

UNIVERSITY REQUIREMENTS⁸ (25 credits hours)									
US 10097 Destination Kent State: First Year Experience ⁹	1		✓			Existing	✓	✓	✓
Kent Core Composition	6		✓		OTM	Existing	✓	✓	✓
Kent Core Mathematics	3-5		✓		OTM	Existing	✓	✓	✓
Kent Core Humanities and Fine Arts	9		✓		OTM	Existing	✓	✓	✓
Kent Core Social Sciences (not PSYC)	3		✓		OTM	Existing	✓	✓	✓
Kent Core Basic Sciences <i>fulfilled with biology, chemistry</i>	0		✓		OTM	Existing	✓	✓	✓
Kent Core Additional 3 credits may be fulfilled with physics	3		✓		OTM	Existing	✓	✓	✓
OTHER REQUIREMENTS (42 credits hours)									
Transferred Associate Degree Credits and/or General Electives ¹⁰	42			✓		n/a	✓	✓	✓
MINIMUM TOTAL CREDITS	120								

Additional program requirements if not completed in associate degree:

Anatomy and Physiology, choose from the following (5-6 credits):		
ATTR	25057	Human Anatomy and Physiology I (3) and
	25058	Human Anatomy and Physiology II (3)
or		
BSCI	11010	Anatomy and Physiology for Allied Health I (3) and
	11020	Anatomy and Physiology for Allied Health II (3)]
or		
	20020	Biological Structure and Function (5)
or		
EXSC	25057	Human Anatomy and Physiology I (3) and
	25058	Human Anatomy and Physiology II (3)
Chemistry, choose from the following (3-5 credits):		
CHEM	10050	Fundamentals of Chemistry (3)
	10054	General and Elementary Organic Chemistry (5)
	10060	General Chemistry I (4)
	10061	General Chemistry II (4)
Microbiology, choose from the following (3-4 credits):		
BSCI	20021	Basic Microbiology (3) *
	30171	General Microbiology (4) *
Physics, choose from the following (3-4 credits):		
PHY	12111	Physics for Health Technologies (3) *
	13001	General College Physics I (4)
	13002	General College Physics II (4)
	13011	College Physics I (2) and
	13012	College Physics II (2)

* Course not part of the Kent Core.

⁸ As this is a completer program for students with an associate degree, it is expected that students will transfer in general education courses that will fulfill many of these requirements.

⁹ US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.

¹⁰ Number of elective credits required depends on meeting minimum 120 credit hours and 39 upper-division hours.

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course.

Basic data sheets for the new RSPC courses are in Appendix J.

NURS 46000 HEALTH CARE POLICY (3)

Examines the organizational and societal context in which health care is delivered. Existing health care policy and delivery systems are examined, including historical perspectives, legislation, professional disciplines, organizations, health networks, forms of care delivery, consumer needs and economics and funding. The ability of the current health care system to serve all segments of the U.S. population is examined in depth as well as future forms of health care delivery. Global perspectives are also studied. Prerequisite: junior-level standing.

RSPC 30000 PROFESSIONAL PRACTICE IN RESPIRATORY CARE (3)

Course guides students in the area professional practice and the importance of evidence-based practice, continuing professional development, using theory to inform practice, being reflective, ethical and organized, and proactively plan a career as an advanced practitioner. Prerequisite: Respiratory Care (RSPC) major.

RSPC 30002 LEADERSHIP AND MANAGEMENT IN RESPIRATORY CARE (3)

Course allows students to utilize their knowledge and experience in understanding leadership as a team leader or team member in the practice of respiratory care. Management in respiratory care is explored, including hospital organization, department structure, outcomes, staffing, billing, budgeting and staff development, decision-making and effective communication. Prerequisite: Respiratory Care (RSPC) major.

RSPC 30004 EDUCATIONAL INSTRUCTION IN RESPIRATORY CARE (3)

Course will guide students in principles of curriculum planning, design, implementation and evaluation. Utilization of adult learning theories and incorporation of key concepts in the development and practice of respiratory therapy education in various settings. Prerequisite: Respiratory Care (RSPC) major.

