

NAACLS Self-Study Template

For Fall 2022 Self Studies (Published January 2022)

Program Sponsor:	Jefferson State Community College
Sponsor Type: (Sponsoring Institution, Consortium or Multilocation)	Sponsoring Institution
Program Type:	HT
Program Location (City, ST):	Birmingham, Alabama
Program Director Name, Credentials, Phone/Email	Candy Hill MAEd. MT(ASCP)205-856-6031 chill@jeffersonstate.edu
Medical Director Name (if applicable):	

It is recommended that you download the following documents prior to completing this Self-Study:

- [NAACLS Standards for Accredited and Approved Programs](#)
- [NAACLS Standards Compliance Guide](#)

To attach files and documents if the toolbar is not displaying a paperclip:

Click Tools → Comments → Open


Then click the paper clip (+) to attach a document or file.

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.

Jefferson State Community College was founded in 1963 as a two-year, public institution. The college enrolled its first students in 1965. It now offers nearly 90 programs of study that lead to one of over 65 associate degrees or one of 26 certificates. Successful graduates transfer to four-year colleges and universities to complete a bachelor's degree, or directly launch a career, depending on the major. Personal enrichment classes are offered to the community at large. Classes are held at the original campus in Birmingham the Shelby Campus in Hoover the Pell City Campus and the Clanton Campus.

The Histologic Technician (HST) program was approved by the Alabama Community College System in December of 2020 after area histology labs reached out to the college requesting a program to meet their workforce demands. Upon approval to offer this associate in applied science degree from our regional accrediting body and approval from our NAACLS application packet, we entered our first cohort in August 2021. The HST program is housed at the Jefferson Campus in Birmingham in a newly developed lab space. Each Summer the HST program takes applications from those students who have completed the required prerequisite work with a grade of C or better. The HST is well supported by administration, and frequent dialog and continued support with area specialty and hospital histology labs.

Accompanying Documentation for Self-Study:

Documentation	Files
Submit completed Sponsoring Institution Fact Sheet https://www.naacls.org/Other/Documents.aspx?page=3	

Standard I.A: Sponsorship – Sponsoring Institution

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

Not Applicable

Jefferson State Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to Award the Associates in Applied Science Degree.




The HST program is under the auspices of Health-Related Programs. The program reports directly to the Associate Dean for Health Related Programs.

The program employs one full-time Program Coordinator that is responsible for both the MLT and HST programs and one full-time faculty HST Instructor/Education Coordinator. Additional L-19 instructors will be utilized as the program grows and as needed. Currently the one full-time instructor/education coordinator can teach all lecture and lab courses but anticipation of program growth will require adding part-time instructors as needed. The commitment to the student and the facilitation of quality education by faculty is evidenced throughout the college campus.

The curriculum consists of an integrated core of general education courses, histology courses and experiences. The program is offered as a hybrid/ evening online lecture opportunities and on campus evening/ weekend student lab experiences. In the final semester, students are enrolled in the clinical sequence of the program at one or more of the affiliating sites. All HST courses and clinical experiences are taught and supervised by certified histology technologists, technicians, or other qualified specialist.

The Histologic Technician Program at Jefferson State Community College prepares students for entry into this field of laboratory medicine. It culminates in an Associate in Applied Science degree and consists of five semesters (for full-time students) of integrated General Education and HST Coursework.

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**

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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	

Standard I.D: Sponsorship – Responsibilities of the Sponsor

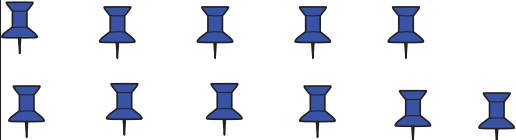
Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

The College and the Program Coordinator are responsible for making sure that Standards I.D.1 a-g and I.D.2-I.D.5 are met. These are described in the attached narrative below. In addition M. Lamar Jones has a college appointment as full-time HST Education Coordinator (EC)/Instructor. He has served as both Program Director and Education Coordinator at previous institutions. His primary responsibility is curriculum development and at this time is the only HST instructor. His knowledge of the profession has been a valuable attribute as we have worked through this accreditation process together. Lamar is always timely in providing the program coordinator the necessary documents and information so that budgeting, program assessment and curriculum delivery deadlines are met.





















