

Program Checklist

Please identify the location of requested documentation by providing the digital file name and page number of the item in the self-study.

| Introduction Section | Location of Item | Reviewer Notes |
|--------------------------|------------------|----------------|
| Program Data Form | pg: | |
| Site visit authorization | pg: | |

| Standard A: Administration | | | |
|---|---|---------------------------|----------------|
| Standard | Item(s) due | Location | Reviewer Notes |
| A1.1 The institution sponsoring a nuclear medicine technology program must be an accredited <i>post-secondary</i> academic institution, an accredited hospital/medical center or a branch of the US Armed Forces. If applicable, the institution must be authorized under applicable state law or other acceptable authority to provide a post-secondary educational program. | Institutional accreditation State authorization (If applicable) | pg: pg: | |
| A1.2 When multiple institutions collaboratively sponsor a program it shall be called a <i>consortium</i> . All institutions in the consortium must meet one of the criteria in A1.1. The responsibilities of each member institution must be clearly documented in a formal contract or memorandum of understanding that delineates responsibility for all aspects of the program... | Narratives Agreement or contract Organizational chart | pg: pg: pg: | |
| A1.3 Entry-level programs culminating in a master's degree must be sponsored by the educational institution that awards the graduate degree. | Only add if not addressed in A1.1 accreditation document | pg: | |
| A2.1 The sponsor must be capable of providing required prerequisite and co-requisite courses or have a process for evaluating and accepting transfer credit for these courses from other regionally or nationally accredited educational institutions. | Narratives Transfer of credit policy | pg: pg: | |

| Standard | Item(s) due | Location | Reviewer Notes |
|--|--|---------------------------|----------------|
| ensure students receive accurate and timely advisement prior to entering the NMT program and upon transfer of professional coursework from the program to the academic affiliate for degree completion. | Process used to ensure equivalency and adequacy of clinical education | pg: | |
| A3.3 The program must ensure there is a current, duly executed affiliation agreement between the sponsor and each clinical affiliate. An agreement must identify the roles and responsibilities of all parties; specifically address student supervision and student liability; and provide adequate notice of termination of the agreement to minimize the impact on the clinical education of students. | Narrative: <i>Note: content of agreements reviewed on affiliate checklist</i> | pg: | |
| A3.4 The program must ensure there is a current, duly executed affiliation agreement between the sponsor and each academic affiliate. The agreement must identify the roles and responsibilities of all parties. It must delineate the credits the academic affiliate will award for completion of the NMT program, the degree to be awarded, and the process whereby the transfer of credits is accomplished. | Narratives <i>Note: content of agreements reviewed on affiliate checklist</i> | pg: | |
| A3.5 When a clinical affiliate is utilized by more than one nuclear medicine technology program, each program and the clinical site must negotiate and sign an affiliate sharing agreement then adhere to the terms of the agreement to ensure the maximum student capacity at the affiliate is not exceeded. | Narratives Form A Sharing Agreement Review <i>Note: content of agreements reviewed on affiliate checklist</i> | pg: pg: | |
| Standard B: Resources | | | |
| B1 The sponsor must provide sufficient resources to ensure achievement of the program’s mission and student learning outcomes. Resources must include, but are not limited to: faculty; clerical and support staff; finances; offices, classroom and laboratory facilities; library, technology and educational resources clinical affiliates. | Narratives Letter from administrator | pg: pg: | |
| B2.1 Program Director <u>A. Duties</u> The PD: full-time appointment at the sponsoring institution; effective in program administration and assessment, curriculum design, instruction, student evaluation, and academic advisement; effective in the supervision and coordination of the CC(s) and other faculty; | Narratives PD job description Form C Resumé and proof of current certifications | pg: pg: pg: | |

