

NAACLS Self-Study Template

Instructions

Dear Program Director, you will find instructions on using Adobe programs with this self-study template on this cover page. Finding necessary tools (such as paperclips) may be located in different places depending on which program you use.

Before we get to instructions on attachments to the self-study, NAACLS staff recommends that you ensure that your version of Adobe is up to date.

After downloading the file, right-click it and open it with an Adobe product. When you download the template, your computer's operating system will likely open the PDF in a web browser. This process is the default setting in most operating systems. You will have limited usability editing this document in a web browser.

If you have any additional questions, please reach out to staff.

*Instructions on how to attach documents to this template:
To Attach a File anywhere in this PDF:*

I. For Acrobat Adobe Reader DC:

1. Click on "View"
2. Click on "Tools"
3. Click on "Comment"
4. Click on "Open" and the comment tool bar will open.

Add attachment

1. Click on paper clip.
2. Click on "Attach File".
3. Cursor will turn into a push pin. Place the push pin in the appropriate box and click.
4. Select document file you want to attach by double clicking on it.
5. Pop up window will open; select "Attachment" which has icon of push pin next to it.
6. Click on "OK".

II. For Acrobat Adobe XI:

1. On the upper right side, click on Comment > Annotations > Attach File (the icon looks like a paperclip with a text bubble).
2. Your cursor will turn into a "push pin", then click in the proper area where you want to place the attachment. (If you no longer wish to attach a file and just want your normal cursor back, press the "ESC" button)
3. Select the file that you want to attach and then click SELECT.
In the File Attachment Properties dialog box, select the "Push Pin" (attachment) icon and click "OK".

Note: To delete the attachment, right-click the attached comment icon, and choose Delete.

NAACLS Self-Study Template

(For Self Studies Submitted in Fall 2024 – Published October 2023)

Program Sponsor: _____

Sponsor Type:
(Sponsoring Institution, Consortium or Multilocation) _____

Program Type: _____

Program Location (City, ST): _____

Program Director Name,
Credentials, Phone/Email
Medical Director Name (if
applicable): _____

Introduction: Briefly describe the organization of your program to include the name of the sponsor, a brief history of program, the certificate or degree awarded, and specific information that will aid reviewers in understanding the program and institution.

Accompanying Documentation for Self-Study:

Documentation	Files
<i>Submit completed Sponsoring Institution Fact Sheet</i> Click here	

Standard I.A: Sponsorship – Sponsoring Institution

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

Not Applicable

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Accompanying Documentation for Self-Study:

Documentation	Files
Provide copy of current institution accreditation award letter or certificate (as appropriate)	
Provide copy of current program accreditation award letter or certificate (as appropriate)	

Standard I.B: Sponsorship – Consortium

Sponsor

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

Not Applicable

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Accompanying Documentation for Self-Study:

Documentation	Files
Provide copies of award letters and/or certificates as proof of sponsor accreditation, along with a completed Sponsoring Institution Fact Sheet https://www.naacls.org/Other/Documents.aspx?page=3	
Memorandum of understanding, as described in <i>Standards Compliance Guide</i> .	

Standard I.C: Sponsorship – Multi-location Sponsor

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

Not Applicable

Accompanying Documentation for Self-Study:

Documentation	Files
Provide copies of award letters and/or certificates as proof of sponsor accreditation, along with a completed Sponsoring Institution Fact Sheet https://www.naacls.org/Other/Documents.aspx?page=3	

Standard I.D: Sponsorship – Responsibilities of the Sponsor

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study:

Documentation	Files
Attach documentation that supports the narrative explanation for Standard I.D.3 (See <i>Standards Compliance Guide</i> for further instruction).	

Attach items for affiliate information on the following grids. For Standard I.D.2 attach documents as applicable (See *Standards Compliance Guide* for further instruction). If there are more affiliates than rows, please contact NAACLS Staff for instructions.