As the Education Coordinator he is responsible for collaborating with the Program Director on curriculum content and making sure that all content will fulfill the Standards set by NAACLS. The EC is responsible for all student records being up to date and complete. The EC also serves as the Didactic Faculty and is the students' main go to person and works closely with the clinical liaisons to coordinate the students clinical rotation.













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
<input checked="" type="checkbox"/> C	Auburn University Dept. of Veterinary Medicine			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> A				
<input checked="" type="checkbox"/> C	Baptist Health-Baptist Medical Center South			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> A				
<input checked="" type="checkbox"/> C	Brookwood Baptist Health System-Princeton			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> A				
<input checked="" type="checkbox"/> C	Children's Hospital of Alabama			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> A				
<input checked="" type="checkbox"/> C	Cunningham Pathology			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> A				
<input checked="" type="checkbox"/> C	DCH Regional Medical Center			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> A				
<input checked="" type="checkbox"/> C	Grandview Medical Center			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> A				
<input checked="" type="checkbox"/> C	Healthcare Authority-Huntsville Hospital			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> A				
<input checked="" type="checkbox"/> C	Healthcare Authority of the City of Anniston- Regional Medical Center			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> A				
<input checked="" type="checkbox"/> C	Laboratory Corporation of America			<input checked="" 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
<input checked="" type="checkbox"/> C <input type="checkbox"/> A	Red Mountain Pathology			<input checked="" type="checkbox"/> NA
<input checked="" type="checkbox"/> C <input type="checkbox"/> A	Skin Diagnostic Group			<input checked="" type="checkbox"/> NA
<input checked="" type="checkbox"/> C <input type="checkbox"/> A	Southern Research			<input checked="" type="checkbox"/> NA
<input checked="" type="checkbox"/> C <input type="checkbox"/> A	TriState Dermatopathology			<input checked="" type="checkbox"/> NA
<input checked="" type="checkbox"/> C <input type="checkbox"/> A	UAB Medical Center			<input checked="" type="checkbox"/> NA
<input type="checkbox"/> C <input type="checkbox"/> A				<input type="checkbox"/> NA
<input type="checkbox"/> C <input type="checkbox"/> A				<input type="checkbox"/> NA
<input type="checkbox"/> C <input type="checkbox"/> A				<input type="checkbox"/> NA
<input type="checkbox"/> C <input type="checkbox"/> A				<input type="checkbox"/> NA
<input type="checkbox"/> C <input type="checkbox"/> A				<input type="checkbox"/> NA
<input type="checkbox"/> C <input type="checkbox"/> A				<input type="checkbox"/> NA
<input type="checkbox"/> C <input type="checkbox"/> A				<input type="checkbox"/> NA
<input type="checkbox"/> C <input type="checkbox"/> A				<input type="checkbox"/> NA



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
<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
<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
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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			

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

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

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):

Outcome measures related to assessment of overall program effectiveness include:

1. Performance on National Certification examination(s).
2. Graduate Surveys.
3. Employer Surveys.
4. Advisory Surveys
5. Clinical Instructor evaluation of Students
6. Student Evaluation of Clinical experience

Evaluation of program effectiveness using performance statistics to include national average and mean scores on the BOC exam is as follows:

1. Instructors are informed of exam scores as available.
2. Advisory members are informed of exam scores at the HST advisory committee meeting.
3. Instructor/Advisory members evaluate exam statistics for each area.
4. Course content is evaluated in areas with program exam scores below the national mean.
5. If a pattern of lower-than-expected exam scores is noted, typically at 400, adjustments in course content are made or determined by the appropriate instructor.

Evaluation of program effectiveness using graduate and employer surveys will be performed to determine if there are any areas that require improvement and reflected in ongoing curriculum development, resource acquisition/allocation, and program modification.

Primary source data provided for ASCP certification results will be evaluated. The program will track student outcomes with program generated excel sheets and will include graduation/attrition and placement results. Some of these templates are provided and some of the completed surveys will be available for on-site review.

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/approval are not required to submit Outcomes Measures.

Complete all tables that apply to the program graduates.