| Standard | Item(s) due | Location | Reviewer Notes |
|--|--|---|----------------|
| devote sufficient time to the program to demonstrate that all educational and administrative responsibilities are met. <u>B. Qualifications</u> The PD must be a NMT knowledgeable of current NMT and educational methodology. The PD must: hold a master's degree from an accredited academic institution, hold certification and registration in NMT, have a minimum of four years post-certification NMT experience, and have at least one year experience teaching in the didactic and/or clinical setting of a NMT program. | Institutional form(s) used to evaluate the PD | pg: | |
| B2.2 Clinical Coordinator <u>A. Duties</u> The CC must be responsible for all aspects of the clinical education portion of the program, including organization, ongoing review and revision, planning for and development of clinical affiliates, and the general effectiveness of the clinical education experience. The PD may assume the responsibilities of the CC. There must be evidence that sufficient time is devoted to the program by the CC so that his or her educational and administrative responsibilities are met and students are supervised throughout the program's clinical education experiences. <u>B. Qualifications</u> The CC must be a NMT knowledgeable of current NMT. The CC must: hold a bachelor's degree from an accredited academic institution, hold certification and registration in NMT, and have a minimum of two years post-certification NMT experience. | Narratives CC job description Form C Resumé and proof of current certifications Institutional form(s) used to evaluate the CC | pg: pg: pg: pg: | |
| B2.3 Instructional Faculty <u>A. Duties</u> Instructional faculty must demonstrate effectiveness in teaching courses, supervising laboratory experiences, evaluating student achievement, and developing curriculum. Faculty must also participate in program policy and procedure formulation and the assessment of program effectiveness. <u>B. Qualifications</u> Instructional faculty must be qualified by education, certification and/or experience to teach assigned courses at a level appropriate for nuclear medicine technology students. <u>C. Programs at the master's degree must ensure that faculty teaching in graduate-level courses or mentoring graduate projects meet institutional graduate faculty policies.</u> | Form D Instructional Faculty P/P on graduate faculty qualifications | pg: pg: pg: | |

| Standard | Item(s) due | Location | Reviewer Notes |
|--|--------------------------------|---|----------------|
| D. Programs containing an embedded diagnostic CT program must ensure that at least one faculty member is credentialed in diagnostic CT. | Reviewers will refer to | pg: Form D | |
| B2.4 Administrative Support Staff There must be sufficient administrative and clerical support staff to enable the program to meets its published mission. | Narratives | pg: | |
| B3 Affiliate Education Supervisor | Information in affiliate files | | |
| B4.1 Clinical component of the program shall provide an environment for supervised, competency-based clinical education and offer a sufficient and well-balanced variety of procedures. NM (and CT) equipment that is accurately calibrated, in working order, and meeting applicable national and state standards must be available. If a single clinical affiliate is unable to provide all clinical education competencies, rotations through additional recognized clinical affiliates is required. | Narratives | pg: Information in affiliate files and noted on those checklists | |
| B4.2 Student capacity of a program is based on the ability of clinical affiliate resources to provide experiences that develop the clinical competence of all students. | Narratives | pg: Form E Student Capacity pg: | |
| B5 Clinical education may only occur at facilities recognized by the JRCNMT through the affiliate application process initiated by the program. | Assessed at site visit | | |
| Standard C: Curriculum | | | |
| C1 The program must create and follow a master educational plan. The plan should contain sufficient detail to support program continuity when there are changes in faculty. The plan should include the following: a. mission and student learning outcomes of the program with description of how they integrate with the mission and goals of the institution b. curriculum sequence with rationale for course organization c. course syllabi that include: course title and number, course description, credit or clock hours, instructor(s), texts and other reading assignments, outline/agenda of | Narrative | pg: Item (a) in plan pg: Item (b) in plan pg: Item (c) no syllabi included here | |

| Standard | Item(s) due | Location | Reviewer Notes |
|--|--|--|---|
| <p>topics, learning and/or performance objectives, methods of student assessment and their weighting in course grade computation and grading scale.</p> <p>d. clinical education schedule template and guidelines for making clinical assignments, which demonstrate that all students will have the opportunity to meet required competencies</p> <p>e. explanation of how the didactic curriculum correlates with the clinical curriculum</p> <p>f. tools used to assess student attainment of clinical competencies</p> | <p>Item (d) in plan</p> <p>Item (e) in plan</p> <p>Item (f) in plan</p> <p>Policy/template for syllabi</p> | <p>pg:</p> <p>pg:</p> <p>pg:</p> <p>pg:</p> | |
| <p>C2 The program must provide a student handbook, clinical course syllabi, and student assessment documents to each AES. Orientation to the documents and expectations of clinical affiliates should be provided by the program.</p> | <p>Narratives</p> <p>AES training agenda/manual</p> | <p>pg:</p> <p>pg:</p> | |
| <p>C3 General education and basic science coursework must be of adequate depth and scope, and appropriately sequenced, to provide a foundation for the SLOs of the program. Credit-bearing, college-level courses are required in: a) chemistry with lab, b) human anatomy and physiology (two courses, each with lab), c) mathematics, d) physics and e) written communication.</p> <p>Programs at the master's degree level must require sufficient coursework to support the professional curriculum. A baccalaureate degree must be conferred during the program if it is not a requirement for admission.</p> | <p>Narratives</p> <p>Form F General Educ/Science</p> <p>Prereq course descriptions (If applicable)</p> <p>Additional prerequisites for graduate programs</p> | <p>pg:</p> <p>pg:</p> <p>pg:</p> <p>pg:</p> | |
| <p>C4.1 The professional NMT curriculum shall include the following didactic content areas: a) patient care, b) cross-sectional anatomy, c) NM statistics, d) NM and radiation physics, e) radiation biology, f) radiation safety and protection, g) NM instrumentation, h) QC and QA, i) medical vocabulary, j) diagnostic NM procedures, k) therapeutic NM procedures, l) PET, m) CT, n) hybrid imaging, o) radiopharmacy & pharmacology, p) medical ethics and law, q) healthcare administration, r) health sciences research methods, s) medical informatics and t) oral communications.</p> <p>Programs offering a master's degree must provide additional professional content in topics.</p> | <p>Narratives</p> <p>Form G1 NMT Didactic Curriculum</p> <p>Form H Add'l Content (Grad programs only)</p> <p>Syllabi requested</p> <p>Graduate syllabi</p> | <p>pg:</p> <p>pg:</p> <p>pg:</p> <p>pg:</p> <p>pg:</p> | <p>Be certain to evaluate whether syllabi meet requirements in Std. C1c</p> |

