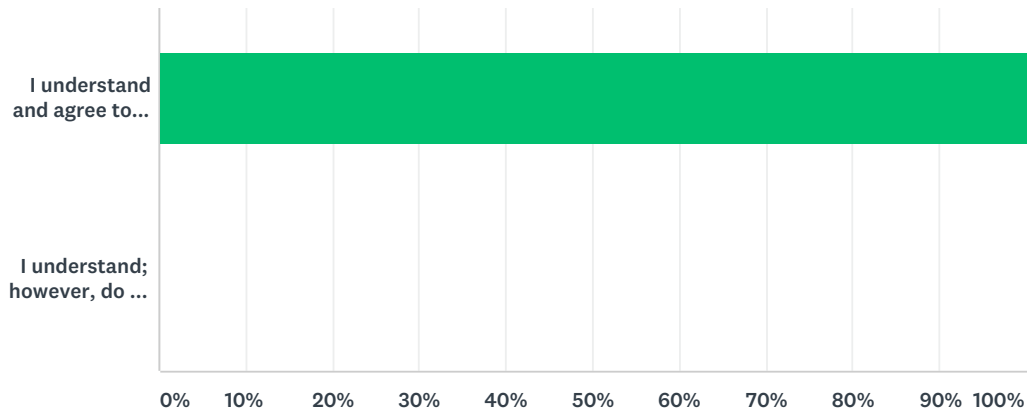


Q1 I understand that the results of this survey will be posted on the Standards Revision page of the main JRCERT Web site and choose to proceed. I also understand that if any identifying information is provided, the JRCERT will make every reasonable effort to redact such information. By continuing, I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

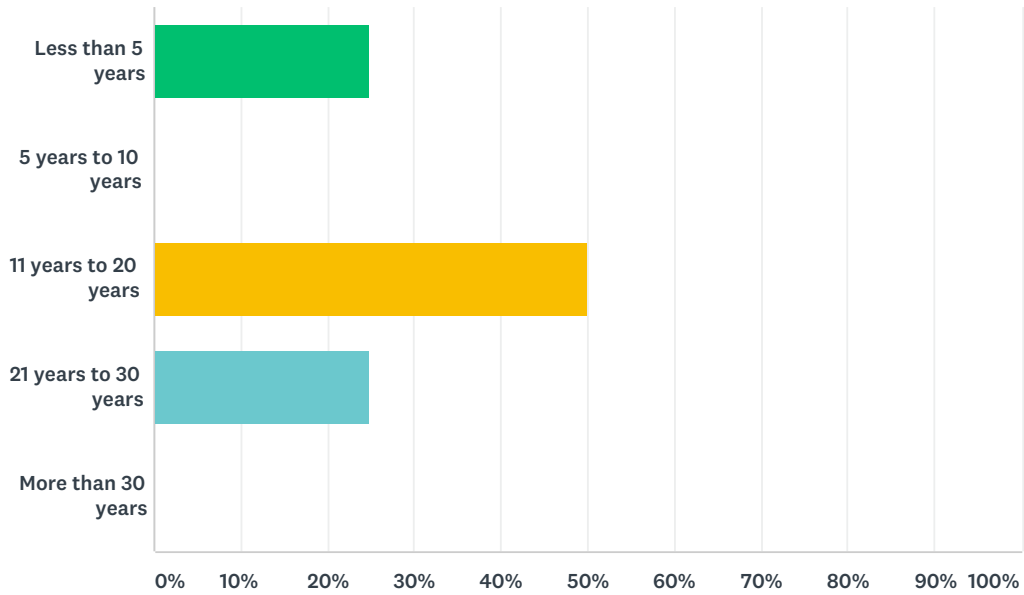
Answered: 4 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|-------------------------------------------------|-----------|---|
| I understand and agree to proceed | 100.00% | 4 |
| I understand; however, do not wish to continue. | 0.00% | 0 |
| TOTAL | | 4 |

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

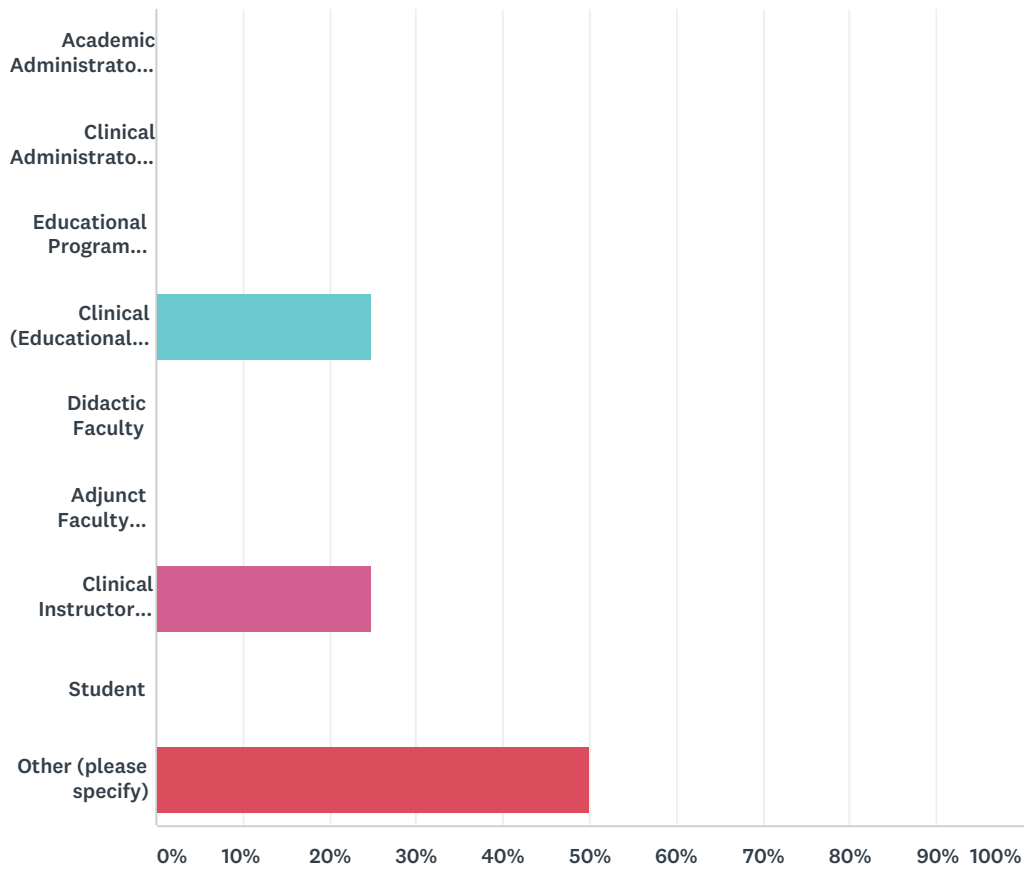
Answered: 4 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------|-----------|----------|
| Less than 5 years | 25.00% | 1 |
| 5 years to 10 years | 0.00% | 0 |
| 11 years to 20 years | 50.00% | 2 |
| 21 years to 30 years | 25.00% | 1 |
| More than 30 years | 0.00% | 0 |
| TOTAL | | 4 |

