



PROVISIONAL SITE VISIT REVIEW INTERVIEW GUIDE

Instructions to Site Visit Reviewers:

This guide is designed to help site visit reviewers gather information from a program’s various communities of interest, based on the **2022 CoARC Accreditation Standards for Entry into Respiratory Care Professional Practice**. **It is important to note that this document is truly a guide.** It does not include all questions that site visit reviewers could ask regarding a particular program, and, just as importantly, site visitors should ask only those questions they believe are pertinent to their evaluation of the program being visited.

All information made available to site visit reviewers before and during the interview process is to be considered confidential and shared only with the CoARC and the program/sponsor(s). Team members will be privy to opinions expressed by individuals during the interviews; the sources of such opinions are also confidential, to be shared only with the CoARC, as necessary. Prior to each interview, the interviewees must be informed about the accreditation process, the specific role of the site visit reviewers, and the importance that the CoARC places on confidentiality.

Parenthetical Reference: 2022 CoARC Accreditation Standards for Entry into Respiratory Care Professional Practice

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President/CEO/Consortium Chair

1. How will your institution **support the continued professional growth of program faculty and staff?** *(Standard 1.04)*
2. In what ways will your institution ensure that appropriate **security and personal safety measures** are in place **at all the program's instructional locations?** *(Standard 5.08)*
3. [If applicable] Describe how your institution will ensure that program students and faculty at Off Campus Lab Sites/Satellites have **access to academic support services and resources equivalent to those on the main campus.** *(Standard 1.06)*
4. Describe how your institution will **ensure funding is sufficient for the program** to meet its goals/objectives. *(Standard 2.01)*
5. Describe how your institution will **ensure that academic resources** (e.g., library, computer, and technology resources, advising, counseling, and placement services) **are sufficient** for the program to meet its goals/objectives. *(Standard 2.01)*
6. Describe how your institution will **ensure that the program's physical** (e.g., classroom/laboratory space, classroom seating and laboratory equipment) **resources are sufficient** for the program to meet its goals/objectives. *(Standard 2.01)*
7. Have you received any **communication from the program's clinical sites that stated concerns** re program students? i.e. student behavior, program supervision of students, etc. Have local employers requested that the college do more to **increase the number of students** in the program?

Dean/Division Chair

1. How will your institution **ensure that academic policies apply to all students and faculty**, regardless of the location of instruction? *(Standard 1.06)*
2. How does your institution **ensure that, at all program locations**, the number of **qualified faculty members and clinical instructors/preceptors**, as well as the **designated administrative and technical support staff**, are **sufficient** to meet the goals/objectives of the program? *(Standard 2.13)*
3. How will your institution **support the Program Director in carrying out her/his administrative responsibilities**: planning and development, management, and administration, as well as continuous review, analysis, and appropriate revision of the respiratory care program? *(Standard 2.03)*
4. How does your **institution support the Director of Clinical Education's ability to carry out his/her administrative responsibilities**: (planning and development, organization, administration) as well as ongoing evaluation of the general effectiveness of experiences at all clinical sites for students enrolled in the respiratory care program? *(Standard 2.07)*



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5. Are you familiar with the **goal mandated for the program** by the CoARC *Standards*? Will this goal be **compatible with your institution's mission**? (*Standard 3.01*)
6. Describe how the institution will ensure that respiratory students will have **access to all the academic support services** (e.g., library, computer, and technology resources, advising, counseling, and placement services) provided to other students in the institution? (*Standard 5.10*)
7. Are prospective students interested in the institution's allied health programs (such as Respiratory Therapy) made aware of the physical capabilities required for them to perform all mandated competencies? (*Standards 3.04/5.02*)
8. Describe the **institution's policies and procedures for maintaining student records** related to admission, advisement, counseling, and evaluation. **Where are these records kept?** Are there any provisions that allow **student access to their academic records**? What are your institution's **policies regarding access to records by work-study students** [if applicable]? (*Standard 5.11*)
9. (**If applicable**) How does your **institution support online students' access to resources** that are available to program students on the college campus? (For example: library resources, student services, wellness programs, disability services) (*Standard 2.01*)
10. Describe how **faculty are encouraged, mentored, and provided resources for professional development, mentoring and (if applicable) scholarship specifically related to online/ distance learning**. (*Standard 1.05*)
11. How are you **involved in the program's advisory committee (AC)**? (*Standard 3.04*)
12. Does the **AC influence decisions regarding the program's resources**? (equipment, recruitment, additional faculty, etc.) (*Standard 2.01*)

Program Director

1. Have you been appraised of the **extent of administrative support for your continued professional growth**? (*Standard 1.04*)
2. How will you ensure **appropriate supervision of all students at all instructional locations**? (*Standard 5.09*)
3. Will any of your students have laboratory/clinical instructions at sites outside of the main campus/main campus clinical sites? If so, how will you ensure that such instruction is equivalent to that of students on the main campus?
 - a. Off Campus Lab Instructors?
 - b. Do you think the laboratory equipment/space at these sites is sufficient?
 - c. Do students have access to learning support equivalent to that on the main campus in addition to the laboratory (i.e., library, computer lab, etc.)?

