NAACLS Self-Study Report Template

For Self-Studies Due: October 1, 2027
Published: November 2026

Dear Program Director,

Welcome to the NAACLS Self-Study Report Template. This document is designed to standardize the process of submitting materials for the self-study. For comprehensive information on the types of materials to include in required narratives and documentation, we strongly recommend utilizing the NAACLS Standards Compliance Guide. Please read the following instructions carefully before proceeding:

Adobe Acrobat Required:

Most computers' default setting is to open PDFs in a web browser. PDFs opened in a web browser will not have the functionality to save the Self-Study Report Template. You will likely not be able to type, attach, or save the document when opened in a web browser. This template must be downloaded and saved to your device in order for changes within the document to be saved.

To ensure you're using Adobe Acrobat:

- Download the document.
- Right-click on the file.
- Select "Open with" from the menu.
- Choose "Adobe Acrobat" from the list of programs.

If Adobe Acrobat is not installed, download Adobe Acrobat Reader DC for free.

Required Materials:

Download the NAACLS Standards and Standards Compliance Guide (SCG) available in the email sent from our staff before starting. Unless staff contacts you with updated variations to these documents, only use the documents provided.

Attaching Required Documentation:

Note that the areas to attach/pin documentation are gray. The narrative boxes remain blue.

Be mindful of how you label documents. Additional details can go a long way to assist our volunteer self-study reviewer. For example, instead of “Affiliate1.docx,” consider “StandardIBG_MercyHospitalNorthWestAgreement.docx.” These extra details save our volunteers a lot of time as they double-check and cross-reference documentation.

Pin all required documents in the gray boxes provided. For standards with multiple documents, do not “stack” attachments on top of each other. This can hide documentation and lead to concerns within a Self-Study Report Review.

To add attachments to Adobe Acrobat Reader, please see the following steps:

- Open the Self-Study Report Template in Adobe Acrobat Reader (not a browswer).
- Locate the floating vertical toolbar to the left of the program.
    - You will see the following icon buttons on the toolbar: arrow, comment bubble, highlighter, lasso, and fountain pen.
- Locate the comment bubble button and click the arrow in the bottom right corner of the button.
- You will see multiple options to replace the comment bubble in the toolbar.
- Select the comment bubble with a paper clip. With a paid version of Adobe Acrobat, you may find the paper clip missing. Instead, click on “Attach file”.
- Press the paper clip button to use your cursor to place attachments.
- Make sure attachments are not stacked on top of each other.
- You may move attachments by selecting the arrow button.

On Demand Demonstration:

Every month, NAACLS has interactive virtual sessions called Dr. NAACLS that are available for free. NAACLS hosted a Dr. NAACLS session that featured a demonstration on downloading, saving, and opening the Self-Study Report Template. Additionally, there was a demonstration of how to attach files to a PDF. The instructions in that video will be beneficial to you for working with this template. If you need additional guidance, we recommend watching the video.

Spell Check:

To perform a spell check in PDF, follow the instructions below:

- Press the F7 Function Key at the top of your keyboard.
- In the Check Spelling dialog box, select Start to begin the spell check.
- Review the flagged misspellings and choose to change them individually or select Change All to correct all occurrences at once.

Glossary of Terms:

Refer to the glossary in the NAACLS Standards Compliance Guide for commonly used NAACLS terminology.

Support Available:

- For standard compliance questions, contact a discipline lead person (DLP). A list of DLP’s can be found on our website’s Program Directors tab.
- For other questions, contact NAACLS Staff.

Your dedication to maintaining high standards in laboratory science education is appreciated. Let's begin with the Self-Study Report Template.

