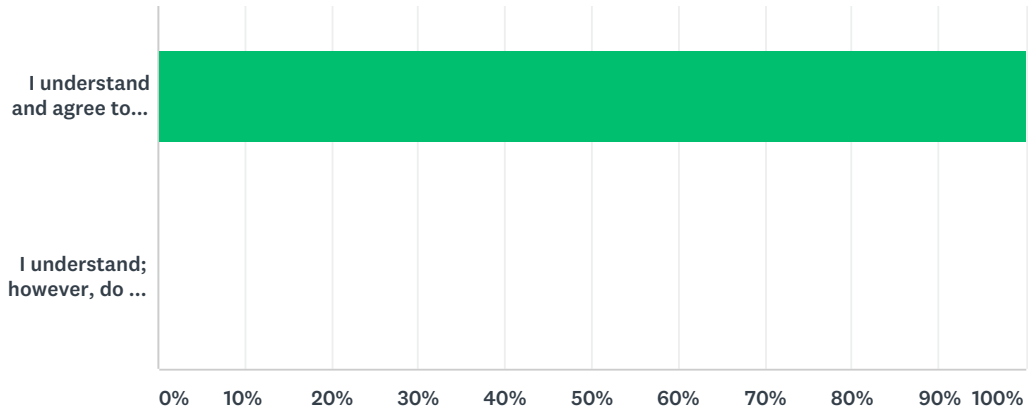


Q1 I understand that the results of this survey will be posted on the Standards Revision page of the main JRCERT Web site and choose to proceed. I also understand that if any identifying information is provided, the JRCERT will make every reasonable effort to redact such information. By continuing, I agree to the conditions of this survey.

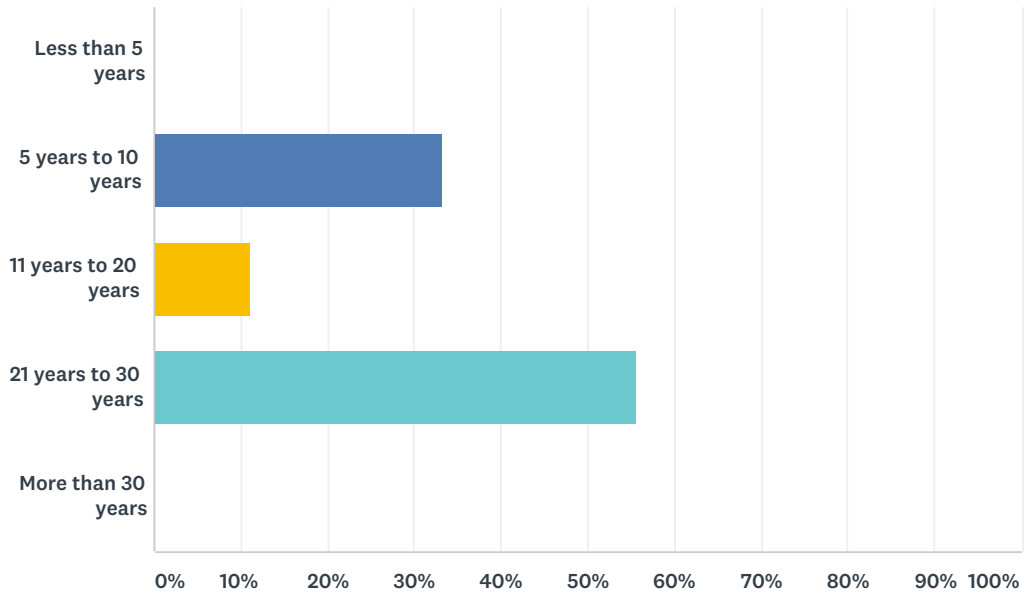
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
I understand and agree to proceed	100.00%	9
I understand; however, do not wish to continue.	0.00%	0
TOTAL		9

## Q2 Please identify the range that most reflects your total number of years in the profession:

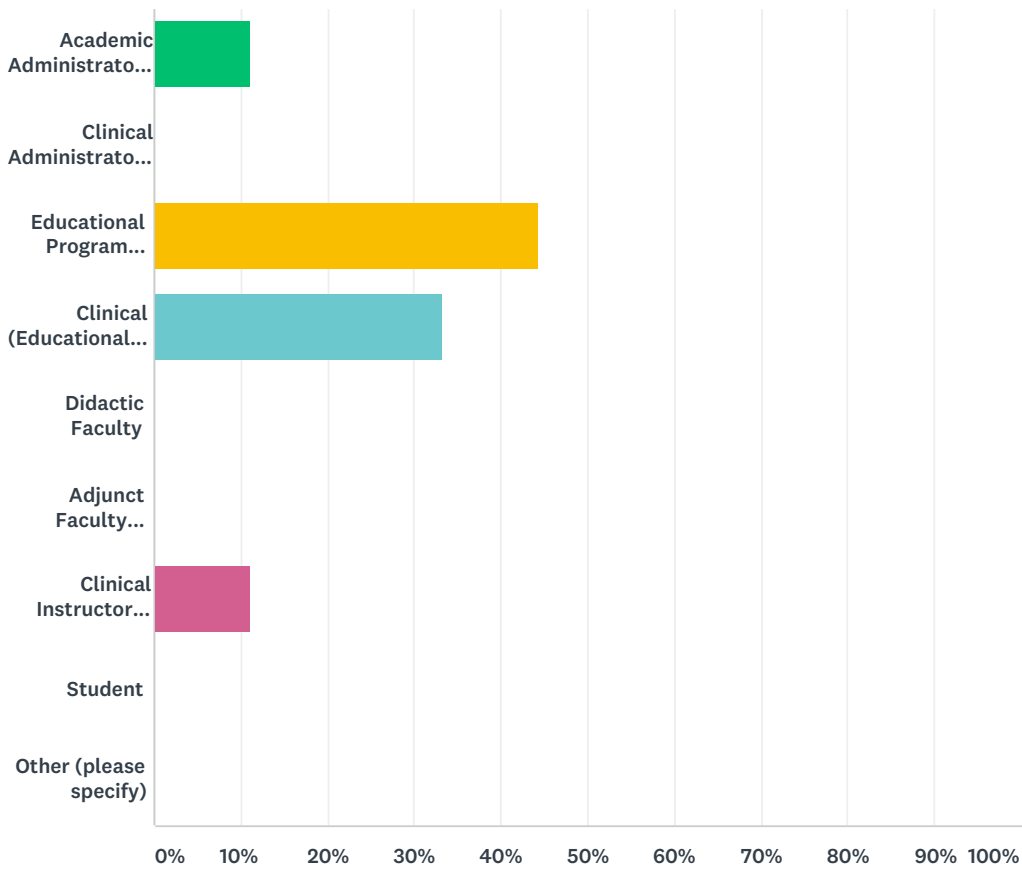
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES
Less than 5 years	0.00% 0
5 years to 10 years	33.33% 3
11 years to 20 years	11.11% 1
21 years to 30 years	55.56% 5
More than 30 years	0.00% 0
<b>TOTAL</b>	<b>9</b>

### Q3 Please select the most appropriate title to represent your current position:

Answered: 9 Skipped: 0

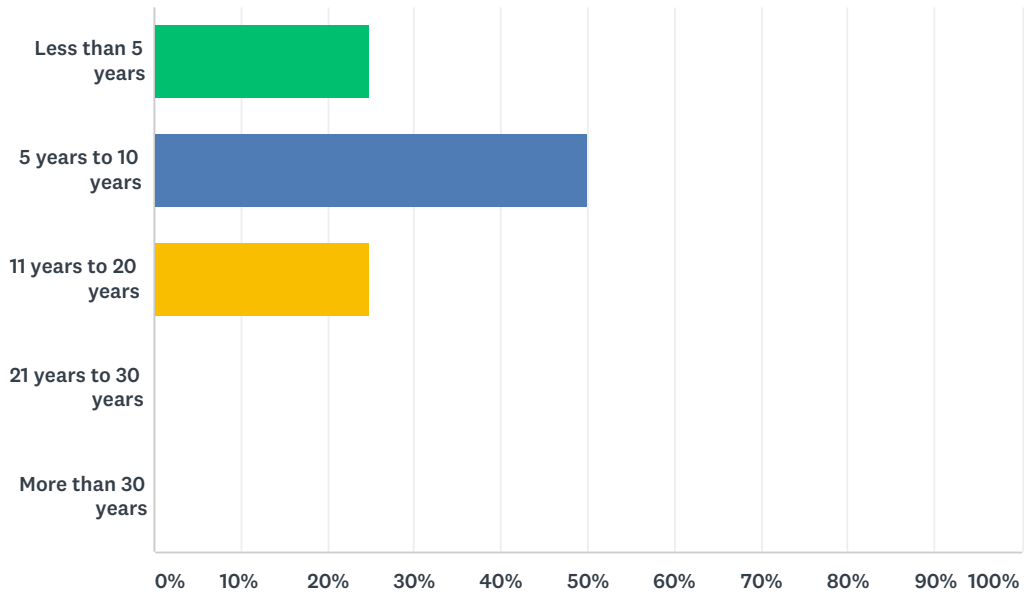


ANSWER CHOICES	RESPONSES
Academic Administrator (Dean, Associate/Assistant Dean, Dept./Division Chair, etc.)	11.11% 1
Clinical Administrator (Medical Imaging Director, Radiation Oncology Administrator, etc.)	0.00% 0
Educational Program Director	44.44% 4
Clinical (Educational) Coordinator	33.33% 3
Didactic Faculty	0.00% 0
Adjunct Faculty (Part-time)	0.00% 0
Clinical Instructor (Clinical Supervisor, Clinical Preceptor)	11.11% 1
Student	0.00% 0
Other (please specify)	0.00% 0
<b>TOTAL</b>	<b>9</b>

