# KENT STATE UNIVERSITY
# CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Jan-14**     Curriculum Bulletin _____

Effective Date     **Fall 2015**     Approved by EPC _____

Department

College          **RE - Regional College**

Degree          **BS - Bachelor of Science**

Program Name     **Respiratory Care**          Program Banner Code  **RSPC**

Concentration(s)          Concentration(s) Banner Code(s)

Proposal          **Establish program**

Description of proposal:

**The Bachelor of Science degree in Respiratory Care will be offered fully online through the Ashtabula Campus. It is designed as a completer program for certificated/registered respiratory therapists who hold an accredited associate degree in respiratory therapy/care. The program will enable students to expand their career options and gain skills and knowledge to enhance their current practice; it will also support the provision of the advanced level of care required by respiratory therapists in the future.**

Does proposed revision change program's total credit hours?     ☐ Yes     ☐ No

Current total credit hours:          Proposed total credit hours **120**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**The proposed BS degree will articulate 2+2 with Kent State's AAS degree in Respiratory Therapy Technology (and other similar accredited associate degrees in the country). Faculty, staff and administrators will be shared among the two programs.**

Units consulted (other departments, programs or campuses affected by this proposal):

**Consulted on the program development were the senior program director of nursing and allied health, the senior academic program director of the College of Nursing, nursing faculty, AAS degree's Respiratory Therapy Advisory Committee, assistant academic dean for the Ashtabula Campus, Ashtabula Campus library services and business affairs.**
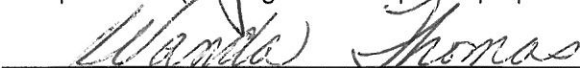
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## REQUIRED ENDORSEMENTS

_Yvonne George_     4/9/14
Department Chair / School Director

_Susan Stocker_     4/15/14
Campus Dean (for Regional Campuses proposals)

_Wanda Thomas_     5/5-14
College Dean (or designee)

_____     __/__/__
Dean of Graduate Studies (for graduate proposals)

_____     __/__/__
Provost and Senior Vice President for Academic Affairs (or designee)

**Ohio** | **Board of Regents**
University System of Ohio

**John R. Kasich**, Governor
**John Carey**, Chancellor

Request for Approval

Submitted by
Kent State University

# Establishment of a Bachelor of Science Degree in Respiratory Care

*Date to come*

KENT STATE
U N I V E R S I T Y

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## REQUEST

**Date of submission:**            [date]

**Name of institution:**          Kent State University

**Degree/degree program title:**   Bachelor of Science degree in Respiratory Care

**Primary institutional contact for the request**
    **Name:**               Therese E. Tillett
    **Title:**              Director of Curriculum Services, Office of the Provost
    **Phone number:**       330-672-8558
    **E-mail:**             ttillet1@kent.edu

**Delivery site:**               Fully online-only through the Ashtabula Campus

**Date that the request was approved by the institution's governing board:**
    Approved by the Kent State University Faculty Senate on [date], and the Board of Trustees on [date]

**Proposed start date:**          Fall 2015

**Date institution established:** 1910

**Institution's programs:**       Degree programs at the associate, bachelor's, master's, post-master's and doctoral level; undergraduate and graduate certificates (325 majors in 44 degrees and 61 certificate as of fall 2014)

**Institution has Higher Learning Commission approval for online or blended/hybrid delivery:**           Yes

**Educator Preparation Programs:**
    Program leads to licensure:      No
    Program leads to endorsement:    No

## SECTION 1: INTRODUCTION

### 1.1  Brief summary of the request

Kent State University proposes to establish a Bachelor of Science degree in Respiratory Care, which will be offered as a fully online-only completer program for students who hold an accredited associate degree in respiratory therapy and are a certified or registered respiratory therapist. The degree program will be administered by Kent State's Regional College, and offered through the Ashtabula Campus.

Since fall 2008, Kent State has offered an accredited Associate of Applied Science degree in Respiratory Therapy Technology at the Ashtabula Campus. The proposed BS degree will offer a seamless 2+2 articulation for Kent State's associate degree and any other accredited associate degree in respiratory degree in the state and country.