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Program Information

Program Sponsor: _____

Program Type:

BMS ☐ CG ☐ DMS ☐ HT ☐ HTL ☐ MLA ☐ MLBBS ☐

MLM ☐ MLS ☐ MLT ☐ Path A ☐ PBT ☐ PHM ☐

Program Location (City, State): _____

Program Director Name and Credentials: _____

Program Director Phone: _____

Program Director Email: _____

Medical Director Name (if applicable): _____

Standard I: Sponsorship

Standard I.A: Sponsoring Institution

Contents of Narrative for Self-Study:

Standard I.A.1-5: Briefly describe the organization of your program:

Include a brief history of the program and any specific information that will aid reviewers in understanding the program and/or institution.

List or describe the specific credential your program awards:

If the sponsor is in a partnership with other providers of professional phase content, describe the relationship of each member of the partnership. Include specific roles and responsibilities of the partners, how those roles and responsibilities affect the faculty and the education of the students.

Accompanying Documentation for Self-Study:

Please attach the following documentation:

Award letters and/or certificates demonstrating proof of sponsor accreditation/licensing, or state recognition.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Most recent NAACLS Accreditation Award.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Proof of degree or at minimum a certificate of completion, given upon program completion.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard I.B: Responsibilities of the Sponsor and/or Program Partner

Contents of Narrative for Self-Study:

Standard I.B.1.a-c: Describe how the sponsor ensures compliance with all requirements of these Standards.

Standard I.B.2.a-e: Describe how the sponsor and/or program partner ensures compliance with all requirements of these Standards.

Standard I.B.2.f: Describe how activities assigned to students in the clinical/applied learning setting are educational. For BMS programs only, describe how practical learning experiences (or activities) assigned to students in the professional setting are educational.

Standard I.B.3: Describe the exchange of information between the sponsor and/or program partner and its active affiliates. Active affiliates are defined as affiliates with current affiliation agreements or memorandums of understanding that have accommodated students within the past five years.

Standard I.B.4: Describe how the sponsor and/or the program partner provides eligible students with the opportunity to participate in clinical/applied learning. For BMS programs only, describe how the sponsor provides eligible students the opportunity to participate in appropriate learning experiences for the field of practice.

Standard I.B.5: For each affiliate, explain the following:

a) The relationship between the sponsor and/or program partner and affiliate.

b) The roles of the sponsor and that entity.

c) The responsibilities of the sponsor and that entity.

Accompanying Documentation for Self-Study:

Standard I.B.1: For programs with partnerships, please provide the Sponsorship and Partner Responsibility Matrix.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard I.B.1.d: Provide an organizational chart for the sponsor. For programs in a partnership, provide one chart identifying members of the line of authority between all participants of the partnership.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard I.B.2.f and I.B.3-5: Attach items for affiliate information in gray areas in the following table. See the Standards Compliance Guide for specific requirements.

Please clearly indicate when multiple agencies are covered under one affiliation/partnership agreement, or policy. To ensure no errors when reviewing documents, please be consistent and complete when using names of affiliates/partners on documents submitted.

For additional pages template, please click here. *Please attach additional pages here.*

Affiliate (Name, City and State) *Check if Clinical/Applied Learning (C) or Academic (A)*		Current, Signed Affiliation Agreement or MOU (I.B.5) ☐ N/A (hospital-based programs only)	List Departments Available for Clinical/Applied Learning	Documentation that Assigned Activities are Educational (I.B.2.f)	Site Specific Objectives, Evals, Unique Rules and Policies (I.B.2.f), as applicable	Examples of ongoing Communication between Sponsor and Affiliate (I.B.3) ☐ N/A (hospital-based programs only)
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	
☐ C ☐ A					☐ N/A	

Clinical/Applied Learning Affiliate Facility Chart (I.B.4 and VII.C.2.a-b)

For additional pages, please click here. *Please attach additional pages here.*

Institution/Facility Info. • Name • Address • City, State	**Clinical Liaison** • Name • Credential and/or Education	**Length of Experience as a Health Care Professional**	**Current Position Held in the Field**

Standard II: Assessment and Continuous Quality Improvement

Standard II.A: Systematic Assessment

Contents of Narrative for Self-Study:

Standard II.A: Explain how the individuals, processes, and activities that are identified in a documented plan for continuous and systematic assessment determine program effectiveness.

