

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Associate of Applied Science in Respiratory Therapy

Issue

Salt Lake Community College (SLCC) requests approval to offer an Associate of Applied Science in Respiratory Therapy effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees March 8, 2017.

Background

Healthcare industry leaders approached SLCC regarding demand for respiratory therapists along the Wasatch Front. Following this discussion, workforce data and current market capacity information were reviewed. A survey was completed to determine the need for an additional program to serve the Salt Lake Metropolitan area. The data suggested a need exists for a respiratory therapy (RT) program in the Salt Lake area in addition to current programs offered by a couple of private institutions and the future planned entry of an on-going baccalaureate satellite program from Weber State University. The SLCC program will be offered in the evening, providing an option for students that is not currently available from other local programs.

The SLCC program will enable students to utilize critical thinking as they apply theory and techniques in a wide variety of clinical settings. Professional practice will involve evaluating, treating, and managing patients of all ages with respiratory illnesses and other cardiopulmonary disorders.

Salt Lake Community College will seek accreditation through the Commission on Accreditation for Respiratory Care (CoARC). Of note, CoARC is following an industry trend to encourage more RTs to possess a baccalaureate degree. As such, all associate degree RT programs must have accreditation in process no later than November, 2017 in order for graduates to qualify to take certification exams from the National Board for Respiratory Care (NBRC). After that date only new RT baccalaureate programs will be eligible for CoARC accreditation. Successful completion of NBRC exams leads to certification as a Certified Registered Therapist (CRT) and a Registered Respiratory Therapist (RRT). The CRT is the minimum credential a person must earn in order to be licensed and to practice as a respiratory therapist.

Salt Lake Community College has initiated discussions with Weber State University and Utah Valley University to develop pathways for students who wish to earn baccalaureate degrees in respiratory therapy and related programs.

The SLCC program will require prerequisites consisting of 16 general education credits and 53 credits of respiratory therapy courses. The institution has convened a team of external stakeholders to evaluate and align the curriculum per CoARC standards. The group has: 1) identified and reviewed qualifications of faculty, 2) proposed curricula, 3) discussed laboratory resources, 4) created a time-line for program implementation, and 5) assessed the availability of sufficient clinical resources.

A review of the labor market for the respiratory therapists occupational category (SOC Code 29-1126) revealed the following information:

Area	Average Annual Median Wage- Utah Department of Workforce Services Data	Estimated Total Annual Job Openings- Utah Department of Workforce Services Data	Job Postings March, 2016 through February, 2017- Burning Glass Labor Insight Tool
Salt Lake Metro	\$59,230	30	119
Utah	\$57,770	50	233

Salt Lake Community College anticipates graduating 25 students per year from the respiratory therapy program.

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.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Associate of Applied Science in Respiratory Therapy.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Salt Lake Community College requests approval to offer the following Associate's degree(s): Respiratory Therapy effective Fall 2017. This program was approved by the institutional Board of Trustees on 03/08/2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Associate of Applied Science (AAS) in Respiratory Therapy will help students utilize critical thinking in the study of theory and techniques in a wide variety of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders. Upon successful completion of the core program, graduates will be eligible to take the National Board for Respiratory Care (NBRC) Therapist Multiple Choice Examination to become a Certified Respiratory Therapist (CRT) and the Clinical Simulation Examination to become a Registered Respiratory Therapist (RRT). The state of Utah requires respiratory care therapists to earn certification in order to be licensed and practice as respiratory therapists in the state.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

Salt Lake Community College's (SLCC) mission focuses on engaging and supporting students in an educational pathway leading to meaningful entry-level employment at the associate degree level. The program will provide students with curricular content that is consistent with the standard requirements of the Commission on Accreditation for Respiratory Care. The program will ensure that classroom, laboratory, and clinical activities contribute to the development of a competent graduate that will lead to meaningful employment and appropriate pathways into the profession.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Initially, healthcare industry leaders approached SLCC regarding market demand for respiratory therapists along the Wasatch Front. Following this discussion, workforce data and extant school capacity information were reviewed. A survey was completed to determine the need for an additional school to serve the Salt Lake Metro area. The survey found Weber State University (WSU) graduates 60 students each year (40 from their Ogden location and 20 a year-alternating annually between Layton and Salt Lake locations). In addition private institutions, Stevens-Henager College in Salt Lake City and Independence University, offer respiratory therapy programs. Many of Independence University students are from outside the state of Utah and do not impact the local labor market. During 2015 SLCC identified 44 open positions in the Salt Lake Metro area with 30 more expected by the end of the year due to facility expansion and retirement. There are over twenty hospitals and 18 home-care companies that compete for respiratory therapy graduates. Based on data gathered, the Salt Lake Metro area needs an additional program to meet the need for qualified respiratory therapists in Salt Lake County. This program will be an evening program offering more flexibility in achieving a degree in respiratory therapy.