| Standard | Item(s) due | Location | Reviewer Notes |
|--|--|---------------------------------|----------------|
| Radionuclide Therapy Supplement Questions | Narratives 1 - 5 | pg: | |
| C4.2 Programs with embedded diagnostic CT education shall include the following didactic content areas: a) CT physics, b) CT instrumentation, c) CT procedures, d) contrast media (contra)indicates/administration/adverse reactions, e) radiation safety specific to CT, f) CT dose measurement & dose reduction, g) CT quality control. | Narratives Form G2 CT Didactic Curriculum Objectives, course outlines & evaluation criteria for all CT content areas | pg: pg: pg: | |
| C5 The program shall include opportunities for students to develop personal and professional attributes and values relevant to clinical practice. These attributes include: a. problem-solving, critical-thinking and decision-making skills; b. participating as an effective member of an inter-professional healthcare team; c. showing respect for diversity; and d. demonstrating responsibility and ethical principles. Programs offering a master's degree must identify and provide mechanisms for students to develop additional personal and professional attributes beyond those listed above. | Narratives Documentation of item a Documentation of item b Documentation of item c Documentation of item d Add'l in grad program | pg: pg: pg: pg: pg: | |
| C6 Supervised, competency-based clinical education shall include the following: a) patient care and patient recordkeeping; b) radiation safety techniques; c) participation in a QC; d) prep, calculation, identification, administration (where permitted), and disposal of radiopharmaceuticals and the performance of radionuclide QC procedures; e) prep, calculation, identification, administration (where permitted), and disposal of adjunctive medications necessary to performance of the NM procedure; f) performance of an appropriate number and variety of diagnostic NM procedures, including general imaging, nuclear cardiology and PET/CT, to achieve desired clinical competencies; g) observation and assistance with an appropriate number and variety of therapeutic NM procedures to achieve desired clinical competencies; and h) interaction with interpreting | Narratives Clinical rotation schedules for one cohort (Including dx CT if applicable) List of affiliates with types of clinical education provided (Including dx CT if applicable) | pg: pg: pg: | |

| Standard | Item(s) due | Location | Reviewer Notes |
|--|---|---|----------------|
| <p>C6 continued: physicians to develop an understanding of the clinical correlation of NM procedures with other diagnostic procedures.</p> <p>i)preparation, dose calculation, contrast selection, administration (where permitted) of contrast media necessary to the performance of CT procedures; j) performance of an appropriate number and variety of diagnostic CT procedures to achieve desired clinical competencies; k) interaction with interpreting physicians to develop an understanding of the clinical correlation of CT procedures with other diagnostic procedures.</p> <p>Programs offering a master's degree with expanded clinical experiences must identify competencies unique to these experiences and provide supervised activities in which students may obtain the competencies.</p> | <p>Competency/evaluation forms</p> <p>Add'l graduate competencies</p> | <p>pg:</p> <p>pg:</p> | |
| <p>C7 An accredited NMT program includes didactic, laboratory, and clinical experiences that develop student competence in the items included on the <i>Competency List</i>. The program must confirm student competence on each item prior to graduation.</p> <p>Programs with embedded diagnostic CT education shall include didactic and clinical education experiences that develop student competence in the items included on the Diagnostic CT Competency List. The program must confirm student competence on each item prior to graduation.</p> | <p>Narratives</p> <p>Form I1 NMT Competency Confirmation</p> <p>Form I2 CT Competency Confirmation</p> <p>Competency policy</p> | <p>pg:</p> <p>pg:</p> <p>pg:</p> <p>pg:</p> | |
| Standard D: Assessment | | | |
| <p>D1 Measurement of a program's effectiveness is based on the extent to which it achieves its mission and student learning outcomes. The program must demonstrate a systematic and sustained assessment process that is used to enhance student learning outcomes and program effectiveness.</p> | <p>Narratives</p> | <p>pg:</p> | |
| <p>D2.1 A program must identify student learning outcomes that clearly state the knowledge, skills and/or attitudes students are expected to obtain at the course and program level (NMT & CT if applicable). Assessment measures must be established by the program for each learning outcome.</p> | <p>Narratives</p> <p>Screenshot of published SLOs</p> | <p>pg:</p> <p>pg:</p> <p>pg:</p> | |

| Standard | Item(s) due | Location | Reviewer Notes |
|---|---|----------------------------------|--|
| <p>Programs offering a master's degree must identify additional learning outcomes and associated assessment measures that address the additional curriculum associated with the graduate degree.</p> <p>AND</p> <p>D2.2 Clinical and didactic evaluation of students shall be based on the learning outcomes and competencies identified in course syllabi.</p> | <p>Course-level SLOs for one clinical & one didactic course with correlation to evaluation Add'l SLOs for grad program</p> <p><i>Past copies of Form J will be reviewed</i></p> | pg: | |
| <p>D2.3 Programs must implement a student assessment process in didactic and clinical courses that utilizes formative and summative assessment techniques to provide students and program officials with timely indication of student progress and academic standing while remediation is still possible.</p> | <p>Narratives</p> <p>Form K</p> <p>Student remediation policy</p> | <p>pg:</p> <p>pg:</p> <p>pg:</p> | <p><i>Evaluate syllabi in C4 & C6 to determine if assessment meets this standard</i></p> |
| <p>D3.1 Assessment of program effectiveness must, at a minimum, document the regular collection and analysis of the following quantitative and qualitative data. Justifiable benchmarks for each quantitative assessment parameter should be established by the program, with the exception of the national certification exam benchmark, which is identified by the JRCNMT in Standard D3.2.</p> <ol style="list-style-type: none"> graduation rate graduate performance on the national certification examinations job placement of graduates faculty retention student assessments of individual didactic courses, clinical experiences, and faculty AES assessment of student performance graduate assessment of program effectiveness employer assessment of graduate preparedness to enter the workforce Advisory Committee feedback (refer to D3.3) affiliate visit notes from the PD and/or CC; a minimum of two visits per year to each clinical affiliate in use is expected. (CT also, if applicable) | <p>Narrative</p> <p>Graduate Achievement Rpt (Provided by JRCNMT)</p> <p><i>Past copies of Form L will be reviewed</i></p> <p>Sample clinic visit notes from past 12 months</p> | <p>pg:</p> <p>pg:</p> <p>pg:</p> | |

| Standard | Item(s) due | Location | Reviewer Notes |
|--|---|--|----------------|
| <p>D3.3 Programs must have an Advisory Committee (AC) that includes each AES, along with any other members the program chooses to appoint. On an annual basis, the program shall hold a meeting to apprise the Committee of program issues and ask for feedback to improve the program's policies, procedures and curriculum. Meetings must be live (in-person, conference call, webinar and/or other real-time, interactive medium) and minutes must be prepared.</p> <p>Programs with embedded diagnostic CT education must appoint a member to the AC to represent this area of clinical practice.</p> <p>Programs offering a master's degree must appoint additional members to the AC to represent the expanded professional curriculum.</p> | <p>Narratives</p> <p>AC roster</p> <p>Minutes from last two AC meetings</p> <p>Program with CT – Add'l AC member on roster</p> <p>Graduate program - Add'l AC members on roster</p> | <p>pg:</p> <p>pg:</p> <p>pg:</p> <p>pg:</p> <p>pg:</p> | |
| <p>D3.4 The results of ongoing assessment must be appropriately reflected in the curriculum and other dimensions of the program. In particular, the program must systematically document the application of assessment results in the process of program improvement.</p> | <p>Narratives</p> | <p>pg:</p> | |
| Standard E: Operational Policies | | | |
| <p>E1.1 Published information, including academic catalogs, web pages, brochures and advertising must accurately reflect the program offered.</p> | <p>Narratives</p> <p>Samples from catalog, web, brochures</p> | <p>pg:</p> <p>pg:</p> | |
| <p>E1.2 The program must create and adhere to personnel and student policies that are congruent with institutional policies and consistent with federal and state statutes, rules, and regulations.</p> | <p>Narratives</p> <p>EEOC institution & admissions</p> <p>P/P on program-level policies</p> | <p>pg:</p> <p>pg:</p> <p>pg:</p> | |
| <p>E1.3 The admission process, including advanced placement, must be conducted in accordance with clearly defined and published practices of the sponsoring institution and program.</p> | <p>Narratives</p> <p>Information on application & advanced placement</p> | <p>pg:</p> <p>pg:</p> | |