Accompanying Documentation for Self-Study:

Standard II.A: Provide a program mission statement and outcomes and/or goals.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Documented plan for the continuous and systematic assessment of program effectiveness that includes responsible individual(s), processes, and a schedule or timeline for identified assessment methods.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard II.B: Outcome Measures

Contents of Narrative for Self-Study:

Standard II.B.1-5

Certification Rates Please identify which three active years are used to determine three-year averages.	**For students who graduated between:**			
	☐**	☐	☐	☐
	7/1/____ - 6/30/____	7/1/____ - 6/30/____	7/1/____ - 6/30/____	7/1/____ - 6/30/____
**Programs with self-studies due between February and July of the most recent year may use the previous three-year rolling average for calculations as a full year of data will not be available since the last Annual Survey data was collected. Self-studies submitted June 30th - February 1st of this year must include data from the most recent full year.				

A) Total # of Graduates				
☐ **NA**	**ABB/AAB** *(PHM Programs)*			
B) # who sat for the exam within the first year of graduation				
C) # who passed the exam within the first year of graduation				
Yearly Certification Rate (%) $(\mathbf{C} \div \mathbf{B})\ \mathbf{X}\ \mathbf{100}$				
Three-Year Average of Certification Rate (%): $(\sum\mathbf{C} \div \sum\mathbf{B})\ \mathbf{X}\ \mathbf{100}$				

☐ NA	**ASCP BOC** *(CG, DMS, HT, HTL, MLA, MLM, MLBBS, MLS, MLT, Path A, PHM and PBT Programs)*			
D) # who sat for the exam within the first year of graduation				
E) # who passed the exam within the first year of graduation				
Yearly Certification Rate (%) $(\mathbf{E} \div \mathbf{D})\ \mathbf{X\ 100}$				
Three-Year Average of Certification Rate (%): $(\sum \mathbf{E} \div \sum \mathbf{D})\ \mathbf{X\ 100}$				

☐ NA	**AMT** *(MLS and MLT Programs)*			
F) # who sat for the exam within the first year of graduation				
G) # who passed the exam within the first year of graduation				
Yearly Certification Rate (%) $(\mathbf{F} \div \boldsymbol{G})\ \mathbf{X\ 100}$				
Three-Year Average Certification Rate (%): $(\sum \mathbf{F} \div \sum \boldsymbol{G})\ \boldsymbol{X}\ \mathbf{100}$				

☐ NA	**NCCT** *(PBT and MLA Programs)*			
H) # who sat for the exam within the first year of graduation				
I) # who passed the exam within the first year of graduation				
Yearly Certification Rate (%) $(\mathbf{I} \div \boldsymbol{H})\ \mathbf{X\ 100}$				
Three-Year Average Certification Rate (%): $(\sum \mathbf{I} \div \sum \mathbf{H})\ \mathbf{X\ 100}$				

☐ NA	NHA *(PBT and MLA Programs)*			
J) # who sat for the exam within the first year of graduation				
K) # who passed the exam within the first year of graduation				
Yearly Certification Rate (%) $(\mathbf{K} \div J) \mathbf{X}\ 100$				
Three-Year Average Certification Rate (%): $(\sum \mathbf{K} \div \sum I) \mathbf{X}\ 100$				

☐NA	**OTHER:** *(please identify)*_____			
L) # who sat for the exam within the first year of graduation				
M) # who passed the exam within the first year of graduation				
Yearly Certification Rate (%) $(\mathbf{M} \div L) \mathbf{X}\ 100$				
Three-Year Average Certification Rate (%): $(\sum \mathbf{M} \div \sum L) \mathbf{X}\ 100$				

If graduates of a program sat for more than one type of certification examination, provide summary data below. Each student is only counted once regardless of how many times they have sat for any exam within one year.

