

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Master of Science in Respiratory Therapy

Issue

Weber State University (WSU) requests approval to offer a new Master of Science in Respiratory Therapy (MSRT), effective Fall Semester, 2016. The WSU Board of Trustees approved the program September 1, 2015.

Background

The MSRT program is designed to prepare advanced-practice respiratory care practitioners as department or clinical administrators, asthma educators and/or college-level faculty, and clinical researchers. The program is designed to be taken by students who possess a bachelor's degree in respiratory therapy with a registered respiratory therapy professional credential. Individuals with related baccalaureate degrees who are registered respiratory therapy professionals could also be admitted to the program. The program will provide students with an option to specialize in one of three areas: 1) health administration, 2) education, and 3) research.

The institution reported that program advisory committee members expressed interest in hiring graduates with master's degree preparation for upper-level positions, particularly in management and supervision of other respiratory therapy professionals. Utah's largest healthcare employer, Intermountain Healthcare, prefers management personnel to have earned a master's degree.

The Occupational Explorer published by the Utah Department of Workforce Services (<http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do?sessionId=86989977349F11B78451A0F20D1B9136>) described respiratory therapy (SOC code 29-1126) as a four-star occupation with median statewide earnings of \$56,960, and 30 annual job openings (based on a 10-year projection). At the time this report was prepared, Occupational Explorer showed 27 open positions (full-time and part-time) for respiratory therapists in Utah. It is anticipated that professionals prepared at the master's degree level, especially those entering managerial level positions, will have income opportunities greater than the median earnings of practicing therapists.

Currently, no master's degree program in respiratory therapy exists in Utah. Undergraduate programs are provided at Dixie State University and Weber State University. The nearest MSRT programs are at California and Texas. The program at WSU will be the ninth MSRT program in the nation. The design of

the WSU program took into account information published by the Coalition of Baccalaureate/Graduate Respiratory Therapy Education and the American Association of Respiratory Care.

#### Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

#### Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Weber State University's request to offer the Master of Science in Respiratory Therapy.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Program Description – Full Template**  
**Weber State University**  
**Master of Science in Respiratory Therapy**

**Section I: The Request**

Weber State University requests approval to offer a Master of Science in Respiratory Therapy (MSRT) effective fall semester 2016. The WSU Board of Trustees approved the program September 1, 2015.

**Section II: Program Description**

**Complete Program Description**

The MSRT program is designed to prepare advanced-practice respiratory care practitioners as 1) department or clinical administrators, 2) asthma educators and/or college-level faculty, and 3) clinical researchers employed within a variety of healthcare institutions. Two of five advanced-practice credentials [Certified PFT (CPFT) or Registered PFT (RPFT), Sleep Disorders Specialist (SDS) or Registered Polysomnographic Technologist (RPsgT), Adult Critical Care Specialist([ACCS), Neonatal/Pediatric Specialist (NPS), and Asthma Educator (AE-C)] relative to practitioner expertise are required for completion of the degree. Additionally, specific concentrations/emphases of practice will prepare students for advanced careers in respiratory care. These concentrations are specifically intended for individuals with clinical experience pursuing advanced career pathways in administration, as consultants or educators, or as clinical researchers. Master of Science in Respiratory Therapy graduates participate in the health care arena as advanced-practice professionals, life-support specialists prepared to provide guidance and administrative leadership to departments. The Program prepares consultants and educators throughout the educational processes and develops leaders in research, management, and coordinators of respiratory care services.

The MSRT degree consists of 36 credit hours beyond the earned baccalaureate degree. This includes core courses in medical writing, medical pathophysiology, and medical ethics and law (nine credits). It also provides a mechanism to earn two advanced-practice specialty credentials. Only 21% of potential students surveyed (3/13) reported having a specialty credential whereas 88% indicated an interest in pursuing two or more specialty credentials associated with the completion of an MSRT degree. Additionally, one emphasis concentration chosen by the student from departmental administration, education, or clinical research (nine credits per concentration) is required. MSRT students are required to complete six credits as a capstone project, incorporating research principles learned throughout the curriculum. The MSRT program is developed with hybrid and on-line courses. This means the majority of coursework will be online with a few scheduled classroom experiences dependent on the chosen area of concentration/emphasis.

**Purpose of Degree**

The program meets employer-driven mandates to provide a career pathway for practitioners with requisite skill and knowledge to perform as advanced-practice clinical providers, hospital or clinic department managers, patient assessment experts as clinical educators, or to direct evidence-based research opportunities in the field of Respiratory Therapy. Additionally, practitioners can increasingly act as physician resources to provide consultation and/or evaluate best-practice protocols since as clinical researchers they will develop and improve treatment procedures in cardiopulmonary medicine.