The Respiratory Therapy program at Salt Lake Community College will be instrumental in assisting the community with its ongoing and increasing shortage of qualified respiratory therapists in the Salt Lake Metro area. By offering the Respiratory Therapy program at the associate level, the SLCC and USHE benefit by fulfilling their mission of providing affordable education, meeting the educational needs of the citizens, and providing qualified entry-level professionals to meet the growing needs of industry.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

According to the U.S. Bureau of labor statistics report, the job outlook for the employment of respiratory therapists is projected to grow 12% from 2014 to 2024, faster than the average for all occupations. Growth in the middle-aged and elderly populations will lead to an increased incidence of respiratory conditions such as chronic obstructive pulmonary disease and pneumonia. Air quality in the Salt Lake Metro area could potentially increase the demand. Economic data from the Utah Department of Workforce Services demonstrates occupational demand, wages and annual openings for respiratory therapists in the area. Based upon the Utah Department of Workforce Services 2014-2024 employment projections, 30 jobs will be created in the Salt Lake Metro area over the next eight years with a median-hourly-earnings of \$28.48. Statewide, the increase in jobs will be 50, with 14,900 projected jobs increase nationwide.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The Respiratory Therapy Program Advisory Committee (PAC) was formed in 2016 and reports that the demand for qualified entry-level respiratory therapists is constant and that neither WSU nor Stevens-Henager College provide enough qualified entry-level respiratory therapy graduates to meet the needs of the profession in Salt Lake County. The turnover and retirement within the Intermountain Healthcare system alone could hire half of the proposed graduating cohort each year. Weber State University experienced an increase in student demand and started serving students in the Salt Lake metro area every odd year. However, the demand has still not been met.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Within the Utah System of Higher Education Respiratory Therapy programs are offered at Weber State University (bachelor and associate of applied science degrees) and at Dixie State University (associate of applied science degree. Weber State University offers satellite baccalaureate programs in Layton and Provo. The Layton program alternates every other year between Salt Lake and Davis counties. Weber State University is making plans to discontinue its Provo program and establish an on-going baccalaureate program in the Salt Lake area. In addition to these existing programs, Utah Valley University is planning to develop associate of applied science and bachelor degree respiratory therapy programs for its service area to replace the Weber State University satellite program that will be discontinued.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Salt Lake Community College plans to deliver the Respiratory Therapy program within its service area. There are collaborative efforts underway to facilitate a clear pathway for students who may want to continue their education at a four-year institution such as Weber State University or Utah Valley University.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The Respiratory Therapy program will seek accreditation through the Commission on Accreditation for Respiratory Care (CoARC). The School of Health Sciences convened a focus group of external stakeholders to evaluate the need for the program per CoARC standards and Career and Technical Education (CTE) best practice. The group has identified and reviewed qualifications of faculty, proposed curricula, discussed laboratory resources, has created a time-line for program implementation, and assessed the availability of sufficient clinical resources.

Anticipated cost associated with the accreditation process are as follows:

1. Letter of Intent Application - \$2,500
2. Provisional Self-Study Report - \$2,000
3. Site Visit - Actual Cost
4. If Accredited: Continuing Self-Study Report - \$1,500
4. If Accredited: Annual - \$1,900

Projected Time-line:

1. December 2016 - PAC/Focus group formed - will continue to meet at regular intervals
2. December 2016-March 2017 - Hire 2 full-time faculty, Curriculum Development, SLCC Curriculum Review, Submit R401 to Board of Regents
3. February 2017 - Letter of Intent submitted to CoARC, Marketing & Advertising, Continue Program Development Activities
4. January-May 2017 - Continued Program Development: Admissions, Assessment, Advising, Handbook, Library, Equipment, Externships
5. June 2017 - Prepare for On-Site Review
6. July 2017 - Hire Medical Director (P/T position required by CoARC)
7. August 2017 - New Class Starts
8. November 2017 - CoARC Board meets (Conferral of Provisional Accreditation)

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The program requires 16 credits of general education prerequisites. Upon completion of prerequisites, students may apply to the AAS degree in Respiratory Therapy. In order to receive an AAS degree, students must complete 53 credits of core Respiratory Therapy coursework which includes 700 clinical hours. A total of 69 credits will be required to graduate.