- d. How are clinical instructors selected/provided for program students at distance learning sites?
4. How will you determine that **security and personal safety measures are sufficient at all instructional locations?** *(Standard 5.08)*
5. Is there a formal **affiliation agreement or memorandum of understanding** between your institution and **all other entities that will participate in the education of respiratory students?** If not, when do you expect these agreements to be completed? Have you seen these agreements or similar agreements related to other healthcare educational programs at your institution? Do these agreements accurately describe the relationships, roles, and responsibilities of both the program's sponsor and these entities? How will you ensure that all these agreements remain up-to-date? *(Standard 4.09)*
6. Has **sufficient office space** been allocated to the program? *(Standard 2.01)*
7. Are the **financial resources** to be allocated to the program will be sufficient to enable achievement of the program goal(s) and outcomes? *(Standard 2.01)*
8. How will you plan to maintain regular and consistent **contact with your students and program faculty? (Regardless of their location)** *(Standard 2.06)* Are any students/faculty not at the main campus location?
9. Will there be **sufficient faculty** to provide effective instruction in the **didactic, laboratory, and clinical** settings? *(Standard 2.13)*
10. What **mechanisms** will you use to ensure that **instructors are**:
 - a. **appropriately credentialed** for the content areas they teach,
 - b. **sufficiently knowledgeable** in subject matter through training and experience,
 - c. **effective in teaching** their assigned subjects? *(Standard 2.13)*
11. Will there be **sufficient administrative and clerical support staff** for the program to meet its goals and objectives? *(Standard 2.15)*
12. How will faculty perform the annual **review of optional program goals** to ensure **compatibility with the mission** of the sponsoring educational institution and that required **outcomes have been achieved?** *(Standard 3.02)*
13. What do you know about the **CoARC Personnel-Program Resource Survey?** *(Standard 2.16)*
14. How do you plan to **evaluate all mandated program competencies** for each student? How will these program competencies and evaluation methods be made available to all enrolled students? *(Standard 3.05)*



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15. How will you ensure that **course content, learning experiences** (didactic, laboratory, and clinical), **and access to learning materials are equivalent for each student regardless of location (including distance-learning students)?** *(Standard 4.01)*
16. Describe the methods that will be used to ensure that the program's collection of clinical sites will provide sufficient breadth and depth of clinical exposure to **ensure achievement of all clinical competencies by all students** in each class. If exposure to particular competencies is **limited to specific sites**, describe the **methods by which the program will ensure** that exposure at these sites will be **sufficient for all students** to acquire these competencies. *(Standard 4.09)*
17. How will the program ensure that the **clinical component of the curriculum is sequentially integrated with didactic and laboratory instruction and consistent with the overall instructional plan of the program at all student locations?** *(Standard 4.01)*
18. How will the program ensure that each student is **evaluated regarding her/his achievement of all defined program competencies whether or not s/he is being taught on the main campus?** How will the competencies and the evaluation methods be **documented and communicated** to all enrolled students? *(Standard 3.05)*
19. Describe the **methods that will be used** to ensure that students at **all program locations have access to equivalent course materials, laboratory equipment/supplies, and academic support services.** *(Standard 4.08)*
20. How are prospective students made aware of the physical capabilities (i.e., technical standards) required of a practicing Respiratory Therapist? *(Standard 3.04 /5.02)*
21. How do you plan to disseminate accurate and complete **information about the program** to prospective students **prior to admission and enrollment?** *(Standard 5.02)*
22. During Admissions, are **the students aware of the expectations of potential travel related to laboratory experiences** at the OCLS. Are **students informed of all the costs related to traveling to OCLS?** *(Standard 5.02)*
23. Will **admission procedures be non-discriminatory and followed as published?** Where will they be published? *(Standard 5.04)*
24. Describe the methods that will be used (either prior to or upon admission) to ensure that **students are acquainted with Respiratory Therapy as a profession/career.** *(Standard 4.02)*
25. Describe the methods that will be used to ensure that all program **students (regardless of location) have access to the academic support services** (e.g., library, computer, and technology resources, advising, counseling, and placement services) available to other students in other programs at the institution. *(Standard 5.10)*

