NAACLS Doctoral Standards Compliance Guide

Adopted 2018, Edited 4-2021, 4-2023, 4-2024

NAACLS MISSION STATEMENT

The NAACLS is committed to being the premier international agency for accreditation and approval of educational programs in the clinical laboratory sciences and related health professions. NAACLS   provides leadership in fostering innovative educational approaches and actively supports cooperative   efforts with other agencies.

NAACLS, in collaboration with its professional organizations, provides comprehensive services including   program accreditation, program approval, consultation, and continuing education. NAACLS provides   these services for educational programs, students, employers and healthcare consumers.

NAACLS is dedicated to volunteer peer review as the foundation of accreditation and approval. The   agency strives to prepare these volunteers and to assist them in providing exemplary program analysis,   based upon principles of honesty, fairness, objectivity and integrity.

NAACLS demonstrates commitment to public service by setting standards for quality educational   programs in clinical laboratory sciences and related health professions. NAACLS will continue to be   responsive to the needs of the healthcare community.

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How to use the Standards Compliance Guide

The Standards Compliance Guide highlights documentation needed to demonstrate compliance with the new Standards and is intended for the convenience of program officials.

The Standards Compliance Guide is organized by Standard, with each Standard or group of Standards   containing three parts:

1. Contents of Narrative for Self-Study
2. Accompanying Documentation for Self-Study
3. Proof of Compliance for Accreditation Site Visits and Joint Accreditation/Approval Site Visits

All documentation requested within the Standards Compliance Guide is required and mandatory in   order to show proof of compliance for the Standards, with the exception of cases where documentation   is "suggested", in which case such documentation is recommended, but optional in order to show proof   of compliance for a particular Standard. However, programs are highly encouraged to submit   "suggested" documentation ("suggested" documentation is that which has been recommended by   NAACLS and its review committee members).

As a living document, the Standards Compliance Guide was created with the knowledge that it is continuously evolving. As such, it will be updated regularly to reflect current expectations and requirements and be made available on the NAACLS Website as modified.   For this reason, NAACLS Standards remain a separate document from the Standards Compliance Guide.

In the Standards Compliance Guide, requirements for Self-Study submission and site visits are updated   as appropriate and will be effective immediately, unless otherwise noted. Public notification of changes   will be made to the NAACLS website (www.naacls.org) and in the NAACLS News Blog.

Standard I.A: Sponsorship – Sponsoring Institution

Contents of Narrative for Self-Study:

   1 or 2: No narrative needed for Standard I.A.

Accompanying Documentation for Self-Study:

   1 or 2: Provide copies of award letters and/or certificates as proof of sponsor accreditation, along with a completed Sponsoring Institution Fact Sheet (found on the NAACLS Website).

Proof of Compliance for Site Visits:

   1 or 2: Provide accreditation status of the sponsor

Standard I.B: Sponsorship – Consortium Sponsor

Contents of Narrative for Self-Study:

   If the sponsor is a consortium: describe the relationship of each member of the consortia to the sponsor. Include specific roles and responsibilities of the sponsor, each member and how those roles and responsibilities affect the faculty and the education of the students.

Accompanying Documentation for Self-Study:

   Provide copies of award letters and/or certificates as proof of sponsor accreditation, along with   a completed Sponsoring Institution Fact Sheet (found on the NAACLS Website).

   Provide documentation of the formal memorandum of understanding that has been signed by all members of the consortia. The following should be included in the memorandum:

   1.   Governance (which policies/procedures are followed for the educational program)

   2.   Lines of authority for the educational program (an example of an organizational chart for the educational program)

3.   Responsibilities of each member in the delivery of the educational program (example; detail who in the consortia is responsible for the delivery of specific areas of the educational   program)

<u>Proof of Compliance for Site Visits:</u>

Provide accreditation status of the sponsor

Standard I.C: Sponsorship – Multi-location Sponsor

<u>Contents of Narrative for Self-Study:</u>

1-2.   Describe the relationship between the sponsor, program director/s, and program   coordinators at each location. Describe the roles and responsibilities of the sponsor, program   director/s and program coordinators for educating students at each location.

<u>Accompanying Documentation for Self-Study</u>:

1-2.   Provide copies of award letters and/or certificates as proof of sponsor accreditation, along with a completed Sponsoring Institution Fact Sheet (found on the NAACLS Website).

<u>Proof of Compliance for Site Visits:</u>

1-2.   Provide accreditation status of the sponsor

Provide proof of a minimum of a certificate of completion given upon program completion.