Supervisory, administrative, department management, and faculty positions often require master's preparation.

Perspective students have indicated that they have pursued graduate degrees in other fields and institutions in order to meet the degree requirements necessary for career advancement.

Courses will be taught primarily online with the exception of Master of Health Administration hybrid courses and Master of Education courses that are only offered face-to-face. This format will be an asset to practicing respiratory therapists who may find coordinating their work schedule with face-to-face courses difficult. Additionally, an online format will attract respiratory therapists from surrounding states who want to pursue an MSRT degree.

### Institutional Readiness

This proposed Master of Science degree in Respiratory Therapy will not affect the current administrative structure of the department. Professional advancement is based on a career ladder concept of evolving competencies in the profession and by student interest in developing advanced-practice credentials to provide opportunities in administrative capacities, education, and consulting and/or research opportunities in health care. Prior to the 2007-08 academic year the WSU respiratory therapy program averaged 26-28 associate and bachelor degrees awarded. In 2010-11, that number rose to 124, making a degree in Respiratory Therapy 7th in terms of the number of degrees awarded at Weber State University. The proposed Master of Science degree would be part of the institutional career ladder for a growing number of graduates. Emphasis or professional track options for curricular inclusion have been proposed in collaboration with the Masters of Health Administration (three courses) and Masters of Education (three courses) programs. The respiratory therapy department chair would perform administrative oversight for the new program during the first year and by the program director thereafter.

### Departmental Faculty

Department Faculty Category	Dept Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>			
Full-time Tenured	3	1	4
Full-time Non-Tenured		1	1
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured			
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			

Department Faculty Category	Dept Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept Faculty Headcount at Full Program Implementation
Part-time Non-Tenured			
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	3	1	4
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Department Faculty FTE</b> <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	4	2	6

### Staff

The administrative staff needed for the proposed program can be fulfilled by the addition of one full-time (10 month) advising/admissions support staff added to the current administrative support (office specialist) structure in the first year and by hourly, part-time (10-12 hrs./week) work study students in subsequent years.

### Library and Information Resources

The Stewart Library provides a broad range of information and resources in support of WSU's mission and goals. Discipline specific services in respiratory therapy and allied health are provided at the Stewart Library on-campus and at the WSU-Davis Library/Information commons. Additionally, internet searches can be performed by enrolled students for database searches and other library services in remote sites for off-campus students. Collections include print, electronic, and audio-visual resources as well as access to an increasingly large number of research databases, full-text journals, and books. Day, evening and weekend hours are maintained to accommodate patron needs on site at both campus locations.

To ensure that the library's on-line resources are relevant to curricular needs, a librarian is assigned to the Dumke College of Health Professions. This subject librarian collaborates with faculty to develop a collection and consults on titles regularly to assess needs in the health professions specifically. In addition to collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to help inform students and faculty of library resources and other services available in their areas of interest.

### Admission Requirements

Admission to the program requires a bachelor's degree from a regionally accredited institution of higher education in Respiratory Therapy and a registered respiratory therapy (RRT) credential. Research emphasis will require a basic statistics course (MATH 1040-Intro to Statistics or equivalent) prior to admission.

Criteria to be considered for acceptance into the program include:

- Undergraduate GPA
- Minimum GPA of 3.00 on the last 60 semester hours (90 quarter hours) of approved undergraduate/graduate course work or  
if less than GPA of 3.00 on the last 60 semester hours (90 quarter hours) a minimum score of either 396 on the Miller's Analogies Test (MAT) or 480 each on the Verbal, Quantitative, Analytical portions of the Graduate Record Examination (GRE)
- 3 Letters of recommendation

Additional requirements for International Students

All international students and any applicant educated outside the United States must demonstrate proficiency in English and register with WSU's International Office. Those whose native language is not English must submit official scores from the Test of English as a Foreign Language (TOEFL) of 600 (paper-based), or 76 (computer-based). The score may not be more than two years old.

**Student Advisement**

A program advisor will be appointed by the department chair from graduate faculty in the department (i.e., those holding terminal degrees in their field). All candidates will consult with their program advisor once per semester.

**Justification for Graduation Standards and Number of Credits**

Total required credits for the degree is 36. This is consistent with Board of Regents policy and within the range of credit hours for master degrees offered at Weber State University.

