

## DEFINITIONS

Throughout the Standards, terms that have CoARC-specific definitions are noted below.

**NOTE:** Where terms are not defined, their definitions are at the discretion of the CoARC.

Academic Catalog	An official publication that describes the academic programs and courses offered by the institution. This may be published electronically and/or in paper format.
Academic Policies	Published rules that govern the operations of academic programs including, but not limited to, policies related to admission, retention, progression, graduation, grievance, and grading.
Academic Support Services	Services available to the faculty and students in all programs offered by the institution, applicable to any teaching/learning format, including distance education, which help programs achieve their expected outcomes. These include, but are not limited to, library, computer and technology resources and advising, counseling, and placement services.
Accurately	Free from error.
Action Plan	A plan developed to address a problem (outcomes, resources) in such a way that progress towards the solution can be determined. At a minimum, an action plan should delineate methods, evaluation criteria and benchmarks, expected goals or outcomes, and timely reassessment.
Adequate	Allows for the delivery of student education in a manner that enables the program to achieve its goals and outcomes.
Administrative and Clerical Support Staff	Administrative and clerical personnel provided to institutional programs by the sponsor.
Advanced placement	A term used in higher education to place a student in a high-level course based on an evaluation of the student's knowledge and skills.
Affiliate	Institutions, clinics, or other health settings, used by the program for clinical experiences, that are not under the authority of the program.
Affiliation Agreement	A legally binding contract between a program's sponsor and a clinical site providing all details of the relationship and the

	rights and responsibilities of both parties. The agreement should be signed by administrative personnel who have the authority to act on behalf of the parties involved. A Memorandum of Understanding is legally slightly different but does the same thing.
Annual Report of Current Status	A report submitted by a program, in a format mandated by CoARC, that provides current information regarding personnel, satellite, and clinical affiliates as well as enrollment/retention and outcomes data from the prior academic year, with corresponding analysis and action plans.
Appropriately Credentialed	An individual associated with a program who has the practice credential(s) (i.e., a state license, state certification or state registration) required to practice their specific health care or medical profession within the state housing the program. Appropriate credentialing is required for all program Key Personnel and instructional faculty, whether or not the individual is currently practicing.
Assessment	The systematic collection, review, and use of information to evaluate student learning, educational quality, and program effectiveness.
Base Program	When a program sponsor has established a satellite program in addition to the original program, the base program is the one where the Key Personnel are based.
Clinical Education	Clinical experiences in a patient care setting, supervised by a qualified instructor, to develop and achieve required clinical competencies.
Clinical Instructor	An individual who teaches, supervises, and evaluates students in a clinical setting. S/he may be employed by either the program or the clinical site and does not have an assigned standard patient load when teaching students. The clinical instructor's primary responsibility is to facilitate student achievement of program specified clinical competencies. The assigned student to clinical instructor ratio cannot exceed 6:1.
Clinical Preceptor	An individual, employed by the clinical site, who teaches, supervises, and evaluates students while completing an assigned standard patient load. The assigned student to clinical preceptor ratio cannot exceed 2:1.

Communities of Interest	Groups and individuals with an interest in the mission, goals, and expected outcomes of the program and its effectiveness in achieving them. The communities of interest include both internal (e.g. current students, institutional administration) and external (e.g. prospective students, regulatory bodies, practicing therapists, clients, employers, the community/public) constituencies.
Competencies	The measurable set of specific knowledge, skills, and affective behaviors expected of graduates.
Competent	A composite term describing the knowledge, skills and values required for new graduates to begin the practice of respiratory care.
Consortium	A legally binding contractual partnership of two or more organizations, at least one of which is a duly accredited degree-granting institution of higher education, established to offer a Respiratory Care education program. Consortia must be structured to recognize and perform all the responsibilities and functions of a program sponsor.
Continued Professional Growth	Maintenance and/or enhancement of faculty expertise using activities such as specialty certification or recertification; continuing education including interaction with other educators; formal advanced education; other scholarly activities such as research or publications.
Critical Thinking	Active and reflective reasoning that integrates facts, informed opinions and observations to explore a problem, form a hypothesis, and reach a defensible conclusion. Accordingly, critical thinking transcends the boundaries of formal education.
Curriculum	Formally established body of courses and/or supervised practice rotations and learning experiences through which the program presents the required knowledge, principles, values and competencies.
Distance Education	Education that uses one or more technologies (i.e. internet, telecommunication, video link, or other electronic media) to deliver instruction to students with no physical access to the instructor, and to support regular and substantive interaction between those students and the instructor, either

	synchronously or asynchronously. CoARC does not allow clinical education to be delivered in a distance education format.
Equivalent	Comparable to.
Faculty (Clinical)	Individuals who teach, supervise, and/or evaluate students in the clinical setting. This includes clinical instructors and preceptors.
Faculty, Individual/Full-Time	An employee of the program sponsor, assigned to teach in the respiratory care program who holds an appointment that is considered by that institution to be full-time.
Faculty (Program)	The aggregate of individuals responsible for all aspects of the program including design and implementation of the curriculum, all areas of instruction, and the ongoing evaluation of the program and program outcomes. In addition to Key Personnel, these include all instructors who are employees of the program.
Goals	CoARC requires all respiratory education programs to have the following goal defining minimum expectations: to prepare graduates with demonstrated competence in the cognitive, psychomotor and affective learning domains of respiratory care practice as performed by registered respiratory therapists. Should a program decide to pursue an additional (optional) goal, it must develop a valid and reliable measurement system to assess its success in achieving this goal. Such goals must be consistent with institutional and program missions and reflect the values and priorities of the program.
Graduation Date	The official date of graduation is the date that is posted by the registrar to the student's transcript.
Institutional Accreditation	Pertains to the academic sponsor of the program. Signifies that the institution as a whole is attaining mandated objectives in a manner acceptable to the institution's accreditor.
Instructional Faculty	Individuals, with any academic rank or type of employment, who provide instruction or supervision for program students.
Learning Environment	Places, surroundings or circumstances where knowledge, understanding, or skills are acquired such as classrooms, laboratories and clinical education settings.