RSPC 30006 SLEEP MEDICINE AND POLYSOMNOGRAPHY (3)

Course includes a fundamental overview of a variety of sleep disorders and breathing disorders that affect sleep. Topics include the identification of normal sleep and sleep disorders, methods of diagnosing sleep disorders and treatment options. Practice in comparing and evaluating the indications and contraindications for sleep studies and evaluating sleep study results in relation to types of respiratory sleep disorders. Prerequisite: Respiratory Care (RSPC) major.

RSPC 40000 DISEASE MANAGEMENT IN RESPIRATORY CARE (3)

An advanced course providing an understanding of the pathophysiology and management of cardiopulmonary disease and comorbidities. Critical thinking in the management of chronic disease and utilization of patient/therapist participation principles. Patient communication, evaluation, development of care plans and action plans utilizing evidence-based medicine, protocols and clinical practice guidelines. Prerequisite: Respiratory Care (RSPC) major.

RSPC 40002 RESEARCH DEVELOPMENT IN RESPIRATORY CARE (3)

Course introduces the respiratory care practitioner to research methodology and design, their application to health science research and the application of research to everyday health care. Prerequisite: Respiratory Care (RSPC) major.

RSPC 40004 ADVANCED PRACTICE IN RESPIRATORY CARE (3)

This course is an exploration into the traditional practice roles filled by respiratory therapists, the advanced practice roles that exist and those that are emerging within the profession and the career opportunities they represent for practitioners. Pre/corequisites: Respiratory Care (RSPC) major, admission to professional study.

RSPC 40006 CONTEMPORARY ISSUES AND TRENDS IN RESPIRATORY CARE (3)

Analysis of current contemporary issues and trends in respiratory care and their impact and influence on the profession. Pre/corequisites: Respiratory Care (RSPC) major, RSPC 40075, NURS 46000, and admission to professional study.

RSPC 40075 INFORMATION AND PATIENT CARE TECHNOLOGY FOR PROFESSIONAL NURSING PRACTICE (3)

(Cross-listed with NURS 40075) Focuses on the use of information management and information systems, technology and the human/technology interface utilized in professional nursing practice. Prerequisite: Respiratory Care (RSPC) major, and admission to professional study.

RSPC 41092 PRACTICUM FOR RESPIRATORY CARE (3)

An individually planned practicum that provides students the opportunity to explore real world application of program principles and practice options or to conduct research within the realm of respiratory care under the guidance of a registered respiratory therapy practitioner. Focus is on options for practice or enhancing practice through application of program principles. Student's practicum experience requires prior faculty approval before registration. Pre/corequisites: RSPC 40006, RSPC 40075, NURS 46000, admission to professional study and special approval.

6.4 Program sequence

See semester-by-semester sequence (roadmap) in Appendix K.

6.5 Alternative delivery options (please check all that apply):

- More than 50% of the program will be offered using a fully online delivery model
- More than 50% of the program will be offered using a hybrid/blended delivery model
- More than 50% of the program will be offered using a flexible or accelerated delivery model

6.6 Off-site program components (please check all that apply):

- Co-op/Internship/Externship
- Student Teaching
- Other
- Field Placement
- Clinical Practicum

If one or more of the items is checked, please provide a brief description of the off-site component(s).

All students will be required to complete RSPC 41092 Practicum for Respiratory Care. This course will require students to engage in an actual respiratory care practice setting, with an advanced-level respiratory care practitioner. The experience, which will require prior faculty approval, offers students an in-depth experience with advanced level respiratory care practitioners.

Unlike a respiratory therapy student's experience in clinicals where students primarily obtain skills practice, the purpose of this practicum is to allow students to go deeper into specific areas of respiratory care practice and apply the principles learned throughout the Respiratory Care program. Students will seek out a working respiratory therapy practitioner for the purpose of collaborating and gaining experience in a specialty area that may include department management, research or education. Students may work on such projects as improvement in delivery of care or processes through the application of evidence-based practice, teaching a college-level course, service learning or lab work with a respiratory therapy practitioner. Students will interact in this setting for the purpose of gaining real-world experience while journaling.

The practicum will meet the university's experiential learning requirement. Students will communicate with program faculty providing updates on progress and obtaining guidance on enhancing their experience. Students will also communicate with classmates in the online classroom on the progress of their experience to promote reflection.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Name of the unit/position responsible for directing assessment efforts and description of any committees or groups that assist the unit/position.