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

## Q4 How many consecutive years have you been in your current position?

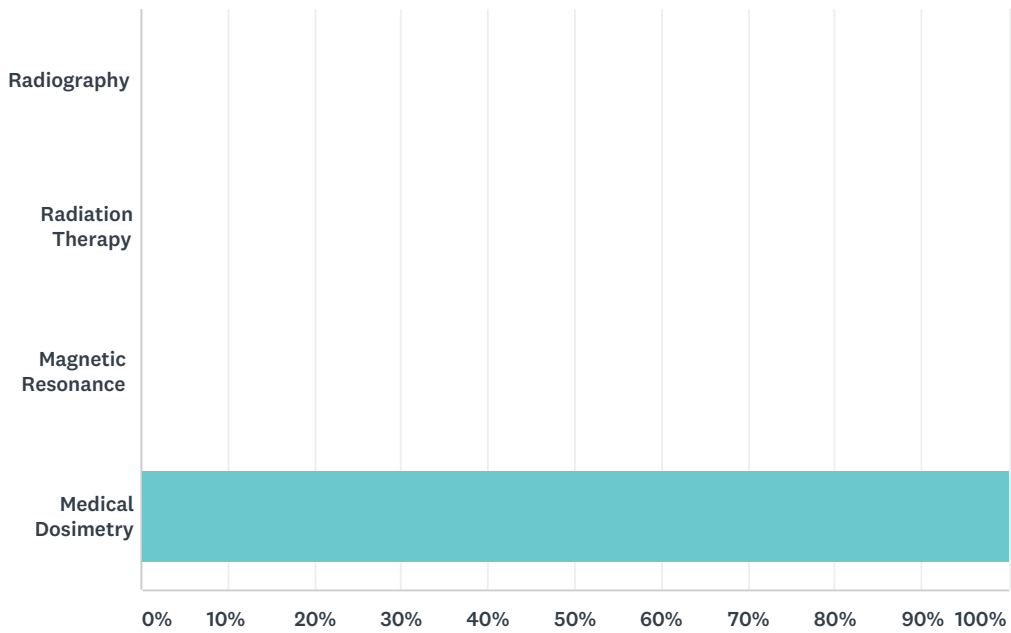
Answered: 8 Skipped: 1



ANSWER CHOICES	RESPONSES	
Less than 5 years	25.00%	2
5 years to 10 years	50.00%	4
11 years to 20 years	25.00%	2
21 years to 30 years	0.00%	0
More than 30 years	0.00%	0
<b>TOTAL</b>		<b>8</b>

### Q5 Please select the appropriate discipline for the program with which you are most closely affiliated:

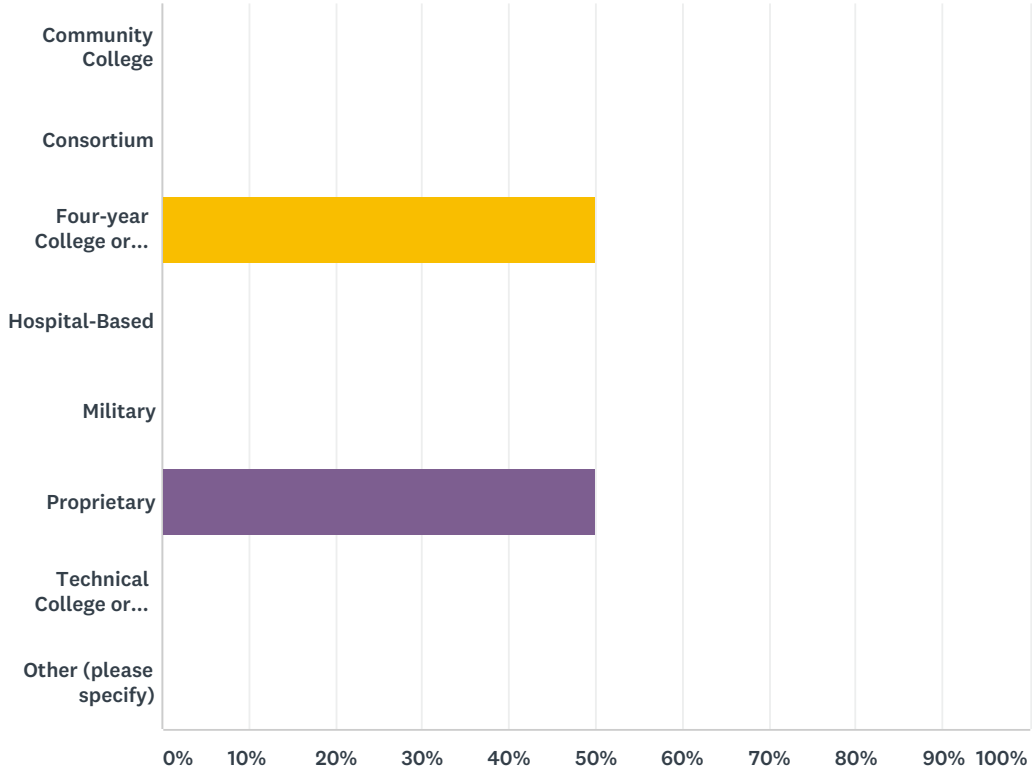
Answered: 8 Skipped: 1



ANSWER CHOICES	RESPONSES	
Radiography	0.00%	0
Radiation Therapy	0.00%	0
Magnetic Resonance	0.00%	0
Medical Dosimetry	100.00%	8
<b>TOTAL</b>		<b>8</b>

### Q6 The program sponsorship is:

Answered: 8 Skipped: 1

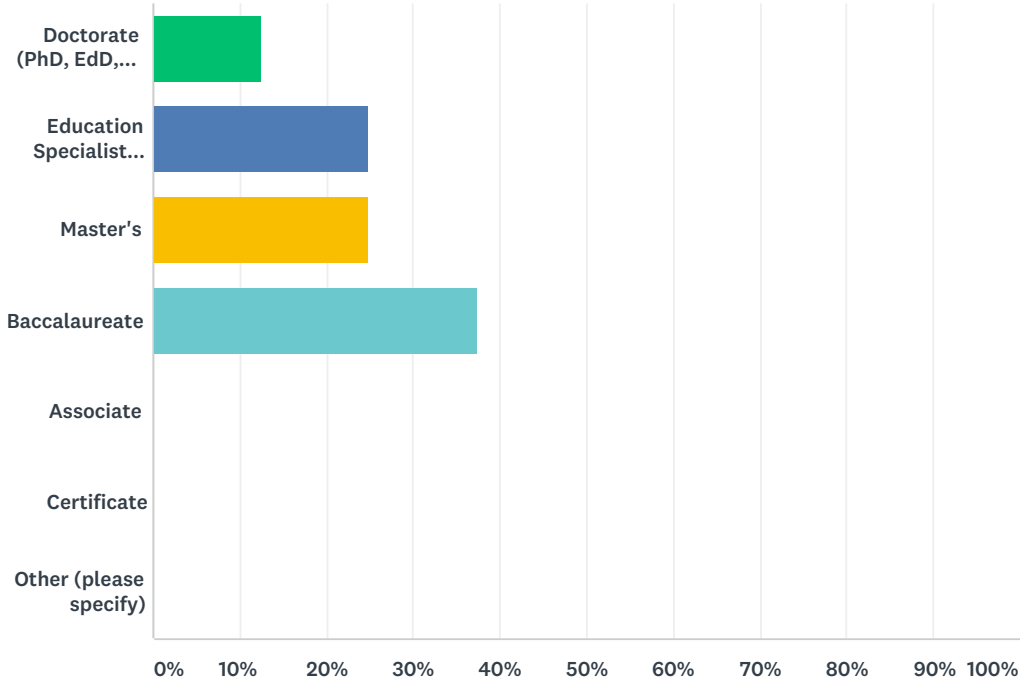


ANSWER CHOICES	RESPONSES
Community College	0.00% 0
Consortium	0.00% 0
Four-year College or University	50.00% 4
Hospital-Based	0.00% 0
Military	0.00% 0
Proprietary	50.00% 4
Technical College or Institute	0.00% 0
Other (please specify)	0.00% 0
<b>TOTAL</b>	<b>8</b>