Learning Experiences	Classroom, laboratory, research, clinical, and other curricular activities that contribute to the development of a competent graduate. Also referred to as educational experiences.
Length of Study	Duration of the program. May be stated as total time (academic or calendar year(s)), or as the number of semesters, trimesters, or quarters.
Mission	A purpose statement defining the unique nature and scope of the sponsoring institution or the program.
Must	Indicates an imperative; a need, duty or requirement; an essential or indispensable item; mandatory.
Objectives	Statements specifying desired knowledge, skills, or behaviors to be developed as a result of educational experiences. Objectives must be measurable.
Off-Campus Laboratory Site	An off-campus laboratory site (OCLS) is any location physically apart from the base program campus where the required laboratory instruction takes place. This does not include a satellite campus as defined in CoARC Policy 2.05.
Outcome Assessment Thresholds	Outcome thresholds are established by CoARC. They are national, statistically based measures to assess program success including pass rates on the credentialing examinations, retention, job placement, and graduate and employer satisfaction.
Outcomes	Results, end products, or effects of the educational process. Outcomes include what the students demonstrated/accomplished or what the program achieved.
Outcomes Assessment	Comprehensive process for evaluating the results of programmatic efforts and student learning.
Post-Secondary Academic Institution	Any accredited school that awards a degree beyond that of a high school education.
Program	An organized system designed to provide students with the opportunity to acquire the competencies needed to participate in the respiratory care profession; it includes the curriculum and the support systems required to implement the sequence of educational experiences.
Program Improvement	The process of utilizing results of assessments and analyses of program outcomes to validate and revise policies, practices, and curricula as appropriate.

Program Options	Additional educational opportunities that may be offered by a base program holding continuing accreditation with no pending progress reports. Options include the Sleep Specialist Program and Satellite.
Program Outcomes	Performance indicators that reflect the extent to which the goals of the program are achieved and by which program effectiveness is documented. Outcomes include but are not limited to program completion rates, job placement rates, certification pass rates, and program satisfaction.
Progress Report	The program response to an official inquiry from CoARC related to one or more specific deficiencies. The response must clearly describe how the program has addressed deficiencies (the action plan) and both how and when it will determine the effectiveness of that plan.
Prospective Students	Individuals who have requested information about the program or submitted information to the program.
Published	Made publicly available in written or electronic format.
Readily available	Easily accessible in a timely fashion. May involve both program and institution procedures.
Remediation	The program's defined process for addressing deficiencies in a student's knowledge and skills. Correction of these deficiencies must be ascertained and documented.
Resource Assessment Matrix (RAM)	A document developed by the CoARC that programs must use for on-going resource assessment. The matrix displays all mandated resources in a set format that includes purpose, measurement system, dates of measurement, results and analysis, action plans and follow-up.
Satellite Campus	<p>A location that is geographically separate from the sponsor's base program. A satellite campus must:</p> <ol style="list-style-type: none"> <li>1. be permanent in nature;</li> <li>2. be under the governance and lines of authority of the base program's sponsor;</li> <li>3. offer the same required curriculum as the base program;</li> <li>4. have a dedicated budget;</li> <li>5. have a satellite coordinator employed by the base program's sponsor;</li> </ol>

	<p>6. ensure that students are not required to physically attend the base program's campus for any required course; and</p> <p>7. not exceed the maximum aggregate enrollment as specified in Policy 2.05.</p>
Social Media Sites	Online platforms that enable users to create and share content, interact with others, and engage in virtual communities. These sites facilitate communication through posts, comments, messages, and multimedia sharing.
Sponsor	A post-secondary academic institution, accredited by an institutional accrediting agency recognized by the U.S. Department of Education (USDE), or a group of institutions including such an institution (consortium-see previous definition), that is/are responsible for ensuring that its program meets CoARC Standards. <i>Throughout these Standards the terms 'institution' and 'sponsor' will be used interchangeably.</i>
Standards	The Accreditation Standards for Entry into Respiratory Care Professional Practice as established by the CoARC from time to time.
Student Learning Outcomes	Assessment of the results of the educational process; a determination of the extent to which student skills are consistent with the standards of professional practice.
Substantive change	A significant modification of the nature of an accredited program. The process for reporting substantive changes is defined in the CoARC Accreditation Policies and Procedures Manual.
Sufficient	Adequate to accomplish or bring about the intended result.
Summative Evaluation	A comprehensive assessment of the learner conducted by the program to assure that upon graduation the learner has the knowledge, interpersonal skills, patient care skills, and professionalism required for entry into the profession.
Teaching and Administrative Workload	Quantification of faculty responsibilities. Categories frequently used are teaching, advisement, administration, committee activity, research and other scholarly activity, and service/practice.
Technical Standards	The physical and mental skills and abilities needed to fulfill the academic and clinical requirements of the program. The

	standards should comply with the Americans with Disabilities Act (ADA) and should be reviewed by institutional legal counsel.
Timely	Without undue delay; as soon as feasible after due consideration.

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