Affiliate (Name, City and State) <i>Check if Clinical (C) or Academic (A)</i>	Current, Signed Affiliation Agreement	Completed Clinical Facility Fact Sheet	Site Specific Objectives, Evals, Unique Rules & Policies (I.D.2), as applicable	Examples of Ongoing Communication between Sponsor & Affiliate
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				

Affiliate (Name, City and State) <i>Check if Clinical (C) or Academic (A)</i>	Current, Signed Affiliation Agreement	Completed Clinical Facility Fact Sheet	Site Specific Objectives, Evals, Unique Rules & Policies (I.D.2), as applicable	Examples of Ongoing Communication between Sponsor & Affiliate	
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					
<input type="checkbox"/> C				<input type="checkbox"/> NA	
<input type="checkbox"/> A					

Affiliate (Name, City and State) <i>Check if Clinical (C) or Academic (A)</i>	Current, Signed Affiliation Agreement	Completed Clinical Facility Fact Sheet	Site Specific Objectives, Evals, Unique Rules & Policies (I.D.2), as applicable	Examples of Ongoing Communication between Sponsor & Affiliate
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				

Affiliate (Name, City and State) <i>Check if Clinical (C) or Academic (A)</i>	Current, Signed Affiliation Agreement	Completed Clinical Facility Fact Sheet	Site Specific Objectives, Evals, Unique Rules & Policies (I.D.2), as applicable	Examples of Ongoing Communication between Sponsor & Affiliate
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
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<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				
<input type="checkbox"/> C			<input type="checkbox"/> NA	
<input type="checkbox"/> A				

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

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study:

Documentation	Files
Attach program mission statement and outcomes/goals.	
Submit a fully documented plan that includes a schedule/timeline for continuous and systematic assessment of the effectiveness of the program.	

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

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study*:

*Outcomes Measures submitted for II.B that fall below NAACLS approved benchmarks as listed in the *Standards Compliance Guide* (or if this is an initial program), require additional documentation submitted for Standard VIII.C.

Programs undergoing initial accreditation are not required to submit Outcomes Measures.

Complete all tables that apply to the program graduates.

CERTIFICATION RATES	For students who graduated between:			
	<input type="checkbox"/> **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<u>7/1/</u> _____ <u>6/30</u> _____	<u>7/1/</u> _____ <u>6/30</u> _____	<u>7/1/</u> _____ <u>6/30</u> _____	<u>7/1/</u> _____ <u>6/30</u> _____
Please identify which three active years are used to determine Three-Year Averages				
** 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 report data was collected. Self-studies submitted June 30 th -February 1 st of this year must include data from most recent full year.				
A) Total # of Graduates				
<input type="checkbox"/> NA	ABB (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 (%) (C ÷ B) X 100				
Three-Year Average of Certification Rate (%): $(\sum C \div \sum B) \times 100$				
<input type="checkbox"/> NA	ASCP-BOC (MLS,MLT, MLM, CG, DMS, PathA, HT, HTL, PBT, and MLA 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 (%) (E ÷ D) X 100				
Three-Year Average of Certification Rate (%): $(\sum E \div \sum D) \times 100$				

<input type="checkbox"/> 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 (%) (F ÷ G) X 100				
Three-Year Average Certification Rate (%): (∑F ÷ ∑G) X 100				

<input type="checkbox"/> 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 (%) (I ÷ H) X 100				
Three-Year Average Certification Rate (%): $(\sum I \div \sum H) \times 100$				
<input type="checkbox"/> 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 (%) (K ÷ J) X 100				
Three-Year Average Certification Rate (%): $(\sum K \div \sum J) \times 100$				

<input type="checkbox"/> 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 (%) (M ÷ L) X 100				
Three-Year Average Certification Rate (%) : $(\sum M \div \sum L) \times 100$				

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.

<u>Summary of Graduate Certification</u>				
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. $(\sum O \div \sum N) \times 100$				

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

*** As identified in the Standard Compliance Guide.**

Describe how Certification Pass Rate data are analyzed and used in program assessment and continuous quality improvement of the program:

Documentation	Files
Attach primary source documentation from the certification agency (ies) with student names redacted	

<u>ATTRITION/GRADUATION RATES</u>	<u>For Students slated to graduate in the time periods below:</u>		
	<u>7/1/</u> _____ - <u>6/30</u>	<u>7/1/</u> _____ - <u>6/30</u>	<u>7/1/</u> _____ - <u>6/30</u>
A) # who began the “final half” of the program	<input type="text"/>	<input type="text"/>	<input type="text"/>
B) # who began the “Final half” of the program and subsequently left (voluntarily or involuntarily)	<input type="text"/>	<input type="text"/>	<input type="text"/>
C) # who began the “final half” of the program but are still currently enrolled	<input type="text"/>	<input type="text"/>	<input type="text"/>
D) # who began the “final half” of the program during the given time period and have since graduated	<input type="text"/>	<input type="text"/>	<input type="text"/>
Yearly Attrition Rate (%): $(B \div (A - C)) \times 100$	<input type="text"/>	<input type="text"/>	<input type="text"/>
Yearly Graduation Rate (%): $(D \div (A - C)) \times 100$	<input type="text"/>	<input type="text"/>	<input type="text"/>
*Three-Year Graduation Rate (%): $((\sum D) \div (\sum A - \sum C)) \times 100$	<input type="text"/>		
NAACLS Benchmark for Graduation Rates: The last three active years of results of graduation rates demonstrating an average of at least 70%* of students who have begun the final half of the program go on to successfully graduate from the program as calculated by the most recent three-year period. <u>Please explain how you have determined what the “final half” of the program is, as used in your statistics above.</u>			

