



Department of Allied Health Professions

Respiratory Therapy Degree

Advancement Online Program Handbook

**SCHOOL *of* HEALTH
SCIENCES**

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INTRODUCTION

The primary goal of the Liberty University Respiratory Therapy Degree Advancement Program is educate the next generation of respiratory therapists who want to serve Christ through Respiratory Therapy. The contents of this handbook outline the requirements for students in the Respiratory Therapy (RT) Program at Liberty University (LU). It is a companion volume to LU's student handbook and is to be studied and followed by each RT student. It is imperative each student, faculty member, and preceptor adhere to these policies and procedures. Violation of any of the policies/procedures discussed in this handbook may jeopardize not only the student's status within the RT Program, but also patient safety and the reputation of the program and LU. The RT Program leadership reserves the right to implement revised or newly created policies at any time it determines them to be necessary.

The School of Health Sciences offers a four-year curriculum designed to lead to a Bachelor of Science degree in Respiratory Therapy (BSRT). The curriculum has two pathways. Pathway 1 is designed for those students wishing to enter the profession of respiratory therapy. Pathway 2 is for registered respiratory therapist who have an associate degree. Licensed Registered Respiratory Therapist (RRT) are given credit for several respiratory courses when they join the BSRT program.

The respiratory therapy program is designed to provide individuals with a broad educational background, which builds upon biblical knowledge, liberal arts, behavioral and social sciences as well as respiratory therapy. The RT Program at LU is dedicated to academic excellence in service, teaching and research. The RT Program is designed to provide students with outstanding education in preparation for a satisfying professional career as a respiratory therapist, as well as to provide a foundation for leadership, management, education, research and clinical specialization.

The overall expectation of our 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/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.

It will be necessary for the respiratory therapist to collaborate with all members of the healthcare team in identifying and solving problems related to respiratory diseases and disorders of the cardiopulmonary system. The respiratory therapist must be able to think critically, communicate effectively, demonstrate sound judgment, and provide self-direction. The primary objective of the program is to educate well-qualified, competent respiratory therapists who demonstrate leadership ability.

Expectations for LU RT students are high. We expect you to be diligent in your efforts, be prompt, conduct yourself with the highest degree of decorum, be academically sound, and represent yourself, our program, LU, and God with professionalism beyond reproach. God has blessed each of us with talent and the opportunity to work for him through the RT program at Liberty and beyond. Our intention is that your experience be educational and hopefully enjoyable.

Again, welcome to our program. We are very glad you chose our program and look forward to building a good professional relationship with you.

PROGRAM INFORMATION

MISSION & VISION STATEMENTS

LIBERTY UNIVERSITY MISSION STATEMENT

To develop Christ-centered men and women with the values, knowledge, and skills essential for impacting tomorrow's world. With a unique heritage and an ever-expanding influence, Liberty remains steadfast in its commitment of *Training Champions for Christ*.

SCHOOL OF HEALTH SCIENCES MISSION STATEMENT

Liberty University's School of Health Sciences (SHS) strives to provide a world-class academic experience through an engaging, diverse, and innovative Christian environment steeped in a Biblical worldview.

Through an exceptional educational experience, rigorous academic scholarship, and Christ-centered community, the SHS prepares graduates to become influential professionals in their respective fields. Through this holistic approach we endeavor to equip men and women to impact the world for Christ.

SCHOOL OF HEALTH SCIENCES OBJECTIVES

The School of Health Sciences will:

- deliver an exceptional Christ-centered undergraduate and graduate education
- equip students for successful careers or additional education within the Health Science fields
- provide opportunities for research and scholarship at the undergraduate and graduate levels.
- prepare students to engage in diverse cultures as they use their skills in serving the global community

RESPIRATORY THERAPY PROGRAM

RESPIRATORY THERAPY PROGRAM PURPOSE STATEMENT

The purpose of the Liberty University School of Health Sciences undergraduate program in respiratory therapy is to prepare baccalaureate level respiratory therapists who are committed to Christian ethical standards and view respiratory therapy as a calling to serve. The respiratory therapy curriculum is built upon a foundation from the arts, sciences, and the Bible, and focuses on the use of the respiratory therapy process to guide the acquisition of knowledge, the development of strong clinical skills and a commitment to a sound work ethic.

RESPIRATORY THERAPY PROGRAM PHILOSOPHY

To produce highly educated, effective and compassionate graduates who share the love of Christ in everything they do to care for those patients suffering from cardiopulmonary disease. The respiratory therapy faculty has identified the following concepts and core commitments that serve as the statement of values guiding the program.

Intelligent faith: We commit to building all instruction, scholarship, and service on a foundation of Biblically-based, scientifically sound, reasonable faith that supports the Christian worldview. (Hebrews 11:1; 1 Thessalonians 5:21-22)

Individuals: God created us as unique biological, rational, moral, thinking, spiritual, and feeling beings created in His image. An individual cannot be fragmented into separate parts. An individual interacts holistically with the environment and strives for balance and a sense of well-being within personal and societal contexts. God has given us freewill, and our country has given us the freedom, rights, and responsibility to make choices. We as individuals commit to faithfully apply the Scriptures to all of life so that our words and actions cohere to the highest ethical standards of honesty, fairness, and wholeness in our personal and professional practices. (1 Corinthians 4:2; 2 Corinthians 8:21)

Society: Composed of dynamic and interactive systems involving individuals, families, groups, and communities. These systems interact to fulfill perceived needs influenced by variables such as faith, love, learned behaviors, and cultural expectations. Respiratory therapists recognize and respect human differences and diversity of populations. We commit to treating all people with dignity and respect, honoring the gifts and unique contributions of each person, fostering a climate that is open and welcoming, promoting the university's core values, and celebrating the Creator's diversity in creation and design. (James 2:1-4; Proverbs 24:23) Additionally, we commit to serving responsibly in local, global, religious, and professional organizations and communities in the spirit of humility and cooperation, building collaborative relationships, fostering leadership qualities in others, and contributing our knowledge, skills, and resources for the common good. (Mark 10:42-45)

Respiratory Therapy: An art and a science concerned with promoting and restoring health, rehabilitation, and support to the dying. Respiratory therapists provide care throughout the lifespan. Respiratory therapists assess, diagnose, manage, and evaluate human responses to actual or potential health problems within a caring context. A holistic respiratory therapy perspective is enhanced by recognition of environmental factors and human needs. The use of skilled communication facilitates all aspects of holistic respiratory therapy care. All respiratory therapists are responsible and accountable for maintaining safe and effective respiratory therapy care within their scope of practice. We commit to follow Christ's example of compassion and benevolence toward those in need through active, altruistic, responsible engagement, using our knowledge and abilities to promote the physical, mental, and spiritual well-being of the people we encounter and the communities we serve. (Matthew 25:31-40)

Respiratory Therapy Education: A lifelong process that promotes the development of knowledge, skills, and personal values. The process empowers learners to reach their fullest potential. Respiratory therapy education is based upon knowledge derived from liberal arts, respiratory therapy science, social, biological, physical, health, and medical sciences. Respiratory therapy education is concerned with helping respiratory therapists or respiratory therapy students to understand and utilize respiratory therapy, and to incorporate standards of professional respiratory therapy practice. Through a process of self-realization, adults assimilate and synthesize knowledge, cultivate critical thinking abilities, become adept with technical skills, develop respiratory therapy care strategies based on standards of care, evolve personal potential, and establish values in a variety of environments (i.e. residential, online, simulation). We commit to equip ourselves and others with the requisite knowledge, skills, and attitudes for a lifelong pursuit and application of knowledge and truth to improve our care of patients and ourselves. (2 Timothy 2:2)