The academic program director, in conjunction with faculty, will coordinate the assessment of the Bachelor of Science degree in Respiratory Care. The director will be assisted by the faculty and the Regional College Curriculum Committee. All program assessment at Kent State University is performed under the Academic Quality Improvement Program (AQIP) and is coordinated at the university level by the assistant provost for accreditation, assessment and learning.

Description of the measurements used and frequency of data collection and data sharing.

Six months to one year after graduation, Respiratory Care graduates will be surveyed on the program, the quality of instruction, the curriculum, career preparation etc. In addition, the Respiratory Therapy Advisory Committee will be surveyed at the end of each academic year and consulted in regular meetings for feedback on the program from a professional and health-care industry perspective, and on the quality of job preparation for any graduates of the program that the committee members have hired.

Assessment data will be collected once each semester or each year as described above, analyzed in detail at the end of the spring semester, reported to the faculty of the Respiratory Care program and collected for AQIP reporting.

How the results are used to inform the institution and the program.

The results of the assessments will be used to inform the faculty, academic program, campus assistant dean, campus dean, college dean and the Respiratory Therapy Advisory Committee. The results will guide curriculum revisions.

7.2 Measuring student success

Name of the unit/position responsible for directing these efforts and description of any committees or groups that assist the unit/position.

The academic program director will coordinate the assessment of the Respiratory Care degree program. The director will be assisted by the faculty, Respiratory Therapy Advisory Committee, and the Regional College Curriculum Committee. All program assessment at Kent State University is performed under the Academic Quality Improvement Program (AQIP) and is coordinated at the university level by the assistant provost for accreditation, assessment and learning.

Description of the measurements used.

The senior-level courses in the Bachelor of Science degree will be used to assess the combined mastery of student learning outcomes. Grades in individual courses will be used to assess the students' performance in that course.

Frequency of data collection and sharing.

Course evaluations will be administered at the end of each semester when the course is offered. Assessment data is collected once each semester or year as described above, analyzed in detail at the end of the spring semester, reported to the faculty and collected by the university for AQIP reporting.

How the results are used to inform the student as they progress through the program.

Students can view their final course grade for an individual course online using the university's FlashLine system and, in many cases, can see their intermediate grades in the course online through VISTA/Blackboard. The university's Graduation Planning System tracks student degree progress and identifies key dates by which courses must be completed for the student to graduate in four years. The Ashtabula Campus advisors will also assist students in this process.

Initiatives used to track student success after program completion.

The university will survey Respiratory Care graduates on career preparation six months to one year after graduation. In addition, the Respiratory Therapy Advisory Committee will be surveyed at the end of each academic year and consulted in regular meetings for feedback on the quality of job preparation for any graduates of the program that the committee members have hired.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Lecturer: This rank is intended for persons initially hired as full-time, non-tenure-track who do not possess the terminal degree in their discipline or a related field, and may not have the credentials to qualify as an associate lecturer or senior lecturer. Full-time, non-tenure-track

lecturers are hired by the college dean in consultation with the College Advisory Committee and the associated academic program area coordinator. Full-time, non-tenure-track lecturers may vote and serve on some college committees.

Assistant professor: A tenure-track assistant faculty member will not be considered for advancement to this rank until either completion of three years as an instructor and possession of at least the master's degree, or until the academic credentials minimally required for initial appointment at the assistant professor's level are achieved.

Associate professor: This is one of the two senior tenure-track ranks in academia; accordingly, a faculty member must possess the terminal degree in the discipline before promotion consideration. Exceptions can be made in particular cases, provided that such exceptions can be justified by the candidate's unit and are approved by the college dean (if applicable) and the provost. A faculty member will usually not be considered for advancement to this rank until completion of four years as an assistant professor, but in extraordinary cases may be considered after completion of fewer years as an assistant professor. A non-tenured faculty member applying for promotion to the rank of associate professor must also undergo a successful tenure review.

Full professor: As with the associate professorship, a faculty member must possess the terminal degree in the discipline before promotion consideration. Exceptions can be made in particular cases, provided that such exceptions can be justified by the candidate's unit and are approved by the college dean (if applicable) and the provost. A faculty member will usually not be considered for advancement to this rank until completion of five years as an associate professor, but in extraordinary cases may be considered after completion of fewer years as an associate professor. A non-tenured faculty member applying for promotion to the rank of full professor must also undergo a successful tenure review.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

Nursing faculty teaching required courses NURS 46000 and RSPC 40075 will follow the College of Nursing requirements for appointment. Faculty teaching respiratory care (RSPC) courses must hold a minimum of a master's degree in a field relevant to the respiratory therapy profession, a current credential for certified/registered respiratory therapist and teaching experience; additional credentials may also be required, such as a registered polysomnographic technologist (RPSGT) depending on the course.

