MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

_____   NEW INSTRUCTIONAL PROGRAM

__X__   SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____   COOPERATIVE DEGREE PROGRAM

__X__   WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

(*For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.*)

Washington Adventist University
Institution Submitting Proposal

August 01, 2016
Projected Implementation Date

Bachelor of Science   Respiratory Care (BSRC)
Award to be Offered   Title of Proposed Program

____5215.00____   129907_____
Suggested HEGIS Code   Suggested CIP Code
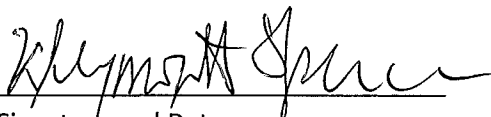
Department of Respiratory Care   Vicki Rosette_____
Department of Proposed Program   Name of Department Head

Vicki Rosette   vrosette@wau.edu   301-891-4187
Contact Name   Contact E-Mail Address   Contact Phone Number

President / Chief Executive Approval

Signature and Date

2 - 22 - 16   Date Endorsed/ Approved by Governing Board

Signature and Date

A.   Centrality to Institutional mission statement and planning priorities:

1.   Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Washington Adventist University (WAU) proposes a substantial expansion / major modification of its Bachelor of Science in Respiratory Care (BSRC) degree to bring the program into alignment with the **new "Standards of Accreditation of Degree Advancement Programs in Respiratory Care"** which was approved by the Commission on Accreditation for Respiratory Care (CoARC) effective July 1, 2015.

- http://www.coarc.com/74.html

Completion of this post-professional degree advancement program will enhance the professional knowledge, skills, and attributes of Registered Respiratory Therapists (RRTs) {A.K.A. licensed Respiratory Care Practitioners (RCPs)} **beyond that of RRT at entry level** and prepare them for practice as advanced degree respiratory therapists.

- https://www.nbrc.org/rrt/pages/default.aspx
    - "RRT" is a **credential** earned by passing two national professional exams.
- http://www.mbp.state.md.us/pages/res_care.html
    - "RCP" is a state issued **license** to practice.
- http://www.aarc.org/careers/what-is-an-rt/

The post-professional, degree advancement BSRC is important to the profession of Respiratory Care for many reasons:

- Professional status - "Governmental agencies, legislators, third-party payers, and the military services all use the baccalaureate degree as the minimum education level that differentiates professions from technician groups."
    - http://www.aarc.org//app/uploads/2013/07/2015_workforce_transitioning.pdf (pg 685)
    - http://www.usphs.gov/profession/therapist/requirements.aspx
- Promotion - BS required for supervision in the pulmonary function and arterial blood gas labs
- Hiring Preference - "As the hiring markets become more competitive, employers will look for the most qualified practitioner that will most positively impact their RC departments."
    - http://www.aarc.org//app/uploads/2013/07/faq.pdf (#8)
- Progress in practice – "…a vast majority (70.1%) are in favor of a baccalaureate or graduate degree to progress in practice."
    - http://www.aarc.org//app/uploads/2013/07/2015_student_staff_survey.pdf (pg 713 – Discussion – 4th bullet)

- Compensation – "The AARC 2014 Human Resources Survey found that each increase in academic degree was associated with an increase in annual compensation by at least $3,000."
  - http://www.aarc.org/careers/respiratory_therapy_degree_advancement/
- Magnet status – as RRTs work with nurses that have a higher education level, RRTs also need to be appropriately educated members of the healthcare team
  - http://www.wsj.com/articles/job-seeking-nurses-face-higher-hurdle-as-hospitals-require-more-advanced-degrees-1444849456
- Career ladder -
  - https://www.aarc.org//app/uploads/2013/07/respiratory-therapy-career-ladder-model.pdf (pg 5)
  - http://www.aarc.org/careers/career-advice/professional-development/advancing-from-within-the-value-of-clinical-ladders/

A Historical context for the Respiratory Care professions expressed need for post-professional degree advancement programs, such as WAU is proposing, is extensively described by the proceedings and publications from and since the **"2015 and Beyond" project of the American Association for Respiratory Care (AARC)**

- "The profession of respiratory care was officially established over 60 years ago.[1] During the early years, respiratory therapists (RTs) were referred to as oxygen technicians, and most of their activities involved moving cylinders of compressed gas and administering oxygen via nasal catheter or oxygen tent.[2] Most oxygen technicians were trained on the job, although brief training programs began to appear in the late 1940s and 1950s.[3] Today the profession hardly resembles what it was in the 1940s. RTs provide direct care, patient education, and care coordination. They practice in acute care facilities, long-term acute care facilities, skilled nursing facilities, assisted-living centers, subacute care units, rehabilitation centers, diagnostics units, and in the home.[4] RT training has also dramatically changed. Current accreditation standards require RTs to have, at minimum, an associate degree from an accredited program.[5]
  - http://www.aarc.org//app/uploads/2013/07/2015_creating_vision.pdf
- In 2007, "The AARC Executive Director was directed by the AARC President to organize a series of conferences to address the following questions:
  - What will the future health care system look like?
  - What will the roles and responsibilities of respiratory therapists be in the future system?
  - What competencies will be required for RTs to succeed in the future?
  - How do we transition the profession from where it is today to where we need to be in the future?"
    - http://www.aarc.org/resources/programs-projects/2015-beyond/
- 2015 Ad Hoc Committee Recommendation #1 – as passed by the AARC Board of Directors in December 2012: "The 2015 ad hoc committee recommends increased

access to baccalaureate degrees (either Bachelors Science Respiratory Therapy {BSRT} or Bachelor's degree from an accredited school of higher education in a health science field) for **both** respiratory therapy students enrolled in associate degree granting programs and for associate-prepared respiratory therapists who are already in the workforce, be readily available to access by established articulation or transfer agreements by 2015."

- o http://www.aarc.org//app/uploads/2013/07/december_2012.pdf (pg 3)
  - NOTE: there are two identified populations of prospective students for post-professional, degree advancement BSRC programs.

