

The National Accrediting Agency for Clinical Laboratory Sciences

presents this

CERTIFICATE OF ACCREDITATION

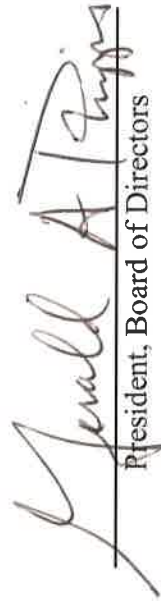
to

University of Kansas Medical Center
Kansas City, Kansas

for being in compliance with the
Standards of Accredited Educational Programs
for the Diagnostic Molecular Scientist

Awarded Continuing Accreditation for Seven Years

October 31, 2011


President, Board of Directors




Chief Executive Officer

SITE VISIT REPORT

Diagnostic Molecular Scientist

Name of Program: University of Kansas Medical Center

City, State: Kansas City, Kansas

Program Director: Venus Ward

If visiting a consortium program, please list what participating entities are visited: NA

Participating Entity	City/State	Consortium Education Coordinator

I. SPONSORSHIP

CLINICAL AFFILIATES: None

Affiliate Name	City/State	Current Signed Agreement	
		YES	NO
<i>Biomune Company</i>	<i>Lenexa, KS</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Children's Mercy Hospital</i>	<i>Kansas City, MO</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Clinical Reference Laboratory</i>	<i>Lenexa, KS</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Kansas City Police Crime Laboratory</i>	<i>KansasCity, KS</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Quest Diagnostics</i>	<i>Lenexa, KS</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Stowers Institute for Medical Resesarch</i>	<i>Kansas City, KS</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>ViraCor Biotechnologies</i>	<i>Lee's Summit, MO</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ACADEMIC AFFILIATES: None

Affiliate Name	City/State	Current Signed Agreement	
		YES	NO
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

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1. The sponsoring institution (or at least one participating entity in the case of a consortium or joint venture) is accredited by recognized regional and/or national agencies.

YES NO

The clinical and/or academic affiliates are accredited by recognized regional and/or national agencies.

YES NO NA

All provisions of the agreement(s) are active (current) with written documentation of the following items:

NA

A. General:

- 1. Reason for agreement
- 2. Responsibilities of the academic facility
- 3. Responsibilities of the clinical facility
- 4. Joint responsibilities

YES NO

YES NO

YES NO

YES NO

B. Specific:

- 1. Supervisory responsibilities for the students
- 2. Student professional liability coverage
- 3. Student health and safety policies
- 4. Provision for renewal
- 5. Termination clause providing for program completion of enrolled students

YES NO

YES NO

YES NO

YES NO

YES NO

COMMENTS:

2. The educational program is established in a:

- College or University
- Hospital or medical center
- Medical laboratory
- Consortia or Joint Venture
- Other institution that meets comparable standards for education in clinical laboratory sciences

COMMENTS:

3. The sponsor (and participating entities, in cases of consortia) assumes primary responsibility for:

- Planning curriculum
- Selecting course content
- Coordinating classroom teaching
- Coordinating applied education
- Appointing faculty to the program
- Receiving and processing applications for admission
- Granting the baccalaureate or higher degree, or certificate

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

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COMMENTS:

- 3A. The sponsor (and participating entities, in cases of consortia) is responsible for providing assurance that the activities assigned to students in the clinical setting are educational. YES NO NA

COMMENTS:

- 3B. There is documented, active, ongoing communication between the sponsor (and participating entities, in cases of consortia) and the affiliate(s) to: NA

Exchange information YES NO
Coordinate the program YES NO

COMMENTS:

II. RESOURCES

4. Personnel resources of the program support the number of students admitted. YES NO

The instructor to student ratio is adequate to achieve the program goals. YES NO

COMMENTS:

5. Financial resources are adequate for the continued operation of the educational program. YES NO

The budget is institutionally approved, **OR** there is a written statement of continued financial support for the educational program from an executive officer of the sponsor (and participating entities, in cases of consortia). YES NO

COMMENTS:

- 6A. The classrooms/lecture areas are adequate. YES NO
The administrative offices are adequate. YES NO
The student laboratories are adequate. YES NO NA
The clinical facilities are adequate. YES NO NA

Student laboratories are equipped for safety. YES NO NA
Clinical facilities are equipped for safety. (Only required if the facility is not accredited by JCAHO, and/or CAP, and/or COLA) YES NO NA

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COMMENTS:

6B.