26. Describe the methods that will be used to ensure that program **students have timely access to faculty for academic assistance and counseling.** *(Standard 5.10)*
27. Where does the **institution keep student records** documenting their learning progress, deficiencies, and achievement of competencies? How long are these records maintained? Describe the institution's **policies and procedures for maintaining student records related to admission, advisement, counseling, and disciplinary actions.** Where are these records kept? Are there any provisions that would allow **student access** to their academic records? What are your institution's policies regarding **access to records by work-study students** [If applicable]? *(Standard 5.11/5.12)*
28. If applicable for OCLS – who is **directly responsible for the supervision of Off Campus Lab Sites,** including the OCLS instructors?
29. What is your **plan for lab experience for the expected competencies** if it is unable to be provided at the OCLS?
30. Do you **work with the Advisory Committee to address program problems** such as student recruitment? Quality of program graduates?
31. Have you **used the most recent NBRC Matrix to assess the program curriculum**?
32. Are you aware of the benefits of membership in the AARC educational section? Attending the Summer Forum?

Director of Clinical Education

1. How will you maintain regular and consistent **contact with clinical affiliates and with your students, program faculty when they are at their clinical site?** *(Standard 2.10)*
2. How will you ensure that there are sufficient clinical instructors/preceptors **to provide effective instruction/supervision at each clinical site,** i.e., so that **the student to clinical instructor ratio is no greater than 6:1 and for preceptors no greater than 2:1?** *(Standard 2.13)*
3. Describe the **processes** you will use to ensure that all individuals who evaluate students in clinicals have been informed regarding their responsibilities, the program's clinical policies and the use of **program check-offs for student assessment.** *(Standard 2.13)*
4. How do you plan to **evaluate the clinical sites and the preceptors** at each site? *(Standard 3.10)*
5. How will you ensure (a) that **preceptors are providing adequate supervision** of student performance and (b) that they are providing **adequate feedback and mentoring** to students? (Both supervision and mentoring must be based on programmatic requirements) *(Standard 3.10)*
6. How will the program ensure that the **clinical component of the curriculum is sequentially integrated with didactic and laboratory instruction** and consistent with the overall instructional plan of the

program? *(Standard 4.01)*

7. How will the program ensure that each student is **evaluated regarding her/his achievement of all defined program competencies**? How will the competencies and the evaluation methods be **documented and communicated** to all enrolled students? *(Standard 4.04)*
8. Describe the methods that will be used to ensure that cumulative clinical education **experiences at program clinical sites will be of sufficient quality and duration to enable all students to meet program goals** and acquire all the competencies needed **for clinical practice**. Describe the mechanisms you will use **to document the progressive independence of students** in the clinical setting. *(Standard 4.08)*
9. Describe the methods you will use to ensure that **students at all program locations have access to similar course materials, laboratory equipment and materials, and academic support services**. *(Standard 4.08)*
10. Describe the methods you will use to ensure that, during a given clinical rotation, **the clinical experiences for each student will be of sufficient quality and duration for all students** to meet the clinical objectives/competencies specified in the clinical syllabus for that location. *(Standard 4.09)*
11. How will you determine that **sufficient practice time** and learning experience will be available **during clinical rotations** to ensure that all students attain full clinical competence? *(Standard 4.09)*
12. Do you know whether there are formal, written, duly executed **agreements with all the program's clinical sites**? Can you imagine any circumstances in which **students** might be **required to secure the clinical education sites or preceptors** for required clinical rotations? **How/when are students informed** about who will be their clinical instructor/preceptor and how to contact this individual? *(Standard 4.09)*
13. How will the program inform students and clinical supervisors that respiratory care **students must not be substituted for paid staff**? *(Standard 5.09)*
14. Are students allowed to **complete clinical coursework while in an employee status** at any clinical facility? Are students allowed to receive any form of **remuneration in exchange for work** they perform during their clinical education coursework and experiences? *(Standard 5.09)*
15. Do you work with **employer reps on the Advisory Committee to address problems** with the availability of **clinical opportunities**? Quality/quantity of **preceptors**? **Concerns expressed by students** re access/parking/etc.?
16. Are you a **member of the educational section** of the **AARC**? Do you know about the **Summer Forum**? *(Standard 1.04)*
17. How do you ensure that **student skills are assessed in clinicals the same way as in the program lab**? *(Standard 3.05)*



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18. How will **physician interaction and involvement** with respiratory students during clinicals be achieved? How will this be documented? *(Standard 2.11)*

Medical Director

1. What are the **responsibilities of a Medical Director?** *(Standard 2.11)*
2. How will you and the Director of Clinical Education try to ensure **adequate physician input at all clinical sites?** *(Standard 2.11)*
3. Do you know about the **program's Advisory Committee?** What will be your role on the Committee? *(Standard 3.04)*
4. Have you been informed about the **CoARC Personnel-Program Resource Survey?** *(Standard 2.16)*

Base Program Faculty

For questions 1-8, they must be asked to provide the basis for their answers.