Summary of Graduate Certification				
N) total # of graduates sitting for certification exam(s)* within first year of graduation				
O) # of graduates certified within first year of graduation				
P) Three-Year Average Certification Rate within the first year of graduation. $(\sum \mathbf{O} \div \sum N)\ x\ 100$				

****A three-year average certification rate below 75% requires additional information to be submitted under Standard VIII.C.***

Standard II.B.2: Describe the structure of the program and how the "final half" of the program was determined for the reporting of graduation rates.

If the program was required to submit an Action Plan due to outcome measures that fell below NAACLS' approved benchmarks following the last accreditation review, **and** the program has not yet submitted an Interim Report since submitting the Action Plan, describe and analyze the results of the program's Action Plan. Please also include any feedback that was provided by NAACLS in the original review of the Action Plan.

☐ NA

Accompanying Documentation for Self-Study:

Note for Initial Programs:

Programs undergoing initial accreditation may not have data available and are not required to submit such measures. The narrative should include plans for collection, review, and how these results will be used in assessment and continuous quality improvement.

Standard II.B.1: Attach primary source documentation from the certification agency(ies) with student names redacted.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Attrition/Graduation Rates	**For students slated to graduate in the time periods below:**		
	7/1/____ - 6/30/____	7/1/____ - 6/30/____	7/1/____ - 6/30/____
A) # who began the "final half" of the program			
B) # who began the "final half" of the program and subsequently left (voluntarily or involuntarily)			
C) # who began the "final half" of the program but are still currently enrolled			
D) # who began the "final half" of the program and have since graduated			
Yearly Attrition Rate (%): (**B**$\div$ ($A - C$)) X **100**			
Yearly Graduation Rate (%): (**D** $\div$ ($A - C$)) X **100**			
***Three-Year Graduation Rate (%):** (($\sum$**D** $\div$ ($\sum A - \sum C$)) X **100**			

A three-year average graduation rate below 70% requires additional information to be submitted under Standard VIII.C.

Accompanying Documentation for Self-Study:

Note for Initial Programs:

Programs undergoing initial accreditation may not have data available and are not required to submit such measures. The narrative should include plans for collection, review, and how these results will be used in assessment and continuous quality improvement.

Standard II.B.2: Attach examples of tools used to collect graduation rate data (include source documentation with student names redacted).

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard II.B.4: Attach examples of tools used to collect attrition rate data (include source documentation with student names redacted).

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Placement Rates	**For students slated to graduate in the time periods below:**			
Please identify which successive years were used to determined three-year averages	☐** 7/1/____ - 6/30/____	☐ 7/1/____ - 6/30/____	☐ 7/1/____ - 6/30/____	☐ 7/1/____ - 6/30/____
A) Total # of Graduates				
B) # that found employment (in the field or in a closely related field) and/or continued their education within one year of graduation				
C) # that did neither listed above				
D) # who you do NOT have any information for				
Yearly Average Placement Rate (%): $((\mathbf{B} \div (B + C))\ x\ \mathbf{100}$				
***Three-Year Average Placement Rate (%):** $((\sum \mathbf{B} \div (\sum B + \sum C))\ X\ \mathbf{100}$				

A three-year average graduation rate below 70% requires additional information to be submitted under Standard VIII.C.

Accompanying Documentation for Self-Study:

Note for Initial Programs:

Programs undergoing initial accreditation may not have data available and are not required to submit such measures. The narrative should include plans for collection, review, and how these results will be used in assessment and continuous quality improvement.

Standard II.B.3: Attach examples of tools used to collect placement rate data (include source documentation with student names redacted).

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

(Optional) **Standard II.B.5:** Attach examples of tools used to collect other outcomes measures data used in program evaluation as defined in Standard II.B.5 (include source documentation with student names redacted).

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard II.C: Feedback

Contents of Narrative for Self-Study:

Standard II.C.1: Describe the process by which the program collects feedback from program graduates in assessment and continuous quality improvement.