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

Answered: 4 Skipped: 0

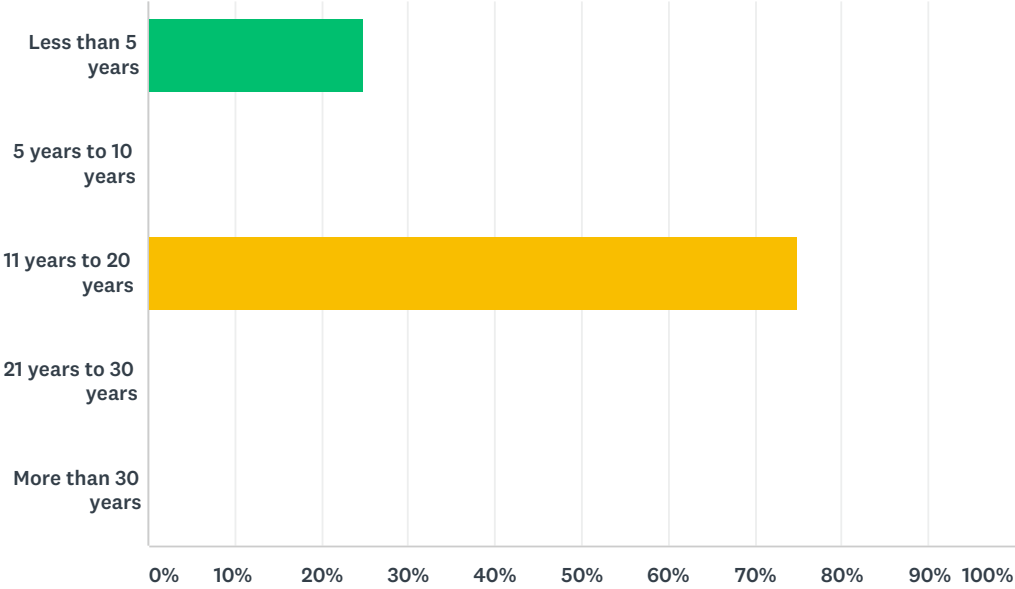


| ANSWER CHOICES | RESPONSES |
|-------------------------------------------------------------------------------------------|-----------|
| Academic Administrator (Dean, Associate/Assistant Dean, Dept./Division Chair, etc.) | 0.00% 0 |
| Clinical Administrator (Medical Imaging Director, Radiation Oncology Administrator, etc.) | 0.00% 0 |
| Educational Program Director | 0.00% 0 |
| Clinical (Educational) Coordinator | 25.00% 1 |
| Didactic Faculty | 0.00% 0 |
| Adjunct Faculty (Part-time) | 0.00% 0 |
| Clinical Instructor (Clinical Supervisor, Clinical Preceptor) | 25.00% 1 |
| Student | 0.00% 0 |
| Other (please specify) | 50.00% 2 |
| TOTAL | 4 |

| # | OTHER (PLEASE SPECIFY) | DATE |
|---|------------------------|-------------------|
| 1 | Radiology Supervisor | 2/7/2018 12:43 PM |

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

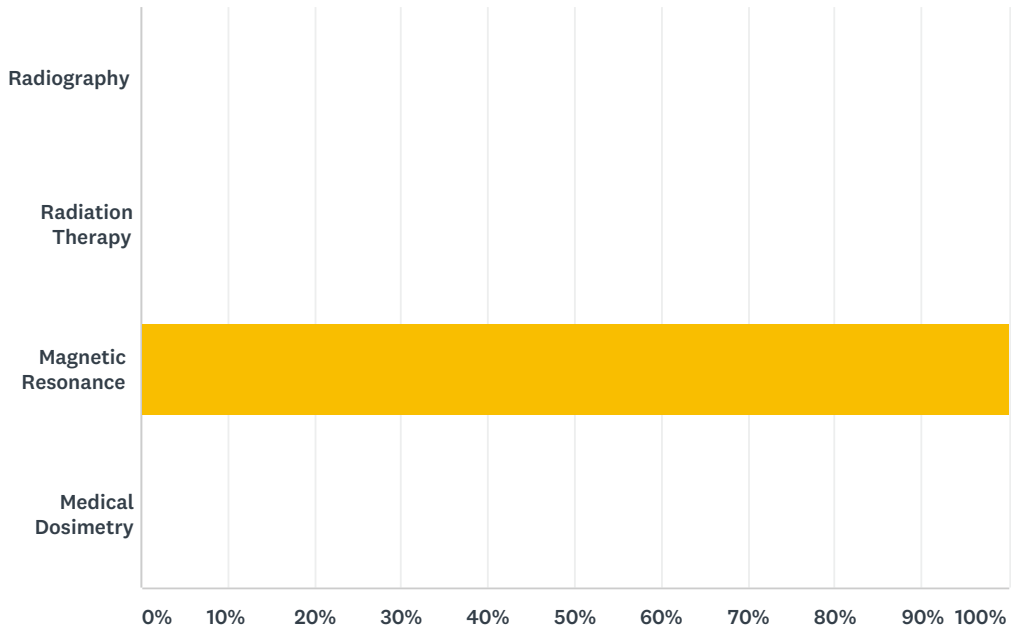
Answered: 4 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------|-----------|----------|
| Less than 5 years | 25.00% | 1 |
| 5 years to 10 years | 0.00% | 0 |
| 11 years to 20 years | 75.00% | 3 |
| 21 years to 30 years | 0.00% | 0 |
| More than 30 years | 0.00% | 0 |
| TOTAL | | 4 |

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

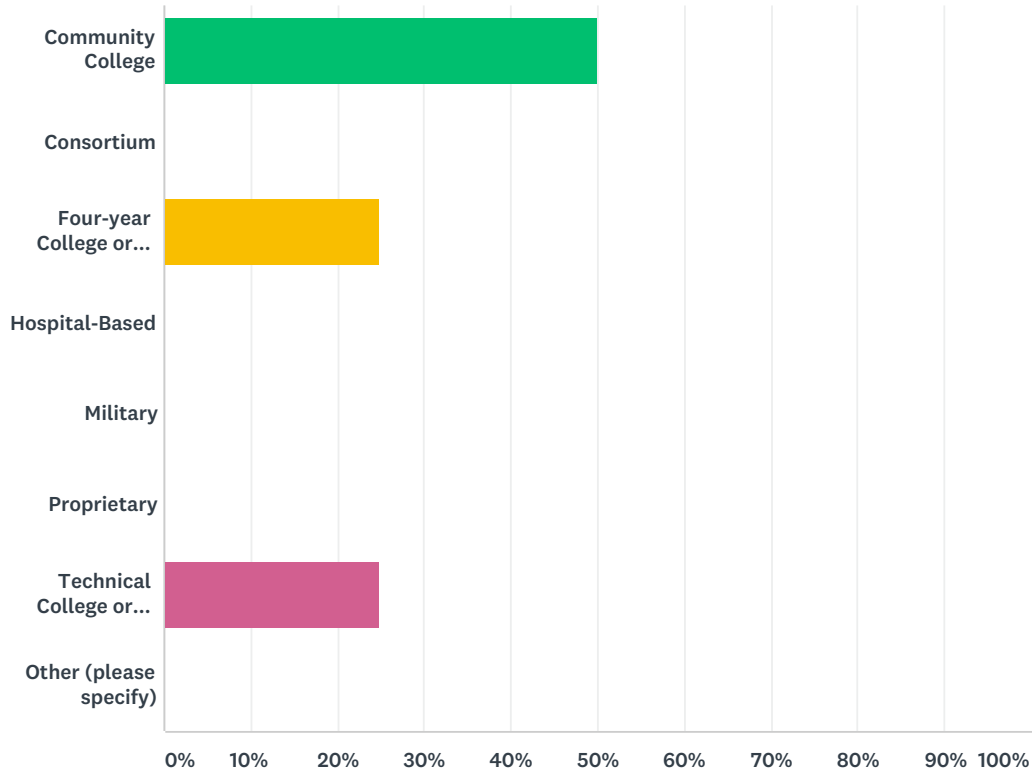
Answered: 4 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|--------------------|-----------|----------|
| Radiography | 0.00% | 0 |
| Radiation Therapy | 0.00% | 0 |
| Magnetic Resonance | 100.00% | 4 |
| Medical Dosimetry | 0.00% | 0 |
| TOTAL | | 4 |

