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1 Introduction

1.1 Welcome

Welcome to Kent State University at Ashtabula and the Regional College's Division of Health Occupations. Congratulations on your acceptance into the Associate of Applied Science Respiratory Therapy Technology Program. You have chosen a profession that will challenge you intellectually and satisfy you professionally. The practice of Respiratory Care gives you the opportunity to care for patients in a variety of settings, be it in a hospital on a regular patient unit, in an intensive care unit, an emergency room, an outpatient clinic, a hyperbaric oxygen chamber, a helicopter, or ambulance, in an office as an administrator or in a classroom educating future Respiratory Therapists.

The program Faculty and Staff have prepared an outstanding curriculum for you designed to prepare you to become a Respiratory Care Practitioner. This excellent academic program will require your dedication and commitment if you are to succeed. The Respiratory Therapy Technology courses as well as Kent Core courses are academically challenging. In addition, the combination of your course and clinical studies will require much study, time, dedication and commitment. To ensure your success, you will need to dedicate at least 2 to 3 hours per week on homework for each credit hour. Respiratory Therapists are required to be professionals who possess strong written and oral communication skills as well as dynamic people skills. Throughout this program you will be expected to develop, refresh and refine these skills and others through your classroom and clinical instruction and practice.

As you progress through the program and approach completion, you will discover the important role that Respiratory Therapists fill as part of the patient healthcare team. You can look forward to the satisfying and personally rewarding work as a Respiratory Therapist. As educators, we are committed to doing our part to help you succeed in accomplishing your goal of becoming a Respiratory Therapist and a graduate of Kent State University.

We welcome you!

Yvonne George
Academic Program Director
1.2 Program Personnel

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2 Respiratory Care

2.1 Definition of Respiratory Care

Respiratory Care is the health care discipline that specializes in the promotion of optimum cardiopulmonary function and health and wellness. Respiratory Therapists employ scientific principles to identify, treat and prevent acute or chronic dysfunction of the cardiopulmonary system. Knowledge and understanding of the scientific principles underlying cardiopulmonary physiology and pathophysiology, as well as biomedical engineering and application of technology, enables respiratory therapists to provide patient care services efficiently. As a health care profession, Respiratory Care is practiced under medical direction across the health care continuum. Critical thinking, patient/environment assessment skills, and evidence-based clinical practice guidelines enable respiratory therapists to develop and implement effective care plans, patient-driven protocols, disease-based clinical pathways, and disease management programs. A variety of settings serves as the practice sites for this health care profession including, but not limited to: acute care hospitals, sleep disorder centers and diagnostic laboratories, long term acute care facilities, rehabilitation, research and skilled nursing facilities, patients' homes, patient transport systems, physician offices and clinics, convalescent and retirement centers, educational institutions, medical equipment companies and suppliers, wellness centers.

(AARC position statement, 2015)

2.2 The Scope and Practice of Respiratory Care

Respiratory therapists are members of a team of health care professionals working in a wide variety of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders. As team members, respiratory therapists should exemplify the ethical and professional standards expected of all health care professionals.

Respiratory therapists provide a broad range of patient care which includes clinical decision-making and patient education. The respiratory care scope of practice includes, but is not limited to the following basic competencies:

- acquiring and evaluating clinical data;
- assessing the cardiopulmonary status of patients;
- performing and assisting in the performance of prescribed diagnostic studies such as: obtaining blood samples, blood gas analysis, pulmonary function testing, and polysomnography;
- evaluating data to assess the appropriateness of prescribed respiratory care;
• establishing therapeutic goals for patients with cardiopulmonary disease;
• participating in the development and modification of respiratory care plans;
• case management of patients with cardiopulmonary and related diseases;
• initiating prescribed respiratory care treatments, managing life support activities, evaluating and monitoring patient responses to such therapy and modifying the
• prescribed therapy to achieve the desired therapeutic objectives;
• initiating and conducting prescribed pulmonary rehabilitation;
• providing patient, family, and community education;
• promoting cardiopulmonary wellness, disease prevention, and disease management;
• promoting evidence-based practice by using established clinical practice guidelines and by evaluating published research for its relevance to patient care.

(Excerpt from: CoARC’s “Accreditation Standards for the Profession of Respiratory Care” 2015)

2.3 Essential Functions

The following list contains information regarding essential functions outlining the physical abilities and behavioral characteristics necessary for the student to successfully participate in and complete the respiratory therapy program.

The student should carefully look over these essential functions for the profession of Respiratory Therapy and ask questions if not familiar with the activities or functions listed. The student must decide if he or she has any limitations that may restrict or interfere with satisfactory performance of any of the requirements. It is ultimately the student’s responsibility to meet these essential functions with or without accommodations. The student should consult with their physician and the Program Director to discuss any concerns related to meeting the requirements of these essential functions.

• Hearing — Students must be able to hear and understand patients and staff; assess and monitor patient sounds; use a stethoscope to hear heart and breath sounds; hear percussion sounds during patient assessment and have the ability to hear sounds (alarms) from a variety of equipment.

• Mobility — Students must have mobility and strength to support and move patients. They must be able to work while remaining in a standing position for 60-90 minutes. Additionally, students must be able to move quickly from place to place to perform patient care including support and transfer of patients safely and to respond to emergencies in a timely manner. They must be able to reach above
shoulder height and below waist level to manipulate equipment and be able to lift and transport oxygen cylinders and attach regulators.

- **Motor Skills (fine and gross) —** Students must be able to perform multiple motor tasks simultaneously. They also must have fine and gross motor skills sufficient to handle equipment and provide safe and effective patient care including preparing and manipulating syringes and needles, administer aerosols, suction patients, adjust pressure gauges, perform airway management and CPR. Students must have steady arm and hand movements while manipulating objects or assisting patients. They must have the ability to lift a minimum of 40 pounds.

- **Visual —** Students must be able to monitor and assess patient and equipment function. They also must have ability to provide safe and effective respiratory care including reading written instructions/orders and reading fine print on monitors and gauges. Students must be able to differentiate color and characteristics of sputum for signs of infection or disease and be able to chart procedures and observations legibly. They must have ability to see and discriminate between a variety of equipment visual alarms and be able to observe demonstrations, patients close up, and at a distance to learn skills and gather patient data (e.g., observe a patient’s gait, appearance, posture, etc.).

- **Tactile —** Students must be able to assess patient’s response to therapy tactiley including distinguishing textures, degrees of firmness, temperature differences, pulse rate, vibrations and strength.

- **Communication -** Students must be able to effectively communicate in the English language verbally and in writing with patients and members of the healthcare team. Students also must be able to accurately read and comprehend written material in English.

- **Intellectual and Cognitive Abilities -** Students must be able to measure, calculate, reason, analyze, synthesize, integrate and apply information. Problem solving and clinical skills required of therapists, involve all the aforementioned intellectual abilities.

- **Behavioral and Social Attributes -** Students must possess the emotional health required to use their intellectual abilities fully, such as exercising good judgment, promptly completing all responsibilities attendant to the diagnosis and care of patients, and developing mature, sensitive and effective relationships with patients and other healthcare workers.
- Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are personal qualities that will be assessed during the educational process.

- Ethical Standards - Students must demonstrate professional demeanor and behavior and must perform in an ethical manner in all dealings with peers, faculty, staff, and patients.

Students with Disabilities

In accordance with University Policy Register (6.02, 6.03), if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in the classroom. Accommodations in the clinical setting will be made after discussion between the Student Disability Services Coordinator, the Program Director and the student. (See section 8.6 in this document for more information.)
3 Program

3.1 Accreditation

The Kent State University at Ashtabula’s Associate of Applied Science Degree in Respiratory Therapy Technology is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com).

Commission on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, Texas 76021-4244
(817) 283-2835

Kent State University is an affiliate of the National Association of State Universities and Land Grant Colleges and the American Association of State Colleges and Universities. The university is accredited by the Higher Learning Commission and a member of the North Central Association.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
info@hlcommission.org • 800.621.7440

3.2 Code of Conduct

Students are expected to follow the Laws that Govern the Practice of Respiratory Care in the Ohio Revised Code (see section 3.6). In addition, students will follow the Statement of Ethics and Professional Conduct (section 3.3) adopted by the American Association of Respiratory Care, and must adhere to the policies and procedures of the clinical agency to which they are assigned, including immediate toxicology screening if deemed necessary. Clinical affiliates have the right to remove students for any infraction(s). It is the responsibility of each respiratory therapy student to become informed and accountable for his or her professional ethics and conduct.

Student conduct is viewed as a reflection of the profession and Kent State’s Respiratory Therapy Program. Each student will reflect the highest standards of professional demeanor at all times, unethical or unprofessional conduct will not be tolerated in any venue. Students who breach this code of conduct will be subject to disciplinary action up to program dismissal. Students are required to sign the Student Conduct Contract (section 9.8).
3.3 **Ethics and Professional Conduct**

In the conduct of professional activities the Respiratory Therapist shall be bound by the following ethical and professional principles. Respiratory Therapists shall:

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Promote and practice evidence-based medicine.
- Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family, or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that is fraudulent or creates a conflict of interest, and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.
- Work to achieve and maintain respectful, functional, beneficial relationships and communication with all health professionals. It is the position of the American Association of Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

(AARC Statement of Ethics and Professional Conduct, 4/2015)
3.4  **Goal and Outcomes**

**Goal:**
To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

**Outcomes:**
- Students shall demonstrate knowledge of respiratory care principles and current theories and practices required of registered respiratory therapists as defined by nationally accepted guidelines by the National Board of Respiratory Care.
- Students shall professionally and fluently exhibit technical skills and procedures utilized in current practice by registered respiratory therapists.
- Students shall express personal professional ethics and behaviors expected of registered respiratory therapists in practice to obtain and maintain a positive impact in patient care and inter-staff relations.

3.5  **Mission**

The mission of Kent State University at Ashtabula's Respiratory Therapy Technology Program is to prepare competent practitioners with the skills, knowledge and ability to become qualified professionals that deliver high quality, culturally diverse care in a global society.

3.6  **Ohio Revised Code**

4761-10-01 Ethical and professional conduct.

A licensee and a permit holder shall provide professional services with objectivity and with respect for the unique needs and values of the health care recipient, as follows:

(A) A licensee or permit holder shall not discriminate on the basis of factors that are irrelevant to the provision of professional services including, but not limited to race, creed, sex, national origin, age or medical condition.

(B) Prior to a licensee or permit holder entering into a contractual relationship with a health care recipient, the licensee or permit holder shall provide sufficient information to enable the health care recipient to make an informed decision to enter into a contractual relationship. Sufficient information shall include any fees and arrangements for payment which might affect the decision.
(C) A licensee or permit holder shall not mislead the public and colleagues about services and shall not advertise in a misleading manner.

(D) A licensee or permit holder shall not engage in any activities that seek to meet their personal needs at the expense or detriment of the health care recipient.

(E) A licensee or permit holder shall not leave an assignment without being properly relieved by appropriate personnel.

(F) A licensee or permit holder shall not receive or give a commission or rebate or any other form of direct or indirect remuneration or benefit for the referral of patients/clients for professional services.

(G) A licensee or permit holder shall disclose to health care recipients any interest in commercial respiratory care enterprises which the licensee promotes for the purpose of direct or indirect personal gain or profit.

(H) A licensee or permit holder shall not accept gratuities for any reason including but not limited to preferential consideration of the health care recipient.

(I) A licensee or permit holder shall practice respiratory care within the scope of respiratory care as set forth in division (A) of section 4761.01 of the Revised Code and in accordance with acceptable and prevailing professional standards or guidelines and shall not endeavor to extend his/her practice beyond his/her competence and the authority vested in him/her under division (B) of section 4761.01 of the Revised Code.

(J) A licensee shall not employ, direct, or supervise a person who is not authorized to practice respiratory care under this chapter in the performance of respiratory care procedures.
(K) A licensee or permit holder shall cooperate to the extent permitted by law with other licensed health care professionals responsible for providing care to cardiopulmonary patients, including:

(1) Consulting with appropriate licensed practitioners responsible for prescribing therapy, treatment, or diagnostic services;

(2) Notifying other care givers and the prescribing practitioner when a prescribed therapy, treatment, or diagnostic service is not administered due to reasons contained in paragraph (L) of this rule;

(3) Recommending to other care givers and the prescribing practitioner when prescribed therapy, treatment, or diagnostic service needs to be altered to obtain optimal patient care.

(L) A licensee or permit holder shall not implement an order that the respiratory care professional or limited permit holder believes or should have reason to believe is:

(1) Inaccurate;

(2) Not properly authorized;

(3) Harmful, or potentially harmful to a health care recipient; or

(4) Contraindicated by other documented information.

(M) A licensee or permit holder shall disclose health care recipient information only with other health care professionals responsible for providing care to the health care recipient with whom the licensee or permit holder is responsible. At all other times, a licensee or permit holder shall hold as confidential all patient information which the licensee or permit holder has knowledge.

(N) A licensee or permit holder shall access only health care recipient information which is necessary and relevant to their function and authority as a respiratory care provider.

(O) A licensee or limited permit holder shall not falsify any health care recipient record or any other document prepared or utilized in the course of treating or rendering respiratory care.

(P) A licensee or limited permit holder shall not engage in fraudulent billing for respiratory therapy or treatment.
(Q) A licensee or permit holder shall not engage in behavior that may cause physical, verbal, mental, or emotional abuse to a health care recipient.

(R) A licensee or permit holder shall not engage in behavior that may be reasonably interpreted as physical, verbal, mental, or emotional abuse to a health care recipient.

(S) A licensee or permit holder shall not:

1. Engage in sexual conduct with a health care recipient under their care;
2. Engage in conduct in the course of practice that may be reasonably interpreted as sexual conduct;
3. Engage in verbal behavior in the course of practice that is seductive, or sexually demeaning to a health care recipient.