Currently: "The vision statement of the AARC is to "encourage and promote professional excellence, advance the science and practice of respiratory care, and serve as an advocate for patients, their families, the public, the profession and the respiratory therapist." **The 2015–2020 AARC Strategic Plan** sets forth several key objectives to not only advance the profession but to also ensure safe and effective respiratory care. Within the strategic plan, the AARC promotes advancement and practice expansion for respiratory therapists as well as the continuing development of the respiratory care workforce. The AARC understands that advanced education is the key to accomplishing these goals."

- http://www.aarc.org/careers/respiratory_therapy_degree_advancement/
- http://www.aarc.org/aarc/mission-statement/ (Objective #2; Strategies 2, 3, & 4)

The proposed WAU revised BSRC program will be provided in any of the following modalities:
- Traditional,
- Hybrid, *and/or*
- On-line learning.

In place of pre-formulated tracks or areas of concentration (AoC), and as supported by the CoARC Degree Advancement (DA) Standards, the WAU proposed BSRC uses discipline electives and individually tailored selection of expected student learning outcomes (ESLOs) as applicable to each student, based on his/her professional goals.

- "There are no nationally-accepted ESLOs for this type of program; therefore, it is the responsibility of the program faculty, with input from the advisory committee, to define the ESLOs of the program and to determine which of the ESLOs are applicable to each student based on his/her professional goals."
  - o CoARC DA 3.4 Interpretive Guideline - http://www.coarc.com/74.html

2.   Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

A legacy partnership began in the early 1970's when the Respiratory Therapy Medical Director of the Washington Adventist Hospital (WAH), adjacent to WAU's campus, approached the university and started the first accredited Respiratory Therapy program in the Maryland /

Washington D.C. area to fill the need for Respiratory Therapists. This 40+ year history places the BSRC program at WAU in both the global healthcare and the global higher education networks under the auspices of the Seventh-day Adventist (SDA) world church.

The Respiratory Care Departmental Mission Statement:
Committed to Excellence — Washington Adventist University's Respiratory Care Program shall provide an academic teaching environment that creates a supportive learning experience for the student. As defined by our Program Goal, we are dedicated to transform students into competent professionals who are moral leaders in the Respiratory Care profession, as well as in their communities.

The proposed WAU BSRC program directly supports the institutional strategic plan as follows:
- https://www.wau.edu/wp-content/uploads/2015/10/WAUPlan2020.pdf

First, the proposed BSRC program includes the following educational Objective 3: "The student will demonstrate the knowledge, skills, and attributes of Christo-centric ethics in culturally sensitive service to customers." This is to be evidenced by the following Expected Student Learning Outcome (ESLO): "The student will demonstrate a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (ESLO 3.2) The focus on Objective 3 and ESLO 3.2 will encompass valuing persons of all faiths and encompass embracing diversity and intercultural understanding which supports:

> **Strategy One: ENCOURAGE FAITH DEVELOPMENT THAT IS DELIBERATE, PERSONAL, AND CRITICALLY AWARE**
> **Imperative 2: Nurture an atmosphere where persons of various faiths feel valued and respected.**

> **Strategy Two: DEEPLY ENGAGE AND VALUE PEOPLE**
> **Imperative 1: Intentionally embrace diversity and intercultural understanding.**

Second, the proposed WAU BSRC program provides value-added flexibility for the student to earn academic competency credit, by exam and by portfolio, for learning outside the classroom, and to customize the professional competencies and discipline electives within the curriculum to support their career goals. These features directly support the following:

> **Strategy Two: DEEPLY ENGAGE AND VALUE PEOPLE**
> **Imperative 2: Create a student-centered learning community.**
> **Imperative 4: Create a culture around customer satisfaction.**

> **Strategy Three: CREATE A DISTINCTIVE AND DISTINGUISHED LEARNING CULTURE**
> **Imperative 1: Develop academic programs of distinction and excellence.**
> **Imperative 3: Strengthen student development.**
> **Imperative 5: Reengineer and vitalize the academic programs of the University**

Strategy Five: EXPAND AND STRENGTHEN FINANCIAL RESOURCES
Imperative 1: Strategically grow and manage enrollment.

Third, the proposed WAU BSRC program utilizes an advisory committee, with representatives from all communities of interest, and external programmatic accreditation, to guide the development of a 21st century technology integrated program the fulfillment of which requires and supports the following:

Strategy Two: DEEPLY ENGAGE AND VALUE PEOPLE
Imperative 5: Fully engage constituencies.

Strategy Three: CREATE A DISTINCTIVE AND DISTINGUISHED LEARNING CULTURE
Imperative 4: Enhance faculty development.

Strategy Seven: IMPLEMENT AN INSTITUTIONAL ASSESSMENT PLAN AND METRICS
Imperative 2: Intentionally pursue external accreditation and recognition.

Fourth, the proposed WAU BSRC program includes a comprehensive assessment and continuous improvement plan for students, courses, faculty, and program ESLOs. This supports:

Strategy Seven: IMPLEMENT AN INSTITUTIONAL ASSESSMENT PLAN AND METRICS
Imperative 1: Define measurable objectives and action-oriented goals.
Imperative 3: Define a system of accountability that establishes priorities, and assigns actions and target dates.
Imperative 4: Assessment planning – define the evidence of success and assessment cycle of each objective.
Imperative 5: Strive for continuous quality improvements to the institution's internal operations.

The evidence that affirms institutional priority is that WAU fully retained the full time Chair and Program Director for Respiratory Care during the 2015-2016 fiscal year to ensure program continuity and quality of proposed program launch.