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

## Q7 The highest academic credential I have earned is:

Answered: 8 Skipped: 1

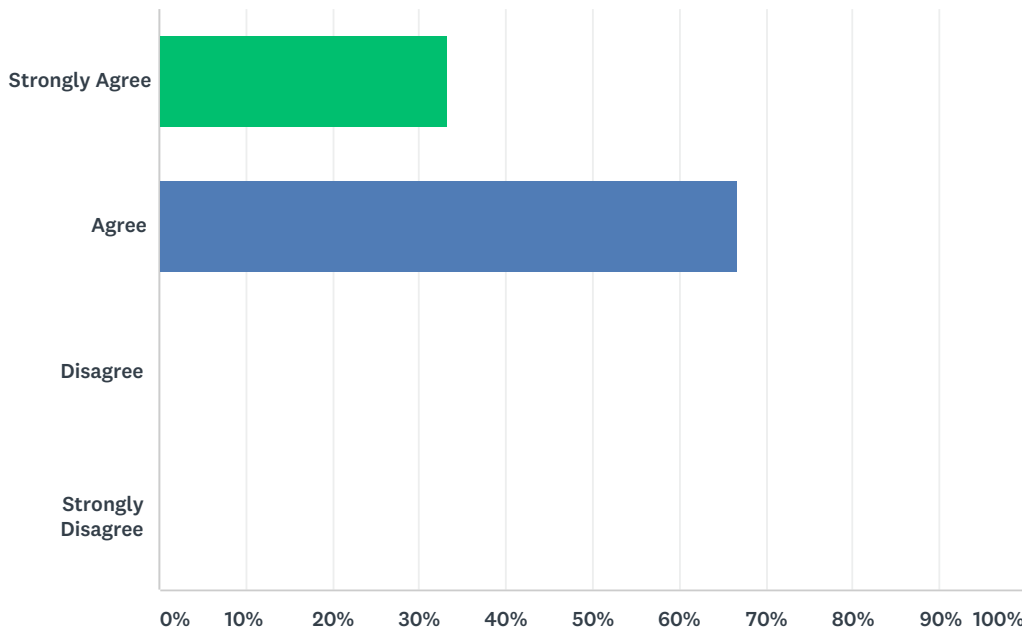


ANSWER CHOICES	RESPONSES	
Doctorate (PhD, EdD, DHEd, JD)	12.50%	1
Education Specialist (EdS)	25.00%	2
Master's	25.00%	2
Baccalaureate	37.50%	3
Associate	0.00%	0
Certificate	0.00%	0
Other (please specify)	0.00%	0
<b>TOTAL</b>		<b>8</b>

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

### Q8 The objectives for Standard One are clear (the program understands the intent of the objectives).

Answered: 6 Skipped: 3



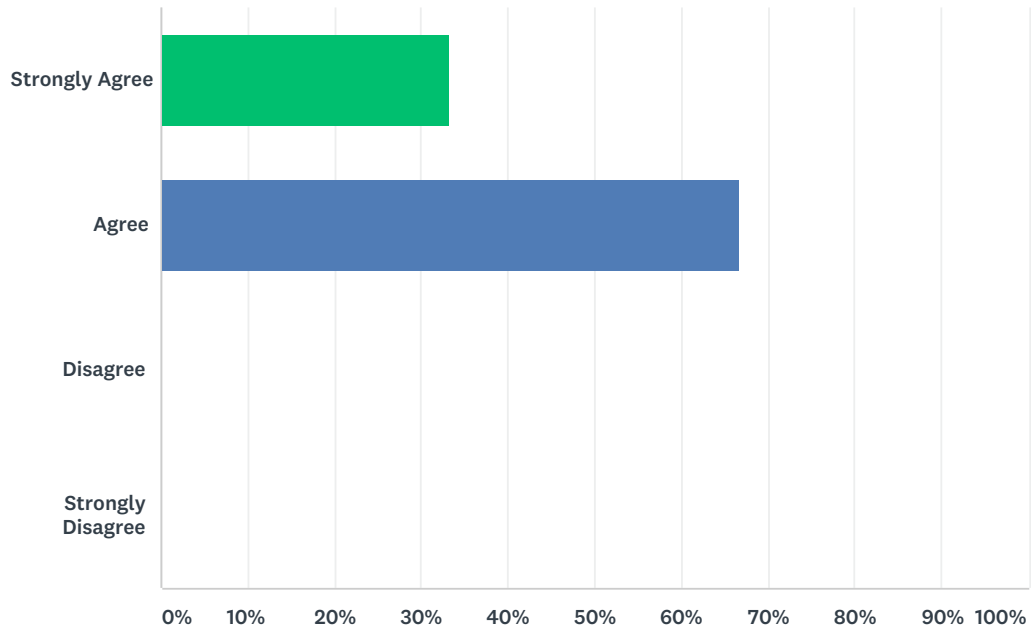
ANSWER CHOICES	RESPONSES
Strongly Agree	33.33% 2
Agree	66.67% 4
Disagree	0.00% 0
Strongly Disagree	0.00% 0
<b>TOTAL</b>	<b>6</b>

#	PLEASE PROVIDE ANY COMMENTS REGARDING CLARITY OF STANDARD ONE.	DATE
1	Objective 1.1 Programs would benefit from examples regarding a policy for complaints that do not require invoking the grievance policy.	2/14/2018 5:52 PM



### Q9 There are NO redundancies associated with Standard One.

Answered: 6 Skipped: 3

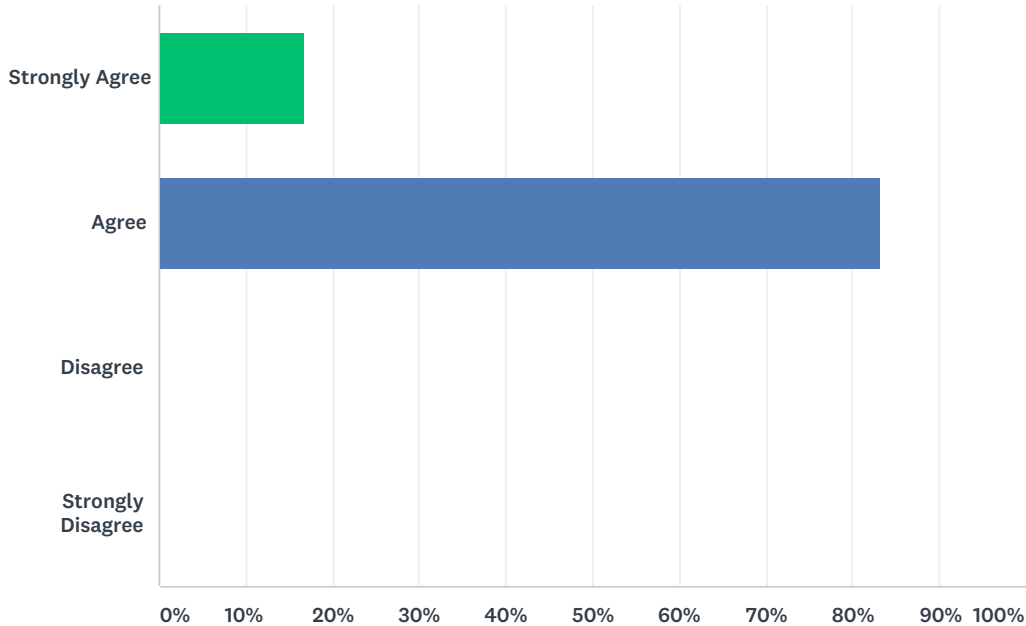


ANSWER CHOICES	RESPONSES	
Strongly Agree	33.33%	2
Agree	66.67%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>TOTAL</b>		<b>6</b>

#	PLEASE PROVIDE ANY COMMENTS REGARDING REDUNDANCIES IN STANDARD ONE.	DATE
	There are no responses.	

## Q10 The Objectives of Standard One are relevant.

Answered: 6 Skipped: 3



ANSWER CHOICES	RESPONSES
Strongly Agree	16.67% 1
Agree	83.33% 5
Disagree	0.00% 0
Strongly Disagree	0.00% 0
<b>TOTAL</b>	<b>6</b>

#	PLEASE PROVIDE ANY COMMENTS REGARDING RELEVANCY OF STANDARD ONE.	DATE
1	1.6: I feel that the 3 year avg is a positive change	2/16/2018 12:42 AM
2	Objective 1.7 Requiring programs to follow the JRCERT accreditation path for each branch campus may become overly burdensome financially. Many medical dosimetry educational programs are currently available online. Establishing branch campuses can result in increased program availability to students. If the same program director and other program personnel oversee the branch campus site, JRCERT should not require each branch campus to go through the accreditation process separately. The majority of national accreditors recognize branch campuses in addition to the main campus during the accreditation process.	2/15/2018 4:26 PM
3	Objective 1.7 It may become overly burdensome financially to programs to follow the JRCERT accreditation path for each individual branch campus. Many medical dosimetry educational programs are currently available online. Establishing branch campuses can potentially result in increased program availability to students. If the same program director and other program personnel oversee the branch campus site, JRCERT should not require additional steps to recognize an additional physical location. For mostly distant educational programs, this may not be relevant.	2/14/2018 5:52 PM

## Q11 Are there any resources that you need to meet or improve program compliance with the Objectives of Standard One?

Answered: 3 Skipped: 6

#	RESPONSES	DATE
1	Objective 1.1: Programs would benefit from the definition of a complaint and recommendations on a complaint policy and procedure.	2/15/2018 4:26 PM
2	No	2/14/2018 5:52 PM
3	No	1/30/2018 4:29 AM

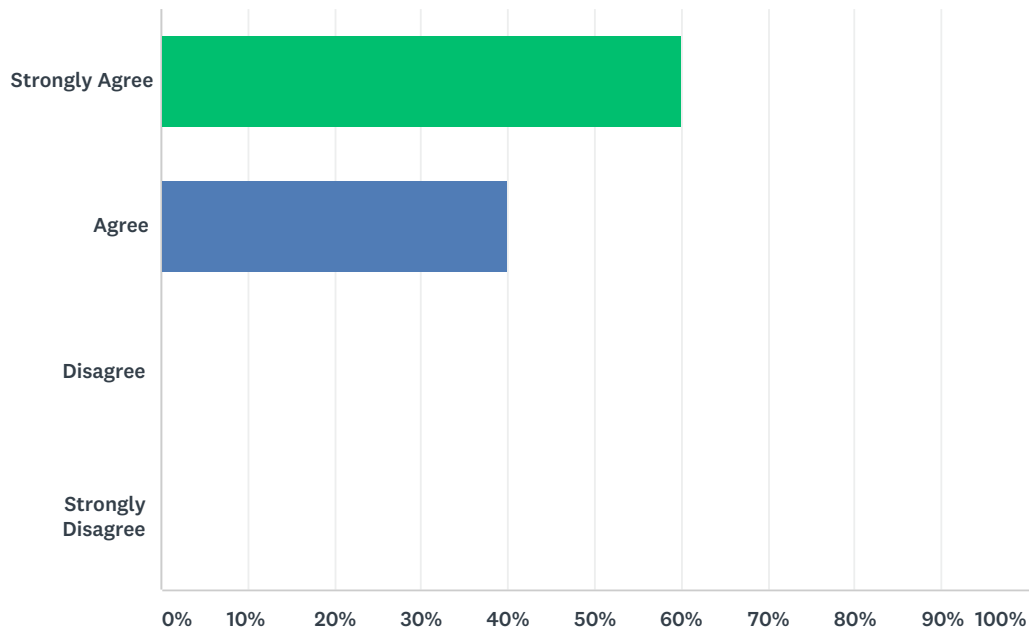
## Q12 Are there additional content areas (objectives) that should be included under Standard One?

Answered: 3 Skipped: 6

#	RESPONSES	DATE
1	No comment	2/15/2018 4:26 PM
2	No	2/14/2018 5:52 PM
3	Clinical time	1/30/2018 4:29 AM

### Q13 The objectives for Standard Two are clear (the program understands the intent of the objectives).

Answered: 5 Skipped: 4

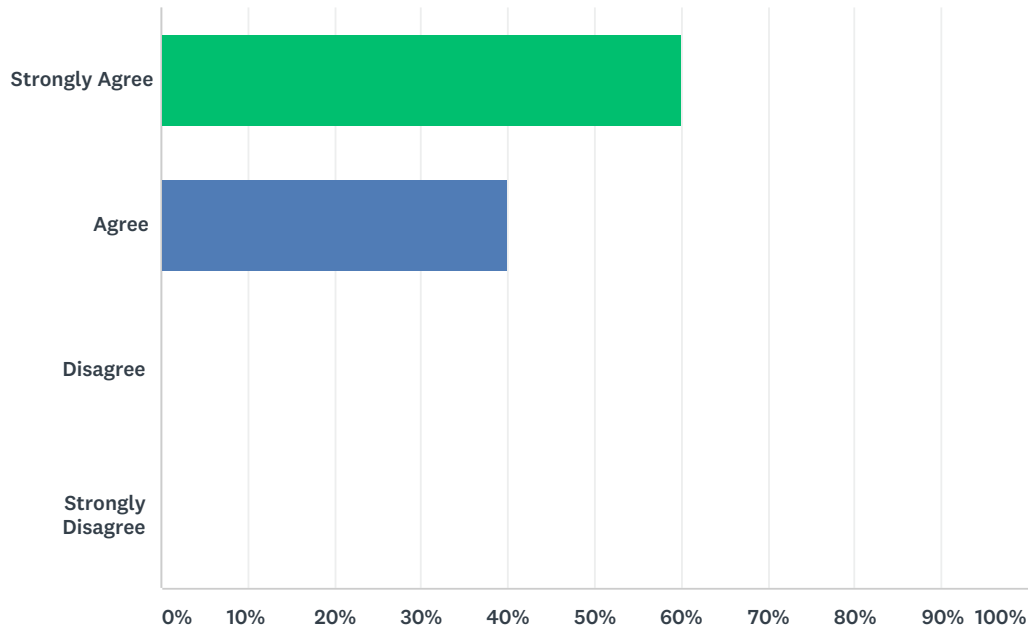


ANSWER CHOICES	RESPONSES	
Strongly Agree	60.00%	3
Agree	40.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>TOTAL</b>		<b>5</b>

#	PLEASE PROVIDE ANY COMMENTS REGARDING CLARITY OF STANDARD TWO.	DATE
	There are no responses.	

## Q14 There are NO redundancies associated with Standard Two.

Answered: 5 Skipped: 4

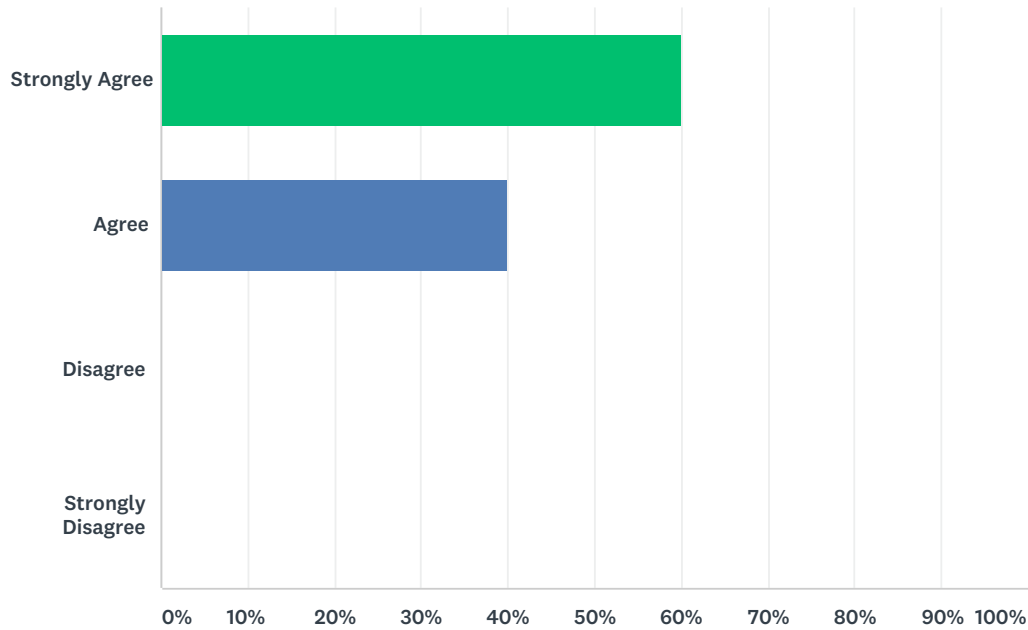


ANSWER CHOICES	RESPONSES
Strongly Agree	60.00% 3
Agree	40.00% 2
Disagree	0.00% 0
Strongly Disagree	0.00% 0
TOTAL	5

#	PLEASE PROVIDE COMMENTS REGARDING ANY REDUNDANCIES FOR STANDARD TWO.	DATE
	There are no responses.	

## Q15 The Objectives of Standard Two are relevant.

Answered: 5 Skipped: 4



ANSWER CHOICES	RESPONSES
Strongly Agree	60.00% 3
Agree	40.00% 2
Disagree	0.00% 0
Strongly Disagree	0.00% 0
<b>TOTAL</b>	<b>5</b>

#	PLEASE PROVIDE ANY COMMENTS REGARDING RELEVANCY OF STANDARD TWO.	DATE
	There are no responses.	

## Q16 Are there any resources that you need to meet or improve program compliance with the Objectives of Standard Two?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:26 PM
2	No	2/14/2018 5:52 PM



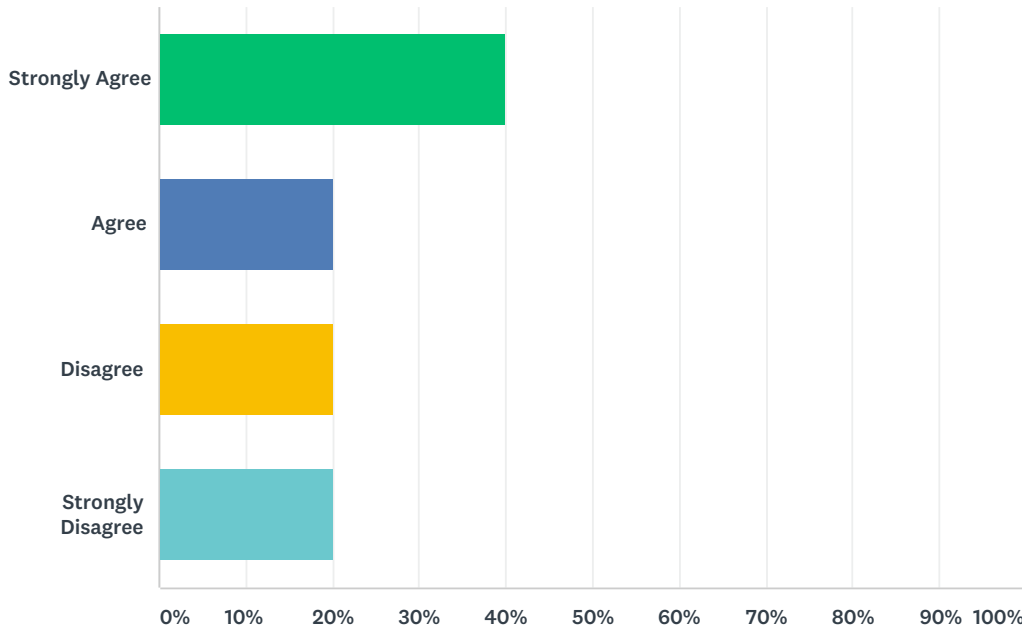
## Q17 Are there additional content areas (objectives) that should be included under Standard Two?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:26 PM
2	No	2/14/2018 5:52 PM