Effective: 03/31/2014

3.7 Professional Behavior

Professional behavior is expected of all Respiratory Therapy students any time they are representing Kent State University’s Respiratory Therapy Program.

The respiratory therapy community is a small one. Anyone demonstrating unprofessional behavior should expect that reputation to follow them and could prevent future job opportunities within the area.

The student will:

1. Report to class or the clinical site alert and prepared for the day
2. Report to the clinical site in uniform per program guidelines
3. Bring only permitted items into the clinical site
4. Maintain professional demeanor at all times (in class and at the clinical site).
   a. No profanity
   b. No eye rolling or other offensive body language
   c. Calm, professional tone of voice
5. Treat everyone with respect regardless of gender, nationality, religion, sexual orientation, etc….
6. Refrain from fighting, coercing, threatening, or any manipulative behavior
7. Refrain from sexual advances or behavior involving patients, visitors, ALL hospital employees, faculty and other students
8. Not possess or use drugs or alcoholic beverages while in class, lab or at the clinical site
9. Not smoke or use any tobacco or nicotine delivery device anywhere on the clinical site property, including in the student’s own car
10. Not sleep at the clinical site
11. Not engage in theft of any kind
12. Not eat in areas where eating is prohibited
13. Not leave the clinical site for meals, etc., unless permitted by instructor at outpatient facility
14. Not leave the clinical site until the end of the time assigned by the RTT program and dismissed by the clinical preceptor
15. Not ask to leave the clinical site early for personal reasons
16. Not knowingly falsify documentation
17. Not utilize internet access at the clinical site unless approved by clinical instructor/preceptor for educational purposes (Data Arc, medical related research)
18. Maintain patient confidentiality at all times. Avoid discussion of patient related activities in public or otherwise inappropriate areas
19. Decline gifts from patients/family members
20. Not disclose information regarding their patients, clinical sites or experiences online (ex. social networking sites, blogs, etc.…)
21. Refrain from any act that is considered moral turpitude.

3.8 Website

In addition to the Student Handbook, students are encouraged to review the program’s website: http://www.kent.edu/ashtabula/rt and/or the College website http://www.kent.edu/ashtabula for more information related to the following:

- Institutional and program accreditation status and agencies
- Admissions and transfer policies
- Requirements for prior education or work experience
- Policies regarding advanced placement
- Required academic and technical standards
- Requirements for completion of each segment of the program
- All graduation requirements
- Academic calendar
- Academic credit required for program completion
- Estimates of tuition, fees and other costs related to the program
- Policies and procedures for student withdrawal, probation, suspension, and dismissal
- Policies and procedures for refunds of tuition and fees
- Policies related to student employment and scheduled educational activities outlined in the curriculum
- Policies and procedures for processing student grievances
4 Admission

Students accepted into the program during the fall semester will start in the spring. If a student does not begin the program in January, they must reapply for admission next year. (Job shadowing does not need repeated.) Upon admission to the respiratory therapy program, students are required to attend a program orientation prior to the beginning of their first semester in the program. At the orientation, the Program Director reviews the Student Handbook with students. After the orientation, students are required to sign a Statement of Understanding Form, which acknowledges an understanding of the program and University policies and procedures (section 9.7 of this handbook). The program is designed to be two years in length due to course sequencing. (Students may require more time to complete the program based on individual performance.) Once accepted to the program, students must take each semester consecutively for two years.

*It is the policy of this University that there shall be no unlawful discrimination against any student or applicant for admission as a student because of race, color, religion, gender, sexual orientation, national origin, handicap, or identity as a disabled veteran or veteran of the Vietnam era. Such policy shall apply to, but not necessarily be limited to, the following: recruiting, admission, access to programs, financial aid, and social, recreational, and health programs. This policy shall be applicable to all campuses and units of the University. This policy shall also apply with reference to discrimination on a basis of age insofar as required by law.*

4.1 Background Check

As a requirement of our clinical affiliates, students must complete a state and federal criminal background check, which includes fingerprinting. KSU Ashtabula’s RTT program, nursing and other allied health programs utilize a web-based vendor to manage and store background, CPR, and health related documentation required by clinical affiliates. Students will work directly with the vendor to secure their background check and fingerprinting and are responsible for all associated costs and fees. (Additional instructions will be provided at orientation.) Results and other student data are confidential and released only to the Program Director and the Director of Clinical Education. Student information is shared with clinical affiliates on an as needed basis to secure clinical placement for the student.

Students should notify the RTT program director, the Ohio Board of Respiratory Care, and the National Board of Respiratory Care of prior convictions. **A past felony or misdemeanor conviction may disqualify him/her from taking the credentialing examinations, and/or receiving a state license to practice, and/or obtaining employment** (as outlined in Section 4761.09 of the Ohio Revised Code).
Clinical sites may refuse admission for students with any conviction. If a student is unable to complete the clinical portions of the program, he or she will be unable to complete the program and will subsequently be dismissed.

A student must notify the program director if he or she is convicted of any crime while enrolled in the program.

Please note: expunged convictions may still appear for any healthcare related background checks.

4.2 CPR

As a requirement of our clinical affiliates, students must obtain and maintain a BLS for Health Care Providers card issued by the American Heart Association before April 1. This card is valid for two years. Clinical affiliates will NOT accept CPR cards offered by any other organization. Evidence of current CPR certification will be submitted to the students profile on the program’s web based vendor.

(Students reentering the program must adhere to the Progression /Readmission Policy in section 5.11)

4.3 Drug Testing

As a requirement of our clinical affiliates, students must pass a non-DOT 10-panel (urine screen) drug test to be admitted to the clinical sites. Drug Screening MUST be completed by April 1 for first year students, no exceptions.

Drug testing and records are managed by a web-based vendor. (Additional instructions will be provided at orientation.) Results and other student data are confidential and released only to the Program Director and the Director of Clinical Education. Student information is shared with clinical affiliates on an as needed basis to secure clinical placement for the student.

Students who test positive for drugs must meet with the Program Director and may be dismissed from the program, since they will not be permitted to enter the hospitals for their clinical education.

If clinical sites require additional drug testing in accordance with their policies and procedures because a student exhibits unusual behavior, and that student tests positive for illegal substances or alcohol, he or she will be dismissed from the program and is not eligible for readmission.

**Students are responsible for any associated costs for testing required by clinical sites.
4.4 **Health Requirements**

Proper vaccination of common communicable diseases and a physical examination by a licensed physician, nurse practitioner, or physician assistant is mandatory. Fulfilling these requirements is necessary to qualify for entrance to clinical facilities. If a student does not complete all of the requirements by the April 1\textsuperscript{st} deadline on the Expected Completion Dates Checklist (section 8.4), they cannot be assigned a clinical rotation. Not completing the requirements can result in the one or more following:

- Being dropped from program courses
- Required to step out of the program
- Being dismissed from the program

Proper physical and mental health is imperative for maintaining a safe environment for students, patients, peers, and program personnel.

The purpose of the physical examination is to determine if the student is able to perform all the essential functions required of a respiratory therapist (section 2.3). Health and vaccination requirements must be met initially and ongoing. Immunization reporting and records are managed by the program’s web-based vendor. Student data is confidential and released only to the Program Director and the Director of Clinical Education. Student information is shared with clinical affiliates on an as needed basis to secure clinical placement for the student.

Students will receive email notifications from the web-based vendor to notify them if their immunizations (and other information) is up-to-date. The titers and skin tests listed on the Immunization list must be completed and boosters should be obtained if indicated in accordance with the Program Requirements and Expected Completion Dates Checklist (section 8.4). Students are required to obtain an initial 2-step Mantoux (TB) test and annually thereafter. Annual flu vaccinations must also be obtained by all students as required by the clinical site they are attending or by October 15\textsuperscript{th}, whichever is sooner.

Students are required to sign an Authorization to Release Information Form (section 9.1), which allows program personnel to send student health information to clinical affiliates (required for admission to clinical sites by our clinical affiliates), receive health information from medical facilities, and communicate academic and clinical performance with clinical preceptors or instructors.

5 **Academic Policies**

5.1 **Advising**

Students are required to make an appointment with the Program Director before each semester to ensure all program requirements are met.
Students are encouraged to make an appointment with the Program Director when questions arise regarding program policies and procedures, or if students have any personal/social concerns that are interfering with their ability to learn and/or complete program requirements.

5.2 Attendance (Class Participation)

It is not possible to test students over every topic & discussion that occurs during the educational program to become a professional respiratory therapist. Class participation is essential for proper growth and development, and will be graded based on class attendance.

Students will receive a point when they attend each lecture and/or lab. Points will not be granted for missed class time, even if a doctor’s excuse is submitted. If a student is not in class he or she cannot participate.

The following demonstrates how grades are calculated. If there are 15 days of lecture for a particular course, and a student misses one day of class, he or she will earn 14 out of a possible 15 points. The final participation grade is a 93.3%. If a student arrives or leaves after 50% of scheduled class time, then he or she will receive ½ credit for that day.

Students earning a grade < 80% for class participation will have a 2% deduction from their final course grade. Using the example above, a student would need to miss > 4 days (4 weeks of class) to earn a grade < 80%.

5.3 Class Cancellations

Class cancellations are posted on the Kent State University at Ashtabula’s webpage. Students should refer to this webpage to see if class is cancelled. www.ashtabula.kent.edu

5.4 Class Schedules

RTT courses are scheduled during the day and evening. On campus classes are held on Tuesdays, Wednesdays, and Thursdays. Some classes or coursework is web-based (online). Open lab times are posted on the laboratory door each semester.

5.5 Course Descriptions

All descriptions for courses required by the program are accessible online in the University Catalog. Listed below are the RTT course descriptions listed in the fall 2016 undergraduate catalog. Students are required to complete these courses in addition to Kent Core courses.

RTT 10000 Introduction to Respiratory Therapy (4 credit hours)
Establishes a foundation in the profession of respiratory care. Topics include: patient assessment and monitoring, medical gas and humidity therapy, infection control, communication and diversity, clinical environment, patient education, disaster management, ethics and law, quality assurance and evidence based medicine, industry standards, healthcare reimbursement.

**AHS 12000 Basic Principles of Pharmacology (2 credit hours)**
Identify and apply the basic principles of pharmacology to client care. Explore pharmaceutics, pharmacokinetics, pharmacodynamics, pharmacology-related math, drug classification, and safe preparation and administration of medications.

**RTT 11002 Cardiopulmonary Diseases (3 credit hours)**
A study of diseases and disorders affecting the cardiopulmonary system; etiology, pathophysiology, clinical manifestations, analyzing and interpreting data, constructing respiratory care plans and the role of the respiratory therapist in treatment.

**RTT 11003 Application and Mechanisms of Cardiopulmonary Anatomy and Physiology (3 credit hours)**
Provides a solid foundation in cardiopulmonary anatomy and physiology with relevant applied physiology as it relates to the profession of respiratory care.

**RTT 11004 Therapeutics (6 credit hours)**
Introduction to inhaled medication administration, hyperinflation therapy, bronchopulmonary hygiene, and airway management. There is a laboratory and clinical component.

**RTT 11008 Blood Gas Analysis (2 credit hours)**
A study of methods, equipment, and procedures for obtaining arterial blood; additionally, the principles and standards of analysis and applications of physiological data is stressed.

**RTT 21000 Critical Care (4 credit hours)**
An advanced-level course that provides a foundation for managing patients in critical care utilizing mechanical ventilation, pharmacology, and hemodynamic monitoring systems. Students perform, interpret and apply data, and learn advanced life support. There is a clinical component.

**RTT 21001 Mechanical Ventilation (5 credit hours)**
Establishes a foundation of mechanical ventilation and associated equipment; assessment, monitoring and modifying parameters. There is a laboratory and clinical component.
RTT 21003 Perinatal and Pediatric Respiratory Therapy (2 credit hours)
An intense study of assessing, providing, and evaluating neonatal and pediatric respiratory care. Topics include: assessment of growth and development from conception to delivery, resuscitation, persistent illness, therapeutic interventions, and managing mechanical ventilation.

RTT 21004 Advanced Diagnostics (3 credit hours)
Provides knowledge and skills necessary to work effectively in a pulmonary function laboratory. Topics include: spirometry, testing standards and techniques, equipment set up and utilization, analyzing test results and applying them in the clinical setting.

RTT 21006 Pulmonary Rehabilitation and Continuing Care (2 credit hours)
Roles and functions of respiratory therapists in cardiopulmonary rehabilitation and home care.

RTT 21013 Respiratory Therapy Capstone Course (2 credit hours)
Contemporary issues and trends in respiratory care; preparation for the CRT and RRT credentialing examinations; obtaining employment after graduation.

5.6 Course Sequencing

Please refer to the current RTT program Roadmap (section 9.6), which is available on the program’s website and in the University Catalog. RTT or AHS required courses MUST be completed in the semester specified in the program’s Roadmap with a “C” grade or better in order to continue in the RTT program sequence.

The following non-RTT courses MUST be completed by the PRIOR to entering the RTT program with a “C” grade or better in order to be accepted in the program: CHEM 10055 or equivalent; BSCI 11010, and MATH 00023 or equivalent.

The following non-RTT courses MUST be completed prior to the end of the third program semester (the first fall) PHY 12111; ENG 11011; BSCI 20021; US 10097 (if applicable).

For further information, refer to the Progression/Readmission Policy. (section 5.11)
5.7 Course Transfers & Substitutions

**Transfer courses:** For a formal evaluation of your transcripts to determine if classes from another institution may transfer, you must apply to KSU and have your official transcripts sent to KSUA. It will take several weeks to complete this process. For an informal assessment of how courses will transfer, you may contact the RTT Program Director or Academic Advisor to discuss probable scenarios. **Final approval for course transfers or substitutions are made by the Appropriate College Dean not the academic advisor or the Program Director.** You may also visit www.transferology.com to determine transfer credits. If you transfer > 25 semester hours or are over the age of 21 the US 10097 First Year Experience course is not required.