B.   Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

    1.   Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Respiratory Care Major Courses:

RESP 247	RC Competency by Portfolio – Lower Division	TBD*

Pre-requisites: RESP 270
This is the course number for lower division discipline elective competency credit by portfolio. *The combined maximum for lower and upper division discipline elective competency credit by portfolio is 24 semester credit hours (SCH). The combined maximum for discipline elective competency credit, by portfolio and by exam, is 30 SCH – NOT including the 39 SCH for the RRT credential.*

RESP 270	Fundamental Skills for the BSRC Program	1

    Pre-requisites: Acceptance into the BSRC Program
    An introduction to the Christo-centric, evidence-based, Mission of WAU's Respiratory Care Department with two areas of focus. First, to critical thinking skills and traits, and to the knowledge, skills, and attributes of communication and technology which are necessary for successful participation in the on-line and hybrid learning environments of the BSRC program. Second, to the AARC 2015 and Beyond conference recommendations and the historical development of the Degree Advancement model for professional development in Respiratory Care. This course includes orientation to the course management system, and introductions to communication technologies (including virtual readings and viewings, searching, discussions, submissions of student deliverables, and group collaborative work), writing for RC publication, teaming skills, and career planning/preparation. Course deliverables, evaluated by rubrics and other evaluative metrics, include: discussion board postings and a word-processing document outlining a 2yr/5yr/10yr Career Plan which will inform the selection of professional practice competencies and discipline electives to complete the BSRC.

Note: Students must pass this course to enroll in any other RESP course. Only two attempts to pass this course are permitted. Students who do not pass on their first attempt will be counseled and guided in terms of their individual academic skill development. This course is a pre-requisite to all other RESP courses in the BSRC program.

RESP 299	Registered Respiratory Therapist Credential Credit	39

    Pre-requisites: RESP 270
This is the course number for the NBRC RRT credential discipline elective competency credit.
https://www.nbrc.org/rrt/pages/default.aspx

RESP 346	RC Competency by Exam	TBD*

    Pre-requisites: RESP 270
    This is the course number for discipline elective competency credit earned by exam.
    RESP 346A NBRC Credential – RRT-NPS – 3SCH
    RESP 346B NBRC Credential – RRT-SDS– 3SCH

RESP 346C NBRC Credential – RRT-ACCS– 3SCH
RESP 346D NBRC Credential – CPFT or RPFT– 3SCH
RESP 346E BRPT Credential – RPSGT– 3SCH
RESP 346F AAE Credential – AE-C– 3SCH
RESP 346G ELSO Specialist per Institutional Guidelines– 3SCH
RESP 346H CCI Credential – CCT– 3SCH
RESP 346 I CCI Credential – RCIS– 3SCH
RESP 346J CCI Credential – RCS– 3SCH
RESP 346K ACSM Credential – CCES– 3SCH
RESP 346L NBDHMT Credential – CHT– 3SCH
RESP 346M AHA certificate – BLS Instructor– 1SCH
RESP 346N AHA certificate – ACLS Provider– 1SCH
RESP 346O AHA certificate – ACLS Instructor– 1SCH
RESP 346P AHA certificate – PALS Provider– 1SCH
RESP 346Q AHA certificate – PALS Instructor– 1SCH
RESP 346R AHA certificate – NPS Provider– 1SCH
RESP 346S AHA certificate – NPS Instructor– 1SCH

See: http://www.aarc.org//app/uploads/2013/07/2015_competencies_needed.pdf Table 14 on Pg 612.

The maximum for discipline elective competency credit by exam is 24 SCH. The combined maximum for discipline elective competency credit, by portfolio and by exam, is 30 SCH – NOT including the 39 SCH for the RRT credential.

RESP 347	RC Competency by Portfolio – Upper Division	TBD*

Pre-requisites: RESP 270
This is the course number for upper division discipline elective competency credit by portfolio.
The combined maximum for lower and upper division discipline elective competency credit by portfolio is 24 semester credit hours (SCH). The combined maximum for discipline competency credit, by portfolio and by exam, is 30 SCH – NOT including the 39 SCH for the RRT credential.

RESP 433	RC Management	3

Pre-requisites: RESP 270
This course focuses on developing the knowledge, skills, and attributes that contribute to best management practices in a RC department of acute care and chronic care hospitals and touches on the management of RC services in home care and other settings. Beginning with a brief history of the concepts of fee-for-service and the evolution to Diagnosis Related Groups (DRGs), the course is centered on current best practices in RC management, such as value-based purchasing, data analytics, Evidence Based Practice (EVP) / Clinical Practice Guidelines (CPGs) and Continuous Quality Improvement (CQI), in support of population health and disease management with regard to increasing value while decreasing cost. Special attention is paid to teaching, developing, and assessing the knowledge, skills, and attributes of Christo-centric ethical reasoning in culturally sensitive service to customers in a variety of settings {ESLO 3.1}. Course deliverables, evaluated by rubrics and other evaluative metrics, include development of an evidence-based best practice management policy and/or procedure.

RESP 443	RC Research	3

Pre-requisites: RESP 270

This course focuses on the timely and appropriate "bench to bedside" integration of guidelines from expert panels and recommendations from qualitative and quantitative evidence based medicine into the standard of care. Team learning experiences are intentionally designed to support development of excellent communication and critical thinking knowledge, skills and attributes especially: prioritizing, anticipating, troubleshooting, communicating, negotiating, decision making, and reflecting. Special attention is paid to teaching, developing, and assessing the knowledge, skills, and attributes of applying systematic processes of inquiry, and the use of critical thinking skills and traits in the critical analysis of evidence that results in evidence-based recommendations for RC leadership, management, education, and research {ESLO 1.1}. Teaching, developing, and assessing the knowledge, skills, and attributes of excellent written communication utilizing different electronic communication technologies {ESLO 2.1} is emphasized. Course deliverables, evaluated by rubrics and other evaluative metrics, include a team project producing an evidence-based protocol, pathway, or policy and individual poster presentations.

RESP 453	RC Education	3

Pre-requisites: RESP 270

This course explores and experiences theories, principles, and best practices in planning, administration, and assessment of learning (AoL) in three settings of Respiratory Care education. First, education of the patient (at all ages and abilities) and their caregiver(s) in regards to participation and compliance with their disease management. Second, assessment for competency documentation and continuing professional development education for Respiratory Care Providers and other health care professionals. Third, Respiratory Care education programs which train students in the knowledge, skills, and attributes required to become entry-level Respiratory Care Providers. Learning experiences are designed to pay special attention to the development and assessment of the knowledge, skills, and attributes of excellent oral communication in the development of prepared purposeful presentations designed to increase knowledge and foster understanding in the listener. {ESLO 2.2}
Students will demonstrate knowledge, skills, and attributes of Christo-centric ethics that support effective and appropriate interaction in a variety of cultural contexts. {ELSO 3.2} Course deliverables, evaluated by rubrics and other evaluative metrics, include delivery and assessment of an evidence-based multi-component lesson plan.

RESP 463	RC Leadership	3

Pre-requisites: RESP 270

Theory and application of strengths based professional attributes and leadership as they apply to healthcare in general and to respiratory care in particular. Students discuss and evaluate their own strengths, professional attributes, and leadership style and that of others. Learning experiences are intentionally designed to develop and assess the knowledge, skills, and attributes of evidence based thinking and students will demonstrate Critical Thinking as a habit of mind characterized by the comprehensive exploration of issues before accepting or formulating an opinion or conclusion. {ESLO 1.2} Discussion and role-playing for meeting leadership includes agendas, minutes, and Robert's Rules. Includes study of inter-professional team roles, functions, and communications; healthcare regulatory systems, healthcare financing; public relations; advocacy; legal and ethical aspects of leadership. Includes analysis

of cases in healthcare leadership best practices. Specific attention is paid to the understanding of the organization, roles/ responsibilities, and functions of the major RC societies, boards, commissions, and licensure entities, that govern the profession of RC at the local, state, and national levels. Course deliverables, evaluated by rubrics and other evaluative metrics, include an evidence-based digital team presentation detailing the issues, challenges, strategies, and timelines of a current RC leadership issue or project.

RESP 499	RC Capstone: Evidence-Based Practice – Project and Portfolio	3

Pre/Co--requisites: RESP 270, 433, 443, 453, 463, and all required discipline electives, cognates, and General Education courses. This should be the last course in the program.

This capstone course consists primarily of guided individual work on an Evidence Based Project.   Course includes summative assessment of all program Objectives and ESLOs. Course deliverables, evaluated by rubrics and other evaluative metrics, include both a program-cumulative e-Portfolio with a summative reflection and an Evidence-Based Project addressing a specific documented current RC issue in alignment with the student's professional goals.

Discipline Electives:

	Student-selected-and-Director-approved discipline elective competency credits by portfolio (RESP 247 & RESP 347) or exam (RESP 346) &/or courses selected to support student 's professional goals.	18

Required Cognates:

ACCT 211	Principles of Accounting I	3

Pre-requisite: Placement in MATH 120 or Math 110. This is a foundation course for all business majors that explores the nature of accounting information and the environment in which it is developed and used. Topics discussed include the fundamental accounting equation procedures used to record, classify and summarize business transactions in accounting records; measurement of business income; internal control; and preparation and uses of financial statements.

INTD 315	Ethics in Modern Society	3

Examines ethical issues in business and economics, leadership and administration, science and medicine, religion, government and education, paying particular attention to how new ethical approaches have developed in today's technological society.

INTD 327	Issues in Religion and Culture	3

An introduction to selected world religions and contemporary expressions of faith focusing on the role religion plays in various cultures as seen from both current and historical perspectives.

MATH 110	Probability and Statistics	4

Prerequisite: MATH 052, placement test or SAT/ACT above the 34th percentile. Descriptive statistics, elementary probability, Venn diagrams, discrete random variables, binomial and normal distributions. Inferential statistics, sampling tests of hypotheses, regression, correlations, analysis of variance and chi-square analysis.

PHIL 250	Introduction to Logic	3

Inquiry into the nature of reasoning and argument, with an emphasis on informal methods of critical thinking; practice in recognizing and evaluating argument forms found in everyday reading, including an emphasis on informal fallacies; student projects that explore and illustrate how reasoning patterns can vary from discipline to discipline.

PSYC 105	Introduction to Psychology	3

The basic principles and concepts in psychology, including the principles of motivation, learning and perception. Designed to introduce university students to history, development and present scope of psychology with additional emphasis on non-western psychological approaches. A prerequisite for all other courses in psychology.

PSYC 210 --or-- PSYC 355	Developmental Psychology Motivation & Learning	3

PSYC 210: *Prerequisite: PSYC 105.* Developmental Psychology is the study of human development from conception till death. The study of life-span development is accomplished by examining the stages of infancy, childhood, adolescence and adulthood. The course covers the cognitive, moral, physical, social and emotional changes that are typical at each stage of development.

PSYC 355: *Prerequisite: PSYC 105.* An examination of the major approaches to learning theory and their applications for psychology. Various motivational systems and theories used to predict and understand human behavior will also be covered.

General Education:

ENGL 101	First Year Composition	3

Prerequisite: English placement exam or higher than the 50th percentiles on ACT/SAT. This course is designed to advance writing skills for college and professional purposes. Starting with the importance of considering audience and purpose, the course emphasizes the need for organization, development, coherency and stylistic consistency in writing. Additionally students will analyze a variety of texts and develop critical thinking skills.

ENGL 102	Research and Literature	3

Prerequisite: ENGL 101 with a minimum grade of "C." A study of poetry, short stories, drama and the process of writing a research paper.

COMM 105	Introduction to Human Communication	3

A study of the human communication process, verbal and nonverbal, through theory and practice focusing on intrapersonal, interpersonal, small group and public communication

	contexts.	
CPTR	Proficiency in Computers: Waiver / CPTR 105 / INSY 110	3
LITR	Literature Elective	3
Science	BIOL/CHEM/PHYS Elective	4
HIST	History Elective	3
PEAC	Physical Education Activity Course	1
HLSC/NUTR	Health Science or Nutrition Elective	2
	TOTAL	**120**

PROGRAM REQUIREMENTS:

COURSE	TITLE	SCH*
MAJOR	**Competency and coursework in the discipline**	**73**
RESP 270	Fundamental Skills for the BSRC Program	1
RESP 299	Registered Respiratory Therapist Credential Credit	39
RESP 433	RC Management	3
RESP 443	RC Research	3
RESP 453	RC Education	3
RESP463	RC Leadership	3
RESP ***	Discipline Electives: Competency (by exam/portfolio) or Courses	18
RESP 499	RC Capstone: Evidence-Based Practice – Project and Portfolio	3
COGNATES	**Required coursework in support of the discipline i.e. "Pre-requisites"**	**22**
ACCT 211	Principles of Accounting I	3
INTD 315	Ethics in Modern Society	3
INTD 327	Issues in Religion and Culture	3
MATH 110	Probability and Statistics	4
PHIL 250	Introduction to Logic	3
PSYC 105	Introduction to Psychology	3
PSYC 210 -- or-- PSYC 355	Developmental Psychology Motivation & Learning	3
Gen. Ed.	**General Education credits required for WAU BS**	**25**
ENGL 101	Composition	3
ENGL 102	Research and Literature	3
COMM 105	Introduction to Human Communication	3
CPTR	Proficiency in Computers: Waiver / CPTR 105 / INSY 110	3
LITR	Literature Elective	3
Science	BIOL/CHEM/PHYS Elective	4
HIST	History Elective	3
PEAC	Physical Education Activity Course	1
HLSC/NUTR	Health Science or Nutrition Elective	2
	TOTAL	**120**

*SCH = Semester Credit Hour

2.   Describe the educational objectives and intended student learning outcomes.

Program GOAL: The program must have the following goal defining minimum expectations: "To provide graduates of entry into respiratory care professional practice degree programs with **additional knowledge, skills, and attributes** in leadership, management, education, research, or advanced clinical practice both to meet their current professional goals and to prepare them for practice as advanced degree respiratory therapists." (DA3.1)	No.	Learning Goal **"BE"**	ESLOs / "DO" (Expected Student Learning Outcomes) What students are expected to be able to do, achieve, demonstrate, or know upon completion of the program. *Value Rubrics translated from the work of the American Association of Colleges and Universities https://www.aacu.org/value/rubrics*	RESP 433 RC Management	RESP 443 RC Research	RESP 453 RC Education	RESP 463 RC Leadership	RESP 499 Capstone: EB Project & Portfolio
	1	**KNOWLEDGE Evidence-Based** Demonstrate knowledge, skills, and attributes related to finding and critiquing evidence, and using critical thinking skills and traits to apply evidence-based practice in Respiratory Care leadership, management, education, and research.	1.1 Applies a systematic process of inquiry through the collection and critical analysis of evidence that results in evidence-based recommendations Value Rubric: Inquiry and Analysis		X			X
			1.2 Demonstrates Critical Thinking as a habit of mind characterized by the comprehensive exploration of issues before accepting or formulating an opinion or conclusion. Value Rubric: Critical Thinking				X	X
	2	**SKILLS Communication** Demonstrate knowledge, skills, and attributes of excellent communication with the healthcare team, and other communities of interest.	2.1 Communicates skillfully in written form utilizing different electronic communication technologies. Value Rubric: Written Communication		X			X
			2.2 Communicates skillfully in a prepared, purposeful presentation designed to increase knowledge and foster understanding in the listener. Value Rubric: Oral Communication			X		X
	3	**ATTRIBUTES Ethics** Demonstrate knowledge, skills, and attributes of Christo-centric ethics in culturally sensitive service to customers .	3.1 Demonstrate ability to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Value Rubric: Ethical Reasoning	X				X

			3.2 Demonstrates a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. Value Rubric: Intercultural Knowledge and Competence			X		X

3. Discuss how general education requirements will be met, if applicable.

General education requirements will be met by using existing WAU general education courses.

4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

WAU BSRC intends to apply for programmatic accreditation under the Standards for Accreditation of Degree Advancement Programs in Respiratory Care, approved July 1, 2015, by the Commission on Accreditation for Respiratory Care (CoARC).
- http://www.coarc.com/74.html

No graduate certification exists for this type of program.

5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

There are no contracts with another institution or non-collegiate organization.

C. **Critical and compelling regional or Statewide need as identified in the State Plan:**
1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
   ° The need for the advancement and evolution of knowledge
   ° Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.
   ° The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

Advancement and evolution of knowledge: Given that this program's scope is for the undergraduate RRT, advancement and evolution of knowledge are not primary student learning outcomes.

Societal Needs: This program expands educational opportunities and choices for working RCPs by providing the opportunity to earn a higher degree in the discipline to qualify for a promotion or a position that requires a higher degree and may be associated with an increased annual compensation.

- http://www.aarc.org/careers/respiratory_therapy_degree_advancement/
- http://www.usphs.gov/profession/therapist/requirements.aspx

As the population grows and ages, there is an increasing demand for the services of the RRT.

- in most patient care units of the acute care hospital
  - http://www.aarc.org/careers/what-is-an-rt/rts-at-work/
- in long-term care that requires a continuum of several various care settings,
- in the physician office and clinic,
- in the management of chronic disease states such as
  - chronic obstructive pulmonary disease (COPD) – the 3rd leading cause of death http://www.cdc.gov/nchs/fastats/leading-causes-of-death.htm
  - asthma – a significant reason for school absenteeism and loss of work productivity http://www.cdc.gov/asthma/pdfs/asthma_facts_program_grantees.pdf
  - sleep apnea, and
  - cystic fibrosis, among others
- in a growing population of the technology dependent,
- in transportation of ventilator dependent persons,
- in smoking cessation and pulmonary rehabilitation programs
- in indoor air quality.

This proposed program is designed to admit graduates of entry-to-practice associate degree programs, who have demonstrated competency by earning the RRT credential from the National Board for Respiratory Care into a curriculum that develops them into managers, educators, researchers, and leaders for the profession. Patients benefit by the improved care provided by Respiratory Care Practitioners (RCP's) that are being better managed, better educated, and better led using current research evidence-based care.

- https://www.nbrc.org/rrt/pages/default.aspx

National Need: The U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook makes the projection that the job outlook of Respiratory Therapists is expected to increase by about 19% from 2012 to 2022. This is faster than the average for all occupations. See below.

Employment projections data for Respiratory Therapists, 2012-22						
Occupational Title	SOC Code	Employment, 2012	Projected Employment, 2022	Change, 2012-22		Employment by Industry
				Percent	Numeric	

Employment projections data for Respiratory Therapists, 2012-22						
Occupational Title	SOC Code	Employment, 2012	Projected Employment, 2022	Change, 2012-22		Employment by Industry
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Respiratory therapists	29-1126	119,300	142,100	19	22,700	

SOURCE: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Respiratory Therapists, on the Internet at http://www.bls.gov/ooh/healthcare/respiratory-therapists.htm (visited August 15, 2015).

Maryland Need: The Maryland Division of Workforce Development and Adult Learning

- Healthcare Practitioners and Technical Occupations - Maryland Occupational Projections - 2014-2016

Occ. Code	Occupational Title	Employment			Openings	
		2014	2016	Change	Replacement	Total
29-1126	Respiratory Therapists	1900	1972	72	41	113
29-2054	Respiratory Therapy Technicians	236	243	7	4	11

SOURCE: Maryland, Department of Labor, Licensing, and Regulation, Labor Market, Division of Workforce Development and Adult Learning - Healthcare Practitioners and Technical Occupations - Maryland Occupational Projections - 2014-2016, on the Internet at http://www.dllr.state.md.us/lmi/iandoprojshort/occgroup29short.shtml Updated April 16, 2015; visited August 15, 2015

Employment and Financial Outlook as per the AARC

With age comes an increase in a variety of chronic and acute illnesses which often require diagnostic procedures and therapeutic interventions provided by RCPs as part of patient assessment and care. With the increasing utilization of medical technologies for assessing, monitoring, and treating an assortment of cardiopulmonary challenges, RCPs will continue to have an impact on the overall health care delivery system.

- http://www.aarc.org/careers/what-is-an-rt/employment-financial-outlook/

While WAU is not an HBI, there is no HBI in MD or DC that offers a BSRC program so the WAU BSRC program will provide this opportunity for minorities.

2. Provide evidence that the perceived need is consistent with the <u>Maryland State plan for Postsecondary Education (pdf).</u>
<u>http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2013.pdf</u>

The WAU BSRC program includes the following in alignment with the MD State Plan for Postsecondary Education:

- College completion: This degree advancement program moves associate degree graduates to bachelor's degrees. (pg6)
- Competency based credit for discipline electives - learning assessment that recognizes and rewards demonstration of learning from life, workplace, military, vocational, and other experiences (pg9)

D.   Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The AARC and its Coalition on Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE) have done extensive research on the need for bachelor level programs for Respiratory Therapy/Care. The AARC Board of Directors (BOD) met in Phoenix recently and continued making progress on actions to move the Association and the profession forward, as momentum builds on strategic goals and professional direction projects.

Revising its former goal for bachelor's degrees held by respiratory therapists, the BOD made a statement aspiring to 80% of practicing respiratory therapists having earned or being actively working on a bachelor's degree by 2020. The most recent survey shows this to be 65% at this time.

- <u>http://www.aarc.org/aarc-bod-sets-80-bachelor-degree-goal-by-2020/</u>

Respiratory Therapists are returning to school to advance their careers. Thirty-four of the AARC members who responded to an American Association for Respiratory Care post said they had earned a master's degree and 24 said they'd gone back to school for a bachelor's degree. Sixteen noted earning both and five reported earning a doctorate. Most people chose to focus on a management or education related area of study, with many opting for a health care track within their major. Respondents were primarily educators and managers, with 25 in the former category and 27 in the latter. But RTs working in other roles reported advanced degrees as well, including four hospital-based educators, 14 in clinical positions, and three who work on the industry side of the profession. (Not everyone reported a current job position.)

- <u>http://www.aarc.org/careers/career-advice/professional-development/getting-an-advanced-degree-in-respiratory-care/</u>)

The AARC is advising the workforce to obtain higher degrees and credentials. "The time has come for our profession to advance it's educational level," says AARC President Frank Salvatore, MBA, RRT, FAARC. "We're faced with situations in the states where legislatures and/or education departments are demanding less credit hours at the associate's level. Respiratory therapists today need more clinical time in order to fully learn the advanced technologies we work with today, not less time."

- http://www.aarc.org//app/uploads/2014/10/respiratory-therapist-education.pdf
- http://www.aarc.org/careers/career-advice/professional-development/why-you-should-advance-your-credentials-and-your-degree/

2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Using formal surveys, the American Association for Respiratory Care conducted a study of three groups within the respiratory care profession in the spring of 2014. Results of the survey revealed an increase in the number of respiratory therapists furthering their education...

- http://www.aarc.org/resources/tools-software/aarc-respiratory-therapist-human-resource-study-2014/

There are two populations that make up the prospective student market for this WAU BSRC program:

- RRTs already in the workforce
- New (A)AS RRT-eligible graduates.

The AARC BOD has set a goal to have 80% of the workforce with BS degree completion or pursuit by 2020 and there were about 65% of the workforce with BS degree completion or pursuit at the most recent survey. This means a recommendation that 15% more of the workforce should enroll in a BS program.

A) The state of Maryland has approximately 2,343 RRTs. 15% would mean that 351 Maryland workforce RRTs are prospective students for this program.

- https://www.nbrc.org/Documents/NBRC%20Horizons%202nd%20Quarter%202014.pdf (Pg 13)
- http://www.aarc.org/aarc-bod-sets-80-bachelor-degree-goal-by-2020/

3. Data showing the current and projected supply of prospective graduates.

There are two categories of prospective students for the proposed BSRC program.

A) New graduates from associate degree respiratory programs. The five Maryland programs, PGCC, FCC, ACC, BCCC, CCBC average 83 graduates a year (2011, 2012, 2013) and the CC-UDC averages about 7 a year.
- http://www.coarc.com/47.html

E.   Reasonableness of program duplication:

1.   Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Presently, there are no post-professional degree advancement BSRC programs in the state of Maryland.
- http://www.aarc.org/app/uploads/2015/08/baccalaureate_degree_options.pdf

This would be an opportunity for WAU to provide a proactive response to this discipline and societal need. The present need for this type of program is both practical and marketable as necessary. The BSRC program will serve the local, state, and eventually, with the implantation of SARA, national need for leaders, managers, researchers, and educators in the Respiratory Care profession.
- http://nc-sara.org/

The proposed BSRC program is a model of professional efficiency which provides working RCPs the opportunity to advance their academic preparation, beyond entry level and specific to the discipline. This can be compared and contrasted with similar Maryland programs such as Salisbury University and Towson University.