## SECTION 2: ACCREDITATION

### 2.1 Regional accreditation

Original date of accreditation:     1915
Date of last review:                2007 - 2008
Date of next review:                2014  (update this section before sending)

### 2.2 Results of the last accreditation review

Kent State University accreditation was reaffirmed by the North Central Association Higher Learning Commission on 28 February 2008. (update before sending) (www.kent.edu/aqip/upload/reaffirmation-of-accreditation-2008.pdf)

### 2.3 Notification of appropriate agencies

Kent State University has notified the Ohio Board of Respiratory Care, the American Association for Respiratory Care and the Commission on Accreditation for Respiratory Care (CoARC). See Appendix A for letters to those agencies.

CoARC awarded initial accreditation status to Kent State's AAS degree in Respiratory Therapy Technology in November 2012. This accreditation is valid for five years. After that, the program will be scheduled for review to obtain continuing accreditation status, valid for 10 years.

## SECTION 3: LEADERSHIP—INSTITUTION

### 3.1 Mission statement

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers. (www.kent.edu/president/mission-statement.cfm)

### 3.2 Organizational structure

The Kent State academic organizational structure and administrative leadership and divisions organizational structure can be found at www.kent.edu/president/organizational-chart.cfm.

The organizational structure for Kent State University Regional Campuses is in Appendix B. The organizational structure for the Ashtabula Campus is in Appendix C.

## SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

### 4.1 Organizational structure

*Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.*

The proposed BS degree in Respiratory Care is an initiative of the administration and faculty of the Ashtabula Campus and will be delivered online through that campus. Administratively, the degree will be housed in Kent State's Regional College, which also administers Kent State's associate degree in respiratory therapy technology. Staff and program faculty report to the academic program director. The academic program director reports to the assistant dean of the Ashtabula Campus, who in turn, reports to the campus' dean and chief administrator officer. Kent State's seven regional campus deans/CAO report to the dean of the Regional College, who reports to Kent State's senior vice president of academic affairs and provost.

*Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Describe the qualifications of this individual for the oversight of a distance education program. Include this individual's CV/resume as an appendix item.*

Yvonne George, MEd, RRT, academic program director for the associate degree in respiratory therapy technology, will be the lead administrator for the proposed program. The program director is responsible for all aspects of the program, including all operational, administrative, instructional, managerial, financial, continuous review and analysis, planning, development and general effectiveness of the program. A registered respiratory therapist, Ms. George holds a master's degree in adult learning and development from Cleveland State University. She completed her Bachelor of Business Administration degree through a 100-percent online format and has instructor training in the Blackboard Learning System. Ms. George is enrolled in professional development in the area of education from the American Association of Respiratory Care's Leadership Institute. This training includes several lessons in the area of course development and also has lessons specific to distance learning, including the following:

- Internet-based classroom management systems
- Web-based instruction/distant learning
- Computer technology in the classroom

Ms. George completed a Quality Matters™ workshop at the Ashtabula Campus in April 2014 and is incorporating the Quality Matters™ standards into the development of the program and course design. Quality Matters™ is a professional development training for quality assurance in online education and known for its peer-based approach and continuous improvement in online education and student learning.[1] See Appendix D for a program director's job description and Ms. George's curriculum vitae.

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[1] Quality Matters. MarylandOnline, 2013. Retrieved from www.qualitymatters.org

*Describe any councils, committees or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.*

The Respiratory Therapy Advisory Committee supports the development and maintenance of the proposed program. Members of the committee meet once a year, and there are no term limits for appointments.