Standard II.C.2: Describe the process by which the program collects feedback from employers of program graduates in assessment and continuous quality improvement.

Accompanying Documentation for Self-Study:

Note for Initial Programs:

Programs undergoing initial accreditation are not required to submit documentation for Standard II.C.

Standard II.C.2: Examples of completed documentation used for obtaining feedback from graduates no less than three months post-graduation.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard II.C.1-2: Examples of completed documentation used for obtaining feedback from employers.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard II.D: Program Assessment and Modification

Contents of Narrative for Self-Study:

Standard II.D.1-4: Describe how the results of outcome measures and graduate feedback and employer feedback are reviewed and evaluated for program assessment and continuous quality improvement.

Accompanying Documentation for Self-Study:

Note for Initial Programs:

Programs undergoing initial accreditation may not have the required data available to collect. Therefore, the narrative should include plans for collection, review, and how results will be used in assessment and continuous quality improvement.

Standard II.D.1: Documentation reflecting how review and evaluation of program outcome measures and feedback is used in program planning, curriculum development, resource acquisition/allocation, program modification and continual process improvement.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard II.D.2: Documentation verifying that curriculum development and resource acquisition are incorporated into the continuous quality improvement process.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard II.D.3: Documentation of modifications made based on analysis of required feedback and/or outcome measures.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard II.D.4: Documentation demonstrating the evaluation of effectiveness of changes made in response to program's data analysis and continuous quality improvement processes.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard III: Resources

Standard III.A: General Resources

Contents of Narrative for Self-Study:

Standard III.A.1: Describe the program's financial resources and adequacy for assuring achievement of program goals and continued program operation.

Standard III.A.2: Describe how personnel and physical resources are evaluated for adequacy in the program's assessment and continuous quality improvement process.

Accompanying Documentation for Self-Study:

Standard III.A.1: Attach an institutionally approved budget or written statement of continued financial support for the educational program.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard III.A.2: Attach examples of documentation and data used to evaluate the adequacy of the program's personnel and physical resources.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard III.B: Personnel Resources

Contents of Narrative for Self-Study:

Standard III.B.1: Describe personnel resources and how they support the program outcomes.

Accompanying Documentation for Self-Study:

Standard III.B.1: Instructor to student ratios for lecture, student laboratory (if applicable) and clinical laboratory (if applicable).

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard III.B.1: Program specific faculty and staff job descriptions.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard III.B.1: Examples of evidence of program evaluation of the faculty/staff ratio.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard III.C: Physical Resources

Contents of Narrative for Self-Study:

Standard III.C.1: Describe the program's academic and clinical/applied learning physical resources including facilities, equipment and supplies, information resources, and instructional resources.

Accompanying Documentation for Self-Study:

Standard III.C.1: Provide a sample list of equipment and instructional resources available to students and describe how they are utilized in the curriculum.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard IV: Students

Standard IV.A: Publications and Disclosures

Contents of Narrative for Self-Study:

Standard IV.A.1.a-m: Identify the specific publication(s) and/or locations in which these requirements are defined, published, and readily available to prospective and enrolled students.

Accompanying Documentation for Self-Study:

Note for Initial Programs:

Standard IV.A.1.d *- Programs undergoing initial accreditation are not required to make outcome information available to prospective and enrolled students. However, after year two of the initial accreditation, all items required by* ***Standard IV.A.1.d*** *must be available to prospective and enrolled students.*

Standard IV.A.1.a-m: Submit or provide a link to current publications that address each of the items listed in Standard IV.A.1.a-m. Type the URL in the corresponding textbox and/or attach the files in the gray boxes within the table below.