**Transient classes:** Students who wish to complete a course at another institution while enrolled at KSU must complete the necessary “transient student” paperwork (available in the Admissions Office) prior to starting the course. The student taking transient coursework is responsible to make sure that his or her coursework taken at another university is acceptable for transfer and meets the graduation requirements of the RTT Program. RTT students are strongly discouraged from taking transient classes their final semester because of the difficulty in obtaining transcripts from other institutions of higher education in time for graduation.

It is the student’s responsibility to make sure that all their coursework is complete prior to graduation. This includes transfer credits and following Kent State administrative policies about transferring credits from other colleges or universities. Students are required and responsible to schedule and meet with the Program Director at least 2 semesters prior to graduation to ensure all requirements will be met.

5.8 Grading Policies

Please refer to section 5.2 for attendance and grading class participation.

In RTT courses requiring lab and/or clinical components, an “S” or satisfactory must be earned to meet course requirements. If a “U” or unsatisfactory is earned for any of the clinical and/or laboratory components of a course, then the final grade for the course will be an “F”.
Grading Scale
This grading scale will be used in all graded Respiratory Therapy Technology courses.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93%</td>
<td>A</td>
</tr>
<tr>
<td>92-91%</td>
<td>A-</td>
</tr>
<tr>
<td>83-82%</td>
<td>B-</td>
</tr>
<tr>
<td>81-80%</td>
<td>C+</td>
</tr>
<tr>
<td>79-75%</td>
<td>C</td>
</tr>
<tr>
<td>72-71%</td>
<td>D+</td>
</tr>
<tr>
<td>70-66%</td>
<td>D</td>
</tr>
<tr>
<td>65% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Examination Scoring
Faculty uses a criterion-graded system and does not curve examination results. Based upon results of item analysis, an instructor may delete one or more items from an examination. All objective-type Respiratory Therapy examination scores will be uniformly determined in the following manner:

\[
Net\ % = \frac{Raw\ Score + Deleted\ items}{Number\ Asked} \times 100
\]

Minimal Understanding
Students are required to demonstrate minimal understanding of course objectives in order to continue in the RTT program. The inability to demonstrate minimal understanding will result in a student receiving a failing grade (“F” grade) in the associated exam. To assure minimal understanding, students must earn ≥ 66% on each course examination. Students that fail to achieve this minimum score on any exam will be required to complete the following process:

1. Meet with the course instructor. (Required before moving to step 2 in this process.)
2. Retake the exam.

If the student obtains ≥ 66% on the retake exam, their grade will be calculated as follows:

\[
Final\ exam\ grade = \frac{initial\ failing\ grade\ (percentage) + 66\%}{2}
\]

Should the student fail to earn ≥ 66% on a second exam in the same course, they will earn an “F” for the course.
5.9 Testing

The objective of program testing is to:

- Appraise students on their achievement at various stages in the curriculum.
- Assist faculty/instructors in monitoring the effectiveness of instruction and identifying areas that may require remediation.
- Enable the faculty/instructors to evaluate specific course or program objectives.
- Assist the student in preparing for the National Board of Respiratory Care credentialing exams.

Students will put all belongings on the floor and against the wall of the classroom while testing, which includes cell phones and calculators. Students are not allowed to take cell phones or other electronics that can be used for information retrieval with them to the restroom during an examination.

5.10 Integrity Statement

The Respiratory Therapy Program administration, faculty, and staff believe that academic honesty and integrity are fundamental to the mission of higher education. All students are expected to maintain and promote the highest standards of personal honesty and professional integrity. These standards apply to all examinations, assigned work, and projects. Therefore, a student who is found to have been dishonest, fraudulent, or deceptive in the completion of work or is willing to help others to do so, or who is found to have plagiarized (presented the work of others as his or her own), is subject to disciplinary action up to and including dismissal from the program. Students are also subject at all times to the university’s cheating and plagiarism policies, as well as applicable student conduct provisions.

5.11 Progression/Readmission Policy

Students must achieve a grade of “C” (2.0) or higher in all required courses and must have a minimum cumulative GPA of 2.00 at the end of each semester in order to continue in the respiratory therapy technology program.

Students who are considered to be withdrawn or failed after admission to the respiratory therapy program are as follows:

- One who earns a grade less than a “C” (2.0) in a required RTT course
- One who withdraws from an RTT course interrupting the course sequence as written in the roadmap for any reason.
- One who receives a “U” (unsatisfactory) in the clinical or laboratory portion of an RTT course.
• One who fails to complete all RTT course requirements as outlined in the
course syllabus
• One who does not have a 2.0 cumulative GPA at the end of any semester
while in the RTT program
• One who does not complete a required pre-requisite prior to its associated
RTT course

Students in the withdrawn or failed category may apply for reentry to the
respiratory therapy technology program **one time only.**

Students have the responsibility to initiate a meeting with the Program
Director to discuss the reentry policy and process. This should be done at the
earliest possible date.

Students seeking readmission to the RTT program must submit a written
request to the Program Director and must meet the RTT academic
requirements in the catalog year in effect at the time of program reentry. A
minimum cumulative GPA of 2.00 from Kent State University is required for
readmission to the RTT program. Reentry to the RTT program is based upon
the decision of the Admission/Readmission Committee and seat availability.

Students reentering the RTT program must provide documentation of a
current 2 step Mantoux test and BLS for Healthcare Providers card.
Additionally, reentering students will be required to repeat their BCI/FBI
background check, drug testing and either retest or meet all other
requirements as outlined in the Admissions policy (section 4).

Students in the withdrawn or failed category will be removed from the status
of “Admitted to Technical Study” until they meet all readmission requirements.

Students reentering the RTT program will also be required to re-demonstrate
previously learned skills prior to entering clinical sites at the discretion of the
program instructor. Scheduling of re-demonstration of skills must be
discussed with the Program Director prior to reentering the program.

Any student who fails to meet the respiratory therapy technology program
requirements a second time will be dismissed from the respiratory therapy
program and not be eligible to begin another RTT course or be eligible for
readmission.

All students enrolled in the program have a maximum of 3 years to complete
all program requirements. This is inclusive of students in the withdrawn or
failed category or status. (Students that are entering the program for the
second time who stepped out during their first or second semester for non-
academic reasons may be excluded from this and re-start the program as a
new student.)
5.12 Transfer between Health Care Programs

Students who have been dismissed for academic reasons from a health care program at Kent State University are eligible to apply for admission to another health care program at Kent State University as long as they meet the admission requirements of the program to which they are transferring to and there is available space in the program.

Students who have been dismissed from a health care program at any campus of Kent State University for other specified reasons may not enroll in another health care program offered at the University. Specified reasons include, but are not limited to: failure to pass a background check screening, falsification of information or documentation, plagiarism, unprofessional behavior, use of drugs or alcohol, breach of confidentiality, threatening or manipulative behavior, failure to maintain professional boundaries with clients, and other behavioral or ethical issues identified at the discretion of the Dean. This does not include dismissals for academic reasons.

The health care programs referred to herein include nursing, occupational therapy assistant technology, physical therapy assistant technology, radiologic technology and respiratory therapy technology, and any other health-related programs identified by the Dean.

5.13 Tutoring

Faculty and instructors list office hours on the syllabus and students are encouraged to utilize this resource. Program personnel want students to be successful in the program, so be proactive and ask for help.

Program faculty are available to tutor students individually, but only when an appointment is scheduled in advance. Individual appointments will be scheduled in 15-minute increments. (There are no walk-in hours for tutoring.) Students should come to the appointment after they have read the material or tried to complete an assignment. Topics to be reviewed should be written down and handed to the instructor.

The Office of Academic Services (440-964-4304) offers tutoring for any course in addition to the following services: disability services, student intervention, ITT Computer testing, workshops in many life and academic skills, free handouts, handicap parking pass, and more. There are permanent tutoring centers set up in the library for Math and Writing.

6 Laboratory Policies

Students will be taught therapies and procedures in the Respiratory Therapy Lab prior to entry into the clinical sites. This gives students the opportunity to learn, practice, and become proficient with the skills they will later apply at the clinical facility.
Under no circumstances should laboratory equipment or supplies be taken out of the lab (this excludes disposable supplies provided by the course instructor).

**Students are required to meet the course objectives and designated laboratory objectives even if classes or clinicals are cancelled.**

### 6.1 Uniforms

Beginning in the third program semester students will begin clinical instruction. At this time, students will be required to dress professionally when attending class in the Respiratory Therapy Lab in accordance with the Professional Appearance and Uniforms Policy (section 7.11). If students are not dressed in accordance with program guidelines for laboratory instruction, they will receive a deduction in their professionalism grade for that course.

### 6.2 Attendance

Students are expected to attend every scheduled lab session. Attendance will be taken at the beginning of every lab and any absence or tardy for a scheduled lab can potentially lower the student’s final course grade. Refer to section 5.2 for specifics.

### 6.3 Skill Competencies (Skill Check-Offs)

After students learn and practice a procedure, they will complete a peer check-off conducted by another member of the class. Following completion of the peer check-off, students will complete a lab skill check-off with an instructor.

Successfully completing a skill check-off with an instructor on the first attempt will be considered satisfactorily passing the check-off, and the student will earn an “S” or a satisfactory for their skill check off. If a student fails the first attempt, the student will earn a “U” for unsatisfactory, but will be given the opportunity to practice as needed and reattempt the check-off within two (2) weeks.

If the student does not pass the check-off on the second or subsequent attempts the student will earn a “U” or unsatisfactory for each failed attempt. After failing the second attempt students will be required to participate in the remediation process (see section 6.4 Remediation, below).

Students who earn an unsatisfactory in the laboratory four (4) times will earn a grade of “F” for that course.
Students will not perform any skill in the clinical setting until they have successfully passed the check-off in the lab. All competencies listed on the course syllabus must be successfully completed within the required semester (refer to section 9.2). Students will receive an unsatisfactory laboratory grade if all required skill check-offs are not completed by the beginning of finals week for that semester.

In the laboratory, an instructor can ask a student to demonstrate any competency they were previously checked off on, at any time, based on inadequate laboratory skill performance. If the student is unable to satisfactorily demonstrate the skill, the student will earn a "U" or unsatisfactory for the skill proficiency, and will start the laboratory remediation process. Initiation of the laboratory remediation process restarts the skill competency process from the beginning, and includes documentation of the remediation. Students will no longer be eligible to perform the skill at the clinical site until he or she demonstrates proficiency of the skill in the laboratory.

6.4 Remediation (Laboratory)

Students will be remediated in accordance to their class syllabus, however, if a student fails any third competency attempt, the program director must be notified prior to the student attempting a fourth competency.

6.5 Human Patient Simulator

During the course of the program, students will practice using the Human Patient Simulator. Students are expected to treat the Human Patient Simulator as they would treat any patient. A patient “Bill of Rights” will be provided to the students prior to using the simulator. Simulated scenarios may be recorded for educational purposes (i.e. debriefing).

6.6 Open Lab

At the beginning of every semester, an open lab schedule will be posted, which will specify specific days and times the lab will be accessible to all RTT students. During these times, students are encouraged to come in and practice skills on their own.

Students can make arrangements with an instructor if they believe they need additional instruction or supervision for a particular skill outside designated open lab availability.

Students may not enter the lab for practice outside of open lab times if another RTT class is using the lab, or there are no program personnel available to supervise.
Students must abide by the safety rules posted in the Respiratory Therapy Laboratory.

7 Clinical Policies

Through the clinical experience, students will develop required performance abilities by participating in respiratory care activities. Students will be scheduled in a clinical setting up to 16 hours per week. Students will be required to attend an occasional clinical rotation on an off-shift or weekend as part of their clinical education (i.e. sleep study rotation).

Clinical policies will be incorporated in the syllabus for the correlating course each semester and posted in Blackboard Learn within the course. Students who are assigned to report to their clinical rotation on the first day of the semester will receive clinical policies via their Kent email address prior to the first day of the semester. Students are responsible for checking their Kent email address for these policies prior to the start of the semester. These policies will be in effect even if the syllabus has not been formally reviewed in the classroom.

Clinical policies will be in effect even if the syllabus has not been formally reviewed in the classroom.

Students must become self-directed learners throughout their clinical experiences. This means that students must take an active role in their learning. Students must accept the responsibility to gain as much experience as possible during clinical rotations. To accomplish this, the student must remain alert and inquisitive. To obtain optimal benefit from the clinical experience, the student must actively participate in every opportunity extended to them in the clinical settings. Students should not hesitate to ask questions and be willing to seek out answers through supplemental reading.

It is only through the continued performance of tasks, a willingness and desire to seek out and apply knowledge that students will gain the maximum benefit from clinicals. It is imperative that students come to the clinical site prepared to learn.

During the clinical experience, students will be evaluated on their ability to integrate theory into practice, properly perform skills and their attitude and appearance. Students will be also be responsible for documenting their clinical time and activities accurately and in a timely fashion in DataArc (see section 7.6). Lastly, students are required to follow specific policies and procedures of each individual clinical facility (affiliate).

Clinical Affiliates have the right to:

- Refuse educational access to students in clinical areas because they do not meet the hospital’s policies and procedures for health, safety, performance, or ethical behavior.
• Resolve any conflict or other situation in favor of the patient’s welfare and restrict the student involved to an observer role until the staff in charge can clarify the incident.

Students are required to complete a set list of clinical competencies (section 9.2) in order to successfully complete coursework and graduate from the program.

Students must only observe procedures or therapy at clinical sites until after they are checked off in the laboratory setting on campus.

Clinical competencies will be completed when students have demonstrated they are capable of providing therapy on their own without instructor supervision.

Students may be asked by an instructor or preceptor at any time throughout the program to re-demonstrate any previously learned skills to ensure preparedness for clinical practice.