<u>Student Laboratories</u>		<u>Clinical Facilities</u>	
<input type="checkbox"/> NA		<input type="checkbox"/> NA	
YES	NO	YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Students have access to modern equipment and supplies.

Students have experience with modern equipment and supplies.

COMMENTS:

6C. Students have access to information resources containing current editions of books, periodicals and other reference materials in contemporary formats related to all content areas of the curriculum.

YES NO

COMMENTS:

6D. Adequate instructional resources are available to facilitate each student's attainment of entry level competencies.

YES NO

COMMENTS:

6E. Students have access to and experience with contemporary computer technology.

YES NO

COMMENTS:

III. STUDENTS

7. Applicants and/or students are provided with a clear description of the program and its content.

YES NO

Announcements accurately reflect the program offered.

YES NO

Current publications include:

- A. Program mission statement
- B. Program goals and competencies
- C. Course objectives

YES NO
 YES NO
 YES NO

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- D. Applied education assignments YES NO NA
- E. Admission criteria both academic and non-academic YES NO
- F. A list of course descriptions YES NO
- G. Names and academic rank or title of Program Director and faculty YES NO
- H. Tuition and fees with refund policy YES NO
- I. Causes for dismissal YES NO
- J. Rules and regulations, including appeal procedures YES NO
- K. A listing of clinical facilities YES NO NA
- L. Essential functions YES NO
- M. Policies and procedures when applied experience cannot be guaranteed YES NO NA

COMMENTS:

- 8. Admissions policies and procedures are in accordance with the clearly defined and published practices of the institution. YES NO

Academic standards and essential functions required for admission to the program are:

- Clearly defined YES NO
- Published YES NO
- Provided to prospective students YES NO
- Evidenced by signature page YES NO
- Made available to the public YES NO

COMMENTS:

- 9. Rules and regulations governing acceptable personal and academic conduct for all academic and clinical settings are:
 - Clearly defined YES NO
 - Provided to students upon entering the program YES NO

COMMENTS:

- 10. Student records are maintained according to any governmental regulations and the regulations of any other accrediting agencies for:
 - Admissions YES NO
 - Evaluation YES NO
 - Counseling or advising sessions YES NO

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Individual grades and credits for courses are recorded and permanently maintained by the sponsor (and participating entities, in cases of consortia).

YES NO

COMMENTS:

11. Students are informed of, and have access to the usual student health care services of the sponsoring institution.

YES NO

The health and safety of students, faculty and patients associated with the educational activities are adequately safeguarded.

YES NO

Emergency medical care is available for students while they are in attendance.

YES NO

COMMENTS:

12. Guidance is available:

To assist students in understanding and observing program policies and practices

YES NO

For advising on professional and career issues

YES NO

For providing counseling or referral for personal and financial problems that may interfere with progress in the program

YES NO

Confidentiality and impartiality are maintained in dealing with student problems.

YES NO

COMMENTS:

13. Appeals procedures:

Are distributed to students upon entering the program.

YES NO

Include provisions for academic types of grievances.

YES NO

Include provisions for non-academic types of grievances.

YES NO

Include a mechanism for neutral evaluation that ensures due process and fair disposition.

YES NO

COMMENTS:

IV. OPERATIONAL POLICIES

14A. Programmatic announcements accurately reflect the program offered. YES NO

Programmatic announcements include NAACLS' name, address and telephone number. YES NO

COMMENTS:

14B. Student recruitment and admission policies are non-discriminatory. YES NO

COMMENTS:

14C. Faculty recruitment and employment practices are non-discriminatory. YES NO

COMMENTS:

14D. Academic credits and costs are accurately stated, published and made known to all applicants. YES NO

COMMENTS:

14E. Policies and procedures for student withdrawal are published and made known to all applicants. YES NO

Policies and procedures for refunds of tuition and fees are published and made known to all applicants. YES NO NA

COMMENTS:

14F. If more than one level of clinical laboratory science program is offered by the sponsor, the sponsor demonstrates that each program is being conducted to assure appropriate instruction for the students at different educational levels. YES NO NA

COMMENTS:

14G. The program culminates in at least a baccalaureate degree or higher, or in a certificate for the student who otherwise completes the required degree. YES NO

Granting of the degree/certificate **IS NOT** contingent upon the students passing any type of external certification or licensure

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examination.