<u>CERTIFICATION RATES</u>	For students who graduated between:			
	<input type="checkbox"/> **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7/1/_____ 6/30_____	7/1/_____ 6/30_____	7/1/_____ 6/30_____	7/1/_____ 6/30_____ -
**Programs with Self-Study Due Dates between _____ and _____ may choose to use this column since a full year will not have been completed to collect data for the last column. Those submitting on or after _____ cannot use this column.				
A) Total # of Graduates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/> NA	ASCP-BOC			
B) # who sat for the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
C) # who passed the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Yearly Certification Rate (%) (C ÷ B) X 100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Three-Year Average of Certification Rate (%): (ΣC ÷ ΣB) X 100	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> NA	AMT			
D) # who sat for the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
E) # who passed the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Yearly Certification Rate (%) (E ÷ D) X 100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Three-Year Average Certification Rate (%): (ΣE ÷ ΣD) X 100	<input type="text"/>		<input type="text"/>	

<input type="checkbox"/> NA	NCCT			
F) # who sat for the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
G) # who passed the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Yearly Certification Rate (%) (G ÷ F) X 100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Three-Year Average Certification Rate (%): ($\sum G \div \sum F$) X 100	<input type="text"/>			
<input type="checkbox"/> NA	NHA			
H) # who sat for the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
I) # who passed the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Yearly Certification Rate (%) (I ÷ H) X 100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Three-Year Average Certification Rate (%): ($\sum I \div \sum H$) X 100	<input type="text"/>			

<input type="checkbox"/> NA	OTHER: (please identify) _____			
J) # who sat for the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
K) # who passed the exam within the first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Yearly Certification Rate (%) (K ÷ J) X 100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Three-Year Average Certification Rate (%): ($\sum K \div \sum J$) X 100	<input type="text"/>			

If graduates of a program sat for more than one type of certification examination, provide summary data below.

<u>Summary of Graduate Certification</u>				
L) total # of graduates sitting for any certification exam within first year of graduation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
M) # of graduates certified within first year of graduation (M ÷ L) X 100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
L) Three-Year Average Certification Rate within the first year of graduation. $(\sum M \div \sum L) \times 100$	<input type="text"/>			

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


<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: Three-years consecutive 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 percent 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:


Graduation and placement rates will be evaluated each academic year. The Program Coordinator will review these results and report them to administration, faculty and the advisory committee. The College and Advisory Committee consider graduate placement in relevant laboratory positions as an important outcome assessment of the program. Graduate placement serves as an important benchmark as to whether or not the program is meeting the needs of the community with qualified entry level histology technicians.

The program will send surveys as a formal evaluations of graduates and employers of students that have completed the program. Feedback from employers is always positive tool used and indicates that graduates satisfactorily meet entry level competency. Being the only HST program currently in the state of Alabama, we anticipate meeting our community and regional needs for competent HT's as evidenced by our students' employment rate. If the occasion arises in which job placement becomes problematic, then an appropriate tool will be developed to determine the source and resolution of the problem.

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:

Each students reason for a halt in sequence is looked at to determine if this a program issue or if the circumstances are out of the control of the program.


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 "check" which successive years were used to determine Three-Year Averages.	<input type="checkbox"/> **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7/1/ ____ - 6/30 ____	7/1/ ____ - 6/30 ____	7/1/ ____ - 6/30 ____	7/1/ ____ - 6/30 ____
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 ÷ (B + C)) X 100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
*Three-Year Average Placement Rate (%): (ΣB ÷ (ΣB + ΣC)) X 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:

Graduates of the JSCC HST Program will be sent a survey to determine placement. Many students will report this prior to the graduate survey. Graduates can be hired with certificate pending (most facilities require certification within one year of employment). Students are surveyed before graduation, if a student is without a job upon graduation a note is made in the file and a follow up will take place. Due to the shortage of HT's in our area, placement rates should fall above the NAACLS benchmark and become a strong tool used for recruiting new students and the continuation of the program.

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.

N/A

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):

As noted in the program's HST Assessment Plan explained in Standard II.A., the various outcome measures will be used to analyze the program's effectiveness and the results of these analyses will be reviewed by the Advisory Committee, the program director, the HST Education Coordinator, and program faculty. Some of these measures are to be done annually, some monthly, some by semester, and some continuously. Should a deficiency in any of these measures be identified, the HST Program Director is primarily responsible for implementing the process to address and/or make a program change. To initiate a program change, the Director would make a proposal in a faculty meeting and the program faculty and HST Education Coordinator could concur or suggest revisions.

