the Department Program Director's Group (PDG). The student will receive a written response from the department Chairman based on the recommendation of the PDG within 10 working days of filing the complaint.

A student has the right to request appeal of the Chairman’s decision which is referred to the Dean of the CAHS for final action. The written decision from the Chair will advise the student of their right to appeal to the Dean. The Dean will inform the student of a review that will be conducted by the Associate Dean of Academic Affairs and their right to a hearing before the CAHS Review Body. The student will have five (5) working days, from the date of notification, to make a written request to the CAHS Associate Dean of Academic Affairs (ADAA), to request the hearing.

The CAHS Review Body shall have ten (10) working days from that date to gather facts and documentation, conduct the hearing, and submit its final recommendation to the CAHS Dean. If the student chooses to waive the hearing, the ADAA should be notified in writing.

Decisions of the Dean may be appealed at the University level. Please, consult the policy library found at http://policy.gru.edu/4-1-5-student-concerns-complaints-policy/

The student has the right to file a complaint with the professional accrediting body of their respective program if the issue has not been resolved after following the appropriate administrative channels, and if the issue pertains to a specific accreditation standard.
Dean’s List and Graduation with Honors

Dean's List

To qualify for the Dean’s List, an undergraduate student must (a) earn 12 or more hours of undergraduate course work numbered 1000 or above, exclusive of K grades; (b) have achieved a grade point average of at least 3.50 for that semester; and (c) have received no grade of F or WF during the semester. For students with an Incomplete grade, Dean’s List computations will not be made until a grade is determine.

The achievement of each student who qualifies for Dean’s List is acknowledged and noted on the student’s permanent record. Refer to: [http://policy.gru.edu/3-3-9-deans-list-policy/](http://policy.gru.edu/3-3-9-deans-list-policy/)

Graduation with Honors

Baccalaureate Degrees:

Georgia Regents University awards honors to students graduating with an Associate’s Degree or Bachelor’s Degree who meet specific standards of academic excellence as measured by the grade point average. For an undergraduate degree to be awarded with honors, a student must have completed a minimum of 60 semester hours in residence for a bachelor’s degree or a minimum of 30 semester hours in residence for an associate’s degree. For students completing all course work at Georgia Regents University, the Regents GPA is used for the calculation of honors. For students transferring coursework to Georgia Regents University, a grade point average including all transfer work and all work taken at Georgia Regents University will be used for calculation of honors. Both this calculated GPA and the Regents GPA must meet the standards below. The honor will be determined by the lower of the two GPAs.

The standards for honors are as follows:

- Summa cum laude: 3.90
- Magna cum laude: 3.70
- Cum laude: 3.50

Refer to: [http://policy.gru.edu/3-4-1-graduation-with-honors-policy/](http://policy.gru.edu/3-4-1-graduation-with-honors-policy/)

International Students
The Department of MLIRS celebrates its culturally diverse faculty and student body. GRU provides a broad range of services and resources to international students to maximize their seamless integration into a new cultural experience.

All students who are not residents of the United States must comply with federal, state, and institutional requirements to document visa status, funding for education, residency status. All necessary documentation and paperwork must be completed and received by the International and Postdoctoral Services Office by the first day of class at program start. For more information call 706-721-0670 or see http://www.gru.edu/diversity/ipso/

**English as a Second Language**

Because students will operate within clinical and classroom settings where English is the primary conversational and written language, MLIRS faculty may require students, for whom English is a second language, to participate in activities that enhance professional communication. Students enrolled in MLIRS programs on the main campus in Augusta may work with Program Directors to seek language support from the International and Post-Doctoral Students Office (IPSO). This office provides a number of resources to international students

http://www.gru.edu/diversity/ipso/

Program Directors will work with distant students needing such support to identify local resources to maximize professional communication.

**F1 VISA Students**

F-1 students must be enrolled in a “full course of study.” For GRU graduate students this usually means at least 9 hours per semester in any semester. The program may include a vacation term, often summer, when the student is not required to enroll, but may enroll with no stipulations on number of hours.

The regulation regarding on-line, distance, blended coursework 214.2(f)(6)(i)(G) (G)
For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student’s course of study is in a language study program, no on-line or distance education
classes may be considered to count toward a student's full course of study requirement.

At GRU the rule of thumb a course that “does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class” at least once per week during the term in the presence of a GRU faculty or staff person is an on-line or distance course.

An F-1 student may enroll in one (1) such course with up-to 3 credit hours per semester counted towards the full course of study. Additional on-line enrollment is allowed, but does not count towards the “full course of study” 9 hours per semester requirement.

(F-2 dependents may be enrolled in coursework of an avocational or incidental nature. No work towards a degree.)

For more information refer to http://www.gru.edu/diversity/ipso/ or call 706-721-0670.

HIV/Acquired Immune Deficiency Syndrome (HIV), HBV and HCV
Policy for Health Science Students

Policy Statement

This policy only applies to Georgia Regents University Health Sciences Students during their enrollment in Health Science Programs (e.g. Allied Health, Dentistry, Biomedical Graduate Studies, Medicine or Nursing). It provides a method to manage students who are, or become infected with a blood borne pathogen including Human Immunodeficiency Virus (HIV), Hepatitis B (HBV), and Hepatitis C (HCV). It describes evidence-based procedures for managing infected students in a way that protects their privacy while providing reasonable precautions to create a safe environment in the academic healthcare setting.

Reason for Policy

To establish Georgia Regents University (GRU) requirements for HIV, HBV and HCV immunization, testing, evaluation, and guidelines relative to the impact on all educational activities of students who have or will have patient and/or research study subject contact or contact with materials or equipment that could potentially infect others during their enrollment at GRU.

Policy and Procedures for reporting and treatment in the case of suspected exposure are available at http://policy.gru.edu/4-4-1-hiv-hbv-hcv/
All policies reviewed and updated
Fall 2014
RG/MLIRS, et.al.