1. Do you think **the space allocated for the program** is adequate and appropriate? *(Standard 2.01)*
2. Do you know whether **instructional materials and supplies have been allocated to the program?** If so, will these be **sufficient to enable achievement of program goal(s)** and outcomes? *(Standard 2.01)*
3. Do you think **libraries/learning resources** will be sufficient to enable achievement of program goal(s) and outcomes? *(Standard 2.01)*
4. How much **laboratory equipment has been purchased?** Will it be **readily available to students and sufficient** to enable achievement of program goal(s) and outcomes? *(Standard 2.01)*
5. How much do you know about the **financial resources to be made available to the program?** Do you think they will be **sufficient to enable achievement of the program goal(s)** and outcomes? *(Std 2.01)*
6. Do you believe there will be **sufficient faculty to provide effective instruction** for students in all three settings (**didactic, laboratory, and clinical setting**)? *(Standard 2.13)*
7. How much do you know about **the administrative and clerical support** that will be available to the program? Do you think it will be sufficient for the program to meet its goals and objectives? *(Standard 2.15)*
8. Will you be involved in clinicals? How do you plan to **interact with the Medical Director to secure physician involvement** in student education? *(Standard 2.11)*
9. **Are you aware of the program's goal(s)?** *(Standard 3.01/3.02)*
10. Have you been informed about the **CoARC Personnel-Program Resource Survey?** *(Standard 2.16)*



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11. How do you plan to **ensure that student evaluations related to your teaching activities** are conducted with sufficient frequency to keep students apprised of their progress toward **achieving the curriculum competencies**, and to allow **identification of learning deficiencies** and the development of a means for their **remediation** in a reasonable time frame? *(Standard 3.05)*
12. How will **written criteria for passing, failing, and progression** in the program be provided to students? *(Standard 3.05)*
13. How will the results of performance **evaluations** be **communicated to each student**? *(Standard 3.05)*
14. Have you been informed about the processes that will be used to **ensure that all individuals who evaluate students in clinicals are informed regarding their responsibilities**, the program's clinical policies and the use of **program checkoffs** for student assessment? *(Standard 2.13)*
15. How does the program plan to **evaluate all defined program competencies for each student**? How will these required competencies and evaluation methods be **documented and communicated** to all enrolled students? *(Standard 3.05)*
16. What **information** will be **provided to students prior to each respiratory care course**? *(Answer must include such things as written course descriptions, content outlines (including topics to be presented), specific instructional objectives, learning outcomes, and evaluation procedures. (Standard 4.03)*
17. Have you been made aware of the process by which the program will **review and revise the curriculum**? If so, how **often/why will this occur**? *(Standard 4.03)*
18. How will the program ensure that **course content, learning experiences** (didactic, laboratory, and clinical), and **access to learning materials** are **equivalent for each student regardless of location**? *(Standard 4.08)*
19. Has the **faculty grievance procedure** been made known to you? *(Standard 5.06)*
20. Have you been made aware of the methods that will be used to **ensure that students are acquainted with Respiratory Therapy as a career**? *(Standard 4.02)*
21. How will the program **ensure that its students have access to the academic support services** (e.g., library, computer, and technology resources, advising, counseling, and placement services) available to other students in the institution? *(Standard 5.10)*
22. How will the program **ensure that its students have timely access to faculty** for academic assistance and counseling? *(Standard 5.10)*