Describe institution's load/overload policy for faculty teaching in the proposed program.

Assignment to instructional overloads for additional compensation is neither a regular expectation nor an obligation of employment of a faculty member. An overload occurs when, and only when, a person exceeds the number of hours, which are listed as his/her load in his/her current contract. Payment for such assignments is made on the basis of the appropriate percentage of the faculty member's base annual contract salary (1/24 of base annual contract salary for each workload credit hour).

In instances when an overload assignment is authorized by the Office of the Dean, the assignment ordinarily may not exceed one additional course for a semester nor may overload compensation for an academic year exceed 25 percent of a faculty member's base academic year salary. Exceptions to this rule require prior written authorization from the Office of the Provost upon recommendation from the appropriate dean.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

Existing full and part-time faculty and staff are available to teach in the proposed program. The program will require one additional part-time instructor to teach RSPC 30006, which is a specialty area within respiratory care. The program may also require one additional part-time instructor to cover program curriculum if existing part-time faculty are unable to accept planned workloads due to personal preference.

8.2 Program faculty

Provide number of existing faculty members available to teach in the proposed program.

Full-time: 1

Less than full-time: 2

Provide estimate of number of faculty members to be added during the first two years of program operation.

Full-time: 0

Less than full-time: 1-2

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

The Regional College expects tenure-track faculty members to engage in scholarly pursuits. Candidates for reappointment should demonstrate clear plans for a research program and should produce evidence of refereed publications and/or presentations. By the time a faculty stands for tenure, clear evidence of regular participation in scholarly accomplishments, per the following potential categories, shall be presented.

Evidence of accomplishments in the area of professional development/scholarship include, but not limited to, the following items:

- Maintenance of professional credentials
- Authorship or co-authorship of technical/professional refereed article in professional publication, including professionally affiliated e-journal

- Authorship or co-authorship of chapter(s) in technical/professional books
- Authorship or co-authorship of technical/professional non-refereed articles
- Authorship or co-authorship of technical/professional book
- Authorship or co-authorship in other categories, e.g., book reviews, professional newsletters, professional websites and other professional publications
- Presentations in professional meetings (oral or poster) in own discipline
- Contributions to professional newsletters, websites and other professional publications
- Funded, unfunded or pending proposals (request for proposal or RFP)
- Professional experience (e.g. consulting, paid, unpaid), with documentation vis-à-vis resultant professional growth
- Professional development (attending courses, conferences or workshops; internship;
- Chairing sessions
- Textbook reviewer or author of supplemental materials for an existing textbook
- Extensive upgrade or acquisition of additional professional credentials
- Extensive upgrade or new academic credentials
- Authorship of technical/professional refereed article in conference proceedings
- Editorship of a refereed journal or reviewer of refereed journal articles
- Awards (outstanding scholar award, membership by invitation in honor societies)
- Software development

In spite of recent serious budgetary constraints, each faculty member is allocated \$800 of professional development fund to apply towards travel for conference attendance. In addition, faculty is supported for in state, local or regional travel related to professional development. Faculty members also receive a laptop or desktop computer of choice.

Furthermore, the University offers various other possibilities for faculty development:

- **Sabbatical leave:** Kent State supports a faculty professional leave (sabbatical) activity after six years of service for either one semester with full pay or two semesters with half pay.
- **Faculty summer development awards:** The faculty is motivated to participate in summer grants for research, teaching development or field experience.
- **Faculty Professional Development Center:** The center is designed to provide leadership and support for cultivating environments and relationships for innovative and successful learning, for building networks and communities of practice and learning, and for communicating and creating opportunities for professional and staff development.

Non-tenure-track faculty personnel reviews are governed by their Collective Bargaining Agreement and by guidelines put forth each academic year by Office of the Provost. The Regional College expects non-tenure-track faculty teaching evaluation criteria to be the same as those for tenured and tenure-track faculty.

See appendix L for the Regional College faculty handbook.

Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

The program developers are aware that while the design of online programs and courses may be different from those on-ground, they must maintain the same high level of quality expected by the university. It is the intention of the program developers to ensure that the courses are designed to support learners in achieving the student learning outcomes of the program.