a. Program mission statement.
URL
Attach File(s)
b. Program goals and competencies.
URL
Attach File(s)

c. Programmatic accreditation status including the name, address, and contact information for NAACLS.
URL
Attach File(s)
d. Results of program outcomes identified in Standard II.B listed year by year for the last three active years. ***(initial programs excluded)***
URL
Attach File(s)
e. List of active partners, academic affiliates and clinical/applied learning facilities. ***(hospital-based programs excluded)***
URL
Attach File(s)
f. Admission criteria, including essential functions, advance placement, transfer of credits and credits for experiential learning.
URL
Attach File(s)
g. List of course descriptions including the number of academic credit hours per course (if appropriate).
URL
Attach File(s)
h. Names and academic rank or title of program director and faculty; (and medical director for pathologists' assistant programs).
URL
Attach File(s)
i. Current tuition and fees with withdrawals and refund policies.
URL
Attach File(s)
j. Policies and processes by which students may perform direct patient and/or reportable work.
URL
Attach File(s)

k. Policies and procedures for:
i. Advising and guiding students through the program while maintaining confidentiality and impartiality.
URL
Attach File(s)
ii. Obtaining clinical/applied learning assignments, specifically addressing if clinical/applied learning are not provided through programmatic processes, or cannot be immediately guaranteed.
URL
Attach File(s)
iii. Student grievance and appeals.
URL
Attach File(s)
iv. Program completion, probation, suspension, dismissal, and academic appeals.
URL
Attach File(s)
l. Academic calendar.
URL
Attach File(s)
m. Rules and regulations governing acceptable personal and academic conduct, including behavior expectations for clinical/applied learning.
URL
Attach File(s)

Standard IV.B: Student Records

Contents of Narrative for Self-Study:

Standard IV.B.1: Describe how the sponsoring institution maintains records for enrolled students and graduates in compliance with government or sponsor regulations.

Standard IV.B.2: Describe how transcripts/student records are permanently retained and contain elements required by the Standard.

Accompanying Documentation for Self-Study:

Standard IV.B.1: Evidence that student records are maintained and contain the materials required by Standard IV.B.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard IV.B.2: Example of a completed transcript or record with identifying student information redacted.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard IV.C: Health and Safety

Contents of Narrative for Self-Study:

Standard IV.C.1: Describe how the health and safety of students, faculty, program specific staff and patients, are safeguarded during educational activities.

Standard IV.C.2: Describe how biohazard and safety training is accomplished and documented for each enrolled student, all faculty members, and program specific staff.

Accompanying Documentation for Self-Study:

Standard IV.C.1: Policy(ies) and procedures used for safeguarding the health and safety of students, faculty, program specific staff and patients.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard IV.C.2: Examples of evidence that each enrolled student, all faculty members, and program specific staff have received biohazard and safety training.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard V: Operational Policies

Standard V: Fair Practices

Contents of Narrative for Self-Study:

Standard V.A: Describe student and faculty recruitment procedures and explain how they are non-discriminatory.

Standard V.E: Explain how the program ensures that students have an assigned preceptor, appropriate for the discipline, who directly oversees their clinical/applied learning.

Standard V.F: Explain how the program ensures that students are not substituted for laboratory employees/personnel during applied learning.

Standard V.G: Explain under what conditions student employment can occur at a clinical/applied learning site.

Accompanying Documentation for Self-Study:

Standard V.B: Evidence of non-discrimination policy statements along with student admission requirements and faculty appointment criteria.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard V.C: Policy or handbook statement indicating that granting of the degree or certificate is not contingent upon passing an external certification or licensure exam.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard V.D: General plan addressing both temporary and permanent program closures.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard V.E: Documentation to verify that students have an assigned preceptor who directly oversees their clinical/applied learning experiences.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard V.F: Documentation that verifies students are not substituted for clinical/applied learning site employees/personnel during the clinical/applied learning.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard V.G: Documentation verifying how and when students, faculty, staff, and clinical/applied learning sites receive information detailing when student employment can occur at a clinical/applied learning site.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VI: Administrative: Maintaining Accreditation

This Standard involves administrative requirements for maintaining accreditation throughout its award period and is not reviewed in the self-study process.