| Name | Title | Organization |
|---|---|---|
| Denise Booth RRT | Adjunct Faculty and Clinical Preceptor | Kent State University – Ashtabula; Cleveland Clinic Foundation |
| Kathleen Deakins, MHA, RRT, NPS | Manager, Respiratory Therapy | Rainbow Babies and Children's Hospital |
| John Dickson RRT-NPS | Cardiopulmonary Supervisor | Cleveland Clinic Health System – Hillcrest Hospital |
| Carol Drennen MSN, RN | Senior Program Director for Nursing and Allied Health | Kent State University – Ashtabula |
| Eric Kaiser MD | Cardiothoracic Anesthesiologist | Cleveland Clinic Foundation |
| Debbie King MBA, RRT | Clinical Instructor | Cleveland Clinic Health System – South Point Hospital |
| Anthony Lacute JD, MBA | Vice President of Operations | Seeley Medical |
| Briana Moliantto RRT | Staff Therapist | Rainbow Babies and Children's Hospital |
| Gail Schroeder MPH, RT | Academic Program Director | Kent State University – Ashtabula |
| Melissa Shanley CRT | Manager, Respiratory Therapy | Ashtabula County Medical Center |
| Cyndi Shelton RRT | Clinical Preceptor | Lake Health TriPoint Hospital |
| Jay Shelton RRT, CPFT | Supervisor, Respiratory Therapy | Cleveland Clinic Foundation |
| Susan Stocker PhD, RN | Dean and CAO | Kent State University – Ashtabula |
| Dave Wheeler BS, RRT | Education Coordinator | Cleveland Clinic Foundation |
| Nicole Yax RRT, NPS | Supervisor, Pediatric Respiratory Therapy | Cleveland Clinic – Children's Hospital |

## 4.2 Program development

*Describe how the proposed program aligns with the institution's mission.*

The program aligns with the missions of Kent State University and its Regional College by preparing qualified professionals who learn a specialized body of knowledge that follows a professional code of ethics in practice. Respiratory therapists are employed in many areas of health care throughout northeast Ohio, including, but not limited to children's and adult hospitals, skilled nursing facilities, long term acute care facilities, homecare, sleep labs, pulmonary function laboratories, physician's offices and freestanding emergency rooms.

Graduates of the program will not only have a foundation of the full scope of practice in respiratory care, but will acquire the necessary skills to advance their careers in areas of leadership, management, education, research, disease management and sleep medicine.

***Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.***

The U.S. Bureau of Labor Statistics' long-term employment projection, 2012-2020[2] reports a 28 percent increase for respiratory therapists (with 52,700 annual job openings), considered faster than the average increase for other employment over the same time span. The Bureau of Labor Statistics notes that while respiratory therapists need at least an associate degree, "employers may prefer applicants who have a bachelor's degree."[3]

In Ohio, respiratory therapy is considered a "high prospect" occupation, with an anticipated growth of 24 percent between 2010 and 2020.[4] Positions for medical and health services managers are also considered high prospect with a 16 percent growth during the same period. Ohio is ranked fifth in the nation for employment of respiratory therapists.[5] Additionally, research and statements from professional organizations in respiratory care support the need for programs such as this (see Appendices E, F, G).

Kent State conducted a needs assessment for the proposed program in December 2010 and again in November 2013. The survey was distributed to Northern Ohio hospital department managers and practicing therapists to determine if there is a need and/or interest for a completer baccalaureate. The assessment focused on understanding the following:

1. Need for respiratory therapists holding an associate degree to complete a bachelor degree in respiratory care;
2. Requirement of a bachelor's degree to practice in the profession;
3. Best format to offer the program (e.g., online, in class, weekends); and
4. Industry need for these graduates.

The results demonstrated that there was a need, and current therapists would return to school to complete a bachelor degree, and that the online format was most desirable (see Appendix H). In addition, Kent State reviewed current industry standards and needs for such graduates via professional organizations and review of current programs across the United States.

***Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.***

Kent State's Respiratory Therapy Advisory Committee was formed for the purpose of advising and supporting the program from its inception. This advisory committee, comprising respiratory therapists, nurses, administrators and other professionals, has been consulted and supports the development of the proposed BS degree. The respiratory therapy academic program director has consulted with other academic institutions (e.g., Lakeland Community College, Cuyahoga Community College, Southern State Community College), all of whom have demonstrated their

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[2] U.S. Bureau of Labor Statistics, U.S. Department of Labor. Projections Central - State Occupational Projections. Retrieved from www.projectionscentral.com/Projections/LongTerm.
[3] U.S. Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2014-15, Respiratory Therapists. Retrieved from www.bls.gov/ooh/healthcare/respiratory-therapists.htm#tab-4.
[4] Ohio Job and Family Services. Ohio Job Outlook 2010-20. Retrieved from ohiolmi.com/proj/OhioJobOutlook.htm.
[5] U.S. Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment and Wages, May 2012. Retrieved from www.bls.gov/oes/current/oes291126.htm.

support of the program by beginning work on development of articulation agreements and/or sending letters of support. Respiratory therapy hiring managers in Northeast Ohio also have stated their shared belief in the necessity for this completer baccalaureate by declaring their desire to hire graduates from the program.