Students will wear the appropriate identification badge (I.D. Badge) on the left side of their chest above the breast, and introduce themselves to any patient or healthcare provider as a “Respiratory Therapy Student from Kent State University”. **NOTE:** I.D. Badges from medical facilities remain the property of the medical facility. Some facilities require you to return I.D. badges at the end of a semester or academic program. Some facilities will not hire graduates that have not returned I.D. badges.

Unless the clinical site requires another format, students will use “Student Respiratory Therapist” next to their name for documenting in a medical record.

For example:

**John Doe, Student Resp. Therapist** or **J. Doe, Student Resp. Therapist**

Some clinical facilities allow students to document using SRT next to their name (i.e. John Doe, SRT). Students need to check with their clinical instructor or preceptor for the correct format before signing any document related to patient care.

SRT is not a credential and should not be used outside the clinical or laboratory setting.
7.1 Attendance

Clinical experience is essential to the process of becoming a competent Respiratory Therapist. There is no substitute for time spent at the clinical sites; therefore, every effort should be made to attend every scheduled clinical day on time. Credit for attendance will be given when a student arrives at the scheduled required start time of their clinical day and leaves at the scheduled end time.

To hold students accountable for missed clinical rotation time, a warning system is utilized. **Students that are tardy, absent, or leave assigned clinical rotations early will receive a “Clinical Attendance Warning” as outlined below.**

The impact of Clinical Attendance Warnings are:

- All Clinical Attendance Warnings carry course grade penalties that will be outlined in the clinical course syllabus.
- **First Clinical Attendance Warning** - Student will be notified via email of the warning and any associated course grade penalty.
- **Second Clinical Attendance Warning** – Student will be required to meet with the Director of Clinical Education and a written warning will be placed in the RTT student file.
- **Third Clinical Attendance Warning** – Student will be required to meet with the Director of Clinical Education and/or Program Director to discuss the warning and their status in the program. A second written warning will be placed in the RTT student file.
- **Fourth Clinical Attendance Warning** – Student will be assigned a course grade of “F” for the associated clinical course.

**Students must make-up any missed clinical time in a semester prior to finals week.** Students are responsible for arranging make up times and notifying the Director of Clinical Education of these arrangements prior to the scheduled date.

Clinical site start/end times will be determined by the shift starting time of the individual facility. This information will be provided to the student with the Clinical Rotation Schedule

Tardiness

Patient care is provided on a regular schedule determined by their physicians. This makes it imperative that healthcare providers be on time to avoid an adverse outcome in patient’s health. In addition, tardiness disrupts the learning environment and reflects on the program. Therefore students who are tardy will be subject to disciplinary action.

Any student that anticipates arriving more than 10 minutes late to the clinical site must notify the clinical site appropriately based on the guidelines of the individual facility.
Disciplinary action for tardiness is as follows:

**First** tardy – Verbal warning (notified through email)

**Second** tardy – Student will be given a Clinical Attendance Warning (notified through email).

**Third** tardy - Student will be given a second Clinical Attendance Warning (as outlined above).

**Fourth** tardy - Student will be given a third Clinical Attendance Warning (Any four Clinical Attendance Warnings from tardiness and/or absences will result in the student failing the associated course.)

**Absences**

In the event that a student will be absent from the clinical site, the student must notify the clinical site PRIOR to the start of the scheduled time. Any absence from the clinical site must be reported to the Director of Clinical Education via email or phone call on the day of the absence.

**FAILURE TO NOTIFY THE CLINICAL SITE AND THE DIRECTOR OF CLINICAL EDUCATION OF YOUR ABSENCE MAY RESULT IN DISMISSAL FROM THE PROGRAM.**

Each clinical absence will result in the student earning a clinical attendance warning for the day. Students sent home by a clinical site for a dress code violation, sickness, or violating any hospital policies will be considered absent for that day.

Any four clinical attendance warnings will result in the student failing the associated course.

Occurrences of being tardy because of unusual traffic or weather conditions may be excused at the discretion of the clinical preceptor/instructor or Director of Clinical Education.

### 7.2 Blood Borne and Other Pathogen Exposures

The following procedure is to be followed in the event of a contaminated needle stick or other sharps injury, skin, or mucous membrane exposure to blood or potentially infectious body fluids.

1. Wash the exposed area thoroughly with soap and water.
2. Work with Clinical Instructor/Preceptor to follow facility policy regarding occupational exposure.
3. Students have the right to be treated at the facility for any suspected exposure, understanding that any incurred expenses are the responsibility of the student.
4. Notify Director of Clinical Education and/or Program Director within 24 hours of any exposure.
Any incurred cost because of an emergency department visit or any required medical treatment will be the responsibility of the student.

Health Care Professionals carry risks in the form of **physical injury and/or exposure to air-borne and blood borne pathogen** infections. It is the responsibility of the student to use proper Personal Protective Equipment (PPE) as instructed to minimize these risks. The student accepts responsibility and accountability for reporting high-risk incidents and following through with recommended care related to these incidents.

### 7.3 Campus Closed or Classes Cancelled

In the event that the Kent State University at Ashtabula campus is closed or classes are cancelled (i.e. inclement weather), the decision to cancel morning classes is usually made by 6:00 AM by the campus Dean. Clinical rotations may be scheduled to start at or shortly after this time.

In the event of a campus closure, students will not be required to report to their clinical site on that day, however, students that elect not to attend their rotation must notify the clinical site and the Director of Clinical Education. Additionally, any time missed from clinicals must be made up PRIOR to the beginning of final’s week.

Students are responsible for scheduling makeup time and for notifying the Director of Clinical Education when these arrangements are made PRIOR to the scheduled makeup time. Make up time is scheduled at the convenience of the clinical site. If no makeup time is available, the student will NOT meet the minimum amount of required clinical hours and ultimately fail the corresponding course.

**Students are required to meet the course objectives and designated clinical hours even if classes or clinicals are cancelled.**

### 7.4 Clinical Check-offs (Competencies)

Students are expected to complete a specified number of clinical competencies throughout their clinical rotations. Students must be clinically competent in each skill prior to graduation. Students will be provided with a list of clinical competencies (clinical skill check-offs) in the course syllabus that are to be completed by the end of the semester. All skills may not be performed at each facility. Skill check-offs not completed for this reason can be completed at another facility prior to graduation.

Clinical Instructors or preceptors will work individually with students on a clinical skill three (3) times in order to achieve proficiency. If a student is not satisfactorily completing the skill after these attempts, the clinical instructor or preceptor will give the student a “U” or unsatisfactory and document why the
student is failing to progress on the skill. The clinical instructor or preceptor will immediately notify the Director of Clinical Education of the need for skill remediation (section 7.12).

Students may be asked to re-demonstrate previously learned skills to ensure ongoing competency by clinical instructors and preceptors. If a student is unsuccessful in completing a skill at the clinical site, remediation will be necessary (refer Remediation policy in section 7.12).

7.5 Clinical Rotation Schedules

The Director of Clinical Education is responsible for scheduling student’s clinical rotations. Only the Director of Clinical Education or Program Director can make any change to the clinical rotation schedule. Students cannot trade clinical sites, rotations, or ask for schedule adjustments for personal or other reasons.

The following items are taken into consideration when the clinical site rotation is created: availability of the clinical sites, student’s class schedule for program-required coursework, location of the clinical site in relation to student’s home, and educational requirements of the program. Individual requests for personal reasons will not be honored, no exceptions.

University holidays will be accounted for in the clinical rotation schedule. Students may be required to attend clinicals on University holidays to meet course objectives.

7.6 DataArc

DataArc is an Internet database program that will be utilized for organization of clinical site attendance, daily logs, clinical skill check-offs, physician contact hours, and evaluations.

Students must purchase a student license for DataArc access through the KSU-A Bookstore in the first fall semester in the program. The student-licensing fee is good throughout the entire program once purchased.

7.7 HIPAA & Patient Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law, and the following policy is incorporated to protect the right to privacy and confidentiality during the creation, collection, storage, viewing, and transmission of information in all learning environments.

1. Students are obligated to refrain from discussing a patient’s medical, social, financial, emotional or any other condition, as well as confidential information related to clinical facilities and its employees or volunteers or
students. Confidential information includes information gathered from agency, employees, volunteers, or family members or information retained in the health care computer system (including computer access codes and passwords) or paper-based files.

2. Students must follow each facility’s policies regarding confidentiality and access to computer information.

3. If any student has a computer code as an employee of a clinical facility, the student must not use the code while in the role of a student.

4. Any breech of this policy will result in disciplinary action up to and including dismissal from the program.

7.8 Latex

Latex sensitivity or allergies could hinder a student’s ability to complete the clinical portion of the Respiratory Therapy program. As health care practitioners, you are at risk of developing a latex allergy. Kent State University at Ashtabula cannot guarantee that you will not be exposed to latex in the clinical facilities. Students with latex allergies should consult with their physician regarding health risks before starting the program.

7.9 Liability Insurance

Kent State University maintains medical liability insurance coverage for respiratory therapy students while in their KSU approved clinical rotation in the event of a medical malpractice lawsuit. Students are required to maintain their own personal medical liability insurance for any work outside the clinical setting required by the university.

Medical liability insurance provided by Kent State University DOES provide coverage for students, even if there is a class cancellation or campus closure.

7.10 Personal Items at the Clinical Sites

The following items are the only items that students are permitted to take to the clinical site:

- Required uniform
- I.D. Badge
- Stethoscope
- Scissors/Hemostats
- Small Calculator
- Black or Blue ballpoint pen
- Clinical Notebook
- Respiratory Therapy reference books
- Packed lunch if desired
The Director of Clinical Education should approve additional materials prior to taking them to the clinical site.

On the first day, please leave all valuables and personal items (purses) in the car. There may or may not be designated places to put personal items and valuables at each clinical site. The clinical preceptor/instructor will advise if there is a designated or secure place for belongings.

7.11 Professional Appearance and Uniforms

Appearance and Grooming:

1. Hair must be clean and worn off the collar; hair that is shoulder length and longer must be tied back.
   - No unnatural hair color is permitted. Including (but not limited to):
     i. Red, Orange, Purple, Green, Blue
2. Facial hair must be short and neatly trimmed. (including nose and/or ear hair)
3. Makeup application must be minimal with natural colors.
4. Jewelry: Rings- Wedding bands or sets are permitted. No other rings may be worn.
   - Earrings: 1 set of studded earrings is permitted. One earring is permitted in each earlobe ONLY.
   - No other visible piercings are permitted including (but not limited to) nose, tongue, eyebrow, and lip.
5. Fingernails: must be well manicured and clean.
   - Natural colored polish is permitted. (no other colors allowed)
   - Artificial Nails or Nail Tips are NOT PERMITTED per hospital policy and program standards.
6. Fragrances: Perfume, body spray, cologne, or other scented products are NOT PERMITTED. Use of scented items can trigger an asthma episode in sensitive patients.
7. Tattoos: must be covered by clothing.
   - Tattoos that cannot be covered with clothing (i.e. facial, hands or fingers) may require use of makeup to cover them prior to entrance to the clinical sites.
8. Personal Hygiene: The student must be clean and free of offensive body odor at all times.

In addition to the above, the clinical sites have the right to impose additional standards or policies provided they are fair and applied universally. The clinical site will dismiss any student for not adhering to those standards and/or policies, provided they are stated clearly and in advance.

**Students dismissed from the clinical site for a dress code violation, will incur an unexcused absence for the day.**
Uniforms

Professional uniforms are required of all students for clinical site rotations and during scheduled RTT labs on the Kent at Ashtabula campus. It is the student’s responsibility to purchase and maintain his or her own uniforms.

Scrubs: Royal Blue (no exceptions) scrub tops and pants

- Must be free from any additional colors, designs, prints, patterns, or textures.
- Top: Appropriate fit, not too tight or excessively large
  - Program Patch must be permanently affixed and displayed on the left sleeve (if lab coat or warm-up jacket is worn, program patch must be affixed on left sleeve of jacket).
  - Program patches can be purchased in the KSU-A Bookstore.
- Bottom: Appropriate fit, not too tight or excessively large
  - Pant length must be appropriate to student’s height, cannot drag on the floor, any hemming must look professional, Capri length pants are not permitted.

Socks: White, plain.

Shoes: All White Tennis Shoes. No sandals, open toed, open heel shoes, clogs, or “crocs” are permitted.

- Shoes and shoestrings must be white and kept clean.

Undergarments: Must be worn at all times and must be concealed so that the color and style of the undergarment is not visible.

I.D. Badge: Student KSU Nametag must be worn at all times on scrub top or jacket.

- Must be worn above the waist to ensure it can be easily viewed.
- I.D. badges from medical facilities (clinical sites) must only be worn at the medical facility where they were issued. Their purpose is to identify you as a student in the clinical setting. They should not be used outside of the facility in any way to identify any student as a representative of that facility.
- If the student is issued an ID Badge from the clinical facility, the KSU nametag does not need to be worn.

Stethoscope: Any professional make/model with a solid color is permitted. No textures or patterns.

Lab Coat or Warm Up Jacket: Optional.

- Student may wear a plain royal blue scrub warm up jacket as part of their uniform.
- Student may wear a full-length white lab coat as part of their uniform.

Undershirt: Optional.
- White, free from any additional colors, designs, patterns, or textures (ex: long john undershirts).

7.12 Remediation - Clinical

1. Lab Competencies – See Section 6.4 for the remediation process for lab competencies.

2. Clinical Competencies - Remediation begins after a student who has successfully passed a competency on campus, fails three attempts to successfully complete the same competency in the clinical setting with a clinical instructor. The student will be referred to the Director of Clinical Education by the clinical instructor. The Director of Clinical Education will re-instruct the student in the proper technique and complete remediation documentation with the student. Students will be given two weeks to practice and prepare for re-demonstration of the laboratory competency on campus. The student will then re-test with a program instructor on campus.

