

Proposal for

**BACCALAUREATE DEGREE,  
RESPIRATORY CARE**

Respectfully Submitted to



**HARTNELL COLLEGE**

**PROGRAM EVALUATION COMMITTEE**

*July 2022*

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## ***AP 4021: Program Proposal Request and Narrative Elements***

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The following is a list of suggested elements from AP 4021 to include within the *Program Proposal Request and Narrative*, along with its corresponding page number:

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➤ background and rationale .....	6
➤ community need .....	41
➤ appropriateness to College Mission, Vision and strategic planning goals .....	8
➤ the program’s position within the College .....	7
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➤ external funding sources, principal investigator or project director, duration of funding (if grant funded).....	49
➤ program goals .....	19
➤ student learning outcomes .....	20
➤ proposed catalog description, program requirements and proposed list of courses (create a catalog page and proposed sequence of courses) .....	29
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➤ any challenges that must be addressed for the program to be successfully launched .....	57

## *Introduction*

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This proposal request is in support of the first of its kind baccalaureate degree in respiratory care (BSRC) at Hartnell College. The proposed degree is an online, 3-year, 120-unit program that will offer a convenient option for respiratory therapy students whose closest continuing education option is 100 miles away. The following BSRC proposal includes requirements as outlined in AP 4021.

As the healthcare field continues to grow, so does the industry's demand for professionals with specialized skill sets to address unique patient issues and disorders. The proposed BSRC includes a concentration on cardiovascular and pulmonary disorders. A BSRC degree prepares graduates to work as trained medical professionals leading to greater autonomy at the bedside. Respiratory therapy graduates with BSRCs can become clinical practitioners or care supervisors, and increase their earning potential through further education. In 2022, the Advisory Committee unanimously approved the baccalaureate degree proposal. The regional workforce community has demonstrated a need for BS-prepared individuals, and the respiratory therapy (RT) industry is trending toward bachelors-trained RTs (by 2030) in this emerging and increasingly sophisticated field. Establishing the BSRC program positions Hartnell as a leader not only in the region, but also the state, providing necessary education in advance of anticipated needs.

The benefits to Hartnell of a BSRC program are great, and the costs are minimal. The program will be offered exclusively online requiring minimal overhead with projected increases in faculty wages. With a projected enrollment of 30 annually, additional tuition revenue for 30 students completing upper division courses is expected to be \$156,000, and is likely to offset the majority (75%) of the wages and benefits of an additional full-time faculty or two part-time master's-prepared faculty (89%) (1-2). Estimated hourly wages and taxes are \$23,000 for a 20-hour per week part-time administrative assistant I to support the ASRC and BSRC programs. Existing student services and support staff are sufficient to meet the needs of the anticipated advanced degree students. The addition of the BSRC degree option will complement and expand the educational and career opportunities for students enrolled in the CTE degree/certificate programs.

## ***Background***

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### ***Existing ASRC Program & Resources***

Hartnell College associate degree respiratory care (ASRC) program was proposed in 2009, received Approval of Intent status in 2012, and Probationary/Initial accreditation in 2013. Since inception, faculty have used multiple measures when determining program validity and reliability; and they consider end-of-program student learning outcomes (employment, retention, completion times, and respiratory care license pass rates) as ad hoc measures of the effectiveness of the curriculum. Between 2018 and 2020, license pass rates (93%), retention (97%), and employment rates (88%) exceeded state and national standards, earning Hartnell College national recognition by CoARC.

In 2019, the Commission of Accreditation for Respiratory Care (CoARC) granted Hartnell College Continuing Accreditation-Initial Affirmation. At that time, the program was found to be in compliance with all five standards of quality that are included in the Accreditation Standards for Entry into Respiratory Care Professional Practice (<https://coarc.com/wp-content/uploads/2022/01/CoARC-Entry-Standards-1.1.2022.pdf>): Administration; Institutional and Personnel Resources; Program Goals, Outcomes, and Assessment; Curriculum; and Fair Practices and Recordkeeping. Faculty expects the same success when reviewed in 2024. Hartnell College is listed as an accredited school on the CoARC's website (<https://coarc.com/students/find-an-accredited-program/print-accredited-programs>).

More than 750 students within the Hartnell College service district have applied to the ASRC program. Prospective students are supported by academic counselors who generate individual course schedules, review education plans, and assist with the RCP application processes. More students apply than can be accommodated. Currently annual enrollment is limited to 22 new students by CoARC.

Student selection has been completed using a random stratified draw. Student experiences and demographics have mirrored the Salinas and Salinas Valley population. Education has not necessarily been the main focus of the ASRC students, as many individuals have had to find employment at an early age. Of the enrolled students who graduated between 2018 and 2022, 100% started college after age 20, 52% were first in family to go to college, and 64% worked at least 16 hours per week during the ASRC program. Thirty-three percent self-identified as men, 51% as Hispanic/Latino, and almost all required financial assistance.

Since 2015, 17% of Hartnell graduates who earned a BSRC degree attained their degree online at Boise State and an untold number have competed for enrollment at Skyline College or Modesto Community College, community colleges 75-100 miles away from Hartnell College. A bachelor's option at Hartnell will mitigate migration from Hartnell College, and is likely to attract prospective students.

Advisory committee members and employers support Hartnell's commitment to the educational advancement of respiratory therapists who will be prepared to meet evolving healthcare needs. Hartnell College's proposed baccalaureate degree, respiratory care (BSRC) program will preserve the ASRC option for new students entering the profession as well as add a pathway without a limit on enrollment for ASRC graduates throughout California to obtain an online, affordable, and soon-to-be-required baccalaureate degree in respiratory care. As true of Hartnell ASRC graduates, graduates of the proposed BSRC program will earn the community's respect for their competence and professionalism, and will meet the workforce need for more highly trained, respiratory therapist.

## ***Summary of Proposed BSRC Program***

The proposed BSRC course of study can be completed in four semesters (part-time) or three semesters (full-time). It includes a concentration of content in cardiovascular and pulmonary disorders and leadership needed for advanced practice. Annually, the BSRC will prepare a cohort of up to 30 graduates of entry-level degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and advanced clinical practice. The ASRC program will be revised to decrease time to completion and the number of major lower division units. As drafted, the proposed BSRC curriculum will require 39 general education units (30 lower division units and 12 upper division units) and 72.5 (44.5 lower division units and 28 upper division). All efforts will be made to reduce total units to 120.

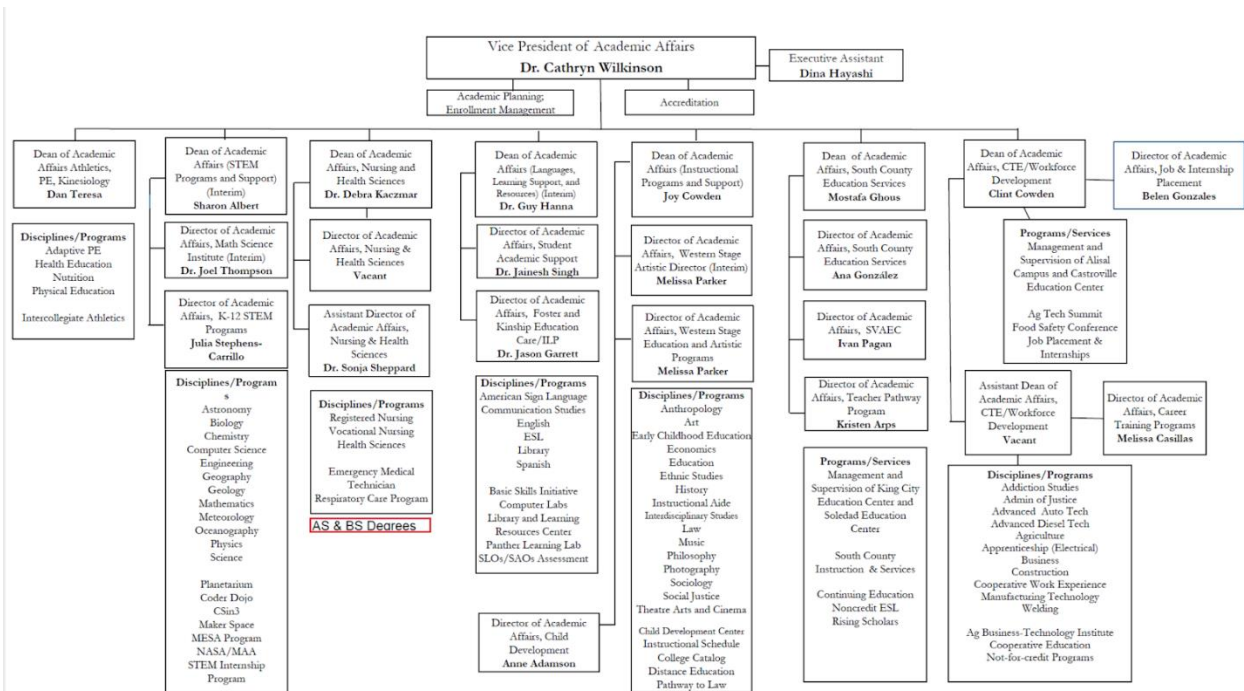
A part-time administrative assistant and one full-time or two part-time master's prepared faculty members will be needed to staff the ASRC and the BSRC programs. Because the BSRC courses will be taught online, there is no need for classrooms, clinical placements, or capital equipment.

Upon completion of the BSRC program, the graduate is prepared to:

1. demonstrate professional and ethical behavior with enhanced communication skills required for the field.
2. demonstrate readiness to pass specialty credentialing exams including Adult Critical Care Specialist (ACCS), Neonatal and Pediatric Specialist (NPS), and Registered Pulmonary Function Technician (RPFT) national board exams
3. apply evidence-based practice to respiratory care
4. apply skills of leadership, education, and advanced bedside roles to respiratory care.

## ***BSRC Program's Position within the College***

The BSRC will remain in Nursing and Health Sciences, which is part of the Health Sciences metamajor. The academic program will remain under the direction of the Dean of Academic Affairs, Nursing and Health Sciences in Academic Affairs.



## ***BSRC Program’s Alignment with the College’s Mission, Vision, and Strategic Goals***

The draft goals of the proposed bachelor’s degree in respiratory care and those of Hartnell College (HC) are compatible in educational purposes and roles in the community; their missions, goals, and strategic intents align. Serving as directives, the Hartnell College mission, vision, and value statements are used when determining institutional administrative actions and respiratory care instructional program planning. Draft language to include granting of baccalaureate degrees has been added to Administrative Policy 4021 Establishing, Revitalizing, or Discontinuing Academic Programs and Board and Administrative Policy 4025 Philosophy and Criteria for Associate Degree and General Education. The policy changes have received support from the Academic Senate, Curriculum Committee, and the Hartnell College leadership team. Once approved by internal constituent groups, the policies will be forwarded to the Board of Trustees. The Hartnell College mission statement will be modified to include bachelor’s degrees if the degree program is approved at all levels.

Establishing a baccalaureate degree is in alignment with the Hartnell College mission, vision, and core values. The NHS core values of Comportment, Competence, Caring, Collaboration, and Curiosity are compatible with Hartnell’s values that include Students First, Partnerships, Academic and Service Excellence, and Innovation. A summary of congruence between the mission, vision, and values for Hartnell College and Respiratory Care, which is within the Nursing and Health Science cluster, is included in Table 1.



*Table 1. Hartnell College and Respiratory Care’s Areas of Congruence between Missions, Visions, and Value Statements*

Hartnell College: Mission, Vision, Values	Respiratory Care Program: Mission, Vision, Values	Areas of Congruence
<p>Vision</p> <p>Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.</p>	<p>Vision</p> <p>Nursing and Health Sciences will be an influential resource in health education and promotion for the residents of the Salinas Valley.</p>	<p>Cultivation of leadership in health promotion, which affects the intellectual, social, cultural, and economic vitality of the population.</p>
<p>Mission</p> <p>Focusing on the education and workforce development needs of communities in the Salinas Valley, Hartnell College strengthens communities by providing opportunities for students to reach career and/or academic goals (associate degrees, certificates of achievement, transfer to four-year institutions) in an environment committed to student learning, achievement, and success.</p>	<p>Mission</p> <p>The mission of Nursing and Health Sciences is to facilitate an interprofessional learning environment in which students become safe, accountable, and culturally responsive healthcare professionals. Faculty and students embrace excellence and model ethical leadership, while advancing the art and science in healthcare. Faculty and students adopt an attitude of inquiry. Ideas are generated, assumptions are questioned, and the art of investigation is prized.</p>	<p>Commitment to the educational advancement of respiratory therapists who will be prepared to meet evolving healthcare needs.</p> <p>The Hartnell College mission will need to include the bachelor’s degree.</p>
<p>Values</p> <p>Values are the essential enduring tenets that guide Hartnell College in fulfilling our mission. The following values set forth what Hartnell believes and define conduct:</p> <p>Students First Academic and Service Excellence Diversity, Equity, and Inclusion Ethics and Integrity Alliances Leadership and Empowerment Innovation Stewardship of Resources Health, Safety, and Security</p>	<p>Values</p> <p>Nursing and Health Sciences facilitates the development of healthcare professionals who embody and demonstrate the following 5 C core values:</p> <p>Comportment Competence Caring Collaboration Curiosity</p>	<p>The academic program is based on a value-system model that advances professionalism in its respiratory care graduates.</p>

The four draft BSRC Program Student Learning Outcomes (PSLOs) are the following:

1. Demonstrate professional and ethical behavior with enhanced communication skills required for the field;

2. Demonstrate readiness to pass specialty credentialing exams including Adult Critical Care Specialist (ACCS), Neonatal and Pediatric Specialist (NPS), and Registered Pulmonary Function Technician (RPFT) national board exams;
3. Apply evidence-based practice to respiratory care; and
4. Apply skills of leadership, education, and advanced bedside roles to respiratory care.