**External Review and Accreditation**

The curriculum is based on a national curriculum model (DACUM) developed at Ohio State University, in consultation with the Coalition of Baccalaureate/Graduate Respiratory Therapy Education. The WSU curriculum model is commensurate to programs at Northeastern University (Boston, MA) and at the University of Texas Medical Branch, (Galveston, TX) and has been reviewed by the WSU Respiratory Therapy Advisory Board, which consists of physician medical directors, clinical department managers in the field, faculty, and community members throughout the Wasatch Front and the western region. Ongoing discussion for accreditation standards are currently being articulated by the Commission for Accreditation for Respiratory Care in conjunction with regional education curricula for advanced-practice programs.

**Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students**

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed	X	X	16	20	20	20
Total # of Declared Majors in Proposed Program	X	16	36	40	40	40
Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty	4	4	5	5	6	6
Total Department Student FTE (Based on Fall Third Week)	71	87	110	115	115	115
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE (based on	18	28	22	23	19	19

Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide						
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**Expansion of Existing Program**

The proposed curriculum is a professional degree-enhancement program not subject to accreditation at the present time. Following the 2009-10 academic year and on the advice of accreditation visitors, the program reconfigured 11 upper division credit hours above the associate degree (AS) degree and required a baccalaureate degree for program completion. The MSRT program is an expansion of the existing entry-level program and includes curricular goals consistent with workforce requirements and national education mandates. Of the 400 programs nationally (350 at the AS degree), Weber State's program is one of 50 baccalaureate and just eight Master's degree programs in the country serving as a leader and model for the respiratory therapy profession. The undergraduate program enrolls 45-50 students each year and has 65 student credit hours (SCH's) per student enrolled. Accreditation requirements specify that graduates complete the program prior to professional credentialing. The program's enrollment figures for the last five years reflect continuous enrollment growth. They are as follows:

	<u>Head Count</u>	<u>SCH's</u>	<u>AAS Grads</u>	<u>AS Grads</u>	<u>BS Graduates</u>
2007-08	95	3,096	35	27	17
2008-09	87	2,586	37	34	15
2009-10	118	3,086	37	35	38
2010-11	129	3,086	49	25	50
2011-12	150	4,086	64	22	64

**Section III:  
Need**

**Program Need**

A Master of Science degree in Respiratory Therapy will help meet the demand within the state of Utah and regionally for advance-practice skill and knowledge above that offered for an entry-level prepared practitioner, provide instruction for department managers in health administrative services, develop potential faculty and/or patient educators, and encourage mid-level consultants and researchers in the profession for the future. Employer-mandated education in this field coupled with the availability of a well prepared student population will combine to produce practitioners with requisite skills to function in a changing healthcare environment. Historically, the profession has offered few opportunities to advance and grow beyond entry into the profession. Skilled professionals who desire advancement have otherwise pursued pathways outside the profession as physician assistants, cardiopulmonary perfusion technologists, anesthesiology assistants, or nurse anesthesiologists and are limited in advanced training opportunities because the curriculum terminates once entry-level credentials are achieved. Most other health professions (nursing, radiology, pharmacy, physical therapy, athletic training), by contrast, have formal career pathways to advance professionally or pursue advance-practice clinical skills formally tied to education. By following these pathways, practitioners move to increasingly higher levels of responsibilities, authority, and autonomy to practice as physician extenders in various healthcare environments.

Career pathways in the MSRT program foster continued professional development. It is anticipated that the MSRT program will encourage recruitment and longevity in the field by providing individuals with tangible rewards for pursuing additional education.

As the Respiratory Therapy profession attempts to recruit and retain practitioners, the inability to offer opportunities to continue learning has become an obstacle. Potential students may be deterred from pursuing a particular profession because there is no clear pathway toward advanced-practice goals or increasing career objectives after entry into the field (i.e., in department management, teaching, consulting or evidence-based research). To overcome this perception, the Respiratory Therapy department must develop a realistic career pathway at the institutional level for professional growth and personal satisfaction.

### **Labor Market Demand**

Advisory committee members for the Respiratory Therapy program (consisting of department managers, administrators, physician advisors, and community interests along the Wasatch Front) have expressed particular interest in hiring graduates with master's degree preparation. Utah's largest healthcare employer, Intermountain Healthcare, recently raised employment requirements for supervisory personnel to, at minimum, a baccalaureate degree. Management personnel requirements have been increased to prefer a master's degree. As the largest healthcare provider in the state, Intermountain Healthcare is leading the way with a corporate strategic plan which has resulted in preparing for future respiratory therapy advanced-practice positions based on national AARC 2015 recommendations for future job requirements. This necessitates preparation of practitioners with skill and knowledge at the graduate level.