Q6 The program sponsorship is:

Answered: 4 Skipped: 0

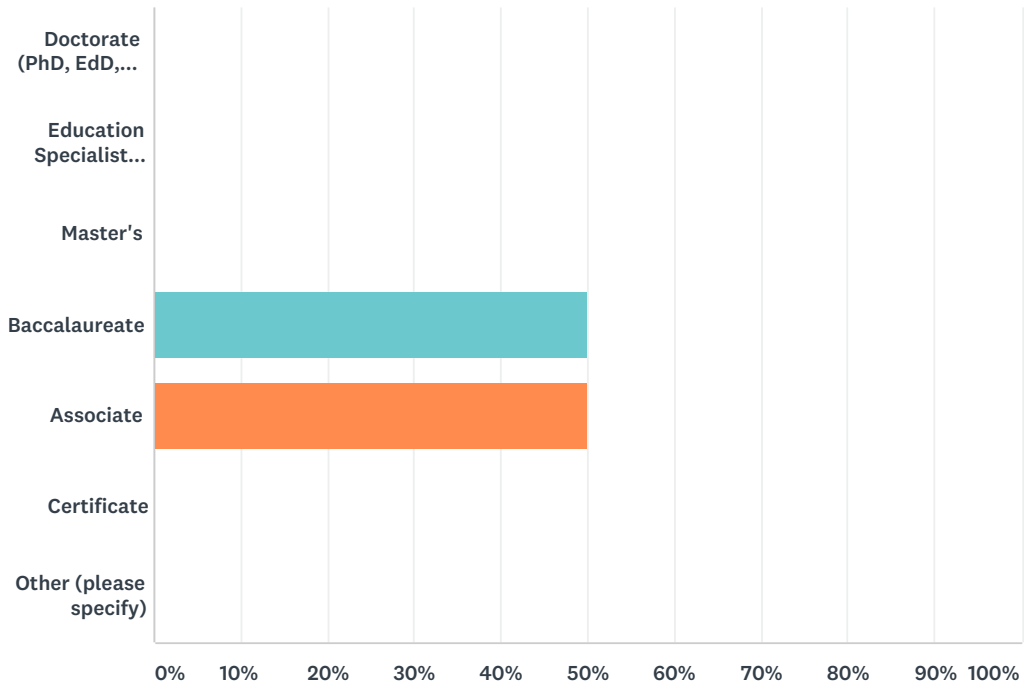


| ANSWER CHOICES | RESPONSES | |
|---------------------------------|-----------|----------|
| Community College | 50.00% | 2 |
| Consortium | 0.00% | 0 |
| Four-year College or University | 25.00% | 1 |
| Hospital-Based | 0.00% | 0 |
| Military | 0.00% | 0 |
| Proprietary | 0.00% | 0 |
| Technical College or Institute | 25.00% | 1 |
| Other (please specify) | 0.00% | 0 |
| TOTAL | | 4 |

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

Q7 The highest academic credential I have earned is:

Answered: 4 Skipped: 0

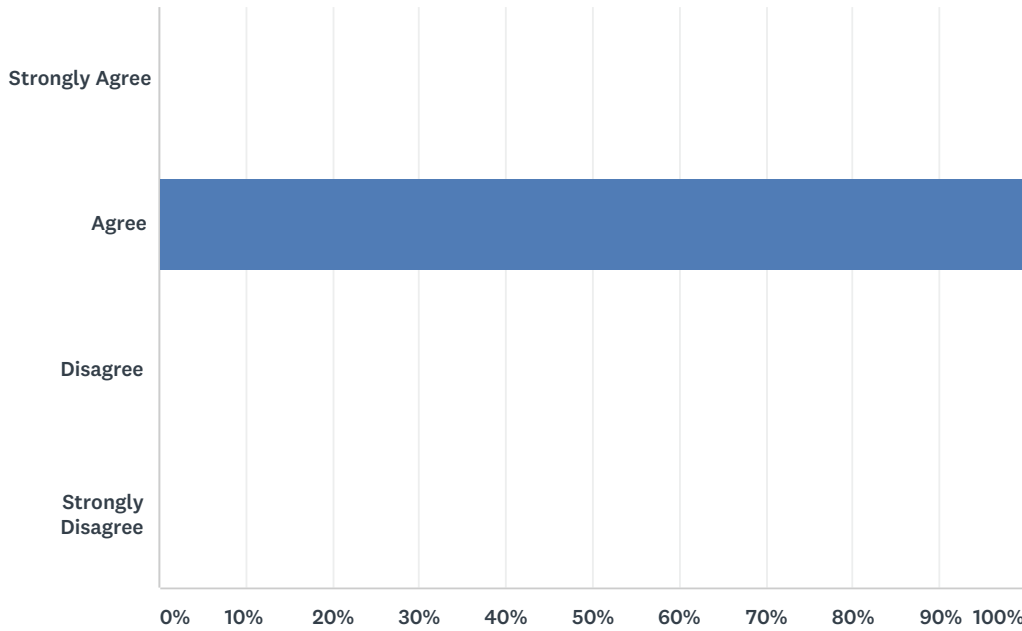


| ANSWER CHOICES | RESPONSES | |
|--------------------------------|-----------|----------|
| Doctorate (PhD, EdD, DHEd, JD) | 0.00% | 0 |
| Education Specialist (EdS) | 0.00% | 0 |
| Master's | 0.00% | 0 |
| Baccalaureate | 50.00% | 2 |
| Associate | 50.00% | 2 |
| Certificate | 0.00% | 0 |
| Other (please specify) | 0.00% | 0 |
| TOTAL | | 4 |

| # | 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: 2 Skipped: 2

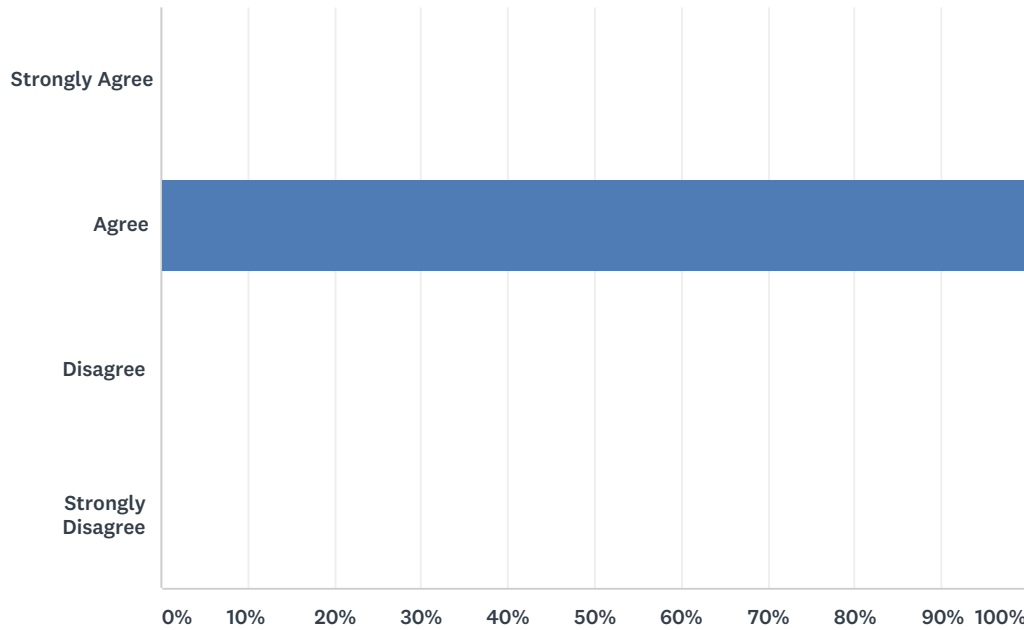


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 2 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 2 |

| # | PLEASE PROVIDE ANY COMMENTS REGARDING CLARITY OF STANDARD ONE. | DATE |
|---|----------------------------------------------------------------|------|
| | There are no responses. | |

Q9 There are NO redundancies associated with Standard One.