Admission Requirements

List admission requirements specific to the proposed program.

Applicants will apply for admission to SLCC and declare their major as Pre-Health Science. Students will schedule an appointment to meet with an Academic Advisor. Students must meet the following requirements:

- Completion of specified program prerequisites courses with a grade of "C" or better (See Appendix A)
- Complete the School of Health Sciences Respiratory Therapy Application packet
- Have a GPA of 2.5 or above on all pre-requisite courses

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The program will be a part of the School of Health Sciences in the Division of Allied Health. The existing administrative structure is efficient and capable of supporting a new program without affecting other existing programs. The School of Health Sciences/Jordan Campus Healing Arts (simulation) Lab is used during the day primarily for the nursing students. The Respiratory Therapy program will utilize classroom space and simulation lab as an evening program. There will not be any space or scheduling conflicts between the Nursing or Respiratory Therapy programs. An evening program will provide better utilization of the Healing Arts Lab. Two faculty offices and conference rooms are available to the program.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

New faculty holding a board certification and state license in Respiratory Care will be recruited to support the Respiratory Therapy program. The Office of Academic Affairs approved the hiring of two full-time faculty positions for the Respiratory Therapy program. Positions are posted on the College website.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Existing support staff that will support the Respiratory Therapy program includes the Division of Allied Health Associate Dean, the Associate Dean's Administrative Assistant and a pool of five secretaries/specialists in the School of Health Sciences.

Activities that will support the program include:

- a. Assist with purchases and travel arrangements
- b. Monitor and assist with training and professional development
- c. Provide assistance with copying, scanning, filing, printing, monitoring inventory, coordinating and taking minutes at program advisory meetings, assisting with the accreditation on-site visits and preparation with annual reports, assisting with technologies in the classroom, proctoring exams, student records, clinical files, and other duties as assigned.

Student Advisement

Describe how students in the proposed program will be advised.

General advising starts with assisting perspective students with enrolling in the Pre-Health Science major, and completing prerequisites for the Respiratory Therapy program. The School of Health Sciences has a specific program advisor assigned to each of its programs and an admissions coordinator. Students can schedule advising sessions to obtain a road-map for success, explore decision making, learn how to access resources and review academic goals. Students will also meet with the program coordinator throughout their program for further advising. The website is also an avenue for student advising.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The campus library offers print books, periodical subscriptions, access to electronic database and reference titles (which may include full text articles and indexing/abstracting services), e-books, e-journals, and on-line video resources. Library staff provides assistance with research, reference questions, inter-library and inter-campus loans, and training in using the library resources and accessing the Internet.

New resources to be acquired include: American Journal of Respiratory & Critical Care Medicine; Pulmonary & Respiratory Medicine Journal; and American Association for Respiratory Care Journal. Textbooks and or e-books will include; Egan's Fundamentals of Respiratory Care, Mosby's Respiratory Care Equipment, Laboratory Exercise for Competency in Respiratory Care, Neonatal and Pediatric Respiratory Care, PDR for Respiratory Care, and Clinical Application of Mechanical Ventilation.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The Respiratory Therapy program will align with CoARC standards and follow a systematic assessment process in the achievement of program goals and outcomes. The Respiratory Therapy program prepares students to become Registered Respiratory Therapists and to obtain state licensure. The program will prepare competent entry-level professionals in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The Associate of Applied Science degree in Respiratory Therapy will prepare graduates to: 1) use critical thinking skills in active and reflective reasoning that integrate facts, informed opinions and observations to come up with action plans that are appropriately applied to respiratory therapy clinical settings; 2) function within inter-professional teams and communicate effectively with diverse populations, and utilize applicable problem solving strategies; 3) develop the knowledge and skills of core content with familiarity and understanding of respiratory care principles and develop sufficient scope and depth to achieve competence in all components of respiratory therapy practice.