### Q18 The objectives for Standard Three are clear (the program understands the intent of the objectives).

Answered: 5 Skipped: 4

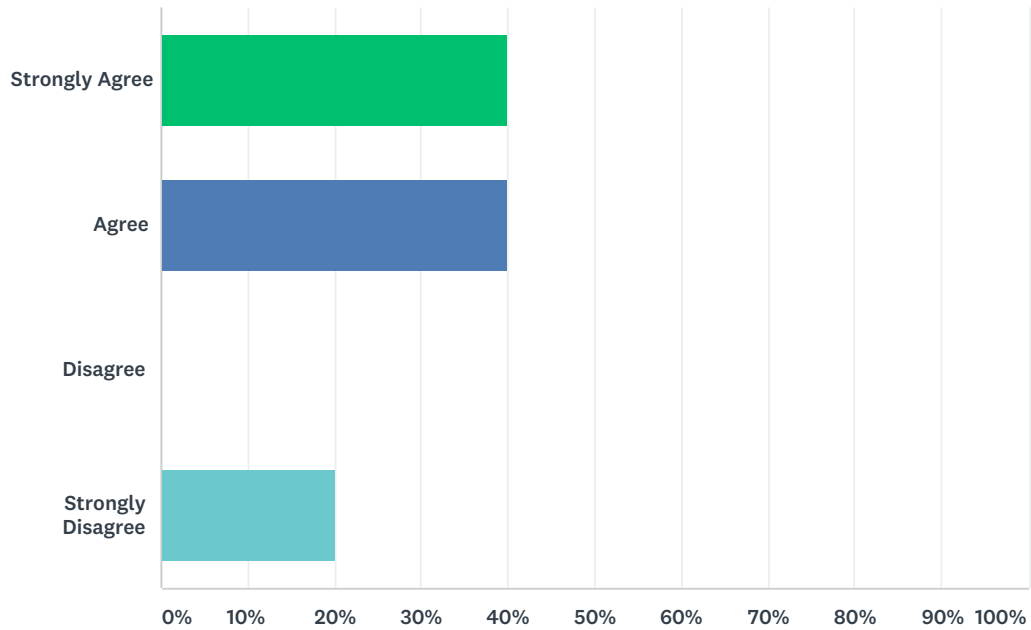


ANSWER CHOICES	RESPONSES	
Strongly Agree	40.00%	2
Agree	20.00%	1
Disagree	20.00%	1
Strongly Disagree	20.00%	1
<b>TOTAL</b>		<b>5</b>

#	PLEASE PROVIDE ANY COMMENTS REGARDING THE CLARITY OF STANDARD THREE.	DATE
1	Objective 3.1 Medical dosimetry education programs currently appoint a full-time equivalent educational coordinator. The change of this title in the Standards from “educational coordinator” to “clinical coordinator” may result in confusion in assigned job duties and responsibilities in programs and also result in miscommunication in the educational institutions that support these programs. Since students have an assigned clinical preceptor to mentor and supervise their work in the clinic, it is reasonable to have a full-time equivalent educational coordinator for every 30+ students. Having a full-time equivalent “clinical coordinator” or “educational coordinator” for every 15+ students enrolled may present a financial burden on medical dosimetry education programs. This objective would be more beneficial with additional clarification and modification. In addition, it may be too burdensome on the clinical preceptor to mentor, supervise, and evaluate 10 students in the clinic as suggested in the current Standards draft. It may be more reasonable to consider assigning one clinical preceptor for every 5 students in the clinical setting.	2/14/2018 5:58 PM
2	3.1 Threshold should remain 30 students, title should not be changed 3.2 Level of Education should remain as stated in 2014 Standards. Doctoral degree is not appropriate for Program director nor a Master's Degree for Educational Coordinator. 3.9 JCERT should not dictate the location of professional development activities. The professional should be allowed to determine where development occurs regardless of location on/off campus.	2/12/2018 2:37 PM

### Q19 There are NO redundancies associated with Standard Three.

Answered: 5 Skipped: 4

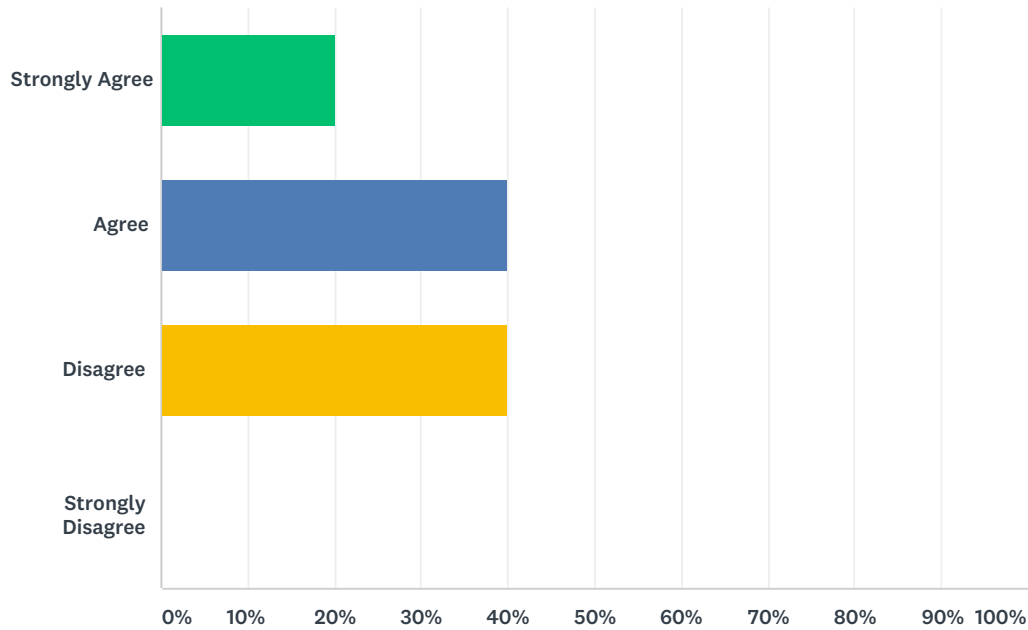


ANSWER CHOICES	RESPONSES
Strongly Agree	40.00% 2
Agree	40.00% 2
Disagree	0.00% 0
Strongly Disagree	20.00% 1
<b>TOTAL</b>	<b>5</b>

#	PLEASE PROVIDE COMMENTS REGARDING ANY REDUNDANCIES IN STANDARD THREE.	DATE
	There are no responses.	

## Q20 The Objectives of Standard Three are relevant.

Answered: 5 Skipped: 4



ANSWER CHOICES	RESPONSES
Strongly Agree	20.00% 1
Agree	40.00% 2
Disagree	40.00% 2
Strongly Disagree	0.00% 0
TOTAL	5

#	PLEASE PROVIDE COMMENTS REGARDING THE RELEVANCY OF STANDARD THREE.	DATE
1	3.1: concur with title change - Replaced term educational coordinator with clinical coordinator to be consistent across all disciplines; also, concur with - Require CC if program has more than 15 students enrolled in program 3.2: concur that CC should have a master's degree - however do not agree that doctoral degree should be required for program director of master's programs	2/16/2018 12:57 AM

## JRCERT Standards Draft 1 Medical Dosimetry Degree Survey

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2	<p>Objective 3.1 Medical dosimetry education programs currently appoint a full-time equivalent educational coordinator. The change of this title in the Standards from “educational coordinator” to “clinical coordinator” may result in confusion in assigned job duties and responsibilities in programs and miscommunication in the educational institutions that support these programs. Since students have an assigned clinical preceptor to mentor and supervise their work in the clinic and maintaining a full-time equivalent “clinical coordinator” or “educational coordinator” would present a financial burden on medical dosimetry education programs, it is reasonable to have a full-time equivalent educational coordinator for programs that have at least 30 students. The ratio of one full-time clinical preceptor for every ten (10) students would be a large burden on the clinical preceptor, who is expected to mentor, supervise, and evaluate each student while maintaining their other professional responsibilities in the clinical setting. It is more appropriate to maintain a ratio of one full-time clinical preceptor for every five (5) students. Objective 3.2 Considering Master’s degree programs have appropriately credentialed faculty and leadership including a program director holding a minimum of a master’s degree, requiring a minimum of a doctoral degree would greatly reduce the number of program directors meeting JRCERT requirements and cause a financial and personal burden on program directors who would need to earn a doctorate in order to maintain their positions. JRCERT is encouraged to require medical dosimetry program directors to be a current CMD or DABR. Since medical dosimetry is a specialized profession, it is not appropriate to allow radiation therapists who are not CMD’s to hold the position of program director.</p>	2/15/2018 4:27 PM
3	<p>Objective 3.2 (degree) Many medical dosimetry program directors have either achieved or are pursuing a doctorate degree if their programs grant a Master’s level terminal degree. Achieving a doctorate degree requires a minimum of 5-7 years. This long process will be very difficult for JRCERT to oversee and regulate. This may also result in a lose of medical dosimetry program directors in higher education. Since there is a very limited supply of qualified program directors currently, it may not be appropriate to require a doctoral degree at this time. It is more appropriate that JRCERT consider requiring medical dosimetry program directors to be a current CMD or DABR. Since medical dosimetry is becoming more specialized, it is no longer appropriate to allow radiation therapists who are not CMD’s to hold the position of program director. Requiring a doctorate degree may not be appropriate.</p>	2/14/2018 5:58 PM