Answered: 2 Skipped: 2

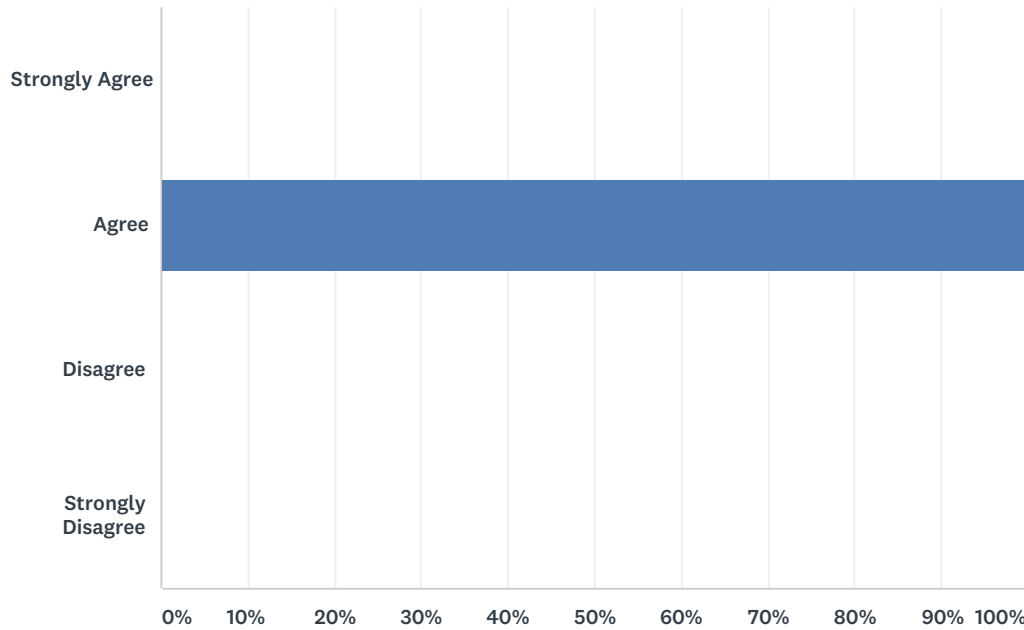


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 2 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 2 |

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

Q10 The Objectives of Standard One are relevant.

Answered: 2 Skipped: 2



| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 2 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 2 |

| # | PLEASE PROVIDE ANY COMMENTS REGARDING RELEVANCY OF STANDARD ONE. | DATE |
|---|------------------------------------------------------------------|------|
| | There are no responses. | |

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

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

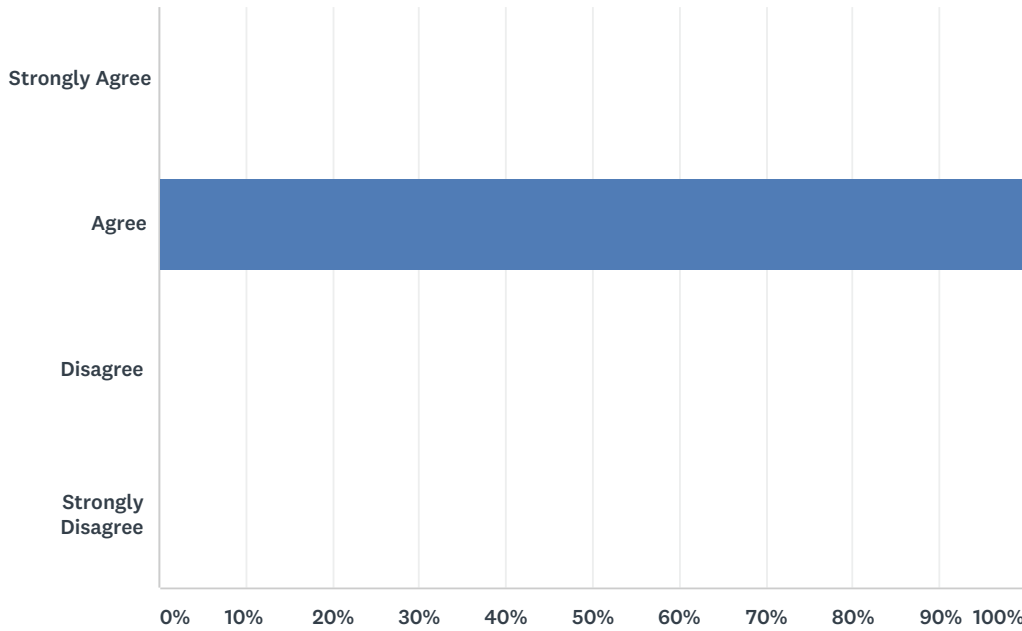
Q12 Are there additional content areas (objectives) that should be included under Standard One?

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

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

Answered: 2 Skipped: 2

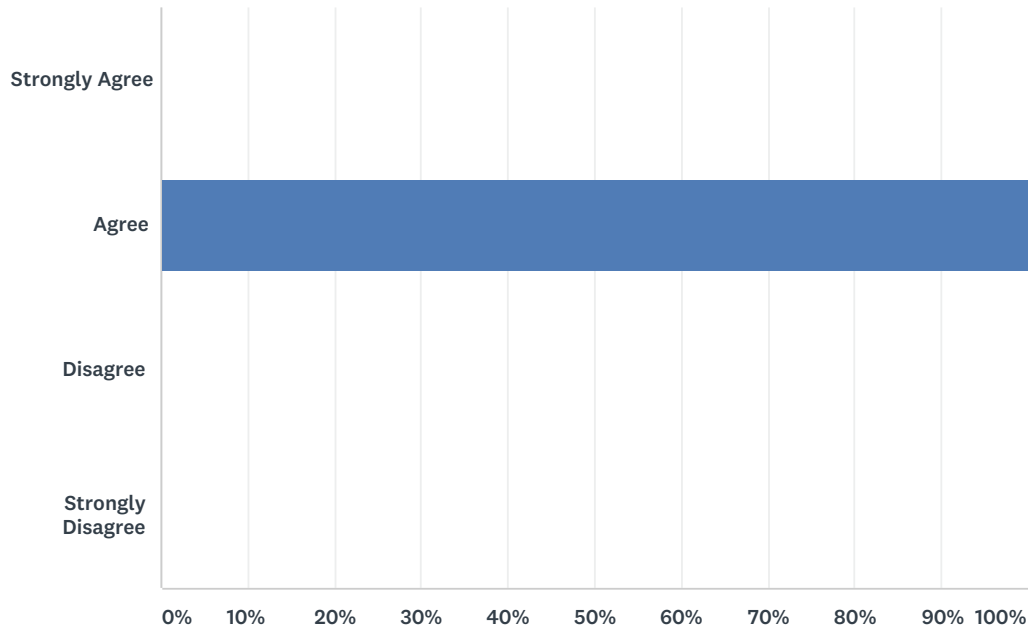


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 2 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 2 |

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

Q14 There are NO redundancies associated with Standard Two.