The proposed program also is supported by the American Association for Respiratory Care, the nationally recognized professional organization and experts in respiratory care practice. See appendix I for letters of support.

***Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.***

The BS degree in Respiratory Care is designed not for entry-level positions in the field of respiratory care; rather, it is a program in which practicing therapists who graduated from an accredited program in respiratory therapy will be eligible to apply and complete a bachelor degree in approximately two years. Since Respiratory Care will be a completer degree program, it is unnecessary for Kent State to obtain special accreditation through the Commission on Accreditation for Respiratory Care (CoARC). See section 2.3 for more information on Kent State's accreditation with CoARC.

### 4.3 Collaboration with other Ohio institutions

***Indicate whether any USO institutions within a 30-mile radius of your institution offer the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.***

No other institution within 30 miles of the university's Ashtabula Campus offers a 2+2 bachelor's degree program in respiratory care. Only four universities in Ohio offer a bachelor's degree recognized by CoARC: University of Akron, University of Toledo, Ohio State University and Youngstown State University. However, all four are entry-level programs for aspiring respiratory therapists. Kent State's program is designed for respiratory therapists who have already completed an entry-level program (typically an associate degree) and want to remain competitive in the job market. There appears to be a trend of health care facilities giving clinical placement preference to students in bachelor's degree programs over those in an associate degree.

Currently, only the University of Cincinnati in the University System of Ohio offers a fully online completer bachelor's degree in respiratory therapy.

***Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.***

Kent State administrators have had several conversations with other educational institutions throughout the state of Ohio. These conversations included discussions about making articulations as easy as possible for transferring students. (Refer to section 4.2)

Ohio institutions offering an accredited respiratory therapy associate degree program:

- Bowling Green State University, Firelands
- Cincinnati State Technical Community College
- Collins Career Center
- Columbus State Community College
- Cuyahoga Community College
- Eastern Gateway Community College
- James A. Rhodes State College
- Kettering College
- Lakeland Community College
- Lorain County Community College (via Bowling Green State University)
- North Central State College
- Rio Grande Community College
- Shawnee State University
- Sinclair Community College
- Southern State Community College
- Stark State College
- University of Cincinnati, Clermont
- Washington State Community College

## SECTION 5: STUDENT SERVICES

### 5.1 Admissions policies and procedures

***Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.***

Admission requirements for the BS degree in Respiratory Care program are the following: (1) active credential for certified respiratory therapist (CRT) or registered respiratory therapist (RRT), and (2) associate degree from a CoARC-accredited respiratory therapy/care program with a minimum 2.0 cumulative GPA. Applicants who are actively enrolled and in good standing in the second year of a CoARC-accredited entry-level associate degree in respiratory therapy/care or are actively enrolled and in good standing in the third year of a CoARC-accredited bachelor's degree in respiratory therapy/care may be conditionally enrolled in the program. Admission to the final semester of the program will require special approval to ensure students have completed the aforementioned admission requirements.

The admission criteria for the BS degree in Respiratory Care are more selective than that for other programs at Kent State's regional campuses, where it is open admission to anyone with a high school diploma or its equivalent. In addition, the criteria of a CRT or RRT credential and an accredited associate degree make the program's admission more selective than that for most bachelor's degree programs at the Kent Campus (outside of highly selective degree programs that call for a specific GPA, portfolio or audition, for example).

***Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio).***

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Since admitted students either will hold an associate degree or have been enrolled in an associate or bachelor's degree, their credits will transfer and be applied to the program. As the proposed BS degree is a 2+2 completer program, it is designed to provide seamless articulation with accredited associate degrees in respiratory therapy.