Standard VII: Program Administration

Standard VII.A: Program Director

Contents of Narrative for Self-Study:

Standard VII.A.1-2: Provide the name and credentials of the program director and describe the position qualifications and responsibilities.

Accompanying Documentation for Self-Study:

Standard VII.A.1: Documentation of NAACLS approval of the program director or required qualifications documentation.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.A.2: Evidence that the program director maintains the responsibilities as defined by the NAACLS Standard for the program discipline.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.A.2.a: Official position description for the program director.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.A.2.b: Examples of evidence that the program director participates in the budget process.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.A.2.c: Completed Didactic Faculty/Instructor Fact Sheet for the program director.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.A.2.c: Evidence of professional development hours as required of the program discipline.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.A.2.d: Official position description or other evidence that the program director is responsible for maintaining NAACLS Accreditation of the program.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.A.2.e: Evidence that the program director has regular and consistent contact with students, faculty, and program personnel.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.A.3: (Not applicable for Medical Laboratory Assistant and Phlebotomy programs) Evidence that the program director has a faculty or clinical appointment at the sponsoring institution.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.B: Site Program Administrator (if applicable)

Contents of Narrative for Self-Study:

Standard VII.B.1: Provide the name(s) and credentials of the site program administrator and describe the position qualifications.

Standard VII.B.2: Explain how the site program administrator is involved with the coordination of teaching and clinical/applied learning education, evaluating program effectiveness and communication practices.

Accompanying Documentation for Self-Study:

Standard VII.B.1: NAACLS letter indicating approval of the site program administrator.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.B.2: Official position description for the site program administrator, indicating responsibilities for the position.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.C: Faculty/Instructor

Contents of Narrative for Self-Study:

Standard VII.C.1: Provide the name(s) and credentials of the major didactic faculty member(s)/instructors and describe how they meet the qualifications and responsibilities required for the program discipline. Describe how the program ensures faculty is teaching at the appropriate level.

Standard VII.C.2: Explain how clinical/applied learning liaison(s) are identified.

Accompanying Documentation for Self-Study:

Standard VII.C.1.a: Evidence that the major faculty/instructors have the qualifications and responsibilities required for the program discipline and that they teach at the appropriate level.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.C.1.a: Evidence of professional development hours as required of the program discipline.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.C.2.a-b: Evidence that supports that the clinical/applied learning liaisons are healthcare professionals. See the Clinical/Applied Learning Affiliate Facility Chart within the Self-Study Report.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.D: Advisory Committee

Contents of Narrative for Self-Study:

Standard VII.D.2: Describe how the advisory committee has input into the program (including curriculum) ensuring it maintains relevancy and effectiveness.

Accompanying Documentation for Self-Study:

Standard VII.D.1: Provide the name, credentials, and relationship of the individual to the program for each advisory committee member (may include, but is not limited to administrator, laboratory professional, educator, graduate, public member, etc.).

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.D.2: Provide examples of input from the advisory committee into the program to ensure it maintains relevancy and effectiveness.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.E: Accreditation Liaison (when required)

Contents of Narrative for Self-Study:

Standard VII.E.1-2: Provide the name and credentials of the accreditation liaison and describe the position qualifications and responsibilities.

Accompanying Documentation for Self-Study:

Standard VII.E.1: NAACLS letter indicating approval of the accreditation liaison.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.E.2: Official position description for the accreditation liaison, indicating responsibilities for the position.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.F: Education Coordinator (when required)

Contents of Narrative for Self-Study:

Standard VII.F.1: Provide the name and qualifications of the education coordinator.

Standard VII.F.2: Describe the role and responsibilities of the education coordinator.

Accompanying Documentation for Self-Study:

Standard VII.F.1: NAACLS letter indicating approval of the education coordinator.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.F.2: Official position description for the education coordinator, indicating responsibilities for the position.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.G: Medical Director (For Path A Programs only)

Contents of Narrative for Self-Study:

Standard VII.G.1: Provide the name and credentials of the program's medical director.