Answered: 2 Skipped: 2

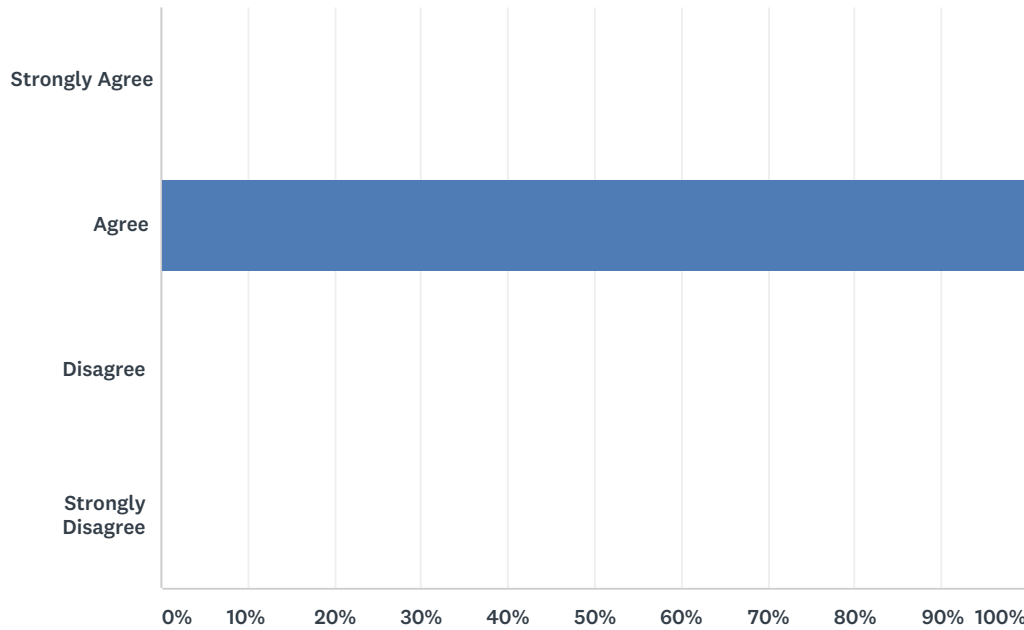


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 2 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 2 |

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

Q15 The Objectives of Standard Two are relevant.

Answered: 2 Skipped: 2



| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 2 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 2 |

| # | 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: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

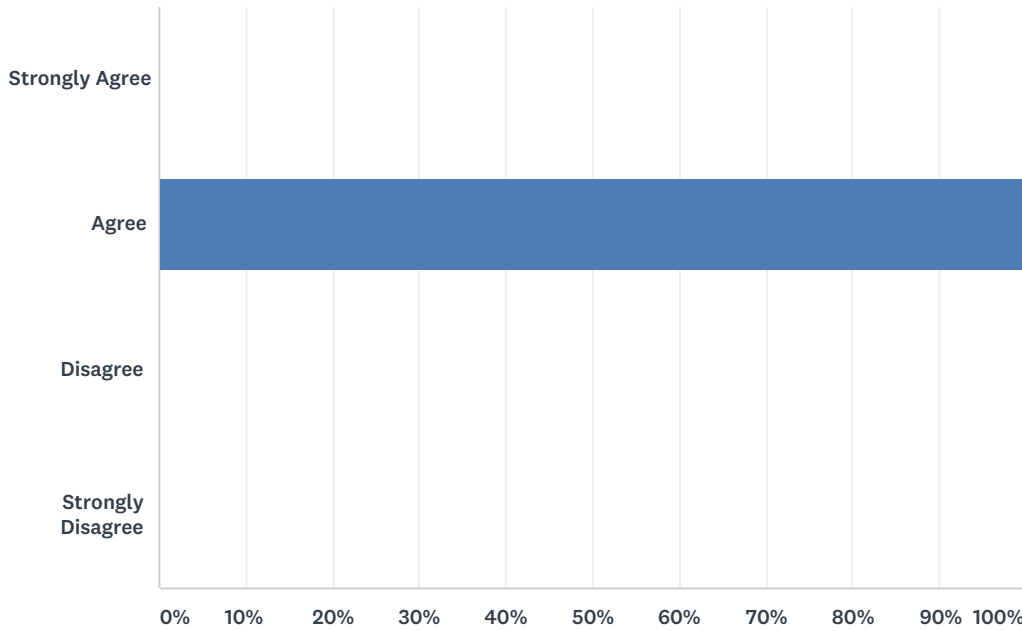
Q17 Are there additional content areas (objectives) that should be included under Standard Two?

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

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

Answered: 1 Skipped: 3

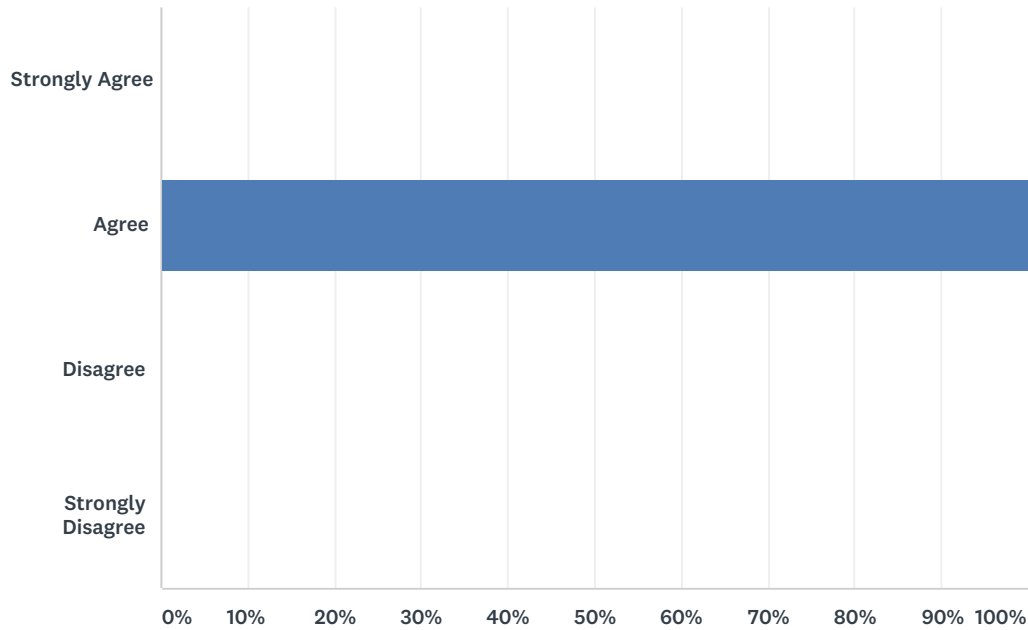


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

| # | PLEASE PROVIDE ANY COMMENTS REGARDING THE CLARITY OF STANDARD THREE. | DATE |
|---|----------------------------------------------------------------------|------|
| | There are no responses. | |

Q19 There are NO redundancies associated with Standard Three.

