

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 Medical Laboratory Scientist

Awarded Continuing Accreditation for Seven Years

October 31, 2011



Debra A. Simpson
President, Board of Directors

Christine M. Stearns
Chief Executive Officer

SITE VISIT REPORT

Clinical Laboratory Scientist/Medical Technologist

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>Children's Mercy Hospital</i>	<i>Kansas City, MO</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Heartland Regional Medical Center</i>	<i>St. Joseph, MO</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Liberty Hospital</i>	<i>Liberty, MO</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Mercy Regional Health Center</i>	<i>Manhattan, KS</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Olathe Medical Center</i>	<i>Olathe, KS</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Physicians Reference Lab</i>	<i>Overland Park, 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>Truman Medical Centers</i>	<i>Kansas City, MO</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>University of Kansas Medical Center</i>	<i>Kansas City, KS</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>VA Medical Center</i>	<i>Kansas City, 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: *Heartland agreement reviewed and expires 12/31/15.*

CLS/MT Site Visit Report

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

COMMENTS:

CLS/MT Site Visit Report

- 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: *Communication in the form of emails and meetings between clinical affiliates and faculty are numerous.*

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

COMMENTS:

CLS/MT Site Visit Report

6B.

	<u>Student Laboratories</u>		<u>Clinical Facilities</u>	
	<input type="checkbox"/> NA		<input type="checkbox"/> NA	
	YES	NO	YES	NO
Students have access to modern equipment and supplies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students have experience with modern equipment and supplies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

COMMENTS: *Verified by review of instrumentation, resource list and discussions with affiliate coordinators.*

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 YES NO
- B. Program goals and competencies YES NO
- C. Course objectives YES NO
- D. Applied education assignments YES NO NA
- E. Admission criteria both academic and non-academic YES NO

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- 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: Application information is detailed and includes essential functions; signature page must be submitted during the application process. Progression and completion policies are published in both application packet and student handbook.

- 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

Individual grades and credits for courses are recorded and

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permanently maintained by the sponsor (and participating entities, in cases of consortia).

YES NO

COMMENTS: *Records were reviewed for past and present students of the program for required information, and were found to be complete.*

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

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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: **Both MLS and DMS are offered.**

- 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 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

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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 YES NO
analyzed YES NO
used in program evaluation YES NO

COMMENTS: ***Examples reviewed and verified.***

17. A review of graduation rates is: NA
- documented YES NO
analyzed YES NO
used in the program evaluation YES NO

A review of employment rates is: NA

- documented YES NO
analyzed YES NO
used in the program evaluation YES NO

COMMENTS:

18. The results of program evaluations are: NA
- documented YES NO
reflected in ongoing curriculum development and program modification YES NO
followed by an analysis of the effectiveness of any changes implemented YES NO

COMMENTS: ***Reviewed and verified.***

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	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Administration	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Periodic review	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Planning	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Development	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Evaluation	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
General effectiveness	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> 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	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Master's or doctoral degree	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
At least three years of experience in clinical laboratory science education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Date approved by NAACLS:	<u>November 21, 1991</u>	

Experiences in clinical laboratory science education include:

Teaching courses	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Conducting and managing learning experiences	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Evaluating student achievement	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Providing input into curriculum development	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Formulating policies and procedures	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Evaluating program effectiveness	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> 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:

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

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

COMMENTS: Program Director faculty appointment listed in KU catalog and KU website.

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: Advisory minutes from 2/4/11 reviewed.

21A. Faculty responsibilities include participation in:
Teaching courses YES NO
Supervising applied 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:

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

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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
- Academic degree appropriate to program level
- At least one year of experience in clinical laboratory science education

YES NO NA
 YES NO NA
 YES NO NA

Curriculum

22A. Instruction:

- Follows a planned curriculum or sequence of courses that documents a structured curriculum
- Includes applied (clinical/laboratory) education
- Includes course schedules
- Includes clinical significance and correlation
- Has clearly written program goals and competencies
- Has syllabi which include individual course goals and behavioral objectives.

YES NO
 YES NO
 YES NO
 YES NO
 YES NO
 YES NO

Course objectives show progression to the level consistent with entry into the profession.

YES NO

Cognitive Objectives	Are present?		At the appropriate taxonomic level?		Contain measurable action verbs and outcomes?	
	YES	NO	YES	NO	YES	NO
Hematology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hemostasis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Microbiology:						
Bacteriology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mycology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parasitology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Urinalysis/Body Fluids/Microscopy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Diagnostics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Immunology/Serology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Immunoematology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Phlebotomy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Psychomotor Objectives	Are present?		At the appropriate taxonomic level?		Contain measurable action verbs and outcomes?	
	YES	NO	YES	NO	YES	NO
Hematology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hemostasis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Microbiology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Urinalysis/Body Fluids/Microscopy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Diagnostics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Immunology/Serology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Immunoematology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Phlebotomy	<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

COMMENTS:

22B. Instructional Areas:

1. Scientific content includes the following areas:

Anatomy/physiology

YES NO

Immunology

YES NO

Genetics/molecular biology

YES NO

Microbiology

YES NO

Organic/biochemistry

YES NO

Statistics

YES NO

2. Each area of the curriculum includes pre-analytical, analytical, and post analytical components of laboratory services.