YES NO

Academic standards for the program are acceptable to the institution that grants the degree.

YES NO NA

COMMENTS:

- 14H. Records of formal student complaints and resolution are maintained.

YES NO

COMMENTS:

- 14I. Program evaluation information is available to NAACLS.

YES NO

COMMENTS:

V. PROGRAM EVALUATION

15. The program has a documented, formal evaluation plan for continually and systematically reviewing the effectiveness of the program.

YES NO

COMMENTS:

16. Outcomes measures from the last three active years are:

NA

documented
analyzed
used in program evaluation

YES NO
YES NO
YES NO

COMMENTS:

17. A review of graduation rates is:
documented
analyzed
used in the program evaluation

NA
YES NO
YES NO
YES NO

A review of employment rates is:
documented
analyzed
used in the program evaluation

NA
YES NO
YES NO
YES NO

COMMENTS:

18. The results of program evaluations are:
documented
reflected in ongoing curriculum development and

NA
YES NO

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program modification
followed by an analysis of the effectiveness of any
changes implemented

YES NO

YES NO

COMMENTS:

19. Administrative. No information needed.

VI. UNIQUE STANDARDS

Resources

20A1. Program Director Faculty Fact Sheet is complete.

YES NO

COMMENTS:

20A2. The Program Director is responsible for program:

Organization

YES NO

Administration

YES NO

Periodic review

YES NO

Planning

YES NO

Development

YES NO

Evaluation

YES NO

General effectiveness

YES NO

The program director has input into budget preparation.

YES NO

COMMENTS:

20A3. The program director's qualifications are:

Nationally certified clinical laboratory scientist/medical
technologist, or clinical laboratory specialist in
cytogenetics, or molecular biology laboratory specialist

YES NO

Master's or doctoral degree

YES NO

At least three years of experience in clinical
laboratory learning experiences, or diagnostic
molecular education

YES NO

Date approved by NAACLS:

April 16, 2003

Experiences in clinical laboratory science education include:
Teaching courses

YES NO

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- Conducting and managing learning experiences YES NO
- Evaluating student achievement YES NO
- Providing input into curriculum development YES NO
- Formulating policies and procedures YES NO
- Evaluating program effectiveness YES NO

COMMENTS:

The program director has knowledge of education and administration. YES NO

The program director has knowledge of current accreditation and certification procedures. YES NO

COMMENTS:

20A4. The program director has a faculty appointment at the sponsoring institution or at each affiliated academic institution. YES NO

COMMENTS:

20B1. There is an advisory committee from the community of interest who have knowledge of molecular science education. YES NO

COMMENTS:

20B2. Advisory committee meeting minutes verify that it has input into any aspects of the program/curriculum that relate to its current relevancy and effectiveness. YES NO

COMMENTS:

21A. Faculty responsibilities include participation in:
Teaching courses YES NO
Supervising diagnostic molecular laboratory learning experiences YES NO
Evaluating student achievement YES NO
Developing curriculum YES NO

Formulating policy and procedures YES NO
Evaluating program effectiveness YES NO

COMMENTS:

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- 21B. Faculty demonstrate adequate knowledge and proficiency in their content areas. YES NO
Faculty demonstrate the ability to teach effectively at the appropriate level. YES NO

COMMENTS:

- 21C. There is documentation of ongoing professional development to fulfill the instructional responsibilities of:
Didactic faculty YES NO
Clinical faculty YES NO

COMMENTS:

- 21D1. If a participating entity of a consortium program, the consortium education coordinator is responsible for:

- Coordinating classroom teaching and applied education YES NO NA
Evaluating program effectiveness YES NO NA
Appropriate communications with the Program Director YES NO NA

- 21D2. If a participating entity of a consortium program, the consortium education coordinator's qualifications are:

- Nationally recognized certification equivalent to that required of program director YES NO NA
Academic degree appropriate to program level YES NO NA
At least one year of experience in clinical laboratory science education YES NO NA

Curriculum

- 22A. Instruction:
Follows a planned curriculum or sequence of courses that documents a structured curriculum YES NO
Includes applied (clinical/laboratory) education YES NO
Includes course schedules YES NO
Includes clinical significance and correlation YES NO
Has clearly written program goals and competencies YES NO
Has syllabi which include individual course goals and behavioral objectives. YES NO