Answered: 1 Skipped: 3

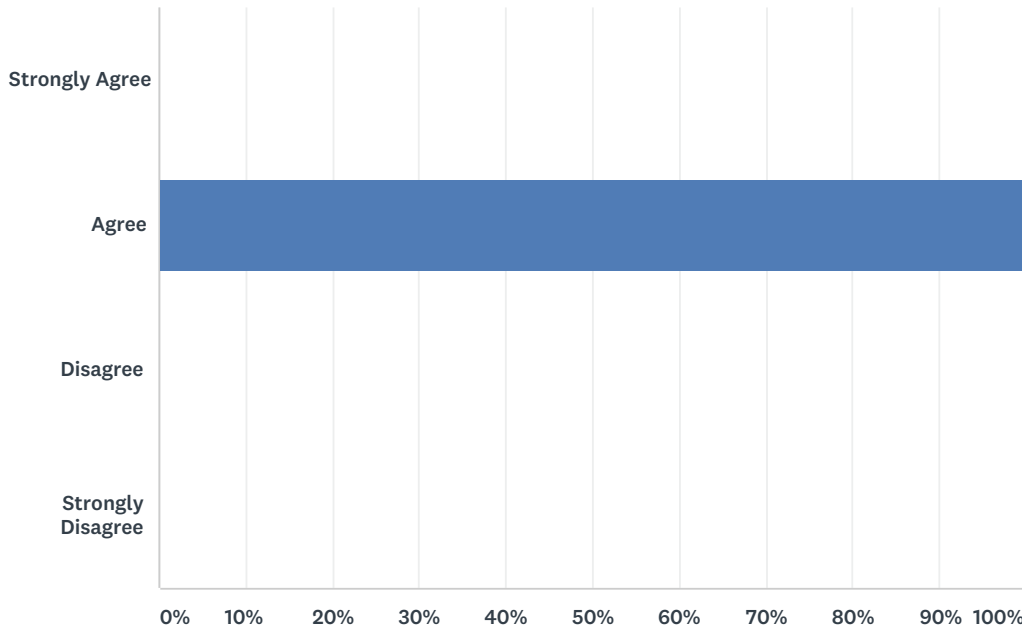


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

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

Q20 The Objectives of Standard Three are relevant.

Answered: 1 Skipped: 3



| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

| # | PLEASE PROVIDE ANY COMMENT REGARDING THE RELEVANCY OF STANDARD THREE. | DATE |
|---|-----------------------------------------------------------------------|------|
| | There are no responses. | |

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

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

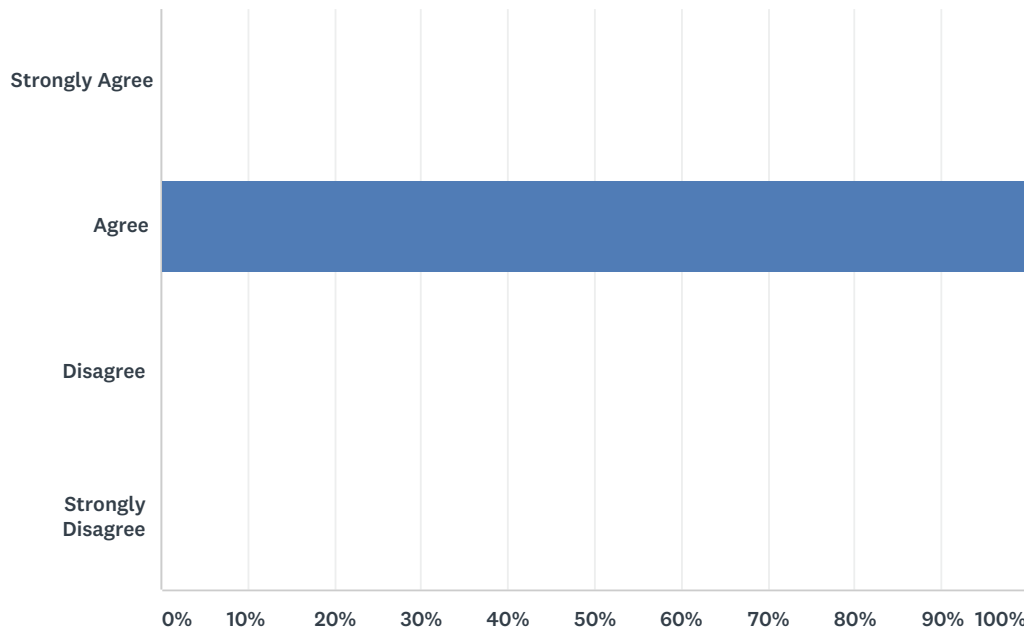
Q22 Are there additional content areas (objectives) that should be included under Standard Three?

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

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

Answered: 1 Skipped: 3

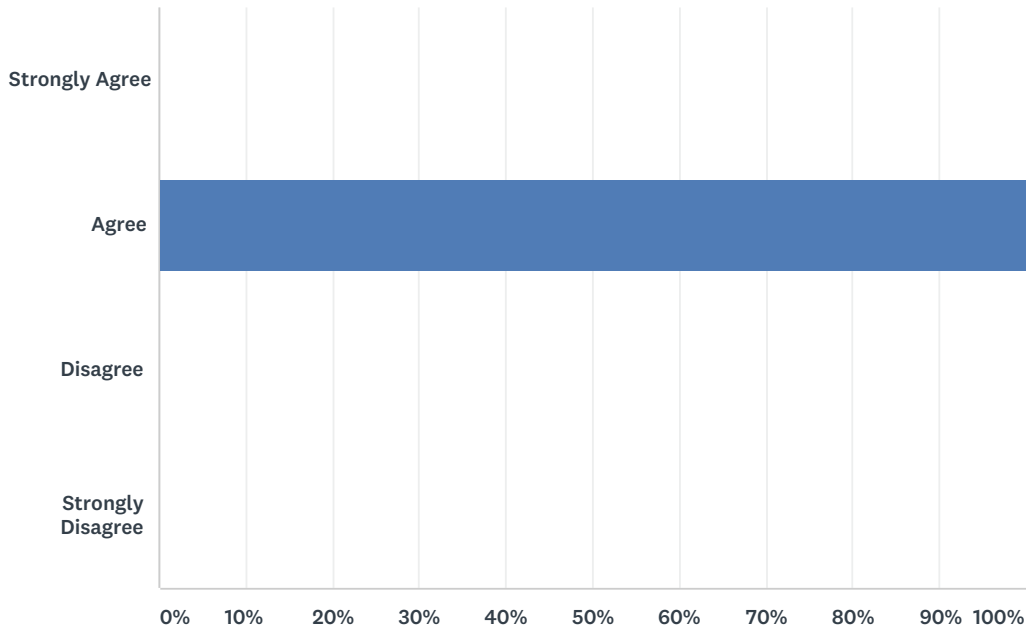


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

| # | PLEASE PROVIDE ANY COMMENTS REGARDING THE CLARITY OF STANDARD FOUR. | DATE |
|---|---------------------------------------------------------------------|------|
| | There are no responses. | |

Q24 There are NO redundancies associated with Standard Four.

Answered: 1 Skipped: 3

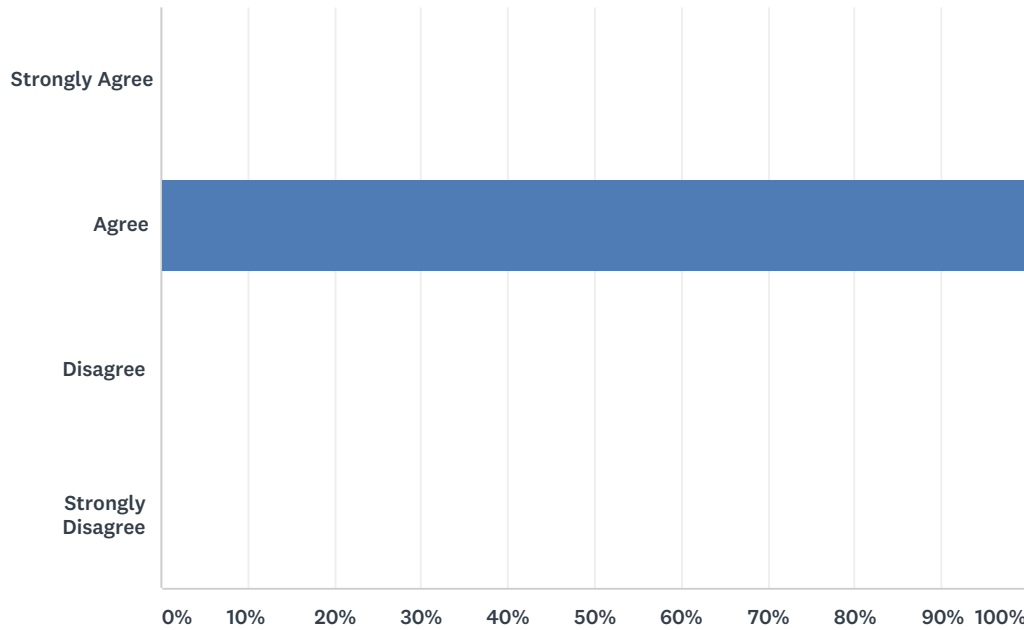


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

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

Q25 The Objectives of Standard Four are relevant.