Pedagogical and technical support will be provided by program faculty (David Goswick, Megan Jacobson, Yvonne George) who will be trained in “Issues and Best Practices in Online Teaching” and “Preparing an Online Course for Delivery” professional development offered by Kent State’s Office of Continuing and Distance Education. Technical support for the design, production and management will be provided by the educational technology designers on the Ashtabula Campus (Russ Porter, Shawn Melnik). Staff from the Office of Continuing and Distance Education will provide guidance and support to the program developers throughout the design process. Additionally, faculty will be offered on-going professional development in the area of best practices for presentation of online curriculum.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below).

Faculty listed below will teach the major requirements. See Appendix M for each faculty member’s curriculum vita. The program requires a statistics course, and students may choose one from several units at Kent State taught by that unit’s faculty (e.g., sociology, psychology, mathematics, public health, management and information systems) or have a transferred statistics course approved to be applied toward the degree.

* Experience teaching online courses and/or online professional development
 ** Number of courses taught by the faculty member each year at all campuses

Name of instructor	Rank or title	Full/part	Degree, discipline, institution, year	Years teach	Additional expertise	Course faculty will teach	DL*	Load **
George, Yvonne	Staff/Adjunct Lecturer	FT	AS, Respiratory Therapy, Cuyahoga Community College, 1987; MEd, Adult Learning and Development, Cleveland State University, 2012	8	RRT	RSPC 40006	AARC Leadership Institute “Developing RT Courses”; Quality Matters™	6
Goswick, David	Lecturer	FT	BSA, Respiratory Therapy, Ohio State University, 1996; MPA, Public Administration, Cleveland State University, 2006	8	RRT	RSPC 30002 RSPC 30004	Successfully developed online courses for AAS-RTT; Quality Matters™, summer 2014; four years’ experience with Blackboard	30

Name of instructor	Rank or title	Full/part	Degree, discipline, institution, year	Years teach	Additional expertise	Course faculty will teach	DL*	Load **
Guliano, James	Adjunct Lecturer	PT	MSN, Nursing, University of Akron, 1993	20	RN	RSPC 40075	Designed and developed curriculum for NURS 40075; incorporated principles of adult learning; utilized Blackboard as course media; completed numerous DL courses as a participant	3
Jacobson, Megan	Adjunct Lecturer	PT	BS, Respiratory Care, Boise State University, 2008; MS, Regulatory Affairs for Drugs, Biologics and Medical Devices, Northeastern University, 2011	1	RRT	RSPC 30000 RSPC 40000 RSPC 40002 RSPC 40004 RSPC 41092	Enrolled in Masters of Educational Technology at Boise State	12
Morris, Lora	Associate Professor	FT	MSN, Nursing, Ursuline College, 2002	10	RN	NURS 46000	Experience with Blackboard and a variety of instructional tools for discussion boards, critical thinking learning activities, content creation and camatasia recordings uploaded for lectures as supplemental learning tools; integrated discussion boards, learning activities and audio lecture recordings for NURS 46000; utilization of Google docs to integrate assignments for students to create professional portfolios	24
Open Position	Adjunct Lecturer	PT	Associate or bachelor's degree, respiratory therapy/care; master's degree required		RRT	RSPC 30006	Distance learning experience preferred.	3

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

It has been determined that library resources are adequate for the start-up of this program. Many of the resources identified as necessary for the existing AAS degree in Respiratory Therapist Technology are core resources and will be necessary for a successful BS degree program.

Librarians for the Ashtabula Campus will continue to work directly with academic program leaders and staff to identify and acquire additional resources needed by the program. New publications in the field, available through Yankee Book Peddler Library Services, are reviewed on a systematic basis, and popular editions and materials are updated regularly to reflect the most current information available.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships).

The Kent State Ashtabula Campus library currently maintains two professional print journals (*ARRC Times* and *Respiratory Care*) and a print and electronic collection of more than 200 books, e-books, videos and other materials related to respiratory disease and respiratory therapy. More than 700 items are available through KentLINK, the online catalog used by all libraries in the Kent State library system. A similar search in OhioLINK, a searchable catalog of materials from 89 academic libraries in the state, retrieved approximately 3,400 related items.