The national employment projection for respiratory therapy is 12% higher than the average for all occupations. According to recent statistics published by the U.S. Bureau of Labor and Statistics (BLS), employment projections for respiratory therapists are expected to increase by 14,900 positions between 2014 – 2024 (<http://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>).

The Occupational Explorer published by the Utah Department of Workforce Services (<http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do?jsessionid=86989977349F11B78451A0F20D1B9136>) described respiratory therapy (SOC code 29-1126) as a 4 star occupation with median statewide earnings of \$56,960, and 30 annual job openings (based on a 10-year projection). At the time this report was prepared, Occupational Explorer showed 27 open positions (full-time and part-time) for respiratory therapists in Utah. It is anticipated that professionals prepared at the master's degree level, especially those entering managerial level positions, will have income opportunities greater than the median earnings of practicing therapists.

Growth in the middle-aged and elderly population will lead to an increased incidence of respiratory conditions such as emphysema, chronic bronchitis, and asthma (recognized as chronic obstructive pulmonary disease, and the fourth leading cause of premature death in the United States), pneumonia, bronchogenic carcinoma, and other respiratory disorders that permanently damage the lungs or restrict lung function. These factors will lead to an increased demand for respiratory therapy services and treatments that require expertise in pulmonary pathology, mostly in hospitals and nursing homes. In addition, advances in preventing and detecting disease, improved medications, and more sophisticated treatments and life-support technology will increase the demand for respiratory therapists in the future. Other conditions affecting the general population, such as smoking, air pollution, and respiratory emergencies, will continue to create a demand for highly skilled respiratory therapists.

### **Student Demand**

Given job prospects in a growing field (over 1,200 licensed practitioners in Utah and approximately 26,800 in 10 western states) and the number of students increasingly seeking graduate work in health profession careers, strong student demand is anticipated for this program.

The institution noted that a recent survey of Utah's associate and baccalaureate respiratory therapy graduates returned 137 respondents (over 10% of Utah's workforce) and found that 70% indicated they are likely or somewhat likely to continue to advanced their career pathway in the next two years by earning additional



educational credentials.

### **Similar Programs**

The Master of Science program in Respiratory Therapy will be the only master's degree program of this type in the state of Utah and the ninth in the United States. Weber State University is uniquely positioned in the Western region to offer career advancement opportunities for respiratory therapy professionals. Offering curricula on-line and in hybrid formats for 90% of the program (two Master of Education courses and two Master of Health Administration courses will need to be taken on-site), courses are offered in sequences with minimal travel to campus required. Given the growing job prospects for masters-level graduates in the field and anticipating future demand from patient populations in healthcare environments, the institution expects strong demand for the program.

### **Collaboration with and Impact on Other USHE Institutions**

Currently, there is one other accredited Respiratory Therapy program in Utah at Dixie State University (DSU). The respiratory therapy curriculum at DSU terminates at the associate degree level. The proposed program at WSU would serve as a bridge for a small number of graduates who may be interested in pursuing select doctoral programs at other institutions. The program has been reviewed by the other USHE institutions and received clearance from the Chief Academic Officers to move forward to the Board of Regents.

### **Benefits**

A master's degree curriculum in respiratory therapy will allow interested students to fulfill their educational goals for professional development and meet labor market demand. It is anticipated that a well-designed master's degree program will prepare advanced practice care practitioners for upwardly mobile careers. Increasing need for this program in Utah and throughout the Western region is evidenced by the Coalition of Baccalaureate/Graduate Respiratory Therapy Education mandates and by state licensure boards (i.e., North Carolina, Ohio, New York Illinois and California) that are increasingly advancing the notion of respiratory therapists prepared at the master's degree level.

### **Consistency with Institutional Mission**

The mission of Weber State University is to "offer associate, baccalaureate, and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields." The university provides educational experiences for its students through extensive personal contact among faculty, staff, and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity. Consistent with this mission, a Master of Science in Respiratory Therapy will help prepare students for advanced respiratory care practice and will prepare professionals for advanced positions within this health care specialty.

## **Section IV: Program and Student Assessment**

### **Program Assessment**

Goals of the program include successful completion of core courses in medical writing, medical pathophysiology, and medical ethics and law. Students will complete one area of emphasis in health administration, education, and/or research. Additionally, the student will successfully credential in two advanced-practice specialties prior to graduation. A graduate thesis will be evaluated by an advisory committee comprised of 3 faculty members as a capstone project. Students will be encouraged to publish their results in a peer-reviewed journal.

