New Degree Program White Paper

Contact Person: Debbie Forbush

Degree name: Bachelor’s of Science in Respiratory Therapy

Department: Healthcare Diagnostics and Therapeutics

College: College of Health Science

Please answer the following questions:

1. Does this degree program include stacked credentials? ___Yes _√_No. If yes, indicate with an X all included credentials: __Certificate __Associates __Baccalaureate __Masters

2. How many new courses need to be developed for this program? 4

3. For the baccalaureate degree, how many credits of core courses are required? 81
   How many required elective credits? 8
   How many open elective credits? 0
   Counting 31 credits of GE courses, how many total credits are in this program? 120

4. If seeking external accreditation, please list organization(s) here CoARC.

<table>
<thead>
<tr>
<th>Program Description.</th>
<th>Provide a brief description of the proposed program. If stacked credentials are included in the program, identify and describe each one. If one or more emphases are part of the program, identify and describe them.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>CoARC requires a Bachelor of Science in Respiratory Therapy to include comprehensive curricular content such as management, education, research, and advance clinical practice.</strong> The classes we plan to develop plus the existing classes in Population Health will satisfy all of these areas. We also plan to have an online degree completion component. This will allow graduates of the AAS program, existing RRT’s in the community, the state of Utah, and surrounding areas to complete their Bachelor’s Degree.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Alignment.</th>
<th>Cite specific examples of how this program aligns to the DSU strategic plan, mission, goals, and core themes. Include active learning-active life.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Increasing retention and completion rates is a goal at Dixie State University. According to our advisor, Rachel Harris, a Bachelor Degree will increase quantity and quality of our applicant pool. Our advisor stated that most of the students she meets with are seeking Bachelor’s Degrees. When students are accepted into the health science programs, they historically complete the program. Currently our retention rate is 100%.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A desired outcome of Goal 2 is, “by Fall 2020, the number of degrees awarded at the Bachelor’s level will rise above 50 percent of all degrees awarded.” By offering a Bachelor’s Degree in Respiratory Therapy (BSRT) we would be adding to that total. Currently, CoARC states that there are 67 BSRT programs (15% of total programs). There are no BSRT programs in the immediate surrounding area (Nevada, Arizona, or Colorado). The online degree completion component could meet the needs of this underserved population. DSU program would be the 3rd BSRT program in the state of Utah.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>By fall 2020, Dixie State University would like 80% of students to complete community service before degree completion. Clinical hours are a form of community service. To graduate each student must complete 720 clinical hours. There is also a 5 hour per semester community service requirement for the Respiratory Therapy Program. Clinical hours cannot be used to fill this service requirement. Students typically exceed the hours required. A Bachelor’s Degree will provide more opportunities for community engagement.</strong></td>
</tr>
</tbody>
</table>
Comparison Benchmarks. List a minimum of five universities whose similar programs were examined to inform the development of this proposal. State how this proposal compares in terms of required credits of core courses, electives, course content, etc. If there are similar programs in other departments at DSU, identify them and describe significant differences between the two.

The five comparison benchmarks used were
1. Boise State University
2. Kentucky University
3. Loma Linda University
4. Utah Valley University
5. Weber State University

Currently our program is aligned with CoARC requirements and similar to the comparison benchmarks.

<table>
<thead>
<tr>
<th></th>
<th>Dixie State University</th>
<th>Boise State (ID)</th>
<th>Kentucky U (KY)</th>
<th>Loma Linda (CA)</th>
<th>Utah Valley (UT)</th>
<th>Weber State (UT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Requirements</td>
<td>31</td>
<td>27</td>
<td>51 (includes GE’s)</td>
<td>52 (includes GE’s)</td>
<td>17</td>
<td>48 (includes GE’s)</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>12</td>
<td>18</td>
<td>51 (includes GE’s)</td>
<td>52 (includes GE’s)</td>
<td>17</td>
<td>48 (includes GE’s)</td>
</tr>
<tr>
<td>Lower Division RESP</td>
<td>36</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>36</td>
<td>36 (2 PREREQUISITES)</td>
</tr>
<tr>
<td>Upper Division RESP</td>
<td>32</td>
<td>46</td>
<td>59</td>
<td>52.61 (53)</td>
<td>34</td>
<td>27 (9 ELECTIVES)</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td>4</td>
<td>10</td>
<td>23.32 (23)</td>
<td>7</td>
<td>(9)</td>
</tr>
<tr>
<td>Total Required Credits</td>
<td>120</td>
<td>122</td>
<td>120</td>
<td>128</td>
<td>123</td>
<td>120</td>
</tr>
</tbody>
</table>

Timeline (Stacked Credential Programs Only) Describe the timeline and benchmarks that will be met as you add one credential at a time moving forward. Example: This program will start with a 12-credit institutional certificate that can be completed in two semesters. The first two courses have no prerequisites and are the prerequisites for the second two courses. Once we have a minimum of 20 students enrolled in the first two courses, we will add the associate’s degree. Or...This program will begin as an emphasis in the BS in Integrated Studies program. Once we have a minimum of 10 students per year working on this emphasis, we will establish the certificate using four of the emphasis courses and begin marketing the associate’s degree that will lead to the baccalaureate degree.

Response:

Departmental Capacity for Program. State the capacity that currently exists within the department to support this program in terms of faculty, space, equipment, etc. If building a stacked credential program, describe a tiered approach to build capacity such as identifying the crossover skills for this program you will include as necessary requirements in candidates as new faculty are hired for other programs in the department. If building a non-stacked credential program, briefly describe any new resources including faculty that will be needed in order to launch the program. Complete and attach Appendix D of the USHE form (Budget and Finance section).