Off Campus Lab Instructors *(if applicable)*

1. Do you think the laboratory equipment/space will be sufficient and equivalent to that available to

base program students? *If applicable. (Standard 2.01)*

2. How will your students have access to learning support (i.e., library, computer lab, etc.) that is equivalent to that available to base program students? *If applicable. (Standard 2.01)*
3. How are lab instructors selected/provided for program students at your location? *(Standard 2.13)*
4. How will remediation for students be provided if needed? *(Standard 3.05)*
5. Will students have access to equipment/supplies outside of scheduled laboratory hours? *(Standard 2.01)*
6. How will you communicate with the Program Director and/or Director of Clinical Education? *(Standards 2.06, 2.10)* **Should the OC Lab Instructor have contact with the DCE? Certainly, the PD, but not sure about the DCE specifically for lab issues. Might only need PD and Standard 2.06 here.
7. What instruments and procedures will be used to evaluate student competency in the lab? *(Standard 3.05)*
8. What type of training will you receive on the use of competency evaluations, including ensuring consistency between students? *(Standard 2.13)*
9. What provisional plans are in place if equipment, supplies, or laboratory space are not available on a scheduled lab day? *(Standard 2.01)*
10. Will mannequins or a simulation lab be available for instruction/practice? Is Virtual Reality or Immersion Simulation available? *(Standard 2.01)*
11. Where will the counseling of students occur? *(Standard 2.01)*
12. How many students are you prepared to work with per lab session? *(Standard 2.13)*
13. Will students go to clinicals on the same days as lab instruction? *(Standard 4.09)*
14. How would you describe your role as a laboratory instructor at this off-campus site? *(Standard 2.13)*

Study Group/Advisory Committee (AC)

1. Has the program informed Study Group members of the need for it to establish an 'Advisory Committee' which will include members representing all of the program's communities of interest? The program's communities of interest include students, graduates, faculty, college Administration, employers, physicians, and the public. *(Standard 3.04)*
2. Have all members of the Study Group/Advisory Committee (AC) been made **aware of the Advisory Committee's responsibilities**?

- a. **To review and approve proposed substantive changes?** *(Standard 1.07/3.04)*
 - b. To determine that **any optional program goal(s) and learning domains are representative** of the needs of the communities of interest served by the program and to **review these goals on at least an annual basis?** *(Standard 3.02)*
 - c. To review and **assess program outcomes and evaluations of instructional effectiveness?** When/how often does this occur? *(Standard 3.04)*
3. Have AC members been made aware of the annual **CoARC Personnel-Program Resource Survey?** *(Standard 2.16)*
 4. Have AC members who represent employers been made aware of the **CoARC Employer Survey** and their responsibilities related to the survey? *(Standard 3.07)*
 5. Has the AC **assessed the length of the respiratory care program** and determined that it is sufficient for students to acquire the expected knowledge and competencies? *(Standard 3.04/4.04)*
 6. Has the AC been made aware of the **methods** by which the program will **ensure that the educational experiences will be equivalent** for students at **all program locations?** *(Standard 2.01)*
 7. Have **employer reps on the AC made the program aware of workforce needs** both related to the number of **needed employees** at their institution and areas in which particular skills are required – i.e. pediatric care, home care, etc.?
 8. **Have Key Personnel made AC members aware of problems with student recruitment? Worked with AC members** to address these issues?

[Program Support / Resource Personnel](#) *(Standard 2.15)*

1. **How do you support the faculty and students** in the RC program?
2. What kind of **orientation** will students receive for your particular area of responsibility?
3. Admissions: **What recruiting strategies will be used** for the RC program?
4. Admissions: How do you keep **interested students moving through the admissions** process?
5. Admissions: Tell us about the **advising and pre-enrollment processes**. What are your most pressing challenges?
6. Library: Will all RC students have **full access to the library** resources?
7. Library: How do you ensure that all required texts are available to all program students?

8. Library: How does the library ensure that all RC students **have access to any additional resources they need for a robust evidence-based curriculum.**
9. **IT / LMS Support:** Tell us about the kinds of resources / support you provide.
10. IT / LMS Support: Tell us about the **LMS support system.**
11. IT / LMS Support: **Describe the process for development, testing and introduction of new online/distance learning courses.**
12. IT / LMS Support: How will you provide **adjunct / part time / distance faculty with the orientation and support necessary for them to utilize distance learning resources?**
13. IT / LMS Support: How does your institution **manage social media pages?**
14. For All areas: **Are there any challenges facing your area right now?**

[Distance Faculty](#) (*Standard 2.13*)

1. How **long have you been an adjunct** with the program? What **courses will/do you teach?**
2. Describe your **expected workload, including number of courses you will teach in-person and students per course. How many courses will be on-line?**
3. Describe your **orientation experience** to the Program.
4. **What kind of training / preparation have you had for online instruction?**
5. Describe **how you will interact with the PD, DCE, and/or online coordinator.**
6. What will you do if you have a **problem with the LMS, one of your online courses or technology issues?**
7. **What teaching strategies will you use and how will you encourage/ensure student engagement in the online environment?**
8. What **kinds of evaluation systems will you use?** Quizzes? Exams?
9. How will you **ensure academic integrity and exam security** in the online environment?
10. How will you **provide feedback to your online students?**



11. How will you **handle a student who stops engaging** in an online course?

12. **How/when will the Program Director interact with you** to ensure that you are **grading/evaluating students fairly/consistently “as a team” across all distance learning/online courses?**

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