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

Describe how Graduation Rates are analyzed and used in program assessment and continuous quality improvement of the program:

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Documentation	Files
Attach examples of tools used to collect Graduation Rate data (include source documentation with student names redacted)	

Describe how the Attrition Rate data is analyzed and used in program assessment and continuous quality improvement of the program:

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Documentation	Files
Attach examples of tools used to collect Attrition Rate data (include source documentation with student names redacted)	

<u>PLACEMENT RATES</u>	<u>For Students slated to graduate in the time periods below:</u>			
Please identify which successive years were used to determine Three-Year Averages.	[]**	[]	[]	[]
	<u>7/1/</u> _____ - <u>6/30</u>	<u>7/1/</u> _____ - <u>6/30</u>	<u>7/1/</u> _____ - <u>6/30</u>	<u>7/1/</u> _____ - <u>6/30</u>
A) Total # of Graduates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
B) # that found employment (in field or in a closely related field) and/or continued their education within one year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
C) # that did neither listed above	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D) # who you do NOT have any information for	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Yearly Average Placement Rate (%) $((B \div (B + C)) \times 100)$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
*Three-Year Average Placement Rate (%) $(\sum B \div (\sum B + \sum C)) \times 100$	<input type="text"/>			

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

Describe how the Placement Rate is analyzed and used in program assessment and continuous quality improvement of the program:

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Documentation	Files
Attach examples of tools used to collect Placement Rate data (include source documentation with student names redacted)	

(Optional) Describe how other outcomes measures data used in program evaluation as defined in Standard II.B.5 are used in program assessment and continuous quality improvement of the program.

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Documentation	Files
(Optional) 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)	

Standard II.C: Assessment and Continuous Quality Improvement – Program Assessment and Modification

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study: *Programs undergoing initial accreditation are not required to submit documentation for Standard II.C.

Documentation	Files
Attach documentation reflecting review and evaluation of program outcomes measures [advisory board, program didactic and/or clinical faculty, curriculum teams, informal emails, employer communications, etc.).	
Attach evidence of changes implemented due to outcomes measures review and evaluation, and documentation of ongoing evaluation of the effectiveness of such changes.	

Standard III.A: Resources – General Resources

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study:

Documentation	Files
Attach 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 consortia or multi-location program)	
Attach program evaluation information/data used to evaluate resource adequacy as part of continuous program evaluation	

Standard III.B: Resources – Personnel Resources

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

--

Accompanying Documentation for Self-Study:

Documentation	Information/Files
Number of students admitted each year	
Admission date (s)	
Instructor to student ratio (s) for lectures	
Instructor to student ratios for student laboratory (if applicable)	
Instructor to student ratios for clinical laboratory (if applicable)	
Attach relevant staff position descriptions	

Standard III.C: Resources – Physical Resources

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study:

Documentation	Files
Attach a sample list of equipment and instructional resources available to students and describe how they are utilized in the curriculum.	

Standard IV.A: Students – Publications and Disclosures

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study: (if not applicable write NA)

Please label each attachment per item required.

Documentation	URL and/or Files
College Catalog	
Program of Study identifying course sequence and class schedule	
Application Form	
Program Brochure	
Student and/or Clinical Handbook	

Standard IV.A. Accompanying Documentation for Self-Study: Please indicate where the following information can be found. Provide specific page numbers and paragraphs when referring to web page or paper publications such as catalogs, handbooks, and brochures. Alternatively, scan and attach appropriate pages or include quoted, cited passages from the identified publication.