Assessments of the program will include reporting to the graduate faculty, medical advisor, and advisory committee the following data:

- Admission, attrition, and graduation reports.
- Student course evaluations.
- Number of graduates employed in respiratory therapy field.
- Graduate surveys of student experiences in the program.
- Employer surveys of student skills.
- National certification of specialty exams.
- Subject to institutional program review.
- Coalition for Baccalaureate/Graduate Respiratory Therapy Education curriculum review.

A program advisor will be responsible to advise and track progress toward degree completion.

### Expected Standards of Performance

Standards and competencies are currently under development by the national credentialing agency, the Commission of Accreditation for Respiratory Care (CoARC). The program faculty is fully engaged in assessing standards and addressing the commission in written feedback of drafts sent out for review. The program participates in and advises the commission on proposed standards and will expect to be in full compliance when accepted by the CoARC Board of Directors.

The program will meet or exceed the following benchmarks established by the development of graduate accreditation standards:

- 70% of graduates employed (CoARC standard).
- 80% of students “satisfied” or “very satisfied” on Likert Scale on evaluation of program (program graduate evaluation in CoARC accreditation survey).
- 80% of employers “satisfied” or “very satisfied” on Likert Scale with perception of graduates’ skill (program employer survey in CoARC accreditation survey).

## Section V: Finance

### Department Budget

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
<b>Personnel Expense</b>							
Salaries and Wages	\$ 309,735	\$49,695	\$359,430	\$82,188	\$441,618	\$58,832	\$500,450
Benefits	128,748	\$16,240	144,988	\$35,341	\$180,329	\$25,298	\$205,627
<b>Total Personnel Expense</b>	<b>\$ 438,483</b>	<b>\$65,935</b>	<b>\$504,418</b>	<b>\$117,529</b>	<b>\$621,947</b>	<b>\$84,130</b>	<b>\$706,077</b>
<b>Non-Personnel Expense</b>							
Travel	\$ 3,500	\$2,000	\$5,500	\$1,000	\$6,500		\$6,500
Capitol							
Library	2,000	500	2,500	500	3,000		3,000
Current Expense	17,228	10,000	27,228		27,228		27,228
<b>Total Non-Personnel Expense</b>	<b>22,728</b>	<b>\$12,500</b>	<b>\$35,228</b>	<b>\$1,500</b>	<b>\$36,728</b>	<b>0</b>	<b>\$36,728</b>

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Total Expense (Personnel + Current)	\$ 461,211	\$78,435	\$539,646	\$119,029	\$658,675	\$84,130	\$742,805
<b>Departmental Funding</b>							
Appropriated Fund	\$ 461,211	\$43,168	\$504,379	\$73,358	\$577,737	\$73,338	\$651,075
Other: Tuition							
Special Legislative Appropriation							
Special Fees/ Differential Tuition		\$35,267	\$35,267	\$45,671	\$80,938	\$10,792	\$91,730
<b>Total Revenue</b>	<b>\$ 461,211</b>	<b>\$78,435</b>	<b>\$539,646</b>	<b>\$119,029</b>	<b>\$658,675</b>	<b>\$84,130</b>	<b>\$742,805</b>
<b>Difference</b>							
Revenue - Expense	0	0	0	0	0	0	0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	216.53		223.18		229.66		250.10

Notes: Year 1 Staff @ \$25,500 plus Instructional Wage for overload at \$18,000 + 2% increase on previous salaries and wages. Year 2 includes a new faculty member at \$60,000 plus \$15,000 Instructional Wage + 2% increase on previous salaries and wages. Year 3 includes a new enrollment director at \$50,000 plus 2% increase on previous salaries and wages.

Year 1 Benefits @ 43% for staff plus 15% for wages. Year 2 new faculty at 43% + 15% for wages. Year 3 new enrollment director at 43%

Revenue allows for a 2% increase in tuition/differential per year. Graduate tuition is included in Appropriated Fund as it will be built into the base budget for the department.

### Funding Sources

It is expected that the new program will generate sufficient funds to support program growth through existing resources and tuition structures.

### Reallocation

The proposed program is an advanced career pathway for the Respiratory Therapy profession. No reallocation of budgeted funds is expected except that current expenses are maintained from the undergraduate budget and that current faculty will teach during the first year on an overload basis, thereby building initial funds to support the program.