Answered: 1 Skipped: 3



| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

| # | 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: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

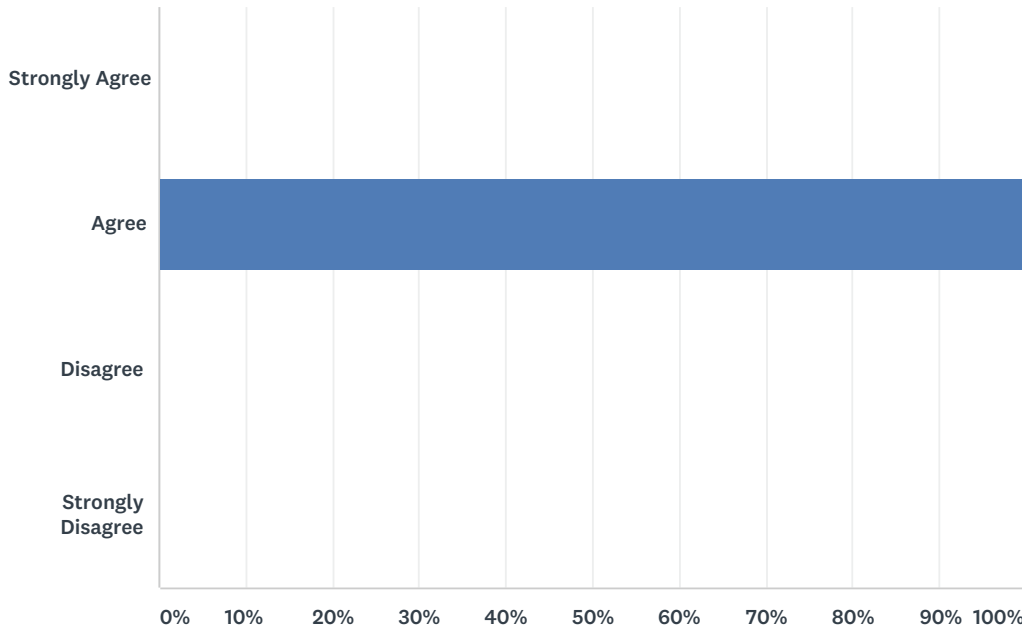
Q27 Are there additional content areas (objectives) that should be included under Standard Four?

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

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

Answered: 1 Skipped: 3

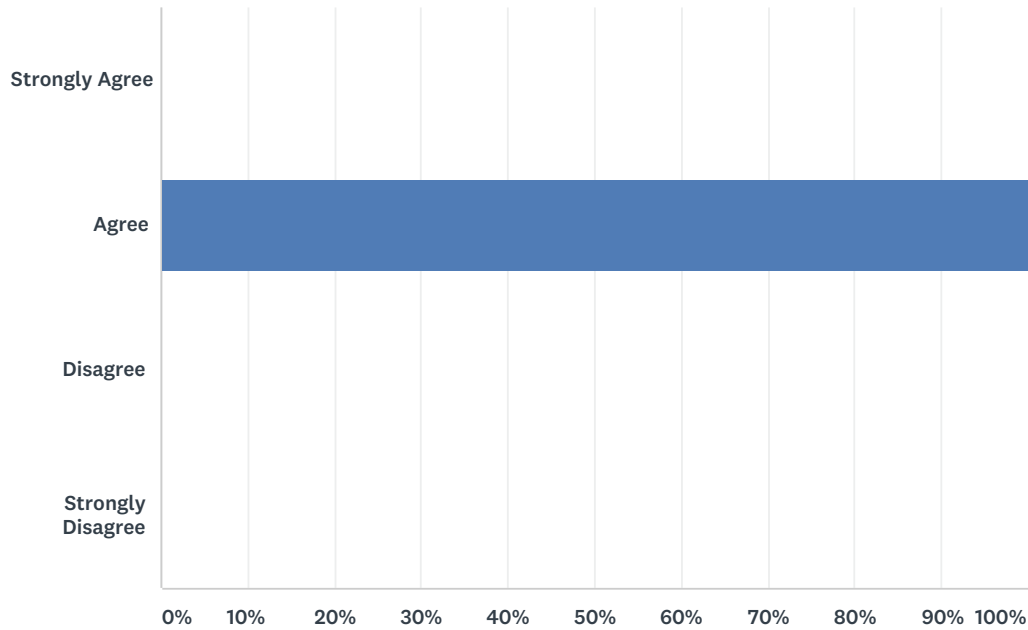


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

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

Q29 There are NO redundancies associated with Standard Five.

Answered: 1 Skipped: 3

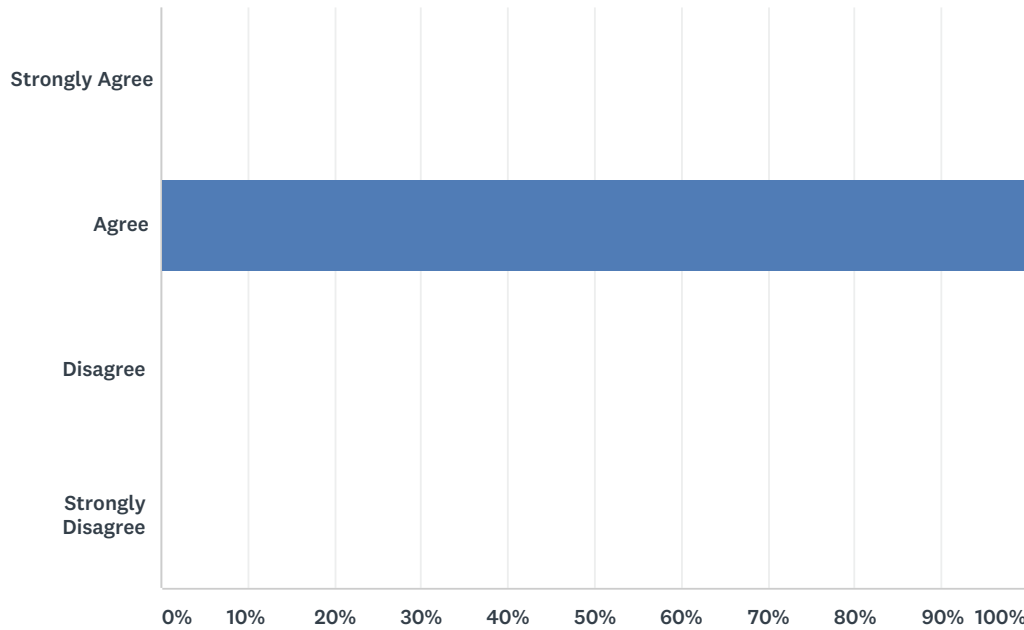


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

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

Q30 The Objectives of Standard Five are relevant.