The AAS program will be replaced by the BSRT program, so our current space and equipment should be sufficient. We will require one additional FTE. We are adding some prerequisites which are already available on campus, the electives exist as Population Health courses. There will be two years of GE/prerequisite classes and two years of core classes/electives.

Documented Need for Program. What is the rationale for bringing this program forward at this particular time? Validate the need with hard data from reliable sources. Include student demand, regional and national
employment needs, economic trends that might add to a need for this program, new directions set forth from external accreditors, etc. (See Resources Packet)

As of January 1, 2018 CoARC is not accrediting any more associate degree programs. CoARC is currently highly recommending students finish with a BS degree and by 2020 will most likely mandate it. Currently we must send our students to Boise State University to complete their degree.

In conversation with Steve Applnap, Corporate Director for Respiratory Therapy at Intermountain Healthcare, currently in the field of respiratory therapy, there is a large group of respiratory therapists (RRT’s) with 0-3 years experience and a larger group with 30+ years experience. The 30+ year RRT’s are beginning to retire. Our program will help fill this gap.

Steve also stated that the current demand for RRT’s at Intermountain Healthcare is 40 therapists, and his prediction is that demand is only going to go up. Respiratory therapy has become a hard to recruit profession, so Intermountain Healthcare just raised the base rate from $21.95 to $25.70. Steve continued to say that the RRT job description for new hires requires that they have a bachelor’s degree or sign a contract that they will get one in 3-5 years. Steve also mentioned a law recently passed that requires all polysomnographers to be either registered polysomnographers or RRT’s. There are very few registered polysomnographers, so sleep medicine is looking to RRT’s to fill these positions.

Dr. Peter Crossno, an Intermountain Pulmonologist, just published an article entitled “Ten Ways to Help With the Pulmonologist Physician Shortage” (2019). Three of those suggestions utilized respiratory therapists. The new areas he suggested that RRT’s move into are telehealth, outpatient services, physician offices, and COPD management.

According to the US Labor Statistics (2018), the National Employment estimate for RRT’s is 129,600. This figure is projected to grow 23% from 2016-2023. Our students are competitive and credentialed to work anywhere in the United States. Mean annual wage for a RRT varies between $48,110 in the south to $97,130 in northern California. The mean annual wage in the state of Utah is $62,000.

**Program Fit.** Describe the niche this program fills within the DSU academic portfolio and the contributions it makes beyond simply graduating its students. How might some of the courses accommodate non-majors of the program? Is there a certificate that students from other departments could complete to add depth to their own degrees, etc.? Also describe the fit and uniqueness of this program relative to similar programs within other USHE institutions.

It is an accredited, specific program that will help with recruitment and retention for the College of Health Sciences. It will become become the 68th BSRT program out of the total 443 BSRT programs available in the nation. It will be the 3rd BSRT in the state of Utah, and according to Steve Applnap, Salt Lake Community College Respiratory Therapy program would be interested in an articulation agreement for BS completion with DSU in spring 2021. They are about to admit 40 students who would finish their AAS degree program in 2021. This will allow us to make other articulation agreements around the country.

**Innovation.** Describe innovative aspects of the program in terms of delivery mode, instructional design, scheduling, flexibility, removing traditional barriers, etc. (See Resources Packet)

Many students come to Dixie with credits from other universities as opposed to right out of high school. The BSRT program will be able to let them begin where they are in the degree process and shorten the time to a bachelor’s degree. High school students from Success Academy enter college with an Associates Degree. The BSRT program can shorten their time to a bachelor’s degree. In addition, for the first time ever, the program will offer online courses.

**Building University Capacity.** Describe how the program will build university capacity in terms of research or creative opportunities, new markets, etc. for both faculty and students and the university as a whole.

BSRT programs across the country have done some amazing national research and our program will have a research component in it. Our goal is to get our students involved in research and presenting their research at
national conference. Our campus program is limited somewhat by clinical sites, but our articulation agreements with other programs will open up new markets and increase university capacity.
### Appendix D: Projected Program Participation and Finance

#### Part I.

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

#### Three Year Projection: Program Participation and Department Budget

<table>
<thead>
<tr>
<th>Year Preceding Implementation</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td># of Majors in Department</td>
<td>920</td>
</tr>
<tr>
<td># of Majors in Proposed Program(s)</td>
<td>55</td>
</tr>
<tr>
<td># of Graduates from Department</td>
<td>170</td>
</tr>
<tr>
<td># Graduates in New Program(s)</td>
<td>18</td>
</tr>
</tbody>
</table>

#### Department Financial Data

- **Personnel (Faculty & Staff Salary & Benefits)**: $958,940, $100,320, $100,320
- **Operating Expenses (equipment, travel, resources)**: $217,765, $5,000

**EXPENSES** – nature of additional costs required for proposed program(s)

- List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.

- **TOTAL PROGRAM EXPENSES**: $1,176,705, $1,176,705, $1,282,025

**FUNDING** – source of funding to cover additional costs generated by proposed program(s)

- **Internal Reallocation using Narrative 1 on the following page.** Describe new sources of funding using Narrative 2.

- **Total Department Funding**: $1,176,705, $1,176,705, $1,282,025, $1,277,025

**Difference**

- **Funding - Expense**: $0, $0, $0, $0
Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
As the program expands an additional full-time tenure track faculty member will need to be added in the second year. One-time expenses of $5,000 are anticipated to provide the new hire with computer, supplies and professional development opportunities.

The Respiratory Therapy program will begin charging differential tuition in the 2019-20 academic year. All other supplies, materials and equipment needed to run the program will be funded through differential tuition.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.