Standard I.D: Sponsorship – Responsibilities of the Sponsor

<u>Contents of Narrative for Self-Study:</u>

1.   Describe how the sponsor has primary responsibility for:

a.   Supporting curriculum planning and course selection by program faculty and staff

b. Appointing faculty and staff

c. Maintaining student transcripts permanently

d. Granting the degree and/or certificate documentation

e. Receiving and processing applications for admission

f. Ensuring that appropriate personal safety measures are addressed for students   and faculty

g. Ensuring that all provisions of the Standards are met

h. Ensuring that graduates of the program have obtained or will obtain a minimum   degree and/or certificate upon completion of the program.

i. Supervising research efforts

2. Describe how activities assigned to students in the clinical setting support doctoral level   studies

3. Describe the exchange of information between the sponsor and its affiliates

4. Describe how the sponsor provides eligible students the opportunity to participate in applied clinical experiences.

5. Describe how current affiliation agreements define:

a. The relationship between the sponsor and clinical site

b. The roles and responsibilities of each significant party

6. Describe how the sponsor's mission statement:

a. supports the purpose of the institution

b. provides for a doctoral program and the conduct of research and service activity

Accompanying Documentation for Self-Study:

1. No documentation needed

2. When applicable, submit site-specific objectives and evaluations, unique rules, & policies as additional evidence that activities assigned to students in the clinical setting support doctoral level studies.

3. Attach documentation that supports the narrative explanation. Supporting documentation may include, but is not limited to:

- Emails
- Meeting minutes
- Student placements
- Evaluations and teaching observations of instructors
- Phone logs
- Text messages
- Faculty appointments
- Graduate information

4. For each affiliation, supply the following:

- Completed Clinical Facility Fact Sheet
- When applicable, Site Specific Objectives, Evaluations**, Unique Rules, and Policies
- Signed Affiliation Agreement
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**Documentation submitted and made available for review that contains confidential information (i.e. Student Names, Social Security Numbers, etc.) must have such content redacted to protect privacy.

Proof of Compliance for Site Visits:

1-2. No additional information needed.

3. Provide documentation of communications between the clinical sites and sponsor.

4. No additional information needed.

5. Provide signed affiliation agreements that cover all provisions in the document.

6. No additional information is needed.

Standard II.A: Assessment and Continuous Quality Improvement – Systematic Assessment

Contents of Narrative for Self-Study:

Describe a formal plan for continually and systematically evaluating the program based on the   program/college/institution mission and stated outcomes/goals.

Describe how the results of outcome measures are reviewed and evaluated, the individuals and/or groups involved in the process, and how the information is used in program planning, curriculum development and improvement in making recommended changes.

<u>Accompanying Documentation for Self-Study</u>:

Program mission statement and outcomes/goals

Schedule representing timelines for identified assessment methods.

Submit a full documented plan for continuous and systematic assessment of the effectiveness of the program.

<u>Proof of Compliance for Site Visits:</u>

Provide evidence of a mechanism for continually and systematically reviewing the effectiveness of the program.

Any additional supportive documentation demonstrating data collection, review and evaluation that results in program improvement. Documentation that links program improvement to changes made as a result of program review and evaluation

Standard II.B: Assessment and Continuous Quality Improvement – Outcome Measures

<u>Contents of Narrative for Self-Study</u>:

Provide a description of outcome measures used by the program and their frequency of implementation. Outcome measures should include feedback from students, graduates, advisory groups, and academic and clinical instructors.

<u>Accompanying Documentation for Self-Study</u>:

Submit examples of tools used to collect data for outcome measures (include source documentation with student names redacted) that may include but is not limited to:

- Course and/or faculty evaluations
- Graduate feedback/Exit interviews/Advising and/or Counseling Records
- Capstone projects
- Teaching
- Journals/Publications/Presentations

Examples of documentation reflecting review and evaluation of program outcome measures [advisory board, program faculty (didactic and/or clinical) curriculum team, etc.].

Examples of documentation of changes implemented as a result of outcome measure review and evaluation, and documentation of ongoing evaluation of the effectiveness of such changes.

Proof of Compliance for Site Visits:

Results of any other outcome measures used by the program that is not provided in the self- study.

Standard III.A: Resources – General Resources

Contents of Narrative for Self-Study:

1. Describe how the faculty cohort possesses the depth and diversity of expertise and experience necessary to structure, deliver and assess the effectiveness of the program.