The program goals will be reviewed by the program faculty, school administrative team (Provost, Dean & Associate Dean), and the program advisory committee. Ongoing review and analysis of program goals and outcomes will also include the College's Division of Institutional Effectiveness.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Standards and Competencies:

1. Graduates must be competent to perform all respiratory care diagnostic and therapeutic procedures required of a respiratory therapist entering the profession
2. Graduates must be able to function within inter-professional teams and communicate effectively with diverse populations
3. Graduates must be competent in the application of problem solving strategies in the patient care setting
4. Graduates must be competent in the application of ethical decision making and professional responsibility

Marketable Skills Students Should Achieve:

1. Acquiring and evaluating clinical data
2. Assessing the cardiopulmonary status of patients
3. Performing and assisting in the performance of prescribed diagnostic studies such as: obtaining blood samples, blood gas analysis, pulmonary function testing, and polysomnography

4. Evaluating data to assess the appropriateness of prescribed respiratory care
5. Establishing therapeutic goals for patients with cardiopulmonary disease
6. Participating in the development and modification of respiratory care plans
7. Case management of patients with cardiopulmonary and related diseases
8. Initiating prescribed respiratory care treatment, managing life support activities, evaluating and monitoring patient responses to such therapy and modifying the prescribed therapy to achieve the desired therapeutic objectives
9. Initiating and conducting prescribed pulmonary rehabilitation
10. Providing patient, family, and community education
11. Promoting cardiopulmonary wellness, disease prevention, and disease management
12. Promoting evidence-based practice by using established clinical practice guidelines (CPGs) and by evaluating published research for its relevance to patient care

These competencies were chosen to provide on-going training taking into consideration the constantly changing healthcare system and the impact on healthcare delivery. Students in the Respiratory Therapy program must gain the ability to perform all diagnostic and therapeutic procedures in a variety of respiratory patient-care settings. The skills provided are necessary to provide effective and efficient respiratory care services. In addition, the competencies addressed will ensure that as part of the students' preparation for practice they learn how to deliver respiratory care services in a safe, ethical and effective manner.

The program must provide evidence of compliance to the accrediting board (The Commission on Accreditation for Respiratory Care).

Formative Assessment

The formative assessment procedure will consist of utilizing the SLCC Division of Institutional Effectiveness. Students will be given an opportunity to participate in an on-line course evaluation system at the end of each semester. The evaluations give students the opportunity to provide input on instructional delivery, instructional design and assessment, and course management. Data from these evaluations will in-part measure the students' understanding of the competencies delivered, and to identify course strengths and weaknesses for improvement.

In addition to the institutional assessment process, the program will use standardized CoARC graduate and employer surveys as part of the program's ongoing self-assessment. Graduate and employer surveys will be administered six to twelve months after graduation, with the expectation of an 80% survey return rate and an overall satisfaction rate of 3 or higher on a 5-point Likert scale.

Summative Assessment

The Respiratory Therapy student must maintain a GPA of 3.0 and a grade of B or better in all respiratory therapy core courses, labs, and clinical assignments. To measure student learning, students will be measured through homework assignments; computer simulation assignments; research activities and reports; weekly quizzes and/or exams; laboratory competency assessments (in order to progress to the clinical practicum); and the clinical practicums. Exit exams will consist of the NBRC Therapist Multiple Choice Examination and the Clinical Simulation Examination. These are exams that qualify program graduates for professional certification.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					16
Required Courses					
<input type="radio"/>	<input type="radio"/>	RESP 1100	X	Introduction to Respiratory Therapy & Medical Terminology	3
<input type="radio"/>	<input type="radio"/>	RESP 1110	X	Cardiopulmonary Structure & Function	3
<input type="radio"/>	<input type="radio"/>	RESP 1120	X	Cardiopulmonary Infections & Diseases	3
<input type="radio"/>	<input type="radio"/>	RESP 1130	X	Respiratory Care Therapeutics I	3
<input type="radio"/>	<input type="radio"/>	RESP 1135	X	Therapeutics I Laboratory Practical	2
<input type="radio"/>	<input type="radio"/>	RESP 1200	X	Respiratory Care Pharmacology	3
<input type="radio"/>	<input type="radio"/>	RESP 1210	X	Cardiopulmonary Injuries & Disorders	3
<input type="radio"/>	<input type="radio"/>	RESP 1220	X	Respiratory Care Therapeutics II	3
<input type="radio"/>	<input type="radio"/>	RESP 1225	X	Therapeutics II Laboratory Practical	2
<input type="radio"/>	<input type="radio"/>	RESP 1230	X	Clinical Practice I	4
<input type="radio"/>	<input type="radio"/>	RESP 2300	X	Cardiopulmonary Diagnostics	3
<input type="radio"/>	<input type="radio"/>	RESP 2310	X	Mechanical Ventilation	3
<input type="radio"/>	<input type="radio"/>	RESP 2315	X	Adult Mechanical Ventilation Laboratory Practical	2
<input type="radio"/>	<input type="radio"/>	RESP 2320	X	Critical Care/ACLS	2
<input type="radio"/>	<input type="radio"/>	RESP 2330	X	Clinical Practice II	4
<input type="radio"/>	<input type="radio"/>	RESP 2410	X	Neonatal/Pediatric Respiratory Care	2
<input type="radio"/>	<input type="radio"/>	RESP 2415	X	Neonatal/Pediatric Care Laboratory Practical	2
<input type="radio"/>	<input type="radio"/>	RESP 2420	X	Comprehensive Review	1
<input type="radio"/>	<input type="radio"/>	RESP 2430	X	Clinical Practice III	5
Choose					of the following courses:
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					53
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
Choose					of the following courses:
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose					of the following courses:
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				