YES NO

The curriculum includes:

Principles and methodologies

YES NO

Performance of assays

YES NO

Problem-solving/Troubleshooting

YES NO

Interpretation of clinical procedures and results

YES NO

Statistical approaches to data evaluation

YES NO

Continuous assessment of laboratory services

YES NO

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The curriculum also includes:

		Objectives Present		Evaluations Present	
		Y	N	Y	N
3.	Principles and practices of quality assurance/quality improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Application of safety and governmental regulations and standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Principles of interpersonal and interdisciplinary communication and team-building skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Principles and applications of ethics and professionalism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Education techniques and terminology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Knowledge of research design and practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Concepts and principles of laboratory operations include:				
	a. critical pathways and clinical decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	b. performance improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	c. dynamics of healthcare delivery systems as they affect laboratory service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	d. human resource management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	e. financial management.	<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

YES NO

Classroom presentations

YES NO

Discussions

YES NO

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

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Distributed to students
 Distributed to clinical affiliates

YES NO
 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

Evaluation of Cognitive Objectives	Evaluations are present?		Test items correlate with written objectives and competencies?	
	YES	NO	YES	NO
Hematology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hemostasis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Microbiology:				
Bacteriology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mycology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parasitology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Urinalysis/Body Fluids/Microscopy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Diagnostics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Immunology/Serology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Immunochemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Phlebotomy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Evaluation of Psychomotor Objectives	Evaluations are present?		Test items correlate with written objectives and competencies?	
	YES	NO	YES	NO
Hematology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hemostasis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Microbiology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Urinalysis/Body Fluids/Microscopy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molecular Diagnostics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Immunology/Serology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Immunochemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Phlebotomy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Evaluation systems are employed frequently enough to:

Provide students and faculty with timely indications of a student's academic standing and progress

YES NO

Serve as a reliable indicator of the effectiveness of instruction and course design

YES NO

Affective evaluations are present and correlate with written objectives.

YES NO

COMMENTS:

*(Standards adopted: 2001)
 (Changes Approved: April 2009)
 (Released: June 2009)*

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:

Program Director is knowledgeable, organized and respected by students and community. Good interaction with program faculty and clinical affiliates.

Faculty are motivated and enthusiastic in their teaching roles. They are respected by the students and are available to students.

University Administration supports the program and strives to provide adequate faculty and financial support.

The program receives community recognition by teaching in one of the local community colleges.

Students are also encouraged to volunteer at a campus-sponsored clinic.

Clinical affiliates/Advisory committee members provide input into the program and support the program curriculum.

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

Standard #	Concern	Action Taken by the site visit team
1	<i>For some of the clinical affiliates listed, availability of periodicals should be indicated, and the list of instructional resources should be updated.</i>	<i>Students use their required textbooks while in the clinical setting, and can access the KUMC library from any internet-connected computer/device.</i>
1B4,1B5	<i>No provision in affiliation agreement for Heartland Regional Medical Center and Mercy Regional Medical Center for renewal or agreement termination.</i>	<i>The agreements for Heartland Regional Medical Center and Mercy Regional Health Center state a six month and end of school term termination clause respectively. Heartland agreement expires 12/21/15.</i>

Standard #	Concern	Action Taken by the site visit team
7	<i>Documentation for program and department mission statements were not attached to standard 7 document. No refund attachment 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>
12	<i>Narrative did not indicate where students were referred when financial problems occurred.</i>	<i>Allied Health Handbook is available online; information regarding the financial aid office is found in this handbook and is covered during orientation.</i>
14A	<i>It would be helpful if a clearer distinction was made between the CLS and DMS programs on the initial CLS web page.</i>	<i>Plans are underway to clearly distinguish between the two programs on the next web revision.</i>
14F	<i>While the narrative describes how the two bachelor of science programs (CLS and DMS) are delivered simultaneously, it does not mention the Master's Program in Molecular Biotechnology in the narrative.</i>	<i>The MS in Molecular Biotechnology is not part of the CLS program but rather a different department. Both the CLS and DMS programs are at the undergraduate level.</i>
15	<i>Frequency of employer evaluation was not indicated.</i>	<i>Employer evaluations are conducted every three years to employers of more than one graduate as recommended by the advisory committee. Responses improved after this cycle was implemented.</i>
16	<i>Verify negative issues from graduating student evaluations have been resolved.</i>	<i>Faculty development and change in faculty have resolved these issues. Students and graduates had only positive comments about the faculty and program to site visitors.</i>
20A4	<i>Faculty appointment for program director was not provided.</i>	<i>Faculty appointment was verified in KU Catalog and on KU website.</i>
22D	<i>Frequency of student evaluation in clinical laboratories was not indicated.</i>	<i>Frequencies 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
		<i>No concerns noted.</i>

SIGNATURE PAGE

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

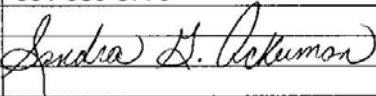
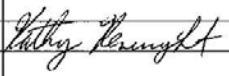
Please print or type the following information.

Name of Program: University of Kansas Medical Center

City, State: Kansas City, Kansas

Program Level: MLS

Date: April 5, 2011

I. Team Coordinator:			
Name/Title:	Sandra G. Ackerman, M.Ed., Assistant Professor		
Institution:	University of Arkansas for Medical Sciences		
Address:	4301 W. Markham Street, #597		
City/State/Zip:	Little Rock, AR 72205-7199		
Telephone:	501-686-5776	Email:	sgackerman@uams.edu
Signature:			Date: 4/5/11
II. Team Member:	I concur with the Site Visit Report <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Name/Title:	Kathy Kenwright, MS, Assistant Professor		
Institution:	University of Tennessee Health Science Center		
Address:	930 Madison Ave., Ste. 672		
City/State/Zip:	Memphis, TN 38163		
Telephone:	901-448-6338	Email:	kkenwig@uthsc.edu
Signature:			Date: 4/5/11
III. Educator Generalist:	I concur with the Site Visit Report <input 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)