Table 2 includes institutional student learning outcomes (ISLO), associate degree, respiratory care program student learning outcomes (ASRC PSLO), and bachelor's degree, respiratory care program level outcomes (BSRC PSLO). Areas of congruence between the institutional and the existing and proposed PSLOs is included.

*Table 2. Hartnell College and Respiratory Care's Areas of Congruence Between Institutional PSLOs and BSRC PSLOs*

Hartnell ISLO	Hartnell AS-RCP PSLO	Hartnell BSRC PSLO	Congruence
<p>Personal Growth: Students will demonstrate ethical decision making, goal setting, and positive lifestyle choices.</p>	<p>Practice professional attitudes and behavior (affective) as evidenced by their ability to:</p> <p>practice within the legal and ethical scope of practice.</p> <p>work effectively as a health care team member.</p> <p>ensure safe and supportive care by building cross-cultural relationships, addressing the physical and psychosocial needs of the patient.</p>	<p>Demonstrate professional and ethical behavior with enhanced communication skills required for the field.</p>	<p>Ethical professional practice in the workplace.</p>
<p>Inquiry and Reason: Students will use analytical, creative, and critical thinking to evaluate ideas, predict outcomes, and form conclusions and solutions.</p>	<p>Perform the skills competently as a respiratory care practitioner (psychomotor) as evidenced by their ability to:</p> <p>assess patients in the health care setting and document findings and interventions.</p> <p>implement respiratory therapeutic interventions in a timely manner consistent with patient safety and infection control standards.</p>	<p>Demonstrate readiness to pass specialty credentialing exams including Adult Critical Care Specialist (ACCS), Neonatal and Pediatric Specialist (NPS), and Registered Pulmonary Function Technician (RPFT) national board exams.</p> <p>Apply evidence-based practice to respiratory care.</p>	<p>Analytical thinking and evaluation of research that results in decisions based on data trends and outcomes.</p>

	communicate clearly and professionally in interpersonal interactions with patients, family members, and the health care team.		
Global Engagement: Students will demonstrate global citizenship via knowledge of and interaction with civic participation, diverse cultures and people, and social justice advocacy.	Practice professional attitudes and behavior (affective) as evidenced by their ability to: practice within the legal and ethical scope of practice. work effectively as a health care team member. ensure safe and supportive care by building cross-cultural relationships, addressing the physical and psychosocial needs of the patient.	Apply skills of leadership, education, and advanced bedside roles to respiratory care.	Application of judicial and ethical decisions that are influenced by the diverse needs of individuals and society.
Communication: Students will effectively communicate to varied audiences via spoken, written, visual and other forms of communication.	Comprehend, apply, and evaluate information necessary to practice as a respiratory care practitioner(cognitive) as evidenced by their ability to: analyze and evaluate a patient's subjective and objective data from the patient's record to formulate or revise a respiratory care plan. educate patients and their families about disease states, treatment and health promotion. pass the licensure examination accepted by the California State Respiratory Care Board (National Board for Respiratory Care Entry Level Examination) and qualifying for licensure as a California Respiratory Care Practitioner.	Demonstrate professional and ethical behavior with enhanced communication skills required for the field.	Use of clear and varied communication skills and methods that are appropriate for the audience and situation.

	<p>Graduates will also successfully pass the National Board for Respiratory Care Advanced Practitioner Written and Simulation Registry Examination within one year of program completion.</p>		
<p>Information Competency: Students will define information needs, utilizing appropriate technology and resources to access information efficiently and effectively, evaluate information critically, and use information ethically.</p>	<p>Perform the skills competently as a respiratory care practitioner (psychomotor) as evidenced by their ability to</p> <ul style="list-style-type: none"> <li>assess patients in the health care setting and document findings and interventions.</li> <li>implement respiratory therapeutic interventions in a timely manner consistent with patient safety and infection control standards.</li> <li>communicate clearly and professionally in interpersonal interactions with patients, family members, and the health care team.</li> </ul>	<p>Apply evidence-based practice to respiratory care.</p>	<p>Application of research and technology</p>
<p>Aesthetic Analysis and Application: Students will analyze, conceptualize, evaluate, and/or synthesize creative and artistic expressions applied via contents such as cultures and disciplines.</p>	<p>There is no specific ASRC or BSRC EOPSLO that correlate with Aesthetic Analysis and Application. Students meet this outcome in pre-requisite humanities courses and assignments.</p>		

Once courses, PSLOs, and SLOs are written by the faculty and approved by the Curriculum Committee, each student learning outcome per upper division course will be mapped and leveled to one or more of the four BSRC PSLOs. Table 3 is a draft of a crosswalk that will be used to link BSRC course student learning outcomes to the four proposed BSRC PSLOs.

Table 3. Curriculum Map Linking Drafts of BSRC Course SLOs to PSLO

<b>Hartnell College BSRC Program Student Learning Outcomes</b>				
Demonstrate professional and ethical behavior with enhanced communication skills required for the field. Demonstrate readiness to pass specialty credentialing exams including Adult Critical Care Specialist (ACCS), Neonatal and Pediatric Specialist (NPS), and Registered Pulmonary Function Technician (RPFT) national board exams Apply evidence-based practice to respiratory care Apply skills of leadership, education, and advanced bedside roles to respiratory care.				
BSRC Course: Student Learning Outcomes	#1	#2	#3	#4
<b>RCP 90: Healthcare Systems</b>				
Describe and differentiate the characteristics of billing and payments systems in use today.				x
Evaluate departmental performance indicators and explain their importance to operations.	x			
Explain the significance of the AARC staffing model and how it is used in a healthcare setting.				x
<b>RCP 91: Healthcare Research Design &amp; Methodology</b>				
Critically review, analyze, and interpret published research.		x	x	
Formulate a proposal for research discussing the methodological approach, collection, measurement, and analysis of data.			x	
<b>RCP 92: Respiratory Care Education</b>				
Develop instructional content using evidence-based teaching strategies			x	x
Develop a lesson plan that includes objectives, content and learning outcomes.	x			x
Design, implement, and evaluate learning outcomes in a respiratory care setting.				x
<b>RCP 93: Advanced Cardiopulmonary Disease</b>				
Critique and justify the current management of respiratory diseases		x	x	
Evaluate evolving roles of respiratory therapists as disease managers.				x
Develop a plan of care based on a clinical scenario using current evidence-based practice.			x	

RCP 94: Advanced Respiratory Care I				
Demonstrate readiness for Adult Critical Care Specialist (ACCS) examination		x		
Explain the respiratory care practice act	x			x
RCP 95: Leadership in Respiratory Care				
Apply management strategies to operational procedures and functions of a respiratory care department	x			x
Formulate a strategic plan for a respiratory care department				x
Explain various federal and state employment laws affecting respiratory care departments	x			x
RCP 96: Advanced Respiratory Care II				
Demonstrate advanced knowledge of pulmonary function techniques.		x		
Evaluate the use of therapeutic and diagnostic procedures in the treatment of cardiopulmonary diseases.		x		
Select the appropriate diagnostic or therapeutic procedure based on a clinical scenario.		x		
RCP 97: Advanced Neonatal and Pediatric Respiratory Care				
Evaluate current interventions, diagnostic and therapeutic procedures and ventilatory techniques in the care of critically ill neonatal patients.		x	x	
Evaluate current interventions, diagnostic and therapeutic procedures and ventilatory techniques in the care of critically pediatric patients.		x	x	
Demonstrate readiness for the neonatal and pediatric specialist (NPS) examination.		x		
RCP 98: Capstone Project				
Utilize multiple sources of analysis, research, and critical thinking to develop a research-based project.			x	x
Demonstrate skills and experiences learned across the curriculum to present a research project that evaluates current problems or practices in respiratory care.	x		x	

PHL xxx Medical Ethics				
Analyze, compare, and evaluate a variety of moral theories and apply them to relevant problems in medical ethics.	x			
Explain and interpret common medical issues such as: the Hippocratic tradition; paternalism and autonomy; informed consent, truth telling, and confidentiality; genetic and reproductive control; death and dying and advance directives; impaired and seriously ill infants; medical error; medical technology; quality and sanctity of life; or just allocation of resources.	x			
Explain moral theories applicable to specific problems or controversies in medical ethics such as experimentation, abortion, medically assisted dying, etc.	x			
PSY xx: Psychology of Health and Illness				
Analyze concepts in health psychology on the effects of stress, illness, disease, and death from personal and professional perspective.	x			
Analyze principles, theories, and research in trauma, crisis, and self-care as it relates to personal and professional experiences.			x	
Evaluate models that affect personal health and disease with the healthcare professional.	x		x	
COMM xx: Communication in Healthcare				
Assess and make recommendations for the improvement of communication skills at work.	x			x
Explain various communication methods to disseminate information.	x			x
Apply communication theories and principles to improve patient care outcomes.	x			x
SOC xx: Medical Sociology: Health and Diversity				
Synthesize and combine various theoretical, historical, and sociological ideologies in the healthcare field and medical practice with professional and personal experiences.	x			
Evaluate the impact of social inequality and social change within the role and function of healthcare, medical practice and services.	x			

Evaluate patterns and trends among socio-economic factors (i.e. race/ethnicity, gender, etc.) on healthcare access and quality of provision.	x				
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Once courses, PSLOs, and SLOs are written by the faculty and approved by the Curriculum Committee, each student learning outcome per upper division course will be mapped and leveled to one or more of the six Institutional Student Learning Outcomes (ISLOs): 1. Global Engagement; 2. Personal Growth; 3. Aesthetic Analysis and Application; 4. Communication; 5. Information Competency; and 6. Inquiry and Reason. Table 4 is a draft of a crosswalk that will be used to link the approved BSRC course student learning outcomes to the six ISLOs.

*Table 4. Curriculum Map Linking Drafts of BSRC PLOs to Hartnell College ISLOs*

Institutional Learning Outcomes						
1. <b>Global Engagement:</b> Students will Demonstrate global citizenship via knowledge of and interaction with civic participation, diverse cultures and people, and social justice advocacy						
2. <b>Personal Growth:</b> Students will demonstrate ethical decision making, goal setting, and positive lifestyle choices						
3. <b>Aesthetic Analysis and Application:</b> Students will analyze, conceptualize, evaluate, and/or synthesize creative and artistic expression as applied via contexts such as cultures and disciplines						
4. <b>Communication:</b> Students will effectively communicate to varied audiences via spoke, written, visual and other forms of communication						
5. <b>Information Competency:</b> Students will define information needs, utilizing appropriate technology and resources to access information efficiently and effectively, evaluate information critically, and use information ethically						
6. <b>Inquiry and Reason:</b> Students will use analytical, creative, and critical thinking to evaluate ideas, predict outcomes and form conclusions and solutions						
Institutional Learning Outcome	#1	#2	#3	#4	#5	#6
RCP 90: Healthcare Systems						
Describe and differentiate the characteristics of billing and payments systems in use today.					x	x
Evaluate departmental performance indicators and explain their importance the operation.					x	x
Explain the significance of the AARC staffing model and how it is used in a healthcare setting.						x
RCP 91: Healthcare Research Design & Methodology						
Critically review, analyze, and interpret published research.					x	x



Formulate a proposal for research discussing the methodological approach, collection, measurement, and analysis of data.					X	X
RCP 92: Respiratory Care Education						
Develop instructional content using evidence-based teaching strategies.				X	X	
Develop a lesson plan that includes objectives, content and learning outcomes.				X		
Design, implement, and evaluate learning outcomes in a respiratory care setting.			X			
RCP 93: Advanced Cardiopulmonary Disease						
Critique and justify the current management of respiratory diseases.				X		X
Evaluate evolving roles of respiratory therapists as disease managers.		X	X			
Develop a plan of care based on a clinical scenario using current evidence-based practice.						X
RCP 94: Advanced Respiratory Care I						
Demonstrate readiness for Adult Critical Care Specialist (ACCS) examination.		X				X
Explain the respiratory care practice act	X					
RCP 95: Leadership in Respiratory Care						
Apply management strategies to operational procedures and functions of a respiratory care department.	X	X				
Formulate a strategic plan for a respiratory care department.			X	X	X	
Explain various federal and state employment laws affecting respiratory care departments.	X	X				
RCP 96: Advanced Respiratory Care II						
Demonstrate advanced knowledge of pulmonary function techniques					X	
Evaluate the use of therapeutic and diagnostic procedures in the treatment of cardiopulmonary diseases.						X
Select the appropriate diagnostic or therapeutic procedure based on a clinical scenario.						X
RCP 97: Advanced Neonatal and Pediatric Respiratory Care						

Evaluate current interventions, diagnostic and therapeutic procedures and ventilatory techniques in the care of critically ill neonatal patients.						X
Evaluate current interventions, diagnostic and therapeutic procedures and ventilatory techniques in the care of critically pediatric patients.						X
Demonstrate readiness for the neonatal and pediatric specialist (NPS) examination.					X	
<b>RCP 98: Capstone Project</b>						
Utilize multiple sources of analysis, research, and critical thinking to develop a research-based project.				X	X	X
Demonstrate skills and experiences learned across the curriculum to present a research project that evaluates current problems or practices in respiratory care.	X	X				
<b>PHL xxx Medical Ethics</b>						
Analyze, compare, and evaluate a variety of moral theories and apply them to relevant problems in medical ethics.	X					
Explain and interpret common medical issues such as: the Hippocratic tradition; paternalism and autonomy; informed consent, truth telling, and confidentiality; genetic and reproductive control; death and dying and advance directives; impaired and seriously ill infants; medical error; medical technology; quality and sanctity of life; or just allocation of resources.	X					
Explain moral theories applicable to specific problems or controversies in medical ethics such as experimentation, abortion, medically assisted dying, etc.	X	X	X			
<b>PSY xx: Psychology of Health and Illness</b>						
Analyze concepts in health psychology on the effects of stress, illness, disease, and death from personal and professional perspective.		X		X		
Analyze principles, theories, and research in trauma, crisis, and self-care as it relates to personal and professional experiences.		X	X			
Evaluate models that affect personal health and disease with the healthcare professional.		X				X
<b>COMM xx: Communication in Healthcare</b>						
Assess and make recommendations for the improvement of communication skills at work.		X		X		
Explain various communication methods to disseminate information.				X	X	

Apply communication theories and principles to improve patient care outcomes.				x		
SOC xx: Medical Sociology: Health and Diversity						
Synthesize and combine various theoretical, historical, and sociological ideologies in the healthcare field and medical practice with professional and personal experiences	x					
Evaluate the impact of social inequality and social change within the role and function of healthcare, medical practice and services	x					
Evaluate patterns and trends among socio-economic factors (i.e. race/ethnicity, gender, etc.) on healthcare access and quality of provision						x

The proposed BSRC is founded on the four Hartnell College Strategic Priorities:

1. Completion of Degrees and Certificates. The addition of the first baccalaureate degree will result in more degrees and the only baccalaureate degrees granted at the institution. Adding a baccalaureate degree option is likely to result in retention of associate degree students and enrollment of working RRTs interested in receiving a four-year degree.
2. Time and Units to Degree Completion. Adding a baccalaureate degree will result in a curriculum revision of the ASRC track. The high-unit ASRC program units will be reduced from 74, which will decrease ASRC time to completion from six to five semesters. The goal is for full-time students in the BSRC program to earn 120 units within nine semesters.
3. Transfer to Four-Year Institutions. Between 2015 and 2021, approximately 17% students dually enrolled or transferred into a baccalaureate program within four years after graduation. Hartnell College ASRC graduates desiring a baccalaureate degree were referred to Skyline College, Modesto Community College, or Boise State University. The majority enrolled in out-of-state or private universities. For example, in 2020, six out of 20 graduates transferred to Boise State University. If the BSRC program is approved, students will no longer need to transfer to a four-year institution of higher education. Students can continue their studies at Hartnell while they work at local healthcare agencies, which will decrease migration away from the Central Coast. Costs associated with transferring will decrease significantly.
4. Student Employment following Training or Degree/Certificate Completion. Graduates with baccalaureate degrees are more marketable to employers than are graduates with associate degrees (Carrese & Lee, 2022). For example, graduates with four-year degrees qualify for supervisory and practice-based positions that require baccalaureate-level knowledge, skills, and aptitude (AARC, 2022).

## ***BSRC Program Description***

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*The BSRC and ASRC curriculum will be written, revised, and approved by fall 2023. Program description, outcomes, course descriptions, and schedules included in this proposal are working drafts.*

## ***Program Goal***

The program's goal for the BSRC program is to provide graduates of entry-into-respiratory care-professional-practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.

## ***Program Student Learning Outcomes***

Upon completion of the BSRC program, the graduate is prepared to:

1. demonstrate professional and ethical behavior with enhanced communication skills required for the field.
2. demonstrate readiness to pass specialty credentialing exams including Adult Critical Care Specialist (ACCS), Neonatal and Pediatric Specialist (NPS), and Registered Pulmonary Function Technician (RPFT) national board exams
3. apply evidence-based practice to respiratory care
4. apply skills of leadership, education, and advanced bedside roles to respiratory care.

## ***Prerequisites***

Minimum prerequisites include the following:

1. Hartnell College enrollment or a Hartnell College Application for Admission on file in the Office of Admissions and Records
2. Graduation from a CoARC accredited Respiratory Care Program
3. Completion of the required CSE-GE Transfer Pattern units with a minimum of a "C" grade as documented on official transcripts.
4. Possession of a non-encumbered California Registered Respiratory Therapy license *or* eligibility for licensure.

## ***Course of Study***

The proposed BSRC will require the completion of upper and lower division general education course work in accordance with the California State University General Education Breadth (CSU-GE) requirements. There are a total of 51 general education units: 39 lower division units and 12 upper division units. A more detailed description of the upper-level courses is provided below.

### ***General Education Lower and Upper Division Requirements:***

- Lower division semester unit pattern (**39 units**)
  - Area A – English Language Communication and Critical Thinking (9 u)
  - Area B – Scientific Inquiry and Quantitative Reasoning (12 u)
  - Area C – Arts and Humanities (9 u)
  - Area D – Social Sciences (6 u)
  - Area E – Lifelong Learning (3 u)
  - Area F – Ethnic Studies (3 u)
- Upper Division General Education (**12 units**)

- Medical Ethics (3 units)
- Communications (3 units)
- Psychology of health and illness (3 units)
- Sociology: Health and Diversity (3 units)

As of June 2022, students enrolled in the Hartnell College ASRC program are required to complete 39 units of lower division general education coursework. There are plans to revise existing RCP general education pre- and co-requisite courses, which will reduce units, costs, and time to completion. The proposed BSRC academic program will require completion of 44.5 units lower division major coursework that are included in the ASRC program. Table 5 is a list of current course requirements and proposed changes with supporting rationales. Coursework in respiratory care completed at other educational institutions will be evaluated for equivalency.

*Table 5. List of 2022 RCP General Education Course Requirements, Proposed Changes, and Supporting Rationales*

General Education Area	2022 ASRC requirement	Proposed Change	Rationale
Area A – English Language, Communication and Critical Thinking (9 u)			
A1 Oral Communication	COM 1 or 3 (3u)		
A2 Written Communication	ENG 1A or 1AX (3 u)		
A3 Critical Thinking	ENG 1B or 2 (3u) or COM 2 or PHL 15		
Area B – Scientific Inquiry and Quantitative Reasoning (12 u)			
B1 Physical Science	BIO 5 (4u) CHM 22 (3u)		
B2 Life Science	BIO 6 (3u) BIO 27 (4 u)		
B3 Lab Activity	BIO 6L (2u)		
B 4 Mathematical Concepts, Quantitative Reasoning & Applications	MAT 123 (5u)	MAT 13 (4U)	Reduce units and meet CSU requirements
Area C – Arts and Humanities (9 u)			
C1 Arts	N/A		

C2 Humanities	N/A		
Area D – Social Sciences (6 u)			
	PSY-2 (3u)		Change to corequisite
Area E – Lifelong Learning (3 u)			
Area F – Ethnic Studies (3 u)			

***Major in Respiratory Care Lower and Upper Division Coursework:***

As of June 2022, students enrolled in the Hartnell College ASRC program are required to complete 44.5 units of lower division major coursework. There are plans to revise existing RCP courses, which will reduce units, costs, and time to completion (Table 6). Faculty will revise ASRC courses to align with the upper division course content and scheduling to allow for dual enrollment. Major coursework completed at other educational institutions will be evaluated for equivalency.

- Lower Division Major Coursework (**44.5 units**)
  - RCP-110 Foundation for Success
  - RCP-50 RCP Responsibilities
  - RCP-51 P&M Administration
  - RCP-52 Cardiopulmonary A&P
  - RCP-53 Foundation Skills
  - RCP-54 Supervised Practice Foundation
  - RCP-60 Diagnostic Studies & Respiratory Care
  - RCP-61 Respiratory Therapeutics
  - RCP-62 Cardiopulmonary Pathophysiology
  - RCP-63 Beginning Clinical Experience
  - RCP-64 Supervised Practice: Beginning
  - RCP-70 Neonatal & Pediatric Respiratory Care
  - RCP-71 Basic Mechanical Ventilation
  - RCP-72 Neurologic & Traumatic Conditions
  - RCP-73 Intermediate Clinical Experience
  - RCP-74 Supervised Practice: Intermediate
  - RCP-80 Advanced Life Support
  - RCP-81 Advanced Mechanical Ventilation
  - RCP-82 Clinical Reasoning Seminar
  - RCP-83 Advanced Practice: Advanced
  - RCP-84 Supervised Practice: Advanced
- Upper Division Major Coursework (**28 units**)
  - Healthcare Systems (3 units)
  - Advanced Cardiopulmonary Disease (3 units)
  - Respiratory Care Education (3 units)
  - Advanced Respiratory Care I (3 units)

- Advanced Respiratory Care II (3 units)
- Healthcare Research Design and Methodology (3 units)
- Advanced Neonatal and Pediatric Care (3 units)
- Leadership in Respiratory Care (3 units)
- Capstone Project (4 units)

*Table 6. Planned Revisions to 2022 ASRC Major Courses*

2022 ASRC Major Requirement	Proposed Change	Rationale
RCP-110 Foundation for Success (1.5u)	Drop to 1unit	Need to lower units.
RCP-50 RCP Responsibilities (1.5u)		
RCP-51 Pharm. & Med. Admin. (3u)		
RCP-52 Cardiopulmonary A&P (3u)		
RCP-53 Foundation Skills (1u)		
RCP-54 Super. Practice: Found. (0.5u)		
Semester 1 Total Unit Change	10.5 to 10 units	
PSY-2 Gen. Psych.	Change prerequisite to corequisite	Reduce time to completion
RCP-60 Diag. Studies & Resp. Care (3u)		
RCP-61 Respiratory Therapeutics (3u)		
RCP-62 Cardiopulmonary Patho. (2u)		
RCP-63 Begin. Clin. Experience (4u)		
RCP-64 Super. Practice: Begin. (0.5u)		
Semester 2 Total Unit Change	No Change	
RCP-70 Neonatal & Ped. Resp. Care (2u)		
RCP-71 Basic Mech. Ventilation (3u)		
RCP-72 Neuro. & Traumatic Cond. (2u)		
RCP-73 Intermediate Clinical Exp. (4u)		
RCP-74 Super. Practice: Intermed (0.5)		

Semester 3 Total Unit Change	No Change	
RCP-80 Advanced Life Support (1.5u)	? License prep only	
RCP-81 Advanced Mech. Vent. (3u)	? Reduce to 2 u ((1lec/ 1lab	Reduce units
RCP-82 Clin. Reasoning Seminar (2u)		
RCP-83 Advanced. Practice: Adv. (4u)		
RCP-84 Super. Practice: Adv. (0.5u)		
Semester 4 Total Unit Change	11 units to 9 units??	
Program Unit Change	44.5 to 42 units???	

### *Proposed Course Schedule*

Table 7 is a draft of a four-semester part-time proposed course schedule for the upper division major courses. It will be possible for a full-time student to complete the coursework in three semesters as indicated in Table 8.

*Table 7. Part-time Four-Semester Course Schedule*

Semester	Courses	
Semester 1: Fall	Xxxx	Medical Ethics (3 units)
Session 1: Wks 1-8	RCP 90	Healthcare Systems (3 units)
Session 2: Wks 9-16	RCP 91	Healthcare Research Design & Methodology (3 units)
	RCP 92	Respiratory Care Education (3 units)
Semester 2: Spring	RCP 93	Advanced Cardiopulmonary Disease (3 units)
Session 1: Wks 1-8	Xxxx	Psychology of Health and Illness (3 units)
Session 2: Wks 9-16	RCP 94	Advanced Respiratory Care I (3 units)
	RCP 95	Leadership in Respiratory Care (3 units)
Semester 3: Summer	Xxxx	Communications (3 units)
Session 1: Wks 1-8	RCP 96	Advanced Respiratory Care II (3 units)
Semester 4: Fall	Xxxx	Sociology: Health and Diversity (3 units)
Session 1: Wks 1-8	RCP 97	Adv. Neonatal and Pediatric Respiratory Care (3 units)
Session 2: Wks 9-16	RCP 98	Capstone Project (4 units)

*Table 8. A Proposed full-time Three-Semester Course Schedule*



Semester	Courses		Max Enrollment
Semester 1: Fall	Xxxx	Medical Ethics (3 units)	25
Session 1: Wks 1-8	RCP 90	Healthcare Systems (3 units)	30
Session 2: Wks 9-16	RCP 91	Healthcare Research Design & Methodology (3 units)	30
	RCP 92	Respiratory Care Education (3 units)	30
Semester 2: Spring	RCP 93	Advanced Cardiopulmonary Disease (3 units)	30
Session 1: Wks 1-8	Xxxx	Psychology of Health and Illness (3 units)	30
Session 2: Wks 9-16	RCP 94	Advanced Respiratory Care I (3 units)	30
	RCP 95	Leadership in Respiratory Care (3 units)	30
	Xxxx	Communications (3 units)	25
Semester 3: Fall	RCP 96	Advanced Respiratory Care II (3 units)	30
Session 1: Wks 1-8			
Session 2: Wks 9-16	Xxxx	Sociology: Health and Diversity (3 units)	25
	RCP 97	Adv. Neonatal and Pediatric Respiratory Care (3 units)	30
	RCP 98	Capstone Project (4 units)	30

### ***Anticipated Enrollment & Completion Rates***

Since 2012, Hartnell College has a Commission on Accreditation for Respiratory Care (CoARC) imposed enrollment cap of 22 pre-licensure students per annual admission cycle. Hartnell College can petition CoARC for an increase to the number of full-time pre-licensure students. There is no CoARC regulation on post-licensure BSRC tracks.

