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 17th, 2022.

Standard III.D - Current	Standard III.D - Proposed
III. Resources D. Institutional Resources Adequate instructional resources must be available to facilitate each student's attainment of doctoral level competencies as defined in the program's goals.	III. Resources D. Institutional Resources Adequate resources must be available to facilitate each student's attainment of doctoral level competencies as defined in the program's goals.

Standard IV.1.e – Current	Standard IV.1.e - Proposed
IV. Students A. Publications and Disclosures e. list of clinical facilities	III. Resources e. list of affiliated facilities

Standard IV.D.1- Current	Standard IV.D.1- Proposed
IV. Students D. Admissions All admitted students must have: 1. a minimum of a baccalaureate degree.	IV. Students D. Admissions All admitted students must have: 1. a minimum of a baccalaureate degree, or foreign equivalent

Standard VII.A.2.b - Current	Standard VII.A.2.b - Proposed
VII. Program Administration A. Program Director 2. Responsibilities b. provide evidence that s/he participates in the budget preparation process	VII. Program Administration A. Program Director 2. Responsibilities b. provide evidence of participation in the budget preparation process

Standard VII.C.1 - Current	Standard VII.C.1 - Proposed
VII. Program Administration C. Faculty 1. Didactic Instructor Appointments The program must have qualified faculty/instructors who hold appointments within the educational program (e.g., clinical laboratory scientists/medical technologists, other laboratory professionals at the doctoral level, administrators, managers, and health professionals). The program must ensure and document ongoing professional development of the program faculty/instructors	VII. Program Administration C. Faculty 1. Didactic Instructor Appointments The program must have qualified faculty/instructors who hold appointments within the educational program. The program must ensure and document ongoing professional development of the program faculty/instructors.

Standard VII.D – Current	Standard VII.D - Proposed
VII. Program Administration D. Advisory Committee There must be an advisory committee composed of individuals from the community of interest (e.g., practicing professionals, academic professionals, scientific consultants, administrators, pathologists and other health professions, public member) who have knowledge of clinical laboratory science education. .	VII. Program Administration D. Advisory Committee There must be an advisory committee composed of individuals from the communities of interest.

Standard VIII.A - Current	Standard VIII.A & VIII.B – Proposed
VIII. Curriculum Requirements A. Instructional Areas 1. Graduate level coursework that includes an appropriate mix of didactic and clinical education must be assured. Typical graduate programs will include the equivalent of 3 years of full-time graduate study with a credit load governed by institutional full-time requirements 2. An applied or translational research project, final treatise, or capstone experience must be required. Integral components will include research design, statistics, grant writing, protection of human subjects, and research ethics 3. Opportunities for students to educate and provide consultation must be assured 4. The program curriculum must include advanced theory and clinical correlation. The curriculum must address pre-analytical, analytical and post-analytical components of laboratory services. This includes principles and methodologies, performance of assays, problem-solving, troubleshooting techniques, interpretation and evaluation of clinical procedures and results, data evaluation, principles and practices of quality assurance/quality improvement, and continuous assessment of laboratory services for all major areas practiced in the contemporary clinical laboratory 5. Advanced knowledge in scientific areas that affect patient care (i.e., epidemiology, pharmacology and pathophysiology) 6. Health care knowledge necessary to provide and coordinate patient care as impacted upon by laboratory testing. Integral components must	VIII. Curriculum Requirements A. Instructional Areas 1. Graduate-level coursework that includes an appropriate mix of didactic, clinical practice and research must be assured. 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 b. Hematopathology/Hemostasis c. Immunology d. Immunohematology and Transfusion Services e. Microbiology and Infectious Disease f. Molecular Diagnostics and Medical Genetics g. Laboratory Operations 3. The program curriculum must include scientific and medical information sufficient to provide a foundation for graduate-level work including: a. Research Design and Statistics b. Epidemiology c. Clinical Pharmacology d. Pathophysiology e. Health Assessment f. Health System Operations 4. The program curriculum must include principles and practices of:

include, but are not limited to, development and application of clinical decision making, development and application of critical paths/test algorithms, utilization review, patient and provider safety, quality systems, and medical error prevention 7. Participation in a variety of clinical experiences to include clinical rounds 8. Collecting, managing, and applying information from patient records in a confidential manner 9. Knowledge and application of interpersonal and communication skills necessary to function in an integrated direct patient-care delivery model, interacting with diverse communities of patients, family members, and other health care team members 10. Knowledge in development, interpretation and application of health care policy and legislation to include reimbursement policies, medical liability exposure, licensure, ethics, tort, patient privacy protection, etc 11. Principles and practices of leadership and management as applied to health care services 12. Knowledge in health care services delivery and access through skills developed in resources management, outcomes analysis, and analysis of costs relative to benefits	a. patient-centered care to provide and coordinate care as related to laboratory services including disease prevention, wellness promotion, and public health initiatives b. healthcare policy including governance and policy development c. leadership and management as applied to healthcare services d. quality improvement as related to the clinical laboratory and the healthcare team e. informatics as related to laboratory stewardship. f. professionalism and ethics as they apply to clinical and research settings g. communication and interprofessional collaboration for improving patient and population health outcomes h. educational methodologies and terminology sufficient to educate the public, patients, and healthcare team on laboratory related services B. Experiential Areas 1. Providing patient-centered care including education, consultation, clinical rounding and diagnostic management 2. Applying interpersonal and communication skills with inter-professional teams, diverse communities of patients, and family members 3. Engaging in professionalism and ethics in clinical and research environments 4. Designing, conducting and applying evidence-based clinical research or health outcomes studies

Standard VIII.C - Current	Standard VIII.C – Proposed
VIII. Curriculum Requirements C. Evaluations Written criteria for passing, failing, and progression in the program must be provided and these must be given to each student at the time of entry into the program. Evaluation systems must be related to the objectives and competencies described in the curriculum for both didactic and applied components. They must be employed frequently enough to provide students and faculty with timely indications of the student's academic standing and progress and to serve as a reliable indicator of the effectiveness of instruction and course design.	VIII. Curriculum Requirements C. Student Performance 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. 3. Students learning outcomes must be evaluated for the 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@naacls.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 17th, 2022. The comments will then be reviewed and brought before the Board of Directors at the April 2023 Board Meeting.