Standard VII.G.2: Explain how the individual meets the responsibilities required of the program discipline.

Accompanying Documentation for Self-Study:

Standard VII.G.1: Evidence of faculty or clinical appointment at the sponsoring institution. Completed Didactic Faculty/Instructor Fact Sheet for the medical director that includes a currently licensed or board-certified anatomic pathologist.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VII.G.2: Official position description for the medical director, indicating responsibilities for the position.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VIII: Curriculum Requirements

Standard VIII.A: Prerequisite Requirements

Contents of Narrative for Self-Study:

Describe all prerequisite coursework required for admission into the program or for progressing into advanced courses.

Standard VIII.B: Curriculum Requirements

Contents of Narrative for Self-Study:

Standard VIII.B: Describe how the program meets all instructional areas listed for the specific program discipline including:

- Any prerequisite coursework required for admission into the program or for progressing into advanced courses.
- How instruction includes cognitive, psychomotor, and affective learning domains that allow students to meet entry-level competencies of the program discipline.
- How students progress through the program, including the sequence of both didactic and clinical/applied learning activities, and how the program meets the curriculum requirements outlined in the specific program discipline.

Standard VIII.B: Describe how the program provides students with interprofessional education (IPE) experiences that promote effective collaboration, communication, and respect among healthcare professionals for the improvement of patient outcomes and safety. Describe how the program incorporates interprofessional education into the curriculum.

Accompanying Documentation for Self-Study:

Standard VIII.A and B: Completed Standard VIII Matrix that identifies where items listed in Standard VIII.B for the discipline specific program are addressed in the curriculum.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VIII.C: Learning Experiences

Contents of Narrative for Self-Study:

Standard VIII.C.1: Discuss how learning experiences provided achieve entry-level competencies for the program discipline.

Standard VIII.C.2: Describe how competency is determined to permit students to perform procedures under qualified supervision.

Standard VIII.C.3 (PBT Only):

Describe how the program documents and ensures each student completes at least 50 successful unaided blood collections during learning experiences.

Accompanying Documentation for Self-Study:

Standard VIII.C.1: Examples of how learning experiences support students in meeting entry-level competencies.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VIII.C.2: Policy(ies) regarding students performing procedures under qualified supervision.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VIII.C.3 (PBT Only):

Documentation of the successful completion of a minimum of 50 unaided blood collections.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VIII.D: Evaluations

Contents of Narrative for Self-Study:

Standard VIII.D.1: Describe the program's evaluation system(s) as they relate to the course content and align with program and course competencies.

Standard VIII.D.2: Describe the frequency of use of the various evaluation tools and how that timing provides faculty and students sufficient and timely feedback on the student's academic standing and progress.

Standard VIII.D.3: Describe how the evaluations are used to determine the effectiveness of course instruction and design.

Accompanying Documentation for Self-Study:

Standard VIII.D.1: Documentation for one course that demonstrates evaluation systems correlate with course content and support program competencies.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VIII.D.2: Documentation that demonstrates evaluation systems are employed frequently enough to provide timely indications of students' academic standing and progress.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VIII.D.3: Documentation that evaluation systems serve as a reliable indicator of the effectiveness of instruction and course design.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Standard VIII.D.3: If the outcome measures listed in “II.B. Accompanying Documentation for Self-Study” are below NAACLS approved benchmarks (or if there is not three years’ worth of accumulated data, in the case of initial programs), for one complete course in your curriculum provide a syllabus, course goals, measurable objectives in the cognitive, psychomotor, and affective domains, all evaluation systems used and at least one evaluation that annotates correlation to objectives.

Please include all documentation per the Standards Compliance Guide in this gray box provided. Please ensure that attachment pin placements are easily identifiable by self-study reviewers.

Thank you for your commitment to excellence in laboratory science education. Your thorough completion of this self-study will greatly assist in the accreditation process. If you have any questions or need further clarification, please don't hesitate to contact NAACLS.