



Community Colleges of Spokane
Spokane Community College

**2018 SUBSTANTIVE CHANGE PROPOSAL FOLLOW-UP /
AD-HOC REPORT**

Bachelor of Applied Science in Respiratory Care

**Submitted to the Northwest Commission on Colleges and Universities by
Spokane Community College**

September 11, 2018

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Overview

Spokane Community College (SCC) is one of two comprehensive, public, independently-accredited colleges that comprise the Community Colleges of Spokane, District 17. The district, the largest community college district in Washington geographically, serves approximately 32,600 students annually in a six-county service area in eastern Washington that includes Spokane, Ferry, Stevens, Pend Oreille, Lincoln, and Whitman Counties. SCC awards certificates, Associate of Arts, Associate of Science, and Associate of Applied Science degrees.

In March 2017, NWCCU approved SCC's prospectus for a Bachelor of Applied Science program in Respiratory Care (BASRC). The BASRC degree was also approved for inclusion under SCC's regional accreditation by NWCCU. With these actions, NWCCU granted SCC candidacy status at the baccalaureate level.

The BASRC program prepares respiratory care graduates to create advanced treatment plans, provide critical care patient management, and demonstrate skills in communication, critical thinking, and leadership. Graduates are equipped to work in a wide range of health-care settings such as acute care, sub-acute and long term care, home care and private practice settings. Upon completion of the program, graduates are eligible to apply and sit for the National Board for Respiratory Care (NBRC) exams for registered respiratory therapist (RRT) and the specialty exams in pulmonary function, neonatal-pediatric, and adult critical care.

Although no recommendations were made as a part of the approval of SCC's BASRC program, the Commission noted four areas of interest: curriculum, enrollment, resources, and student services. This report has been organized accordingly. Each section provides a review and update on specific aspects of the program.

This Ad-Hoc Report serves to update the Commission on the implementation of the BAS program in Respiratory Care. Pending the results of the review, NWCCU will take action on SCC's candidacy status at its January 2019 meeting. At that time, eligibility for accreditation at the baccalaureate level will be considered.

Impact of the Change on the Institution

The BASRC is SCC's first baccalaureate-granting program. In this way, its impact has been significant. The program has contributed to increasing enrollments, generation of ideas for other potential BAS programs, and improvement of the profile of SCC within the greater Spokane community. As the information included below suggests, the success of the program indicates that SCC could successfully grow its BAS offerings. Most importantly, the BASRC has provided SCC with the opportunity to think in new ways about how to prepare and serve students, the community, and the workforce. As a result of the success of this BAS program, several additional potential BAS programs are in various stages of development and considerations by the institution. Using what we have learned from the BASRC, SCC is confident that additional contributions can be made to the workforce and community through the administration of baccalaureate degrees related to our current offerings and the needs of our partners.

Curriculum

As indicated in the initial application to offer the BAS, the program continues to align with the mission, vision, values, and goals of the overall institution. Workforce readiness is one of SCC's core themes, and the BASRC fits easily within the goals associated with that theme. SCC takes great pride in its service to the community as the largest workforce training program in the region, and the BASRC program contributes to this important element of the College's mission. The BASRC offers a robust and rigorous curriculum that includes both disciplinary knowledge and opportunities to practice actively the skills learned in the classroom. Student success is a key objective, and the program continues to strive for and achieve two primary goals:

- To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains of respiratory care practice as performed by registered respiratory care practitioners (RCPs).
- To prepare leaders for the field of respiratory care who demonstrate acquisition of skills in one or more of the following: management, education, research, or advanced clinical practice.

Program staff and faculty regularly assess progress toward these goals. Approval processes and self-studies required by the Washington State Board of Community and Technical Colleges (approval obtained in August 2017 and available in Appendix BASRC-1) and the Commission on Accreditation for Respiratory Care (Appendix BASRC-2) demonstrate an ongoing effort to understand and improve the BASRC program. Advisory Committee meetings are another important aspect of curricular assessment and improvement. A sample agenda and minutes are attached to demonstrate the quality of the conversations occurring in these meetings (Appendix BASRC-3).

New Curriculum and Course Learning Outcomes

The curriculum pre-requisites have changed slightly over the course of the candidacy period of the BASRC. Specifically, the following changes have been made in order to ensure the rigor of the BASRC:

- CMST 210/Interpersonal Communication is no longer required as a prerequisite for admission into the professional portion of the program, and
- CMST 227/Intercultural Communication, ENGL 235/Technical Writing, and MATH 146/Statistics are now required as a prerequisites for admission into the professional portion of the program.

For comparison, typical student schedules of pre-requisites for the AAS and BASRC are provided below.

Typical Student Schedules / Pre-Requisites	
AAS / Respiratory Care	BAS RC
BIOL& 160 General Biology w/Lab BIOL& 241 Human Anatomy & Physiology 1 BIOL& 242 Human Anatomy & Physiology 2 BIOL& 260 Microbiology CHEM& 121 Intro to Chemistry w/Lab CMST& 210 Interpersonal Communication ENGL& 101 English Composition I MATH 99 Intermediate Algebra	BIOL& 160 General Biology w/Lab BIOL& 241 Human Anatomy & Physiology 1 BIOL& 242 Human Anatomy & Physiology 2 BIOL& 260 Microbiology CHEM& 121 Intro to Chemistry w/Lab CMST& 227 Intercultural Communication ENGL& 101 English Composition I ENGL& 235 Technical Writing MATH&146 Statistics

During the last year, 48 upper-division courses were approved and added for the BASRC program. A full listing of the courses required is available in the catalog description, which was created since the time of the last report to the Commission (Appendix BASRC-4). Additionally, course information sheets were developed and approved by SCC's Curriculum Committee for all course proposals and changes. A sample is provided in Appendix BASRC-5.

Program learning outcomes drive every curricular decision made by the BASC program and faculty. SCC aligns all curriculum with the National Board for Respiratory Care detailed content outlines of expected knowledge and psychomotor content for an advanced level graduate. Upon completion of the BASRC, students will be able to:

- Work independently and collaboratively demonstrating a respect for others and a sense of community responsibility.
- Demonstrate collaboration and effective communication among all health care team members in the delivery of respiratory care in all patient settings.
- Demonstrate the ability to critically analyze information and research and apply it in the health care setting.
- Demonstrate cultural awareness and demonstrate appropriate modifications to health care plans to accommodate cultural differences.
- Develop and implement appropriate treatment plans in all healthcare settings where respiratory care is delivered.
- Demonstrate the ability to apply advanced respiratory care competencies in all health care settings.

Further discussion regarding assessment can be found in the Assessment section below.

Instructional Modality

This program is offered face-to-face. Changes to instructional modality have not occurred since initial approval.

Staffing, Facilities, & Equipment

SCC has made several improvements to its respiratory care staffing, facilities, and equipment during the last year. Ensuring that the BASRC program has adequate financial support has been a priority of the institution. Support has been identified through traditional budgetary means but also through creative usage of additional funds, as demonstrated below.

Staffing

The most significant improvement in resources in the BASRC program is the addition of a new annualized faculty position. The faculty member began in AY 2017-2018 and will return in AY 2018-2019. This addition increased program capacity for enrollment and also brought new expertise to the department.

Facilities

Improvements were made to the vision care lab. Additionally, major renovations were completed to lab and lecture spaces for the program. Details are available in Appendix BASRC-6.

Equipment

SCC used \$5325 of Perkins funding to purchase a new critical care monitor in the summer of 2017. Additionally, student technology fees were used to purchase a SimView Server for the program. SimView captures and records audio and video of simulation and other learning activities in order to allow for enhanced evaluation of simulated learning experiences. SimMan and an ASL 5000 with RespiSim, two high fidelity patient simulators, were also purchased for the program.

Budget

The BASRC budget has grown insignificantly since the last report to NWCCU. The initial costs of running the program have been successfully incorporated into the overall budget of the division and the institution. One new full-time faculty member was hired, and additional Worker Retraining funds were allocated to the program in order to support the position. As indicated in the section above, one-time purchases were completed using student fees and Perkins funding. Specific budget numbers are available for review on-site.

Successes and Challenges

As a part of its commitment to continuous improvement, the BASRC program has identified several successes as well as some opportunities for growth and improvement.

Successes

Two key successes of the program, in addition to the major steps forward represented by state-level and CoARC approval, include the implementation of experiential learning and high fidelity

simulation into all laboratory courses and ongoing curriculum development. The aforementioned new equipment has allowed the BASRC program to offer expanded course offerings and implement new teaching methods. Additionally, development of new courses to complete the BASRC degree has been successful, and the addition of a new faculty member has contributed to this progress.

SCC continues its commitment to offering strong student services and supports to students in the BASRC program. Admission and student advising, credential evaluation, prior learning assessment, multicultural services, library and tutoring services, veteran services, and co-curricular opportunities are available to BASRC students. Specific items of interest in the last NWCCU approval have since been purchased by SCC, including subscriptions to online and print professional journals relevant to respiratory care.

Also of note is the approval of the BASRC program by the Department of Education to offer financial aid. All federal and state regulations are followed for funding of BASRC students. Approval was obtained in October 2017 (Appendix BASRC-7).

Additionally, the BASRC was one of five highlighted programs selected as a part of a new digital marketing campaign. SCC revised its entire website this year, which provided more opportunities to showcase programs like the BASRC. The digital marketing campaign featured information and videos about selected programs both on the website and in social media advertising.

Challenges

Recruitment of students can be challenging. Although enrollment projections for the coming year are promising, more work can be done in this area. Promoting degree options is a top priority, and the program has begun working with district-level marketing staff to develop strategies. One strategy that has already been implemented are new college-wide and program-level websites with enhanced options for contacting the program and learning more about the profession. Additionally, the program has been working with a curriculum advisor on revising “waitlist” policies.

From a Counseling perspective, some of the pre-requisite changes have been difficult. For example, no substitutions are allowed. While this helps to maintain rigor, the lack of flexibility can sometimes delay student progress. Similarly, ENGL 235/Technical Writing is not a pre-requisite for any other program. Sometimes, this uniqueness can inhibit the ability of the College to grow Guided Pathways, whereby a student might change course seamlessly from one Allied Health Program to another. However challenging for the College, these obstacles serve to illustrate the quality and rigor of the BASRC program.

Enrollment, Retention, Completion, & Assessment

Review of data related to enrollment, retention, completion, and student learning is critical for program success. This section outlines the efforts made by SCC to ensure that the BASRC is improving continuously and serving students effectively.

Enrollment, Retention, and Completion

The addition of the BASRC has been effective for students and the institution. According to data from the Office of Institutional Research, enrollment is growing, and retention numbers are strong. At this time, SCC expects 8 more students to begin the program in Fall 2018 than in Fall 2017, representing a 31% increase. Some improvements can be made to retention numbers, and initial analyses suggest that a fall start offers more potential for success for students. The tables below include specific information related to enrollment and retention during the first year of the program, with some preliminary enrollment and retention data that includes what SCC currently knows about enrollment in the program for Fall 2018.

BASRC Student Enrollment by Term			
Term	Headcount Enrolled in Term	Total FTEs	FTEs for Courses Exclusive to Respiratory Care
Fall 2017	26	22.6	9.5
Winter 2018	25	21.0	8.7
Spring 2018	27	20.9	9.9
Fall 2018	34*	15.7*	10.4*
	113	80.5	38.5

BASRC Retention from First Term			
First Term in Program	Total Students in First Term	Quarter Retention	1 Year Retention
Fall 2017	26	20	16*
Winter 2018	5	3	NA
Spring 2018	5	2*	NA
Summer 2018	1	1*	NA
	37	26	

**These figures indicate the number of students who have already enrolled for Fall 2018; final numbers will not be available until late September 2018.*

The tuition forecasts created for budgeting purposes accommodates an increase in the number of students participating in the BASRC (Appendix BASRC-8). SCC is confident that this program is a critical component of our workforce training offerings. The institution has demonstrated its commitment to the program by assigning it a specific curriculum advisor who is responsible for tracking interest in the program, outreach to potential students and applicants, applications, and orientation.

Additionally, a selective admissions process has been adopted for the program. The process is described in detail in Appendix BASRC-9, and the application can be viewed in Appendix BASRC-10. This process ensures that students are prepared to succeed and thrive in the program upon matriculation.

Due to the short duration of the program, completion data cannot yet be tracked. However, as noted in the figures above, all indicators suggest that the current class will be successful in

completing their programs. In addition to completion figures, licensure pass rates will help SCC assess program completion efforts. Data should be available at the end of AY 2018-2019.

Assessment

Assessment of the program relies on the two program goals listed above:

- To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains of respiratory care practice as performed by registered respiratory care practitioners (RCPs).
- To prepare leaders for the field of respiratory care who demonstrate acquisition of skills in one or more of the following: management, education, research, or advanced clinical practice.

Faculty, staff, and Advisory Committee members are crucial to the assessment process. During the last year, these program learning outcomes have been measured and assessed in several ways. Specifically:

- Assessment of program goals and student learning outcomes are performed quarterly by faculty and form the basis for ongoing program planning, evaluation and improvement.
- The respiratory care advisory committee advises the program as to recommended curriculum improvements, helps keep the program abreast of changes in the field, assists in student recruitment and placement, and makes recommendations for other changes that will keep the program current.
- External experts, including our medical director and physician staff with experience in respiratory care education, assess the overall curriculum and the courses to ensure rigor, consistency and quality.
- The program reviews National Board for Respiratory Care (NBRC) pass rates yearly. These data are summarized in the NBRC Annual School Report (Appendix BASRC-11).
- Employers, graduates, and current students are surveyed on an annual basis (Appendix BASRC-12).
- Results of our assessment tools are summarized in a resource assessment matrix (RAM), which is submitted annually along with on-time graduation and attrition rates to CoARC for review along with an analysis and action plan in the form of the Report of Current Status (RCS) (Appendix BASRC-13).

Conclusion

During the time since initial approval from NWCCU, the BASRC program at SCC has made great strides. Evidence of these efforts can be found in the program's strong enrollment and retention numbers, successful approval by CoARC and SBCTC, improvements to facilities and resources, and efforts to strengthen the student experience. Initial student outcomes are strong, and SCC is enthusiastic about growing this program during the coming academic year.

List of Appendices

Appendix BASRC-1	SBCTC Approval
Appendix BASRC-2	CoARC Substantive Change Approval
Appendix BASRC-3	Sample Advisory Committee Minutes
Appendix BASRC-4	BASRC Catalog Information
Appendix BASRC-5	Sample Course Information Sheet
Appendix BASRC-6	Facilities Improvements
Appendix BASRC-7	Department of Education Financial Aid Approval
Appendix BASRC-8	Tuition Forecast
Appendix BASRC-9	Selective Admission Process
Appendix BASRC-10	BASRC Application
Appendix BASRC-11	NBRC Annual School Summary
Appendix BASRC-12	Student Program Resource Survey Composite
Appendix BASRC-13	Resource Assessment Matrix



August 18, 2017

Jenni Martin
Vice President of Instruction
Spokane Community College
1810 N. Greene St.
Spokane, WA 99207

Dear Ms. Martin:

This letter modifies the approval of Spokane Community College (SCC) 2016-2018 Community Colleges of Spokane Catalog for the for purposes of enrolling persons eligible to receive education benefits under Chapters 30, 32, 33, and 35, Title 38, U.S. Code and Chapters 1606 and 1607, Title 10, U.S. Code.

Public Law 111-377, section 203, “deemed approved” standard college degree programs at accredited public and not-for-profit proprietary (non-public) colleges and universities, provided specific statutory criteria was met (sections 3675 (b)(1) and (b)(2), 3680A, 3684, and 3696 of Title 38, United States Code).

Specifically, this modification of approval addresses and approves the following Academic Program:

- Bachelor of Applied Science (BAS) in Respiratory Care – 180 credits.

The WSAC/SAA approves this academic program, effective as of September 20, 2017. This approval also acknowledges Spokane Community College as a Bachelor Degree Granting Institution. This modification of approval is issued under the provisions of Section 3675, Chapter 36, Title 38, U.S. Code. Spokane Community College is accredited by the Northwest Commission on Colleges and Universities.

This modification of approval is valid for the following campus locations in Washington State:

- Main Campus – 1810 N. Greene St., Spokane, WA 99207
- SCC Colville Center, 985 S. Elm St., Colville, WA 99114
- SCC Inchelium Center, 14 Community Center Loop, PO Box 437, Inchelium, WA 99138
- SCC Ione Center, 208 Blackwell St. Ste. 2, PO Box 906, Ione, WA 99139
- SCC Newport Center, 1204 W. Fifth St., PO Box 470, Newport, WA 99156

Ms. Jenni Martin
 Spokane Community College
 August 18, 2017
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- Republic Education Center, 63 N. Keller St. Ste. B, Republic, WA 99166

The WSAC/State Approving Agency certifies the following:

- The school does not utilize advertising, sales or enrollment practices that are erroneous, deceptive or misleading either by actual statement, omission or intimation.
- The educational institution keeps adequate records, as prescribed by the State Approving Agency, to show progress and grades of the eligible person or veteran and to show that satisfactory standards relating to progress and conduct are enforced.
- The educational institution maintains a written record of the previous education and training of the eligible person or veteran that clearly indicates that appropriate credit has been given by the educational institution for previous education and training, with the training period shortened proportionately.
- The school has adequate space, instructional materials, and instructor personnel to provide training of good quality.
- The program, curriculum, and instruction are consistent in quality, content and length with similar programs in public schools and other private schools in the state, with recognized standards.
- Educational and experience qualifications of staff and instructors are adequate.

Approval includes courses that qualify as Independent Study (DVA Regulation 21.4267) and Field Experience (DVA Regulation 21.4265). Additionally, this approval extends to academic courses offered through Distance Education by videotape, interactive video, open-circuit television, or computer by Spokane Community College. This letter also approves Spokane Community College for developmental, remedial, and deficiency classes offered in residence.

Spokane Community College is reminded of the Department of Veterans Affairs definition of "in residence" courses for certification purposes:

In-residence training for undergraduate students consists of regularly scheduled standard class sessions (at least once every two weeks). The total number of hours of classroom instruction (based on 50 minutes of instruction per hour) must equal, or be greater than, the number of credit hours awarded for the course multiplied by the number of weeks in the term.

Any courses that consist of some interaction using communications technology and some weeks of standard class sessions, but that do not meet the requirements to be classified as in-residence training, are considered independent study/distance learning.

Approval, contingent upon acceptance by the DVA, is for an indefinite period, is subject to periodic inspection, and is dependent upon continued institutional compliance with WSAC/SAA policies and DVA regulations.

Ms. Jenni Martin
Spokane Community College
August 18, 2017
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Please contact Laura J. Bach at laurab@wsac.wa.gov or (360) 753-7821 if you have any questions regarding this modification of approval.

Sincerely,



Laura J. Bach
Associate Director, WSAC/State Approving Agency for Veterans' Education and Training

Enclosures: Washington Student Achievement Council/SAA IHL Modification Form
Supporting Documents

cc: Deana Sleep, Veterans Certifying Official, Spokane Community College
Cherri Norman, Education Liaison Representative, DVA

RECEIVED

AUG 8 2017

Washington Student Achievement Council / State Approving Agency Form for Modifications to Academic Programs

WSAC/SAA/DA

Veterans and other eligible individuals may enroll in any education program they choose, if they meet the school's requirements for admission. However, Veterans and other eligible individuals who want to receive their GI Bill benefits must enroll in a program of education that has been deemed approved by law or that has been approved by the State Approving Agency (SAA) or the United States Department of Veterans Affairs (VA).

Courses deemed approved by Public Law 111-377, Section 203, subject to sections 3875 (b)(1) and (b)(2), 3680A, 3684, and 3696, of Title 38 U.S.C. effective August 1, 2011 are:

- Standard college degree programs offered at a public or not-for-profit proprietary educational institution accredited by an agency or association recognized for that purpose by the Secretary of Education.
(Note: Courses taken that do not count towards a degree or certificate and programs offered under contract are not deemed approved)
- Flight training that is approved by the Federal Aviation Administration and offered by a certified pilot school that possesses a valid Federal Aviation Administration pilot school certificate.
- Apprenticeship program(s) registered with Office of Apprenticeship of the Employment Training Administration of the Department of Labor or a State apprenticeship agency recognized by the Office of Apprenticeship.
- Programs that lead to a secondary school diploma offered by a secondary school approved in the state in which it is operating
- A licensure test offered by a Federal, State, or local government

If a program is not deemed approved by law, the school must submit an application to the WSAC/SAA requesting approval of the program(s). An education program must be approved before benefits can be paid to the Veteran or other eligible individuals by the VA.

This notification form is to be used for modifications to programs for existing institutions and facilities that have programs deemed approved by law and will assist the WSAC/SAA in ensuring compliance with Title 38, United States Code and appropriate regulations. The WSAC/SAA specifically has jurisdiction over Post-Baccalaureate (Graduate) Certificate Programs and baccalaureate/graduate level contracted standard college degree programs in Washington State. This form and all supporting documentation should be submitted to:

WSAC/State Approving Agency for Veterans' Education and Training
P.O. Box 43430
Olympia, WA 98504-3430

NOTE: Modifications to standard college degree programs at accredited public and not-for-profit institutions do not have to be reported (both new and removed standard college degree programs).

PART I – FACILITY INFORMATION

Date: 8/7/17

Name of School:

Spokane Community College

Mailing Address:

1810 N Greene St. Spokane, WA 99207

Physical Address:

1810 N Greene St. Spokane, WA 99207

Chief Administrative Officer/Title:

Jenni Martin, Vice President of Instruction

Name/Title of Person Completing Modification Form:

Megan Davis, Curriculum Specialist

Tel. # 509-533-7476

Fax #

Email Address: megan.davis@scc.spokane.edu

PART 2 – ACADEMIC PROGRAM INFORMATION**Attach additional pages if required*

Are you reporting a change in accreditation status?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, explain:
Are you removing a non-college degree program(s)?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, please list the program(s) here
Are you adding a non-college degree program(s)?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, please list the program(s) here and attach the current catalog or an addendum showing admission requirements, curriculum and course descriptions with appropriate page number(s). Note: You <u>must</u> indicate if the program(s) listed is a continuing education program or a program that is offered under contract.
Are you modifying an existing non-college degree program(s)?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, please list the program(s) here and attach the current catalog or an addendum showing curriculum and course descriptions with appropriate page number(s).

Are you seeking approval for a contracted standard college degree program?

☐ Yes ☒ No

If yes, please list the program(s) here and attach the current catalog or an addendum showing admission requirements, curriculum and course descriptions with appropriate page number(s).

Provide the name and complete address and telephone number of such school or entity that is providing the training. Provide copies of the contract/MOU.

Are you reporting other changes?

☒ Yes ☐ No

If yes, please provide explanation here. If space is inadequate, please provide attachment.

New Program: Bachelor of Applied Science, Respiratory Care. This degree requires 180 credits and will begin fall 2017 (September).

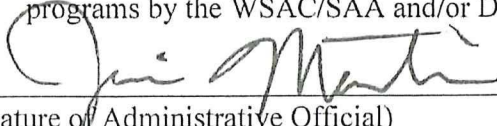
PART 3 – CERTIFICATIONS

The school understands and agrees to the following conditions:

- To immediately report applicable changes to the WSAC/SAA: New and removed non-college degree programs, accreditation, address, etc...
- To keep adequate records that show the progress and grades of the eligible person or Veteran and to show that satisfactory standards relating to progress and conduct are enforced. (see 38 USC 3675A(b)(1))
- To maintain a written record of the previous education and training of the eligible person or Veteran that clearly indicates that appropriate credit has been given by the educational institution for previous education and training, with the training period shortened proportionately. (see 38 USC 3675(b)(2))
- To not certify eligible persons or Veterans in courses precluded such as bartending or personality development courses, courses pursued by radio, and courses avocational or recreational in character, unless the course will be of bonafide use in the pursuit of present or contemplated business or occupation. NOTE: The listing is not all-inclusive. (see 38 USC 3680A and the Code of Federal Regulations 21.4252).
- To ensure that not more than 85% of the students enrolled in a course of study are having all or part of their tuition, fees, or other charges paid to or for them by the educational institution or by the Department of Veterans Affairs, unless the school has obtained a waiver from the DVA (see 38 USC 3680A).
- To report enrollment and any interruption or termination without delay of the education of the eligible person or Veteran. The listing is not all-inclusive (see 38 USC 3684).
- The institution must not engage in advertising and/or enrollment practices of any type, which are erroneous, deceptive, or misleading either by actual statement, omission, or intimidation (see USC 3696).
- To make students' files available for review by representatives of the U.S. Department of Veterans Affairs and State Approving Agencies.
- To provide two certified copies of the school's catalog to WSAC/SAA when changes are made.
- The school will select an employee to act as the contact person for VA, and will inform VA and complete a new VA Form 22-8794, Designation of Certifying Official when a new employee is selected.

I certify that:

- This institution does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance.
- The information contained in this notification form is true and correct in content and policy and I am aware that the institution or facility must comply with applicable statutes and regulations and that failure to comply may lead to suspension or withdrawal of programs by the WSAC/SAA and/or DVA.


(Signature of Administrative Official)

8/7/17
(Date)

Jenni Martin, Vice President of Instruction
(Printed Name and Title of Administrative Official)

BACHELOR OF APPLIED SCIENCE RESPIRATORY CARE

BAS: SCC

B782 (FALL2017) - Z999 (Undefined)

Program Status: Active

Respiratory care is a dynamic, high tech, high touch healthcare profession involving direct patient care. Respiratory care practitioners (RCPs) specialize in the promotion of optimum cardiopulmonary function, health and wellness. Services provided to patients include diagnostic testing, therapeutic intervention, monitoring, rehabilitation, and the application of cardiopulmonary life-support systems. Respiratory care services are provided in all healthcare settings including acute care hospitals, long-term acute care facilities, rehabilitation facilities, patient's homes and physician offices.

Spokane Community College's bachelor of applied science in respiratory care prepares graduates with demonstrated competence in cognitive, psychomotor and affective domains of respiratory care practice as performed by registered respiratory therapists (RRTs). The program prepares leaders in the discipline by providing additional curricular content in research, management, advanced practice and education.

This program is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com), 1248 Harwood Road, Bedford, TX 76021-4244, (817) 283-2835.

Upon completion of the program students will earn a bachelor's of applied science in respiratory care and will be eligible to apply and sit the National Board for Respiratory Care (NBRC) exams for registered respiratory therapist (RRT) and the specialty exams in pulmonary function, neonatal-pediatric, and adult critical care.

Students are admitted to the program during the general education year. General education courses may not be repeated more than once. Successful admission and completion in the professional program is based on earning a 2.5 or higher in general education courses and a 2.0 (78%) or higher in all Respiratory Care courses.

BAS

State Approval Date: 12/20/16 CIP: 51.0812 EPC: 34B

Offered at: Spokane Community College

BIOL&	160	General Biology w/Lab	5
BIOL&	241	Human A & P 1	5
BIOL&	242	Human A & P 2	5
BIOL&	260	Microbiology	5
CHEM&	121	Intro to Chemistry: w/Lab	5
CMST	227	Intercultural Communication	5
ENGL&	101	English Composition I	5
ENGL&	235	Technical Writing	5
MATH&	146	Introduction to Stats	5
		Total	45

First Quarter

RT	213	Electrophysiology	4
RT	241	Fundamentals of Respiratory Care I	3

RT	242	Fundamentals of Respiratory Care I Technical Skills Lab	2
RT	244	Cardiopulmonary Anatomy and Physiology	3
RT	248	Physical Science for Respiratory Care	3
		Total	15

Second Quarter

PHIL	110	Intro to Ethics	5
RT	251	Fundamentals of Respiratory Care II	3
RT	252	Fundamentals of Respiratory Care II Technical Skills Lab	2
RT	254	Fundamentals of Spirometry	2
RT	255	Fundamentals of Spirometry Technical Skills Lab	1
RT	256	Interpretation of Arterial Blood Gases	2
SURG	105	Blood-borne Pathogens and HIV/AIDS	1
		Total	16

Third Quarter

PSYC&	100	General Psychology	5
RT	261	Fundamentals of Respiratory Care III	4
RT	262	Fundamentals of Respiratory Care III Technical Skills Lab	2
RT	263	Respiratory Care Pharmacology	4
RT	264	Computer Applications in Respiratory Care	1
RT	265	RT Clinical I	1
		Total	17

Fourth Quarter

PSYC&	200	Lifespan Psychology	5
RT	301	Critical Care I	4
RT	304	Pathophysiology	5
RT	311	Critical Care I Technical Skills Lab	2
RT	321	RT Clinical II	2
		Total	18

Fifth Quarter

RT	302	Critical Care II	3
RT	305	Pulmonary Volumes Diffusion and Instrumentation	2
RT	308	Basic Life Support Instructor	2
RT	312	Critical Care II Technical Skills Lab	2
RT	315	PVDI Technical Skills Lab	1
RT	322	RT Clinical III	2
		Total	12

Sixth Quarter

RT	303	Home Care and Rehabilitation	2
RT	309	Advanced Pharmacology	3
RT	313	Home Care and Rehabilitation Technical Skills Lab	1
RT	325	PFT Clinical I	1
RT	331	Critical Care Clinical I	5
		Total	12

Seventh Quarter

RT	401	Pediatrics/Neonatal RT	3
RT	402	Advanced Cardiovascular Life Support	2
RT	403	Advanced Pulmonary Diagnostics	3
RT	411	Pediatrics/Neonatal Technical Skills Lab	2
RT	412	Advanced Cardiovascular Life Support Lab	1
RT	413	Advanced Pulmonary Diagnostics Technical Skills Lab	1
RT	421	Critical Care Clinical II	4
		Total	16

Eighth Quarter

RT	404	Research in Respiratory Care	2
RT	415	Disease Management	4
RT	416	Disaster Management	2
RT	423	Advanced Pulmonary Diagnostics Clinical	1
RT	424	Pediatric/Neonatal Clinical	3
RT	425	Advanced Critical Care Clinical	2
		Total	14

Ninth Quarter

RT	406	Management in Respiratory Care	2
RT	407	Patient Management and Problem Solving	3
RT	409	Research in Respiratory Capstone	2
RT	410	Fundamentals of Education Course Design	2
RT	417	Patient Management and Problem Solving Technical Skills Lab	1
RT	433	Advanced Clinical	5
		Total	15

180 credits are required for the BAS

Bach, Laura (WSAC)

From: Davis, Megan <Megan.Davis@scc.spokane.edu>
Sent: Tuesday, August 8, 2017 7:38 AM
To: Bach, Laura (WSAC)
Cc: Sleep, Deana
Subject: BAS - Respiratory Care
Attachments: Resp BAS Vets.pdf

RECEIVED

AUG 8 2017

WSAC/SAA/DA

Hi Laura,

Attached you will find the documents related to our new BAS in Respiratory Care. This program is scheduled to begin fall 2017.

Please let me know if you have any questions!

Thank you!

Megan Davis

Curriculum Specialist
Spokane Community College
1810 N Greene st | Spokane, WA | 99217
Ph: 509-533-7476
MS: 2011
Megan.davis@scc.spokane.edu

Bach, Laura (WSAC)

From: Davis, Megan <Megan.Davis@scc.spokane.edu>
Sent: Tuesday, August 8, 2017 9:23 AM
To: Bach, Laura (WSAC); Henriksen, JL
Subject: RE: BAS - Respiratory Care

RECEIVED

AUG 8 2017

WSAC/SAA/DA

Hi Laura,

Looks like our first day of fall quarter is September 20, 2017.

JL, can you tell me if any new faculty have joined us to teach the Respiratory BAS courses since last spring?

Thanks!

Megan Davis

Curriculum Specialist
 Spokane Community College
 1810 N Greene st | Spokane, WA | 99217
 Ph:509-533-7476
 MS: 2011
Megan.davis@scc.spokane.edu

From: Bach, Laura (WSAC) [mailto:LauraB@wsac.wa.gov]
Sent: Tuesday, August 08, 2017 8:40 AM
To: Davis, Megan
Subject: RE: BAS - Respiratory Care

Thank you Megan. What is the start date of the program – Month/day/year?
 Are all faculty who will be teaching in this program listed in your 2016-2018 Catalog?

Best,

LB

From: Davis, Megan [mailto:Megan.Davis@scc.spokane.edu]
Sent: Tuesday, August 8, 2017 7:38 AM
To: Bach, Laura (WSAC) <LauraB@wsac.wa.gov>
Cc: Sleep, Deana <Deana.Sleep@scc.spokane.edu>
Subject: BAS - Respiratory Care

Hi Laura,

Attached you will find the documents related to our new BAS in Respiratory Care. This program is scheduled to begin fall 2017.

Please let me know if you have any questions!

Thank you!

Megan Davis

Curriculum Specialist
Spokane Community College
1810 N Greene st | Spokane, WA | 99217
Ph:509-533-7476
MS: 2011
Megan.davis@scc.spokane.edu

Bach, Laura (WSAC)

From: Sleep, Deana <Deana.Sleep@scc.spokane.edu>
Sent: Thursday, August 17, 2017 3:13 PM
To: Bach, Laura (WSAC)
Subject: RE: Respiratory BA program

Laura-
 Faculty members teaching the new Bachelor's Respiratory degree program are:
 Gary White
 Christian Striggow
 Toni Larson

The only new faculty member, not in the current 2016-18 catalog, is Toni Larson. She started in Winter quarter 2017, January 3.

Her education is:

Masters of Respiratory Care Leadership with a concentration in adult and organizational learning, Northeastern University, Boston MA
 Bachelors in Respiratory Care, Boise State University, Boise ID

Deana Sleep
Veteran Services Program Coordinator
Spokane Community College
 509.533.7027

From: Bach, Laura (WSAC) [mailto:LauraB@wsac.wa.gov]
Sent: Thursday, August 17, 2017 3:08 PM
To: Sleep, Deana <Deana.Sleep@scc.spokane.edu>
Subject: RE: Respiratory BA program

Thanks Deana – can you associate a name with these fantastic credentials?

LB

From: Sleep, Deana [mailto:Deana.Sleep@scc.spokane.edu]
Sent: Thursday, August 17, 2017 3:00 PM
To: Bach, Laura (WSAC) <LauraB@wsac.wa.gov>
Subject: RE: Respiratory BA program

Masters of Respiratory Care Leadership with a concentration in adult and organizational learning, Northeastern University, Boston MA
 Bachelors in Respiratory Care, Boise State University, Boise ID

From: Bach, Laura (WSAC) [mailto:LauraB@wsac.wa.gov]
Sent: Thursday, August 17, 2017 2:24 PM

To: Sleep, Deana <Deana.Sleep@scc.spokane.edu>
Subject: RE: Respiratory BA program

Also need qualifications – highest degree earned and from what college. Same as what you would print in your catalog.

LB

From: Sleep, Deana [<mailto:Deana.Sleep@scc.spokane.edu>]
Sent: Thursday, August 17, 2017 8:58 AM
To: Bach, Laura (WSAC) <LauraB@wsac.wa.gov>
Subject: FW: Respiratory BA program

Hi Laura-
 Welcome back!

I got this from the Dean of the department, JL Henriksen, this morning. Is it all you need?

Deana Sleep
Veteran Services Program Coordinator
Spokane Community College
 509.533.7027

From: Henriksen, JL
Sent: Thursday, August 17, 2017 8:53 AM
To: Sleep, Deana <Deana.Sleep@scc.spokane.edu>
Cc: White, Gary <Gary.White@scc.spokane.edu>
Subject: RE: Respiratory BA program

Good morning:

The faculty who should already be in the 2016 – 2018 catalog are:

- Gary White
- Christian Striggow

We have a faculty member who joined the program in Winter 2017. Her name is:

- Toni Larson

I hope this is helpful to you,

Dr. JL Henriksen
 Community Colleges of Spokane

From: Sleep, Deana
Sent: Thursday, August 17, 2017 7:57 AM
To: White, Gary <Gary.White@scc.spokane.edu>
Cc: Henriksen, JL <JL.Henriksen@scc.spokane.edu>
Subject: Respiratory BA program

Good Morning-

We are working to get the BA in Respiratory Care approved by the VA for fall quarter. Megan has turned in all the paperwork, but the VA needs a list of faculty that will be teaching the curriculum. Could you provide that for me, please. Would you also indicate which of the instructors will be new to SCC?

I have copied their specific request below:

The WSAC SAA will require the following in the form of a certified addendum to your 2016-2018 Academic Catalog:

1. Name of the Degree program
2. Program Description
3. Program curriculum (to include # of credits to earn the degree)
4. Any faculty w/qualifications who are not listed in the 2016-2018 Catalog
5. Date the program is scheduled to start (month/day year)

Thank you.

Deana Sleep

Veteran Services Program Coordinator

Spokane Community College

509.533.7027



COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

March 23, 2017

Ryan Carstens, EdD, President
Respiratory Care Program
Spokane Community College
1810 N Greene St, MS 2150
Spokane, WA 99217

RE Program Number: 200055

Dear Dr. Carstens:

The Commission on Accreditation for Respiratory Care (CoARC) received the program's Application for Substantive Change March 14, 2017 regarding Policy 9.02 – Change in Degree Awarded and Policy 9.03 – Change in Program Goal(s).

The program proposes to deliver a Bachelor of Applied Science in Respiratory Care. The degree awarded will change from an AAS Degree to a BAS Degree. The last cohort to receive the AAS Degree will graduate in June of 2018. The first cohort to receive the BAS Degree will be admitted into the program in September of 2017 and graduate in June of 2020.

The program proposes adding one additional goal to appropriately reflect the competencies demonstrated by program graduates completing a baccalaureate degree. The proposed program goal is as follows:

- ***To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains of respiratory care practice as performed by registered respiratory care practitioners (RCPs).***
- ***To prepare leaders for the field of respiratory care who demonstrate acquisition of skills in one or more of the following: management, education, research, or advanced clinical practice.***

These substantive changes will become effective September 2017 as outlined in their Application for Substantive Change.

The substantive change has been approved.

Please contact the CoARC Executive Office at (817) 283-2835 if you have any questions.

Sincerely,

Thomas R. Smalling, PhD, RRT, RPFT, RPSGT, FAARC
Executive Director

Cc: J.L. Henriksen, PhD, Dean
Gary White, MEd, RRT Program Director

**Spokane Community College
Respiratory Care
Advisory Committee Meeting Minutes**

Name of Committee: Respiratory Care Advisory Committee

Date of Meeting: February 17, 2017

Location: Sacred Heart Medical Center
Avista A Classroom
12:00 – 12:40

Name of Recorder: Gary White

Members Present: Scott Louis, RRT Rich White, RRT
Don Ruggerberg, RRT Mary Kay Clark, RRT
Jennifer Wallace-Gilstrap, RRT

Members Not Present: Dr. Bonvallet, Jackie Jordan, RRT, Brian Skaff, RRT

Medical Director: Richard Lambert, MD

Faculty Present: Gary White, M.Ed., RRT-RPFT, FAARC, Christian Striggow,
M.Ed., RRT-NPS, Toni Larson, BS, RRT-CPFT

Administration Present: Absent

Student Representatives: Brice Hashimoto (2nd Year Rep), Karissa Hanson (1st Year Rep)

Introductions

Introductions were made by all present.

Student Reports

Brice Hashimoto reported that the second year class is anxious and ready to graduate. The students are completing their NICU, PICU, ICU and advanced pulmonary diagnostics clinical rotations. They are preparing for their board exams and want to be contributing to the field.

Karissa Hanson reported on the first year group. She stated the group started with twenty students but are now down to eighteen. They have enjoyed their brief exposure to clinical and are looking forward to more time at the bedside. She expressed that both Toni and Chris have been great as new faculty members.

Minutes

A motion was made by Don Ruggenberg to accept the minutes as written, seconded by Scott Louis. A voice vote approved the minutes.

NBRC Report and CoARC Thresholds

Gary reviewed the NBRC Annual School Summary Report with the group. He discussed the pass rates on the TMC exam and clinical simulation exam. SCC's pass rate is exceptional, when compared with other peer institutions.

Scott Louis asked as to why the RRT pass rates were lower in the last couple of years. Gary commented on how a minority of students don't adequately prepare for the simulation exams. The other factor, is that immediately after graduation they don't have a lot of clinical experience yet. Gary also encouraged managers that have the RRT credential as a requirement to please enforce it and make it clear to new graduates that they need to complete the credentialing process. Gary stated that in some instances, it's really a lack of professionalism on the part of the graduate not completing their boards.

Dr. Lambert commented that completion of one's board exams demonstrates a depth and breadth of knowledge in the area of your clinical expertise. It also demonstrates professionalism and a commitment to patient care.

Gary stated that recently California has passed a law that an RCP cannot be licensed without achieving the RRT credential. Washington State is considering similar legislation. Toni Larson stated that Kansas also has a similar law. Gary stated that Ohio and New York are pursuing similar legislation.

Gary emphasized to the students to take back to their groups how important it is to achieve your registry credential what its significance.

Gary discussed the other CoARC thresholds regarding attrition, survey results and other reported data. SCC's program has met all thresholds and was awarded the "Credentialing Success" award last summer by CoARC. SCC is one of 64 out of 454 programs who met the requirements of the award.

Approval of Program Goals

Gary asked the group to read the goals as printed on the agenda. A new goal "To prepare leaders for the field of respiratory care who demonstrate acquisition of skills in one or more of the following: management, education, research, or advanced clinical practice", has been added to meet CoARC requirements for a baccalaureate degree.

Scott Louis made the motion to approve the goals and it was seconded by Don Ruggenberg. A voice vote unanimously approved the goals.

Selective Entry into the BAS Program

Gary stated that the program has been granted approval to have selective entry into the professional portion (last three years) of the BAS program. Gary outlined the criteria developed by the faculty:

- 1) 50% on GPA earned in the general education year
- 2) 25% on a personal interview
- 3) 15% on work experience
- 4) 10% on two professional letters of reference

Rich commented that the interview questions didn't adequately address a candidate's mechanical aptitude. Gary commented that lab time is increased in the new curriculum (nearly doubled) and that clinical time remains close to the current 900 hours. Between more lab time, simulation and clinical rotations it should help. Chris Striggow commented on how he will be incorporating more simulations using SimMan and the IngMar RespSim simulators. Rich and the managers were excited about the program getting these technologies.

Don asked about critical thinking questions. Gary commented that it's difficult to assess in a verbal question. Toni added that she's hoping by watching body language and facial expressions that the panel can get a better idea regarding the aptitude of the students.

Mary Kay questioned about whether a student would be honest regarding the question on cheating. Toni stated she hopes to watch for the students reactions besides the response when grading the question.

Rich White asked about the relevance of question regarding the student reading newspapers or journals. Gary responded that recently one of the faculty surveyed one of the classes and learned that one-sixth to one-eighth of the class reads their textbooks. Gary further stated that a lot of the content the students must learn isn't on "Facebook" or on-line.

By a unanimous voice vote, the Admission Evaluation Form, and interview questions were approved.

Gary stated the faculty will need help and that the community of interest has stated in the past that they would like higher quality graduates. Gary stated here's the community's opportunity to help select the practitioners of the future. The following people were offered as volunteers:

Rich White	Kootenai Medical Center
Scott Louis	Deaconess Hospital
Tori Denniston	Deaconess Hospital
Jennifer Wallace-Gilstrap	Providence Educator
Gary Adolfesen	Holy Family Hospital

Chris Striggow – Winter Term Clinical

Chris stated that there are 16 second year students rotating through NICU, PICU, ICU and advanced pulmonary diagnostics. Rotations seem to be going smoothly and the students are accomplishing their objectives.

There are 18 students rotating through Holy Family and Sacred Heart for three hours per week. It is their first experience with patients, but it too is proceeding well.

Chris stated at times he's overwhelmed with all that Dee was able to accomplish in her term as Director of Clinical Education. He stated her shoes are very big ones to fill. He's doing everything in his power to meet her expectations. If there's anything that he's missing or forgets, please let him know and he can correct it.

Chris stated he's working on a summer term preceptor training event. The training would include new form familiarity and work to improve consistency among preceptors when evaluating students. A new grading rubric will be piloted this fall, so it's important that the preceptors are familiar with it.

Gary stated that this is critical and that he would approach Dr. Henriksen to see if preceptors can be paid to attend the event.

Announcements

Gary stated that the RCSW meeting will be held April 9th – 12th at SeaTac Washington, at the Red Lion Hotel.

New Business

Scott Louis stated that with Multicare acquiring Deaconess that a new contract may be needed. Gary stated to forward the names of the individual and that multiple programs in the Department of Allied Health would be certain that it is completed.

The meeting was adjourned at 12:40 PM

Respectfully Submitted:

Gary C. White, M.Ed., RRT-RPFT, FAARC

Program Director – Respiratory Care

Recorder

BACHELOR OF APPLIED SCIENCE RESPIRATORY CARE

BAS: SCC

B782 (FALL2017) - Z999 (Undefined)

Program Status: Active

Respiratory care is a dynamic, high tech, high touch healthcare profession involving direct patient care. Respiratory care practitioners (RCPs) specialize in the promotion of optimum cardiopulmonary function, health and wellness. Services provided to patients include diagnostic testing, therapeutic intervention, monitoring, rehabilitation, and the application of cardiopulmonary life-support systems. Respiratory care services are provided in all healthcare settings including acute care hospitals, long-term acute care facilities, rehabilitation facilities, patient's homes and physician offices.

Spokane Community College's bachelor of applied science in respiratory care prepares graduates with demonstrated competence in cognitive, psychomotor and affective domains of respiratory care practice as performed by registered respiratory therapists (RRTs). The program prepares leaders in the discipline by providing additional curricular content in research, management, advanced practice and education.

This program is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com), 1248 Harwood Road, Bedford, TX 76021-4244, (817) 283-2835.

Upon completion of the program students will earn a bachelor's of applied science in respiratory care and will be eligible to apply and sit the National Board for Respiratory Care (NBRC) exams for registered respiratory therapist (RRT) and the specialty exams in pulmonary function, neonatal-pediatric, and adult critical care.

Students are admitted to the program during the general education year. General education courses may not be repeated more than once. Successful admission and completion in the professional program is based on earning a 2.5 or higher in general education courses and a 2.0 (78%) or higher in all Respiratory Care courses.

BAS

State Approval Date: 12/20/16 CIP: 51.0812 EPC: 34B

Offered at: Spokane Community College

BIOL&	160	General Biology w/Lab	5
BIOL&	241	Human A & P 1	5
BIOL&	242	Human A & P 2	5
BIOL&	260	Microbiology	5
CHEM&	121	Intro to Chemistry: w/Lab	5
CMST	227	Intercultural Communication	5
ENGL&	101	English Composition I	5
ENGL&	235	Technical Writing	5
MATH&	146	Introduction to Stats	5
Total			45

First Quarter

RT	213	Electrophysiology	4
RT	241	Fundamentals of Respiratory Care I	3

RT	242	Fundamentals of Respiratory Care I Technical Skills Lab	2
RT	244	Cardiopulmonary Anatomy and Physiology	3
RT	248	Physical Science for Respiratory Care	3
Total			15

Second Quarter

PHIL	110	Intro to Ethics	5
RT	251	Fundamentals of Respiratory Care II	3
RT	252	Fundamentals of Respiratory Care II Technical Skills Lab	2
RT	254	Fundamentals of Spirometry	2
RT	255	Fundamentals of Spirometry Technical Skills Lab	1
RT	256	Interpretation of Arterial Blood Gases	2
SURG	105	Blood-borne Pathogens and HIV/AIDS	1
Total			16

Third Quarter

PSYC&	100	General Psychology	5
RT	261	Fundamentals of Respiratory Care III	4
RT	262	Fundamentals of Respiratory Care III Technical Skills Lab	2
RT	263	Respiratory Care Pharmacology	4
RT	264	Computer Applications in Respiratory Care	1
RT	265	RT Clinical I	1
Total			17

Fourth Quarter

PSYC&	200	Lifespan Psychology	5
RT	301	Critical Care I	4
RT	304	Pathophysiology	5
RT	311	Critical Care I Technical Skills Lab	2
RT	321	RT Clinical II	2
Total			18

Fifth Quarter

RT	302	Critical Care II	3
RT	305	Pulmonary Volumes Diffusion and Instrumentation	2
RT	308	Basic Life Support Instructor	2
RT	312	Critical Care II Technical Skills Lab	2
RT	315	PVDI Technical Skills Lab	1
RT	322	RT Clinical III	2
Total			12

Sixth Quarter

RT	303	Home Care and Rehabilitation	2
RT	309	Advanced Pharmacology	3
RT	313	Home Care and Rehabilitation Technical Skills Lab	1
RT	325	PFT Clinical I	1
RT	331	Critical Care Clinical I	5
Total			12

Seventh Quarter

RT	401	Pediatrics/Neonatal RT	3
RT	402	Advanced Cardiovascular Life Support	2
RT	403	Advanced Pulmonary Diagnostics	3
RT	411	Pediatrics/Neonatal Technical Skills Lab	2
RT	412	Advanced Cardiovascular Life Support Lab	1
RT	413	Advanced Pulmonary Diagnostics Technical Skills Lab	1
RT	421	Critical Care Clinical II	4
		Total	16

Eighth Quarter

RT	404	Research in Respiratory Care	2
RT	415	Disease Management	4
RT	416	Disaster Management	2
RT	423	Advanced Pulmonary Diagnostics Clinical	1
RT	424	Pediatric/Neonatal Clinical	3
RT	425	Advanced Critical Care Clinical	2
		Total	14

Ninth Quarter

RT	406	Management in Respiratory Care	2
RT	407	Patient Management and Problem Solving	3
RT	409	Research in Respiratory Capstone	2
RT	410	Fundamentals of Education Course Design	2
RT	417	Patient Management and Problem Solving Technical Skills Lab	1
RT	433	Advanced Clinical	5
		Total	15

180 credits are required for the BAS

Course Information Sheet

New Course ☒ Revision ☐ Delete Course ☐

☐ A. Offered At (SMS Catalog File) ☒ SCC ☐ SFCC ☐ IEL

☐ B. Continuous Enrollment

NO

☐ C. Course Title

Fundamentals of Respiratory Care I

☐ D. Abbreviated Course Title

FND RSP I

☐ E. Prefix and Course Number

RT 241

☐ F. Number of Credits

3

☐ G. Hours

Lecture **33**

Lab

Clinical

Other

☐ H. Type of Course (Select One)

Professional/Technical

☐ I. Proposed Transferability Status

☐ AA Distribution Area -

☐ Elective -

☐ Other

☒ N/A

☐ J. Institutional Intent

☐ Academic

☐ Vocational Options = Vocational Preparatory

☒ Other **BAS**

☐ Basic Education/Academic

☐ Basic Education/Vocational

If Basic Education is chosen, select which of the following applies. ☐ Limited English

☐ Academically Disadvantaged

☐ K. Workload Category

A - 15 Hrs WK.

☐ L. CIP Code: **51.0812**

Program Code: **378**

Institutional FTEF:

☐ M. Workplace Training

No

This is the first in a series of three-quarter courses introducing respiratory care fundamentals. Students learn the respiratory care profession, fundamentals of infection control, patient safety and record keeping, patient assessment, blood borne pathogens/HIV, patient-focused medical record review, American Heart Association HCP Card.

☐ N. Catalog Course Description

☐ O. Prerequisites

Admission to program.

☐ P. Concurrent Enrollment

None

☐ Q. Program Title

Respiratory Care

R. Is this course currently offered as part of other college program(s)? ☐ YES ☒ NO

If Yes, please indicate program(s):

S. Version Date: **3/14/16 md**

T. Requested Implementation Date: **Fall 2017**

U. Comments:

V. Department Chair: **Becky Scheid**

W. Dean: **J.L. Henricksen**

Vice President: **Rebecca Rhodes**

VP Initials

District Facilities

MS 1016 • 2000 N Greene St • Spokane WA 99217-5499
Facilities@ccs.spokane.edu
(509) 533-8630 • FAX (509) 533-8649



7/13/2017

PROJECT 2017-953 – SCC BLDG 8, RESPIRATORY CARE RENOVATION 2017

BRIEF BACKGROUND AND SUMMARY:

Background:

The Respiratory Care program at Spokane Community College is expanding instruction to support an increased demand for this field. The department will begin a new bachelorette degree program this fall and will need accommodations for the new curriculum requirements within Heath Science, SCC Bldg. 9. The work must be completed quickly during the summer of 2017, before faculty and students return for Fall quarter.

Project Summary:

We intend to enlist our On-Call architectural team to aid in designing the space; assisting with cost estimating and space planning to ensure all the programs needs are met. The project is slated to remodel rooms 203 and 204 as well as affected adjacent spaces.

Construction scopes for work will include demolition of portions of concrete floor, walls, ceilings, as well as plumbing, HVAC and electrical components; installation of: new partition walls (steel stud / gypsum wall board construction), windows and re-lites, paint, flooring, trim, door hardware; new construction and modification of: plumbing, HVAC, and electrical systems and components; lighting and HVAC controls; infrastructure for AV and IT components; other construction related tasks to be determined. In addition, the project scope will include installation of specialized program equipment.

Contract file
 c: Ryan Rowe
 c: Project Manager file

COMMUNITY COLLEGES OF SPOKANE
 FACILITIES DEPARTMENT

SCC Bldg 8 Respiratory Care Reno, 2017

Contract Time 50

Spokane Community College

State Proj. No. {project number}

Bid 7/20/17

NTP 8/1/17

Legal Comp. 9/20/17

Substantial Comp.

Acceptance

A/E

ALSC

Contractor

Burton Construction (JOC)

DESIGN BUDGET

Architect basic services	\$	18,425.00
Architect change order budget	\$	1,842.50
Architect extra services	\$	1,000.00
Architect contingency	\$	2,000.00
Advertising & A/E selection	\$	800.00
Commissioning	\$	3,685.00

TOTAL DESIGN \$ 27,752.50

CONSTRUCTION BUDGET

MACC	\$125,000.00
7.0% Contingency	\$8,750.00
8.8% Tax	\$ 11,770.00

Subtotal: \$ 145,520.00

Plan review	\$ 742.55
Permit	\$ 1,097.00

E&AS project management	\$ 5,325.41
Facilities Project Management	\$ 6,300.00
Facilities Maintenance Services	\$ 1,260.00
Facilities WO_BIR	\$ 2,000.00
Furnishings & equipment	\$ 19,000.00
Other (from Detail sheet)	\$ -

Unallocated reserves \$ 1,002.54

TOTAL CONSTRUCTION \$ 182,247.50

TOTAL PROJECT \$ 210,000.00

REVISED: 07/13/17

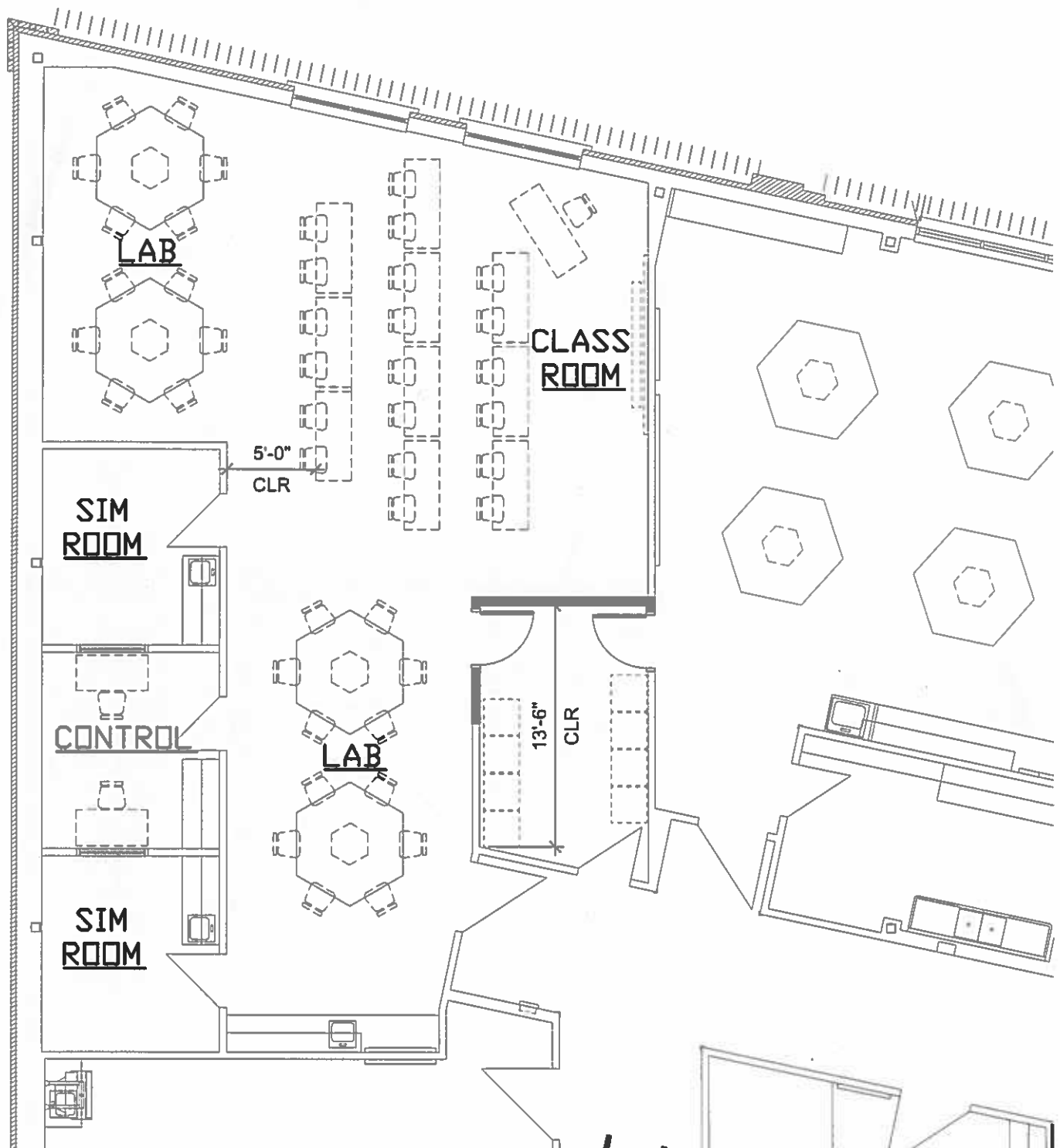
FUNDING SOURCES

7171-570-265-11743

\$ 210,000.00

\$ -

\$ 210,000.00


AISC

ARCHITECTS

PRELIMINARY— FLOOR PLAN

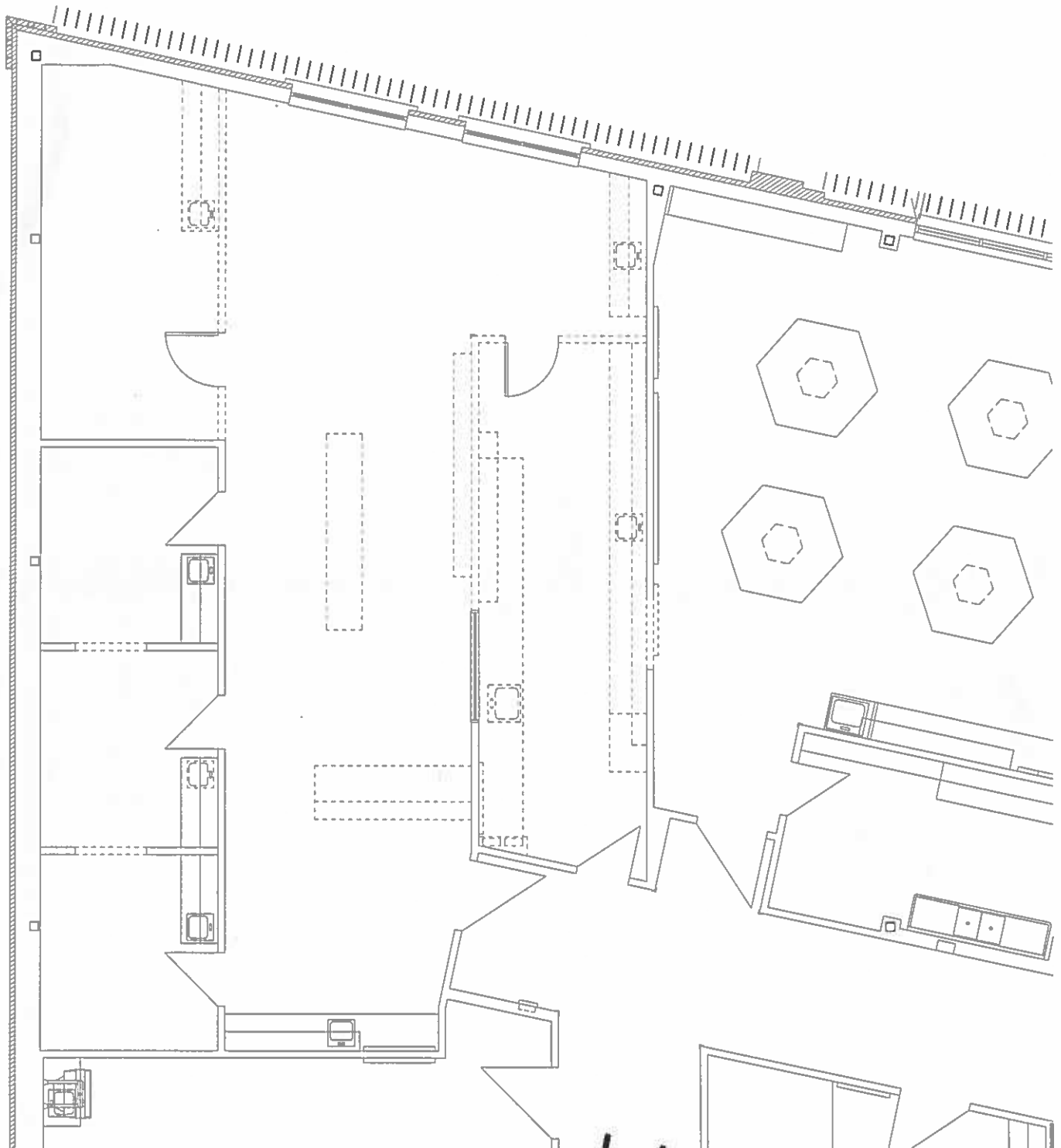
PROJECT: RESPIRATORY EXPANSION
 SPOKANE COMMUNITY COLLEGE
 SPOKANE, WA

SCALE: 1/8"=1'-0"

DATE
 6/28/17

DRAWN
 SB

JOB NO.
 2017-031


ALSC

ARCHITECTS

PRELIMINARY- DEMO FLOOR PLAN

PROJECT: RESPIRATORY EXPANSION
SPOKANE COMMUNITY COLLEGE
SPOKANE, WA

SCALE: 1/8"=1'-0"

DATE
6/28/17

DRAWN
SB

JOB NO.
2017-031

District Facilities

MS 1016 ▪ 2000 N Greene St ▪ Spokane WA 99217-5499
 Facilities@ccs.spokane.edu
 (509) 533-8630 ▪ FAX (509) 533-8649



7/13/2017

PROJECT 2017-954 – SCC BLDG 1, TEACHING AND LEARNING CENTER

BRIEF BACKGROUND AND SUMMARY:

Background:

When we submitted the Title III grant application for strengthening institutions, we committed to providing institutional support by creating a Teaching and Learning Center. The plan was to renovate the space on the second floor in building one, formerly part of the tutoring and college transfer department. These programs have moved to the new location created by public works project 2015-143, completed in 2016. We have been working on the design ideas this year and are ready to do the remodeling but it must be done quickly during the summer of 2017, before faculty and students return for the Fall quarter.

Project Summary:

Attached you will find preliminary drawings showing the current and future layout of the project space within Main, SCC Building 1.

The project will renovate this space into a suite to accommodate ongoing instructional education for faculty through seminars and collaboration. At preliminary design, the new space will contain the following areas:

1. (1) Seminar Room – 1077 sf
2. (1) Work Room – 107 sf
3. (1) Conference Room – 310 sf
4. (8) Offices – 120 sf to 150 sf

The project will also remodel adjacent student classrooms to ensure that these spaces are not diminished.

Construction scopes for work will include demolition of portions of concrete floor, walls, ceilings, as well as plumbing, HVAC and electrical components; installation of: new partition walls (steel stud / gypsum wall board construction), windows and re-lites, paint, flooring, trim, door hardware; new construction and modification of: plumbing, HVAC, and electrical systems and components; lighting and HVAC controls; infrastructure for AV and IT components; other construction related tasks to be determined.

Contract file
c: Ryan Rowe
c: Project Manager file

COMMUNITY COLLEGES OF SPOKANE
FACILITIES DEPARTMENT

SCC Bldg 1 Teaching & Learning Ctr

Spokane Community College

State Proj. No. 17-954

Contract Time 60

A/E
Contractor

ALSC
{contractor}

Bid	8/9/17
NTP	9/1/17
Legal Comp.	10/31/17
Substantial Comp.	
Acceptance	

DESIGN BUDGET

Architect basic services	\$	4,660.00
Architect change order budget	\$	-
Architect extra services	\$	-
Architect contingency	\$	2,000.00
Advertising & A/E selection	\$	800.00
Commissioning	\$	932.00

TOTAL DESIGN \$ 8,392.00

CONSTRUCTION BUDGET

MACC	\$300,000.00
2.5% Contingency	\$7,500.00
8.8% Tax	\$ 27,060.00

Subtotal: \$ 334,560.00

Plan review	\$ 1,311.30
Permit	\$ 1,972.00

E&AS project management	\$ 17,417.21
Facilities Project Management	\$ 14,400.00
Facilities Maintenance Services	\$ 2,880.00
Facilities WO_BIR	\$ 2,000.00
Furnishings & equipment	\$ 45,600.00
Other (from Detail sheet)	\$ -

Unallocated reserves	\$ 679.49
----------------------	-----------

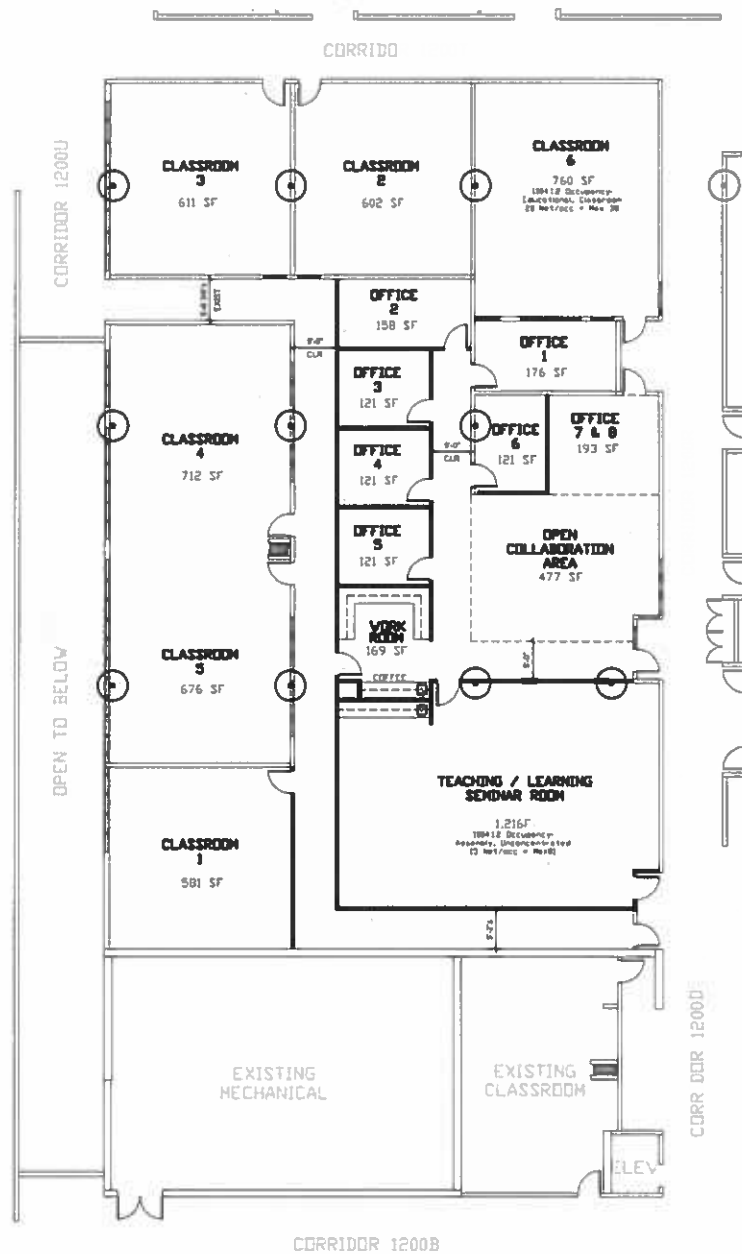
TOTAL CONSTRUCTION \$ 420,820.00

TOTAL PROJECT \$ 429,212.00

REVISED: 07/13/17

FUNDING SOURCES

\$	480,000.00
\$	-
\$	480,000.00



AISC PROJECT: TEACHING AND LEARNING CENTER SPOKANE COMMUNITY COLLEGE SPOKANE, WA	PRELIMINARY FLOOR PLAN- OPTION A2 REVISED			
	SCALE: 1/16"=1'-0"	DATE 7/10/17	DRAWN SB	JOB NO. 2017-029

Brown, Clinton

Subject: FW: Nursing Simulation Center**From:** "Brown, Clinton" <Clinton.Brown@ccs.spokane.edu>**Date:** Tuesday, 27 June, 2017 at 16:02**To:** Ryan Carstens <ryan.carstens@scc.spokane.edu>, "Sackville-West, Bill" <Bill.Sackville-West@ccs.spokane.edu>**Cc:** "Gillette, John" <John.Gillette@ccs.spokane.edu>**Subject:** RE: Nursing Simulation Center

Hi Dr. C,

To transform this space, similar to the Respiratory Care area, I am estimating very similar if not more invasive construction. A couple of the more costly items that we would encounter would be:

- New sewer connections for the sink plumbing that would require us to go under-slab;
- Installation of med new gas storage containment and new distribution piping.
- New delineation of patient/bed room, Conference room, and control rooms, plus infrastructure, to include Electrical, Telecom, and HVAC.

These are existing in Bldg 9 for the Respiratory Care area and do not need to be recreated. Otherwise, very similar. I've attached the Suite draft Cheri forwarded to me.

I am guessing that we could run up to \$250 to \$300K for this project, Total Funding. Construction MACC around \$190 to \$225. Always a potential for unknown issues when digging into slabs and underground utilities.

Thank you! Please let me know how to proceed. I do think using and on-call AE and JOC is the way to go for expedited design and construction.

Clinton Brown
Director of Capital Construction

**Community Colleges of Spokane**

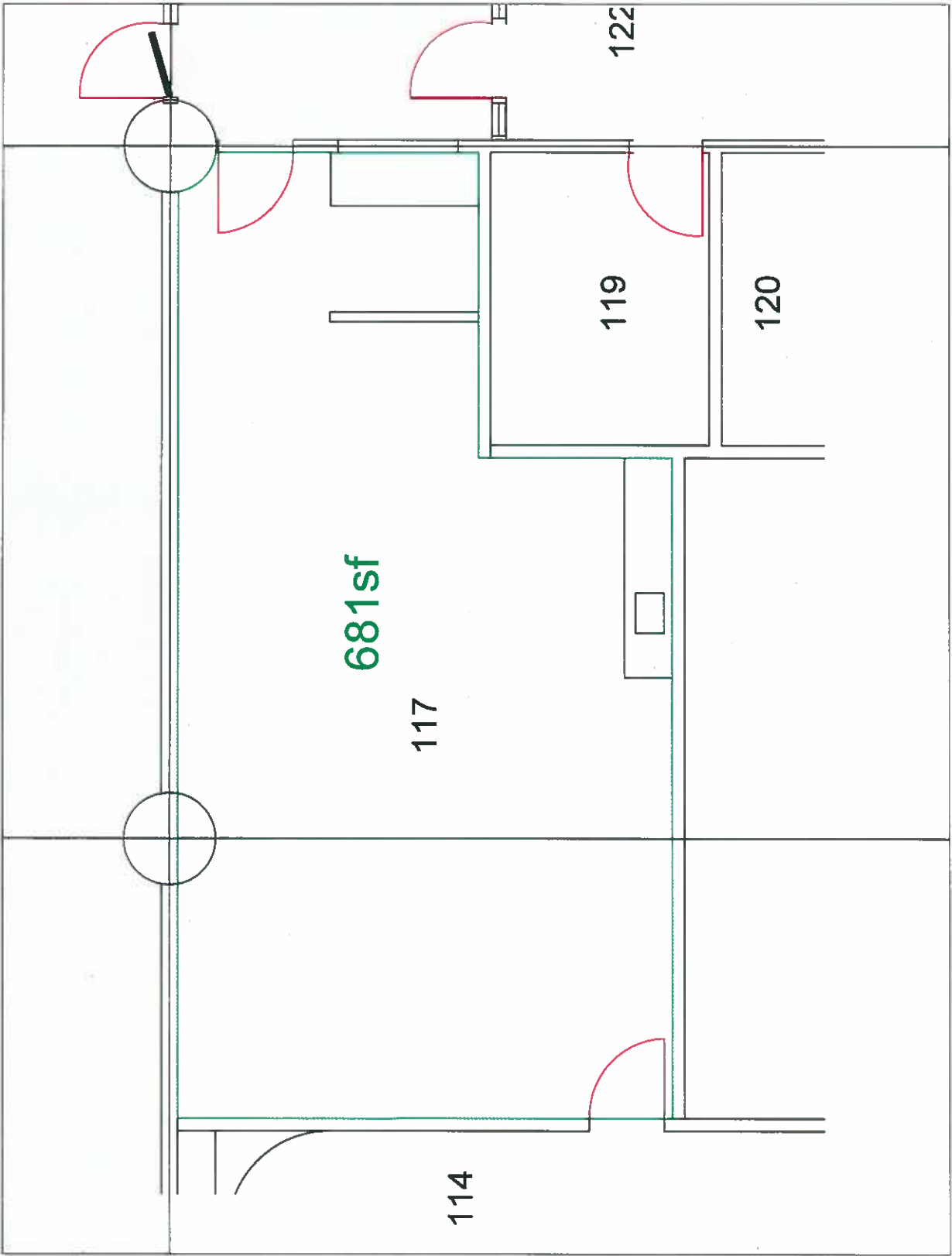
District Facilities
2000 N. Greene Street, MS 1016
Spokane, WA 99217-5499
Ph. 509-533-8699, C. 509-294-2596

Good People Serving Good People.

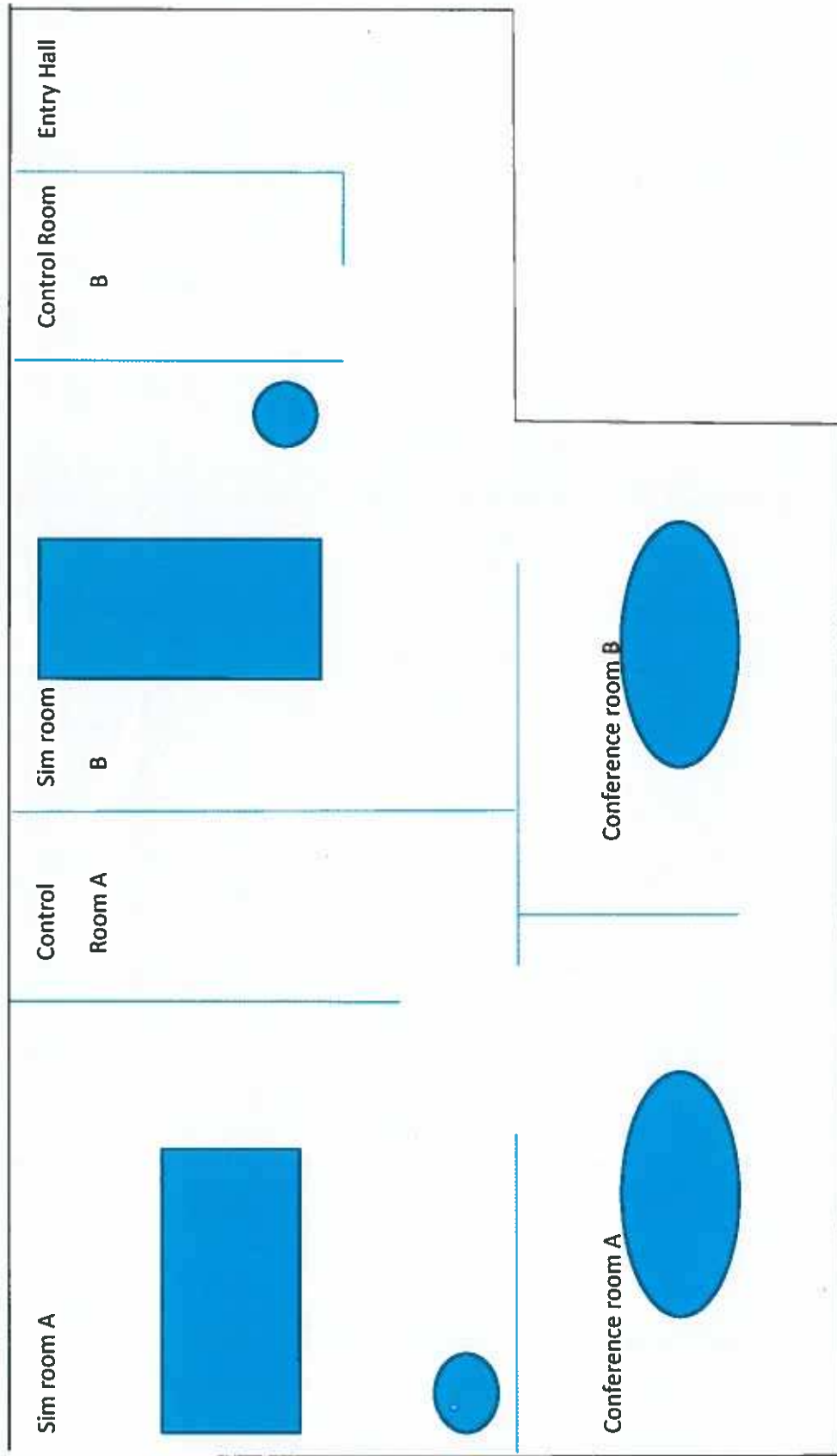
From: Carstens, Ryan**Sent:** Tuesday, June 27, 2017 10:28 AM

To: Gillette, John <John.Gillette@ccs.spokane.edu>; Osler, Cheri <Cheri.Osler@scc.spokane.edu>; Martin, Jenni <Jenni.Martin@scc.spokane.edu>; Brown, Clinton <Clinton.Brown@ccs.spokane.edu>; Sackville-West, Bill <Bill.Sackville-West@ccs.spokane.edu>

17-XXX NURSING SIMULATION CLASSROOM
Room 117, SCC Bldg 16
7-13-17



Room 117 in building 16: room dimensions 20L x 26 W and 52 W x 12 L





FEDERAL STUDENT AID "START HERE. GO FURTHER."

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL
SCHOOL PARTICIPATION TEAM
SAN FRANCISCO - SEATTLE TEAM

Mr. Kevin Brockbank
Acting President
Spokane Community College
1810 North Greene Street
Spokane, WA 99207-5399

11/03/2017

OPE ID 00379300

Approval Notice

Reason for Action: Increase Level of Offering of Educational Programs

Approval Date: Effective 10/26/2017

Dear Mr. Brockbank:

The San Francisco/Seattle School Participation Team has completed its review of the documentation that Spokane Community College (Institution) submitted regarding its increased level of offering of educational programs.

As a result of that review, we have approved the following:

Changed level of offering to Bachelor's Degree

New degree program:

CIP: 51.0908 - Respiratory Care - Bachelor of Applied Science in Respiratory Care, 180 Quarter Hours, 72 Weeks

Vocational program change(s):

CIP: 12.0501 - Professional Pastries & Specialty Cakes, 1056 Clock Hours, 45 Quarter Hours, 33 Weeks

CIP: 15.1103 - Hydraulic & Pneumatic Automation Technical, 1067 Clock Hours, 64 Quarter Hours, 41 Weeks

CIP: 48.0501 - Machinist Technology, 990 Clock Hours, 58 Quarter Hours, 33 Weeks

We have also updated our records to include the following:

New official(s):

Mr. Kevin Brockbank, Acting President

Please print a copy of this notice and the Eligibility and Certification Approval Report (ECAR) from the EAPP website at <http://eligcert.ed.gov/eapp/owa/ecar>. This Approval Notice is an addendum to the Institution's Program Participation Agreement (PPA). Please retain this notice and the ECAR with the PPA for compliance purposes.

Should you have any questions, please contact Lana Walter at (206) 615-3690.

Sincerely,



Erik Fosker
Team Lead
School Participation Team, NW
San Francisco/Seattle Team

cc: Tammy L. Zibell, Director of Financial Aid

**BACHELOR OF APPLIED SCIENCE
RESPIRATORY CARE**

FALL TERM

20 SOPH STDS BAS

COURSE	CREDIT HOURS	CONTACT HOURS	FTEs
RT 213	3	3	4.0
RT 213-1	1	2	1.3
RT 213-2	1	2	1.3
RT 241	3	3	4.0
RT 242-1	2	4	2.7
RT 242-2	2	4	2.7
RT 244	3	3	4.0
RT 248	3	3	4.0
TOTALS	13	17	17.3

12 JUNIOR STDS BAS

COURSE	CREDIT HOURS	CONTACT HOURS	FTEs
RT 301	4	4	3.2
RT 311-1	2	4	1.6
RT 311-2	2	4	1.6
RT 304	5	5	4.0
RT 321-1	2	4	1.6
RT 321-2	2	4	1.6
TOTALS	17	25	13.6
TERM			
TOTALS	30	42	30.93

WINTER TERM

19 SOPHOMORE STDS BAS

COURSE	CREDIT HOURS	CONTACT HOURS	FTEs
RT 251	3	3	3.80
RT 252-1	2	4	2.53
RT 252-2	2	4	2.53
RT 254	2	2	2.53
RT 255-1	1	2	1.27
RT 255-2	1	2	1.27
RT 256	2	2	2.53
TOTALS	13	19	16.47

12 JUNIOR STDS BAS

COURSE	CREDIT HOURS	CONTACT HOURS	FTEs
---------------	-------------------------	--------------------------	-------------

RT 302	3	3	2.4
RT 312-1	2	4	1.6
RT 312-2	2	4	1.6
RT 305	2	2	1.6
RT 315-1	2	2	1.6
RT 315-2	1	2	0.8
RT 308	2	2	1.6
RT 322-1	2	6	1.6
RT 322-2	2	6	1.6
TOTALS	18	31	14.4
TERM			
TOTALS	31	50	30.87

SPRING TERM**18 SOPHOMORE STUDENTS**

COURSE	CREDIT HOURS	CONTACT HOURS	FTEs
RT 261	4	4	4.80
RT 262-1	2	4	2.40
RT 262-2	2	4	2.40
RT 263	5	5	6.00
RT 264	1	1	1.20
RT 266-1	1	3	1.20
RT 266-2	1	3	1.20
RT 266-3	1	3	1.20
TOTALS	17	27	20.40

12 JUNIOR BAS RESP CARE STDS

COURSE	CREDIT HOURS	CONTACT HOURS	FTEs
RT 303	2	2	1.6
RT 313-1	2	2	1.6
RT 313-2	1	2	0.8
RT 309	3	3	2.4
RT 325-1	1	3	0.8
RT 325-2	1	3	0.8
RT 331-1	5	3	4
RT 331-2	5	3	4
TOTALS	20	21	16
TERM			
TOTALS	37	48	36.4

Annual Totals	98	140	98.2
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Bachelor of Applied Science in Respiratory Care

Excerpt from the SBCTC application

Criteria 3: Admissions Process

The BASRC program will accept 20 students into the program once each year, which is due to the limited number of clinical sites available in the local service region. The table below shows the projected enrollment in the BASRC core program. Students in the first year take general education courses outside of the core program and are therefore not included in the table.

Table 6. Projected BASRC Enrollment				
	Second-Year Students	Third-Year Students	Fourth-Year Students	Total Enrollment
Fall 2017	20			20
Fall 2018	20	20		40
Fall 2019	20	20	20	60
Fall 2020	20	20	20	60
Fall 2021	20	20	20	60

The program will use a competitive admissions process coordinated through the SCC Admission Office. In addition to completing the general admissions process for the College, applicants must also complete a program application to be considered for admission to the BASRC program. Program applications will be reviewed and scored by a curriculum advisor in the admission office according to a scoring rubric to ensure the admissions process remain objective. Scoring rubric is included in Appendix C. Applications will be scored using the following criteria:

Table 7. Competitive Admission Criteria and Scoring	
Criteria	Weight
Minimum cumulative GPA of 2.5 in each prerequisite course	50%
BASRC Interview Committee	25%
Work or volunteer experience	15%
Two letters of recommendation	10%

First and foremost, acceptance into the program is contingent upon satisfactory completion of prerequisite courses. All prerequisite courses must be completed prior to fall entry into the BASRC program with a 2.5 GPA or higher. Pass/fail grades will not be accepted. The applicants' academic preparation provides students with a strong foundation for the rigors of the upper level respiratory care curriculum.

Applicants for the BASRC program will be notified of their eligibility for the program interview by the SCC admissions office by mail. The interviews will be conducted annually, prior to the fall term start of the program. Applicants must appear in person before the BASRC interview committee. The committee will be composed of members of the faculty and the program advisory committee. Applicants will be rated using a rubric to assess their understanding of the profession, ability to reason, interpersonal and professional skills. The interview will last approximately thirty minutes.

The program faculty and the advisory committee feel strongly that volunteer work in the acute care hospital setting should be one of the criteria for admission to the BAS program. Often, applicants are unaware of the respiratory care profession or the role respiratory care practitioners play in the health care setting. Through volunteer work in the acute care (hospital) setting, applicants will have the opportunity to become more aware of the profession and the important role it plays.

Applicants will be listed in ranked order based on their total score and the top 20 students will be admitted to the program. The remaining students on the list will be considered as alternates if any of the top 20 students decline their spot. Alternates will be notified in order of their ranking.

The program will assess the admission process each year and determine if changes need to be made, based on student progress and retention, diversity of student group, and other factors as they emerge.



Community Colleges
of Spokane

Spokane Community College

BACHELOR OF APPLIED SCIENCE RESPIRATORY CARE

ADMISSION TO THE BAS RESPIRATORY CARE PROGRAM OCCURS ONCE ANNUALLY.

**Application deadline is June 20th each year.
Professional coursework begins fall term each year.**

Mail applications to:

Connie Marsh
Spokane Community College
1810 N Greene Street MS 2150
Spokane, WA 99217-5399

Hand deliver applications to:

Connie Marsh
Spokane Community College
Building 15 room 0121L

This form must be typed. It is the student's responsibility to inform the Respiratory Care Program and SCC registration of any changes in your e-mail, address, or telephone numbers. **SCC will use the most recent e-mail, address, and telephone number on file for all communications.**

Academic advisement, evaluation of transcripts from other accredited institutions and further information may be obtained by contacting SCC Counseling Department:

Bill Rambo: (509) 533-7062
Michelle Gendusa: (509) 533-7062

Student Name: _____
(Last) (First) (Middle)

SID #: _____

Address: _____

City: _____ State: _____ Zip: _____

Email Address: _____

Day Phone: _____ Eve Phone: _____

Phone (emergency): _____ Relationship/Name: _____

I hereby certify that to my knowledge, my application and all documents submitted are true and complete, and I understand providing false information is considered a violation of the Standards of Conduct for Students including, but not necessarily limited to, WAC 132Q-30-210 and may result in my removal from the program.

Applicant's Signature _____ Date: _____

FOR OFFICE USE ONLY

Cumulative GPA: _____ General Education GPA: _____



Community Colleges
of Spokane

Spokane Community College

BACHELOR OF APPLIED SCIENCE RESPIRATORY CARE

GENERAL EDUCATION COURSES APPLICATION CHECKLIST

All supporting application documents must be submitted together with the application form unstapled in a 9 inch by 12 inch envelope. INCOMPLETE OR HANDWRITTEN PACKETS WILL BE REJECTED. Points are awarded for information received with this packet. Missing information cannot be assessed for the current application cycle. Students will not be allowed to challenge points awarded.

- ☐ Completed Bachelor of Applied Science Respiratory Care application form.
 - ☐ Completed required general education courses (freshman year). All general education courses must have an earned GPA of 2.5 or higher.
 - All general education courses listed below may only be repeated one time to earn the minimum grade of 2.5 or C+. A withdrawal (W) counts as an attempt.
 - All math and science credits must have been earned within five years. Courses completed more than five years ago will not be counted as course attempts.
- | | |
|---|--|
| • BIOL&160 General Biology | • CMST&227 Intercultural Communication |
| • BIOL&241 Human Anatomy and Physiology 1 | • ENGL&101 English Composition |
| • BIOL&242 Human Anatomy and Physiology 2 | • ENGL&235 Technical Writing |
| • BIOL&260 Microbiology | • MATH&146 Statistics |
| • CHEM&121 General Chemistry | |

- ☐ Copies of unofficial transcripts from all colleges must be attached to this packet. **Official transcripts must be submitted to Spokane Community College's transcript office prior to start of the program:**

Spokane Community College Transcripts Office
1810 N. Greene St., MS 2151
Spokane, WA 99217

- ☐ Completed and signed BAS Respiratory Care Application Checklist (this page).
- ☐ Submit the following required documentation:
 - Volunteer/work experience in healthcare (time sheets, supervisor's letter, etc.)
 - Completed healthcare work/volunteer verification form in this packet
 - Two professional letters of recommendation

Your completed application will be considered for admission to the BAS Respiratory Care program. An invitation to an interview will be extended to qualified applicants. Interview invitations will sent via USPS and e-mail.

I have read the above checklist and have submitted all of the required documents as listed.

Applicant's Signature _____ Date: _____



HEALTHCARE WORK EXPERIENCE DOCUMENTATION

TO BE COMPLETED BY APPLICANT

I would like to request your assistance in providing verification of my employment with your organization. I have applied for acceptance into the Spokane Community College Baccalaureate of Applied Science in Respiratory Care degree program. This form is necessary to complete my application to the BAS in Respiratory Care Program at Spokane Community College. My signature below authorizes my former or current employers to provide the information requested below.

Student's name printed: _____ Date: _____

Student's signature: _____ Date: _____

Student's name (print): _____

Employer: _____

Facility/Business name:

Address: _____

Street or PO box	City	State	ZIP Code
------------------	------	-------	----------

Telephone: _____
###-###-####

Position or title held with your organization:

Primary duties or responsibilities:

Start and End dates of employment:

Number of hours worked:

I certify under penalty of perjury under the laws of the State of Washington that the forgoing is true and accurate:

Supervisor Signature _____ Date: _____

TO BE COMPLETED BY APPLICANT



**Community Colleges
of Spokane**

Spokane Community College

BACHELOR OF APPLIED SCIENCE RESPIRATORY CARE

I would like to request your assistance in providing verification of my employment with your organization. I have applied for acceptance into the Spokane Community College Baccalaureate of Applied Science in Respiratory Care degree program. This form is necessary to complete my application to the BAS in Respiratory Care Program at Spokane Community College. My signature below authorizes my former or current employers to provide the information requested below.

Student's name printed: _____ Date: _____

Student's signature: _____ Date: _____

Student's name (print): _____

Employer: _____

Facility/Business name: _____

Address: _____

Street or PO box

City

State

ZIP Code

Telephone: _____

###-###-####

Position or title held with your organization: _____

Primary duties or responsibilities: _____

Start and End dates of employment: _____

Number of hours worked: _____

I certify under penalty of perjury under the laws of the State of Washington that the forgoing is true and accurate:

Supervisor Signature: _____ Date: _____

Annual School Summary

Report as of 9/11/2018

SPOKANE CMNTY CLG - 200055

Exam: TMC - Low Cut

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2015	16	16	100%	16	100%	0	0%
2016	18	18	100%	17	94.4%	1	5.6%
2017	16	16	100%	16	100%	0	0%
2018	18	18	100%	17	94.4%	1	5.6%

Exam: TMC - High Cut

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2015	16	16	100%	15	93.8%	1	6.3%
2016	18	18	100%	15	83.3%	3	16.7%
2017	16	16	100%	15	93.8%	1	6.3%
2018	18	16	88.9%	14	77.8%	2	11.1%

Exam: CSE

Graduation Year	Graduates Tested	Total	Passing %	Passing	First Time %	Passing	Repeaters %
2015	13	13	100%	9	69.2%	4	30.8%
2016	18	17	94.4%	8	44.4%	9	50%
2017	14	13	92.9%	13	92.9%	0	0%
2018	15	13	86.7%	12	80%	1	6.7%

GRADUATION YEAR	CRT	RRT
2018	18	13
2017	16	13
2016	18	17
2015	16	13

Stud. Prog. Resource Survey: Composite

	5	4	3	2	1	N/A
YOUR OVERALL RESOURCE RATING:						
PERSONNEL RESOURCES						
Faculty teach effectively						
1. in classroom	24	5				
2. in the laboratory	26	4				
3. in clinical area	22	5				1
Comments:						
Faculty number is adequate						
1. in classroom	26	3	1			
2. in the laboratory	25	2	3			
3. in clinical area	20	5	2	1		1
Comments:						
Program Key Personnel						
1. Program Director is accessible	9	16	2			
2. Director of Clinical Education is accessible	16	11				
Comments:						
Facilities						
Classroom						
a. have adequate lighting	19	7	3			
b. have adequate ventilation	17	9	4			
c. have adequate seating	20	3	5			
D. Audiovisual equipment/materials/technology to support effective instruction	17	7	2			
LABORATORIES HAVE ADEQUATE:						
A. Lighting	19	3	4			
B. Ventilation	19	7	5			
C. Seating	20	3	7			
Comments:						
LABORATORY RESOURCES:						
A. The amount of equipment is sufficient for me to perform the required laboratory exercises	24	3	3			
B. The variety of equipment is sufficient for me to perform the required laboratory exercises	19	5	2	1		
c. The duration/quality of laboratory experiences are sufficient for me to acquire the madated competencies	21	4	3			
d. The supply of disposables is sufficient for me to perform the required laboratory exercises	18	8	1	1		
e. Equipment is sufficiently up-to[date for met to perform the required laboratory exercises	18	7	3			
f. Laboratory resources are available/accessible to me when needed	20	10	3			
Comments:						
4. Academic Support Resources						
A. Learning resourses (ex., textbooks, journals, reference materials, and computers)	24	3	2			
B. Learning resourse are available/accessible to me when needed	26	1	1	1		
C. Academic support services (ex., advising, counseling, tutoring, and placement) are available/accessible to me when needed	21	6	1	1		
D. Academic support services (ex., advaising, counseling, tutoring, and placement) are sufficient to support the curriculum	20	5	2	1		
E. The frequency of evaluations and opportunities ofor remeidation are satisfactory	21	5	2	1		
F. Evaluations performed by faculty are equitable and performed in a satisfactory fashion	23	3	1	1		
Comments:						
VII. Clinical Resources						
A. Each clinical experience is of sufficient quality and duration for me to meet my clinical objectives	21	2	4	1		
B. Clinical sites offer sufficient supervision for me to meet my clinical objectives	24	1	2	1		
C. Clinical sites offer a sufficient variatey of patient experiences for me to meet my clinical objectives	24	2	2		1	
D. Clinical sites offer a sufficient variety of patient populations for me to meet my clinical objectives	24	3	1		1	
E. Time at clinical sites is sufficient for me to meet my clinical objectives	21	2	6			
G. Clinical instructors provide adequate feedback and mentoring during my clinical rotations	22	3	3	1		
H. My overall clinical experiences were equivalent to those of the other students in my class	23	3	2			
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						
B. The satellite coordinator (faculty member) was accessible to me						
Comments:						
ADDITIONAL COMMENTS:						
How long have you been a student in a program?						



COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

RESOURCE ASSESSMENT MATRIX (RAM)

Program Name: Spokane Community College
07/01/2018

Program #: 200055

Date RAM submitted:

#	RESOURCE	PURPOSE (S) (Standard)	MEASUREMENT SYSTEM	DATE (S) OF MEASUREMENT (mm/yyyy)	RESULTS AND ANALYSES	ACTION PLAN AND FOLLOW-UP
1	PERSONNEL RESOURCES	To ensure the program has sufficient number of effective laboratory, classroom, and clinical instructors. (2.06/2.10/2.11/2.13)	1) Student resource surveys 2) Personnel resource surveys	1) 05/2018 2) 05/2018	1) 29/30 (96.7%) rated personnel resources greater than 3 on the Likert scale. 1/30 (3.3%) rated clinical faculty at a 2 on the Likert scale 2) 12/12 (100%) rate personnel resources greater than 3 on the Likert scale.	1) Personnel resources appear adequate. Continue to monitor. 2) Continue to monitor
2	FACILITIES	To provide adequate classroom, laboratory and accommodations to ensure effective instruction. (2.01)	1) Student resource surveys 2) Personnel resource surveys	1) 05/2018 2) 05/2018	1) 30/30 (100%) rated facilities greater than 3 on the Likert scale 2) 12/12 (100%) rated facilities greater than 3 on the Likert scale	1) Continue to monitor 2) Continue to monitor
3	LABORATORY RESOURCES	To provide students with the equipment and exercises that will adequately prepare them for clinical practice. (2.01/4.08)	1) Student resource surveys 2) Personnel resource surveys	1) 05/2018 2) 05/2018	1) 29/30 (96.7%) rated laboratory resources greater than 3 on the Likert scale. 1/30 (3.3%) rated laboratory resources at a 2 on the Likert scale 2) 12/12 (100%) rated laboratory resources greater than 3 on the Likert scale	1) Laboratory resource appear adequate. Continue to monitor 2) Continue to monitor
4	ACADEMIC SUPPORT RESOURCES	To support student needs for supplemental reading, electronic and print reference materials, and research and computer resources. (2.01/3.06/2.15/5.11)	1) Student resource surveys 2) Personnel resource surveys	1) 05/2018 2) 05/2018	1) 29/30 (96.7%) rated academic support resources greater than 3 on the Likert scale. 1/30 (3.3%) rated academic support resources at a 2 on the Likert scale 2) 12/12 (100%) rated	1) Continue to monitor 2) Continue to monitor



COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

RESOURCE ASSESSMENT MATRIX (RAM)

#	RESOURCE	PURPOSE (S) (Standard)	MEASUREMENT SYSTEM	DATE (S) OF MEASUREMENT (mm/yyyy)	RESULTS AND ANALYSES	ACTION PLAN AND FOLLOW-UP
					academic support resources greater than 3 on the Likert scale	
5	CLINICAL RESOURCES	To provide a sufficient variety of tasks and procedures for instruction to allow for student mastery of the program's required clinical competencies. (2.13/3.12/4.08/4.09)	1) Student resource surveys 2) Personnel resource surveys	1) 05/2018 2) 05/2018	1) 28/30 (93.3%) rated clinical resources greater than 3 on the Likert scale. 2/30 (6.7%) rated clinical resources at 2 or 1. 2) 12/12 (100%) rated clinical resources greater than 3 on the Likert scale	1) Clinical resources appear to meet all objectives. Continue to monitor 2) Continue to monitor
6	FINANCIAL RESOURCES	To provide adequate fiscal support for the retention of personnel and the acquisition and maintenance of equipment and supplies. (2.01)	1) Budget review 2) Personnel resource surveys	1) 05/2018 2) 05/2018	1) Budget is adequate to meet program goals. Monies have been provided to 1) remodel facilities doubling lab/classroom space, 2) acquire high fidelity simulators, 3) maintain current generation ventilators 2) 12/12 rate financial resources at a 3 or greater on the Likert scale	1) Enhance financial resources to: 1) convert full-time annualized position to full-time tenure track, 2) add additional faculty position as the BAS program supports three student cohorts 2) Continue to monitor
7	PROGRAM SATELLITES ONLY	To ensure that resources, services, and faculty at the satellite campus(es) are adequate and equivalent to those on the main campus. (1.05/2.14)	1) Student resource surveys 2) Personnel resource surveys	1) / 2) /	1) 2)	1) 2)