		Course Number	NEW Course	Course Title	Credit Hours
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose _____ of the following courses:					
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<input type="radio"/>	<input type="radio"/>				
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Elective Credit Hour Sub-Total					0
Core Curriculum Credit Hour Sub-Total					69

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
		ENGL 1010 - Intro to Writing (EN)	3
		MATH 1010 - Intermediate Algebra (QS)	3
		COMM 1010 - Effective Communication (CM)	3
		COMM 2110 - Interpersonal Communication (HF)	3
		CHEM 1010 - Introductory Chemistry (PS)	2
Total		Total	14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
RESP 1100 - Intro to Respiratory Therapy & Med	3	RESP 1200 - Respiratory Care Therapeutics II	3
RESP 1110 - Cardiopulmonary Structure & Fun	3	RESP 1210 - Cardiopulmonary Injuries & Disor	3
RESP 1120 - Cardiopulmonary Infections & Dis	3	RESP 1220 - Respiratory Care Therapeutics II	3
RESP 1130 - Respiratory Care Therapeutics I	3	RESP 1225 - Therapeutics II Lab Practical	2
RESP 1135 - Therapeutics I Lab Practical	2	RESP 1230 - Clinical Practice	4
Total	14	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
RESP 2300 - Cardiopulmonary Diagnostics	3	RESP 2410 - Neonatal/Pediatric Respiratory C	2
RESP 2310 - Mechanical Ventilation	3	RESP 2415 - Neonatal/Pediatric Care Lab Pract	2
RESP 2315 - Adult Mechanical Ventilation Lab	2	RESP 2420 - Comprehensive Review	1
RESP 2320 - Critical Care/ACLS	2	RESP 2430 - Clinical Practice III	5
RESP 2330 - Clinical Practice II	4		
Total	14	Total	10
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate			
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate		1	1
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			5

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate			1	Licensed Physician and Board certified as recognized by the <input checked="" type="checkbox"/>	25%
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate		2		Registered Respiratory Therapy credential and current state <input checked="" type="checkbox"/>	100%
Faculty: Part Time with Baccalaureate			1	Registered Respiratory Therapist and current state license, <input checked="" type="checkbox"/>	50%
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)		25	50	50	50	50
# of Graduates from Department						
# Graduates in New Program(s)		0	25	25	25	25
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$102,600	\$30,000	\$30,000	\$30,000		
Operating Expenses (equipment, travel, resources)	\$80,000		\$0	\$0		
Other: Accreditation	\$7,400	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES		\$30,000	\$30,000	\$30,000		
TOTAL EXPENSES	\$190,000	\$220,000	\$220,000	\$220,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation	\$220,000					
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$220,000	\$220,000	\$220,000	\$220,000		
Difference						
Funding - Expense	\$30,000	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

For the year preceding implementation, a request is being made for 1 program director and 1 faculty clinical coordinator (\$102,600) including benefits, and \$7,400 for accreditation fees. Also operating expense of \$80,000 for the purchase of equipment and supplies. Additional budget needed for the 1st through 3rd year would be to add an adjunct medical director salary at \$30,000.

Program specific expenses will include;

1. Tuition & Fees - \$9223.00
2. Books & Supplies - \$1600
3. Lab Fees - \$900.00
4. National Board Exams - \$390
5. Uniforms - \$175
6. Clinical Rotation Fees - \$1500

Clinical practicum must provide sufficient preceptors to permit all students assigned to the clinical experience to be actively engaged in the learning process. The clinical rotation should not be greater than a 6-students to 1-preceptor/faculty ratio. The clinical rotation fee will be collected to pay the cost of 700 hours of clinical preceptor supervision.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The proposed program will be funded by legislative appropriation already allocated. The College will support the proposed program through internal reallocation of funds where appropriate to regulate the use of appropriations. Continued development will be funded through general education funds, student fees and tuition.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

There are no new funding sources