Maximum enrollment for the BSRC cohort is 30 students. Table 9 includes the number of qualified ASRC applicants, enrolled students, graduates, graduates with a BS degree, licensed RRTs and graduates.

*Table 9. 2015-2022 Actual Enrollments and Completion Rates and Enrollments in a BSRC Program*

Year	2015	2016	2017	2018	2019	2020	2021	2022
Eligible Applicants	31	39	30	50	63	38	69	65
New Student Enrollments	16	20	16	20	20	22	14	24
Graduates	9	8	9	18	15	10	22	14
Graduates with BSRC or in progress	N/A	N/A	5	3	6	2	3	N/A
ASRC students interested in BSRC program	N/A	N/A	N/A	N/A	6	5	9	6

The BSRC enrollment estimates are based on the number of Hartnell ASRC graduates and actual BSRC enrollment numbers at Skyline and Modesto Colleges. Hartnell's Bachelor's in Respiratory Care Program because of the new requirements for educating Respiratory Care Therapists. Specifically, the American Association for Respiratory Care (AARC) states, "Training and education for entry-to-practice as a respiratory therapist should be provided within programs awarding a bachelor's or master's degree in

respiratory care (or equivalent degree titles), and all newly accredited respiratory care educational programs must award, as a minimum, the bachelor's degree in respiratory care (or equivalent degree title)" (AARC, 2015, p.1). Further, "The California Society for Respiratory Care endorses and supports bachelor's degree programs in respiratory care (or equivalent) for education and training as a minimum requirement for licensure beginning in 2030" (CSRC, 2021).

Cohorts of approximately 30 students will learn together annually. Part-time students will take four eight-week courses for four semesters and two courses in a summer session. Annually, the maximum number of duplicated course enrollments will be 390 in the upper division courses and 682 in the lower division, for a total of 1,072 annual enrollments. The lower division enrollments are based on the historical enrollments in the respiratory care program at Hartnell. In 2019-2020 there were 725 enrollments in the lower courses. The average annual enrollment in the respiratory care program in the last three years was 682 course enrollments.

## ***Admission/Selection Criteria***

### ***Limitation on Enrollment***

Admission to Hartnell College will not guarantee admission into the BSRC program. Students who wish to declare a major in the BSRC will need to meet minimum criteria. In the future, admission into the BSRC might be selective due to availability of practicum sites for the capstone course, the number of students who can be accommodated per course, or other limitations. Admission/Selection criteria will be communicated to the public verbally and described in written and web-based platforms; updates will occur only when necessary.

### ***Application for Admission***

The application process for admission into the BSRC program will require two separate applications. The first application will be to the community college under standard community college enrollment rules applicable to Hartnell College pursuant to Education Code Section 76000 et seq. The second application will be admission to the BSRC program directly.

### ***Priority Admission***

Priority will be granted to Hartnell College ASRC students who have completed BSRC admission requirements.

### ***Selection Criteria***

A blended combination of random selection and a multi-criteria screening process will be used to evaluate applicants for admission. The multicriteria process will include the following:

1. Academic degrees or diplomas, or relevant certificates, held by an applicant.
2. Grade-point average in relevant coursework.
3. Relevant work or volunteer experience.
4. Active and non-encumbered registered respiratory therapy license or eligibility for licensure.
5. Life experiences or special circumstances of an applicant, including, but not necessarily limited to, the following experiences or circumstances: disability, low family income, first generation

of family to attend college, need to work, disadvantaged social or educational environment, extenuating circumstances, refugee or veteran status. Priority will be given to military veterans, foster youth, and students in Community College Extended Opportunity Programs and Services program, students eligible for Disabled Student Programs and Services, and students who are California Work Opportunity and Responsibility to Kids recipients consistent with Education Code Sections 66025.8, 66025.9, 66025.91 and 66025.92.

A maximum of 30 applicants will be conditionally accepted for each BSRC cohort. Applications with missing documents or submitted after the published deadline will be considered incomplete. Applicants who are denied admission will receive academic counseling and encouragement to apply during the next application period.

### ***Assessment of Previously Earned Degrees and Prior Learning***

#### ***Advanced Placement, College Level Examination Program and International Baccalaureate***

Hartnell College will grant lower division credit to students completing exams offered through Advanced Placement, the College Level Examination Program, and the International Baccalaureate programs. Units can be used to satisfy lower division major requirements and general education requirements, in accordance with the Administrative Procedure 4235 Credit for Prior Learning.

#### ***Prior Learning Assessment***

Hartnell College will follow Administrative Procedure 4235 Credit for Prior Learning and related policies/procedures to evaluate the prior experience of ASRC and transfer students to determine if any previous experience is equivalent to specific courses, degree requirements, or elective units. Hartnell College will review existing policy, determine whether prior learning may be used to satisfy any upper division requirements, and update existing policies accordingly.

### ***Enrollment Fees and Tuition***

If the BSRC program is approved, the following categories of course enrollment fees and tuition will be applied:

1. Enrollment Fee (Ed. Code, §§ 76300 and 78042(g)(4); Cal. Code Regs., tit. 5, § 58500)

In 2022, \$46/unit for semester system colleges and \$31/unit for quarter system colleges are charged on all courses both lower and upper division. Pursuant to California Education Code Section §§ 76300(c); Cal. Code Regs., tit. 5), Hartnell College will report the enrollment fee charged to BSRC program students to the California Community Colleges Chancellor's Office for purposes of computing state apportionment to districts.

2. Upper Division Coursework Fee (Ed. Code, § 78042(g)(5); Cal. Code Regs., tit. 5, § 58520)

Hartnell College may charge \$130/unit per semester long BSRC upper division courses. Per regulation, Hartnell College is not required to report the additional fee for upper division coursework to the California Community Colleges Chancellor's Office for purposes of state apportionment offset.

3. Nonresident Tuition Fee (Ed. Code, § 76140 et seq.)

Hartnell College will charge the nonresident tuition fee on both lower and upper division courses for all students who have been classified as having nonresident status for tuition purposes pursuant to Education Code Section 68000 et seq., and title 5, section 54000 et seq. In 2022, tuition for an upper division course would be \$380 per unit. Depending on Hartnell Community College District policy, nonresident students may be subject to being charged a “capital outlay fee” pursuant to Education Code Section 76141. Also, nonresident applicants who are both citizens and residents of a foreign country may be charged a “processing fee” pursuant to Education Code Section 76142. The potential additional charges are not applicable to students who are eligible for an exemption from the nonresident tuition fee or who are otherwise exempt from these additional charges pursuant to criteria provided in the corresponding California Education Code statutes noted above.

4. Assembly Bill 540 Students (Ed. Code, § 68130.5; Cal. Code Regs., tit. 5, §§ 54045.5 and 58003.6)

Assembly Bill 540 students are exempt from the nonresident tuition fee for the BSRC program.



**HARTNELL  
COLLEGE**

**RESPIRATORY CARE PROGRAM**

- Bachelor of Science (B.S.)

**DESCRIPTION**

The Bachelor of Science in Respiratory Care (BSRC) prepares graduates of a CoARC accredited Associate Degree Respiratory Care program and licensed Respiratory Therapists (RTs) or Respiratory Care Practitioners (RCPs) the opportunity to advance their education in respiratory care. The BSRC degree will provide RTs with educational requirements for career advancement in settings such as leadership, education, advanced bedside, and other healthcare fields. The curriculum advances respiratory care education by emphasizing cardiopulmonary disease, leadership, healthcare systems, research, and education.

The Respiratory Care Program (RCP) at Hartnell College will provide licensed registered respiratory care practitioners (RRTs) with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.

**END OF PROGRAM STUDENT  
LEARNING OUTCOMES:**

Upon completion of the Bachelor of Science in Respiratory Care program, the graduate should be prepared to

**TRANSFER PREPARATION**

Respiratory Care Practitioners who have completed an accredited Respiratory Care program, students enrolled in the Hartnell College A.S. in Respiratory Care program, or students who have completed an AS in respiratory care program at an accredited program and are eligible for licensure who plan to transfer from a pre-licensure program into the Hartnell College Bachelor Degree, Respiratory Care program should schedule an appointment with a Hartnell College counselor to develop a student education plan. Transfer students must have completed 39 units of the CSU general education pattern prior to enrollment.

**TRANSFER RESOURCES**

[www.ASSIST.org](http://www.ASSIST.org) – CSU and UC  
Articulation Agreements and Major Search Engine  
CSU System Information -  
<http://www2.calstate.edu>

**FINANCIAL AID**

Paying for the cost of a college education requires a partnership among parents, students, and the college. As the cost of higher education continues to rise, we want you to know that Hartnell College offers a full array of financial aid programs, federal loan programs, and fee waivers.  
<https://www.hartnell.edu/students/fa/net-price-calculator.html>

<ol style="list-style-type: none"> <li>1. demonstrate professional and ethical behavior with enhanced communication skills required for the field.</li> <li>2. demonstrate readiness to pass specialty credentialing exams including Adult Critical Care Specialist (ACCS), Neonatal and Pediatric Specialist (NPS), and Registered Pulmonary Function Technician (RPFT) national board exams</li> <li>3. apply evidence-based practice to respiratory care</li> <li>4. apply skills of leadership, education, and advanced bedside roles to respiratory care.</li> </ol>	
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**TRANSFER STUDENTS**

Transfer eligibility requirements include the following:

- Registered respiratory care practitioners with unencumbered licenses who completed an accredited A.S, Respiratory Care program;
- Students enrolled in the Hartnell College A.S., Respiratory Care program who will be eligible for California licensure upon graduation;
- Students enrolled in an AS, Respiratory Care program at an accredited program and will be eligible for California licensure upon graduation.

Transfer students interested in applying for the Hartnell College Bachelor of Science, Respiratory Care program should schedule an appointment with a Hartnell College counselor to develop a student education plan. The academic counselor will evaluate all transfer student records for course work equivalency. Syllabi, course outlines, and catalogs may be requested for the evaluation. Students must complete 30 units of the CSU general education pattern prior to applying.

**ACCEPTANCE TO THE BACHELOR DEGREE, RESPIRATORY CARE PROGRAM**

The Bachelor Science, Respiratory Care Program requires separate application procedures that must be completed independently from regular admission. Completion of program prerequisites does not guarantee admission. Information can be obtained from the website <https://www.hartnell.edu/academics-affairs/academics/nah/rcp/>, the Nursing and Health Sciences Office (831.770.6146), or the Hartnell College Nursing and Health Science Program academic counselor (831.755.6820).

Application forms for the BS, Respiratory Care program and informational materials are available on the Hartnell College Respiratory Care Program website <https://www.hartnell.edu/academics-affairs/academics/nah/rcp/>. Application forms are posted in December of each year for the following fall semester. Completed application forms and required documents must be submitted by the deadline date as stated on the application. Students are responsible for cost associated with online classroom and capstone instruction. Students accepted for entry into the RCP Program are required to attend the mandatory RCP Orientation Session.

**BACCALAUREATE PREPARATION:** Students should consult with a counselor and appropriate college catalog for specific transfer requirements. Minimum Requirements for admission include the following:

1. Hartnell College enrollment or a Hartnell College Application for Admission on file in the Office of Admissions and Records
2. Graduate from a CoARC accredited Respiratory Care Program
3. Completion of the 39 required CSE-GE Transfer Pattern units
4. Completion of all prerequisite courses with a minimum of a “C” grade as documented on official transcripts.
5. Cumulative GPA on science prerequisites must be 2.5 or higher.
6. California Registered Respiratory Therapy unencumbered license or eligibility for transfer.

Success in the B.S, Respiratory Care program is based on application of advanced theoretical knowledge related to the respiratory care profession. Students must achieve at least “C” grades in all RC major courses.

**FOR MORE INFORMATION, CONTACT:**

Hartnell College Nursing and Health Sciences: (831) 770-6146

Email: [nhs@hartnell.edu](mailto:nhs@hartnell.edu)

Hartnell College Counselor: (831) 755-6820

**RESPIRATORY CARE (B.S., RC)**

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**BACHELOR DEGREE, Respiratory Care**

The BSRC program is designed to provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.

**End of Program Student Learning Outcomes:**

Upon completion of the Bachelor of Science in Respiratory Care program, the graduate should be prepared to

1. demonstrate professional and ethical behavior with enhanced communication skills required for the field.
2. demonstrate readiness to pass specialty credentialing exams including Adult Critical Care Specialist (ACCS), Neonatal and Pediatric Specialist (NPS), and Registered Pulmonary Function Technician (RPFT) national board exams
3. apply evidence-based practice to respiratory care
4. apply skills of leadership, education, and advanced bedside roles to respiratory care.

Required General Education Courses:

MUST BE COMPLETED PRIOR TO ACCEPTANCE INTO PROGRAM (24 units)

Lower Division	Required Units		
Associate of Science, Respiratory Care or Equivalent	44.5		
General Education (CSU-GE)	30	HC Course	ASRC Program Pre- or Co-requisite
Area A: English Language, communication, and Critical Thinking	9		
A1: Oral Communication	3	COM 1, 2, 3, 4	COM 1 (corequisite)
A2: Written Communication	3	ENG 1A, 1Ax	ENG 1A (prerequisite)
A3: Critical Thinking	3	ENG 1B, 2, COM 2, PHL 15	
Area B: Scientific Inquiry and Quantitative Reasoning (Minimum of 9 units is required. <u>One lab science is required</u> )	9	HC Course	ASRC Program Pre- or Co-requisite
B1: Physical Science	3	ABT 90, AST 1 CHM 1A, 1B, 12A, 12B, 22, 23, 60 GEG1 GEL 1, 2, 6, 25 MET 1 OCN 1 PHY 2A, 2B, 4A, 4B, 4C, 10, 32	CHM 22
B2: Life Science	3	ABT 92 ANT 1 BIO 1, 2, 3, 5, 6, 6L, 10, 11, 12, 13, 18, 20, 27, 22, 30, 42, 47, 48 PSY 10	BIO 5, 6, 6L, 27



B3: Lab Activity	One lab science required	ABT 90, 92 AST 1L BIO 1, 2, 3, 5, 6, 6L, 10, 11, 12, 13, 18, 20, 22, 30, 42, 47, 48L GEL 1, 6 PHY 2A, 2B, 4A, 4B, 4C, 10, 32	BIO 6L
B4: Mathematical Concepts, Quantitative Reasoning & Applications	3	MAT 2, 3A, 3B, 3C, 4, 5, 7, 10, 12, 13, 16, 18, 24, 25, 27	MAT 13
Area C: Arts and Humanities	9	HC Course	ASRC Program Pre- or Co-requisite
C1: Arts	3	ART 1A, 1B, 10, 19 ETH 7 MUS 1A, 5, 6, 7, 8 PHO 1 TAC 1, 2, 3, 7, 23, 50, 53, 92	
C2: Humanities	3	ASL 1 (f17), 2, 3 ENG 1B, 17, 22, 23, 26, 31, 32, 33, 41, 44A, 44B, 46A, 46B, 47, 48 ETH 12 HIS 17A (F16), 17B (F16), 5A, 5B, 6, 40, 47, 55 PHL 2, 10 SPA 1, 15, 1X, 2, 2S, 2X, 3, 3S, 4, 4S	
C 1 or C2: Arts or Humanities	3	Any course from C1 or C2	
Area D: Social Sciences	6	HC Course	ASRC Program Pre- or Co-requisite
		ABT 53 ADJ 1, 3, 51 ANT 1, 2, 10 BUS 32 COM 4, 8 ECO 1, 5, 10 ECE 2, 53 (F21)	ANT 2 OR SOC 1  PSY 2

		<p>ETH 4, 56  GEG 1, 10  HED 7  HES 1, 2  HIS 4A, 4B, 5A, 5B, 6, 10,  17A, 17B, 40 (F21), 46A,  46B, 47, 49A, 49B, 5S  POL 1, 2, 3, 5, 6  PETH 5  PSY 2, 6, 9 (F20), 12, 14, 15,  22, 25, 33, 41, 42  SOC 1, 5, 15, 20, 30, 41, 42  SJS 20, 22  TAC 23</p>	
Area E: Lifelong Learning	3 units	HC Course	ASRC Program Pre- or Co-requisite
		<p>BIO42  COU 1, 23, 27  ECE 6  GEL 25  HED 2, 6, 7  HES 1, 3  NUTR 1  PETH 1, 4  PSY 14, 15, 25, 33, 41, 42  SOC 5, 42  NVN/NRN 70</p>	
Area F: Ethnic Studies	3	HC Course	ASRC Program Pre- or Co-requisite
		ETH 4, 56	
<p>CSU Requirement: US History, Constitution, &amp; American Ideas  Two courses are needed to meet requirement:  US 1: Choose one course:  HIS17A or 17B or HIS 40 &amp; US</p>		<p>HIS 17 A, 17B or HIS 40 &amp;  POL 1, POL 5 or ETH 5</p>	<p>May be used to satisfy area C2 or D Note: Courses used to meet this requirement may also be used to satisfy requirements as courses listed in CSU-GE Breadth Areas C2 or D (at the option</p>

2 & US3: Choose one course: ETH 5 or POL 1 or POL 5			of the receiving CSU campus.
<p>Please Note: Although courses may be listed in two areas, they can only be counted in one area.</p> <p>Students earning an AA/AS or BS degree must complete an Ethnic Groups in the United States course (Area F).</p> <p>Complete 60 semester units of transferable college credit with a GPA of at least 2.5.</p> <p>Complete a minimum of 30 semester units of college courses with a grade of “C” or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level equivalent to courses that meet general education requirements. The 39 semester units must include courses that satisfy CSU GE Areas A1, Oral Communication; A2, Written Communication; A3, Critical Thinking; and B4, Mathematics /Quantitative Reasoning.</p>			

### *Upper Division Major Courses and Course Descriptions*

Upper Division Major Coursework	28 units
RCP 90: Healthcare Systems	3 units
RCP 91: Healthcare Research Design & Methodology	3 units
RCP 92: Respiratory Care Education	3 units
RCP 93: Advanced Cardiopulmonary Disease	3 units
RCP 94: Advanced Respiratory Care I	3 units
RCP 95: Leadership in Respiratory Care	3 units
RCP 96: Advanced Respiratory Care II	3 units
RCP 97: Advanced Neonatal and Pediatric Respiratory Care	3 units
RCP 98: Capstone Project	4 units
Upper Division General Education	12 units
Communications	3 units
Medical Ethics	3 units
Psychology of Health and Illness	3 units
Sociology: Health and Diversity	3 units

Total	40 units
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Course Title	RCP 90: Healthcare Systems
Catalog Description	This course will provide an overview of the healthcare structure in the U.S. Various healthcare models will be discussed. Students will examine payment models, healthcare legislation, department structures, hospital organization, and hospital performance indicators.
Student Learning Outcome	Describe and differentiate the characteristics of billing and payments systems in use today. Evaluate departmental performance indicators and explain their importance the operation. Explain the significance of the AARC staffing model and how it is used in a healthcare setting.
Course Title	RCP 91: Healthcare Research Design & Methodology
Catalog Description	This course will involve analysis and review of quality of research design and methodology in healthcare. Students will evaluate and review scholarly and peer reviewed research, determine the quality of the research being presented, interpret the results and data collection. Students will learn to use research databases, APA formatting, and elements of a research directed review.
Student Learning Outcome	Critically review, analyze, and interpret published research. Formulate a proposal for research discussing the methodological approach, collection, measurement, and analysis of data.
Course Title	RCP 92: Respiratory Care Education
Catalog Description	This course will introduce students to a path of becoming an educator in the classroom and the clinical setting. Topics include adult learning theory, student and program evaluation, learning styles, simulation, diversity in the classroom and strategies to encourage creative critical thinking.
Student Learning Outcome	Develop instructional plan using evidence-based teaching strategies Develop a lesson plan that includes objectives, content and learning outcomes. Design, implement, and evaluate learning outcomes in a respiratory care setting.
Course Title	RCP 93: Advanced Cardiopulmonary Disease
Catalog Description	This course will present advanced cardiopulmonary pathophysiology encountered in the critical care, hospital, and outpatient settings. Assessment, acute and chronic disease management, diagnostic and therapeutic procedures, evaluation of treatment, and evidence-based care will be analyzed.
Student Learning Outcome	Critique and justify the current management of respiratory diseases Evaluate evolving roles of respiratory therapists as disease managers

	Develop a plan of care based on a clinical scenario using current evidence-based practice
Course Title	RCP 94: Advanced Respiratory Care I
Catalog Description	This course will enhance the skills of respiratory therapists in the assessment and management of critically ill adult patients. The respiratory care practice act along with therapist-driven protocols, advanced pharmacology, trauma, end of life, palliative care, and ethical and legal issues will be evaluated.
Student Learning Outcome	Demonstrate readiness for Adult Critical Care Specialist (ACCS) examination Explain the respiratory care practice act
Course Title	RCP 95: Leadership in Respiratory Care
Catalog Description	This course prepares students for leadership roles in respiratory care. Topics include staff development, respiratory care department structure and services, leadership styles, staffing models, motivation, problem-solving, and communication. Students will examine respiratory departmental leadership roles, requirements, and how to measure department specific performance.
Student Learning Outcome	Apply management strategies to operational procedures and functions of a respiratory care department Formulate a strategic plan for a respiratory care department Explain various federal and state employment laws affecting respiratory care departments
Course Title	RCP 96: Advanced Respiratory Care II
Catalog Description	This course continues in-depth review of advanced respiratory care services. Advanced diagnostic and therapeutic procedures will be evaluated in the treatment of respiratory diseases. Emphasis will be placed on pulmonary function techniques, interventional pulmonology, and analysis of treatment benefits.
Student Learning Outcome	Demonstrate advanced knowledge of pulmonary function techniques Evaluate the use of therapeutic and diagnostic procedures in the treatment of cardiopulmonary diseases Select the appropriate diagnostic or therapeutic procedure based on a clinical scenario
Course Title	RCP 97: Advanced Neonatal and Pediatric Respiratory Care
Catalog Description	This course covers advanced concepts of care for critically ill neonatal and pediatric patients throughout the care continuum. Emphasis is placed on neonatal and pediatric pathophysiology as well as assessment, diagnostic and therapeutic procedures, monitoring, mechanical ventilation and pharmacologic intervention.
Student Learning Outcome	Evaluate current interventions, diagnostic and therapeutic procedures and ventilatory techniques in the care of critically ill neonatal patients

	Evaluate current interventions, diagnostic and therapeutic procedures and ventilatory techniques in the care of critically pediatric patients Demonstrate readiness for the neonatal and pediatric specialist (NPS) examination
Course Title	RCP 98: Capstone Project
Catalog Description	This course is the final component to the baccalaureate degree program in respiratory care. Students will complete a real world project under the direction of a faculty member and collaboration with community members. The project will be focused in areas of advanced respiratory care, education, leadership, research, or other special areas of interest.
Student Learning Outcome	Utilize multiple sources of analysis, research, and critical thinking to develop a research-based project. Demonstrate skills and experiences learned across the curriculum to present a research project that evaluates current problems or practices in respiratory care

Course Title	PHL xxx Medical Ethics
Catalog Description	Application of moral theory to a variety of problems in medicine and health care delivery, such as: uses of medical technology, allocation of resources, responsibilities and obligations of health care providers, medically assisted dying, genetic screening, abortion and reproductive rights, medical error, and experiments on human or animal subjects.
Student Learning Outcome	Analyze, compare, and evaluate a variety of moral theories and apply them to relevant problems in medical ethics. Explain and interpret common medical issues such as: the Hippocratic tradition; paternalism and autonomy; informed consent, truth telling, and confidentiality; genetic and reproductive control; death and dying and advance directives; impaired and seriously ill infants; medical error; medical technology; quality and sanctity of life; or just allocation of resources. Explain moral theories applicable to specific problems or controversies in medical ethics such as experimentation, abortion, medically assisted dying, etc.

Course Title	PSY xx: Psychology of Health and Illness
Catalog Description	This course will analyze the beliefs of health, stress, and illness affecting the self. Students will explore the human experience with health, disease, and dying from the perspective of the healthcare professional. Theories and research, behavioral traits and characteristics, the effect of our biopsychosociospiritual perspectives on personal health, wellness, and diseases within healthcare systems will be evaluated.
Student Learning Outcome	Analyze concepts in health psychology on the effects of stress, illness, disease, and death from personal and professional perspective Analyze principles, theories, and research in trauma, crisis, and self-care as it relates to personal and professional experiences Evaluate models that affects personal health and disease with the healthcare professional

Course Title	COMM xx: Communication in Healthcare
Catalog Description	This course explores the study of how people interact in healthcare organizations. The course will examine the different lines of communication that are important to patient care and interprofessional disciplines within the medical setting including patient-provider communication, provider-family communication, and communication between healthcare providers and administrators. The course covers a wide range of advanced theories and applications dealing with such topics as perception, motivation, team dynamics, negotiation, conflict management, leadership, and organizational culture. Strategies for effective communication between parties including writing and disseminating educational materials, forming positive relationships, and managing different streams of information will be analyzed.
Student Learning Outcome	Assess and make recommendations for the improvement of communication skills at work Explain various communication methods to disseminate information Apply communication theories and principles to improve patient care outcomes
Course Title	SOC xx: Medical Sociology: Health and Diversity
Catalog Description	This course is designed to engage students in enhancing self and cultural awareness that will help them perform greater cultural competency throughout their professional development. Students will analyze how race, ethnicity, socioeconomic class, gender, and citizenship status affect health. Students will explore and analyze how race and ethnicity are socially constructed and intersect with identities such as class and gender. This course will provide students with theoretical frameworks for assessing these constructs and their consequences.
Student Learning Outcome	Synthesize and combine various theoretical, historical, and sociological ideologies in the healthcare field and medical practice with professional and personal experiences Evaluate the impact of social inequality and social change within the role and function of healthcare, medical practice and services Evaluate patterns and trends among socio-economic factors (i.e. race/ethnicity, gender, etc.) on healthcare access and quality of provision

**Program Requirements**

Hartnell College will make every effort to give incoming BSRC students from other colleges the maximum amount of credit possible for courses that were completed as part of an associate degree program and are applicable to the baccalaureate degree. The college has drafted AP 4235 Credit for Prior Learning (CPL) with a new process to accept portfolios and industry credentials. Once approved, the policy will be published in the Hartnell College Catalog and uploaded to the Hartnell CCD Governing Board Policies & Administrative Procedures webpage.

The proposed BSRC degree will require the completion of upper and lower division general education course work in alignment with the California State University General Education (CSU-GE) Breadth requirements. There are a total of 51 general education units with 39 lower division units and 12 upper division units.

The program will also require completion of upper and lower division major course work in Respiratory Care. Completion of lower division major coursework (or equivalent) to Hartnell College CoARC accredited Associate of Science (AS) Degree in Respiratory Care (44.5 units) and completion of 28 upper division major course work.

- Coursework completed at another educational institution will need to be evaluated for equivalency.
- Lower division courses in the major should be evaluated by RC discipline faculty to determine if they are equivalent to lower division major requirements for the BSRC degree. Hartnell College will give every reasonable consideration to prevent students from having to repeat content that was completed during an associate degree program.
- Hartnell College will evaluate previous upper division courses to determine if they are applicable to the new baccalaureate degree. Hartnell College is not required to grant transfer credit for previously completed upper division coursework.
- If a student has previously completed a BSRC course that is listed as upper division, Hartnell College may waive the course requirement but cannot grant upper division units for a course that has been designated as lower division.

#### General Education Requirements:

Hartnell College academic counselors will evaluate academic transcripts for the areas listed with the goal of preventing students from repeating courses:

- Lower division semester unit pattern (**39 units**)
  - Area A – English Language Communication and Critical Thinking
  - Area B – Scientific Inquiry and Quantitative Reasoning
  - Area C – Arts and Humanities
  - Area D – Social Sciences
  - Area E – Lifelong Learning
  - Area F – Ethnic Studies
- Upper Division General Education (**12 units**)
  - Medical Ethics (3 units)
  - Communications (3 units)
  - Psychology of Health and Illness (3 units)
  - Sociology: Health and Diversity (3 units)
- Upper Division Major Coursework in Respiratory Care (**28 units**)
  - RCP-90: Healthcare Systems (3 units)
  - RCP-91: Healthcare Research Design and Methodology (3 units)
  - RCP-92: Respiratory Care Education (3 units)
  - RCP-93: Advanced Cardiopulmonary Disease (3 units)
  - RCP-94: Advanced Respiratory Care I (3 units)
  - RCP-95: Leadership in Respiratory Care (3 units)
  - RCP-96: Advanced Respiratory Care II (3 units)
  - RCP-97: Advanced Neonatal and Pediatric Care (3 units)
  - RCP-98: Capstone Project (4 units)



## ***Community Need & Rationale for Establishing Program***

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There are 35 accredited respiratory therapy programs in California (20 public and 15 private programs); all offer an associate degree and seven award bachelor's degrees. Together, they award about 1,000 degrees annually, which is below the projected need to fill 1,700 new jobs through 2025 (CoARC, 2022).

### ***Industry and Community Needs***

Currently, to qualify for licensure in California, Respiratory Therapists must attend an education program accredited by the Commission on Accreditation for Respiratory Care (CoARC) to award a minimum of an associate degree.

In 2019, the American Association for Respiratory Care (AARC) published their support to advance educational requirements for RTs from an associate degree to a bachelor's degree. This recommendation was based on the understanding that the role of the Respiratory Therapist has advanced significantly: growth in scope of practice, complexity of clinical skills, and diversity of care sites. (CSRC, 2021). More than 60% of directors in California agree that RT education needs to move to a bachelor's degree program (Centers of Excellence for Labor Market Research (CCCCE), 2022). If successful, the entry-into-practice degree requirement would change from associate to bachelor's for new Respiratory Therapists beginning in 2030.

### ***Local Market Data***

In 2009, the workforce investment boards (WIB) from Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura counties came together to examine the counties' workforce challenges facing the allied health community. This project was led by the Monterey Workforce Investment Bureau's Healthcare Advisory Roundtable (HART). California and the region had developed several workforce training programs to educate and prepare the next generation of nurses, but very little attention or resources had been focused on the allied health occupations that remain undersupplied regionally and within the state.

The stakeholders, including regional healthcare employers, education and training providers, and relevant non-profit associations that worked with healthcare employers, supported Hartnell's decision to develop an associate degree in respiratory care program that continues to serve as the only high-priority, high-demand respiratory care program in the 13,000 square miles and coastline of more than 350 miles.

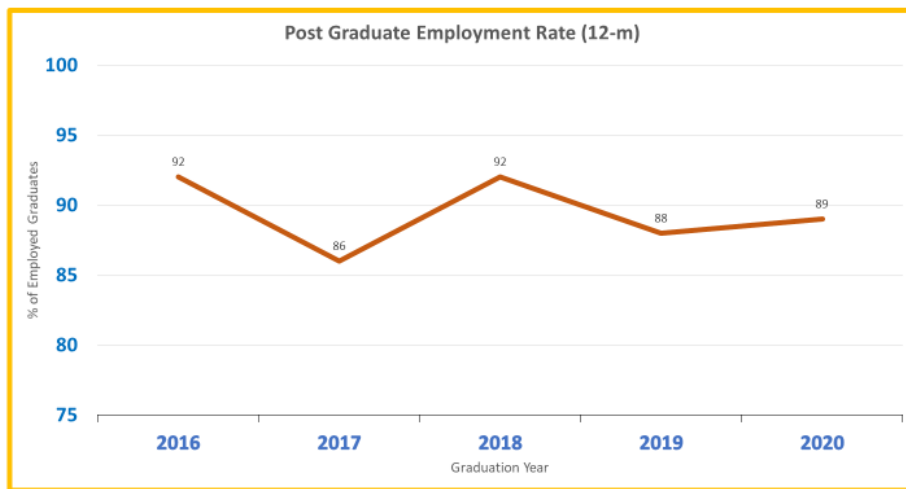
In December of 2021, Hartnell College participated in a California Community College Centers of Excellence study to better understand the workforce need for respiratory therapists (RTs) across California (CCCCE, 2021). Employers in five counties (excluding Ventura) answered 20 survey questions about actual and projected educational and employment needs. Full findings can be retrieved from the labor market research (CCCCE, 2021).

The following are key findings:

- In 2020-2021, 23,500 individuals hold active certified respiratory therapist or RRT licenses to practice in California. There are approximately 16,000 jobs currently. The number of RRTs who hold active licenses but not in the RTT job market is unknown.
- The demand for RTs is projected to increase by 11% through 2025 (~1,700 new jobs). Replacement needs generate close to 5% or 340 jobs annually as well. Combined, annual openings could be as high as 1,100 annually.
- Wage estimates show that RTs, when employed full-time, can earn as much as \$70,000 annually as a relatively new entrant to the profession.
- 75% of respondents were recruiting to fill open RT positions
- More than half (57%) of employers reported some to extreme difficulty in finding qualified candidates for positions
- The demand for RTs with BS degrees seems to be increasing, possibly a result of changes to the role of RTs and/or to support more robust supervisory or clinical career pathway opportunities.
- To incentivize further education, 34% of employers surveyed either currently offer or would consider offering a salary or non-salary incentive to new employees with a bachelor’s degree in respiratory therapy or in a related health field.

According to JobsEQ-3rd quarter of 2021, there is a predicted four percent employment growth in the next five years in Monterey County for registered respiratory therapists. A two percent increase is considered actionable growth by labor market index analysts. Of the Hartnell College RRTs who graduated within the last five years, 88.4% of those seeking jobs were employed within 12 months of graduation. Table 10 includes employment rates since 2015.

*Table 10. Job Placement Rates 12-Months After Graduation*



In December 2021, researchers at San Francisco Bay CCCE released a labor market analysis for respiratory therapists. Based on all available data, researchers reported an “undersupply” of Respiratory Therapists compared to the demand for this cluster of occupations in the Bay region, the Santa Cruz-Monterey sub-region (Monterey, San Benito, Santa Cruz counties) and the five-county region comprised of Monterey, San Benito, Santa Cruz, San Luis Obispo and Santa Barbara counties. There is a projected annual gap of about 110 students in the Bay region, two students in the SC-Monterey sub-region and 24

students in the “five county” region (Jamoosian, L). Establishing the only BSRC program in the area, would help to limit migration, and potentially draw registered respiratory therapists and students to the local market.

Data included in the San Francisco Bay Center of Excellence for Labor Market Research report included a labor market gap in the Bay region with 239 annual openings for Respiratory Therapists and 129 annual (three-year average) awards for an annual undersupply of 110 students. In the Santa Cruz-Monterey Sub-Region, there is a small gap with 16 annual openings and 14 annual (three-year average) awards for an annual undersupply of two students.

When the 22 annual openings for San Luis Obispo and Santa Barbara counties was added to the 16 annual openings for the SC-Monterey Sub-Region, the total for this five-county region is 38 annual openings for respiratory therapists. Therefore, there is an annual undersupply of 24 students in the five county region (38 annual openings minus 14 annual awards).

*Table 11. Employment Outlook for Respiratory Therapists in SC-Monterey Sub-region*

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Respiratory Therapists	235	249	14	6%	81	16	\$48	\$80

Source: EMSI 2021.3

**SC-Monterey Sub-Region includes:** Monterey, San Benito, Santa Cruz Counties

*Table 12. Employment Outlook for Respiratory Therapists in San Luis Obispo County*

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Respiratory Therapists	85	97	12	15%	34	7	\$34	\$42

Source: EMSI 2021.3

*Table 13. Employment Outlook for Respiratory Therapists in Santa Barbara County*

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Respiratory Therapists	162	195	33	20%	75	15	\$35	\$41

Source: EMSI 2021.3

### ***Educational Supply***

Between 2016-2019, five community colleges in the Bay Region issued 104 awards on average annually on TOP 1210.00 - Respiratory Care/Therapy. Ninety-seven were ASRC degrees and seven were BSRC degrees. Hartnell is the only community college in the Santa Cruz-Monterey Sub-Region issuing

ASRC awards. There are no community colleges or other CTE educational institutions in the San Luis Obispo or Santa Barbara counties that issued awards on TOP 1210.00 Respiratory Care/Therapy. If approved, Hartnell College would be the only institution awarding AS and BS degrees in respiratory care between Santa Cruz and Santa Barbara counties, a distance of 250 miles (Figure 1).

*Figure 1. Map of Five California Counties Served by Hartnell College Respiratory Care Program*



***Advisory Committee***

As shown in Table 14, employers in the Bay Region have consistently listed a bachelor’s degree or higher as the minimum education required for Respiratory Therapists since 2016, with the exception of 2018. Salinas employers who participated in the 2022 Employer Summit stated that many do not include a baccalaureate degree as a condition for hire but prefer to candidates with advanced degrees and work experience.

*Table 14. Education Requirements for Respiratory Therapists in Bay Region, 2016 – 2021\**

Education (minimum advertised)	2016	2017	2018	2019	2020	2021*
Associate degree	32%	45%	61%	41%	37%	40%
Bachelor’s degree or higher	68%	55%	39%	59%	63%	60%

Source: Burning Glass \* Job postings are from January 2021 – November 2021

***Industry and Advisory Committee Recommendations and Support (CTE programs)***

On-going regional allied health education meetings have occurred since 2008. Specifically, the Healthcare Advisory Roundtable Committee (HART), a sub-committee for the Workforce Development Board (WIB) was convened to communicate, integrate, and collaborate on all healthcare workforce projects relevant to the region. Committee members included healthcare professionals associated with community

and private hospitals, healthcare educators at the secondary school and college levels, employers of healthcare personnel, WIB members, and other interested stakeholders. The HART committee was crucial to the establishment of the respiratory care program at Hartnell College.

In 2010, following the completion of the California State Labor Market Research in healthcare and the establishment of the Hartnell College RC program, the HART Committee disbanded and was replaced by the RCP Advisory Committee that assisted with the planning of the new program. Since then, the RCP Advisory Committee meets formally every year and informally as needed. Advisory Committee appointments include respiratory care program directors from regional agencies, Hartnell College faculty and administrators, members of funding groups, respiratory therapists, and community stakeholders. A physician for an affiliated hospital serves as the medical director. The RCP Advisory Committee, chaired by a member of the RCP Advisory Committee, continues to grow and evolve as the program and community needs change.

In 2012, Hartnell began hosting an annual Employer Summit for Healthcare. Employers, educators, community leaders, students, and the public participate in discussions, which have led to reallocation of fiscal and human resources, curricular changes, creation of ad hoc committees to address emergent or chronically unmet local needs, and broader community engagement. It was at the 2019 Employer Summit that a baccalaureate program in respiratory care at Hartnell College should include San Luis Obispo and Santa Barbara Counties was voiced. Also, the request to increase the number of RRT graduates was expressed, and that will be proposed to the Commission on Accreditation for Respiratory Care during the 2023 accreditation cycle.

The Hartnell College Respiratory Care Advisory Committee, which meets regularly, is chaired by a community leader. It is comprised of representative from multiple communities of interest that include faculty, employers, respiratory therapists, healthcare professionals, students, and alumni. The Advisory Committee members advise the Hartnell instructors regarding the educational program and serve to bridge the gap between Hartnell College and the community. Members determine the need for a particular level of program in the community, review curriculum, participate in accreditation processes, market the program, recruit qualified faculty, provide clinical placements, and facilitate the acquisition of necessary equipment, and learning materials. In 2022, the Advisory Committee unanimously approved to support the expansion of AS enrollments and the Hartnell College baccalaureate degree proposal (Advisory Committee, 2022).

## Analysis of Similar Programs

### BSRC Programs within California

The existing Associate Science, Respiratory Care program is a selective two-year course of study after completion of prerequisite courses. Like other academic programs, the Hartnell AS-RC program is impacted: there are more applicants than placements. The program has an annual admission period for its cohort model. The proposed BSRC program would follow the same format as the AS-RC program with a Fall start. Table 15 includes a comparison of structure, content focus, and enrollment trends of Hartnell's proposed BSRC program with other California BSRC programs.

Table 15. Structure, Content Focus, and Enrollment Trends at BSRC programs in California

College	Teaching Modality	Content Focus	Clinical Component	Upper division Units	Selection Process	Cohort/ Noncohort	Admission	Length
Hartnell College	DE	?	No	120-130	Multicriteria, must hold AS degree and lic.	Cohort	Annual	?
Loma Linda University	DE	leadership/specialty areas	Yes	180	Multicriteria must hold AS degree and lic.	No cohort	Annual	4 quarters/1yr
Modesto Junior College	DE	Leadership and disease management Education/teaching	No	40 upper division 39 CSU units	Multicriteria, must hold AS degree and lic.	Cohort	Annual	15 Months
Platt College, Los Angeles	DE& On Campus	Administrative/managerial responsibilities	Yes	135 Quarter units Lower Division, 93 Quarter Credits upper division	Multicriteria, must hold AS degree and lic.	Cohort	Annual	15 months
San Joaquin Valley College - Visalia	DE	Leadership, education, research	No	121 (70 transfer in 51 U upper division)	Multicriteria, must hold AS degree and lic	Cohort	Annual	16 Months
Skyline College	DE	N/A	No	120	Multicriteria, must hold AS degree and lic	No cohort	Annual	15 Months

There are no existing BS programs in the Hartnell Community College District (HCCD). Of note is the distance from Hartnell College to the other institutions: the closest BSRC program to Hartnell College is Skyline College, which is 100 miles away.

Examining estimated tuition and fees listed in Table 16 helps to illustrate that the proposed BSRC at Hartnell has the potential to be a convenient and affordable option for therapists and students in Monterey County and throughout California. Hartnell’s estimated tuition and fees for undergraduate, full-time, and in-state students is \$130 per unit. As noted in the table below, the tuition fees at private colleges are much higher.

*Table 16. A Comparison of Programs, Distances from Hartnell College, Unit Fees, and Enrollment Trends*

Institution	Bachelor	Master	Private/Public	Miles from HCCD	2023 Credit Unit Fee
Hartnell College	No	No	Public	0	\$130*
Skyline College	Yes	No	Public	100	\$130
Modesto Junior College	Yes	No	Public	114	\$130
San Joaquin Valley College - Visalia	Yes	No	Private	165	\$339.35
Platt College, Los Angeles	Yes	No	Private	310	\$388.50
Loma Linda University	Yes	Yes	Private	360	\$862

\*Hartnell credit unit fee to be approved.

The most closely related degree is a B.A. in Collaborative Health & Human Services at California State University, Monterey Bay (CSUMB). The CSUMB degree includes concentration requirements in Social work, Community Health, or Public Administration. Hartnell’s BSRC degree includes advanced coursework in respiratory care. According to the CSUMB College Catalog, CSUMB students “will master the theory and practice of interagency collaboration” rather than leadership, education, and advanced clinical roles in respiratory care. The Hartnell College BSRC will fill the local, large educational gap in the respiratory care profession. The BSRC degree clearly differs from programs offered by the CSU system.

## Required Resources

### Comprehensive Cost-Benefit Analysis

No increases in resource allocations, capital outlay, space, or facilities, are required or anticipated. The proposed BSRC courses are intended to be taught online. The Center for Nursing and Health Sciences that opened in 2022 is large enough to support BSRC students interested in laboratory time and faculty who elect to hold face-to-face or hybrid upper-division courses. Clinical facility resources will not increase.

Hartnell College has a publicly documented funding base that is reviewed and revised on an annual basis. Costs associated with the BSRC programming would be integrated into the annual budget that is approved by the Board of Trustees. With exception of academic teaching and staff support line items, the current general fund allocation for the ASRC program is sufficient to initiate and maintain the BSRC extended program. Table 17 includes actual expenditures for ASRC program and projected budgets. Columns highlighted in yellow include the additional projected associated with the BSRC program.

Table 17. Actual Expenditures and Budgets for ASRC Program and Projected Budgets for BSRC Program

GL Account w/ Description	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Budget	2022-23 Tentative Budget	2024-25 Projected Budget* + 1 FTF + 0.5 PA1	2024-25 Projected Budget** + 2 PTF + 0.5 PA 1
51100 - Academic Teaching FT	174,743.93	185,798.94	189,272.16	184,238.98	184,238.98	111,397	0
51200 - Academic Nonteaching FT	-	-	33,400.95	17,075.41	17,075.41	17,075.41	0
51200 - Academic Nonteaching PT	-	-	-	-	-	21,840	21,840
51310 - Academic Teaching NIC	2,587.50	7,126.97	5,986.44	2,369.00	8,000.00	8,000.00	0
51311 - Academic Teaching PT	64,260.52	67,779.98	94,376.61	64,500.00	79,500.00	0	113,380.00
53110 - STRS Teaching	35,590.72	42,146.03	44,293.25	42,487.53	42,487.53	18,848.00	20,537.50
53120 - STRS Nonteaching	-	-	5,394.27	2,889.15	2,889.15	2,889.00	2,889.00
53310 - OASDHI (FICA) Teaching	1,403.11	878.14	953.20	-	-	-	0



53330 - Medicare Teaching	3,509.82	3,766.89	4,184.98	3,633.06	3,633.06	3,375.00	1,760
53340 - Medicare Nonteaching	-	-	481.69	246.18	246.18	253.77	253.77
53410 - H & W Teaching	36,010.04	39,043.20	42,467.24	49,314.31	49,314.31	26,734.00	0
53420 - H & W Nonteaching	-	-	7,494.34	4,013.36	4,013.36	5,013.36	5,013.36
53510 - SUI Teaching	121.35	130.42	144.87	1,255.52	1,255.52	557.00	607.00
53520 - SUI Nonteaching	-	-	16.66	85.36	85.36	85.37	85.37
53610 - WC Teaching	4,391.05	4,711.20	5,476.43	4,638.76	4,638.76	2,058.00	2,242.25
53620 - WC Nonteaching	-	-	631.51	315.37	315.37	0	315.43
54210 - Purchases	-	210.18	-	-	-	0	0
54300 - Supplies & Materials	3,176.98	2,911.06	2,599.92	3,000.00	3,000.00	3,500.00	4,000.00
55309 - Subscriptions	4,754.00	3,787.77	1,275.00	4,952.00	8,952.00	8,952.00	8,952.00
55630 - Printing & Duplicating - Inhouse	111.90	64.51	-	78.00	78.00	78.00	78.00
55650 - Maintenance Agreement	2,327.40	1,594.80	1,894.80	5,000.00	5,000.00	5,000.00	5,000.00
	332,988.32	359,950.09	440,344.32	390,091.99	414,722.99	235,656	186,868.30

\*2021-22 Salary Schedule: Step 15 Master's Plus (+5% potential COLA).  
[https://www.hartnell.edu/hr/21\\_22\\_ft\\_salary\\_schedule.pdf](https://www.hartnell.edu/hr/21_22_ft_salary_schedule.pdf)

\*\*2021-22 Hourly Salary Schedule: Step 5 D salary (+5% potential COLA) 20 hrs/32 weeks  
[https://www.hartnell.edu/hr/salary\\_schedule\\_21-22.pdf](https://www.hartnell.edu/hr/salary_schedule_21-22.pdf)

### ***External Funding Sources***

The sufficiency of the Current General Fund (above) and receipt the anticipated tuition fees for new enrollees mitigates the need for external funding sources are required for the BSRC program. Administrators and faculty will collaborate with the Hartnell College Foundation on grant opportunities and fundraising activities to supplement the program's budget and cover unanticipated program needs.

## *Staffing Issues*

### *Classified Support*

Additional students enrolled in the BSRC program will increase the number of students served by the current Administrative Assistant I and the Lead Program Coordinator. The anticipated number of online students is 30 students per higher-division course. Because there is no clinical coordination associated with the higher-division courses, a 0.5 FTE classified staff position will be sufficient.

### *Program Directorships*

No changes in administrative structure or roles are anticipated. The RC program and clinical education directorships, required by CoARC, will continue.

### *Faculty: minimum qualifications and faculty service areas*

#### *Current Faculty for the Associate Degree in Respiratory Care*

The ASRC CoARC accredited pathway program with existing faculty will remain intact. Faculty identified to teach ASRC respiratory care major courses meet the minimum qualifications, as defined in the “Minimum Qualification for Faculty and Administrators in California Community Colleges” (2021). Each instructor holds a baccalaureate degree with a minimum of two years applicable experience or an associate degree with a minimum of six years applicable experience. The Hartnell College ASRC instructor list with qualifications is included in Table 18.

*Table 18. Hartnell College Discipline-prepared ASRC Faculty*

Name	Status	Qualifications	License
Tanya Ho	FT: Program Director	BSRC, MS, Health Admin.	RRT
Eva Zepeda	FT: Dir. of Clin. Ed.	ASRC, BS, Health Admin.	RRT
Noah Aisner	PT	ASRC, BS, Health Admin.	RRT
Paul Barraza	PT	ASRC	RRT
Eric Blake	PT	BSRC	RRT
Laura Caballero	PT	ASRC	RRT
Rachel Cross	PT	BSRT	RRT
Austin French Johnson	PT	BSRC	RRT
Ammir Kaaid	PT	BSRC	RRT
Darren Light	PT	ASRC	RRT

Cecy Maciel	PT	ASRC, BS, Health Admin. (2023)	RRT
Estella Padilla	PT	ASRC	RRT

Faculty members teaching upper division BSRC courses will satisfy one of the following criteria. No equivalency for the minimum qualifications outlined in this proposal will be supported by Hartnell College.

1. Possession of a master’s degree in RC, or equivalent foreign degree, as listed in Minimum Qualifications for Faculty and Administrators in the California Community Colleges.
2. Possession of a master’s degree or equivalent foreign degree in a discipline directly related to the faculty member’s RC teaching assignment and two years of professional experience in RC and a California RRT license or equivalent; or
3. Possession of any master’s degree or equivalent foreign degree and two years of professional experience in RC or directly related to the faculty member’s teaching assignment and a California RRT license or equivalent.

Adding a bachelor’s degree track will influence Hartnell College faculty recruitment. At present, one full-time ASRC instructor meets the minimum qualifications to teach upper-division courses. The full-time faculty program director has a master’s degree and is the only Hartnell College instructor in 2022 qualified to teach upper-division courses. The full-time faculty Director for Clinical Education plans to start a master’s degree program in 2022.

To meet the needs of the BSRC program, Hartnell might elect to hire part-time instructors with master’s degree to teach the upper-division courses or elect to hire an additional full-time faculty instructor with a minimum of a master’s degree who would teach upper- and/or lower-division courses. Two wage and benefit schedules are included in Table 17. A qualified, full-time faculty would be more expensive but would reduce the need for multiple hires, enhance the quality and rigor of the pre-licensure program, and provide continuity of instruction in the baccalaureate program.

***Availability of Qualified Individuals***

Additional full-time or part-time master’s prepared faculty to teach upper-division coursework is likely to present a recruiting challenge. However, an advantage to conducting higher-level courses fully online is that Master’s-prepared RC instructors throughout California would be eligible to teach courses within their area of expertise.

Hartnell College faculty who qualify to teach upper-level general education courses included in the BSRC program are listed in Table 19. Hartnell College has sufficient and qualified general education faculty to sustain the BSRC proposal. Faculty who will teach major courses will hold a minimum of a master’s degree and have professional experience necessary to teach assigned courses.

*Table 19. List of General Education and Major Discipline-prepared Instructional Faculty*

Name	Status	Min. Quals.	Gen Ed/RC Major Courses
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Andrew Soto	FT	MA	Medical Ethics (GE)
Tanya Ho	FT	MHA	RCP 90: Healthcare Systems (RC Major)
New Faculty	PT	Masters	RCP 91: Healthcare Research Design & Methodology (RC Major)
Tanya Ho	FT	MHA	RCP 92: Respiratory Care Education (RC Major)
Tanya Ho	FT	MHA	RCP 93: Advanced Cardiopulmonary Disease (RC Major)
Carol Kimbrough	PT	MA	Psychology of Health and Illness (GE)
New Faculty	PT	Masters	RCP 94: Advanced Respiratory Care I (RC Major)
Tanya Ho	FT	MHA	RCP 95: Leadership in Respiratory Care (RC Major)
Jason Hough	FT	Ed.D	Communications (GE)
Tanya Ho	FT	MHA	RCP 96: Advanced Respiratory Care II (RC Major)
Hortencia Jimenez	FT	Ph.D	Sociology: Health and Diversity (GE)
New Faculty	PT	Masters	RCP 97: Advanced Neonatal & Pediatric Respiratory Care (RC Major)
Tanya Ho	FT	MHA	RCP 98: Capstone Project (RC Major)

The BSRC program will generate an estimated 106.66% faculty load. The ASRC degree program average assignment for the PD over the past two academic years has been 111.69%. It is not uncommon for the two full-time faculty in the ASRC degree to work overload. The estimated 106.66% load demonstrates sufficient need for a full-time faculty or two part-time faculty to assist with instruction in the BS and/or AS degree programs.

### ***Library and Learning Resources***

Hartnell College supports student learning, success, and achievement by providing library and learning support services that are sufficient to support its educational programs. The College evaluates its library and learning support services to assure their effectiveness in meeting student needs. In April 2022, librarians contacted their peers at Skyline College and Modesto Community College and began examining databases and reference collections used by students and faculty in their BSRC programs. In May 2022, the dean of Nursing and Health Sciences and the Hartnell library administrators and a dedicated faculty reviewed existing resources and developed a plan to update online subscriptions, and research tutoring/learning support services needed for the BSRC students and other baccalaureate students who follow. Nursing and Health Sciences will continue to share costs for supplemental learning materials used by all health sciences students.