Kent State's residence policy requires that transfer students complete a minimum 30 semester hours (including 9 semester hours of upper-division coursework in the major) at Kent State to be awarded a Kent State bachelor's degree. The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Credit earned through Advanced Placement, CLEP and Kent State's credit-by-exam are awarded for general education and other requirements and electives.

## 5.2 Student administrative services

*Indicate whether the student administrative services (e.g., admissions, financial aid, registrar) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

The Ashtabula Campus administers student administrative services to students in the AAS degree in Respiratory Therapy Technology, and current services will be sufficient for the proposed BS degree. The Ashtabula Campus also offers the AAS degree in Physical Therapist Assistant Technology, which is offered online with limited face-to-face instruction.

## 5.3 Student academic services

*Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

The current student academic services available at Kent State's Ashtabula Campus will be adequate to support the program.

The proposed BS degree program will have one full-time administrator and one staff member—a program director/advisor and a program secretary—who also support the AAS degree in Respiratory Therapist Technology and are available by e-mail and telephone to provide online students with the necessary support and counsel.

The online design structure for the program's lecture and practicum courses are asynchronous to allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement. Kent State University utilizes the Blackboard Learning System software to facilitate student-instructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

Faculty who will deliver the curriculum are available in both synchronous and asynchronous online formats and by telephone. Students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information, online office hours and the availability of telephone conferencing are posted on each syllabus for online courses. Resources that are course-specific are made available through links or documents in the Blackboard course room.

Kent State's Online Technology Help Center (support.kent.edu) provides students with 24/7 technology support, software downloads, and hundreds of tutorials and online resources. The University Library (www.kent.edu/library) offers instructions and tutorial resources to assist students with off-campus access through Virtual Private Network (VPN) service or OhioLINK Authentication Service.

Ashtabula Campus' Academic Services Office provides appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities.

## SECTION 6: CURRICULUM

### 6.1 Introduction

***Provide a brief description of the proposed program as it would appear in the catalog.***

The Bachelor of Science degree in Respiratory Care is a completer program designed to continue professional growth of certified and registered respiratory therapists by providing the opportunity to learn and grow professionally in the areas of management, leadership, education, research, disease management and advanced clinical practice.

### 6.2 Program goals and objectives

***Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.***

Graduates of the BS degree in Respiratory Care will be able to:

1. Incorporate theory, research, evidence and best practices to enhance practice.

2. Understand the function and organizational structure of the respiratory care department from a management perspective.

3. Understand leadership principles as a leader or team member.

4. Demonstrate techniques and strategies of teaching and learning of respiratory therapy utilized in various venues.

5. Identify a variety of sleep and breathing disorders and exhibit a fundamental understanding of the application and interpretation of sleep studies in the diagnosis of related disorders.

6. Understand the pathophysiology and management of several common diseases employing critical thinking and the development of care plans utilizing best practices.

7. Describe research methodology and design and their application to health science research and their application to everyday health care.

8. Exhibit knowledge in specified areas of advanced respiratory care practice.

9. Identify and analyze current contemporary issues in respiratory care and their impact on the profession and delivery of care.

10. Understand relevant and current healthcare policy and delivery systems.

11. Identify information management and information systems, technology and the human/technology interface utilized in professional healthcare practice.

Throughout the program, students will be coached in critical thinking and given opportunities to demonstrate learning through exams, class presentations and writing papers. Additionally, students will have the opportunity to apply course knowledge and develop skills learned in RSPC 41092 Practicum for Respiratory Care.