Any program changes that would require the Alabama Community College System or college approval would be presented first to the college's Curriculum Committee for final approval before implementation.

Accompanying Documentation for Self-Study: *Programs undergoing initial accreditation/approval 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, etc.).	N/A-initial program
Attach evidence of changes implemented due to outcomes measures review and evaluation, and documentation of ongoing evaluation of the effectiveness of such changes.	N/A-initial program

Standard III.A: Resources – General Resources


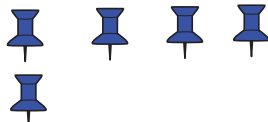
Contents of Narrative for Self-Study (See *Standards Compliance Guide* for required/suggested contents):

A class of twenty-one students may be admitted to the Program each fall semester. The HST faculty consists of two full-time faculty. One serves as the Program Coordinator and is only responsible for the administrative duties for the HST program. The other full-time faculty hold the position of the HST Education Coordinator. Other temporary L-19 faculty are employed as needed. The instructor/student ratio for online lecture classes are at a maximum of 1:21. Several sections of laboratory experiences are offered with each lecture class, with no more than a 1:8 instructor/student laboratory ratio.

Clinical personnel in affiliate institutions are responsible for instructions related to prescribed student performance and behavioral objectives, as well as for student supervision and evaluations, during the clinical phase of the program. Based on the number of available contractual agreement with clinical affiliates, the HST program can accommodate a maximum of 21 students. Many clinical affiliate laboratories will only accept one student per semester, so the typical ratio is one student to each clinical instructor. On occasion, the larger facilities may provide clinical rotations for several students but assign them to different areas keeping the 1:1 clinical ratio.

The HST program has an Alternate Status Policy which would be used in the event there are more students than there are clinical slots.

Accompanying Documentation for Self-Study:

Documentation	Information/Files
Number of students admitted each year	Not to exceed 21
Admission date (s)	Fall Semester
Instructor to student ratio (s) for lectures	1:21
Instructor to student ratios for student laboratory (if applicable)	1:8
Instructor to student ratios for clinical laboratory (if applicable)	1:1
Attach relevant staff position descriptions	
Attach program evaluation information/data used to evaluate resource adequacy as part of continuous program evaluation	

Standard III.B: Resources – Financial Resources


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

The College provides adequate funding for operation of the Histologic Technician Program. The Program is under the auspices of Health-Related Programs and, thus, is administered financially by the Associate Dean of Health -Related Programs, in cooperation with the HST Program Coordinator.

The department's budget is developed each Summer for the following academic year. A unit strategic plan is submitted every three years with projections for the HST departmental needs. Each spring the units goals may be amended as needed. At the time of budget development, the HST Program Director is required to submit requests for staffing, supplies, equipment, audio-visual materials, computer software or hardware, and support expenses such as accrediting agency memberships, tutorial subscriptions and examination reporting fees. The Associate Dean reviews all budget requests, and may make revisions based on directives from the Colleges administration or state agencies in regard to changes in overall funding.

Expenditures for the program are initiated by submission of a requisition for approval to the Associate Dean. Approval is generally granted since expenditures are planned in advance for inclusion in the departments budget for any given year. Funds for program operation are derived from General Funds designated for operation of all academic departments at the College. Periodically, supplemental funding to the division budget may be provided by grants or special funding sources.

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)	


Standard III.C: Resources – Physical Resources

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

See attached narrative



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):

The primary publications that include the description of the items required by the Standard are included the Jefferson State Community College Catalog and Student handbook. This handbook is provided to current and prospective student on the JSCC College website.





The primary HST publications include the HST Student and Clinical Handbook, HST Program brochure, and HST Program Application Application. These publications can be found on the HST Program webpage and may also be requested and emailed to current and prospective students upon request.

The HST Clinical Evaluation Packet is provided to students at the time of clinical assignment and orientation. All policies required by the standard and general clinical policies are also located in the HST Student Handbook so that they are available to current and prospective students.























All Handbooks are attached below and the pages where the information is found can be located in the provided matrix

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

Please label each attachment per item required.

Documentation	URL and/or Files
College Catalog	https://www.jeffersonstate.edu/wp-content/uploads/2022/07/JSCC-2022-2023-Catalog-and-Student-Handbook.pdf
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.