- Students unable to successfully complete a lab competency at this time will receive a failing grade (“F”) for the course.

If a student successfully completes the on campus portion of the remediation process, they will then return to the clinical site for re-testing by the clinical instructor. The student will again have 3 attempts to successfully demonstrate clinical competence with a clinical instructor or preceptor.

After completing the remediation process, students who are still unable to satisfactorily complete the skill in the clinical setting a second time will receive a failing grade (“F”) for the course.

Clinical instructors or preceptors will make every effort to complete required competencies with students and make referrals prior to the last 2 weeks of the semester.

7.13 Transportation

Students are responsible for their own transportation to and from clinical facilities and for any associated parking fees. Kent State University will not be held responsible for damage that may occur to a student’s vehicle while on or off campus and at clinical affiliates.
7.14 Clinical Tobacco and Drug-Free Workplace Policies

All Kent State University hospital affiliates have formally prohibited smoking on all hospital owned grounds, including parking facilities/lots. Students (and employees) are prohibited from smoking in their personal cars while parked on hospital property. All students are required to abide these policies at all clinical affiliates.

Additionally, KSU hospital affiliates have a drug-free work environment policy in effect. Students are required to remain drug free while enrolled in the RTT program. Please see Section 4.3 Drug Testing for details.

7.15 Substitution for Paid Staff

Students must not be substituted for paid staff. Students must not be used (or accept a request to be used) as a substitute for staff at a clinical site due to the absence or shortage of paid staff at a clinical rotation. Should students be asked to take an assignment or work in place of paid staff, they should report this to the Director of Clinical Education.

8 General Policies & Information

8.1 Advisory Committee

The Respiratory Therapy Technology Program has an Advisory Committee of internal and external stakeholders the majority of which are in the profession. This committee supports the program providing valuable input which helps us ensure adequate and effective education for future Respiratory Therapists. A first or second year student will be selected to sit on this committee by the Program Director.

8.2 Cell Phones

Lecture and Laboratory: Cell phones are to be turned off during lectures and scheduled lab time. Students using cell phones in class will be asked to leave for the day, and will receive no attendance points for that day. If a student needs to be reached during lecture or lab hours, the Respiratory Therapy secretary can be reached at 440-964-4231. The secretary will assess the need to notify the student during class time; if needed, the secretary will come notify the student. Cell phones can be used outside the classroom or labs. **Placing a cell phone on vibrate is not turning it off. Texting is not allowed.**

Clinical: Cell phones are to be turned OFF while the student is at the clinical site. **Placing a phone on vibrate is not the same as turning it off.** Even if another therapist or hospital employee gives you permission to use your phone, **DO NOT USE YOUR PHONE AT THE CLINICAL SITE.**
this policy may result in being sent home for the day (counted as an absence) or dismissal from the program.

8.3 Chain of Communication for Student Concerns

If a student perceives an issue, the Chain of Communication is as follows:

1. The student will discuss the issue with the involved faculty or clinical instructor. If the student feels the issue is not resolved, the student can proceed to step 2.

2. The student and involved faculty member will meet with the RTT Program Director. If the student feels the issue is not resolved at this step, the student can proceed to step 3.

3. The student will discuss the issue with the Campus Assistant Dean and with the Program Director and/or faculty personnel. If the student feels the issue is not resolved at this step, the student can proceed to step 4.

4. If a resolution is not obtained in the Respiratory Therapy Department, the chain of communication continues by following the University’s Policy Register 8-01.4 administrative policy and procedures for student complaints. https://www.kent.edu/policyreg/administrative-policy-and-procedures-student-complaints

(Nonacademic grievance policy is located in the Policy Register 4 – 02.102) https://www.kent.edu/policyreg/operational-policy-regarding-general-nonacademic-grievance-procedure-students

Students are encouraged to use the Office of the Student Ombuds as a resource in assisting with any university-related concern, grievance, or appeal. Student Ombuds Link
Check List

Program Requirements and Expected Completion Dates:

<table>
<thead>
<tr>
<th>Item</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release and Acknowledgement Forms</td>
<td>First day of class</td>
</tr>
<tr>
<td>Physical Examination</td>
<td></td>
</tr>
<tr>
<td>Vaccinations, Titers, and Associated Documentation</td>
<td>April 1, First Year Students</td>
</tr>
<tr>
<td>Background Checks</td>
<td></td>
</tr>
<tr>
<td>AHA BLS Health Care Provider Card</td>
<td></td>
</tr>
<tr>
<td>non-DOT 10 panel Drug Screening</td>
<td></td>
</tr>
<tr>
<td>2 Step TB Test</td>
<td>January 5, Second Year Students</td>
</tr>
<tr>
<td>Annual Flu Shot</td>
<td>As required by clinical site or October 15th of each year</td>
</tr>
</tbody>
</table>

8.4 Computer Utilization

It is expected that students will be well versed in utilizing computers and conducting Internet searches, checking KSU email daily, utilizing Microsoft Word and PowerPoint to submit assignments. Computer Labs are located in the Main Hall, Library, and Health and Science Building. They are available during regular building operating hours.

If a student feels he or she needs help with developing computer skills, Kent State University offers an Introduction to Computer Systems course (COMT 11000).

8.5 Disabilities

Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University Policy 3342-3-01.3, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please note, you must first verify your eligibility for accommodations through Student Accessibility Services. Please contact the Coordinator of Academic Services, at Kent State University at Ashtabula (440-964-4304) regarding your request. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you.
8.6 Disciplinary Action

All student actions (or inactions) that do not comply with this handbook will result in disciplinary action, up to and including dismissal from the Respiratory Therapy Technology Program.

Additionally, students are subject to the University's Student Conduct Policy available online at Student Conduct Policy as provided for in Chapter 4 of the university policy register (3342-4-02, 3342-4-02.1, and 3342-4-02.101)

The disciplinary process will begin with a meeting between the student and the Program Director regarding the offense. In this meeting, the student’s actions will be evaluated in accordance to all stated policies in this handbook and Kent State’s Policy Register.

The infraction will be assessed and may be discussed with the Senior Director of Nursing and Allied Health, Assistant Dean, and/or Dean and Chief Administrative Officer to determine the appropriate disciplinary action.

8.7 Disclaimer

The Kent State University at Ashtabula’s Respiratory Therapy Technology Program Director reserves the right to amend or develop additional policies or procedures at any time. Students enrolled in the Respiratory Therapy Program will be notified of any changes in writing.

8.8 Evaluations

Faculty and instructors will evaluate students by graded assignments, exams, and passing skill competencies throughout each semester. Students should refer to the syllabus for methods of evaluation in the classroom (theory), laboratory, and at clinical sites for every course. For clinical rotations, students will receive evaluations at midterm and the end of the semester.

Students have opportunities to evaluate the RTT program, while they are enrolled and after they graduate. At the end of every semester, students will receive an evaluation form from Kent State for each course taken that semester. (Student Survey of Instruction Form, section 9.10)

Students will have opportunities to evaluate program resources at the end of the first and second year with the Student Program Resource Survey, which is required by the accrediting agency CoARC (section 9.5). In addition, students will receive a Graduate Survey six (6) months after they graduate from the program (section 9.4).

Lastly, students will need to sign a consent form (section 9.9), which will grant their future employer permission to fill out an Employer Survey required for program accreditation (section 9.3).
8.9 Financial Aid

Students using financial aid should plan their semesters accordingly to fulfill credit hour requirements set by their financial aid plan. If you are interested in applying for financial aid, you can get started by completing the FAFSA form (government financial eligibility form) online at www.fafsa.ed.gov. Information on general financial aid and scholarships are available from the Office of Financial Aid at 440-964-4299 or 440-964-4246. Financial aid appointments can be made in the Central Office or by calling 440-964-3322.

Students that take courses in the summer need to contact the Financial Aid Office during the spring semester to fill out paperwork in order to utilize financial aid during the summer semester.

8.10 Graduation

Second year students are eligible to graduate at the end of the second year in the program. The ability of the student to graduate will depend on meeting all the program and course requirements.

Students who are preparing to graduate must apply for graduation BY THE DEADLINE. The application for graduation can be accessed from the Student Tab in FlashLine.

Please see application instructions, deadlines and schedules here: Application to Graduate Instructions

Graduation Checklist:

- Apply for Graduation
- Reserve your place at Commencement
- Make sure your name is cleared to be published
- Order Caps & Gowns
- Pick up your caps, gowns & tickets
- Attend Rehearsal

8.11 Housing

There is no on-campus housing available on the KSUA campus at this time. However, there are students that move to the campus area to complete their education. There are apartments, rental houses, and rental lakeside cabins available to our students at reasonable costs. Please contact the Ashtabula Area Chamber of Commerce (www.ashtabulachamber.net) at 440-998-6998 for more information on housing in the area. The local newspaper classified section, www.starbeacon.com, may also have some good alternatives. Some local hotels give our students a discount on daily rates; contact Student Services for more details.
8.12 Library Resources

Kent State University at Ashtabula has a comprehensive Library web page with links to many resources. [Kent State Ashtabula Library]

The library located on the Ashtabula campus is near the Robert S. Morrison Health and Science Building. Students have access to resources for respiratory care through textbooks and journals like Respiratory Care.

8.13 Policies

Kent State University’s Administrative Policy Register is accessible on the KSU website at [Administrative Policy on University Life]. Students are expected to abide by these University policies.

Program policies and procedures apply to all students and faculty/instructors/preceptors regardless of venue or location of instruction.

Clinical site policies may supersede program policies as outlined in clinical affiliation agreements. The Director of Clinical Education will inform students if any program policies should not be followed at specified clinical sites.

Questions regarding program policies and procedures should be directed toward the Director of Clinical Education or Program Director.

8.14 Professional Organizations in Respiratory Care

The [American Association for Respiratory Care](http://www.aarc.org) (AARC) is the leading national and international professional association for respiratory care. The AARC encourages and promotes professional excellence, advances the science and practice of respiratory care, and serves as an advocate for patients and their families, the public, the profession and the respiratory therapist.

American Association for Respiratory Care
9425 N. MacArthur Blvd. Suite 100
Irving, TX 75063-4706
Phone (972) 243-2272
Fax (972) 484-2720
Website: www.aarc.org

The [Ohio Society of Respiratory Care](http://www.osrc.org) (OSRC) is a not for profit organization that is a chartered affiliate of the American Association for Respiratory Care. In its attempt to serve the needs of Respiratory Therapists in the state of Ohio, the OSRC has four main goals:

1. Encourage, develop & provide education for respiratory therapists
2. Advance the science, technology, ethics & art of Respiratory care through meetings, lectures, publications & other materials.

3. Facilitate cooperation & understanding among Respiratory Care Practitioners and other allied health care professions, the public, hospitals, service companies, the health care industry, government organizations, and other agencies.

4. Provide education to the public on pulmonary health promotion & disease prevention.

Any respiratory therapist who is a member of the AARC is automatically a member of the OSRC!

Ohio Society for Respiratory Care  
1620 E. Broad St. Suite 1603  
Columbus, Ohio 43203  
Phone: (614) 257-1356  
Fax: (614) 258-0750  
Website: [Ohio Society for Respiratory Care](#)

The Ohio Respiratory Care Board (ORCB) is responsible for the regulation of the practice of respiratory care in the state of Ohio. The mission of the ORCB is to protect and serve the public of Ohio by effectively and efficiently regulating the practice of Respiratory Care and Home Medical Equipment facility licensure and registration in the State of Ohio through the licensing of qualified practitioners and facilities, the establishment of standards for respiratory care educational programs and facility inspection standards, and the enforcement of the laws and rules governing both practices.

Ohio Respiratory Care Board  
77 South High Street, 16th Floor  
Columbus, Ohio 43215-6108  
Phone: (614) 752-9218  
Fax: (614) 728-8691  
Website: [Ohio Board of Respiratory Care](#)

The National Board of Respiratory Care (NBRC) strives to provide high quality voluntary credentialing examinations for practitioners of respiratory therapy and pulmonary function technology; establish standards to credential practitioners to work under medical direction; issue certificates to and prepare a directory of credentialed individuals; advance medicine by promoting use of respiratory care in treating human ailments; support ethical and educational standards of respiratory care; and cooperate with accrediting agencies to support respiratory care education.
Therapist Multiple-Choice Examination (CRT and RRT Credential)

- The Therapist Multiple-Choice Examination is designed to objectively measure essential knowledge, skills, and abilities required of entry-level respiratory therapists, as well as determine eligibility for the Clinical Simulation Examination (CSE). The CRT and/or RRT credentials are used as the basis for the licensure in all of the 49 states that regulate the practice of respiratory care.

- As of January 2015 the State of Ohio requires all new graduates to earn the RRT Credential in order to obtain a license to practice Respiratory Care in the State.

NBRC Executive Office
18000 W. 105th Street
Olathe, KS 66061-7543
Toll-Free: 888.341.4811
Phone: 913.895.4900
Fax: 913.895.4650
Website: National Board of Respiratory Care

The Commission on Accreditation for Respiratory Care (CoARC) is the sole nationally recognized authority for the accreditation of first professional degree programs in respiratory care. CoARC’s mission is to serve the public by promoting high quality respiratory care education through accreditation services.

Commission on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, TX  76021-4244
Phone: 817-283-2835
Fax: 817-354-8519
Website: Commission on Accreditation for Respiratory Care

8.15 Resources

The Kent State University at Ashtabula Office of Academic Services (located in the campus Library) support students and programs by offering the following: peer tutoring, Math Success Center and Writing Center. The Academic Success Workshop Series presents 24 workshops on topics which are meaningful to students, including, Time Management, Study Skills, Test-Taking, Motivation, Reading for College, Self-Esteem, Attitude, Assertiveness, Science Wizard, Plagiarism, Procrastination, Math Skills,
College, Writing, Class Discussion, Selecting Main Ideas, Thinking Critically, Concentration, Stress Management, Test-Anxiety, Learning Styles, Risky Business, Wellness, to name a few. Handouts are also available on a wide range of academic topics including nursing, biology, chemistry and others. Tutoring and the workshop series are free of charge to all Kent State University students. Visit the Academic Services Department and checkout the available resources and services.