### 6.3 Course offerings/descriptions

*Complete the following table to indicate the courses that comprise the program.*

| Course (number/name) | Cr hrs | Major/ Core/ Tech | Gen Ed (Kent Core) | Elective | OTM TAG CTAG | New/ Existing | Offered Online | Offered Hybrid | Offered On-Ground |
|---|---|---|---|---|---|---|---|---|---|
| **PROGRAM REQUIREMENTS (33 credit hours)** | | | | | | | | | |
| NURS 46000 Health Care Policy | 3 | ✓ | | | | Existing | ✓ | ✓ | ✓ |
| RSPC 30000 Professional Practice in Respiratory Care | 3 | ✓ | | | | New | ✓ | | |
| RSPC 30002 Leadership and Management in Respiratory Care | 3 | ✓ | | | | New | ✓ | | |
| RSPC 30004 Educational Instruction in Respiratory Care | 3 | ✓ | | | | New | ✓ | | |
| RSPC 30006 Sleep Medicine and Polysomnography | 3 | ✓ | | | | New | ✓ | | |
| RSPC 40000 Disease Management in Respiratory Care | 3 | ✓ | | | | New | ✓ | | |
| RSPC 40002 Research Development in Respiratory Care *writing intensive* | 3 | ✓ | | | | New | ✓ | | |
| RSPC 40004 Advanced Practice in Respiratory Care | 3 | ✓ | | | | New | ✓ | | |
| RSPC 40006 Contemporary Issues and Trends in Respiratory Care | 3 | ✓ | | | | New | ✓ | | |
| RSPC 40075 Information and Patient Care Technology for Professional Nursing Practice | 3 | ✓ | | | | Existing[6] | ✓ | | |
| RSPC 41092 Practicum for Respiratory Care *experiential learning* | 3 | ✓ | | | | New | ✓ | | |
| **ADDITIONAL PROGRAM REQUIREMENTS (20 credit hours)** **As this is a completer program for students with an associate degree, it is expected that courses in physics, chemistry, basic microbiology, general psychology, anatomy and physiology were successfully completed and transferred to Kent State (or earned as part of Kent State's associate degree). If any or all of those courses were not completed, they will be required to graduate with the BS degree in Respiratory Care.** | | | | | | | | | |
| Anatomy and Physiology   See chart on next page of Kent State offerings | 5-6 | ✓ | | | TAG/ OTM | Existing | | ✓ | ✓ |
| Chemistry | 3-4 | ✓ | | | TAG | Existing | ✓ | | ✓ |
| Microbiology | 3-4 | ✓ | | | | Existing | | | ✓ |
| Physics | 3-4 | ✓ | | | TAG/ OTM | Existing | ✓ | ✓ | ✓ |
| PSYC 11762 General Psychology | 3 | ✓ | | | OTM | Existing | ✓ | ✓ | ✓ |
| Statistics Course, choose from: [7] | 3-4 | ✓ | | | | | | | |
| MIS 24056 Fundamentals of Business Statistics | | | | ✓ | | Existing | ✓ | ✓ | ✓ |
| PH 30002 Introductory Biostatistics | | | | ✓ | | Existing | ✓ | ✓ | |
| PSYC 21621 Quantitative Methods in Psychology I | | | | ✓ | | Existing | ✓ | ✓ | ✓ |
| SOC 32220 Data Analysis *and* | | | | ✓ | | Existing | ✓ | | ✓ |
| SOC 32221 Data Analysis Laboratory | | | | ✓ | | | ✓ | ✓ | ✓ |

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[6] RSPC 40075 will be cross-listed/co-scheduled with existing NURS 40075, which is required in the Bachelor of Science in Nursing degree.

[7] The following statistics courses also are approved, but currently are not offered 100 percent online: MATH 10041 Introductory Statistics; MATH 12022 Probability and Statistics for Life Sciences; and MATH 30011 Basic Probability and Statistics.

| UNIVERSITY REQUIREMENTS[8]  (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 *fulfilled with biology, chemistry* | 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.

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[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.

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### SECTION 8: FACULTY

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**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 <u>existing faculty members</u> available to teach in the proposed program.***

Full-time: 1
Less than full-time: 2

***Provide estimate of number of <u>faculty members to be added</u> 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<br>*Percentages below represent the BS degree as opposed to AAS degree*<br>Instruction (technical, professional and general education )<br>　　Full: one at 0.30<br>　　Part Time: two at 0.50 each<br>Non-instruction (indicate roles in narrative section below)<br>　　Full Time: one at 0.33 (director); one at 0.10 (secretary)<br>　　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