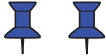

Items	URL and/or Files
Program Mission Statement	
Program Goals and Graduate Competencies	Included in program mission statement document
Programmatic Accreditation/Approval Status including NAACLS contact information	  
Results of external certification outcomes, graduation rate outcomes, and placement rate outcomes of the last three active years	N/A initial program
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):

The Banner Document Management system and the Alabama Community College System (ACCS) maintain all permanent records of admission, testing, and grades. In addition, the JSCC HST Program Coordinator maintains student records in a locked filing cabinet. The student files maintained in the department contain the initial application with essential functions, Immunization records, counseling/advising records, skill competencies, clinical evaluations and all signed HST Handbook orientation sheets.

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):

On the first class meeting of the first year students, they attend a mandatory orientation to the JSCC HST Program. They are given handbooks that the HST Program and Education Coordinator covers from front to back. One of the policies provided to them is the Student Safety and Health Policy here at JSCC. Students in HST 110 Introduction to Histology complete medtraining tutorials as a part of their safety training. Prior to their first on campus lab in HST 120 Histology, students get additional lab safety training and is evidenced by a sign sheet.


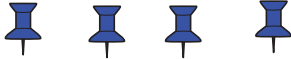
Since JSCC is a community college no formal health services are available at the JSCC facility. For emergencies we have a fire department located at the corner of our campus and a call to 911 will get immediate response. The building has a defibrillator available on site. In addition, clinical facilities request that students show proof of health coverage to cover any expense associated with accidents or exposure while in clinical rotations. If an accident occurs in the classroom with faculty or students, and Incident Report Form is filled out in entirety and the HST Program Coordinator signs it. If the incident occurs with a student, the student receives a copy, the program coordinator keeps a copy for the students file. Students are advised for medical treatment and a follow-up is done by the HST Program Coordinator. If an accident occurs while at a clinical facility, the student is instructed to immediately report it to the clinical liaison and/or the supervisor, as well as have it documented at the facility. In addition, the HST program coordinator is to be notified, who will follow-up with the student and obtain the documentation of the incident from the clinical facility. A copy is kept in the students file.

PPE including barrier proof lab coats, gloves, face-shields, and goggles are provided to students and instructors. Both entrance doors to the classroom/lab have posted notice of no eating or drinking due to bio-hazardous materials being utilized in the classroom. Instructors enforce this policy. Students and instructors are not allowed to wear open toed shoes in the classroom/lab.

The clinical facilities enforce the safety practices with students while on clinical rotations. Students are provided with PPE during their clinical rotations. Most of the clinical facilities require the students to attend a hospital orientation before they can begin clinical rotation. Hospital safety practices are covered in the orientation, as well as lifting procedures, and other safety concerns such as fire codes etc.

If a medical emergency arises that needs immediate critical care, our policy is to call 911 for an ambulance transport to the nearest hospital. The student is responsible for the cost involved in treatment.

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: Operational Policies – Fair Practices

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

Standard V.A.
 Student recruitment- JSCC HST Program participates in health career fair opportunities sponsored by the college. At these fairs brochures and information about the program is distributed. Upon request the HST program will assist in high school tours of the campus and our program. All visiting students are informed of the process for application/admission. Career fair participation and program information may also be requested by our affiliating clinical affiliates.
 Application for admission to the HST program is provided in the program brochure, HST program website and college catalog. HST ranking forms are provided so all applicants can be aware of their application status.
 Faculty recruitment non-discriminatory policies can be found on the human resources website
 All recruitment and admission documentation contains non-discriminatory statements
 Standard V.D.
 The HST department has a plan that would be submitted to NAACLS within 30 days of temporary or permanent closure announcement



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

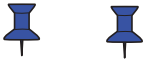
Standard V.B - Accompanying Documentation for Self-Study:

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	https://www.jeffersonstate.edu/about-jscc-2/about-jscc-equal-opportunity-statement/ 

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):

JSCC HST Service work policy contains provisions for both performing service work and conditions for working as a paid employee


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):

JSCC HST Service work policy contains provisions for both performing service work and conditions for working as a paid employee

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/Approval – Program/Sponsoring Institution Responsibilities


This Standard involves the administrative requirements for maintaining accreditation/approval 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):


The program director (coordinator) is a medical laboratory professional that has earned a master’s degree in Allied Health Sciences and holds the MT(ASCP) credential. I began working in the clinical laboratory in 1980 and began teaching as adjunct faculty at Jefferson State in 1997. I have extensive accreditation knowledge and attended NAACLS workshops in 2006 and 2013. I presented the NAACLS workshop in Houston in 2018. I have served in many volunteer opportunities with NAACLS since 2001 in roles such as VIP mentor, and over 40 self-study reviews and site visits. I am currently completing two terms on the RCAP committee serving in roles to include vice-chair, chair, MLT discipline lead and committee member.