| Standard | Item(s) due | Location | Reviewer Notes |
|---|--|----------------|----------------|
| E1.4 The following must be accurately stated, published, and available to students: a. policies on transfer of credit and credit for professional certification and prior work experience b. institutional academic calendar c. estimates of tuition, fees, and other costs related to the program d. policies and procedures for refund of tuition and fees e. required academic and technical performance standards for admission f. all graduation requirements, including academic credits necessary for program completion g. policies and procedures for student withdrawal, leave of absence, probation, suspension, and dismissal h. student appeal and grievance procedures to permit neutral evaluation and ensure due process i. disclosure that eligibility to take either national certification exam in CT requires certification in nuclear medicine technology, radiography or radiation therapy first. | Policies addressing: a. pg: b. pg: c. pg: d. pg: e. pg: f. pg: g. pg: h. pg: i. pg: | | |
| E1.5 Faculty grievances must be handled in accordance with clearly defined and published practices of the sponsor that are readily available to faculty. | Faculty grievance policy | pg: | |
| E1.6 Clinical assignments outside the normally scheduled clinical experience shall be justified by documenting their purpose. The document must be signed by student, AES and program representative. Specific learning outcomes and assessments must be developed to address the uniqueness of these clinical experiences. | Narratives P/P on special clinical assignments | pg: pg: | |
| E1.7 Policies and processes by which students may work in the NM department (or dx CT department if the program has an embedded CT program) while enrolled in the program must be published and made known to all concerned. Students may not assume the responsibility or take the place of qualified staff. Class credit cannot be awarded for clinical hours in which the student is an employee of the facility. | P/P on student employment in NM (or dx CT) while in program | pg: | |

| Standard | Item(s) due | Location | Reviewer Notes |
|---|---|----------------------------------|----------------|
| E1.8 Programs offering courses by distance education must have processes through which they can establish that a student who registers in such a course is the same student who participates in, completes and receives academic credit for the course. Student identity may be verified by methods including, but not limited to, secure log-in methodologies or proctored examinations. These processes must protect student identity and students must be informed of associated costs. | Narratives P/P on integrity in distance education | pg: pg: | |
| E1.9 The program is responsible for accurately stating and annually publishing data reflecting student achievement and program performance for public review. At a minimum this includes a link on the program's main web page to the Graduate Achievement Report posted on the JRC website. | Narratives Evidence of web link to JRC published graduate outcomes Any additional published graduate/program outcomes | pg: pg: pg: | |
| E2.1 Individual grades and credits for courses shall be recorded on a transcript and permanently maintained by the sponsoring institution. | P/P on transcript maintenance | pg: | |
| E2.2 Student records shall be maintained for admission, assessment, counseling/advisement, and disciplinary actions. Records should be maintained in compliance with federal, state and institutional regulations and should remain on file for a minimum of seven years (one accreditation cycle). Programs must determine if the sponsoring institution or its accreditor have policies requiring maintenance for more than seven years. | Narratives P/P on maintenance of records listed in this policy | pg: pg: | |
| E3.1 All students shall be informed of and have access to the student health care services provided by the sponsoring institution. | Narratives Sample info to students on student health P/P on student access to care while at affiliate P/P on needle-stick care and reporting | pg: pg: pg: pg: | |

| Standard | Item(s) due | Location | Reviewer Notes |
|--|---|----------|----------------|
| E3.2 The health and safety of patients, students, and faculty must be adequately safeguarded. | <p>Narratives pg:</p> <p>Policies on the following: clinical supervision pg:</p> <p>handling of radioactive materials in lab pg:</p> <p>Immunization requirements pg:</p> <p>Harassment pg:</p> | | |
| E3.3 The program must maintain compliance with federal and state radiation protection regulations. Radiation exposure records shall be reviewed with each student at regular intervals (not less than quarterly). Documentation of these reviews, including a dated acknowledgement by the student, must be maintained. | <p>Narratives pg:</p> <p>Dosimeter review documentation pg:</p> | | |
| E3.4 The program must ensure that all students, regardless of location, have equitable and timely access to faculty and student support services for assistance with academic matters and personal issues. | <p>Narratives pg:</p> <p>Guidance and counseling service evidence pg:</p> | | |