Kent State University Libraries subscribe to a number research databases—including, CINAHL (Cumulative Index to Nursing and Allied Health Literature), Medline, ScienceDirect—which provide digital access to over 45 journal publications covering respiratory disease, respiratory management and respiratory medicine. University Libraries is also a member of the Association of Research Libraries, a founding member of OhioLINK, and a member of the Center for Research Libraries.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

At present, there are sufficient resources for the proposed program. Program faculty will identify any gaps in the literature or resources for the library to consider for future purchase. Ongoing collection development will be funded from the current library budget.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations) that the institution uses or intends to use for faculty and students in the program.

Kent State Ashtabula librarians strive to educate students on finding and using information effectively and ethically. We do this by collaborating with faculty, working with students one-on-one and in classes, and developing engaging and innovative information literacy tools.

Students are first introduced to the library as part of brief information session in Inside Track, a required day long program for incoming students. Library services are further explored as part of Kent State's First Year Experience (US 10097) course. This instruction is conducted with the library during a one class session. Course and discipline specific resources are discussed in-depth. Several Kent Core courses such as ENG 11011 College Writing I and COMM 15000 Introduction to Human Communications (both offered online) include a librarian-led information literacy session as part of the course curriculum.

In the AAS Respiratory Therapy Technology degree program, librarians provide classroom information literacy sessions for one course (RTT 21012 Basic Research Development and Analysis), and staff have developed content appropriate LibGuides, a customized online research resource, for student use.

The library staff also provides orientation and instruction for new faculty.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

As this will be a fully online program, current facilities will be sufficient to support the program.

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time (12 credit hours/semester)	8	16	16	16
Headcount part time (6 credit hours/semester)	2	4	4	4
Full-time equivalent (FTE) enrollment	7.2	14.4	14.4	14.4
II. Projected Program Income				
Tuition (paid by student or sponsor)	58,092	103,720	103,720	103,720
Expected state subsidy (figuring ½ STEM 4; ½ BAC 3)	30,863	71,174	71,174	71,174
Externally funded stipends, as applicable	n/a	n/a	n/a	n/a
Other income (described in narrative section below)	2,592	5,184	5,184	5,184
Total Projected Program Income	91,547	180,078	180,078	180,078
III. Program Expenses				
New Personnel <i>Percentages below represent the BS degree as opposed to AAS degree</i> Instruction (technical, professional and general education) Full: one at 0.30 Part Time: two at 0.50 each Non-instruction (indicate roles in narrative section below) Full Time: one at 0.33 (director); one at 0.10 (secretary) Part time: none	67,619	69,648	71,737	73,889
New facilities/building/space renovation	n/a	n/a	n/a	n/a
Scholarship/stipend support	n/a	n/a	n/a	n/a
Additional library resources	n/a	n/a	n/a	n/a
Additional technology or equipment needs	n/a	n/a	n/a	n/a
Other expenses (if applicable, describe in narrative section below)	3,727	7,453	7,677	7,907
Total Projected Expense	71,346	77,101	79,414	81,796

Budget Narrative:

It is anticipated that with a 7.2 FTE, the proposed BS degree in Respiratory Care will be sustainable from year to year. The expenses listed reflect percentages of time that faculty and staff will devote to the program (the remainder is time devoted to the AAS degree in Respiratory Therapy Technology).

Other income is a fee of \$12 per credit hour assessed to each student enrolled in a course designated as distance learning.

Other expenses comprise Ashtabula Campus overhead of 10 percent for a fiscal year 2013 rate per FTE enrollment.

APPENDICES

Appendix Description

- A Notification of appropriate agencies
- B Organizational chart for the Kent State University Regional Campuses
- C Organizational chart for Kent State University at Ashtabula
- D Curriculum vita and job description for academic program director Yvonne George
- E U.S. Bureau of Labor and Statistics market analysis
- F Projections Central long-term projections
- G Documentation from respiratory care professional organizations
- H Results from a needs assessment for a BS degree in Respiratory Care
- I Letters of support for the proposed program
- J Basic data sheets for the respiratory care (RSPC) courses
- K Semester-by-semester sequence (roadmap) of the respiratory care curriculum
- L Regional College faculty handbook
- M Curriculum vitae for faculty members

Kent State University is committed to continual support of the delivery of the Bachelor of Science degree in Respiratory Care. If Kent State decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

Respectfully,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University