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



Documentation	URL and/or Files
Submit notification from NAACLS indicating program director approval.	
If notification of program director approval is unavailable, please provide the following: 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. *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>	

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

The program director(coordinator) is a MLS professional and does not have the HT credentials and is not responsible for any instruction in the HST program. The program coordinator is responsible for the organization, administration, evaluation, continuous quality improvement, curriculum planning and development, directing other program faculty/staff, and general effectiveness of the program. The program coordinator annually participates in the budget preparation process as required by the college and reports directly to the Associate Dean of Health Related Programs. The coordinator does maintain 36 hours of documented continuing professional development every 3 years, usually more than 36 hours in the laboratory sciences. The program coordinator is expected to maintain NAACLS accreditation standards and submit all reporting as required. All required college reporting is also submitted by the coordinator. The coordinator is given 1 class release per semester to accomplish administrative responsibilities. Additionally the coordinator is responsible for overseeing the instruction of all full and part-time instructors and assigning duties as necessary. Clinical responsibilities are primarily handled by the programs' Education Coordinator but when needed the program coordinator will step in to help. All student disciplinary actions are reviewed and addressed by both coordinators and reporting of disciplinary actions to the associated dean as required by the college.




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

The Program Coordinator has a faculty appointment as a full-time salaried employee in the histology program at the sponsoring institution.

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

Documentation	URL and/or Files
Attach documentation of faculty appointments (or equivalent) for the Program Director (letters of appointment, college web pages, catalog listing, etc.). Language found in affiliation agreements 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):

Lamar Jones was hired as the full-time histology Education Coordinator/Instructor beginning Spring semester 2022. He currently was serving as a part-time employee. Beginning with the 2022-23 school year, Lamar as a full-time faculty member will submit an Individual Action Plan (IAP) and is allocated a professional development annual allowance to attend workshops/seminars/conventions and professional meetings. Other professional development funding can be requested through grants or special funding.

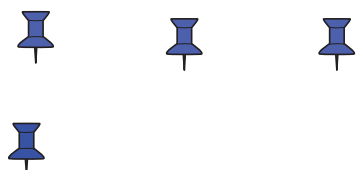
Instructors maintain and document their continuing education as part of their employee requirements. Many of their CE credits are from teleconferences and webinars sponsored by professional organizations and/or lab equipment and supply manufacturers. They are also offered employer-based in-service offerings and employer-provided Internet formats (such as Medialab and Medtraining).




Examples of Student course evaluations (Class Climate Surveys) and Teaching observations are attached. Yearly Instructor evaluations are performed by the program coordinator as required by the college.

Additional Part-time instructors will be hired as needed.

The clinical liaisons for each of the program's affiliated clinical sites are qualified per required standards. They are medical laboratory professionals who demonstrate the ability to effectively coordinate clinical experiences of the program's students. They have knowledge in the policies and practices of the JSCC HST program and have at least one year of experience as a medical laboratory professional. Each clinical site liaison is listed on the respective Clinical Facility Fact Sheets in Standard ID, listing their name, position, credentials, education, length of experience in clinical laboratory, and the types of positions they've held in the field. They are responsible for coordinating the students' clinical instruction and maintaining effective communication with the program director and/or education coordinator.

Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
<p>Attach Didactic Faculty Fact sheets 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>All HST instructors are required to complete CEU activities relevant to the courses they teach. The college supports FT employee request for CEU opportunities through IAP request. PT employees will utilize MediLab or Medtraining. Those working in the field may have CEU provided by hospital employers.</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):

The HST Advisory Committee met initially as a group on 7/20/21 prior to our first HST class admission. This meeting was primarily informational with review of overall program details. Jefferson State Community College requires that advisory committees meet as a formal body twice yearly as required by the Alabama Community College System. Typically meetings are held on campus or via zoom. In the spring of 2022 we held a meeting on campus so that the advisory committee could tour the completed HST laboratory space. Fall 2022 meeting will be held via zoom and the spring 2023 meeting back on campus. We will be able to discuss benchmarks and assessment at the spring meeting upon completion of a complete HST cohort. The HST Program depends upon the guidance of the Advisory Board concerning issues such as:

1. which laboratory tests should be deleted from the curriculum
2. which concepts need to be emphasized or added to the curriculum
3. which laboratory tests should be added to the curriculum
4. satisfaction of employers with the graduates of the program
5. satisfaction of clinical sites with the assigned students
6. laboratory skills that should be mastered by students while at the college
7. number of hours or days the student should spend in each rotation at the clinical site for the clinical experience
8. laboratory skills that should be mastered by students while at the clinical sites
9. keeping the HST Program informed of policies concerning employment

The HST Program will consult with the board members throughout the year, in their advisory role. Individual members of the Advisory Board are invaluable to the program in their advisory capacity also. The HST faculty depend upon their knowledge and expertise to keep course content current. The members will save outdated reagents and test kits for the HST Program and are also a source for clinical specimens.

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):

The College and the Program Coordinator are responsible for making sure that Standards I.D.1 a-g and I.D.2-I.D.5 are met. These are described in the attached narrative below. In addition M. Lamar Jones has a college appointment as full-time HST Education Coordinator (EC)/Instructor. He has served as both Program Director and Education Coordinator at previous institutions. His primary responsibility is curriculum development and at this time is the only HST instructor. His knowledge of the profession has been a valuable attribute as we have worked through this accreditation process together. Lamar is always timely in providing the program coordinator the necessary documents and information so that budgeting, program assessment and curriculum delivery deadlines are met.

As the Education Coordinator he is responsible for collaborating with the Program Director on curriculum content and making sure that all content will fulfill the Standards set by NAACLS. The EC is responsible for all student records being up to date and complete. The EC also serves as the Didactic Faculty and is the students' main go to person and works closely with the clinical liaisons to coordinate the students clinical rotation.

Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Submit a completed Faculty Fact Sheet for the Education Coordinator	
Submit notification from NAACLS indicating approval of the Educational Coordinator	
If notification of Educational Coordinator approval is unavailable, please provide the following 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):

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Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Attach a completed Faculty Fact Sheet for the Medical Director	
Submit notification from NAACLS indicating approval of the Medical Director	
If notification of Medical Director approval is unavailable, please provide the following curriculum vita for the Medical Director, providing evidence of knowledge of current NAACLS accreditation procedures and certification procedures	
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):

The curriculum for the HST Program is designed to fulfill graduation requirements for the Associate in Applied Science (AAS) Degree from JSCC; and is explained in the attached narrative.



Accompanying Documentation for Self-Study:

Documentation	URL and/or Files
Provide a completed Standard VIII Matrix* that identifies where items listed in Standard VIII.A are addressed within the curriculum *https://www.naacls.org/getattachment/67f23688-5574-449e-8d15-cfb45deb85a7/Standard-VIII-Matrices-2015.aspx	
Attach a program schedule that includes the sequence of courses and student clinical assignments: 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> FOR HTL, HT Provide examples of how each course addresses histopathology applications	        
Submit a list of required prerequisite coursework	  

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

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

Students in the Histologic Technician Program must complete the general education courses required for the associate degree in applied sciences. Pre-requisites for admission includes basic English, Math and Science courses. The sciences prepare or provide the foundation for learning more technical information concerning body systems at a microscopic level. During their didactic portion of the program they are learning the theory and methodology for creating a high quality microscopic slides for diagnosis. At the same time they are in student labs, seeing the actual process that is involved with the specimen from the time that it is received in the laboratory (grossing) until it becomes a microscopic slide through processing, embedding, microtomy and staining. The student will not only know how different equipment works and how stains come in many varieties but they will be able to perform those tasks on their own while progressing through their technical training. The student is also able to observe a wide variety of specimens provided by laboratory sources in the area. Learning both the didactic information and being able to see it in action is invaluable.


The JSCC HST didactic instruction utilizes many different learning theories. Most HST courses present materials through online lecture/discussion format, on campus student lab assignments, and online tutorials.

