**Degree: Bachelor of Science in Medical Laboratory Science**

**Program Overview:**

The Bachelor of Science in Medical Laboratory Science (MLS) provides entry-level knowledge and skills to individuals seeking employment in diagnostic laboratories in the public, private, government, and research sectors. The professional phase of the program may be taken as the last three semesters for a first-degree seeking student or a stand-alone three semesters for a qualified second-degree seeking student.

**Application Timeline:**

Application available: **ongoing**

Application due: **priority – 6/30; regular – 9/15; late – as submitted, based on availability**

**Application Review:**

* Applications received before 6/30 will be reviewed after that date to determine if any courses need to be taken in fall semester before entry into the cohort. This application option is encouraged for second-degree seeking students.
	+ Applicants who submit a complete application on or before 6/30, and meet GPA and course requirements, will be considered for provisional direct admission into the program.
* All applications submitted before 9/15 will be reviewed after that date for requirements and admission into the program.
	+ Applicants who meet GPA requirements and have or will have completed all prerequisite courses by the end of the fall semester before program start will be considered first.
	+ Applicants who meet GPA requirements but need to complete prerequisite courses while in the professional program will be considered only as space allows.
* Applications received after 9/15 will only be considered if seats are available in the cohort.

Decisions communicated: **October 15**

Program start: **January**

**Application Requirements:**

* Official transcripts must be submitted for all institutions attended, whether a degree was issued or not.
* Students must review and acknowledge the essential abilities outlined by the MLS program.

**Clinical Compliance:**

When students are accepted into the program, they are expected to complete and provide all required documents, including medical requirements and trainings, by the established due dates in the clinical competency tracker (CastleBranch).

**Prerequisite Courses:**

* Current IU South Bend students complete prerequisite courses prior to professional program entry. Refer to the current degree map for the Bachelor of Science in Medical Laboratory Science for a list of all prerequisite courses. Exceptions may be made for general education courses to be completed during the professional program if space allows.

Applicants who hold a bachelor’s degree must complete the science and math courses (or equivalent) listed under the *Application Course Requirements* sections of this document.

**application Course Requirements:**

The following science and math courses are required before entry into the professional phase of the MLS program. GPA scores will **average** each qualifying courses from all institutions unless the student was granted grade replacement. Applicants who received a degree from another institution will have courses assessed for equivalence to determine the science and math course GPA.

* 8 – 10 credits of general biology with laboratory
	+ IUSB course: BIOL-L101 Introduction to Biology I
	+ IUSB course: BIOL-L102 Introduction to Biology II
* Molecular biology
	+ IUSB course: BIO-L211 Molecular Biology
* General microbiology with laboratory
	+ IUSB course: BIOL-M250 Microbiology or BIOL-M310 Majors Microbiology
	+ IUSB course: BIOL-M255 Microbiology Lab or BIOL-M315 Majors Microbiology Lab
* 8 – 10 credits of general chemistry with laboratory
	+ IUSB course: CHEM-C105 Principles of Chemistry
	+ IUSB course: CHEM-C125 Experimental Chemistry
	+ IUSB course: CHEM-C106 Principles of Chemistry II
	+ IUSB course: CHEM-C126 Experimental Chemistry II
* 200 level or above math course with statistics

**Application Evaluation and Ranking:**

Applicants must meet the Vera Z. Dwyer College of Health Sciences minimum GPA of 2.0 for admission into the college.

