

DCLS Standard Changes	
Current	Proposed
III. Resources C. Physical Resources Physical resources such as facilities, equipment and supplies, information resources, and instructional resources sufficient to achieve the program goals.	III. Resources C. Physical Resources Physical resources such as facilities, equipment and supplies, information resources, virtual education resources , and instructional resources sufficient to achieve the program goals.
Rationale	
Several DCLS programs have a significant online component, with some conducted 100% online. With this in mind, the DRC recommends that NAACLS review the resources programs have to deliver an online experience rather than assume this is covered under “instructional resources”.	

Current	Proposed
V. Operational Policies Fair Practices F. Extracurricular work by students must be noncompulsory. G. Trainee experiences must be educational and balanced so that all competencies can be achieved. Learning must not be compromised by reliance on trainees to fulfill staffing obligations.	V. Operational Policies Fair Practices ~~F. Extracurricular work by students must be noncompulsory.~~ G. Trainee experiences must be educational and balanced so that all competencies can be achieved. Learning must not be compromised by reliance on trainees to fulfill staffing obligations.
Rationale	
The committee doesn’t feel like this requirement is appropriate for an advanced practice DCLS degree. Working is part of that student experience. Student protections are already present in the existing Standard V.G.	

Current	Proposed
VII. Program Administration C. Faculty/Instructors	VII. Program Administration C. Core Faculty/Instructors
Rationale	
The committee felt a simple change to the standard heading would help programs understand to whom the standard applies.	

DCLS Standard Change		
Current	Spring 2026 Public Comment	July 2026 Recommendation
II. Assessment and Continuous Quality Improvement A. Systematic Assessment There must be a documented plan for continuous and systematic assessment of the effectiveness of the program. B. Outcome Measures Programs must define a set of outcomes as they relate to the sponsor's mission. Outcome measures must be documented, analyzed and used in program evaluation. Outcome measures must be used for ongoing curriculum development and demonstrate the effectiveness of any changes implemented.	II. Assessment and Continuous Quality Improvement A. Systematic Assessment There must be a documented plan for continuous and systematic assessment of the effectiveness of the program. B. Outcome Measures The following measures must be used in program assessment and continuous quality improvement. 1. Program completion 2. Scholarly output 3. Outcomes as they relate to the sponsor's mission C. Feedback The following findings must be collected and used in program assessment and continuous quality improvement. 1. findings from graduate feedback 2. findings from employer feedback D. Program Assessment and Modification Outcome measures and feedback must be documented, analyzed and used in program evaluation. Outcome measures and feedback must be used for ongoing curriculum development and demonstrate the effectiveness of any changes implemented.	II. Assessment and Continuous Quality Improvement A. Systematic Assessment There must be a documented plan for continuous and systematic assessment of the effectiveness of the program. B. Outcome Measures The following measures must be used in program assessment and continuous quality improvement. 1. Program completion 2. Scholarly output 3. ~~Outcomes as they relate to the sponsor's mission~~ Program's institutional impact C. Feedback The following findings must be collected and used in program assessment and continuous quality improvement. 1. findings from anticipated graduates feedback 2. findings from graduate feedback 3. findings from employer feedback D. Program Assessment and Modification Outcome measures and feedback must be documented, analyzed and used in program evaluation. Outcome measures and feedback must be used for ongoing curriculum development and demonstrate the effectiveness of any changes implemented.
Rationale		
The revised standard asks DCLS programs to specifically evaluate how they contribute to their institution and demonstrate value. This standard language change allows programs to assess their contribution and value to the institution in a consistent, reportable way. The resulting data supports continual improvement and equips programs to advocate more effectively, not only within their institution, but with other relevant stake holders.		