### Impact on Existing Budgets

The program will not impact existing budgets. Sufficient revenue from graduate and differential tuition will cover costs associated with graduate instruction and staff to operate the program.

## Section VI: Program Curriculum

### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
MSRT 6010	Medical Writing, Research Methods and Design	3
MSRT 6020	Medical Pathophysiology/Cardiopulmonary Case Reviews	3
MHA 6440	Medical Ethics and Law	3
MSRT 6700	Capstone Project	6
Clinical Advanced-Practice Credentials: (2 of 5 required)		
MSRT 6410	Certified Pulmonary Function Technologist (CPFT)	3
MSRT 6420	Sleep Disorder Specialty (SDS)	3
MSRT 6460	Neonatal/Pediatric Specialty (NPS)	3
MSRT 6470	Adult Critical Care Specialty (ACCS)	3
MSRT 6480	Certified Asthma Educator (AE-C)	3
<b>Sub-Total</b>		<b>21</b>
Elective Courses		
<i>Electives to be fulfilled with additional advanced-practice credential(s) or other track / option emphasis courses.</i>		6
<b>Sub-Total</b>		<b>6</b>
Track/Options		
<b>Health Administration:</b>		
MHA 6000	Health Systems and Healthcare Economics	3
MHA 6100	Leading and Managing People	3
MHA 6240	Human Resource Management in Healthcare	3
<b>Education:</b>		
MSRT 6030	<b>Adult Learning Theory and Simulation Strategies</b>	3
MED 6050	Curriculum Design, Evaluation and Assessment	3
MED 6230	Instructional Technology for Teachers	3
<b>Research:</b>		
MED 6080	Conducting Educational Research	3
MSRT 6130	<b>Evidenced-Based Practice</b>	3
MSRT 6140	<b>Applied Research in Respiratory Care</b>	3
<b>Sub-Total</b>		<b>9</b>
<b>Total Number of Credits</b>		<b>36</b>

### Program Schedule

*The courses below are listed in the semester they will be offered. Students will select 9 hours per semester for 4 semesters in order to complete the MSRT degree)*

*Fall semester 1<sup>st</sup> yr:*

*MSRT 6010: Medical Writing (required for first semester)*

*MSRT 6020: Medical Pathophysiology*

*MHA 6000: Health Systems*

*MHA 6100: Leading and Managing People*

*MED 6080: Conducting Educational Research*

*Spring semester 1<sup>st</sup> yr:* MSRT6030: Adult Learning Theory  
MSRT6130: Evidence-Based Practice  
MSRT 6140: Applied Research in Respiratory Care  
MSRT 6470: Adult Critical Care Specialty (ACCS)  
MSRT 6480: Certified Asthma Educator (AE-C)

*Summer semester 1<sup>st</sup> yr: Education Track/Emphasis only*  
MED 6230: Instructional Technology for Teachers  
MED 6050: Curriculum Design

*Fall semester 2<sup>nd</sup> yr:* MSRT 6010: Medical Writing (available for students starting the next cohort)  
MSRT 6020: Medical Pathophysiology  
MHA 6240: Human Resource Management  
MHA 6440: Medical Ethics and Law  
MSRT 6410: Certified Pulmonary Function Technologist (CPFT)

*Spring semester 2<sup>nd</sup> yr:* MSRT6700: Capstone Project  
MSRT 6460: Neonatal Pediatric Specialty (NPS)  
MSRT 6420: Sleep Disorder Specialty (SDS)

## **Section VII: Faculty**

Paul Eberle, Ph.D., RRT, Professor and Department Chair of Respiratory Therapy  
Lisa Trujillo, D.HSc., RRT, Assistant Professor, Dir. Clinical Education Respiratory Therapy  
Janelle Gardiner, D.HSc., RRT, Assistant Professor, Department of Respiratory Therapy  
Mich Oki, M.PAcc., RRT, Assistant Professor, Department of Respiratory Therapy  
Pat Shaw, Ed.D., Associate Professor and Department Chair Health Administrative Services  
Ken Johnson, Ph.D., Associate Dean and Professor, Department of Health Administrative Services  
F. Ann Millner, Ed.D., Professor, Department of Health Administrative Services  
Dave Gessel, J.D., Adjunct Faculty Member, Department of Health Administrative Services  
Peggy Saunders, Ph.D., Associate Professor, Department of Teacher Education and Director, Master of Education  
Carla Wiggins, Ph.D., Professor, MHA Program Director