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## Q21 Are there any resources that you need to meet or improve program compliance with the Objectives of Standard Three?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:27 PM
2	Greater guidance from JRCERT regarding paths to compliance with the doctoral degree requirement for program directors.	2/14/2018 5:58 PM

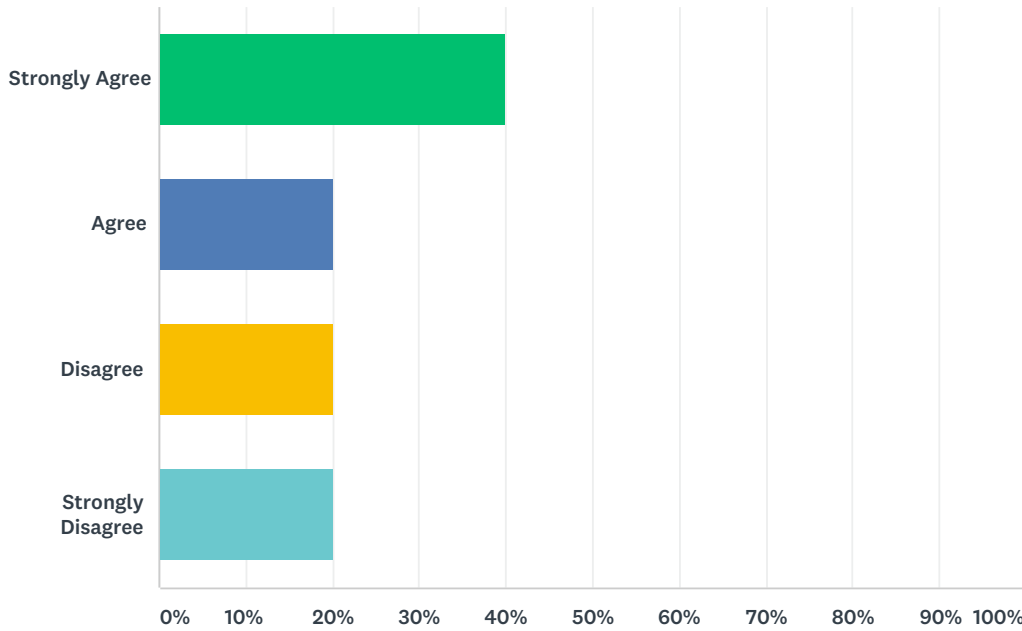
## Q22 Are there additional content areas (objectives) that should be included under Standard Three?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:27 PM
2	No	2/14/2018 5:58 PM

## Q23 The objectives for Standard Four are clear (the program understands the intent of the objectives).

Answered: 5 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly Agree	40.00%	2
Agree	20.00%	1
Disagree	20.00%	1
Strongly Disagree	20.00%	1
TOTAL		5

#	PLEASE PROVIDE COMMENTS REGARDING THE CLARITY OF STANDARD FOUR.	DATE
1	Objective 4.2 (degree) Since the clinical hours requirements for a Bachelor's and Master's degree are typically identical in number of hours with the Master's level requiring more in-depth clinical mastery of certain clinical requirements (e.g. physics competency), it may not be appropriate for the program to award a Bachelor's degree at some arbitrary point in the program. Most Master's level degree programs in medical dosimetry offer Master's level courses throughout the program and do not separate courses according to Bachelor's and Master's level. Additionally, It may become financially cumbersome on students to complete a separate curriculum to achieve a Bachelor's degree before pursuing a Master's degree. It may be more reasonable to require that a Master's level student have achieved a Bachelor's degree prior to entering a Master's level terminal degree program in medical dosimetry.	2/14/2018 6:00 PM



2

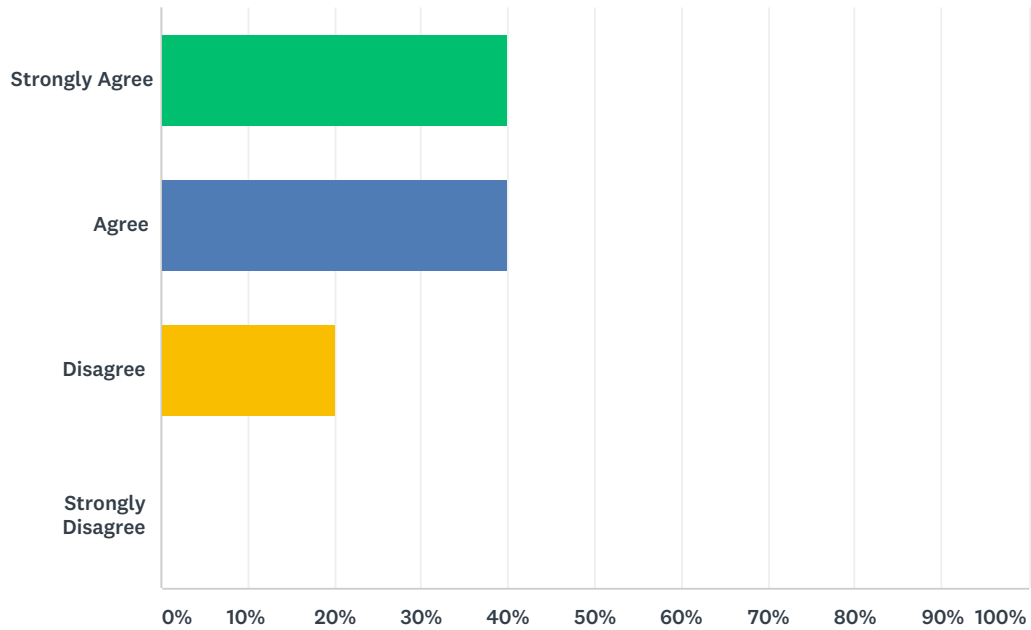
4.1. Goals of program have already been established and "sufficient rigor consistent with terminal award." How is sufficient rigor evaluated? Diversity should not be included in student goals. How would a goal of diversity prepare a student to be competent upon graduation? "such as advocacy, advanced patient care" additional curriculum should not be required unless directly related to learning outcomes and ability to perform competently after graduation. These items are not required to perform job responsibilities. "Definition of 'traditional' program (Monday-Friday, 5:00am-7:00pm) → 40 hour per week total didactic and clinical hour involvement." 40hrs didactic and clinical combination has been reduced to 10hrs per day. Does this imply that JCERT is no longer concerned with the total amount of hours students are allowed? If yes, then this is good. Students should be allowed to perform in clinic and didactic situations based on their ability, not a specific regulated by an institution.

2/12/2018 3:09 PM

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## Q24 There are NO redundancies associated with Standard Four.

Answered: 5 Skipped: 4

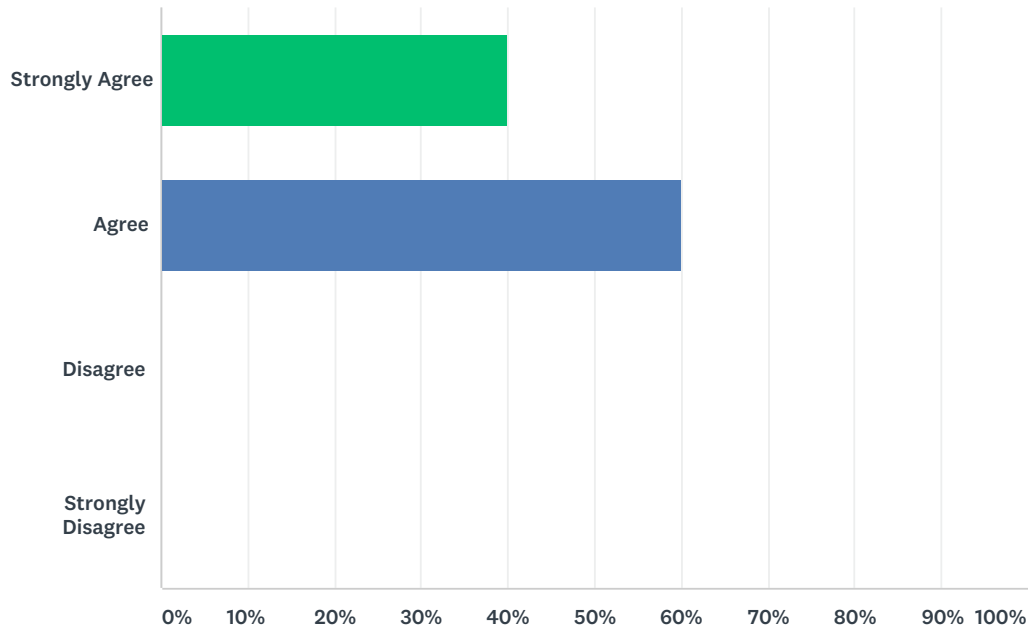


ANSWER CHOICES	RESPONSES
Strongly Agree	40.00% 2
Agree	40.00% 2
Disagree	20.00% 1
Strongly Disagree	0.00% 0
<b>TOTAL</b>	<b>5</b>

#	PLEASE PROVIDE COMMENTS ON ANY REDUNDANCIES IN STANDARD FOUR.	DATE
	There are no responses.	

## Q25 The Objectives of Standard Four are relevant.

Answered: 5 Skipped: 4



ANSWER CHOICES	RESPONSES
Strongly Agree	40.00% 2
Agree	60.00% 3
Disagree	0.00% 0
Strongly Disagree	0.00% 0
<b>TOTAL</b>	<b>5</b>

#	PLEASE PROVIDE COMMENTS ON THE RELEVANCY OF STANDARD FOUR.	DATE
	There are no responses.	

## Q26 Are there any resources that you need to meet or improve program compliance with the Objectives of Standard Four?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:27 PM
2	No	2/14/2018 6:00 PM

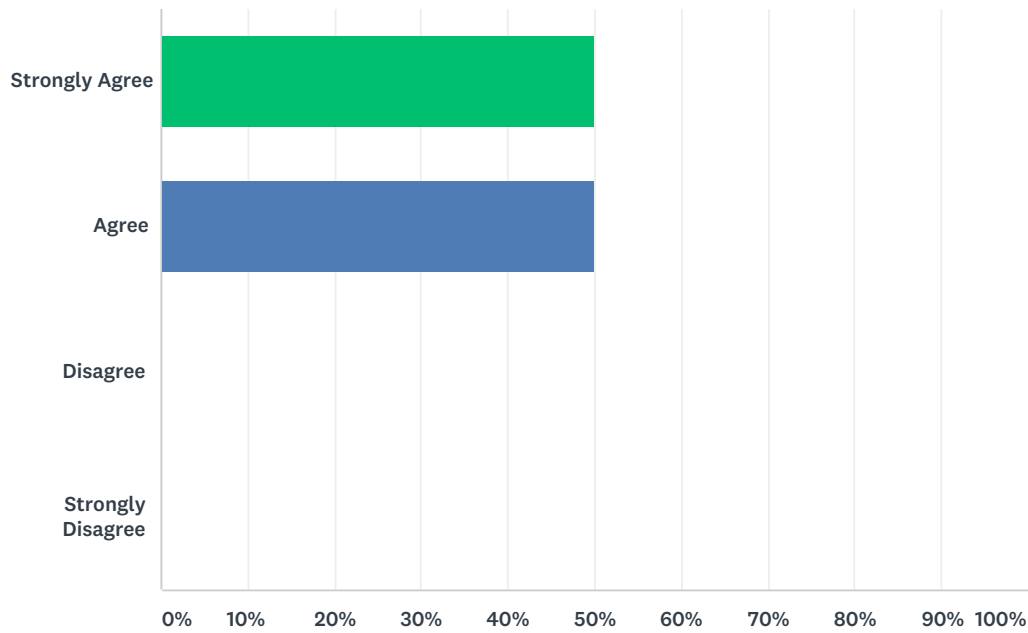
## Q27 Are there additional content areas (objectives) that should be included under Standard Four?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:27 PM
2	No	2/14/2018 6:00 PM

## Q28 The objectives for Standard Five are clear (the program understands the intent of the objectives).

Answered: 4 Skipped: 5

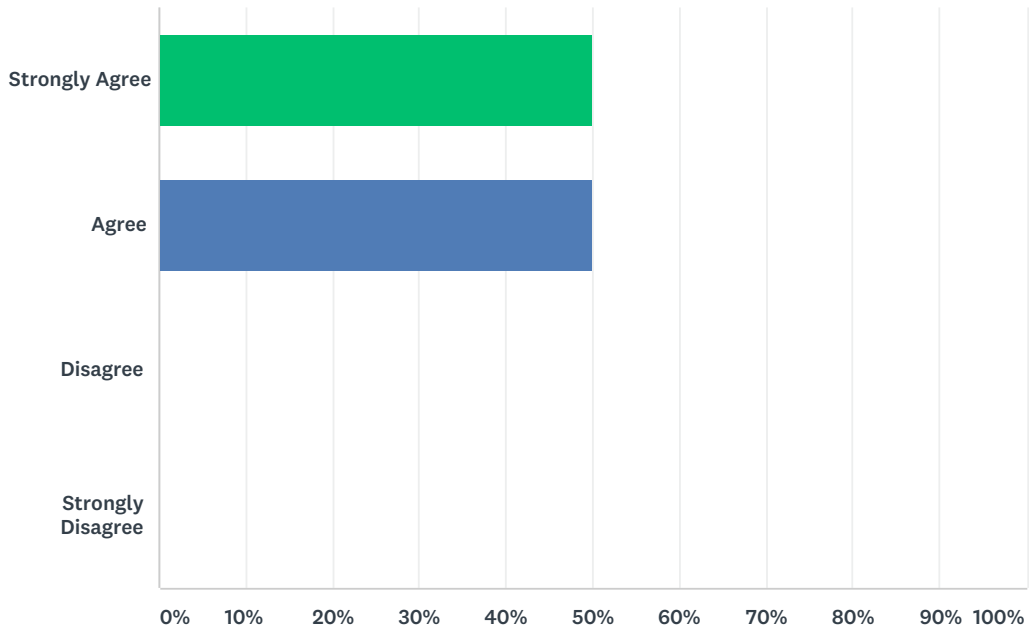


ANSWER CHOICES	RESPONSES
Strongly Agree	50.00% 2
Agree	50.00% 2
Disagree	0.00% 0
Strongly Disagree	0.00% 0
<b>TOTAL</b>	<b>4</b>

#	PLEASE PROVIDE COMMENTS ON THE CLARITY FOR STANDARD FIVE.	DATE
	There are no responses.	

## Q29 There are NO redundancies associated with Standard Five.

Answered: 4 Skipped: 5

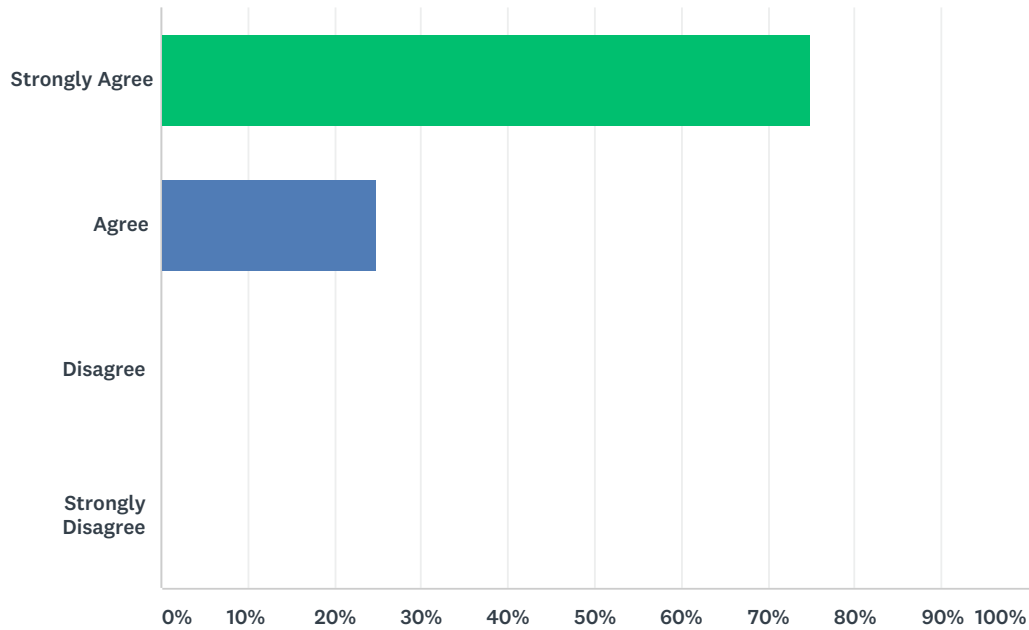


ANSWER CHOICES	RESPONSES
Strongly Agree	50.00% 2
Agree	50.00% 2
Disagree	0.00% 0
Strongly Disagree	0.00% 0
<b>TOTAL</b>	<b>4</b>

#	PLEASE PROVIDE COMMENTS REGARDING ANY REDUNDANCIES IN STANDARD FIVE.	DATE
	There are no responses.	

### Q30 The Objectives of Standard Five are relevant.

Answered: 4 Skipped: 5



ANSWER CHOICES	RESPONSES
Strongly Agree	75.00% 3
Agree	25.00% 1
Disagree	0.00% 0
Strongly Disagree	0.00% 0
<b>TOTAL</b>	<b>4</b>

#	PLEASE PROVIDE ANY COMMENTS REGARDING RELEVANCY FOR STANDARD FIVE.	DATE
	There are no responses.	



### Q31 Are there any resources that you need to meet or improve program compliance with the Objectives of Standard Five?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:27 PM
2	No	2/14/2018 6:01 PM