Answered: 1 Skipped: 3



| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

| # | 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: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

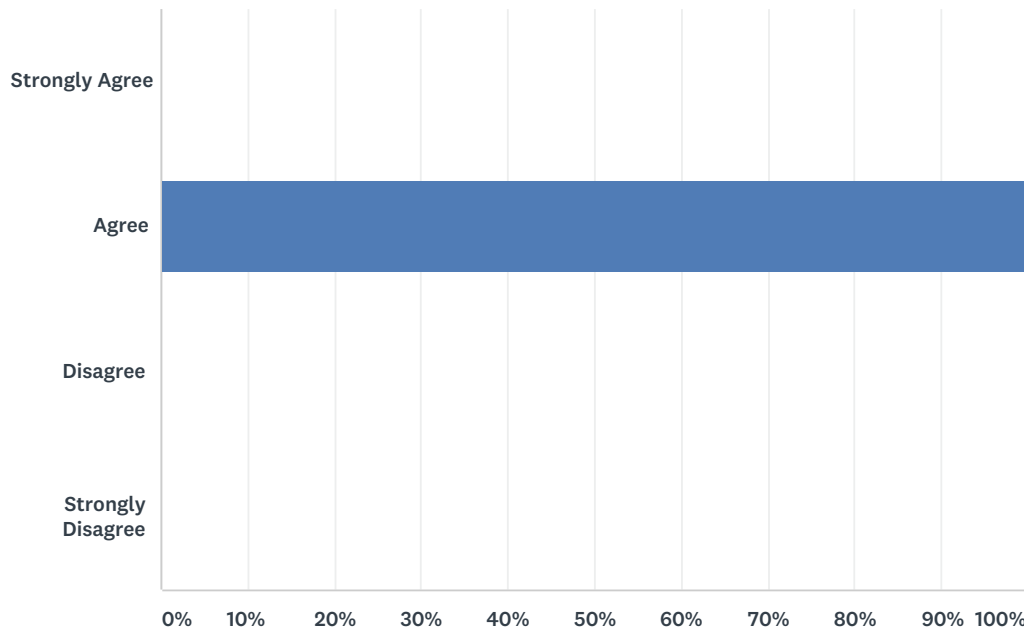
Q32 Are there additional content areas (objectives) that should be included under Standard Five?

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

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

Answered: 1 Skipped: 3

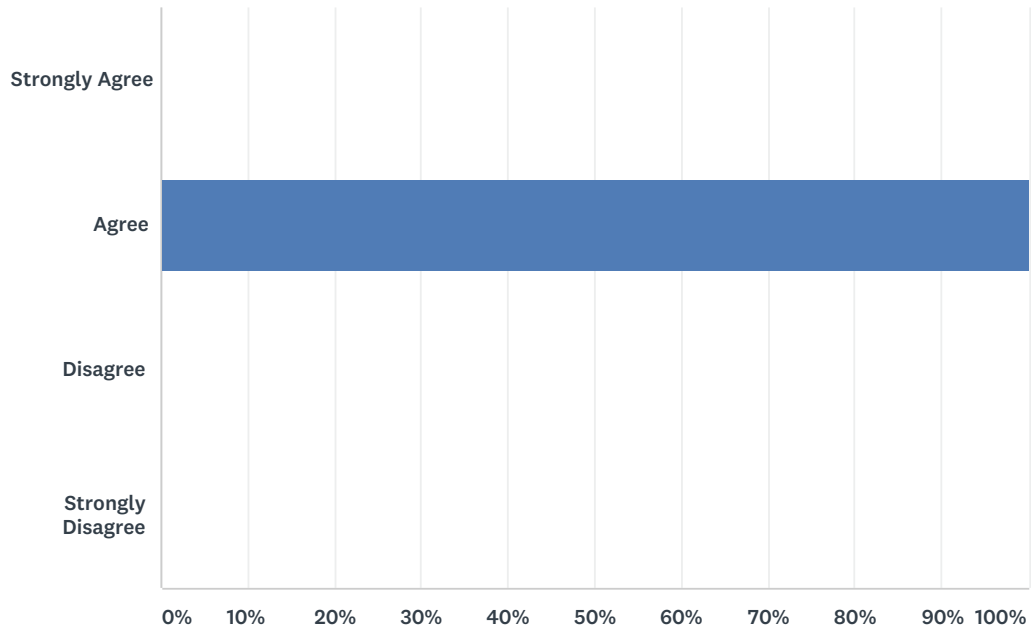


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

| # | PLEASE PROVIDE ANY COMMENTS REGARDING CLARITY OF STANDARD SIX. | DATE |
|---|----------------------------------------------------------------|------|
| | There are no responses. | |

Q34 There are NO redundancies associated with Standard Six.

Answered: 1 Skipped: 3

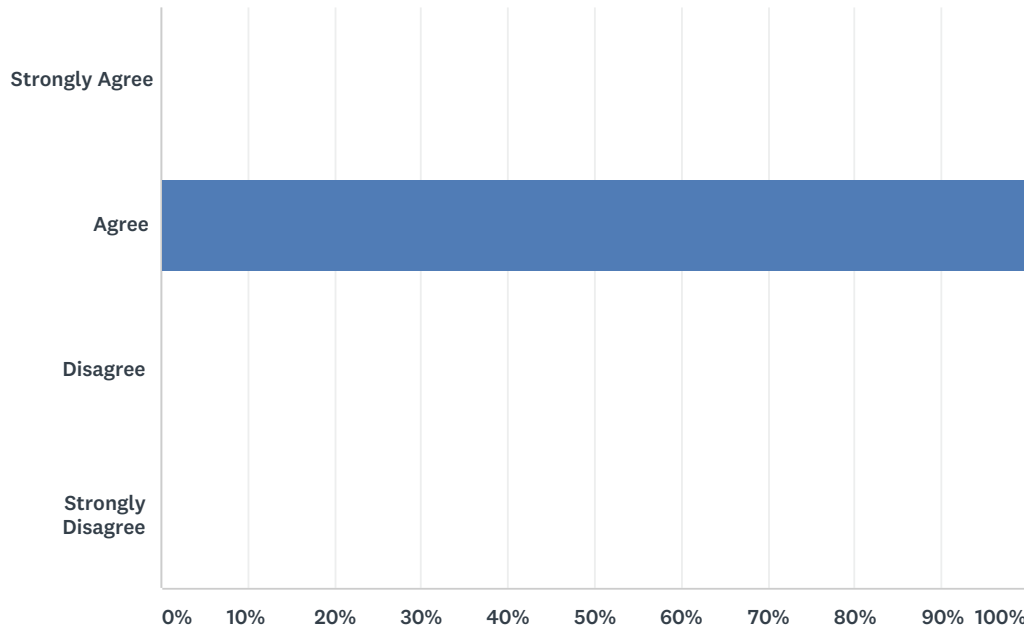


| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

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

Q35 The Objectives of Standard Six are relevant.

Answered: 1 Skipped: 3



| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Strongly Agree | 0.00% 0 |
| Agree | 100.00% 1 |
| Disagree | 0.00% 0 |
| Strongly Disagree | 0.00% 0 |
| TOTAL | 1 |

| # | PLEASE PROVIDE ANY COMMENTS REGARDING THE RELEVANCY OF STANDARD SIX. | DATE |
|---|----------------------------------------------------------------------|------|
| | There are no responses. | |

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

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

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

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |

Q38 Additional Comments:

Answered: 0 Skipped: 4

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |