

**BACCALAUREATE PROPOSAL APPLICATION**

**Form No. BAAC-02**

Section 1007.33(5)(d), Florida Statutes (F.S.), and Rule 6A-14.095, Florida Administrative Code (F.A.C.), outline the requirements for Florida College System baccalaureate program proposals. The completed proposal form, incorporated in Rule 6A-14.095, F.A.C., Site Determined Baccalaureate Access, shall be submitted by the college president to the chancellor of the Florida College System at [ChancellorFCS@fldoe.org](mailto:ChancellorFCS@fldoe.org).

**CHECKLIST**

The proposal requires completion of the following components:

- Institution Information
- Program summary
- Program description
- Workforce demand, supply, and unmet need
- Student costs: tuition and fees
- Enrollment projections and funding requirements
- Planning process
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Supplemental materials

**FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION**

Institution Name.	<u>Daytona State College</u>
Institution President.	<u>Dr. Thomas LoBasso</u>

## PROGRAM SUMMARY

1.1	Program name.	Bachelor of Science in Cardiopulmonary Science
1.2	Degree type.	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input checked="" type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	51.0908
1.5	Anticipated program implementation date.	Fall 2023
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input type="checkbox"/> Associate in Arts (AA) <input checked="" type="checkbox"/> Associate in Science (AS) <input checked="" type="checkbox"/> Associate in Applied Science (AAS)  If you selected AS/AAS, please specify the program:  Respiratory Care
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	Click or tap here to enter text.

## PROGRAM DESCRIPTION

2.1 This section will serve as an **executive summary of this proposal**. We recommend providing an abbreviated program description including but not limited to: the program demand current supply, and unmet need in the college's service district; primary pathways to program admission; overview of program curriculum; career path and potential employment opportunities; and average starting salary. Throughout the proposal, please include in-text references to the supplemental materials for reviewers to reference. We encourage approximately 500 words for a sufficient description.

Daytona State College (DSC) presents this proposed Bachelor of Science in Cardiopulmonary Sciences to complement our current Associate of Science in Respiratory Care Degree. This program is designed to specifically meet the needs of practicing respiratory therapists who, having already completed an accredited respiratory care program, can further their career by obtaining advanced training in Respiratory Care which will enable them to assume leadership roles, advanced practice, and increased clinical responsibility and increase their earnings. The scope of practice of Respiratory Therapists is becoming broader, and a Bachelor of Science degree in this field will help to fill gaps in care and meet increasing needs of the community, including the ability to provide direct billing through CMS (Centers for Medicare & Medicaid Services), a function only available to baccalaureate-prepared therapists. Graduates will also be prepared to work in Telehealth services, and to meet regulatory requirements for CLIA (Clinical Laboratory Improvement Amendments of 1988) regulated laboratory procedures; all areas that are in high demand by healthcare employers. The complexity, volume and depth of knowledge and skills required to deliver high quality care has grown exponentially in the last two decades. Increasing training by raising the required number of credit hours in the Associate of Science degree is limited by the maximum number of credits allowed. Moving towards a bachelor's degree will allow for additional advanced practice and technology courses that will further develop critical thinking skills, making the graduate more valuable to employers. Graduates will be able to increase earnings, meet increasing demands in the community, plan for the future of the discipline and provide a greater range of services to our community partners, including those with preference for BS degreed therapists. Working in healthcare requires critical thinking, the ability to analyze situations and make critical decisions quickly and efficiently. Failure to move towards a bachelor's level of education in this field will result in gaps in meeting the demands of patient care in critical care areas and in disease management. As indicated by an Issue Paper from the AARC (the American Association for Respiratory Care), the bachelor's level of education, "...is important, not only to meet the increasing level of expertise required for current practice, but also to ensure patient safety and the efficient delivery of effective patient care as the scope of practice continues to evolve to meet future needs."

Our area hospitals have expressed a desire and preference to hire bachelor level prepared RRTs (Registered Respiratory Therapists) because of their advanced training

and increased scope of practice. In fact, according to a study by Varekojis, 70.6% of Respiratory Therapy Department hiring officials from across the United States indicated the bachelor's degree as the preferred educational background.  
<https://www.aarc.org/wp-content/uploads/2018/09/rcea2018.pdf>

This proposed program will offer admission every fall, spring, and summer term and will use the state's 2+2 model. The program will be open to all applicants who have completed an AS or AAS degree in Respiratory Care at a CoARC (the Commission on Accreditation for Respiratory Care) accredited institution. Students will be required to complete 36 credit hours of upper-level core courses in addition to the 40 credit hours of lower-level program specific course work and 36 hours of general education core and electives, some of which would have been completed in their AS degree, for a total of 120 credits. There are eight additional natural science course requirements, some of which will have been completed during the AS degree coursework. Students may begin this career pathway with an AS or AAS degree in Respiratory Care and complete the remaining required credit hours while taking the upper-level core courses assigned to the program.

The curriculum will focus on the technical nature of this field, emphasizing advanced therapeutics and patient management for patients across the lifespan, integration of values regarding health law and ethics, enhancement of patient outcomes, improvement of population health by examination of health education, wellness and disease prevention, and finally identification of best evidence-based practices in healthcare by understanding the role of research. The program will be delivered 100% online via the College's Learning Management System, Brightspace or Desire to Learn (D2L), in an asynchronous format. This will allow students, who will be licensed, full-time professionals, to complete the program while maintaining their work status. The majority of the curriculum is theory based and builds on existing clinical skills of the working RT. There are a variety of online curricular resources to support the program.

Daytona State College (DSC) is well prepared to offer a high-quality, low-cost program to our district's residents and help fill a gap in the workforce. The enrollment in our AS degree program and other state AS degree programs will provide a healthy pipeline into our new BS in Cardiopulmonary Science. The program will draw on the strength of select existing Associate and Baccalaureate course offerings at DSC to provide a cost-effective solution to the gap in respiratory therapy BS graduates. Once this Bachelor of Science in Cardiopulmonary Science degree is established, DSC will monitor the enrollment growth and the job market to determine if there is sufficient demand to develop concentrations within this degree. We propose this program with no additional equipment or facility modifications required. General office furniture for faculty will be requested.

## WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

3.1 Describe the workforce demand, supply, and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from Sections 3.1.1 to 3.1.4. For proposed programs without a listed Standard Occupational Classification (SOC) linkage, provide a rationale for the identified SOC code(s). If using a SOC that is not on the CIP to SOC crosswalk, please justify why the SOC aligns with the baccalaureate program.

The scope of practice of Respiratory Therapists is becoming broader, and a Bachelor of Science degree in this field will help meet increasing needs of the community including the ability to provide direct billing through CMS and Telehealth services, and to meet regulatory requirements for CLIA regulated laboratory procedures. Graduates will be able to meet increasing demands in the community and provide a greater range of services to our community partners, such as Halifax Hospital and Advent Health, including those with preference for BS degreed therapists. Workforce demand is healthy with an estimated 18.8% growth between 2021 and 2029 according to the Florida Department of Economic Opportunity data. According to Lightcast (previously known as EMSI Economic Modeling), within Region 11, there is a higher number of total available jobs and it predicts a 22.18% job growth over the same span of time. Additionally, most respiratory therapy related job openings (83.1%) are found in the General Medical and Surgical Hospitals sector with the remaining positions being posted in Nursing Care Facilities, Outpatient Care Facilities, and Specialty Hospitals. There are additional career paths that this degree could lead to (though not specifically linked on the CIP to SOC crosswalk) including Health Education Specialists (21-1091), and Medical and Health Services Managers (11-9111), both of which require a bachelor's degree. Generally, the respiratory therapist positions and others noted are posted with a bachelor's degree preferred, however no institutions within the region produce bachelors-prepared respiratory therapists. Please note that in table 3.1.4, Estimates of Unmet Need, the total number of degrees awarded is based on a statewide figure, not on Region 11 where DSC is located. There are 0 graduates of a bachelor's program in respiratory care or cardiopulmonary science in the region. Therefore, the number of graduates may appear to outpace the unmet need, however this is inaccurate as the graduates reflect statewide numbers and the number of job openings reflect local numbers.





**SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS**

3.1.3 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

**CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION:** If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

Program		Number of Degrees Awarded					
Institution Name	CIP Code	2021	2020	2019	2018	2017	5-year average or average of years available if less than 5-years
Florida National University	51.0908	2	2	8	5	4	4
Nova Southeastern university	51.0908	21	27	11	18	5	16
Valencia College	51.0908	24	20	22	19	17	20
FAMU	51.0908	11	15	9	15	13	13
* There are no programs in the service area and this represents statewide data.							
	Total	58	64	50	57	39	54

\*Please replace the “Most Recent Year” through “Prior Year 4” headers with the corresponding years reported.



## ESTIMATES OF UNMET NEED

3.1.4 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

**CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION:** If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

	Demand	Supply		Range of Estimated Unmet Need							
	(A)	(B)	(C)	(A-B)	(A-C)						
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference						
DEO Total	83	58	53.6	25	29.4						
Other Totals	13	58	53.6	-45	-40.6						

3.2 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data and information not reflected in the data presented in Sections 3.1.1 to 3.1.4, such as local economic development initiatives, emerging industries in the area, or evidence of rapid growth.

There continues to be a statewide critical shortage of healthcare workers which has created many vacancies and openings, including in respiratory care. The increased need for respiratory therapists is not just in Florida, but nationwide, where there is a projected job growth rate of 23% (much faster than average) between 2020 and 2030 (Bureau of Labor Statistics).

According to the Florida Department of Economic Opportunity, in Region 11 the job growth rate is 18.79% between 2021 and 2029 for Respiratory Therapists. Lightcast modeling predicts a similar pool of openings over that same period, growing from 239 jobs in 2021 to 292 jobs in 2029; a 22.18% increase. Our aging population will lead to an increased demand for respiratory therapy services and treatments. There is a shortage of bachelor trained RRTs in the State of Florida primarily due to lack of educational programs offering this avenue. Based on the increase in the scope of care expected for these health professionals, the RRT profession is moving towards a bachelor's requirement in education.

Current DSC Respiratory Care faculty members are heavily involved in professional organizations nationally and in Florida. Consensus among currently practicing Respiratory Therapists in these professional organizations is that the profession will likely be moving towards a bachelor's level credential in Florida state legislation within the next 10 years. The DSC Respiratory Care Advisory Committee for the Associates Degree program fully supports this new program. Our Advisory Committee has strong representation from Advent Health and Halifax Hospital- the two major hospitals and healthcare employers in our area. For example, Dr. Kent Harmen, Medical Director of Intensive Care Services at Halifax Health indicated that, "The complexities of modern Respiratory Care have increased exponentially, and the field of Respiratory Care is now inextricably linked to cardiac illness and physiology. A 4-year program would provide the teaching for the complex physiology of heart-lung interaction. Time would be available to gain experience with the many technical procedures now coming under the purview of Respiratory Care." Thomas Berlin, Director of Pulmonary & Respiratory Care of Advent Health and the President of the Florida Society for Respiratory Care supports the creation of the DSC BS in cardiopulmonary science at DSC and says, "Hospital inpatients today are sicker and more complex than in years past, and population demographics lead us to believe this trend will continue. Our patients demand talented respiratory therapists who are practiced and confident to regularly engage in clinical discussion with physicians and other professionals at the bedside or in conference. A bachelor's education will support these professional objectives." Advisory meeting notes and letters of support are attached.

3.3 If the education level for the occupation identified by the Florida Department of Economic Opportunity (DEO) or the Bureau of Labor Statistics (BLS) presented in Sections 3.1.1 to 3.1.2 is below or above the level of a baccalaureate degree, provide justification for the inclusion of that occupation in the analysis.

Currently, only 26% of the Respiratory Therapists in Florida’s labor market possess a bachelor’s degree, and it is believed that the baccalaureate degree will become the entry-level standard in the future. The AARC (American Association for Respiratory Care) has indicated support for the implementation of a proposed bachelor’s requirement for entry to practice for Respiratory Therapists newly entering active practice beginning in 2030. This program also supports existing Respiratory Therapists who seek the baccalaureate degree to advance within the field.

3.4 Describe the career path and potential employment opportunities for graduates of the program.

The Bachelor’s degree will make them more valuable employees to hospitals and other employers and position graduates to move into management positions, including clinical laboratory supervision, to participate in telehealth, and direct bill Medicare. All of the above represent state and regional trends showing strong growth in the field of respiratory therapy and an increasing demand for job applicants to hold the bachelor’s degree. With no other institution offering this degree in our service area, it is believed that this program will effectively address the needs of working professionals in our community as well as the overall health of our community.

### STUDENT COSTS: TUITION AND FEES

4.1 The Excel spreadsheets in Sections 4.1 - 4.3 are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the anticipated cost for a baccalaureate degree (tuition and fees for lower-division and upper-division credit hours) at the proposing FCS institution.

	<b>Cost per credit hour</b>	<b>Number of credit hours</b>	<b>Total cost</b>
Tuition & Fees for lower division:	\$ 102.38	84	\$ 8,600
Tuition & Fees for upper division:	\$ 120.32	36	\$ 4,332
<b>Tuition &amp; Fees (Total):</b>		<b>120</b>	<b>\$ 12,931</b>

Select if the program will be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees. If selected, please indicate below how the institution will make up any difference above \$10,000 (e.g., institutional scholarships).

4.2 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college's service district or at each state university operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
University of Central Florida	\$ 212.28	120	\$ 25,474
			\$ -
			\$ -
			\$ -
			\$ -

4.3 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college's service district or at each nonpublic institution operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
Stetson University	\$ 4,760.00	32	\$ 152,320
Bethune-Cookman University	\$ 461.47	124	\$ 57,222
Keiser University	\$ 660.27	120	\$ 79,232
Embry-Riddle Aeronautical University	\$ 1,476.00	120	\$ 177,120
			\$ -

## PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

5.1 To activate the Excel spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected enrollment information for the first four years of program implementation. Unduplicated headcount enrollment refers to the actual number of students enrolled. Full-time equivalent (FTE) refers to the full-time equivalent of student enrollment.

		Year 1	Year 2	Year 3	Year 4
5.2	Unduplicated headcount enrollment:	25	50	50	50
5.3	Program Student Credit Hours (Resident)	450	900	900	900
5.4	Program Student Credit Hours (Non-resident)				
5.5	Program FTE - Resident (Hours divided by 30)	15	30	30	30
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	15	30	30	30

**PROJECTED DEGREES AND WORKFORCE OUTCOMES**

6.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected number of degrees awarded, the projected number of graduates employed, and the projected average starting salary for program graduates for the first four years of program implementation. Please note the “Year 1” column in the “Count of Degrees Awarded” row (6.2) is not likely to have any graduates taking into account length of time to degree completion.

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
6.2	Count of Degrees Awarded	0	25	50	50
6.3	Number of Graduates Employed	0	23	47	47
6.4	Average Starting Salary		\$ 56,576.00	\$ 56,576.00	\$ 56,576.00

## REVENUES AND EXPENDITURES

7.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected program expenditures and revenue sources for the first four years of program implementation.

		Year 1	Year 2	Year 3	Year 4
7.2	Program Expenditures:	\$ 100,900.00	\$ 94,400.00	\$ 97,052.00	\$ 97,052.00
7.2.1	Instructional Expenses	\$ 88,400.00	\$ 88,400.00	\$ 91,052.00	\$ 91,052.00
7.2.2	Operating Expenses	\$ 2,500.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
7.2.3	Capital Outlay	\$ 10,000.00			
7.3	Revenue:	\$ 54,144.00	\$ 108,288.00	\$ 108,288.00	\$ 108,288.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 54,144.00	\$ 108,288.00	\$ 108,288.00	\$ 108,288.00
7.3.2	Upper Level - Nonresident Student Fees				
7.3.3	Upper Level - Other Student Fees				
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 54,144.00	\$ 108,288.00	\$ 108,288.00	\$ 108,288.00
7.4.2	Total Unexpended Funds (carry forward)	\$ (46,756.00)	\$ 13,888.00	\$ 11,236.00	\$ 11,236.00

\*Please replace the “Year 1” through “Year 4” headers with the corresponding years reported.



## ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

8.1 Provide a narrative justifying the estimated program enrollments and outcomes as they appear in Sections 5.1 – 6.1.

Enrollment estimates are based on admissions entry points every semester. The number of degrees awarded is the result of an average completion rate of 65% at 150%, similar to our existing Bachelor of Applied Science in Supervision and Management program. Comparatively, our Nursing bachelor's degree program has an average completion rate of 89% at 150%. We do anticipate our completion rates will closely resemble our Nursing completion rates. Enrollment is expected to grow from a headcount of 25 students in year one, to 50 or more students by years two, three, and four respectively. These figures are a conservative estimate of a combination of students completing the A.S. in Respiratory Care at DSC who directly transition into the BS degree and "completers", those students who are already practicing in the field within the region, who choose to come and complete the BS degree after professional experience.

8.2 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program as well as expenditures as they appear in Section 7.1.

The main source of revenue to start the program will be the Fund 1 operating budget. The program will exist in the School of Health Careers and no additional facilities or equipment will be needed to open the program, other than office furniture for a new faculty FTE, a small travel budget and anticipated accreditation fees. The student tuition and fees estimates are calculated according to the enrollment projections shown in Appendix A.2. During the first two years of the program expenditures will outpace revenue and the college will use its own operational funds to cover the difference. Starting with the third year and beyond, as enrollment increases, we anticipate the program will be practically self-supporting.

**Instructional Expenditures:** The upper-level respiratory care classes will be taught by full-time faculty as part of their load. One additional full-time faculty will be required. The faculty Full-Time Equivalent (FTE) numbers are calculated on a 30-credit teaching load per year. The teaching load follows the recommended course sequence described in Tables 10.11.1 and 10.11.3. The salaries and benefits are based on the current earnings of the faculty in the School of Health Careers. A 3% cost of living increase was included in year 3 for those positions to inform the projected expenditures within the college. **Operating Expenses:** The Operating Expenses include funds for Materials/Supplies and faculty travel to conferences. We have kept the non-recurring expenses to a minimum: they include office furniture for the faculty. The total program costs will vary from \$100,900 in year 1 to \$97,052 in year 4. The resulting cost per student FTE is \$8,408 and \$4,043 respectively. **Revenue:** The revenue estimates are based on the enrollment projections described earlier in this section. The head count will grow from 25 students in year 1 to 50 or more in year 2. Revenue is based on the assumption of 4 semesters and an average of 9 credits each, which is reasonable and realistic for students at this level. To calculate the tuition revenue the total number of credit hours expected to be completed each year was multiplied by the number of students and then multiplied by the standard tuition rate.

## PLANNING PROCESS

9.1 Summarize the internal planning process. In timeline format, please describe the steps your institution took in completing the internal review and approval of the baccalaureate program. For example, summarize actions taken by the academic department proposing the degree, any non-academic departments, the college-wide curriculum committee, the college president, the Board of Trustees and any other areas.

Daytona State College's internal planning process for curriculum development of bachelor, associate, and occupational certificate programs is established in the College's Policy 4.02 and coordinated by the Office of Academic Affairs. In sum, it is a one-year process requiring multiple tiers of internal review and approval. The particular steps and approval timeline are detailed in the Curriculum Development: Steps in the Process document made available on the college's intranet and included as Supplemental Material. Faculty and administrators must submit a curriculum development proposal to the Office of Academic Affairs to initiate the process. All proposals must be approved by the college-wide Curriculum Committee, the Provost, College President and Board of Trustees.

Prior to submission, the faculty and/or administrator consults with the Office of Academic Affairs and non-academic departments across the College to evaluate the viability of the proposed program. The faculty/administrator must also obtain academic department approval from the chair and associate vice president. After submission, the provost conducts a preliminary review of the proposal. If no issues are found, the proposal is then forwarded to the Curriculum Committee for its review and approval. The Committee, which is made up of 14 faculty representing each academic college at DSC, then reviews the proposal to ensure internal consistency within curriculum development proposals and to uphold high standards and quality of education. Their review includes such items as compliance with institutional philosophy and long-range goals, planning, appropriateness, impacts on students, and student learning outcomes and instructional methodology. If approved, proposals are forwarded to the Provost, College President and subsequently, the Board of Trustees for recommendation to approve and implement, as well as submission for approval from the college's accreditor, SACSCOC.

The changes within the approved proposal are effective for the upcoming academic year. The Office of Academic Affairs coordinates with staff in the Admissions and Academic Advising departments on implementing the approved program. These departments are also included throughout the curriculum development process.

9.2 Summarize the external planning process with the business and industry community. In timeline format, please describe your institution's interactions and engagements with external stakeholders, including but not limited to industry advisory boards meetings, discussions with advisory committees, briefings from local businesses, consultations with employers, and conducting paper and online surveys.

The external planning process includes consultation with the members of the School of Health Careers Respiratory Care Program Advisory Board. Through the discussions at the regular

meetings and also through the interaction between the faculty and local clinical sites, the need for bachelor's degree respiratory care therapists was identified. At an advisory board meeting on May 7, 2021, the proposed bachelor's degree was discussed and was overwhelmingly supported by the Committee. (Meeting Minutes, Supplemental Material). In addition, other State colleges (Valencia and Palm Beach State College) have successfully implemented a bachelor's degree in this discipline and are demonstrating a high number of enrollments and excellent graduation rates.

Advisory Board members represent area clinical sites and subject matter experts in all levels of care. It is clear that the scope of practice for RRTs nationally is increasing, indicating the need for the expansion of this degree. As noted in the numerous letters of support (Supplemental Materials) the complexity of expected care reflects a higher technical expertise that a 4-year degree will offer. Nationally it is expected that the profession of respiratory care (similar to Nursing) will be transitioning to a bachelor's degree. The American Association for Respiratory Care indicates "A coordinated initiative by stakeholders is needed to attain the proposed requirements of a minimum of a baccalaureate degree in respiratory therapy, or health sciences with a concentration in respiratory therapy, and the RRT credential for entry to practice as a Respiratory Therapist. These two requirements are needed to achieve consistency in practice and the provision of safe, efficient, and effective care to individuals with cardiopulmonary impairment or disease requiring respiratory therapy services. The AARC Board of Directors intends these proposed requirements for entry to practice to be implemented for Respiratory Therapists newly entering active practice beginning in 2030 and thereafter." <https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-entry-to-respiratory-therapy-practice-2030.pdf>

<p>9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.</p>
<p>9.3.1 Public Universities in College's Service District</p> <p>N/A</p>
<p>9.3.2 Regionally Accredited Institutions in College's Service District</p> <p>Date(s): January 9, 2023</p> <p>Institution(s): Stetson University</p> <p>Activity Descriptions and Outcomes:  President Christopher Roellke was notified by email from President LoBasso regarding the need for the BSCS and DSC's intent to apply to offer the degree. President Roellke responded on January 9, 2023 with a statement of support.  *Copies of all communications are provided in section 15.1</p>
<p>Date(s): February 28, 2023</p> <p>Institution(s): Bethune Cookman University</p> <p>Activity Descriptions and Outcomes:  Interim President Lawrence M. Drake was notified by email from President LoBasso regarding the need for the BSCS and DSC's intent to apply to offer the degree. President Drake responded on February 28 with a statement of support.</p>
<p>Date(s): March 28, 2022</p> <p>Institution(s): Embry-Riddle Aeronautical University</p> <p>Activity Descriptions and Outcomes:  President Barry Butler was notified by email from President LoBasso regarding the need for the BSCS and DSC's intent to apply to offer the degree. President Butler responded on March 28 with a statement of support</p>
<p>Date(s): March 28, 2022</p>

Institution(s): Keiser University

Activity Descriptions and Outcomes:

Campus President David Champlin was notified by email by President LoBasso regarding the need for the BSCS and DSC's intent to apply to offer the degree. President Champlin responded on March 28 with a statement of support.

9.3.3 Institutions outside of College's Service District (If applicable)

Date(s): April 8, 2022

Institution(s): University of Central Florida

Activity Descriptions and Outcomes:

President Andrew Cartwright was notified by email from President LoBasso regarding the need for the BSCS and DSC's intent to apply to offer the degree. President Cartwright responded on April 8 with a statement of no objections.

## PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	July 27, 2022
10.2	Indicate the date of District Board of Trustees approval.	May 17, 2022
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	July 27, 2022
10.4	Indicate the date the completed proposal was submitted to DFC.	December 16, 2022
10.5	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the <a href="#">next SBOE meeting</a>.</p>	April, 2023
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	April 1, 2023
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	N/A
10.8	Indicate the targeted date that upper-division courses are to begin.	August 28, 2023

## FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

11.1 Describe the existing facilities and equipment that the students in the program will utilize.

The Bachelor of Science in Cardiopulmonary Science program will be taught 100% online and therefore will not require facilities or equipment. Daytona State College has a robust Division of Online Studies that supports training and professional development opportunities for faculty who teach in all modalities. All faculty members receive training to use Falcon Online, including both technical and pedagogical skills. All faculty have their courses peer-reviewed using the Quality Matters rubric. Additional courses for faculty members who teach in the fully online modality include a 45-hour online faculty training series requirement. The Division of Online Studies at DSC assists faculty with developing and procuring digital learning materials, online/hybrid course design/redesign and development, and Falcon Online training. Working in partnership with the Instructional Resources media production group, they assist with video and interactive media content production and development. The Center has some of the latest equipment and applications available including tablets, scanners, etc.

11.2 Describe the new facilities and equipment that will be needed for the program (if applicable).

The program will not require new facilities or equipment.

## LIBRARY AND MEDIA SPECIFIC TO PROGRAM

12.1 Describe the existing library and media resources that will be utilized for the program.

The Daytona State College Library is housed within the L. Gale Lemerand Student Center, newly built facility, alongside the Writing Center, Academic Support Center, Career Center and other student support services.

A staff of six full time librarians provide guidance and assistance to students, faculty and staff. The library offers over half a dozen databases specialized in Health and Nursing including some of the most prestigious health databases like CINAHL Complete, MEDLINE with Full Text, OVID and Nursing Education in Video, all of which are accessed online with no on-campus requirement. Additionally, librarians are available virtually during operating hours which includes evenings and weekends. Our collection includes thousands of peer-review journals, electronic books, streaming videos and other resources. Students also have access to additional databases that cover all range of subjects, such as history, business and sciences. The Daytona State College library is also part of Direct Interlibrary Loan services with the 28 Florida colleges. Our students also have access, through borrowing agreements, to the Bethune-Cookman University and Embry-Riddle University libraries, as well as to UCF online resources and databases

12.2 Describe the new library and media resources that will be needed for the program (if applicable).

No new resources will be required.

## ACADEMIC CONTENT

13.1 List the admission requirements for the proposed baccalaureate program and describe the process for each admission pathway as reported in section 1.6, including targeted 2+2 agreements, academic GPA, test scores, fingerprints, health screenings, background checks, signed releases, and any other program requirements (as applicable).

Admission to the Bachelor of Science in Cardiopulmonary Science program will use the state's 2+2 model. The program will be open to all applicants who have completed a CoARC Accredited AAS or AS degree in Respiratory Therapy with a minimum GPA of 2.0. These credit hours must have been completed at a regionally or nationally accredited college or university and should include credits necessary for satisfying general education requirements. DSC will have avenues for students to complete general education requirements for the bachelor's degree.

13.2 What is the estimated percentage of upper-division courses in the program that will be taught by faculty with a terminal degree?

All of the courses within the program will be taught by faculty that are fully credentialed following standards set forth by the Commission on Accreditation for Respiratory Care as well as SACSCOC standards.

13.3 What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections?

Year 1	Year 2	Year 3
20:1	20:1	20:1

13.4 What specialized program accreditation will be sought, if applicable? What is the anticipated specialized program accreditation date, if applicable?

Prior to student enrollment in the first courses, we plan to seek accreditation from the Commission on Accreditation for Respiratory Care. This is the only accrediting body for Respiratory Therapy education. While accreditation for the bachelor's degree is not a requirement, we feel that it is important.

13.5 If there are similar programs listed in the Common Prerequisites Manual (CPM), list the established common prerequisites courses by CIP code (and track, if any).



Common Program Prerequisites BSCX005/X005L	BSCX093/X093L	BSCX086C	
CGSX060	MCBX010/X010L	PHYX007/X007L	SPCX050
Common Program Prerequisites Daytona State College equivalent courses:		BSC1085C	BSC1086C
MCB1010C			

13.6 Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any).

My institution does not anticipate proposing revisions to the common prerequisite manual.

My institution does anticipate proposing revisions to the common prerequisite manual, as summarized below.

[Click or tap here to enter text.](#)

13.7 The Excel spreadsheets below are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

For each primary pathway identified in Section 1.6, list all courses required once admitted to the baccalaureate program by term, in sequence. Include credit hours per term and total credits for the program. Please note what courses fulfill general education (ge), program core (pc), elective requirements (elec), and what courses apply to concentrations (conc), if applicable, by including the provided abbreviations in parentheses following each course title.

<b>13.7.1 Program of Study for Students with A.A. Degree</b>		
<b>Term 1</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 2</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 3</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 4</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 5</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 6</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
	<b>Program Total Credit Hours:</b>	<b>0</b>

13.7.2	Program of Study for Students with A.S./A.A.S. Degree	
<b>Term 1</b>	<b>Course Title</b>	<b>Credit Hours</b>
HSC4550	Pathophysiology for Health Care (pc)	3
HSC3730	Research Methods for Health Professions (pc)	3
RET4445	Cardiopulmonary Diagnostics (pc)	3
ENC1102	Writing w/ Research (ge)	3
STA2023	Elementary Statistics(ge)	3
	Total Term Credit Hours	15
<b>Term 2</b>	<b>Course Title</b>	<b>Credit Hours</b>
RET3536	Cardiopulmonary Rehabilitation (pc)	3
RET4350	Advanced Pharmacology (pc)	3
HSC4644	Legal & Ethical Aspects of Health Care (pc)	3
SPC2608	Oral Communication/Research/Presentation Skills (ge)	3
POS2041	American Federal Government (Social Science Core) (ge)	3
	Total Term Credit Hours	15
<b>Term 3</b>	<b>Course Title</b>	<b>Credit Hours</b>
RET3041	Cardiopulmonary Education & Promotion (pc)	3
RET4244	Advanced Life Support (pc)	3
PHI2010	Introduction to Philosophy (Humanities Core) (ge)	3
HUN1201	Human Nutrition (ge)	3
		0
	Total Term Credit Hours	12
<b>Term 4</b>	<b>Course Title</b>	<b>Credit Hours</b>
RET4938	Capstone (pc)	3
RET3990	Advanced Standing (pc)	3
HSA4107	Health Services Administration (pc)	3
HSA4383	Quality Management & Process Improvement (pc)	3
		0
	Total Term Credit Hours	12
<b>Term 5</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 6</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
	<b>Program Total Credit Hours:</b>	<b>54</b>

13.8 Indicate whether the program is being proposed as a limited or restricted access program.

- Limited Access  
 Restricted Access  
 N/A

Provide additional information (e.g., enrollment capacity, admissions requirements, etc.) if the program is being proposed as a limited or restricted access program.

Students must have completed an AAS or AS degree from a CoARC accredited institution and have a minimum overall GPA of 2.0. No enrollment capacity identified.

## PROGRAM TERMINATION

14.1 Provide a plan of action if the program is terminated in the future, including teach-out alternatives for students.

In the event of program termination, a gradual phase out of the program will be implemented. Admission to the program will be halted and students enrolled in the program will be notified. The Department Chair will contact existing students to work out a plan that will enable them to complete their program of study within a given timeframe. A degree audit of enrolled students and the courses necessary for students to meet graduation requirements will be carried out to determine a course sequencing and schedule. This would allow the college to teach out the program with necessary courses without imposing an undue burden on students.

## SUPPLEMENTAL MATERIALS

15.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts. Throughout the proposal, please include in-text references to the supplemental materials for reviewer reference.

The program received 9 letters of support from community partners, including Advent Health, Halifax Health and Orlando Health.

At the advisory board meeting of May 7, 2021 the group was briefed on our plan to add the BS Cardiopulmonary Science degree. Discussion ensued with overwhelming support.

**University of Central Florida response:**

**From:** Alexander Cartwright <[Alexander.Cartwright@ucf.edu](mailto:Alexander.Cartwright@ucf.edu)>

**Sent:** Friday, April 8, 2022 2:30 PM

**To:** Thomas LoBasso <[Thomas.LoBasso@daytonastate.edu](mailto:Thomas.LoBasso@daytonastate.edu)>

**Subject:** Re: Bachelor of Science in Cardiopulmonary Sciences

**CAUTION:** This email came from outside Daytona State.

---

Dear President LoBasso:

Thank you for alerting us about your desire to establish a BS in Cardiopulmonary Sciences. After discussion with our Provost, and his subsequent discussions with the appropriate Dean(s), we have no objection to you pursuing this BS degree.

Best,  
Alex

**Alexander Cartwright, Ph.D.**  
President  
University of Central Florida



[\[dayofgiving.ucf.edu\]](http://dayofgiving.ucf.edu)

**Stetson University Response:**

**From:** Christopher F Roellke <[croellke@stetson.edu](mailto:croellke@stetson.edu)>

**Sent:** Monday, January 9, 2023 2:50 PM

**To:** Thomas LoBasso <[Thomas.LoBasso@daytonastate.edu](mailto:Thomas.LoBasso@daytonastate.edu)>

**Subject:** Re: B.S. Cardiopulmonary Sciences proposal

**CAUTION:** This email came from outside Daytona State.

---

Dear President LoBasso,

Thank you for giving Stetson University the opportunity to comment on the Daytona State College's plans to offer a new Bachelor of Science in Cardiopulmonary Sciences. Stetson, including my colleagues and faculty in academic affairs, have reviewed your intentions and we are in full support of your initiative. Your planned program promises to address workplace needs in our region. We stand at the ready at Stetson to assist Daytona State College in developing these important curricular and career pathways.

Sincerely yours,

Chris Roellke  
President  
Professor of American Studies and Education

**Bethune Cookman University response:**

**From:** Lawrence Drake <[drakel@cookman.edu](mailto:drakel@cookman.edu)>  
**Sent:** Tuesday, February 28, 2023 4:30 PM  
**To:** Thomas LoBasso <[Thomas.LoBasso@daytonastate.edu](mailto:Thomas.LoBasso@daytonastate.edu)>  
**Subject:** Re: DSC - Bachelor of Science in Cardiopulmonary Sciences.

**CAUTION:** This email came from outside Daytona State.

Tom

It was great speaking with you today as well. Congratulations on this new student learning opportunity.

Please accept this note as my support for this new program.

Best regards

Lawrence M Drake  
Interim President  
Bethune-Cookman University

**Embry Riddle Aeronautical University response:**

**From:** Butler, Barry <[BUTLERB@erau.edu](mailto:BUTLERB@erau.edu)>  
**Sent:** Monday, March 28, 2022 10:49 AM  
**To:** Thomas LoBasso <[Thomas.LoBasso@daytonastate.edu](mailto:Thomas.LoBasso@daytonastate.edu)>  
**Subject:** RE: [EXTERNAL] Bachelor of Science in Cardiopulmonary Sciences

**CAUTION:** This email came from outside Daytona State.

Dear Dr. LoBasso,

I have received your email notification of Daytona State College's plans to offer a Bachelor of Science in Cardiopulmonary Sciences. I am very supportive of your proposal. It is a much needed degree for our area of Florida and I know Daytona State College will deliver a high quality program.

Best regards,  
Barry

**P. Barry Butler, Ph.D.**  
*President*

**Embry-Riddle Aeronautical University**  
Florida | Arizona | Worldwide

**Keiser University response:**

**From:** David Champlin

<[dchamplin@keiseruniversity.edu](mailto:dchamplin@keiseruniversity.edu)>

**Sent:** Monday, March 28, 2022 4:28 PM

**To:** Thomas LoBasso

<[Thomas.LoBasso@daytonastate.edu](mailto:Thomas.LoBasso@daytonastate.edu)>

**Subject:** RE: Bachelor of Science in Cardiopulmonary Sciences

**CAUTION:** This email came from outside Daytona State.

---

Dr. LoBasso,

Thank you for reaching out to discuss the Bachelor of Science in Cardiopulmonary Sciences degree that Daytona State College is considering offering. From your description of the program in our discussion, it sounds like an exciting program for your students and one that could benefit the health care community in Volusia County and surrounding areas. I wish you all the best if Daytona State College decides to offer this degree. Thanks



again for discussing this potential new program with me.

David Champlin, J.D.

Campus President

Keiser University

Daytona Beach Campus

EMail: [dchamplin@keiseruniversity.edu](mailto:dchamplin@keiseruniversity.edu)

Phone: 386/274-5060

Fax: 386/274-2725

15.2 List any objections or alternative proposals for this program received from other postsecondary institutions. If objections or alternative proposals were received, institutions are welcome to submit a rebuttal and include any necessary supporting documentation.

**None received.**



The meeting was from 1:00 to 2:00 in a virtual MICROSOFT TEAMS meeting

Attendance:

Melanie McDonough – Program Director – Respiratory Care – DSC  
Misty Carlson – Director of Clinical Education – Respiratory Care – DSC  
Rex Callaway – DSC Clinical Instructor – AdventHealth Deland  
Trish Morris – DSC Clinical Instructor – Halifax  
Lydia Stelnicki – DSC Lab Instructor  
LeAnne Lutz – DSC Clinical Instructor – AdventHealth Daytona Beach  
Geraldine Rimstidt – DSC Department Chair  
Melissa Brown – DSC Academic Advisor  
John Walburg – Halifax Health  
Kent Harman – DSC Medical Director – Halifax Health Intensivist  
Shelby Medley – AdventHealth Fish  
Marlyn Moir – AdventHealth Deland  
Dianna Grossholz – AdventHealth New Smyrna  
Jennnifer Marin – AdventHealth Palm Coast  
Tom Berlin – AdventHealth Orlando  
Sue Warren – AdventHealth Orlando  
Crystal Lemelin – AdventHealth Waterman  
Cheryl Feuerstein – Orlando Health – Arnold Palmer  
Howard Ingham – Premier Pulmonary Services

Topics Discussed:

1. Welcome and introductions
  - a. Crystal Lemelin was introduced as the Committee Chairman and excused from taking notes as she will be in and out of meeting. Meeting recorded.
2. Minutes from the July 21, 2020 meeting were approved with no changes.
  - a. Motion to accept Marlyn Moir
  - b. 2<sup>nd</sup> Misty Carlson
3. The program information was reviewed by Melanie.
  - a. CoARC annual report due July 1, 2021 for graduates 2018-2019-2020
    - i. No issues anticipated
    - ii. Looking at TMC high cut score pass rate – threshold 60%
      1. DSC currently at 91%
  - b. New program course approved to start Fall 2021
    - i. Respiratory Care Introduction – RET 1021
      1. Content to include Medical terminology, medical math, ethics, history of RC, practice act, professionalism, learning techniques, professional organizations & critical thinking.
      2. No changes to number of credit hours required to graduate
      3. Intent:
        - a. students ensure that they want to do the program
        - b. faculty can assess readiness and better determine potential for success. The intention is to decrease attrition.
      4. Course supported by Sue Warren @ AdventHealth
    - ii. Will be a program pre-requisite beginning Fall 2022

- c. Current class –
  - i. 8 students in 2<sup>nd</sup> year cohort. Graduation delayed to August 6 due to clinical site closure last summer.
  - ii. 18 students in 1<sup>st</sup> year cohort. Attrition remains high. Suspect pandemic and moving courses to fully on-line had an impact.
  - iii. Seemingly lots of interest for admission in Fall 2021
- d. Bachelor Degree Consideration
  - i. College is considering adding several bachelor degrees
  - ii. We are interested in pursuing the BS Cardiopulmonary Sciences degree
  - iii. We need community input and support
    - 1. Tom Berlin – current market effects of pandemic are temporary. BS entry is the future of profession. Educators can't cram all content in 76 credit hours. Hospitals are forced to add additional education to new hires. We need to remain competitive & viable as a profession. Needs to start with the school.
    - 2. Gerry Rimstidt – what the college needs to consider this is current employment needs. Appreciate letters of support from partners.
    - 3. Sue Warren – leaders are aging out. As they retire, will need replacement. All those positions need bachelor degree minimum. Classes in leadership & management beneficial.
    - 4. Marlyn Moir – advisory meeting with Concord. Re-looking at creating a BS RT program. Hard journey for AS program. I mentioned that AS programs will no longer be approved by CoARC. They may be looking at competitor to CoARC. Orlando market tough to get into.
- e. Joint Advisory Committee Meeting
  - i. Hosted by Valencia College on April 2 via ZOOM
    - 1. All schools having attrition issues
    - 2. Facilities are hiring Respiratory Techs as students
      - a. Sue Warren – wondering if there is a contract to hold that employee there after they graduate
      - b. Tom Berlin – HCA and Orlando Health doing this
      - c. Misty – our students working now at Winnie Palmer & AdventHealth Fish
      - d. Cheryl Feuerstein – Winnie Palmer hiring some. Does not believe there is a contract.
    - 3. Willing to hire more CRTs to ease work force shortage
      - a. Cheryl – Orlando Health does not want to hire CRTs
      - b. Sue – AdventHealth Orlando only hiring RRTs. Still not hiring proprietary school graduates, or someone that has been out of practice for years.
      - c. Tom – need the incentive to pursue the RRT. However, there are about 40 positions right now. Pressure to lower hiring standards. Starting to hire LPNs and that hasn't happened in a while. Mentioned that there are many talented CRTs in the field. All current CRTs will be grandfathered in should we move to RRT entry.
      - d. Jennifer – AdventHealth Palm Coast will hire CRT, but RRT will be hired first. Everyone on same page wanting RRT. RRT is paid at much higher rate.
    - 4. Considering mandatory Covid-19 vaccines for staff
    - 5. Students from 3 colleges participated in American Lung Association event

6. BS degrees at both VC and SSC continue to have high numbers of students enrolled and graduating

4. Clinical report given by Misty
  - a. Ocala Regional Medical Center has been added as a clinical site
  - b. Working on agreement with Select Long Term Care Facility in Daytona.
  - c. We are still unable to perform annual mask fit test for N95 due to lack of supplies. Asking hospital departments to assist.
  - d. Summer clinical will consist of two courses
    - i. Clinical I – split between 3 clinical instructors
    - ii. Clinical III – all with clinical preceptors
      1. Cheryl at APH – asking for list of what students are allowed to do and what students need to do
      2. Sue at AdventHealth – new student contact Heloisa Knott. Mentioned that VC may start 4 clinical semesters.
5. FSRC / AARC
  - a. AARC Summer Forum has been scheduled as virtual meetings
    - i. AARC Live – July 1, 7 & 9
    - ii. Use code from FSRC website to get discounted price
  - b. AARC Summer Forum 2022 planned as a live event in Palm Springs, CA
  - c. AARC Annual Congress is still planned as a live event November 6-9, 2021 in Phoenix, AZ
  - d. FSRC Annual Sunshine Seminar was held as a virtual event in May
    - i. Tom Berlin – ABM scheduled for 2 weeks from today along with Board meeting
    - ii. AARC Advocacy campaign wrapping up
      1. Allied Health Diversity Act
      2. Connect ACT
    - iii. Very successful Sunshine Seminar virtual meeting – Misty was chairperson
    - iv. Lots of students participated
      1. Virtual Escape Room game – won by our very own Shayna Russell
        - a. Had her TMC paid for by the FSRC
  - e. FSRC Annual Sunshine Seminar 2022 planned for May 3-7 at Daytona Beach Hilton
6. Announcements
  - a. Howard – Nursing Homes have changed. Walking into a very “dark” place.
  - b. Jennifer – Palm Coast has missed having students. Looking forward to returning to clinical rotations. Have positions to hire students as well. Palm Coast Parkway is a new 100-bed facility being constructed to be completed December 2022. Have grown out of current location. Will have need for new RT team.
  - c. Medical Director Dr. Harman –Averaging 30-45 Covid patients each day. Using one end of ICU for Covid patients now. During winter – running close to 50 ventilators. Inundated by nursing home patients early on.
    - i. Appreciates local leadership forward thinking. Volunteered to write a letter in support. Likes working with our graduates. Admires RTs that pitched in during crisis.
    - ii. Questioned why students are leaving program early. We answered that the content has become quite intense.
    - iii. We need to figure out a way to deal with institutions committing more to employees so that they do not leave for another location to earn a quick buck. Criss crossing the state to get more money is not a good thing.
    - iv. Central FL has a lot of well-trained therapists. Situation could have been much worse.
      1. Cheryl – have noticed that graduates have worked a couple years then moved on to PA school and other advanced education. Misty commented

that most would go APRT route if available. Tom stated that pulmonary critical care physicians have indicated that APRT would be beneficial.

- d. Crystal – Waterman just had first student. Very successful. Giving AARC Clinical Preceptor program to RTs. Tom mentioned FSRC program that is offering contact hours to preceptors.
7. Other business - NONE
  8. Next meeting TBD – planned for Fall – possibly live
  9. Meeting adjourned at 2:09



HALIFAX  
HEALTH

May 20, 2021

Melanie McDonough, MS, RRT  
Assistant Chair - Program Director  
Respiratory Care  
Daytona State College

Ms. McDonough,

I have been involved in the care of critically ill patients for over 35 years and have worked side by side with Respiratory Therapists on a daily basis. I have always been extremely impressed with graduates from the Daytona State Respiratory Care Program and know hospitals in the region depend heavily on DSC trainees. Most DSC graduates show a keen desire for ongoing education but it is disheartening to see many of your most capable Registered Respiratory Therapists (RRT) pursue advancement in other medical fields because of limited advancement opportunities available to Associate Degree therapists.

As the Medical Director of Intensive Care Services for the Halifax Health System I strongly recommend conversion of the Respiratory Care program at Daytona State College to a four-year Bachelor's Degree emphasizing Cardiopulmonary Science. The complexities of modern Respiratory Care have increased exponentially and the field of Respiratory Care is now inextricably linked to Cardiac illness and physiology. A 4-year program would provide for teaching the complex physiology of heart-lung interaction. Time would be available to gain experience with the many technical procedures now coming under the purview of Respiratory Care. The Bachelor's Degree graduates will also be eligible to pursue the new Advanced Practice Respiratory Therapist positions, providing much needed opportunities for growth for RRTs.

The national trend in Respiratory Care education is toward 4-year programs with planned obsolescence of the 2-year programs. My best guess is 2-year respiratory care programs will be phased out over the next few years by the governing bodies of Respiratory Care (AARC, CoARC). Hospitals in our region of Florida benefit greatly from, and are largely dependent on, the steady supply of excellent graduates of the Daytona State Respiratory Care Program. I encourage you very strongly to expeditiously start working toward the goal of a 4-year Bachelor's Degree program.

Sincerely,

P. Kent Harman, M.D.  
Medical Director of Intensive Care Services  
Halifax Health  
Daytona Beach, FL 32114

PO BOX 2830  
DAYTONA BEACH, FL 32120  
T: 386.254.4000

[halifaxhealth.org](http://halifaxhealth.org)



May 10, 2021

Ms. Melanie McDonough, MS, RRT  
Assistant Chair, Department of Health Professions  
Program Director, Respiratory Care  
Daytona State College  
1200 W. International Speedway Blvd.  
Daytona beach, FL 32114

Dear Melanie,

It was my pleasure to join you and your colleagues for the Respiratory Care Community Advisory Committee meeting this past Friday. Thank you for inviting me!

I write to expand upon my comments in support of the baccalaureate for entry level into respiratory care practice in Florida and specifically, establishment of a Bachelor of Science degree in respiratory care or cardiopulmonary science at Daytona State.

The current associate degree limitation of 76 credit hours is clearly insufficient to prepare graduates for the rigorous and expanding scope of practice facing today's respiratory therapists. Adequate teaching of technical applications leaves little time for the foundation of basic science, humanities, and communications required at the hospital bedside (where 81% of all RT's work). Hospital inpatients today are sicker and more complex than in years past, and population demographics lead us to believe this trend will continue. Our patients demand talented respiratory therapists who are practiced and confident to regularly engage in clinical discussions with physicians and other professionals at the bedside or in conference. In addition, once new graduates are hired they require up to six months of intensive training to be fully competent.

The profession of respiratory care, like that of nursing, is transitioning to the baccalaureate entry level nationwide. The American Association for Respiratory Care now recommends all therapists entering practice by 2030 must "obtain a minimum of a baccalaureate degree in respiratory therapy, or health sciences with a concentration in respiratory therapy, and have earned the Registered Respiratory Therapist (RRT) credential from the national Board for Respiratory Care (NBRC)."

With the talented team of educators now available, Daytona State is well-positioned to meet these professional objectives and become a destination program in the State of Florida.

Sincerely,

*Tom Berlin*

Thomas D. Berlin, DHSc, MSc, RRT  
Director, Pulmonary & Respiratory Care  
President, Florida Society for Respiratory Care  
O: 407-303-1966 M: 407-538-5401



To Whom It May Concern,

It is with great respect and hope that we request our partners at Daytona State College expand their educational experience to include a bachelor's program for our respiratory therapist. Our AdventHealth Waterman campus is blessed to meet the expanding needs of our community and are committed to providing the highest level trained respiratory therapist. We feel it would be a disservice to our community if we could not locally provide an educational setting to meet our community care needs.

We are excited to partner with Daytona Beach State College to provide a practicum experience for students and look forward to future opportunities. Additionally, in support of furthering the education of our current associate prepared respiratory therapist, AdventHealth Waterman is offering tuition support to ensure when a bachelor's program is offered our team can take advantage and exhibit a continuous learning culture.

Best Regards,

**Charla Albury, MSN, RN**  
Director of Critical Care  
AdventHealth Waterman  
M 407-341-7783

Thursday, June 4, 2020

To Whom It May Concern,

It is with our full support that AdventHealth Waterman endorses Daytona State Colleges endeavor to elevate their Respiratory Therapy educational program by offering a Bachelor of Science in Respiratory Therapy. Additionally, we understand the necessity for future graduates to possess a bachelors level degree and without this level of educational training could negatively impact the ability for graduates to find a career within Florida.

AdventHealth Waterman recognized the impact on available and quality programs as our healthcare industry changes. We believe our partners at Daytona State College are qualified and engaged in providing the education necessary to meet the entry level and advanced educational needs of Respiratory Therapy training.

Again, without access to a bachelor's degree, all hospital systems within the Central and West Florida areas will be negatively impacted both in ability to provide opportunities for student learning practicums and graduates seeking employment opportunities.

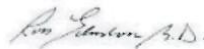
AdventHealth Waterman supports a community with diverse clinical care needs. Daytona State Colleges proposed expansion of knowledge ensures our Respiratory Therapy team has access to a continuing education opportunity to provide the required knowledge to care for our community.

Thank you,



Abel Biri

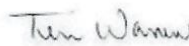
Anita Young



Ross Edmundson, MD



Michael Stimson



Terri Warren



July 1, 2020

Melanie McDonough  
Program Director- Respiratory Care  
1200 W. International Speedway Blvd.  
Daytona Beach, Florida 32114

It is my pleasure write a letter in support of a Bachelor of Science program for Respiratory Care at Daytona State College. With the American Association of Respiratory Care changing entry level for the profession from Associate to Bachelor, the educational focus of the college should reflect that. Daytona State produces graduates that succeed within the profession and represent the community well. As a respiratory therapist and educator, I can say from experience, that the community's hospital institutions want to hire graduates from Daytona State. There is a need nationwide for respiratory therapists and especially after the pandemic we are encountering, the need is more evident than ever. The students that graduate from the program currently and will continue to represent Daytona State and the community at large in a very professional manner.

Thank you for your time,



Crystal Grasso, MSc, RRT



HALIFAX  
HEALTH

12/30/20

Dear Melanie,

I am writing this letter in support of changing the Respiratory Therapy degree at Daytona State College to a BS degree in Cardiopulmonary Sciences. Just as the program has geared students towards becoming registered respiratory therapist with the National Board for Respiratory Care, it would be in their best interest to become BSRT's. I understand that the American Association of Respiratory Care is pushing for this requirement for state licensure. If this were to occur there would not be a need for the AS program at DSC. As the manager of the largest Respiratory Department in Volusia County and one who successfully went through the program, I rely on the fact that we can hire great RT's to work here who have graduated from the RT program at DSC. Getting a BS degree would only enhance their education and employment opportunities here and with other organizations.

Please inform the college administration that I, as someone who sits on the DSC respiratory advisory council, fully support this change to a BS degree in Cardiopulmonary Sciences.

Sincerely,  
John Walburg

Manager – Respiratory Therapy, EEG & EKG departments  
Halifax Health  
303 N Clyde Morris Blvd.  
Daytona Beach FL, 32114

PO Box 2830  
Daytona Beach, FL 32120  
T: 386-425-4000

[halifaxhealth.org](http://halifaxhealth.org)



**WINNIE PALMER HOSPITAL**  
For Women & Babies

83 West Miller Street • Orlando, Florida 32806 • 321 843-9792

January 11, 2021

Melanie McDonough  
Program Director – Respiratory Care  
1200 W International Speedway Blvd.  
Daytona Beach, Florida 32114

It is my pleasure to write a letter in support of a Bachelor of Science program for Respiratory Care at Daytona State College. As the American Association of Respiratory Care progresses towards the Bachelor level of education as entry level for the profession more quality programs will be needed to support the discipline.

As the manger of Orlando Health Winnie Palmer Hospital for Women and Babies I am afforded the opportunity to partner with Daytona State College in providing a practicum experience for their students. We are delighted to be a part of this partnership and look forward to future opportunities. Orlando Health proudly supports continued education and offers tuition reimbursement at all levels of education to ensure that our team members can fully immerse themselves in a continuous learning culture.

The need for Respiratory Therapists continues to grow, as does the need for higher levels of education. Daytona State College Respiratory students represent the discipline and your community with a high level of integrity and professionalism. I would fully support broadening the educational platform at Daytona State College to the BS level for Respiratory Care.

Respectfully,

Angel Davis, MSc RRT-NPS  
Respiratory Care Manager  
Winnie Palmer Hospital for Women & Babies

**ORLANDO HEALTH**

83 W. Miller St. | 3<sup>rd</sup> Floor | MP 325 | Orlando, FL 32806  
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**LeAnne Lutz, BS, ACCS-RRT**

Clinical Instructor, Daytona State College  
(706) 296-8399  
leannelutzrt@gmail.com

May 15, 2021

**Melanie McDonough**

Assistant Chair, School of Health Careers; Program Director, Respiratory Care  
Daytona State College  
1200 W. International Speedway Blvd.  
Daytona Beach, FL 32114

Dear Community Educators and Leaders,

The purpose of this letter is to advance my position for the need of a Bachelor's level curriculum in Respiratory Care to be offered from Daytona State College. Based on my experience as a local practitioner with Adventhealth Daytona Beach, Clinical Instructor and graduate of the Daytona State Respiratory Care Program, I believe there is great need and interest in raising the education, career advancement and financial opportunities for health care professionals in Volusia county, Central Florida and beyond.

According to the Bureau of Labor Statistics, employment for Respiratory Therapists is expected to grow 19% from 2019 to 2029. Published in May, 2021, it is safe to assume that this may be a conservative number based on Respiratory Pandemic Covid-19. In May 2021 the NBA was just canceling its season and President Trump elected to halt travel to/from Europe. While it may seem this is evidence for continuation of business as usual, it exposes the opportunity for growth.

Who will educate the Respiratory Therapists of tomorrow?

Those who have graduated with a BTRS from Daytona State College, of course.

Who will lead and continue education in hospital roles as the need for Respiratory Therapists expands?

Adventhealth is actively building a second hospital in Flagler county projected to open in the next 24 months. There is a massive trend towards stand alone Emergency rooms within our county and all of Florida. With new facilities come new leadership teams, requiring a minimum bachelor's degree. It is an appropriate role and responsibility for Daytona State to get in on the ground

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floor to prepare our community for these high paying and prestigious positions.

Who will fulfill the health care needs of our community in the future?

While Daytona State provides a critical role of providing the Education to support the livelihood of our community by preparing students for high paying jobs, the School of Health Care Careers has a special responsibility to our community. The role of educating healthcare providers demands an expectation of excellence that is, well, personal. While a BSRT from Daytona State may mean a great deal on a resume for a leadership role at a local hospital or allow a provider to bill for Tele-health services in the future, it means the very most to the Port Orange mom who's son is having a severe Asthma attack, or the elderly gentleman whose wife is on a ventilator fighting for her life.

The AARC issued a goal of 80% of all RT's to be either BS or working towards it by 2020. There is an association between higher credentials, higher levels of increased competency, and higher levels of care. While all Americans deserve the very best in bedside care, let's start here, at home, first. Raise the level of care within our community by providing the education required to attain it.

Thank you for considering my opinion when making a decision about the future of the Respiratory Care program at Daytona State College. And please know, that regardless of your decision, this proud alumni and current adjunct will be singing the praises of the Respiratory Program for years to come.

Sincerely,

LeAnne Lutz

**Your Name**

December 24, 2020

To Whom It May Concern,

This letter is to inform you of the growing demand and dire need of Respiratory Therapists with Advanced knowledge in Cardiopulmonary Sciences. Orlando Health is expanding its geography in the State of Florida to serve our communities and provide care that is easily accessible to our patients. Recently, we added Bayfront Medical, Health Central Hospital and FHV Health. Most of these locations including FHV Health will provide cardiology services and offer Respiratory and Cardiac procedures to our community. We require our graduates to work on complex procedures, become preceptors and mentors in specialty fields and develop into management roles. As Orlando Health grows so would our staffing needs with Cardiopulmonary knowledge in areas like ECMO, Polysomnography, Intra Aortic Balloon Pump and a strong knowledge base in Hemodynamics. These Respiratory Therapists are required to adapt to clinical situations working closely with Cardiologists, Trauma Surgeons, Intensivists and Pulmonologists. There is a need to bring more respect to the profession which a Bachelor of Science Degree will provide. Respiratory Therapists have been brought to the forefront and the public is becoming aware of this profession which can lead to greater recruitment.

Yours Sincerely,

Marsha Mohammed RRT

Respiratory Care Supervisor

Orlando Regional Medical Center