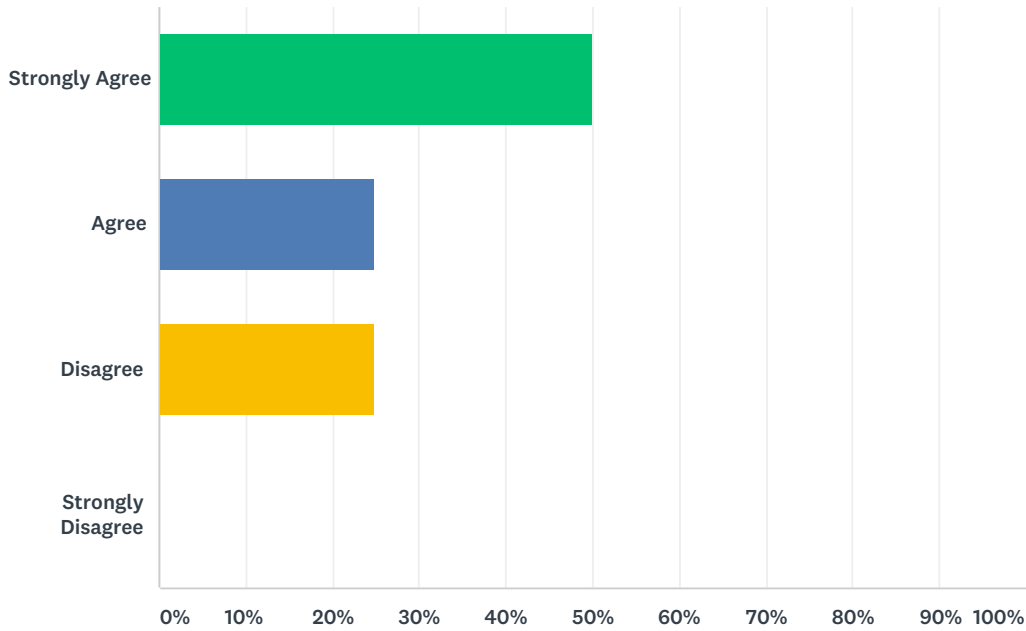
## Q32 Are there additional content areas (objectives) that should be included under Standard Five?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:27 PM
2	No	2/14/2018 6:01 PM

### Q33 The objectives for Standard Six are clear (the program understands the intent of the objectives).

Answered: 4 Skipped: 5

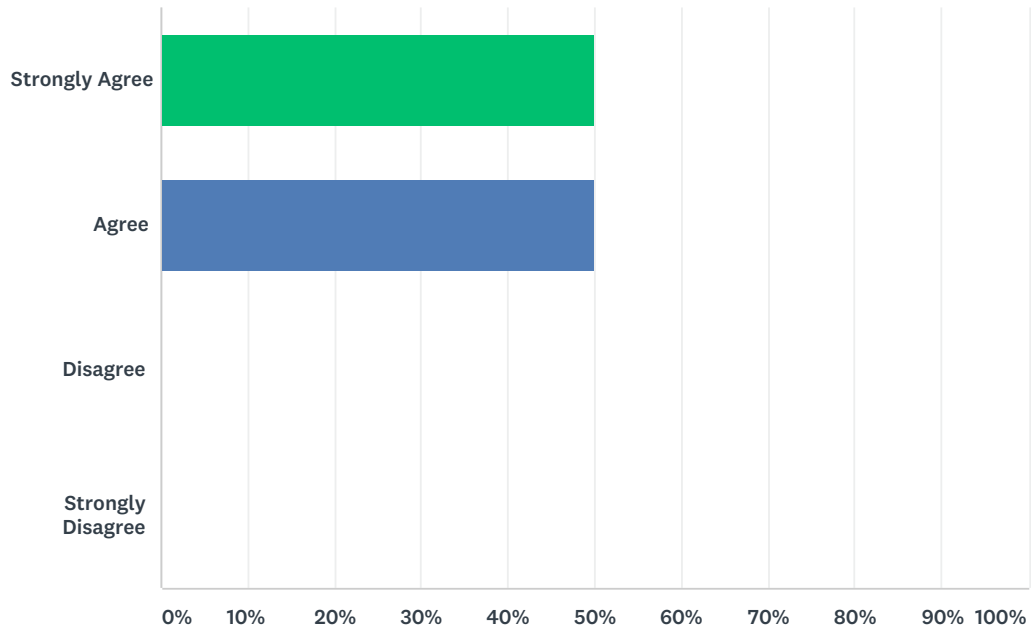


ANSWER CHOICES	RESPONSES	
Strongly Agree	50.00%	2
Agree	25.00%	1
Disagree	25.00%	1
Strongly Disagree	0.00%	0
<b>TOTAL</b>		<b>4</b>

#	PLEASE PROVIDE ANY COMMENTS REGARDING CLARITY OF STANDARD SIX.	DATE
1	Objective 6.2 Since MDCB will be adjusting the examination offering dates to annually in 2019, programs will have exam pass rate data for only 3 test administrations in a 3 year period. It will not be reasonable to expect a pass rate of 80% on first attempt in 3 years. This is particularly true of programs with small student numbers. Since the MDCB published exam pass rate is currently around 70%, it may not be reasonable to expect programs to achieve an 80% pass rate in 3 years. Because medical dosimetry education programs are intensely math and physics based, it may not be reasonable to expect an 80% average program completion rate within 150% of stated program length. It is not unexpected in these types of education programs to see a reduced student completion and retention rate compared to programs in less science intensive programs. It is important that JRCERT addresses and clarifies these issues for medical dosimetry programs.	2/14/2018 6:03 PM

### Q34 There are NO redundancies associated with Standard Six.

Answered: 4 Skipped: 5

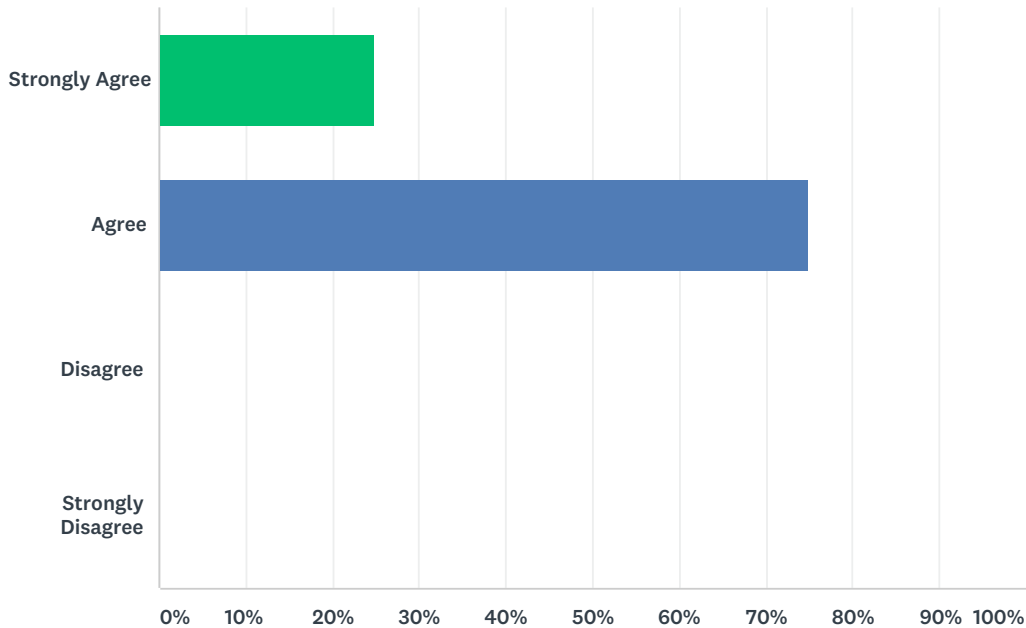


ANSWER CHOICES	RESPONSES
Strongly Agree	50.00% 2
Agree	50.00% 2
Disagree	0.00% 0
Strongly Disagree	0.00% 0
<b>TOTAL</b>	<b>4</b>

#	PLEASE PROVIDE COMMENTS ON ANY REDUNDANCIES IN STANDARD SIX.	DATE
	There are no responses.	

## Q35 The Objectives of Standard Six are relevant.

Answered: 4 Skipped: 5



ANSWER CHOICES	RESPONSES
Strongly Agree	25.00% 1
Agree	75.00% 3
Disagree	0.00% 0
Strongly Disagree	0.00% 0
TOTAL	4

#	PLEASE PROVIDE ANY COMMENTS REGARDING THE RELEVANCY OF STANDARD SIX.	DATE
1	6.2: concur - Changed thresholds to three-year average of not less than 80 percent for credentialing examination pass rate, job placement rate, and program completion rate.	2/16/2018 12:57 AM
2	Objective 6.2 Since the MDCB will be adjusting the examination offering dates to one offering annually in 2019, programs will have exam pass rate data for only 3 test administrations in a 3-year period. It is not reasonable to expect an average pass rate of 80% on first-time test takers in a 3-year period when MDCB pass rates have historically been less than 60% or 70% and current MDCB pass rates are around 70%. Formalized education should see pass rates increase, but at a slower, more reasonable pace. A recommendation is to review the 10-year average pass rate and set the standard at one standard deviation less than the 10-year average. A 3-year average program completion rate of not less than 80% within 150% of the published program length is not reasonable when considering the specialized nature of the profession, the heavy focus on math and physics, and the combination of didactic and clinical requirements when many medical dosimetry program students are non-traditional students maintaining professional positions in a clinical setting. It is expected in these types of education programs to see a reduced student completion and retention rate compared to less science intensive programs. Since the MDCB will be adjusting the examination offering dates to one offering annually in 2019, it is unreasonable to expect a 3-year average job placement rate of not less than 80% within twelve months of graduation when it is likely that many graduates will use at least 50% of the 12-month time frame waiting and preparing for the exam offering, not seeking employment. JRCERT is encouraged to consider a lower placement rate as a 3-year average within 12 months of graduation or an 80% placement rate as a 3-year average within 16 months of graduation.	2/15/2018 4:27 PM



### Q36 Are there any resources that you need to meet or improve program compliance with the Objectives of Standard Six?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:27 PM
2	No	2/14/2018 6:03 PM

## Q37 Are there additional content areas (objectives) that should be included under Standard Six?

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	No comment	2/15/2018 4:27 PM
2	No	2/14/2018 6:03 PM



## Q38 Additional Comments:

Answered: 1 Skipped: 8

#	RESPONSES	DATE
1	No comment	2/15/2018 4:27 PM