Items	URL and/or Files
Program Mission Statement	
Program Goals and Graduate Competencies	
Programmatic Accreditation Status including NAACLS contact information	
Results of external certification outcomes, graduation rate outcomes, and placement rate outcomes of the last three active years	
List of clinical and/or academic affiliates	
Admission criteria	
List of course descriptions (and associated credit hours if appropriate)	
Names and academic rank or title of the program director and faculty	
Tuition and fees with refund policies	
Service work policies	
Policies & procedures for 1) advising and guiding students through the program, 2) clinical assignment, 3) student grievance and appeals, 4) criteria for program completion including probation, suspension, and dismissal	
Academic calendar	
Rules and regulations governing acceptable personal and academic conduct, including behavior expectations for clinical experience	

Standard IV.B: Students – Student Records

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study: (if not applicable write NA)

Documentation	URL and/or Files
Include policies and procedures regarding the retention of records for enrolled students	
Provide a copy of a completed transcript with student identification information redacted	

Standard IV.C: Students – Health and Safety

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study: (if not applicable write NA)

Documentation	URL and/or Files
Provide the policy and procedures used for safeguarding the health and safety of students, faculty, and patients	
Attach any forms and other documentation used to provide evidence that students have received biohazard and safety training with identifying information redacted	

Standard V.A: Operational Policies – Fair Practices

Standard V.A - Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Standard V.A - Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach written and/or published documentation to support statements made in narrative	

Standard V.B - Contents of Narrative for Self-Study (Optional): (See *Standards Compliance Guide* for required/suggested contents):

No narrative required

Standard V.B - Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Provide location on website, or evidence of documents, with location identified, of non-discrimination policies for staff and faculty recruitment	
Provide location on website, or evidence of documents, with location identified, of non-discrimination policies for student recruitment and admission	

Standard V.C - Contents of Narrative for Self-Study (Optional): (See *Standards Compliance Guide* for required/suggested contents):

No narrative required

Standard V.C- Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Provide evidence that indicates that granting of the degree or certificate is not contingent upon passing an external certification or licensure exam (For example: Student Handbook or Catalog statements)	

Standard V.D - Contents of Narrative for Self-Study (Optional): (See *Standards Compliance Guide* for required/suggested contents):

No narrative required

Standard V.D- Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach a general plan for potential temporary and permanent closures that addresses possible student transition and completion opportunities	

Standard V.E - Contents of Narrative for Self-Study: (See *Standards Compliance Guide* for required/suggested contents):

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Standard V.E - Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach a policy that explains under what conditions students may be permitted to perform service work for institutions	

Standard V.F - Contents of Narrative for Self-Study: (See *Standards Compliance Guide* for required/suggested contents):

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Standard V.F- Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach policies that demonstrate students are not to be substituted for staff during scheduled educational times	

Standard VI.A: Administrative: Maintaining Accreditation – Program/Sponsoring Institution Responsibilities

This Standard involves the administrative requirements for maintaining accreditation throughout its award period. No information is required for the self-study or site visit process.

Standard VII.A: Program Administration – Program Director

Standard VII.A.1 Qualifications - Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

Standard VII.A.1 Qualifications - Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
<p>Provide a curriculum vita for the program director that provides evidence of teaching experience, knowledge of education methods and administration, current NAACLS accreditation procedures and certification procedures.</p> <p>*For Phlebotomy Programs only: For certification agencies recognized by NAACLS as meeting Standard requirements for Phlebotomy Certification Qualifications of a program director, see <i>Standards Compliance Guide</i></p>	
<p>Submit notification from NAACLS indicating program director approval</p>	

Standard VII.A.2. Responsibilities - Contents of Narrative for Self-Study: (See *Standards Compliance Guide* for required/suggested contents):

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Standard VII.A.2 Responsibilities - Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Submit a completed Faculty Fact Sheet for the program director, including required professional development with associated CEUs/hours.	
Submit a faculty position description for the Program Director that indicates responsibilities of the position	

Standard VII.A.3. Appointments - Contents of Narrative for Self-Study: (See *Standards Compliance Guide* for required/suggested contents):

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Standard VII.A.3 Appointments - Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach documentation of faculty (or equivalent) appointments (letters of appointment, Sponsoring institutions web pages, catalog listing, job description, etc.). Inclusion in the affiliation agreement is not proof of appointment.	