Course objectives show progression to the level consistent with entry into the profession. YES NO

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Cognitive Objectives	Are present?		At the appropriate tax level?		Contain measurable action verbs and outcomes?	
	YES	NO	YES	NO	YES	NO
Molecular Microbiology – Infectious Disease applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Pathology – Hematology/Oncology applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Genetics – Inheritance Based Disease applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Direct Detection Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amplification Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sequencing or fingerprinting techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Enzyme digestion and electrophoretic techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Psychomotor Objectives	Are present?		At the appropriate tax level?		Contain measurable action verbs and outcomes?	
	YES	NO	YES	NO	YES	NO
Molecular Microbiology – Infectious Disease applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Pathology – Hematology/Oncology applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Genetics – Inheritance Based Disease applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Direct Detection Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amplification Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sequencing or fingerprinting techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Enzyme digestion and electrophoretic techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Affective objectives are present

YES NO

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22B. Instructional Areas:

1. Curriculum (professional or pre-requisite) includes the following areas:

- Organic and/or biochemistry
- Genetics
- Cell biology
- Microbiology
- Immunology
- Diagnostic molecular biology
- Other(s): _____

- YES NO
- YES NO
- YES NO
- YES NO
- YES NO
- YES NO
- YES NO

Curriculum in the above areas includes:

		Objectives Present		Evaluations Present	
		Y	N	Y	N
2.	a. Molecular Microbiology – Infectious Disease	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	b. Molecular Pathology – Hematology/Oncology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	c. Molecular Genetics – Inheritance Based Disease	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Techniques of Molecular Science:				
	a. Director Detection Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	b. Amplification Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	c. Sequencing and/or fingerprinting techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	d. Enzyme digestion and electrophoretic techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Principles and practices of quality management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Principles and practices of laboratory administration, supervision, safety, and problem solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Principles and practices of professional conduct	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Principles and practices of applied study (research) design, implementation and dissemination of results	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

22C. Learning Experiences:

Experiences are educational and balanced so that entry level competencies can be achieved

- YES NO

Instruction provides properly sequenced learning experiences

- YES NO

Learning experiences include appropriate:

- Instructional material
- Classroom presentations
- Discussions

- YES NO
- YES NO
- YES NO

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Demonstrations YES NO
Laboratory sessions YES NO
Supervised practice and experience YES NO

Experiences at different clinical sites are comparable and appropriate to enable all students to achieve entry level competencies YES NO NA

Policies and processes by which students may perform service work are:
Published YES NO
Distributed to students YES NO
Distributed to clinical affiliates YES NO NA

After demonstrating proficiency, students may be permitted to perform procedures under qualified supervision. YES NO

Objectives are present for any learning experiences outside of normally scheduled hours. YES NO NA

Service work by students in clinical settings outside of academic hours is non-compulsory. YES NO

COMMENTS:

22D. Evaluations:

Written criteria for passing, failing and progression in the program are:
Documented YES NO
Given to each student at the time of entry into the program YES NO

DMS Site Visit Report

Evaluation of Cognitive Objectives	Evaluations are present?		Test items correlate to written objectives and competencies?	
	YES	NO	YES	NO
Molecular Microbiology – Infectious Disease applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Pathology – Hematology/Oncology applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Genetics – Inheritance Based Disease applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director Detection Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amplification Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sequencing and/or fingerprinting techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Enzyme digestion and electrophoretic techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Evaluation of Psychomotor Objectives	Evaluations are present?		Test items correlate to written objectives and competencies?	
	YES	NO	YES	NO
Molecular Microbiology – Infectious Disease applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Pathology – Hematology/Oncology applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Genetics – Inheritance Based Disease applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director Detection Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amplification Techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sequencing and/or fingerprinting techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Enzyme digestion and electrophoretic techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Evaluation systems are employed frequently enough to:
Provide students and faculty with timely indications
of a student's academic standing and progress
Serve as a reliable indicator of the effectiveness of
instruction and course design

YES NO

YES NO

Affective evaluations are present and correlate with written
objectives.

YES NO

COMMENTS:

(Standard adopted: 2001)
(Changes Approved: April 2009)
(Released: June 2009)
(Changes Approved: September 2010)

Summary Page

Important Notice:

The site visit team does not have the authority to speak on behalf of nor bind NAACLS regarding a program's compliance with the Standards, nor can they predict accreditation actions. These responsibilities rest solely with the NAACLS Board of Directors, which has the exclusive right to determine whether or not accreditation is to be granted or continued.

