

The NAACLS Board of Directors is requesting public comment for a proposed Standards change. All comments must be sent by email to RDeCaluwe@naacls.org by the end of business on **December 4th, 2023**.

Proposed Standard Changes – DCLS Standards	
Standard IV.A.1.k.5 - Current	Standard IV.A.1.k.5 - Proposed
IV. Students A. Publications and Disclosures 1. The following must be defined, published, and readily available to prospective and enrolled students: k. policies and procedures for: 5. NA	IV. Students A. Publications and Disclosures 1. The following must be defined, published, and readily available to prospective and enrolled students: k. policies and procedures for: 5. passing, failing, and progression through program.
Standard VIII.A.1 - Current	Standard VIII.A.1 - Proposed
VIII. Curriculum Requirements A. Instructional Areas 1. Graduate-level coursework that includes an appropriate mix of didactic, clinical practice and research must be assured.	VIII. Curriculum Requirements A. Instructional Areas 1. Graduate-level coursework that includes an appropriate mix of didactic, clinical practice and research at an advanced practice level must be assured.
Standard VIII.A.2 - Current	Standard VIII.A.2- Proposed
VIII. Curriculum Requirements A. Instructional Areas 2. The program curriculum must include advanced theory and clinical correlation at the graduate level. The curriculum must address pre-analytical, analytical, and post-analytical components of laboratory services. The program curriculum must contain the following advanced content: a. Clinical Chemistry	VIII. Curriculum Requirements A. Instructional Areas 2. The program curriculum must include advanced theory and clinical correlation at the graduate level. The curriculum must address pre-analytical, analytical, and post-analytical components of laboratory services. The program curriculum must contain the following advanced content: a. Clinical Chemistry and Toxicology
Standard VIII.A.3 - Current	Standard VIII.A.3 - Proposed
VIII. Curriculum Requirements A. Instructional Areas 3. The program curriculum must include scientific and medical information sufficient to provide a foundation for graduate-level work including:	VIII. Curriculum Requirements A. Instructional Areas 3. The program curriculum must include scientific and medical clinical information sufficient to provide a foundation for graduate-level work including:

Standard VIII.A.4.i - Current	Standard VIII.A.4.i - Proposed
VIII. Curriculum Requirements	VIII. Curriculum Requirements
A. Instructional Areas	A. Instructional Areas
4. The program curriculum must include principles and practices of: i. grant proposal development	4. The program curriculum must include principles and practices of: i. external funding proposal development

Standard VIII.B.2 – Current	Standard VIII.B.2 - Proposed
VIII. Curriculum Requirements	VIII. Curriculum Requirements
B. Experiential Areas	B. Experiential Areas
2. Applying interpersonal and communication skills with inter professional teams, diverse communities of patients, and family members.	2. Applying interpersonal and communication skills with inter-professional teams and a diverse community of providers and patients. inter professional teams, diverse communities of patients, and family members

Standard VIII.C - Current	Standard VIII.C - Proposed
C. Evaluations	VIII. Curriculum Requirements
1. Written criteria for passing, failing, and progression in the program must be provided to each student at the time of entry into the program.	C. Evaluations 1. Written criteria for passing, failing, and progression in the program must be provided to each student at the time of entry into the program.
2. Evaluations of student performance must be related to the objectives and competencies for both instructional and experiential components. They must be employed frequently enough to provide students and faculty with timely indications of the student's academic standing and progress.	2. Evaluations of student performance must be related to the objectives and competencies for both instructional and experiential components. They Evaluations of student performance must be employed frequently enough to provide students and faculty with timely indications of the student's academic progress in courses. standing and progress.
3. Students learning outcomes must be evaluated for the effectiveness of instruction and course design.	3. Students learning outcomes Evaluations of student performance must be a reliable indicator of effectiveness of instruction and course design.

This request for public comment has been placed in the NAACLS News and on the NAACLS website, and comments may be sent by email to RDeCaluwe@naaccls.org. **Due to the informal nature of LISTSERV communications, comments or discussion posted on the CLS Educators LISTSERV will not be presented to or considered by the NAACLS Board of Directors.** NAACLS must receive all comments before the end of the business day **December 4th, 2023**. The comments will then be reviewed and brought before the Board of Directors at the April 2024 Board Meeting.