8.16 Student Employment

Clinical rotation scheduling will not be arranged around a student’s employment schedule. It is expected that the student’s education comes first. Employment should in no way interfere with the student’s academic or clinical responsibilities.

Students shall not receive any form of remuneration in exchange for work performed during scheduled clinical educational coursework. Student employment will not be substituted for clinical education requirements.

Students are not permitted to complete clinical coursework while they are in an employee status at a clinical or non-clinical affiliate.

Students must not be substituted for paid staff. Students must not be used (or accept a request to be used) as a substitute for staff at a clinical site due to the absence or shortage of paid staff at a clinical rotation. (See section on “Student Employment” in Program Policy Manual.)

8.17 Student Limited Permits

Unlike many fields of study, the State of Ohio offers students currently enrolled in a Respiratory Therapy educational program, and in good standing, the opportunity to obtain jobs as student Respiratory Therapists with a Limited Permit issued by the Ohio Respiratory Care Board.

Students are eligible to apply for a Limited Permit after successfully completing the first year in the RTT program. This job is not mandatory or part of the RTT program and does not count as clinical time required by the program, nor can students obtain clinical skill check offs while working in this capacity. Applications are available online:

Respiratory Care Board Forms.

8.18 Tobacco/Smoking

In accordance with Kent State Policy, smoking is prohibited in any university building or within 20 feet of any university buildings. Students are to adhere this policy and to all clinical affiliate policies when on clinical affiliate property.
Tobacco use of any kind and/or Vaping (electronic cigarettes) is considered inappropriate on campus and in any clinical setting. It is up to the student to ensure they are abiding by the policies of the organization where they are placed or the requirements of faculty and staff in the classroom.

**NOTICE:** Effective July 1, 2017 Kent State will become a smoke-free, tobacco-free university. At its meeting in May, the Kent State Board of Trustees approved [university policy 3345-5-21](#), which aligns with the university-level initiative to create a healthy campus environment for all employees, students and visitors.

The policy covers all Kent State campuses, locations and properties, both domestic and international, and it applies to all members of the university community: students, employees, volunteers, vendors, visitors and customers.

Under the policy, all smoking and tobacco use is prohibited. This includes smoking outside buildings and smoking inside personal vehicles while on university property.

In terms of smoking devices, the new policy does not allow for the use of electronic smoking devices, mod boxes or electronic nicotine delivery systems that create an aerosol or vapor; nor does it allow the use of nicotine, tobacco-derived or plant-based products and oral tobacco.

9 **APPENDICES**

9.1 **Authorization to Release Information Form**

**Authorization to Release Information**

I hereby authorize the release of the health information (email or fax) to Kent State University. This includes, but is not limited to allergies, physical examination results, blood tests, tuberculosis tests, x-rays, mental condition, immunization records, background check or any other requested information. Please label as confidential. Items should be sent to arodenha@kent.edu or faxed to (440) 964-4355.
I hereby authorize Kent State University to release the following health information: physical examination results, vaccination history, tuberculosis test or chest x-ray results, background check, CPR card, and drug test results to clinical affiliates as required per clinical affiliation agreements.

I hereby authorize Kent State University to discuss my academic and clinical performance relating to my clinical education with clinical affiliates.

______________________________
Student name (please print)

______________________________
Student's signature

______________________________
Date

9.2 Competencies

Laboratory and Clinical Skill Competency Summary

SPRING SEMESTER, FIRST YEAR

<table>
<thead>
<tr>
<th>Lab Competency</th>
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</thead>
<tbody>
<tr>
<td>Hand Washing</td>
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<tr>
<td>Isolation Procedures</td>
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<tr>
<td>Vital Signs</td>
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<tr>
<td>Chest Assessment (Auscultation)</td>
</tr>
<tr>
<td>Patient Positioning</td>
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<tr>
<td>Pulse Oximetry</td>
</tr>
<tr>
<td>Oxygen Therapy</td>
</tr>
<tr>
<td>• Nasal Cannula</td>
</tr>
<tr>
<td>• Simple Mask</td>
</tr>
<tr>
<td>• Partial/Non-Rebreather</td>
</tr>
<tr>
<td>• Air Entrainment Mask</td>
</tr>
<tr>
<td>Large Volume Nebulizer Setup</td>
</tr>
<tr>
<td>12 Lead EKG</td>
</tr>
<tr>
<td>Manual Ventilation</td>
</tr>
</tbody>
</table>
### Lab Competency

<table>
<thead>
<tr>
<th>Lab Competency</th>
<th>Clinical Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Volume Nebulizer</td>
<td>Hand Washing</td>
</tr>
<tr>
<td>MDI with Spacer</td>
<td>Isolation Procedures</td>
</tr>
<tr>
<td>Dry Powder Inhaler</td>
<td>Chest Assessment</td>
</tr>
<tr>
<td>Incentive Spirometry</td>
<td>Pulse Oximetry</td>
</tr>
<tr>
<td>Positive Expiratory Pressure (PEP)</td>
<td>Nasal Cannula</td>
</tr>
<tr>
<td>EzPAP Therapy</td>
<td>Non or Partial Rebreather Mask</td>
</tr>
<tr>
<td>CPT: The Vest</td>
<td>Air Entrainment Mask</td>
</tr>
<tr>
<td>CPT: Manual Positioning</td>
<td>Large Volume Nebulizer Setup</td>
</tr>
<tr>
<td>CPT: Acapella or Flutter Valve</td>
<td>Manual Ventilation</td>
</tr>
<tr>
<td>Arterial Blood Gas Stick</td>
<td>Simple Mask*</td>
</tr>
<tr>
<td>Lab Competency</td>
<td>Clinical Competency</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Arterial Line Draw</td>
<td>12 Lead EKG *</td>
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<tr>
<td>Arterial Blood Gas Analysis</td>
<td>CPR *</td>
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<tr>
<td>Open Suctioning</td>
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<tr>
<td>Nasotracheal Suctioning</td>
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<tr>
<td>Trach Care</td>
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<tr>
<td>Arterial Line Insertion</td>
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<tr>
<td>Oral and Nasal Airway Insertion</td>
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<tr>
<td>Tracheostomy Tube Change</td>
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<tr>
<td>High Flow Nasal Cannula</td>
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<tr>
<td>IPPB</td>
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<tr>
<td>Down’s Flow Generator</td>
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<tr>
<td>CPAP/BiPAP (Home Style Machine)</td>
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**SPRING SEMESTER, SECOND YEAR**

<table>
<thead>
<tr>
<th>Lab Competency</th>
<th>Clinical Competency</th>
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</thead>
<tbody>
<tr>
<td>Initiation of Noninvasive Ventilation</td>
<td>Small Volume Nebulizer</td>
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<tr>
<td>Noninvasive Vent Check</td>
<td>MDI with Spacer</td>
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<tr>
<td>Initiation of Mechanical Ventilation</td>
<td>Dry Powder Inhaler</td>
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<tr>
<td>Vent Check</td>
<td>Incentive Spirometry</td>
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<tr>
<td>Closed Suctioning (Inline)</td>
<td>Positive Expiratory Pressure (PEP)</td>
</tr>
<tr>
<td>Pediatric Initiation of Mech. Ventilation</td>
<td>EzPAP Therapy</td>
</tr>
<tr>
<td>Infant CPAP</td>
<td>CPT: The Vest</td>
</tr>
<tr>
<td>Bedside Spirometry</td>
<td>Arterial Blood Gas Stick</td>
</tr>
<tr>
<td>Pulmonary Function Testing</td>
<td>Arterial Line Draw</td>
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<tr>
<td></td>
<td>Arterial Blood Gas Analysis</td>
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<tr>
<td></td>
<td>Open Suctioning</td>
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<tr>
<td></td>
<td>Closed Suctioning (Inline)</td>
</tr>
<tr>
<td></td>
<td>Nasotracheal Suctioning</td>
</tr>
<tr>
<td></td>
<td>Intubation (If assigned to rotation)</td>
</tr>
<tr>
<td></td>
<td>Extubation</td>
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<tr>
<td></td>
<td>Trach Care</td>
</tr>
<tr>
<td>Lab Competency</td>
<td>Clinical Competency</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>CPAP/BiPAP (Home Style Machine)</td>
</tr>
<tr>
<td>Arterial Line Insertion</td>
<td></td>
</tr>
<tr>
<td>Oral and Nasal Airway Insertion</td>
<td></td>
</tr>
<tr>
<td>Tracheostomy Tube Change</td>
<td></td>
</tr>
<tr>
<td>High Flow Nasal Cannula</td>
<td></td>
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<tr>
<td>IPPB</td>
<td></td>
</tr>
<tr>
<td>CPT: Manual Positioning</td>
<td></td>
</tr>
<tr>
<td>Down’s Flow Generator</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMER SEMESTER, SECOND YEAR**

<table>
<thead>
<tr>
<th>Lab Competency</th>
<th>Clinical Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV Line Insertion</td>
<td>Initiation of Noninvasive Ventilation</td>
</tr>
<tr>
<td>Advanced Cardiovascular Life Support (American Heart Association Course)</td>
<td>Noninvasive Vent Check</td>
</tr>
<tr>
<td></td>
<td>Initiation of Mechanical Ventilation</td>
</tr>
<tr>
<td></td>
<td>Vent Check</td>
</tr>
<tr>
<td></td>
<td>Down’s Flow Generator *</td>
</tr>
<tr>
<td></td>
<td>Intubation (if assigned to rotation)</td>
</tr>
<tr>
<td></td>
<td>Extubation</td>
</tr>
<tr>
<td></td>
<td>Closed Suctioning (Inline)</td>
</tr>
<tr>
<td></td>
<td>Pediatric / Neonatal Rotation</td>
</tr>
<tr>
<td></td>
<td>Pulmonary Function Rotation</td>
</tr>
<tr>
<td></td>
<td>Polysomnography Rotation</td>
</tr>
</tbody>
</table>

**FALL SEMESTER, SECOND YEAR**

<table>
<thead>
<tr>
<th>Clinical Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Care Rotation</td>
</tr>
<tr>
<td>Pulmonary Rehabilitation Rotation</td>
</tr>
<tr>
<td>Intubation (if assigned to rotation)</td>
</tr>
<tr>
<td>All required clinical competencies must be completed by the end of this semester.</td>
</tr>
</tbody>
</table>
* Optional skills should be completed if students have an opportunity to perform the skill / competency at the clinical site. These skills are instructed in the lab, but not every student will have the chance to complete all of these skills due to limited use in our clinical sites. Optional skills competencies are not required for completion of the RTT program.
9.3 Employer Survey

COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

EMPLOYER SURVEY (ENTRY STANDARDS)

Sponsoring Institution/Consortium Name:  
CoARC Base Program ID:  
CoARC PSG add-on or Satellite Option, Program ID# (if applicable):  

NOTE: Completion of this survey is required as part of outcomes assessment by the program’s accreditation body (CoARC).

The purpose of this survey is to help faculty evaluate the Program’s success in preparing graduates to function as competent respiratory therapists. Compiled data from all returned surveys will be used to evaluate program quality; data from individual surveys will be held in strict confidence. The CoARC requests that this survey be completed by the graduate’s immediate supervisor.

BACKGROUND INFORMATION:
Name of Graduate:  
Length of employment at time of evaluation:  years and  months.  
Type of employment at time of evaluation:  
Full-Time □  Part-Time □  Per-Diem □  
Name (while enrolled in the Program, if different than above):  
Credential Status (check all that apply):  
CRT □  CPFT □  RPFT □  CRT-SDS □  RRT-SDS □  
RRT □  NPS □  RPSGT □  Other □  

INSTRUCTIONS: Consider each item separately and rate it independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5 = Strongly Agree  4 = Generally Agree  3 = Neutral (acceptable)  2 = Generally Disagree  1 = Strongly Disagree

NOTE: Please provide detailed comments for any item rated below 3.
(Relevant Standard is in parentheses)

1. KNOWLEDGE BASE (Cognitive Domain)
THE GRADUATE KNOWS HOW TO:
A. Acquire and evaluate data to assess the appropriateness of prescribed respiratory care. (4.03)  5 □  4 □  3 □  2 □  1 □
B. Participate in the development and modification of respiratory care plans in a variety of settings. (4.03)  5 □  4 □  3 □  2 □  1 □
C. Initiate appropriate therapeutic interventions, monitor patient responses, and modify therapy to achieve goals. (4.03)  5 □  4 □  3 □  2 □  1 □
D. Promote cardiopulmonary wellness, disease prevention, and disease management in a variety of settings. (4.03)  5 □  4 □  3 □  2 □  1 □
E. Provide patient, family, and community education. (4.03)  5 □  4 □  3 □  2 □  1 □
F. Encourage evidence-based practice by using established clinical practice guidelines. (4.03)  5 □  4 □  3 □  2 □  1 □

Comments:  

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2. **CLINICAL PROFICIENCY (Psychomotor Domain)**

   **THE GRADUATE IS ABLE TO:**
   - Demonstrate the clinical competencies required for entry into practice. (4.11)
   - Perform the therapeutic procedures and modalities required on the job in a safe and effective manner. (4.04)
   - Perform the diagnostic procedures required on the job in a safe and effective manner. (4.04)
   - Apply problem-solving strategies in the patient care setting. (4.06)

   **Comments:**

3. **BEHAVIORAL SKILLS (Affective Domain)**

   **THE GRADUATE IS ABLE TO:**
   - Demonstrate effective oral communication skills. (4.05)
   - Demonstrate effective written communication skills. (4.05)
   - Communicate effectively in a variety of patient care settings. (4.05)
   - Interact effectively with other members of the healthcare team. (4.05)
   - Communicate effectively in diverse groups while respecting beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle. (4.05)
   - Think critically (i.e., apply knowledge, provide appropriate patient care, and adapt to changes in clinical conditions). (4.06)
   - Conduct his/herself in an ethical and professional manner. (4.07)
   - Recognize the importance of earning the professional credential (i.e., CRT or RRT) required for entry into practice. (4.07)

   **Comments:**

4. **PROGRAM LENGTH**

   The program appears of sufficient quality and duration for the graduate to acquire the knowledge and competencies necessary for his/her job. (4.08)

   **OVERALL RATING OF THE GRADUATE:**

<table>
<thead>
<tr>
<th>5 = Excellent</th>
<th>4 = Above Average</th>
<th>3 = Average</th>
<th>2 = Below Average</th>
<th>1 = Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

   **Additional Comments:**

   **Rater Name:**

   **Date:**

   **Title:**

   **Phone Number:** (###) - ### - ###

   **Email:** @

   **Thank you!**

   CoARC ES Entry Rev 7.15

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9.4 Graduate Survey

COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

GRADUATE SURVEY (ENTRY STANDARDS)

Sponsoring Institution/ConsortiumName:

CoARC Base Program ID:

CoARC PSG add-on or Satellite Option Program ID# (if applicable):

NOTE: Completion of this survey is required as part of outcomes assessment by the program’s accreditation body (CoARC).