## ***Student Support Services***

Because the maximum annual enrollment of BSRC students is 30, the need for DSP&S, Veteran's, library, and tutoring services for online students in the proposed BSRC is likely to remain the same as for students in the ASRC program. Student support departments provide the same access to services for students on campus and online. According to the administrators, Skyline and Modesto have not experienced an increase in use of those student support services by BSRC students (personal conversation, Skyline May 4, 2022). Academic counseling services for AS students needing help with transferring to competing BS programs will be reduced but general academic counseling and financial aid counseling is likely to increase. Financial aid applications and financial aid counseling appointment requests increased. The student applications for financial aid to offset costs of upper division courses tuition and learning materials did increase at Skyline (personal conversation, Skyline May 4, 2022). Hartnell College has an enrollment and degree software program that will support the separation of admission, registration, student enrollments, and financial aid.

### ***Disabled Student Programs and Services (Cal. Code Regs., tit. 5, § 560220 et seq.).***

The provision of academic accommodations and support services for students with disabilities will pertain to all students, regardless of program level and method of delivery.

### ***Counseling Services***

The dedicated Health Science metamajor counselors will work with prospective and enrolled BSRC students. The counselors will provide one-on-one counseling and/or group counseling as needed. Online and in person appointments will be scheduled. During the initial counseling session, the counselor will work with individual students to review program graduation requirements and the results of the Degree Audit Report. Students transferring into the baccalaureate degree program with course deficiencies will be advised on the appropriate courses to take at Hartnell College to meet those deficiencies.

Students enter the ASRC program as a cohort, with a sequenced four-semester course schedule. Counselors will use the same advising processes that include individual Student Educational Plans (SEPs) for students whose goal is an ASRC or BSRC degree. Non-Hartnell students transferring into the BSRC program and Hartnell ASRC program graduates will require counseling oversight during the upper-division registration process. Counselors will incorporate upper-division general education and respiratory care courses in the SEP based on the individual student's need to meet program graduation requirements.

### ***Financial Aid***

Students interested in enrolling will be advised to meet with the Hartnell College Financial Aid staff early in the enrollment process to maximize options for obtaining financial aid. The upper division coursework fee (\$130/unit for semester system colleges) required to be charged pursuant to Education Code Section 78042 (g)(5) on all upper division courses that are part of a baccalaureate degree program is not eligible for the California Dream Promise [Ed. Code, § 76300(g)]. Pursuant to Education Code Section 78042(c), all students participating in the baccalaureate degree program must complete and submit either the Free Application for Federal Student Aid (FAFSA) or a California Dream Act application, as applicable, in lieu of completing the California Dream Promise application for determination of eligibility. Hartnell College Board Policy/Administrative Procedure 5030 includes this requirement. Students in the BSRC

program might be eligible for federal Pell Grants for a maximum of six full-time years, or attainment of a bachelor's degree, whichever comes first, subsidized and/or unsubsidized direct loans for some or all years of the baccalaureate degree program, and for the tuition and fee component of the Cal Grant programs.

### ***CalWORKs, EOPS and CARE (Cal. Code Regs., tit. 5, § 56620)***

Students enrolled in the BSRC program will qualify for the California Work Opportunities and Responsibility to Kids (CalWORKs) program, the Extended Opportunity Programs and Services (EOPS), and the EOPS supplemental Cooperative Agencies Resources for Education (CARE) programs, if they meet Title 5 EOPS eligibility criteria at the time of acceptance into the program. Hartnell College can elect to waive the EOPS limitation of 70 units of degree applicable credits at any post-secondary institution for BS-RC students. Students will be advised to meet with the Director of EOPS early in the admission process.

### ***Student Equity (Cal. Code Regs., tit. 5, § 54220)***

Equity indicators addressed in the Hartnell College's Student Equity Plan will pertain to students in the BSRC program under the same criteria.

### ***Disabled Student Programs and Services (Cal. Code Regs., tit. 5, § 560220 et seq.)***

The provision of academic accommodations and support services for Hartnell College students with disabilities pertains to all students, regardless of program level.

### ***Counseling/Education Planning***

Counseling and education planning will be provided to prospective and current students enrolled in the BSRC program to ensure student success and program completion.

### ***Scholarships***

Eligibility for various scholarship programs will be determined by the individual scholarship or program.

### ***Completion of Certificates***

Hartnell Community College District Board Policy 4100 Graduation Requirements for Degrees and Certificates allows students to complete certificates while completing associate degree requirements. If the BSRC proposal is approved, the Board of Trustees will reconsider content in Policy 4100.

### ***International Students***

International students will be eligible for a baccalaureate degree program as specified on their Form I-20 approved by Hartnell College. Hartnell College course fees and tuition costs for international students will be applied to the BSRC program.

### *California Promise Grant (Ed. Code, § 76300(g))*

California Promise Grant is not eligible for upper division coursework fees pursuant to Education Code Section 78042 (g)(5). According to Education Code Section 78042(c), students in the BSRC program will complete and submit either the Free Application for Federal Student Aid (FAFSA) or a California Dream Act application. Hartnell Community College District AP 5130-Financial-Aid includes the required process.

### *Athletic Eligibility*

Students enrolled in the BSRC program will be eligible for participation in athletics at Hartnell College. Eligibility is determined according to the rules and regulations outlined in the California Community Colleges Athletics Association constitution and bylaws. Students interested in the BSRC program who want to participate in intercollegiate athletics will contact the Dean of Athletics who will certify athletic eligibility.

## *Implementation*

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Hartnell College has experience with establishing new programs, including completing an application for a BS degree in 2014. Fortunately, the majority of the policy and infrastructure needed to support a baccalaureate program was completed at that time. Table 20 is the project timeline being used by the BSRC team.

*Table 20. Planning Process Timeline for the Bachelor of Science in Respiratory Care*

March 2014	HC College Planning Council discusses baccalaureate degrees at HC
Aug. 2014	AP/BP 4021 written and approved by constituent groups.
Nov. 2014	Food Safety program presentation to the HC Board of Trustees
Jan, 2015	HC supports baccalaureate degree proposal for Food Safety
Jan. 2015	HC proposal to participate in the pilot program offering a Bachelor of Science degree in Food Safety submitted to the California Community College Chancellors Office.
March 2015	Proposal rejected by CCCCCO because of HC accreditation probationary status.
Fall 2019	HC received full accreditation by WASC-ACCJC
Fall 2021	Internal and external stakeholder groups discuss the expansion of the CCCCCO baccalaureate degree option and voice support of a degree program in respiratory care.
January 2022	VP C. Wilkinson-Thompson submits letter of intent to CCCCCO
Feb. 2022	HC Academic Senate discusses support of baccalaureate degrees at California Community Colleges
May 2022	RC Advisory Committee approve Hartnell College BSRC proposal
July 2022	PEC presented to HC Academic Senate leadership team
July 2022	BSRC proposal presented to Cabinet and Board of Trustees

August 15, 2022	HC proposal to participate in the pilot program offering a Bachelor of Science degree in Respiratory Care submitted to the California Community College Chancellors Office.
October 2022	ASRC curriculum revision completed
October 2022	Development of upper division Course Outlines of Record
October 2022	BSRC Advisory Committee Meeting: Curriculum Development
December 2022	Notification of Approval by CCCCCO
February 2023	Present ASRC curriculum revision and program page to Curriculum Committee for campus approval. Prepare substantive change reports for regulatory agencies.
April 2023	Board of Trustees ratification of ASRC program revision.
May 2023	Develop college catalog pages outlining the BSRC Program
September 2023	Submit BSRC program page and outline of upper division general education and major courses to Curriculum Committee for campus approval
October 2023	Complete curriculum development
October 2023	Present BSRC curriculum and catalog pages to Curriculum Committee for campus approval
October 2023	Submit substantive change reports/applications for approval to regulatory agencies
December 2023	Finalize program application process. Host Info Sessions and market BSRC program
August 2024	Admit the first BSRC class, graduation 2026
Ongoing	BSRC Advisory Board Meetings Program Planning and Assessment Annual Reviews Data Collection, assessment, and evaluation of End of Program Outcomes, Program Level Outcomes, and Course Level Student Learning Outcomes

### ***Regional/State Accreditation and Approval Laws and Regulations***

The proposed Baccalaureate Program in Respiratory Care will be subject to Western Association for Schools and Colleges-Association of Community Colleges and Junior Colleges (ACCJC) policies and procedures that govern other baccalaureate programs offered at other California community colleges and will be subject to the eligibility requirements and specialty accreditation standards and policies of the Commission for Accreditation for Respiratory Care (CoARC). Hartnell College administrative team members are confident in their ability to meet ACCJC and CCCCCO eligibility requirements and the respiratory faculty is confident in its ability to meet CoARC standards for degree advancement academic programs.

The Hartnell College ASRC program is relatively new. The ASRC program earned its initial accreditation status in 2019 and is scheduled for a Continued Approval Site Visit in December 2024. Adding a baccalaureate degree will require a separate comprehensive degree advancement program review of the BSRC program. The BSRC review process will include meeting 2023 Accreditation Standards for Degree Advancement Programs in Respiratory Care (CoARC, 2021). Accreditation decisions are based on the CoARC's assessment of the information contained in the accreditation application, self-study report, report of site visit evaluation teams, Annual Report of Current Status, and in documents submitted to the CoARC by Hartnell during each accreditation cycle. Hartnell College must apply for accreditation for its



BSRC program as an accredited institution of higher education. Though the accreditation process is voluntary and time consuming for the faculty, earning accreditation status will provide Hartnell with external validation of the BSRC program. Additionally, the CoARC accreditation process will offer prospective degree advancement students and faculty a means by which they can judge the quality of the educational experience offered at Hartnell College.

The ASRC program will need a curriculum revision and realignment of lower division courses if the BSRC proposal is approved. The ASRC course units will need to be reduced so that the total units is as close to 60 as possible and the BSRC degree advancement option is as close to 120 as possible. Also, there is a plan to modify the course schedule to reduce time to completion and possibly allow for dual enrollment in some of the upper division courses. The tenured RCP instructor and the new instructor will rewrite syllabi, student learning outcomes, program level outcomes, and assessments. The Dean will generate clinical site contracts, student admission/selection processes, class schedules, community outreach events, faculty development opportunities, and fiscal and human resources.

Board Policy 1200 District Vision, Mission, and Values Statements; Administrative Procedure 5130 Financial Aid; and Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education will need modifications related to baccalaureate degrees should the BSRC proposal be approved. It may be determined that other existing documents or new governing documents are necessary to meet all legal obligations related to baccalaureate degrees and to promote effective governance at the Hartnell Community College District.

## ***Challenges & Solutions***

### ***Program Support Issues***

At present, there is inadequate administrative support in the department. The Nursing and Health Science Department has two full-time classified staff to assist the programs. Additionally, summer workers assist with program needs. The department has applied for an additional administrative assistant position (part-time). If approved, the administrative assistant will be hired in fall 2022. Once this additional person is hired, there will be sufficient administrative support to implement the BSRC program.

The Program Director will need financial compensation or additional release time to oversee the program. The average teaching assignment for the PD over the past 2 academic years has been 111.69%, which includes 15% release time for overseeing the ASRC program. The Director for Clinical Instruction has had a teaching assignment of 104%, which includes 15% release time for clinical coordination. There is demonstrated need for additional faculty to teach in the ASRC and/or BSRC programs.

### ***Additional Challenges***

Recruiting a full-time respiratory care instructor with a master's degree who is qualified to teach upper division courses will be a challenge. Industry wages far exceed academic salaries. Hartnell College will need to continually recruit and retain the best masters- and doctoral-prepared Nursing and Health Sciences faculty.

General Funds will fund the ASRC and BSRC programs, but cannot be used for student scholarships or unanticipated needs. Limited external grant opportunities exist for respiratory care programs. There will be an increased need to search for new funding sources to cover overhead, student

support programs, marketing efforts directed at faculty and student recruitment, and faculty attendance at professional development conferences.

## *Conclusion*

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Hartnell College is uniquely poised to implement its first baccalaureate degree program. With support from constituents, Hartnell College will host a local pathway to a four-year degree within the Health Sciences meta-major. Program options are many. Hartnell can choose to offer a full-time or part-time track, admit using a cohort model or offer a more flexible course schedule. The new BSRC program will increase opportunities for students and respiratory care professionals throughout California to obtain affordable degree advancement in their high priority, high salary healthcare discipline.

Hartnell College service area median earnings are proportionally higher with the increase in educational attainment, especially in healthcare careers. The median wage for Respiratory Therapists in California is \$83,920 annually. Salinas, California is a top-paying metro area for respiratory therapists, Annual wage for RRTs in Salinas is \$101,520 (\$48.81/hour) (Respiratory Therapist License, 2022). This is the prevailing wage for practitioners who provide direct care with or without a baccalaureate degree.

In California, a baccalaureate degree will provide career advancement beyond direct patient care to a higher level of responsibility associated with higher wage earnings. Graduates of the BS degree will be eligible for enhanced clinical practice and supervisory positions as a result of the working partnerships between Hartnell College and the local healthcare industry that helped to develop it. Many healthcare agencies use clinical ladders that reward experience and education attainment. Hartnell will continue to offer high-quality student services and academic courses with rigorous standards that meet lower and upper division course requirements in support of both degrees. Through academic and community partnerships, Hartnell College continues toward its vision of becoming a leader in health education and advancing its mission to focus on the education and workforce development needs of communities in the Salinas Valley in an environment committed to student learning, achievement and success.

The licensing bodies for respiratory therapy appear to agree that the field needs to move towards increasing educational requirements. If the field follows the leadership and guidance of these bodies, educational institutions providing training for respiratory therapy must follow suit to remain relevant and competitive. It is for reasons cited in this proposal that Hartnell College is confident in its justification of—and ability to offer—a baccalaureate program in respiratory care.

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