Salisbury University, located 117 miles from WAU in Salisbury Maryland, currently offers the only Maryland BSRC program accredited by the Commission on Accreditation for Respiratory Care (CoARC). Accredited as an entry-to-practice program, Salisbury University does offer an advanced placement BSRC degree completion option upon request, which provides the associate degreed graduate with an RRT credential the additional general education, cognate, and major requirements which may not have been included to the same degree of competency in their associate degree programs. The point of distinction is that the proposed WAU BSRC is a post professional, degree advancement, program designed to advance the student beyond that of Registered Respiratory Therapists (RRTs) at entry level, whereas the Salisbury University program is accredited as an entry-to-practice program that, upon request, offers a degree completion option. Of note: the WAU BSRC program does also provide the flexibility to also serve as a degree completion option.
- http://www.salisbury.edu/healthsci/resp/

Towson University, located 45 miles from WAU in Towson Maryland, does offer an on-line Bachelor of Technical and Professional Studies (BTPS) degree program in Allied Health with an area of concentration in "Advanced Respiratory Therapy." The point of distinction is that the proposed WAU BSRC is entirely within the discipline of Respiratory Care and it is intentionally designed to

provide management, education, research, and leadership training specific to the profession of Respiratory Care. The WAU BSRC program does not include, as Towson does, a clinical focus, option, or coursework specific to the cardiopulmonary diagnostics and therapeutics of respiratory care.

- http://www.towson.edu/chp/alliedhealth/

The distinctive aspects of the proposed WAU BSRC program are:
- It is faith infused
- It is post-professional, designed to move the RRT forward to knowledge, skills, and attributes beyond the entry-level
- It is entirely within the discipline yet does not include a clinical (cardiopulmonary or mechanical ventilation) focus. WAU BSRC does not require clinical "specialty" coursework, ESLO's, or credentials but does provide discipline elective competency credit by exam for each specific specialty credential related to the profession of Respiratory Care.
  - https://www.nbrc.org/Pages/examinations.aspx
  - http://www.aarc.org//app/uploads/2013/07/2015_competencies_needed.pdf (Table 14, pg 612)

Therefore the WAU proposed BSRC does not result in duplication of existing degree offerings.

2.   Provide justification for the proposed program.

The proposed BSRC program will provide the first Degree Advancement for Respiratory Care in the state of Maryland as needed to respond to the community well-being for the acute and chronic healthcare needs of the state, region, and country.

F.   Relevance to Historically Black Institutions (HBIs)
1.   Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

Given that this program does not exist in any Maryland institution, including HBIs, it will not compete with any degree offerings at any HBI, yet it will expand the educational opportunities for minority students in the state.

2.   Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

Given that this program does not exist in any Maryland institution, including HBIs, it will not compete with any degree offerings at any HBI yet it will expand the educational opportunities for minority students in the state.

G.   If proposing a distance education program, please provide evidence of the <u>Principles of Good Practice</u> (as outlined in COMAR 13B.02.03.22C).

- The WAU BSRC program is to be established and overseen by qualified faculty.
- The WAU BSRC Program Mission and role, faculty support, commitment to support, evaluation and assessment are designed to meet the Commission on Accreditation for Respiratory Care Standards for Accreditation of Degree Advance Programs in Respiratory which went into effect July 1, 2015 as well as the Principles of Good Practice as outlined in COMAR 13B.02.03.22**C**
  - http://www.coarc.com/74.html

- The WAU BSRC Program will utilize one of two learning platforms available on campus - either Desire to Learn (D2L) with an in-house IT administrator for support or Moodle with Learning House IT which serves as a primary venue for quality.

H.   Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).
Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, and adjunct) and the course(s) each faculty member will teach.

WAU's BSRC will include one full time faculty member and three courses are to be taught by adjunct faculty yet to be contracted.

Faculty Name, Terminal Degree, Title, Rank, Status	
Vicki Rosette MS RRT RPFT, Assistant Professor Chair and Program Director - Full-time Terminal Degree: Master of Science in Respiratory Care Leadership, Northeastern University - 2015	--RESP 270 Fundamental Skills for the BSRC Program --RESP 453 RC Education --RESP 499 RC Capstone: Evidence-Based Practice – Project and Portfolio
Adjunct faculty to be selected with relevant graduate degrees and recent/current work experience in the RC area (management, research, leadership) to be taught.	RESP 433 RC Management RESP 443 RC Research RESP 463 RC Leadership

I.   Adequacy of library resources (as outline in COMAR 13B.02.03.12).
Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be

implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

Weis Library Description for the Respiratory Care MHEC Proposal

October 26, 2015

Weis Library is the main library on the campus of Washington Adventist University (WAU) and supports its undergraduate and graduate programs. The library contains over 95,000 books and nearly 14,000 periodicals; and provides access to more than 275,000 e-books and e-journals through its online database subscriptions.

Students and faculty can access the library's resources and services in person, by telephone, through email, and on the library's website. Weis Library is open over 70 hours a week, and during these times faculty and students can use the library's resources, take advantage of its services, and make contact with librarians and library technicians.

Weis Library belongs to the Maryland Interlibrary Consortium (MIC), a group of four academic libraries in the state that share resources with one another. This membership enables students and faculty from WAU to request books and other resources from the libraries of Hood College in Frederick; Loyola University Maryland and Notre Dame of Maryland University, which are in Baltimore and jointly operate a library; and Stevenson University located in Stevenson. Items from these institutions can be requested online through SHARC, the shared online resources catalog for MIC, and delivered by courier to Weis Library within 24 hours.