The purpose of this survey is to help faculty evaluate the Program’s success in preparing graduates to function as competent respiratory therapists. Compiled data from all returned surveys will be used to evaluate program quality; data from individual surveys will be held in strict confidence.

BACKGROUND INFORMATION:

Grad month: Grad Year:

Job Title:

Length of employment at time of evaluation: years and months.

Type of employment at time of evaluation: [ ] Full-Time [ ] Part-Time [ ] Per-Diem

Name (while enrolled in the Program):

Credential Status (check all that apply):
[ ] CRT [ ] CPFT [ ] RPFT [ ] CRT-SDS [ ] RRT-SDS [ ] RRT [ ] NPS [ ] RPSGT [ ] Other

Were you a student at the program’s satellite location? [ ] Yes [ ] No [ ] N/A

Were you a student in the program’s sleep specialist certificate? [ ] Yes [ ] No [ ] N/A

INSTRUCTIONS: Consider each item separately and rate it independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5 = Strongly Agree  4 = Generally Agree  3 = Neutral (acceptable)  2 = Generally Disagree  1 = Strongly Disagree

NOTE: Please provide detailed comments for any item rated below 3.

(Relevant Standard is in parentheses)

1. KNOWLEDGE BASE (Cognitive Domain)

THE PROGRAM FACILITATED MY KNOWLEDGE OF HOW TO:

A. Acquire and evaluate data to assess the appropriateness of prescribed respiratory care. (4.03)

B. Participate in the development and modification of respiratory care plans in a variety of settings. (4.03)

C. Initiate appropriate therapeutic interventions, monitor patient responses, and modify therapy to achieve goals. (4.03)

D. Promote cardiopulmonary wellness, disease prevention, and disease management in a variety of settings. (4.03)

E. Provide patient, family, and community education. (4.03)

F. Encourage evidence-based practice by using established clinical practice guidelines. (4.03)

Comments:

CoARC GS Rev 7/15

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2. CLINICAL PROFICIENCY (Psychomotor Domain)

THE PROGRAM FACILITATED MY ABILITY TO:
A. Acquire the clinical competencies required for entry into practice. (4.11) 5 □ 4 □ 3 □ 2 □ 1 □
B. Perform the therapeutic procedures and modalities required on the job in a safe and effective manner. (4.04) 5 □ 4 □ 3 □ 2 □ 1 □
C. Perform the diagnostic procedures required on the job in a safe and effective manner. (4.04) 5 □ 4 □ 3 □ 2 □ 1 □
D. Apply problem-solving strategies in the patient care setting (4.06). 5 □ 4 □ 3 □ 2 □ 1 □

Comments: 

3. BEHAVIORAL SKILLS (Affective Domain)

THE PROGRAM FACILITATED MY ABILITY TO:
A. Develop effective oral communication skills. (4.05) 5 □ 4 □ 3 □ 2 □ 1 □
B. Develop effective written communication skills. (4.05) 5 □ 4 □ 3 □ 2 □ 1 □
C. Communicate effectively in a variety of patient care settings. (4.05) 5 □ 4 □ 3 □ 2 □ 1 □
D. Interact effectively with other members of the healthcare team. (4.05) 5 □ 4 □ 3 □ 2 □ 1 □
E. Communicate effectively in diverse groups while respecting beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle. (4.05) 5 □ 4 □ 3 □ 2 □ 1 □
F. Think critically (i.e., apply knowledge, provide appropriate patient care, and adapt to changes in clinical conditions). (4.06) 5 □ 4 □ 3 □ 2 □ 1 □
G. Conduct myself in an ethical and professional manner. (4.07) 5 □ 4 □ 3 □ 2 □ 1 □
H. Recognize the importance of earning the professional credential (i.e., CRT or RRT) required for entry into practice. (4.07) 5 □ 4 □ 3 □ 2 □ 1 □

Comments: 

4. PROGRAM LENGTH

The program was of sufficient quality and duration for me to acquire the knowledge and competencies necessary for my job. (4.08) 5 □ 4 □ 3 □ 2 □ 1 □

5. For Graduates from the Program’s Satellite Campus(es) Only

The types of resources and services provided to me at the satellite campus appear to be equivalent to those on the main campus. (1.05) 5 □ 4 □ 3 □ 2 □ 1 □

5 = Excellent  4 = Above Average  3 = Average  2 = Below Average  1 = Poor

OVERALL RATING OF THE PROGRAM: 5 □ 4 □ 3 □ 2 □ 1 □

Additional Comments: 

Rater Name: 
Phone Number: (□□□□) - □□□□ - □□□□

Date: □□/□□/□□ □ □ □ □ □ □ □ □
Email: □□□□□□@□□□□□□□

Thank You!

CoARC GS Rev 7/15

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9.5 Program Resource Survey

COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

PROGRAM PERSONNEL RESOURCE SURVEY

Sponsoring Institution/Consortium Name:  
CoARC Entry Base Program ID:  
CoARC Satellite Option Program ID# (if applicable):  

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement. Please complete all resources areas unless directed otherwise.

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree  4 = Generally Agree  3 = Neutral (acceptable)  2 = Generally Disagree  1 = Strongly Disagree  N/A = Not Applicable

NOTE: Please provide detailed comments for any item rated below 3.

(RElevant Standard is in parentheses)

1. PERSONNEL RESOURCES

A. FACULTY TEACH EFFECTIVELY IN THE:
   1. classroom (2.13)  2  4  3  2  1  N/A
   2. laboratory (2.13)  2  4  3  2  1  N/A
   3. clinical area (2.13)  2  4  3  2  1  N/A

B. FACULTY NUMBERS ARE SUFFICIENT IN THE:
   1. classroom (2.13)  2  4  3  2  1  N/A
   2. laboratory (2.13)  2  4  3  2  1  N/A
   3. clinical area (2.13)  2  4  3  2  1  N/A

C. PROGRAM KEY PERSONNEL:
   1. Program Director is accessible (2.06)  2  4  3  2  1  N/A
   2. Director of Clinical Education is accessible (2.10)  2  4  3  2  1  N/A

MEDICAL DIRECTOR(S) (Completed by Program Faculty and Advisory Committee only)

1. Medical Director(s) ensures that didactic instruction and clinical experiences meet current practice guidelines (2.11)  2  4  3  2  1  N/A

Comments:

2. FACILITIES

A. CLASSROOMS HAVE ADEQUATE:
   1. lighting (2.01)  2  4  3  2  1  N/A
   2. ventilation (2.01)  2  4  3  2  1  N/A
   3. seating (2.01)  2  4  3  2  1  N/A
   4. audiovisual equipment/materials/technology to support effective instruction (2.01)  2  4  3  2  1  N/A

B. LABORATORIES HAVE ADEQUATE:
   1. lighting (2.01)  2  4  3  2  1  N/A
   2. ventilation (2.01)  2  4  3  2  1  N/A
   3. seating (2.01)  2  4  3  2  1  N/A

Comments:
### 3. LABORATORY RESOURCES

<p>| | | | | |</p>
<table>
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<tr>
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</thead>
</table>
| A | The amount of equipment is sufficient for students to perform the required laboratory exercises (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| B | The variety of equipment is sufficient for students to perform the required laboratory exercises (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| C | The duration and quality of laboratory experiences is sufficient for students to acquire the competencies (4.08) | 5 | 4 | 3 | 2 | 1 | N/A
| D | Supplies are sufficient for students to perform the required laboratory exercises (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| E | Technology is sufficient for students to perform the required laboratory exercises (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| F | Laboratory resources are available/accessible to students when needed (2.01) | 5 | 4 | 3 | 2 | 1 | N/A

Comments: 

### 4. ACADEMIC SUPPORT RESOURCES

<p>| | | | | |</p>
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<th></th>
<th></th>
</tr>
</thead>
</table>
| A | Learning resources (ex., textbooks, journals, reference materials, and computers) are sufficient to support the curriculum (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| B | Learning resources are available/accessible to students when needed (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| C | Administrative and clerical support staff enable Program to meet its goals and objectives (2.15) | 5 | 4 | 3 | 2 | 1 | N/A

Comments: 

### 5. FINANCIAL RESOURCES

<p>| | | | | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>PROGRAM BUDGET PROVIDES FOR:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | Sufficient access to functioning and up-to-date equipment to achieve program goals and objectives (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| 2 | Supply purchases necessary to achieve program goals and objectives (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| 3 | A sufficient number of faculty for didactic (classroom) and laboratory instruction (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| 4 | A sufficient number of faculty for clinical instruction (2.01) | 5 | 4 | 3 | 2 | 1 | N/A
| 5 | Adequate continuing professional development of program faculty (2.01) | 5 | 4 | 3 | 2 | 1 | N/A

Comments: 

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6. CLINICAL RESOURCES

A. Each clinical experience is of sufficient quality and duration for students to meet clinical objectives (4.08) 5 □ 4 □ 3 □ 2 □ 1 □ N/A □

B. Clinical sites offer sufficient supervision for students to meet clinical objectives (4.08) 5 □ 4 □ 3 □ 2 □ 1 □ N/A □

C. Clinical sites offer a sufficient variety of patient experiences for students to meet clinical objectives (4.08) 5 □ 4 □ 3 □ 2 □ 1 □ N/A □

D. Clinical sites offer a sufficient variety of patient populations for students to meet clinical objectives (4.08) 5 □ 4 □ 3 □ 2 □ 1 □ N/A □

E. Clinical sites provide sufficient practice time for students to meet clinical objectives (4.08) 5 □ 4 □ 3 □ 2 □ 1 □ N/A □

F. Clinical instructor to student ratio is adequate (2.13) 5 □ 4 □ 3 □ 2 □ 1 □ N/A □

G. Clinical instructors provide feedback and mentoring during student’s clinical rotations (3.12) 5 □ 4 □ 3 □ 2 □ 1 □ N/A □

Comments: 

7. For the Program’s Satellite Campus(es) Only

A. The satellite coordinator (faculty member) ensures uniform implementation of the program on that site (2.14) 5 □ 4 □ 3 □ 2 □ 1 □ N/A □

B. The satellite coordinator (faculty member) was accessible to PD and DCE (2.14) 5 □ 4 □ 3 □ 2 □ 1 □ N/A □

Comments: 

8. ADDITIONAL COMMENTS

Please provide any additional comments or recommendations for improvement: 

What position do you hold with this program?