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

Not Applicable (Proceed to VII.C)

Standard VII.B.1 Qualifications - Contents of Narrative for Self-Study: (See *Standards Compliance Guide* for required/suggested contents):

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Standard VII.B.1 Qualifications - Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach a curriculum vita for the site program coordinator (s), that provides evidence of discipline appropriate experience in education	

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

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
<p>Attach copies of position descriptions, and Faculty Fact sheets containing professional development activities for each major didactic faculty member.</p> <p>https://www.naacls.org/getattachment/31587006-3fd3-4bc2-b6ca-e91e3eaa4051/Faculty-Fact-Sheet.aspx</p> <p><i>Information for Clinical Liaison(s) is to be included on each Clinical Facility Fact sheet that is attached to the table under Standard I - Sponsorship</i></p>	
<p>Provide a narrative on the relevancy of the professional development activities, that are listed on the accompanying didactic faculty fact sheets, as related to the program responsibilities of each major faculty member.</p>	

<p>Attach evidence that the faculty teach effectively and at the appropriate level. Supporting documentation should include examples of completed faculty and student evaluation forms.</p> <p><i>** Documentation submitted and made available for review that contains confidential information (i.e., Student/Faculty Names, Social Security Numbers, etc.) may have such content redacted to protect privacy</i></p>	
<p>Attach representative samples of communication between the clinical liaison and the program director or designee as applicable</p>	

Standard VII.D: Program Administration – Advisory Committee

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach evidence of regular, meaningful, and relevant input from Advisory Committee members (for example: minutes, emails, notes from phone conversations or individual meetings, etc.)	
Provide names of Advisory Committee members and their relationship to the program	

Standard VII.E: Program Administration – Education Coordinator (when required)

Not Applicable (Proceed to VII.F)

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Submit a completed Faculty Fact Sheet for the Education Coordinator	
Submit a curriculum vita for the Education Coordinator, providing evidence of knowledge of current NAACLS accreditation procedures and certification procedures	

Standard VII.F: Program Administration – Medical Director (for PathA Programs only)

Not Applicable (Proceed to Standard VIII)

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach a completed Faculty Fact Sheet for the Medical Director	
Attach a signed, faculty position description for the Medical Director that indicates responsibilities for the position	

Standard VIII.A for Accredited Programs: Curriculum Requirements – Instructional Areas

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
<p>Provide a completed Standard VIII Matrix* that identifies where items listed in Standard VIII.A are addressed within the curriculum</p> <p>*https://www.naacls.org/getattachment/67f23688-5574-449e-8d15-cfb45deb85a7/Standard-VIII-Matricies-2015.aspx</p>	
<p>Attach a program schedule that includes the sequence of courses and student clinical assignments:</p> <p>FOR MLS, MLT: Provide examples of how each course addresses the pre-analytical, analytical, and post analytical components as listed in the <i>Standard Compliance Guide</i></p> <p>FOR HTL, HT Provide examples of how each course addresses histopathology applications</p> <p>FOR PBT: Submit the following:</p> <ul style="list-style-type: none"> • Program goals • Curriculum outline, including course sequencing and a sample schedule demonstrating how a student may progress through the program • Course descriptions for each unit of instruction or course in the program, including documentation of how each course addresses a variety of collection techniques, contact with 	

<p>various patients in a variety of settings, and a minimum of 100 hours of applied experiences and 100 unaided collections</p> <p>FOR MLA: Submit the following:</p> <ul style="list-style-type: none"> • Program goals • Curriculum outline, including course sequencing and a sample schedule demonstrating how a student may progress through the program, including sequenced course of study from basic content to higher level of learning in the modules offered. Note where and how the core competencies are obtained and the 100 hours of applied experiences are provided. • Course descriptions for each unit of instruction or course in the program 	
<p>Submit a list of required prerequisite coursework</p>	

Standard VIII.B for Accredited Programs: Curriculum Requirements – Learning Experiences

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach program policies regarding students performing procedures under qualified supervision (See <i>Standards Compliance Guide</i> for suggested documents)	

Standard VIII.C for Accredited Programs: Curriculum Requirements – Evaluations

Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

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Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Submit proof that evaluation systems relate to course content and support program competencies	
Submit proof that evaluation systems are employed frequently enough to provide students and faculty with timely indications of the students' academic standing and progress	
Submit proof that evaluation systems serve as a reliable indicator of the effectiveness of instruction and course design	

If outcomes measures listed in Standard II.B are below NAACLS approved benchmarks (or if there is not three years' worth of accumulated data, in the case of initial programs), provide all of the following items from one course in the curriculum:

Documentation	URL and/or Files
Syllabus	
Course goals	
Measurable objectives in the cognitive, psychomotor, and affective domains	
Evaluation systems that correlate with objectives	