The processing of information using the hospital and laboratory information computer systems is a part of the student's experience on clinical rotations. Specimen receiving and processing to the final microscopic slide is a part of all clinical rotations as well as in the classroom lab. Laboratory safety and regulating compliance is enforced in all HST courses in order to prepare the student for compliance in hospital settings.

Before students can enter the clinical rotations, they must show a competency of a "C" or better in all HST coursework and have attended and completed a clinical rotation orientation given by the HST Education Coordinator. In the last semester, students are given the opportunity to perform all histology duties while in clinical rotations.

The competency levels for entry level have been defined in the preamble of the NAACLS Standards of Educational Programs for the Histotechnician. Upon completion of the HST program, students will meet all entry level competencies of the profession. The hope is that the didactic knowledge makes a big impact on the practical application in the clinical setting, making the profession more interesting and valuable to the student. In addition, the application helps the student in passing the certification exam, where competency is evaluated.

Accompanying Documentation for Self-Study:



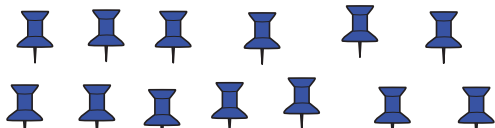
Documentation	URL and/or Files
Attach program policies regarding students performing procedures under qualified supervision (See <i>Standards Compliance Guide</i> for suggested documents)	

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




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

The HST Student handbook is given to the students during a mandatory program orientation. The HST student handbook clearly states the criteria for pass, fail, and progression in the program. In addition, each course syllabi restates the criteria. Students are tested frequently in the program through 3-4 major exams. The attached syllabi's show the testing frequency for all HST courses. Instructors perform item analysis after each exam to make sure that content on exam questions can be found in the instructional materials or modify either curriculum or exam as needed. Yearly, the college requires a program assessment to include program outcomes, student learning outcomes and outcomes for each HST course. The results are presented to the advisory committee for recommendations for any changes in curriculum as needed. Results and changes indicated from this assessment are incorporated into the Standard II.C. program change document.

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	Course Goals are located in the syllabus
Measurable objectives in the cognitive, psychomotor, and affective domains	
Evaluation systems that correlate with objectives	<p>HST 120 Exams are built into Blackboard. Images did not copy but all evaluations will be available for site visit review</p> 

Standard VIII.A for Approved 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.nacls.org/getattachment/67f23688-5574-449e-8d15-cfb45deb85a7/Standard-VIII-Matrices-2015.aspx</p> <p>FOR PBT include:</p> <ul style="list-style-type: none"> • A list of required prerequisite course work, if applicable • 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 	

<p>documentation of how each course addresses a variety of collection techniques, contact with various patients in a variety of settings, and a minimum of 100 hours of applied experiences and 100 unaided collections</p> <ul style="list-style-type: none"> • Document where items in Standards VIII.A1-6 are included within the program curriculum Suggested documentation may include: <ul style="list-style-type: none"> ○ course syllabi that include schedules and objectives ○ objectives for the didactic and clinical aspects of the program that address the cognitive, psychomotor, and affective domains ○ course examinations ○ program schedules <p>FOR CA include:</p> <ul style="list-style-type: none"> • A list of required prerequisite course work, if applicable • 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 • Document where items in Standards VIII.A are included within the program curriculum. Suggested documentation may include: <ul style="list-style-type: none"> ○ course syllabi that include schedules and objectives ○ objectives for the didactic and clinical aspects of the program that address the cognitive, psychomotor, and affective domains ○ course examinations ○ program schedules 	
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Standard VIII.B for Approved 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
Submit documentation that didactic and clinical curricula provide sequenced learning experiences necessary to achieve entry level competencies (See <i>Standards Compliance Guide</i> for suggested documents)	

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

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

Accompanying Documentation for Self-Study: (See *Standard Compliance Guide* for suggested documents)

Documentation	URL and/or Files
Describe the evaluation system(s) utilized by the program to assess the effectiveness of instruction, frequency of use of the various evaluation tools, and how the results of evaluation are utilized in program evaluation and revision	
Attach policies and procedures for student and faculty evaluation	
Provide evidence of feedback from evaluations in determining program effectiveness	
Provide evidence of programmatic curriculum improvements and changes made in response to systematic program review	

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	

Name of Preparer:

Candy Hill MAEd.,MT(ASCP)

Signature of Preparer:



Date:

9/14/2022