2. Explain how resources assessment is part of a continuous program evaluation

3. Explain how resources are sufficient to allow achievement of program goals

Accompanying Documentation for Self-Study:

1. No additional documentation necessary.

2. Program evaluation information/data used to evaluate resource adequacy as part of continuous program evaluation.

3. No additional documentation necessary.

Standard III.B: Resources – Financial Resources

Contents of Narrative for Self-Study:

Describe how the financial resources are adequate to facilitate each student's attainment of doctoral level competencies as defined in the program's goals. Funding sources may include foundations, professional associations, institutional budgeting, and commercial laboratories

<u>Accompanying Documentation for Self-Study</u>:

Submit an institutionally approved budget OR a written statement of continued financial support for the educational program from an executive officer of the sponsor (or one from each participating entity in a consortium or multi-location program.

<u>Proof of Compliance for Site Visits:</u>

Demonstrate that the financial resources for the continued operation of the program are sufficient to achieve program goals by an adequate budget and/or documented funding resources.

- Suggested examples include emails or memos showing financial support, purchase orders for supplies or equipment, or annual budget for the program.

<u>Standard III.C: Resources – Physical Resources</u>

<u>Contents of Narrative for Self-Study</u>:

Describe how the program's academic and clinical physical resources including facilities,   equipment and supplies, information resources, and instructional resources are sufficient to   achieve program goals.

<u>Accompanying Documentation for Self-Study:</u>

No additional documentation needed.

<u>Proof of Compliance for Site Visits:</u>

No additional documentation needed.

<u>Standard III.D: Resources – Institutional Resources</u>

<u>Contents of Narrative for Self-Study</u>:

Describe how the institutional resources are adequate to facilitate each student's attainment of   doctoral level competencies as defined in the program's goals. Examples

may include, but are not limited to:

- Availability of library resources
- Fellowships for research, rotations, residencies
- Services such as institutional review boards
- Writing resources
- Interprofessional support in didactic and clinical education

Accompanying Documentation for Self-Study:

No additional documentation needed.

Proof of Compliance for Site Visits:

No additional documentation needed.

Standard IV.A: Students – Publications and Disclosures

Contents of Narrative for Self-Study:

1. Describe the items included in Standard IV.A.1 and identify the specific publication(s) in which these items are included. Describe how this information is made available to prospective students, applicants, and enrolled students.

Accompanying Documentation for Self-Study:

1. Submit current publications that address the items listed in Standard

IV.A. Proof of Compliance for Site Visits:

No additional documentation necessary

Standard IV.B: Students – Student Records

Contents of Narrative for Self-Study:

1-2. Describe how the sponsoring institution maintains records for enrolled students and graduates.

Accompanying Documentation for Self-Study:

1. Include policies and procedures regarding the retention of records for enrolled students.

2.   No documentation needed for Standard IV.B.2.

Proof of Compliance for Site Visits:

1.   Provide evidence that student records are maintained and contain the materials   required by Standard IV.B.**

2.   Show documentation that the transcripts/records for individuals including legal name,   grades and credits, and dates of admission and completion are permanently maintained   information.**

**Documentation submitted and made available for review that contains confidential information (i.e. Student Names, Social Security Numbers, etc.) may have such content redacted   to protect privacy.

Standard IV.C: Students – Health and Safety

Contents of Narrative for Self-Study:

1.   Describe how the health and safety of students, faculty, and patients are safeguarded   during educational activities. Include access to health and emergency services.

2.   Describe how biohazard and safety training is accomplished and documented.

Accompanying Documentation for Self-Study:

1.   Include the policy and procedures used for safeguarding the health and safety of   students, faculty, and patients.

2.   Include any forms or other documentation used to provide evidence that students have   received biohazard and safety training.

Proof of Compliance for Site Visits:

1.   Provide documentation that the health and safety of students, faculty, and patients   associated with educational activities are adequately safeguarded.

- Suggested documentation includes a company policy outlining safety

2.   Submit evidence that students receive biohazard and safety training and that it is   documented.

- Suggested documentation includes copies of the biohazard and safety training material   that the student receives either in the didactic portion or the clinical learning experience, or a copy of a certificate issued at the completion of

training

Standard IV.D: Students – Admissions

Contents of Narrative for Self-Study:

No narrative needed.

Accompanying Documentation for Self-Study:

Provide documents showing the requirements for admission.

Proof of Compliance for Site Visits:

Show documentation for individuals including legal name that individuals meet requirements for   admission.**

**Documentation submitted and made available for review that contains confidential information (i.e. Student Names, Social Security Numbers, etc.) may have such content redacted   to protect privacy.

Standard V: Operational Policies – Fair Practices

Contents of Narrative for Self-Study:

A.   Explain student recruitment and admission procedures. Confirm that these practices are   non-discriminatory.

B.   Explain faculty recruitment and how faculty is selected for positions in the program.   Confirm that these practices are non-discriminatory.

C.   No narrative needed for V.C

D.   No narrative needed for V.D

E.   No narrative needed for V.E

F.   Service work by students (noncompulsory outside of class hours, never used as staff   replacement) should be addressed, including how and when this information is distributed to   students, faculty, and clinical staff and/or clinical sites.

G.   Explain how trainee experiences are educational and balanced so that all competencies   can be achieved.

<u>Accompanying Documentation for Self-Study</u>:

A. No Accompanying Documentation needed.

B. Required examples include documents that have non-discrimination policy statements along with student admission requirements and faculty appointment criteria.

C. Documentation must be submitted, if applicable.

D. Provide documentation of policy.

E. Provide documentation for a general plan for potential temporary and permanent closures, addressing possible student transition and completion opportunities.

F. Provide documentation of policy.

G. Provide documentation of policy.

<u>Proof of Compliance for Site Visits:</u>

No further documentation is necessary.

Standard VI: Administrative: Maintaining Accreditation

This Standard involves the administrative requirements for maintaining accreditation/approval throughout its award period and therefore is not reviewed in the self-study or site visit process.

Standard VII.A: Program Administration – Program Director

Contents of Narrative for Self-Study:

    1-3.   Explain the roles and relationships of the program administration.

Accompanying Documentation for Self-Study:

    1.   Include the NAACLS letter indicating approval of the Program Director.

    2.   Submit a completed Faculty Fact Sheet for the program director, including required 36 hours* of professional development.

    3.   Provide documentation of faculty (or equivalent) appointments (letters of appointment, college web pages, catalog listing, etc.). Inclusion in the affiliation agreement is not proof of appointment.

Proof of Compliance for Site Visits:

    1.   Nothing further needed unless concerns exist from the self-study review.

    2(b).   Provide documentation that the program director has input into the budget preparation. Supporting documents may include, but is not limited to:

- Narrative
- Strategic Plan
- Emails
- Requests/approvals for equipment, supplies

    2(e).   Provide evidence of the contact between the program director and students, faculty and other program personnel. Supporting documents may include, but is not limited to:

- Emails
- Phone logs
- Minutes or agendas of meetings

    3.   Nothing further needed unless concerns exist from the self-study review.

Standard VII.B: Program Administration – Site Program Coordinator (required for Multi-location only, assigned to each participating site)

Contents of Narrative for Self-Study:

1-2.   Explain the roles and relationships of the program administration. Describe how the site   program coordinator communicates with the program director.

Accompanying Documentation for Self-Study:

1   Provide a curriculum vitae for the site program coordinator, providing documentation   of discipline-appropriate education experience.

2.   Submit a completed Faculty Fact Sheet for the site program coordinator.

Include a faculty position description for the site program coordinator, indicating responsibilities for the position.

3.   Provide documentation that site program coordinator is responsible for the required   aspects of the program.

Proof of Compliance for Site Visits:

1.   Nothing further needed unless concerns exist from the self-study review.

2.   Any additional supportive documentation demonstrating that the site program   coordinator is responsible for the required aspects of the program

Standard VII.C: Program Administration – Faculty and Clinical Liaison

Contents of Narrative for Self-Study:

1-2.   Explain the roles and relationships of the program's didactic faculty/instructors and   clinical liaisons, and how each meets the necessary qualifications and responsibilities required   by NAACLS' Standards.

1-2.   Complete a Didactic Faculty Fact Sheet for each major didactic faculty member, which
shall include:

- Faculty position descriptions (indicating responsibilities for the position). *(Clinical Liaison information is now supplied on the appropriate Clinical Facility Fact Sheets)*

Proof of Compliance for Site Visits:

1.   Provide evidence of adequate knowledge and proficiency of the faculty in their content   areas. Supporting documentation **may** include:

- Professional development activities relevant to the content area
- Current CV
- Certification and degree
- Document that the faculty teaches effectively at the appropriate level. Suggested   documentation includes:
Student/Faculty evaluations**

  **Documentation submitted and made available for review that contains confidential   information (i.e. Student Name, any Social Security Numbers, etc.) may have such   content redacted to protect privacy.

Provide sample faculty evaluation forms for review.

Assure and document professional development for didactic faculty. Supporting documentation   may include:

- Evidence of appropriate professional development activities
- Administrative financial support for professional development activities

Standard VII.D: Program Administration – Advisory Committee

Contents of Narrative for Self-Study:

1.   Explain the roles and relationships of the advisory committee. Examples may include, but are not limited to practicing professionals, academic professionals, scientific consultants, administrators, pathologists, other health professions, and public member.

Accompanying Documentation for Self-Study:

1.   Submit the membership roster, agendas, and copies of the Advisory Committee minutes for the last three years.

<u>Proof of Compliance for Site Visits:</u>

Members of the advisory committee available for a discussion.

Standard VIII.A: Curriculum Requirements – Instructional Areas

<u>Contents of Narrative for Self-Study</u>:

1.   Explain students' progression through the program, including didactic coursework, applied (clinical) education learning activities, and research. Describe how DCLS curriculum qualifies as advanced practice.

2.   Describe how the curriculum addresses the following in all major content areas:

- Advanced Theory
- Clinical Correlation
- Pre-analytical Components
- Analytical Components
- Post-analytical Components

    Describe how the curriculum is beyond entry level MLS Education

3.   Describe how the program incorporates topics into the curriculum that are foundational for supporting students in graduate-level scientific and clinical coursework.

4.   Describe how the program includes the required principles and practices into its curriculum.

5.   Describe the approach to the applied or translational research project, final treatise or capstone. Include how the following are addressed:

- research design
- statistics
- grant writing,
- protection of human subjects
- research ethics

<u>Accompanying Documentation for Self-Study</u>:

Provide a completed Standard VIII Matrix that identifies where items listed in Standard VIII.A are addressed in the curriculum.

1.   Provide a program schedule and course descriptions, which include the sequence of courses with associated credit hours. Include course designations as didactic work, clinical experience and research.

2.   Provide evidence of where required narrative items are included in the curriculum.

3-5.   No additional documentation needed

Supporting Materials for Site Visits:

Evidence of where the items in Standard VIII.A are included in the curriculum. The following material should be available:

- College catalog
- Student Handbook
- Published schedules
- Course syllabi
- Evaluations of Student Work (i.e. case studies, exams, clinical checklists etc.)

Standard VIII.B: Curriculum Requirements – Learning Experiences

Contents of Narrative for Self-Study:

1.   Explain how students gain experience in educating, consultation, clinical rounding and diagnostic management.

2.   Explain how interpersonal and communication skills are applied to diverse communities of providers and patients.

3.   Explain the types of activities used for students to engage in professionalism and ethics in clinical and research environments.

4.   Explain how students design, conduct and apply evidence-based clinical research or health outcome studies.

Accompanying Documentation for Self-Study:

1-2.   Provide completed examples of each experiential component. Examples may include, but are not limited to:
- Schedule of student activities
- Daily log
- De-identified case summaries or consultation reports

- Tracking reports
- Professional Portfolio
- Committee Participation (i.e pharmacy, therapeutic, clinical quality, hospital planning)
- Laboratory Stewardship.

3.   Provide examples of engagement. Examples may include but are not limited to:
- Training certificates
- IRBs
- Course Descriptions
- Workshop attendance

4.   **For initial programs with no graduates only:** policies requiring evidence-based clinical research or health outcome studies must be provided.

For initial programs with graduates and continuing programs: no additional documentation necessary.

Supporting Materials for Site Visits:

1-3.   No materials needed.

4.   Provide examples of completed evidence-based clinical research or health outcome studies.

Standard VIII.C: Curriculum Requirements – Evaluations

Contents of Narrative for Self-Study:

 1. Summarize how and when student performance is evaluated in instructional areas and learning experiences.

2. Describe how the program is ensuring that evaluation of student performance is a reliable indicator of effectiveness of instruction and course design.

Accompanying Documentation for Self-Study:

1. Provide examples of the frequency of student evaluation in instructional areas and learning experiences. Examples could include, but are not limited to:
- Course schedule
- Syllabi
- Communication with students
- Minutes of meetings

2. Provide examples of how the program ensures evaluations are a reliable indicator of effectiveness of instruction and course design. Examples could include but are not limited to:

- Faculty meeting minutes
- Student Interviews
- Experiential Performance Checklist

Proof of Compliance for Site Visits:

Policies and procedures for course and student evaluation. Documentation of programmatic curriculum improvements and changes made as a result of systematic program review.