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| Percentage | Element | Description |
| 35% | Application GPA | Exact GPA on a 4.0 scale of the average attempts of all courses listed in the *Application Course Requirements* section. |
| 25% | Essay | The average of reviewers scores awarded on a 4.0 scale. See the *Personal Essay* section for more details. |
| 20% | Cumulative GPA | Exact GPA on a 4.0 scale of all courses taken at IU or external institutions. |
| 10% | Prerequisite course completion | All prerequisite courses will be completed by the end of the semester prior to entering the professional program = 4 points Approved prerequisite courses will be completed while enrolled in the professional program = 2 points  |
| 10% | Laboratory experience | Description is required for answers.Has worked as testing personnel in a diagnostic laboratory for at least 6 months = 4 pointsHas worked as a laboratory assistant or phlebotomist for at least 6 months = 3 pointsHas worked in an environmental, food, or other laboratory for at least 6 months = 2 pointsHas worked as a student laboratory assistant or research assistant = 1 point |

**Personal essay:** The Division of Clinical Laboratory Science values a personal reflection about why students are interested in the medical laboratory science program. This provides faculty with an insight into why students are interested in the profession and the students’ passion for the medical field. Faculty look for authenticity, motivation, and experience in healthcare and/or the laboratory. This may be through school, a job, or personal experience.

***The Bachelor of Science in Medical Laboratory Science can lead to many career opportunities. What has led you to this profession and how will this degree support you in achieving your personal and/or professional goals?***

Write a one-page reflection in response to the question above. The essay must be concise, single-spaced with one-inch margins and 12-point font. **Please include your student number ONLY in the top right corner.** Per federal guidelines, all patient information must be kept in strict confidence and consequently, not shared in any manner; this includes specific details of family illnesses.

Essay Rubric

|  | 4 | 3 | 2 | 1 |
| --- | --- | --- | --- | --- |
| Understands the laboratory profession | Essay provides a clear understanding of the medical laboratory profession, its relation to healthcare professions, and its connection to patient care. | Essay provides a clear understanding of the medical laboratory profession and its impact on patient care. | Essay proves a rudimentary understanding of the medical laboratory profession but does not consider the patient.  | Essay does not provide reflection of the medical laboratory profession. |
| Articulates personal and/or professional goals  | Essay includes clear description of personal and/or professional goals that extend beyond earning a degree. | Essay includes a brief description of personal and/or professional goals that extend beyond earning a degree. | Essay includes a brief description of goals, but they only consider earning a degree. | Essay does not include description of personal and/or professional goals. |
| Connects degree and profession to goals | Essay includes clear description of how earning a degree and becoming a laboratory professional will support meeting personal and/or professional goals. | Essay includes description of how earning a degree can lead to becoming a professional and briefly relates this to personal and/or professional goals.  | Essay briefly describes how earning a degree leads to becoming a professional.  | Essay does not include description connecting degree and profession to personal and/or professional goals.  |
| Academic tone | Precise and concise writing with formal academic tone. Uses effective and descriptive language. Uses high level vocabulary. | Contains minimal conversational words and phrases, generalizations, and cliches. Uses diverse and descriptive words.  | Contains moderate conversational words and phrases, generalizations, and cliches. Uses basic sentence structure. | Contains significant conversational words and phrases, generalizations, and cliches. No sense of sentence structure.  |
| Organization | Essay is cohesive, with well-organized thoughts and contains a beginning, middle, and end. | Essay is somewhat disorganized, but still has structure to thoughts.  | Essay has some structure to it, but is confusing to read, and lacks cohesiveness.  | Essay is not organized at all, is confusing to read, and is not cohesive.  |
| Spelling and grammar | Essay includes proper grammar, spelling, and punctuation. | Essay includes 1-2 sentences with improper grammar, spelling, and/or punctuation errors.  | Essay includes 3-4 sentences with improper grammar, spelling, and/or punctuation errors.  | Essay has gross grammatical, spelling, and punctuation errors.  |
| Supportive resources and references  | Essay uses supportive resources and proper APA citations for references, if information has been provided that requires (insert the word that means giving someone else credit for the thought). | Essay uses supportive resources and APA citations with minimal errors.  | Essay uses supportive resources with significant errors or uses a format other than APA citations.  | Essay does not use supportive resources to give (insert that same word about giving someone credit for their thought) or uses intext citations with providing resources  |