The library subscribes to over 50 multidisciplinary and specialized databases. These include online encyclopedias, full-text periodical indexes, and e-book collections. To help students and faculty navigate these resources, Weis Library also subscribes to a discovery service and provides access to it on the library's website. Along with the library's catalog, these information tools are available around the clock to students and faculty both on and off campus through the Internet.

Some of the library's most notable online databases for allied health and medicine topics are:

- *CINAHL Plus with Full Text* indexes more than 4,900 journals and provides full-text access to nearly 800 nursing and allied health journals.
- *Health Source: Consumer Edition* provides access to consumer health information through nearly 80 full-text consumer health magazines.
- *Health Source: Nursing/Academic Edition* includes over 350 full text scholarly journals focusing on nursing and allied health professions.
- *Medline* provides citations and abstracts from over 5,600 current biomedical journals and full-text access to selected publications.
- *ProQuest Nursing & Allied Health Source* indexes and abstracts more than 850 nursing and allied health periodicals, including over 715 titles in full-text.

Through its e-journal search tool, <u>Full-Text Finder</u>, Weis Library also provides direct access to the full-text of thousands of popular and scholarly periodicals. This includes approximately 3,500 health and medicine titles, and the following journals covering the field of respiratory care:

American Journal of Respiratory and Critical Care Medicine -- an official journal of the American Thoracic Society.

Pulmonary Reviews – a news magazine for specialists in pulmonary and critical care medicine.

Respiratory Care – the official journal of the American Association for Respiratory Therapy.

As a member of <u>OCLC</u>, the library can also request books, journal articles, and other resources through interlibrary loans on behalf of its users from a network of hundreds of academic, public, and special libraries throughout the United States and the world. Students and faculty can see the range of information resources available to them through databases like <u>ArticleFirst</u> and <u>WorldCat</u>.

Finally, Weis Library belongs to several consortia for the purpose of sharing the costs of library information resources and technology. As a member of MIC, the library shares the expenses and administration of the consortia's integrated library management system. Through <u>Maryland Digital Library</u> (MDL) and the <u>Adventist Library Information Cooperative</u> (ALICE), Weis Library negotiates favorable licensing terms for its database subscriptions.

J.   Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13).

> Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

K.   Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14).

1.   Complete <u>Table 1: Resources (pdf)</u> and <u>Table 2: Expenditure (pdf)</u>. <u>Finance data(pdf)</u> for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: Resources

TABLE 1: RESOURCES:					
RESOURCE CATEGORIES	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**

	FY'17	FY'18	FY'19	FY'20	FY'21
1. Reallocated Funds (from FY'16 RC Program)	$73,700	$73,700	$73,700	$73,700	$73,700
2. Tuition/Fee Revenue (c + g below)					
a. Number of F/T Students	12	26	30	36	40
b. Annual Tuition/Fee Rate	$9,000	$9,000	$9,000	$9,000	$9,000
c. Total F/T Revenue (a x b)	$108,000	$234,000	$270,000	$324,000	$360,000
d. Number of P/T Students	N/A	N/A	N/A	N/A	N/A
e. Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d x e x f)	N/A	N/A	N/A	N/A	N/A
3. Grants, Contract & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1-4)	$108,000	$234,000	$270,000	$324,000	$360,000

TABLE 2: Expenditure

TABLE 2: EXPENDITURES:					
EXPENDITURE CATEGORIES	YEAR 1 FY'17	YEAR 2 FY'18	YEAR 3 FY'19	YEAR 4 FY'20	YEAR 5 FY'21
1. Faculty (b + c below)	$78,000	$78,000	$78,000	$78,000	$78,000
a. # FTE	1.3	1.3	1.3	1.3	1.3
b. Total Salary	$55,000	$55,000	$55,000	$55,000	$55,000
C. Total Benefits	$23,000	$23,000	$23,000	$23,000	$23,000
2. Admin. Staff (b + c below)	N/A	N/A	N/A	N/A	N/A
a. #FTE	N/A	N/A	N/A	N/A	N/A
b. Total Salary	N/A	N/A	N/A	N/A	N/A
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
3. Support Staff (b + c below)	$20,000	$20,000	$20,000	$20,000	$20,000
a. # FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	N/A	N/A	$20,000	$20,000	$20,000
c. Total Benefits	0	0	0	0	0
4. Equipment	$5,000	$500	$500	$500	$500
5. Library	N/A	N/A	N/A	N/A	N/A
6. New or Renovated Space	N/A	N/A	N/A	N/A	N/A
7. Other Expenses	$28,000	$6,000	$6,000	$6,000	$6,000
TOTAL (Add 1-7)	$131,000	$104,500	$104,500	$104,500	$104,500

2.   Provide a narrative rational for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

The Respiratory Care Program budget will carry over to the proposed program from the previous program as this is a revision, not an additional program.

L.   Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).
          Discuss procedures for evaluating courses, faculty, and student learning outcomes.

Course evaluations are completed institution wide by the Office of Institutional Research and
Effectiveness with the conclusion of each course and faculty are evaluated annually by the Office of the
Provost using the institution wide Faculty Performance Appraisal and both will be applied to the revised
BSRC Program. A comprehensive programmatic level assessment of expected student learning
outcomes, in compliance with the CoARC Standards for Degree Advancement, beginning with input from
the Advisory Committee representing all communities of interest, is included with this proposal. (See:
B2 p#)

**M.   Consistency with the State's minority student achievement goals (as outlined in COMAR
13B.02.03.05 and in the State Plan for Postsecondary Education).**
          Discuss how the proposed program addresses minority student access & success, and
          the institution's cultural diversity goals and initiatives.

WAU has set forth actions and strategies to recruit and retain underrepresented minority students for
all programs consistent with the WAU program of cultural diversity.
   •   https://www.wau.edu/office-of-ministry/diversity-program/

N.   Relationship to low productivity programs identified by the Commission:
          If the proposed program is directly relate to an identified low productivity program,
          discuss how the fiscal resources including faculty, administration, library resources and
          general operating expenses) may be redistributed to this program.

          This program is not directly related to an identified low productivity program.