NOTE: This page is compiled on the basis of information supplied to the site visit team by the program director and other officials. **NAACLS makes no representation as to its accuracy. The responsibility for accuracy of the information provided to the team rests solely with the program director and other officials.**

Areas of Strength:

Excellent clinical and research affiliates.

Dr. Elsinghorst brings tremendous expertise to the program.

Dr. Elsinghorst's passion for molecular diagnostics is observed by both the students and community.

Program provides competent and sought-after graduates to the community.

Concerns noted by the Paper Reviewer: (List and detail by the appropriate Standards number)

Standard #	Concern	Action Taken
1	<i>The list of instructional resources and access to periodicals at clinical affiliates should be updated.</i>	<i>Students have full access to electronic resources of the KUMC library while on clinical rotation. Clinical affiliates also have proprietary instructional resources available to students. Examples of these websites were provided.</i>
6D	<i>Include instructional resources for Molecular Biology</i>	<i>Program director submitted a list of instructional resources available for molecular biology.</i>
7	<i>Documentation for program and department mission statements were not found. Refund policy was not found.</i>	<i>Mission statement was provided in the paper review response and was found online in Student Handbook. Refund policy documentation was provided in the response and was found on website and in Allied Health Handbook.</i>

Standard #	Concern	Action Taken
14A	<i>It would be helpful if a clearer distinction was made between the CLS and DMS programs on the initial CLS webpage.</i>	<i>Plans are underway to clearly distinguish between the two programs on the next web revision.</i>
14F	<i>A description needs to be provided of how the Masters program in Molecular Biotechnology is provided along with the Bachelor's program in Molecular Biotechnology</i>	<i>The MS in Molecular Biotechnology is not part of the NAACLS accredited DMS program, and is not intended to prepare students for the MB(ASCP) certification exam.</i>
15	<i>Indicate the frequency by which employer surveys are conducted</i>	<i>Employer evaluations are conducted every three years to employers of more than one graduate as recommended by the advisory committee.</i>
20A3	<i>Include the documentation in which Dr. Venus Ward was approved as Program Director for the Molecular Biotechnology program</i>	<i>Documentatin was provided that Dr. Ward was approved as program director for the Molecular Biotechnology program in 2003.</i>
22D	<i>Indicate the frequency by which evaluation forms for clinical laboratories are completed</i>	<i>Frequencise are stated in Clinical Rotation Handbook that is given to students and clinical sites prior to clinical internships. Forms and evaluation tools were reviewed and found to be sufficient.</i>

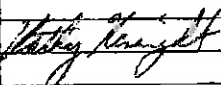
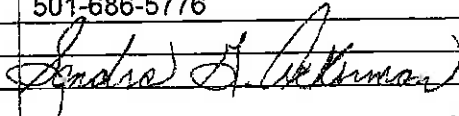
Concerns of the Site Visit Team: (List and detail by the appropriate Standards number)

Standard #	Concern

SIGNATURE PAGE*****Please complete and attach as the last page of the Site Visit Report*****

Please print or type the following information.

Name of Program: **University of Kansas Medical Center**
City, State: **Kansas City, Kansas**Program Level: **DMS**Date: **April 5, 2011**

I. Team Coordinator:	
Name/Title:	Kathleen Kenwright
Institution:	University of TN Health Science Center
Address:	930 Madison Ave. Suite 672
City/State/Zip:	Memphis, TN 38163
Telephone:	901-448-6338
	Email: kkenwig@uthsc.edu
Signature:	 Date: April 5, 2011
II. Team Member:	I concur with the Site Visit Report <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name/Title:	Sandra G. Ackerman
Institution:	University of Arkansas for Medical Sciences
Address:	4301 West Markham Street, #597
City/State/Zip:	Little Rock, Arkansas 72205-7199
Telephone:	501-686-5776
	Email: sgackerman@uams.edu
Signature:	 Date: April 5, 2011
III. Educator Generalist:	I concur with the Site Visit Report <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name/Title:	
Institution:	
Address:	
City/State/Zip:	
Telephone:	
	Email:
Signature:	Date:

If a team member does not concur with the report, a minority report describing disagreements is needed. (See Volunteer Manual)