How long have you been associated with the program? □ □ Years □ □ Months

OVERALL RESOURCE RATING: 5 □ 4 □ 3 □ 2 □ 1 □

Date: 

Thank You!
STUDENT PROGRAM RESOURCE SURVEY

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree  4 = Generally Agree  3 = Neutral (acceptable)  2 = Generally Disagree  1 = Strongly Disagree
N/A = Not Applicable

NOTE: Please provide detailed comments for any item rated below 3.
(Relevant Standard is in parentheses)

1. PERSONNEL RESOURCES

A. FACULTY TEACH EFFECTIVELY IN THE:
   1. classroom (2.13)  5 □  4 □  3 □  2 □  1 □  N/A □
   2. laboratory (2.13)  5 □  4 □  3 □  2 □  1 □  N/A □
   3. clinical area (2.13)  5 □  4 □  3 □  2 □  1 □  N/A □

B. FACULTY NUMBERS ARE SUFFICIENT IN THE:
   1. classroom (2.13)  5 □  4 □  3 □  2 □  1 □  N/A □
   2. laboratory (2.13)  5 □  4 □  3 □  2 □  1 □  N/A □
   3. clinical area (2.13)  5 □  4 □  3 □  2 □  1 □  N/A □

C. PROGRAM KEY PERSONNEL:
   1. Program Director is accessible (2.0)  5 □  4 □  3 □  2 □  1 □  N/A □
   2. Director of Clinical Education is accessible (2.10)  5 □  4 □  3 □  2 □  1 □  N/A □

Comments: ____________________________

2. FACILITIES

A. CLASSROOMS HAVE ADEQUATE:
   1. lighting (2.0)  5 □  4 □  3 □  2 □  1 □  N/A □
   2. ventilation (2.0)  5 □  4 □  3 □  2 □  1 □  N/A □
   3. seating (2.0)  5 □  4 □  3 □  2 □  1 □  N/A □
   4. audiovisual equipment/materials/technology to support effective instruction (2.0)  5 □  4 □  3 □  2 □  1 □  N/A □

B. LABORATORIES HAVE ADEQUATE:
   1. lighting (2.0)  5 □  4 □  3 □  2 □  1 □  N/A □
   2. ventilation (2.0)  5 □  4 □  3 □  2 □  1 □  N/A □
   3. seating (2.0)  5 □  4 □  3 □  2 □  1 □  N/A □

Comments: ____________________________

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INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree  4 = Generally Agree  3 = Neutral (acceptable)  2 = Generally Disagree  1 = Strongly Disagree
N/A = Not Applicable

3. LABORATORY RESOURCES
A. The amount of equipment is sufficient for me to perform the required laboratory exercises (2.01)  5 4 3 2 1 N/A
B. The variety of equipment is sufficient for me to perform the required laboratory exercises (2.01)  5 4 3 2 1 N/A
C. The duration and quality of laboratory experiences is sufficient for me to acquire the competencies (4.08)  5 4 3 2 1 N/A
D. Supplies are sufficient for me to perform the required laboratory exercises (2.01)  5 4 3 2 1 N/A
E. Technology is sufficient for me to perform the required laboratory exercises (2.01)  5 4 3 2 1 N/A
F. Laboratory resources are available/accessible to me when needed (2.01)  5 4 3 2 1 N/A

Comments: __________________________________________

4. ACADEMIC SUPPORT RESOURCES
A. Learning resources (ex., textbooks, journals, reference materials, and computers) are sufficient to support the curriculum (2.01)  5 4 3 2 1 N/A
B. Learning resources are available/accessible to me when needed (2.01)  5 4 3 2 1 N/A
C. Academic support services (ex., advising, counseling, tutoring, and placement) are available/accessible to me when needed (5.11)  5 4 3 2 1 N/A
D. Academic support services (ex., advising, counseling, tutoring, and placement) are sufficient to support the curriculum (5.11)  5 4 3 2 1 N/A

Comments: __________________________________________

5. CLINICAL RESOURCES
A. Each clinical experience is of sufficient quality and duration for me to meet my clinical objectives (4.08)  5 4 3 2 1 N/A
B. Clinical sites offer sufficient supervision for me to meet my clinical objectives (4.08)  5 4 3 2 1 N/A
C. Clinical sites offer a sufficient variety of patient experiences for me to meet my clinical objectives (4.08)  5 4 3 2 1 N/A
D. Clinical sites offer a sufficient variety of patient populations for me to meet my clinical objectives (4.08)  5 4 3 2 1 N/A
E. Clinical sites provide sufficient practice time for me to meet my clinical objectives (4.08)  5 4 3 2 1 N/A

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INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree  4 = Generally Agree  3 = Neutral (acceptable)  2 = Generally Disagree  1 = Strongly Disagree
N/A = Not Applicable

5. CLINICAL RESOURCES (Continued)

F. Clinical instructor to student ratio is adequate (2.13)
   5  4  3  2  1  N/A

G. Clinical instructors provide feedback and mentoring during my clinical rotations (3.12)
   5  4  3  2  1  N/A

H. My overall clinical experiences were equivalent to that of other students in my class (4.00)
   5  4  3  2  1  N/A

Comments: ___________________________

6. For Students at the Program’s Satellite Campus(es) Only

A. The types of resources and services provided to me at the satellite campus appear to be equivalent to those on the main campus (1.05)
   5  4  3  2  1  N/A

B. The satellite coordinator (faculty member) was accessible to me (2.14)
   5  4  3  2  1  N/A

Comments: ___________________________

7. ADDITIONAL COMMENTS

Please provide any additional comments or recommendations for improvement:

How long have you been a student in the program? ___________ Years ___________ Months

OVERALL RESOURCE RATING:  5  4  3  2  1

Date: ___________ / ___________ / ___________

Thank You!
9.6 Roadmap: Respiratory Therapy Technology Program

Roadmap: Respiratory Therapy Technology – Associate of Applied Science
RE-AAS-RTT Regional College
Catalog Year: 2016-2017

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designed as critical (!) must be completed in the semester listed to ensure a timely graduation.

<table>
<thead>
<tr>
<th>Critical</th>
<th>Course Subject and Title</th>
<th>Credit Hours</th>
<th>Min. Grade</th>
<th>Major GPA</th>
<th>Attribute</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One [14-16 Credits]</td>
<td>Requirement: Admission into the Respiratory Therapy Technology program</td>
<td></td>
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<tr>
<td>!</td>
<td>RTT 10000 Introduction to Respiratory Therapy</td>
<td>4</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>!</td>
<td>RTT 11003 Application and Mechanisms of Cardiopulmonary Anatomy and Physiology</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or BSCI 11010 Foundational Anatomy and Physiology I</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or BSCI 21010 Anatomy and Physiology I</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 10050 Fundamentals of Chemistry</td>
<td>3</td>
<td>C</td>
<td></td>
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<tr>
<td>CHEM 10055 Molecules of Life</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 10060 General Chemistry I</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 10061 General Chemistry II</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC 10097 Destination Kent State: First Year Experience</td>
<td>1</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Semester Two [9-11 Credits] | BSCI 11020 Foundational Anatomy and Physiology II | 3 | C |  |  |  |
| or BSCI 21020 Anatomy and Physiology II | 3 | C |  |  |  |
| PHY 12111 Physics for Health Technologies | 3 | C |  |  |  |
| or PHY 13001 General College Physics I | 3 | C |  |  |  |
| or PHY 13002 General College Physics I | 3 | C |  |  |  |
| or PHY 13011 College Physics I (2) and PHY 13012 College Physics II (2) | 3 | C |  |  |  |
| Kent Core Requirement | 3 | C |  |  |  |

| Semester Three [16-17 Credits] | RTT 11001 Respiratory Care Pharmacology or AHS 12000 Basic Principles of Pharmacology | 2 | C |  |  |  |
| ! | RTT 11002 Cardiopulmonary Diseases | 3 | C |  |  |  |
| ! | RTT 11004 Therapeutics | 6 | C |  |  |  |
| ! | RTT 11008 Blood Gas Analysis | 2 | C |  |  |  |
| or BSCI 20021 Basic Microbiology | 3 | C |  |  |  |
| or BSCI 30171 General Microbiology | 3 | C |  |  |  |

| Semester Four [13 Credits] | RTT 21001 Mechanical Ventilation | 5 | C |  |  |  |
| ! | RTT 21003 Perinatal and Pediatric Respiratory Therapy | 2 | C |  |  |  |
| ! | RTT 21004 Advanced Diagnostics | 3 | C |  |  |  |
| Kent Core Requirement | 3 | C |  |  |  |

| Semester Five [4 Credits] | RTT 21000 Critical Care | 4 | C |  |  |  |

| Semester Six [9 Credits] | RTT 21006 Pulmonary Rehabilitation and Continuing Care | 1 | C |  |  |  |
| ! | RTT 21013 Respiratory Therapy Capstone | 2 | C |  |  |  |
| PSYC 11762 General Psychology | 3 | C |  |  |  |
| Kent Core Requirement | 3 | C |  |  |  |

| Minimum Total Hours | 65 | 2.000 | 2.000 |

Graduation Requirements Summary

Effective 1/1/2017
Revised and Reviewed by General Counsel: 10/2011, 03/2012, 12/2013
Version 1.4
1. Enrollment in this course is limited to students accepted to technical study which is a selective process based on the following criteria: Students must have an overall GPA of 2.700; take or test out of MATH 00023 or equivalent; complete the following courses with a minimum C grade: BSCI 11010 or BSCI 21010 or equivalent and CHEM 10050, CHEM 10055, CHEM 10060 or CHEM 10061; and complete four (4) hours of job shadowing experience for admission to the program.

2. Students who have successfully completed ATTR/EXSC 25057/25058 Human Anatomy and Physiology I/II may use those courses in place of BSCI 11010/11020 Foundational Anatomy and Physiology I/II or BSCI 21010/21020 Anatomy and Physiology I/II.

3. UC 10097 is not required of transfer students with 25 credits (excluding College Credit Plus) or students age 21+ at time of admission.

**University Requirements:** Applied and technical associate degree-seeking students must fulfill selected Kent Core (general education requirements).

**Attribute Legend:** DD Diversity—Domestic; DG Diversity—Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts; KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive
9.7 Statement of Understanding

Respiratory Therapy Technology Program
Statement of Understanding

I, _____________________________________________ (please print), have received a copy of the Kent State University at Ashtabula’s Respiratory Therapy Program Student Handbook that outlines my privileges and responsibilities as a student in this program.

I have read, understand, and agree to abide by the policies and regulations contained within the Student Handbook. I understand that these policies may be modified or eliminated by the program administration with sufficient notification in writing to all students and that I will be governed by these changes.

I have read and understand the Essential Functions of a Respiratory Therapist and understand that I must be able to meet these standards.

Additionally, I understand that the Respiratory Therapy Student Handbook overrides any individual policies or syllabi that may be created outside the Respiratory Therapy Program approval.

Lastly, I am aware of the University Policy Register and understand that I may refer to this document for questions concerning university policy or procedures. The Policy Register can be accessed on the Kent State University website. https://www.kent.edu/policyreg/chapter-4-university-life.

________________________________________
Signature

________________________________________
Date
9.8 Student Conduct Contract

Respiratory Therapy Technology Program

Professional Conduct Contract

I, ______________________________________ (print name) am aware of the University Policy Register and can review the requirements for student conduct at https://www.kent.edu/policyreg/chapter-4-university-life.

I realize that I will be held responsible for behavior that is not considered to be within the expected norms for a university student; additionally, I am bound by the code of conduct, ethics and professional conduct, Ohio Revised Code, and professional behavior policies (sections 3.2, 3.3, 3.6, 3.7) in my Respiratory Therapy Technology Student Handbook.

I agree to follow the guidelines that have been put forth in these above-mentioned documents.

________________________________________________________________________________________

Student’s name (printed)

________________________________________________________________________________________

Student’s signature

________________________________________________________________________________________

Date
9.9 Student Consent

CONSENT AND AUTHORIZATION TO RELEASE STUDENT EMPLOYER SURVEY INFORMATION

I, the undersigned graduate of the Respiratory Care Program sponsored by

Kent State University

consent to and hereby authorize my employer and any of its representatives to release the CoARC Employer Survey information about my performance requested on the CoARC Employer Survey to the following named individuals or entities:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to me</th>
<th>Purpose for release</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoARC</td>
<td>Accrediting Agency</td>
<td>Outcomes Data</td>
</tr>
</tbody>
</table>

I understand that by signing this consent and authorization form, I am authorizing the designated department supervisor to release information which is otherwise private and may not be accessible to the institution and the accrediting agency named above.

Date ___________________ Student Name ___________________

Student ID Number ________ Student Signature ____________

1248 Harwood Rd • Bedford • Texas • 76021-4244
www.coarc.com (817) 283-2835 Office (817) 354-8519 Fax

Print
## 9.10 Student Survey of Instruction Form

### Student Survey of Instruction

The Student Survey of Instruction is an important part of your learning experience at Kent State University. Each survey is analyzed and used to evaluate the instructor, curriculum, and overall learning atmosphere. Your input is critical, and this is your chance to provide input into your own and future students’ educational experiences. We hope you provide honest feedback with specific examples of both positive and negative aspects of this course.

1. I am taking this course for:  
   - Major  
   - Minor  
   - Kent Core  
   - CCPlus  
   - Elective  
   - Other

2. On average, how many hours per week did you spend on this course?  
   - 1-3  
   - 4-6  
   - 7-9  
   - 10-12  
   - 12+

3. The grade I expect to receive in this course is:  
   - A  
   - B  
   - C  
   - D  
   - F

4. What is your current KSU grade point average?  
   - Not Known  
   - <1.5  
   - 1.5-1.9  
   - 2.0-2.4  
   - 2.5-2.9  
   - 3.0-3.4  
   - 3.5-4.0

### Student Commitment and Learning

5. I did the required preparations for each class.

6. I learned valuable information/skills from this course.

In the space below please write any comments on these or other aspects of your commitment and learning such as your interest, desire to learn, or motivation.

### Course Organization

7. Expectations were clear to me throughout the course.

8. The structure/organization of the course helped me learn.

9. The course materials/activities helped me learn.

In the space below please write any comments on these or other aspects of organization, such as syllabus, textbook, websites, discussion, participation in small group projects, or workload.

### Evaluation Practices

10. The assignments and tests allowed me to demonstrate what I learned.

11. I received feedback about my progress throughout the course.

In the space below please write any comments on these or other aspects of course evaluation such as assignments, exams, journals, papers, peer evaluations, portfolios.
### Instructor Characteristics

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither A/D</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>The instructor gave clear written/oral explanations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The instructor motivated me to think about the subject.</td>
<td></td>
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<tr>
<td>14</td>
<td>The instructor demonstrated knowledge of the subject matter.</td>
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<tr>
<td>15</td>
<td>The instructor showed respect for students.</td>
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<tr>
<td>16</td>
<td>The instructor was available for individual consultation.</td>
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</tr>
</tbody>
</table>

In the space below please write any comments on these or other aspects of the instructor, such as preparedness, delivery, communication or professionalism.

### Physical Facilities, Equipment and Technology

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither A/D</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>The classroom and physical facilities supported the learning activities in this course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Equipment and technology used supported the learning activities in this course.</td>
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</tr>
</tbody>
</table>

In the space below please write any comments about physical facilities or use of equipment and technology.

### Summary Question

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Overall, how would you rate your learning experience in this course?</td>
<td></td>
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</tr>
</tbody>
</table>

In the space below please write any overall comments about this course or instructor not covered above.

### Additional Questions (if separate sheet is provided)

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>37 38 39 40</td>
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<td>41 42 43 44</td>
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<td>97 98 99 100</td>
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</tbody>
</table>