Teaching/Learning: Teaching is the process of providing guidance for learning. Teachers are given the charge of facilitating a student's God given ability to learn. Teachers use various models, theories, and strategies for providing learning experiences. The use of a variety of teaching strategies,

combined with the diversity of faculty members, enhances student learning. Learning takes place more readily in an accepting and stimulating environment where students are free to express themselves. Sharing of ideas and experiences between faculty and students facilitates learning and encourages quality of student/faculty interaction. As facilitators and consultants for learning, faculty view each learner as unique. It is well understood that most students will go through several learning stages such as novice, advanced beginner, competent, proficient and possibly expert. Faculty utilize teaching and learning theories to organize and evaluate learning situations. Faculty believe learning is an inherent process which fosters the acquisition of knowledge, understanding, and skills. Higher-order learning can be facilitated when an individual gains insight of the whole, assimilates the content, and integrates the information by comparison to past or recent experience. Faculty recognize the need for individuals to develop the skills of creative/critical thinking for higher order learning to occur. It is our belief that this is most effective when both the faculty and student are properly related to God and each other through Christ. We commit to develop and use our gifts, talents, and resources to the best of our abilities to achieve excellence in teaching, scholarship, and service for the glory of God and the benefit of humanity. (Ecclesiastes 9:10; 1 Corinthians 6:19-20; Colossians 3:23-24)

Health Care Continuum: Identifies the unique practice areas of health promotion, restoration of health, and rehabilitation. Health promotion consists of respiratory therapy interventions designed to support the vitality of individuals, families, and communities. Primarily, respiratory therapists are involved in strengthening and promoting active strategies to assist others in attaining and maintaining personal, social, cultural and environmental well-being. Restoration of health involves activities designed to recognize early signs and symptoms of impaired well-being and remove causative factors. Interventions are focused on the treatment of disorders and prevention of complications. Rehabilitation is focused on promoting optimal function of individuals, families and communities despite disability or dysfunction.

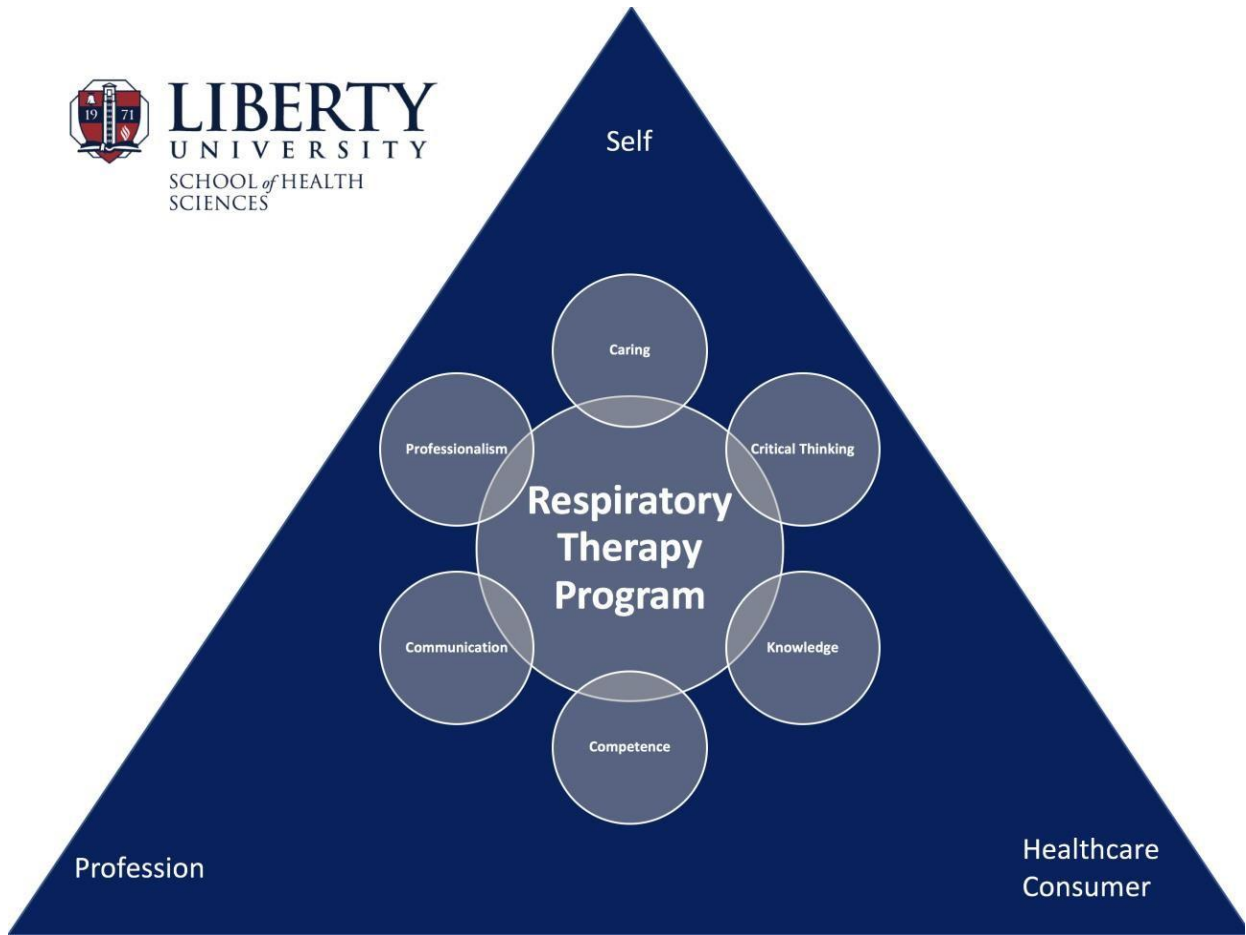
CURRICULUM CONCEPTUAL MODEL & FRAMEWORK

Six concepts are integrated into the respiratory therapy curriculum. These concepts are essential to the art and science of respiratory therapy to guide practice through the perspectives of self, healthcare consumers and the profession.

Note: A “Healthcare Consumer” is defined as a patient, client or population.



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Caring

- Self: Promote personal relationship with God, health, and wellness (including financial wellness)
- Healthcare Consumer: Emphasizes the interpersonal supportive relationship while practicing holistic respiratory care
- Profession: Invest and commit to the advancement of the profession of respiratory therapy

Critical thinking

- Self: Utilizes intelligent faith, logical, analytical, intuitive and creative thinking
- Healthcare Consumer: Utilizes critical thinking to make sound clinical decisions
- Profession: Act as an advocate and change agent

Knowledge

- Self: Understand God-given talents, attributes, values, and beliefs
- Healthcare Consumer: Recognize experiences, needs, and responses in a varying of states of health
- Profession: Understand theories, research, issues, trends, and forces that shape the practice of respiratory therapy

Competence

- Self: Develop and maintain the cognitive, interpersonal, and psychomotor skills need for safe, effective respiratory care
- Healthcare Consumer: Demonstrate professional standards of practice using evidence-based practice to deliver safe and effective respiratory care
- Profession: Understand and abide by legal and ethical aspects of practice set forth by professional standards and policy

Communication

- Self: Promote self-awareness to enhance more meaningful interactions
- Healthcare Consumer: Share and exchange information in collaboration with the healthcare consumer
- Profession: Communicate appropriately with colleagues and stakeholders

Professionalism

- Self: Develop professional attributes and values through biblical teachings, ongoing self-assessment, self-determinations, and life-long learning
- Consumer: Advocate for healthcare consumers
- Profession: Shape and influence the profession and healthcare through active involvement in healthcare policy

RESPIRATORY THERAPY COMPETENCIES

ROLE AS AN ASSOCIATE DEGREE RESPIRATORY THERAPIST GRADUATE:

Demonstrate cognitive competence through the use of creative/critical thinking in solving clinical problems and making clinical decisions. Is able to consider alternatives while utilizing knowledge gained from reading basic research reports, journals and attending workshops to elevate personal respiratory therapy practice.

Demonstrate technical competence through the skillful use of complex equipment and procedures to provide care for acutely ill patients.

Demonstrate interpersonal competence through the use of therapeutic communication skills and caring behaviors to provide respiratory therapy care to complex, difficult patient problems and/or situations.

Demonstrate ethical and legal competencies by being self-motivated in ensuring ethical/legal practice and by teaching and/or evaluating ethical/legal standards to other respiratory therapy personnel. Works to resolve ethical problems encountered in practice.

Note: Those coming into the RT Program with their RRT and associated degree (RRT to BSRT - Pathway 2) will have met the above competencies.

ROLE AS A BACCALAUREATE RESPIRATORY THERAPIST GRADUATE:

Demonstrate Personal Management Skills by utilizing principles of time management when planning and setting priorities for respiratory therapy care for patients, and by ensuring continuity of care within the employing institution. Uses constructive criticism and suggestions for improving respiratory therapy practice.

Demonstrate Responsibility and Accountability by delegating care to other workers commensurate with their educational preparation/ability, by being accountable for their actions, and by reporting concerns regarding quality of care to the appropriate person.

Demonstrate People-Management Skills by evaluation of other workers, including their personal and professional actions and abilities, and by encouraging/promoting excellence in coworkers.

ROLE AS A MANAGER OF CARE:

Demonstrate personal management skills by planning and by utilizing time appropriately and by acting efficiently and in a goal directed manner. With guidance as needed, establishes priorities for managing patient care.

Demonstrate responsibility and accountability to the workplace by meeting schedules and shift assignments, by promoting cost containment, by awareness of potential safety and/or legal problems, and by reporting or intervening to alleviate problems when possible. Works as a member of the health care team by helping others to provide care when necessary and by actions which promote the goal of the health care setting rather than only personal goals.

PROFESSIONAL ROLE DEVELOPMENT:

- Value professional respiratory therapy as a career and values one's own practice.
- Understand and function within the role of the respiratory care practitioner in various healthcare settings.
- Participate in research programs when possible and actively promote the use of research in respiratory therapy care.
- Serve as a role model regarding health to patients, families, communities, and peers.
- Understand values and promote the concept of the professional role of respiratory therapy.
- Understand and comply with the Scope of Practice as outlined in the Respiratory Therapist Practice Act of licensing state.
- Adhere to the American Association for Respiratory Care (AARC) Respiratory Therapy Code of Ethics.
- Understand and function within the role of the licensed respiratory care practitioner in various healthcare settings.
- Assume responsibility for personal improvement by identifying strengths and weaknesses and seek education and/or help as needed.
- Assume responsibility for professional growth and improvement by identifying educational opportunities and consideration of career mobility.
- Understand and support the purpose and the goals of professional organizations.

- Work to promote respiratory therapy and health care through political, economic, and societal activities.

PROGRAM GOALS AND OUTCOMES

The **GOALS** of the Respiratory Therapy Program are:

Upon successful completion of the B.S. in Respiratory Therapy program, the student will be able to:

1. Differentiate practice idiosyncrasies and determine respiratory therapies leveraging evidence-based approaches associated with advanced practice.
2. Develop a project or research proposal related to clinical practice, administration, or education associated with respiratory therapy.
3. Critically appraise and interpret relevant medical and other authoritative literature related to advance clinical practice, administration, education and/or research associated with respiratory therapy.
4. Integrate a biblical worldview within the healthcare environment.

The expected **OUTCOMES** of the Respiratory Therapy Program are that at least 90% of graduates (3-year average):

- On-time graduation
- Earn the B.S. in Respiratory Therapy
- Provide positive responses (defined as a rating of 3 or higher on a 5-point Likert scale) on New Graduate Satisfaction Surveys
- Receive positive responses (defined as a rating of 3 or higher on a 5-point Likert scale) on Employer Satisfaction Surveys

TERMINOLOGY

RESPIRATORY THERAPY (RT)– Allied healthcare professional who render service or treatment, under the direction of or in collaboration with a physician, in accordance with education, training and state's statutes, rules and regulations. As a part of the healthcare team, services provided by RTs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. RTs primarily care for patients with deficiencies and abnormalities of the cardiopulmonary system. Areas of respiratory care include basic care (oxygen, aerosol, and chest physiotherapy), critical care (ventilator management and physiologic monitoring), perinatal and pediatric respiratory care, cardiopulmonary diagnostics, pulmonary laboratory, skilled nursing facilities, restorative, subacute, home care, and pulmonary rehabilitation. The respiratory therapist may often see a diverse group of patients ranging from the newborn and pediatric patients to adults and the elderly. Disease states or conditions often requiring respiratory care include asthma, emphysema, chronic obstructive lung disease, pneumonia, cystic fibrosis, infant respiratory distress, and conditions brought on by shock, trauma or post-operative surgical complications. Respiratory therapists are also involved in many specialty areas in the hospital such as newborn, labor and delivery, neonatal and pediatric intensive care units, pulmonary function laboratory, sleep laboratory, adult intensive care units, extracorporeal

membrane oxygenation (ECMO), and ECG testing laboratories. Therapists may also be employed in physicians' offices, clinics, extended care facilities, or working in home care.

RESPIRATORY THERAPY PROGRAM DIRECTOR – The RT program director at Liberty University is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the RT program. The program director reports to the Department of Allied Health Professions department chair.

DIRECTOR OF CLINICAL EDUCATION (DCE) – The DCE is responsible for the administration and management of the clinical education and clinical experience components of the professional RT program. The DCE acts as the Clinical Instructor Educator and reports directly to the RT program director.

PROGRAM MEDICAL DIRECTOR – The program medical director advises the RT program director in the education of RT Students. He/she is strictly involved in the RT student's education, frequently interacting with the students through guest lecturing and/or supervising clinical rotations.

RESPIRATORY THERAPY FACULTY – The RT faculty members are employed by the Department of Allied Health Professions, within the School of Health Sciences and teach within the RT program. The faculty assist the program director in the day-to-day operation of the program. *Core faculty* – Administrative or teaching faculty fully devoted to the RT program who have full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by the institution. Core full-time faculty report to and are evaluated and assigned responsibilities exclusively by the administrator (department chair or dean) of the academic unit in which the program is housed. At minimum, this must include the Program Director, Director of Clinical Education, and Medical Director.

Associated faculty – An individual who instructs within the RT program. This associated position may also include individual(s) with a split appointment between the program and another institutional entity (e.g., RT or another program either within or outside of the department in which the RT program is housed). These faculty members are evaluated and assigned responsibilities by two different supervisors.

Adjunct faculty – An individual contracted to provide course instruction on a full-course or partial-course basis, but whose primary employment is elsewhere inside or outside the institution.

RESPIRATORY THERAPY STUDENTS (RTS) – A student currently enrolled in courses while matriculating through a Commission on Accreditation for Respiratory Care (CoARC) accredited professional RT education program.

CONSULTING MEDICAL SPECIALISTS – LU's RT program utilizes other consulting medical specialists for the education of RTS. The medical specialists will be utilized in the education of RTS to guest lecture in and through procedural observations.

DEPARTMENT CHAIR – The department chair of LU's Department of Allied Health Professions directly oversees the development and evaluation of the RT program. The department chair also

evaluates the RT program director as well as all other RT program faculty. Dr. James Schoffstall is the current Department Chair for Allied Health Professions.

PRECEPTOR – A licensed professional who teaches and evaluates students in a clinical setting.

THE EDUCATOR – A facilitator who promotes, directs and evaluates learning and the learner. The educator must be knowledgeable and competent in the practice of respiratory therapy and must be caring and committed to the goals of the learner and the curriculum.

THE LEARNER – A consumer of information but is responsible for his/her own learning, both in quality and quantity. As a consumer, the learner shares, evaluates and applies information as is appropriate. The learner, by seeking admission into the Liberty University RT program, accepts the responsibility of understanding and meeting curriculum goals and expectations. It is the responsibility of the learner to seek help when academic goals are not met.

THE PRACTICE OF RESPIRATORY THERAPY – Dynamic, multi-faceted and flexible in order to be responsive to the needs of patients: it is therefore subject to reform and change when appropriate.

COGNITIVE COMPETENCE – Involves a sound base of theoretical knowledge, including research-based knowledge, and the ability to apply that knowledge to clinical practice. Cognitive competence guides judgments or evaluations and utilizes creative critical thinking, especially when confronting more complex problems. Creative critical thinking is higher-ordered thinking characterized by openness of inquiry, ability to ask pertinent questions, production of new ideas, flexible problem solving, examination of underlying assumptions, and the ability to present diverse perspectives.

TECHNICAL COMPETENCE – Demonstrated by the ability to use equipment and supplies with confidence and skill, thus meeting patient needs with minimal distress. It also includes the ability to adapt procedures and equipment to meet patient needs in diverse situations and care settings. Technical competence requires study, practice, and clinical experience to perform often complex tasks proficiently.

INTERPERSONAL COMPETENCE – The ability to apply concepts of communication and therapeutic interaction in building and maintaining relationships with patients, families, and other members of the health care team. Interpersonal competence promotes the significance of each individual, including his or her strengths and abilities, to achieve established goals. Interpersonal competence is dependent upon caring.

ETHICAL AND LEGAL COMPETENCE – A framework of conduct which guides the practice of respiratory therapy. Ethical and legal competence revolves around ethical and moral behaviors, both professional and personal, which promote the interest of patients, families, and communities. Please read the American Association for Respiratory Care document *AARC Statement of Ethics and Professional Conduct* by clicking [here](#). Ethical and legal competence adheres to established professional

codes of ethical behavior and promotes advocacy for patients. Legal competence includes behaviors that promote adherence to established standards, awareness of potential liability, and actions that reduce the risk of litigation.

MANAGER OF CARE – Pertains to responsibility and accountability to the patient and work environment through sound Christian work principles and ethics.

Personal management is demonstrated through attendance, work within job description, performance of assigned responsibilities, effective use of time, management of conflict, teamwork, and commitment to the vision and values of the health care organization.

People management includes delegation, evaluation, conflict resolution, and collaboration with other members of the health care team as respected and reliable colleagues to assure achievement of patient goals.

Organization and direction of respiratory therapy care involves implementation of strategies to assure the highest quality of patient care and a safe workplace. This involves incorporating current patient care research findings, established standards of practice, institutional policies and procedures, scope of practice of the health care team, and workplace laws and rules into the patient care environment.

PROFESSIONAL ROLE DEVELOPMENT – Encompasses preparation in the discipline and identification of the unique roles of the different levels of undergraduate respiratory therapy practice. Professional role development is demonstrated through commitment to the vision and values of the profession of respiratory therapy. Central to professional role development is an understanding of leadership, power, the process of empowerment, and issues integral to being a member of the discipline of respiratory therapy. As RTS and new health care professionals engaged in the performance of cardiopulmonary care, respiratory therapists must strive to maintain the highest personal and professional standards. In addition to upholding the code of ethics, the RTS/respiratory therapist will serve as a leader and advocate of public health, disease prevention, and health promotion. The RTS/respiratory therapist should participate in activities leading to awareness of the causes and prevention of pulmonary disease and the problems associated with the cardiopulmonary system. The RTS/respiratory therapist should support the development and promotion of pulmonary disease awareness programs, to include smoking cessation programs, pulmonary function screenings, air pollution monitoring, allergy warnings, and other public education programs. The RTS/respiratory therapist will support, if not conduct research to improve health and prevent disease. The RTS/respiratory therapist will provide leadership in determining health promotion and disease prevention activities for students, faculty, practitioners, patients, and the general public. The RTS/respiratory therapist should serve as a physical example of cardiopulmonary health by abstaining from tobacco use and shall make a special personal effort to eliminate smoking and the use of other tobacco products from the home and work environment. The RTS/respiratory therapist will strive to be a model for all members of the health care team by demonstrating responsibility and cooperating with other health care professionals to meet the health needs of the public.

NONDISCRIMINATION POLICY

Liberty University's Nondiscrimination policy can be found at

<https://libertyedu.public.na2.doctract.com/doctract/documentportal>. The RT program requires compliance with the Essential Functions & Professional Expectations (Appendix B) to be qualified for its programs; however, qualified students have the opportunity to request accommodations and any decisions based on failure to meet its standards can be appealed to Online Office of Disability

Accommodation Support at <https://www.liberty.edu/online/online-disability-accommodation-support/>.

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Instructors vary by sub-term

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FACULTY EXPECTATIONS

Academic Integrity & Competency: Students are expected to master each major subject in the curriculum.

Attendance: Students are expected to attend all respiratory therapy classes, laboratories, and clinical sessions. Penalties apply to unexcused absences.

Clinical Competence: Students are expected to demonstrate the knowledge, skills, and attributes of the advanced respiratory care professional.

Commitment: Students are expected to dedicate the time and energy necessary to successfully complete all academic assignments and projects, to learn what is required to become a competent respiratory therapist, and to achieve the goals of the program.

Course Grades: Grading performance constitutes a complex and difficult process. While human beings cannot be easily characterized, they can be judged on the basis of their achievements. Grades reflect both effort and achievement, not effort alone. These descriptions attempt to explain why different students obtain different results. Students are expected to earn a grade of C or better in all courses required for graduation.

DESCRIPTION OF AN OUTSTANDING RT STUDENT

- Attendance: Outstanding students have virtually perfect attendance in all classes, clinicals, laboratories, and seminars.
- Preparation: Outstanding students are prepared for class; they always read the assignment and self-evaluate understanding. If they do not understand the content, they look for alternative methods of learning.
- Focus: An outstanding student's attention to detail is such that they may add enrichment to the class beyond the teacher expectation.
- Curiosity: Outstanding students show interest in the class and in the subject. They look up or dig out what they don't understand. They often ask interesting questions or make thoughtful comments.
- Retention: Outstanding students have retentive minds. They are able to connect past learning with the present. They bring a background with them to class.
- Attitude: Outstanding students have a winning attitudes. They have both the determination and self-discipline necessary for success. They show initiative. They do things that they have not been told to do.
- Talent: Outstanding students have something special. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment - or a combination thereof. These gifts are evident to the teacher and usually to the other students as well.

- Results: Outstanding students make high grades on tests - usually the highest in the class. Their work is a pleasure to grade.

DESCRIPTION OF AN ABOVE-AVERAGE STUDENT

- Attendance: Above-average students are rarely absent from class. They are committed to the class and try to arrange their schedule to accommodate its demands.
- Preparation: Above-average students are prepared for class. They have read the assigned material, generally being able to contribute to the class activity.
- Curiosity: Above-average students show interest in the class and the subject. They are willing to participate in the classroom discussion and to ask questions for clarification.
- Retention: Above-average students, with encouragement, can connect past learning with present learning. With probing, they are willing to share and explore similarities between their personal background and the topics of discussion in the classroom.
- Attitude: Above-average students have a positive attitude. They are willing to try new ideas and concepts.
- They have enough self-discipline to follow through with assigned material and generally succeed.
- Talent: Above-average students are usually talented. They may possess intelligence and insight or may be creative with organizational skills and commitment. Some may even possess tremendous ability, but do not, or have not, emerged as a leader among the group.
- Results: Above-average students make high to moderately high grades on tests. Their assigned work is completed on time and is consistently neat. The work demonstrates a careful thought process and occasionally reveals creativity.

ETHICAL CONCERN: Students are expected to consider foremost the well-being and safety of their patients, to obey all pertinent laws and regulations, and to abide by the university's code of conduct the Liberty Way.

EXTERNAL WORK EXPECTATIONS: At all levels the RT program is an intensive program. The individual study time commitment is extensive. Students who work outside of the school day are encouraged to keep the number of hours within the limits of good health, allowing adequate time for rest, recreation, study, and extracurricular activities. Individuals often work full-time but are expected to balance their school workload appropriately. External work detracts from individual study time and may impact the student's success in the program and licensure exams.

The respiratory therapy program will not excuse students from class due to employment schedules, including on-call. Students are expected to meet their obligations to the course of study. Absences and tardiness due to employment are not acceptable and will be subject to faculty review.

STUDY EXPECTATIONS: Respiratory therapy faculty have set a minimum study expectation of 2 to 4 hours of study per week for each credit hour enrolled. This means that for a 4-credit class, students are expected to spend a minimum of 8 hours and a maximum of 16 hours studying outside the classroom per week.

ACADEMIC WORK EXPECTATIONS: Statements regarding university policy for maintaining academic ethics and honesty can be found in the Liberty Way. Activities that are prohibited include: cheating, plagiarism, collusion, use of AI tools, and falsification.

While conducting library research for assignments and papers it is important to identify all sources of information. It is important when taking notes to avoid copying verbatim sentences from sources unless you use quotes and cite the source according to Respiratory Care Journal (RC) format as LU respiratory therapy requires. Read reference material and paraphrase the content, in your own words, into your notes. This practice will help you to avoid indirect copying of your reference material. Use the RC guideline by clicking here to assist in formatting and referencing your paper. All formal papers are to be typed and written in RC format. Quality work is an expectation. Requirements for written work are determined and distributed by individual faculty. If you need further assistance LU's Writing Center is an excellent resource.

ESSENTIAL FUNCTIONS & PROFESSIONAL EXPECTATIONS

Any student who cannot meet each of the Essential Functions with or without accommodation cannot be enrolled in the Respiratory Therapy education program.

- Students who believe they may require accommodation(s) in order to meet these requirements must have their need for accommodation validated through the LU Office of Disability Accommodation Support (ODAS). LU ODAS works jointly with students and the Respiratory Therapy Program Leadership to explore accommodation options. For more information, please visit their website here or you can email their office at odas@liberty.edu.
- Accommodation(s) may not be possible in some cases, and it may not be possible to provide some accommodations on short notice.
- Students are responsible for informing their instructors about needs for accommodation for courses or clinical rotations. Accommodation requests must be made in a timely fashion in order to permit adequate time to arrange the accommodation.

The Essential Functions for the Respiratory Therapy Program are the skills and competencies required of a respiratory therapist student who is expected to:

- Assess patients' need for respiratory therapy by interviewing patients, performing limited physical examinations, reviewing existing clinical data, and recommending the collection of additional pertinent data.
- Perform cardiopulmonary diagnostic procedures, calculate test results, determine reliability, perform quality control, and evaluate implications of test results.
- Evaluate all clinical data to determine the appropriateness of the prescribed respiratory care, to participate in the development of the respiratory care plan, and to provide care using clinical patient care protocols.
- Select, assemble, and check for proper function, operation, and cleanliness of all equipment used in providing respiratory care.
- Be responsible for the transportation, set-up, calibration, maintenance, and quality assurance of respiratory care and pulmonary function testing equipment.

- Initiate and conduct therapeutic procedures, evaluate treatment efficacy, and modify prescribed therapeutic procedures to achieve one or more specific objectives in acute care, intensive care & life support, continuing care, and rehabilitation settings.
- Act as an assistant to the physician with special procedures such as bronchoscopy, invasive cardiovascular monitoring, insertion of chest tubes, etc.
- Demonstrate professional attributes of a member of the health care team including appropriate levels of confidence, cooperation, empathy, independence, initiative, judgment, maturity, organizational skills, ethics, and dependability.
- Respect and obey all pertinent laws and regulations and abide by the Code of Ethics (see code of ethics section).
- Maintain confidentiality and accuracy of patient records and communicate relevant information to other members of the health care team.
- Project a professional and healthful image, including appearance, courtesy, respect, self-control, honesty, punctuality, and responsibility.

Some of the activities required of students in respiratory therapy include performing chest compressions during cardiopulmonary resuscitation, squeezing a bag while securing a face mask, identifying labels on medication vials, recognizing monitor alarms, recognizing the color of alarms, obtaining arterial blood using a syringe and needle, using computer keyboards, communicating by telephone, travel between patients' rooms, and, in emergency situations, therapists must respond and react quickly under stress.

ACCREDITATION

Liberty University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor's, master's, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Liberty University.

The B.S. Degree Advancement Program in Respiratory Care, CoARC program number 510013, B.S. in Respiratory Therapy online program holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com).

CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an 'outcomes based' process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented.

Program Outcomes Data URL: <https://coarc.com/students/programmatic-outcomes-data/>

Commission on Accreditation for Respiratory Care
P.O. Box 54876
Hurst, Texas 76054-4876
(817) 283-2835

ADMISSION REQUIREMENTS & PROCEDURES

RRT TO BSRT POST-LICENSURE

The degree advancement RRT to BSRT Post-Licensure program is designed for Registered Respiratory Therapists who have completed an associate degree in respiratory therapy and wish to complete a Bachelor of Science in Respiratory Therapy degree. The RRT to BSRT Post-Licensure pathway is nationally accredited as a degree advancement (DA) program by the Commission on Accreditation of Respiratory Care (CoARC).

ADMISSION (RRT TO BSRT)

The RRT to BSRT pathway follows the general admission process of Liberty University Online Admissions.

APPLICATION REQUIREMENTS (RRT TO BSRT)

All applicants must complete the University application and provide:

- Proof of having graduated from a CoARC-accredited associate degree program in respiratory therapy
 - Official transcripts demonstrating an overall GPA of 2.0 or higher and no grade lower than a C for any respiratory-related class from their associate's degree;
- Documentation of having earned the Registered Respiratory Therapist (RRT) credential from the National Board for Respiratory Care (NBRC); and
- A current license or credential to practice respiratory care within their state of residency, US military, or Veterans Administration.

ACCEPTANCE (RRT TO BSRT)

Acceptance is based on the student's acceptance to the University, GPA, and satisfaction of the application requirements. Students with a cumulative GPA lower than 2.0 or those who are not able to successfully satisfy the University or RRT-BSRT application requirements will not be accepted. Students not admitted will be notified by the RT Program Director and advised by the Allied Health Professions Department Professional Advisor.

Accreditation standards limit to the number of students that can be fully accepted for each academic year. The number of students accepted each year is determined by the number of seats available. As such, not all students meeting the above minimum requirements may be accepted.

UPON ACCEPTANCE INTO LU'S ONLINE RESPIRATORY THERAPY PROGRAM

PROGRAM REQUIREMENTS

- Each student must maintain a current NBRC-RRT credential.
- Each student must maintain a current membership in AARC.
- Each student must maintain a 2.0 GPA while matriculating through the program.

- Each student must complete the Respiratory Therapy major requirements to receive the designated degree.
- Each student must pass (“C” or better) all didactic RESP courses.

ONLINE RESPIRATORY THERAPY MAJOR

The RRT to BSRT prepares students to advance their degree to the baccalaureate level. The baccalaureate degree in RT prepares those RRT with additional skills and knowledge to be able to take on additional roles and responsibilities with the Respiratory Therapy workforce. Additionally, Pathway 2 provides a baseline of education upon which the student can build to subspecialize for career goals (e.g. management, leadership, education, research, and advance practice).

RESPIRATORY THERAPY COURSE DESCRIPTIONS

(For official course descriptions, please refer to the current University Catalog.)

RESP 300 Respiratory Health & Disease – 3 credits

The study of normal pulmonary mechanisms, manifestations and treatment of respiratory disease, their clinical course with specific focus on the basis for respiratory therapeutics.

(This course is automatically satisfied by a current RRT license.)

RESP 302 Respiratory Care Equipment & Techniques – 4 credits (3 hours didactic/1-hour lab) Study and clinical application of respiratory care equipment utilized in the hospital setting.

(This course is automatically satisfied by a current RRT license.)

RESP 306 Pulmonary Function and Testing – 4 credits (3 hours didactic/1-hour lab)

Study of methods, instrumentation, standards and clinical applications of pulmonary function testing, monitoring, and blood gas analysis with emphasis on quality assurance.

(This course is automatically satisfied by a current RRT license.)

RESP 308 Artificial Ventilation – 3 credits

Study of various mechanical ventilators and device interfaces (artificial airways and masks), with a major emphasis placed on all aspects of the management of the patient-ventilator system.

(This course is automatically satisfied by a current RRT license.)

RESP 320 Neonatal Respiratory Care – 2 credits

Theories, procedures and equipment applicable to the delivery of respiratory therapy in neonatal care.

RESP 321 Pediatric Respiratory Care – 2 credits

Theories, procedures and equipment applicable to the delivery of respiratory therapy in pediatric care (outside of the neonatal period).

RESP 322 Respiratory Care for Special Populations – 3 credits

Theories, procedures and equipment applicable to the delivery of respiratory therapy to special populations such as home care, sleep, community health, rehabilitation and long-term care.

(This course is automatically satisfied by a current RRT license.)

RESP 324 Respiratory Pharmacology – 3 credits

Introduces the physiologic and pharmacologic basis of cardiopulmonary medications. Preparation, calculation of dosages, mixtures and general principles of pharmacology will be covered followed by an in-depth discussion of bronchoactive drugs, and drug groups related to the cardiopulmonary system such as neuromuscular blocking agents, central nervous system depressants, cardiovascular agents and diuretics.

(This course is automatically satisfied by a current RRT license.)

RESP 400 Critical Respiratory Care – 3 credits

Provides instruction on all phases of adult critical care inclusive of mechanical ventilation monitoring, support, weaning and liberation from. Additionally, a study of invasive and non-invasive cardiopulmonary monitoring commonly seen in the ICU.

(This course is automatically satisfied by a current RRT license.)

RESP 404 Guided Study in Respiratory Care – 4 credits

Guided study of topics or pursuits of individual experiences in respiratory therapy.

(This course is automatically satisfied by a current RRT license.)

RESP 406 Advanced Ventilatory Support – 3 credits

Advance ventilatory support inclusive of advanced modes (NAVA, APRV, PAV, ASV, etc.), high frequency ventilation, extracorporeal CO₂ removal and extracorporeal membrane oxygenation.

RESP 408 Pulmonary Disease Management – 3 credits

Study of etiology, pathophysiology, diagnosis, treatment and prognosis of common pulmonary disease and conditions. Topics include post critical care managements of acute respiratory distress syndrome, obstructive and restrictive pulmonary diseases, neoplastic disease of the lung, disordered breathing, cardiac and cardiovascular disorders, neurologic and neuromuscular disorders and the associated disease management techniques shown to improve quality of life through education of patient (self-management) and of other care providers (care continuity).

(This course is automatically satisfied by a current RRT license.)

RESP 410 Seminar – 3 credits

Conferences, group discussion and presentation of selected topics.

(This course is automatically satisfied by a current RRT license.)

RESP 420 Cardiopulmonary Physiology and Monitoring – 3 credits

Study of cardiopulmonary anatomy, physiology and monitoring of functionality. The study includes but not limited to ventilatory mechanics, gas transport, natural and chemical regulation of breathing, circulation, blood flow and pressure, cardiac output and the monitoring of each of these topics.

RESP 422 Current Issues in Respiratory Care – 3 credits

An analysis of current administrative, legal, regulatory, professional issues and current trends which influence the administration of respiratory therapy.

RESP 424 Teaching and Learning Respiratory Therapy – 3 credits

Principles and practice of teaching and learning in respiratory therapy. Various education roles and strategies of respiratory therapist in academic, community and clinical settings.

(This course is automatically satisfied by a current RRT license.)

RESP 430 Fundamental of Respiratory Care Research – 3 credits

Survey of research problems, methods and designs utilized in respiratory care, with emphasis on data collection, analysis and presentation.

RESP 432 Respiratory Care Management and Leadership – 3 credits

Study of management principles and problems as they relate to respiratory care and the management of the department, hospital, service organization, and health care programs will be reviewed.

RT PROGRAM DEGREE COURSE SEQUENCING

The following sequence is a recommended curricular plan for those who have already earned their RRT and want to advance their degree: [RRT to BSRT Sequencing](#). If a student fails to take the courses in the correct sequence, it may prolong the student's graduation date. Transfer students who have their AS and RRT will be required to take only seven respiratory therapy courses as the RRT credential demonstrates competency in the others. The sequence below is only a recommendation. Students must progress through the program's course sequence as defined in the official university status sheet and university catalog.

Please refer to the [Online Course Guides](#), for each course's assessment schedules.

STANDARDS OF PERFORMANCE FOR RESPIRATORY CARE AND MAJOR FIELD RELATED COURSES

ATTENDANCE

Please refer to the [Liberty University Policy Directory](#) for more information.

WITHDRAWAL FROM LIBERTY

Please refer to the [Liberty University Policy Directory](#) for more information.

LATE ASSIGNMENT POLICY

Please refer to the [Liberty University Policy Directory](#) for more information.

GRADING

Please refer to the [Liberty University Policy Directory](#) for more information.

Students must earn a minimum of a “C” grade in all Respiratory Therapy courses.

RETENTION STANDARDS

Once admitted to the program, the student must demonstrate and maintain satisfactory academic progress as stated in the Degree Completion Plan and policy in the [Liberty University Policy Directory](#).

- individual basis and must constitute mitigating circumstances beyond the control of the student or program.
- **Course sequencing:** Students must complete each academic course in the order prescribed.
- **Codes of Conduct:** Satisfactory citizenship and behavior must be demonstrated according to the University's and the Program's codes of conduct as outlined in the *Liberty Way* and in the *Respiratory Therapy Program Handbook*.
 - Students suspended from the University will be suspended from the program and must reapply for readmission to the program
 - The Respiratory Therapy faculty reserve the right to dismiss from the major, any student who exhibits unprofessional or unethical behavior as outlined in the *Program Handbook*.
- **Guidelines for Appeal:** Students may appeal decisions concerning their status in the RT Program. In order to do so, the student must submit a written appeal to the Program Director within one week of the notification in question. The documentation must include a detailed justification for the appeal. Upon receipt of the appeal, the RT Program faculty will meet to review the matter. The student will be advised in writing as to the outcome of that discussion within two weeks.

LIBERTY UNIVERSITY ONLINE CODE OF HONOR

Liberty University comprises a network of students, Alumni, faculty, staff, and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Student Honor Code, *The Liberty Way*. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all our students with the goal of fostering academic maturity, spiritual growth, and character development.

Communities are predicated on shared values and goals. *The Liberty Way*, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

We maintain the expectation that our students will commit to respect and uphold the honor code while enrolled at Liberty University. Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Liberty Way can be viewed in its entirety online at <https://www.liberty.edu/students/honor-code/>.

LIBERTY UNIVERSITY ONLINE GRADE APPEALS

Liberty encourages students to have open and respectful communication with their professor to resolve any concerns regarding individual course assignment grades and/or the final grade for the course.

Please refer to the [Liberty University Policy Directory](#) for more information.

DISCIPLINARY ACTION AND GRIEVANCE POLICY

The RT Student at Liberty University is expected to follow the *Liberty Way* and the expectations/responsibilities discussed previously. In addition to these policies RT students must comply with all Respiratory Therapy major requirements and procedures.

Please refer to the [Liberty University Policy Directory](#) for more information.

THIS HANDBOOK SETS FORTH THE GENERAL GUIDELINES OF LIBERTY UNIVERSITY'S UNDERGRADUATE RESPIRATORY THERAPY PROGRAM. IT IS NOT AN EXHAUSTIVE, ALL-INCLUSIVE SET OF LIBERTY UNIVERSITY'S POLICIES AND REQUIREMENTS FOR THE PROGRAM. OTHER DOCUMENTS AND POLICIES MAY APPLY TO STUDENTS IN THE PROGRAM AND SUCH POLICIES ARE SUBJECT TO CHANGE AT ANY TIME, WITHOUT NOTICE. THIS HANDBOOK DOES NOT CONVEY AND CONTRACTUAL RIGHTS IN, TO, OR UPON ANY STUDENT. IF YOU HAVE SPECIFIC QUESTIONS ABOUT THIS HANDBOOK OR ANY REQUIREMENTS OF YOU, YOU ARE INSTRUCTED TO RESOLVE SUCH QUESTIONS BEFORE ENROLLING IN THE PROGRAM





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Addendums

Addendum A – Handbook Acknowledgement

RESPIRATORY THERAPY PROGRAM HANDBOOK ACKNOWLEDGEMENT

I, _____, acknowledge receipt of the Liberty University RTS Handbook. I have received and read the handbook and understand its contents fully. I understand that I am expected to follow the rules and regulations of the Liberty University Respiratory Therapy Education Program outlined in this document. If I don't uphold the expectations, rules, and responsibilities outlined in this handbook, I understand it will jeopardize my status in Liberty University's Respiratory Therapy Education Program.

Please sign and return this page to the Director of Clinical Education.

Signature _____ Date _____



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Addendum B – Essential Function and Professional

ESSENTIAL FUNCTIONS & PROFESSIONAL EXPECTATIONS

The Respiratory Therapy Educational Program at Liberty University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals in need of respiratory care. The essential functions and professional expectations set forth by the Respiratory Therapy Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level respiratory therapist, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Respiratory Care). All students admitted to the Respiratory Therapy Educational Program must meet the following abilities and expectations with or without reasonable accommodation. For more information on accommodation, contact the Coordinator of LU Online Disability Accommodation Support at (434) 592-5417 or luoodas@liberty.edu or the Director of Disability Accommodation Support (Residential) at (434) 582-2159 or odas@liberty.edu.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NBRC Board exam.

The Essential Functions for the Respiratory Therapy Program are the skills and competencies required of a respiratory therapist student who is expected to:

- Assess patients' need for respiratory therapy by interviewing patients, performing limited physical examinations, reviewing existing clinical data and recommending the collection of additional pertinent data.
- Perform cardiopulmonary diagnostic procedures, calculate test results, determine reliability, perform quality control, and evaluate implications of test results.
- Evaluate all clinical data to determine the appropriateness of the prescribed respiratory care, to participate in the development of the respiratory care plan, and to provide care using clinical patient care protocols.
- Select, assemble, and check for proper function, operation, and cleanliness of all equipment used in providing respiratory care.
- Be responsible for the transportation, set-up, calibration, maintenance, and quality assurance of respiratory care and pulmonary function testing equipment.
- Initiate and conduct therapeutic procedures, evaluate treatment efficacy, and modify prescribed therapeutic procedures to achieve one or more specific objectives in acute care, intensive care & life support, continuing care, and rehabilitation settings.
- Act as an assistant to the physician with special procedures such as bronchoscopy, invasive cardiovascular monitoring, insertion of chest tubes, etc.
- Demonstrate professional attributes of a member of the health care team including appropriate levels of confidence, cooperation, empathy, independence, initiative, judgment, maturity, organizational skills, ethics, and dependability.
- Respect and obey all pertinent laws and regulations and abide by the Code of Ethics (see code of ethics section of this handbook).
- Maintain confidentiality and accuracy of patient records and communicate relevant information to other members of the health care team.

- Project a professional and healthful image, including appearance, courtesy, respect, self-control, honesty, punctuality, and responsibility.

Some of the activities required of students in respiratory therapy include:

- performing chest compressions during cardiopulmonary resuscitation, squeezing a bag while securing a face mask, identifying labels on medication vials, recognizing monitor alarms, recognizing the color of alarms, obtaining arterial blood using a syringe and needle, using computer keyboards, communicating by telephone, travel between patients' rooms, and in emergency situations, therapists must respond and react quickly under stress.

Candidates for selection to the respiratory therapy educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

Liberty University's Office of Disability Academic Support will evaluate a student who states he or she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he or she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review a whether the accommodations requested are reasonable, considering whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant

Date

Alternative statement for students requesting accommodations:

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact Liberty University's Office of Disability Academic Support to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant

Date

Addendum C – CoARC Accreditation Form

COARC ACCREDITATION FORM

I understand that completing CoARC accreditation forms are mandatory DURING and AFTER program attendance/graduation. These forms are needed to maintain accreditation. The Respiratory Therapy Program reserves the right to place a hold on your academic account for non-completion of forms. You will need to have updated phone and email address on file to be contacted for completion.

LU RTP RTS Signature: _____ **Date:** ____/____/20____

(Printed Name): _____



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Addendum D – Background Check Agreement

BACKGROUND CHECK AGREEMENT

I, (please print) _____ verify that my background check will be clear of any Felony Convictions. I understand that if my background check shows any Felony Convictions I will be dismissed from the program and I will forfeit my tuition. I also understand that I will not be issued a clinical grade until my unopened formal background check has been received and verified by the Respiratory Therapy Program Director of Clinical Education.

LU RTP RTS Signature: _____ **Date:** ____/____/20____

(Printed Name): _____



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Addendum E - Degree Advancement Student Learning Outcomes

1. *Differentiate practice idiosyncrasies and determine respiratory therapies leveraging evidence-based approaches associated with advanced practice.*

- a. Measured by performance on the following assignments
 - i. RESP 320 – Quiz: Midterm - provides students with questions relating to fetal lung development, gas exchange, circulation; antenatal assessment and high risk delivery; and radiographic assessment and surfactant replacement therapy.
 - ii. RESP 321 - Quiz: Midterm - provides students with questions relating to examination and assessment of pediatric patients; flexible bronchoscope/monitoring techniques; oxygen, aerosol, and airway clearance techniques; and airway management and mechanical ventilation.
 - iii. RESP 406 - Advanced Ventilatory Modality Paper: Final Submission Assignment - Students must demonstrate competence in all of the advanced ventilatory modalities to be versatile and adaptable in practice, but some wish to gain special expertise in a particular modality. This paper assesses the student's advanced understanding of the chosen modality through rubric content metrics.

Criteria	Ratings			
Accuracy of content on the Advanced Ventilatory Modality selected.	70 to >62.0 pts Advanced Student provides thorough and accurate information on the Advanced Ventilatory Modality selected, including indications, contraindications, advantages, disadvantages, implementation and modification.	62 to >48.0 pts Proficient Student provides adequate and accurate information on the Advanced Ventilatory Modality selected, including indications, contraindications, advantages, disadvantages, implementation and modification.	48 to >0.0 pts Developing Student provides limited but accurate information on the Advanced Ventilatory Modality selected, including indications, contraindications, advantages, disadvantages, implementation and modification.	0 pts Not Present
Depth of Analysis	70 to >62.0 pts Advanced Student provides detailed analysis of the modality selected and its use in patient care.	62 to >48.0 pts Proficient Student provides some analysis of the modality selected and its use in patient care.	48 to >0.0 pts Developing Student provides limited analysis of the modality selected and its use in patient care.	0 pts Not Present
Format and Style	30 to >26.0 pts Advanced General appearance is readable and neat. The title page adheres to current APA formatting. Correct APA is used with margins, font type/style and pagination. Bibliography is alphabetized and formatted to current APA guidelines. Sources have been cited in the body of the assignment. Required word count (3,750–5,000 words) is met.	26 to >20.0 pts Proficient General appearance is readable and neat. The title page mostly adheres to current APA formatting. Bibliography is alphabetized and mostly formatted to current APA guidelines. Sources have been cited in the body of the assignment. Required word count (3,750–5,000 words) is met.	20 to >0.0 pts Developing General appearance is somewhat readable and neat. The title page may or may not adhere to current APA formatting. Correct Bibliography is not alphabetized and formatted to current APA guidelines. Sources have not been cited in the body of the assignment. The required word count is not met.	0 pts Not Present
Grammar	30 to >26.0 pts Advanced Sentence fluency is coherent, unified, and varied. Sentence structure is complete, clear and concise. Punctuation and spelling are correct. Diction is precise, unambiguous, and accurate.	26 to >20.0 pts Proficient Sentence fluency is mostly coherent, unified, and varied. Sentence structure is mostly complete, clear and concise. Punctuation and spelling are mostly correct. Diction is mostly precise, unambiguous, and accurate.	20 to >0.0 pts Developing Sentence fluency is somewhat coherent, unified, and varied. Sentence structure is somewhat complete, clear and concise. Punctuation and spelling are somewhat correct. Diction is somewhat precise, unambiguous, and accurate.	0 pts Not Present

- iv. RESP 432 - Quiz: Midterm - provides students with questions relating to management skills in RT departments, hospital organizational structure, departmental structure, and departmental performance measurement. The questions contained within those quizzes measure the student's ability to apply evidence-based practices to the aforementioned medical settings and/or circumstances. Grades on these assessments measure student understanding of these topics.

2. *Develop a project or research proposal related to clinical practice, administration, or education associated with respiratory therapy.*

- a. Measured by performance on the following assignments
 - i. RESP 432 - Course Project: Final Submission Assignment - requires students to design a respiratory care service that includes the scope of practice, human resources, capital equipment, budgeting, and billing. Practicing respiratory therapists should have content knowledge not only to understand administrative business practices, but to design a specific service or business.

Criteria	Ratings			
Program/Project Description	25 to >22.0 pts Advanced The description of the project is clear. A detailed discussion of the services provided is included.	22 to >17.0 pts Proficient The description of the project is mostly clear. A discussion of the services provided is included.	17 to >0.0 pts Developing The description of the project is vague. A discussion of the services provided does not provide sufficient detail.	0 pts Not Present
Scope of Practice	35 to >31.0 pts Advanced A detailed discussion of how the program or project falls into the respiratory therapist's scope of practice is provided. Additional education or certification (if needed) is addressed.	31 to >24.0 pts Proficient A discussion of how the program or project falls into the respiratory therapist's scope of practice is provided. Additional education or certification (if needed) is addressed.	24 to >0.0 pts Developing A discussion of how the program or project falls into the respiratory therapist's scope of practice is somewhat provided.	0 pts Not Present
Human Resources	30 to >26.0 pts Advanced A thorough discussion regarding the human resource management structure of the program or project is provided. Job titles and descriptions are provided and relate specifically to the intended purpose of the project.	26 to >20.0 pts Proficient A discussion regarding the human resource management structure of the program or project is provided. Some job titles and descriptions are included.	20 to >0.0 pts Developing An incomplete discussion regarding the human resource management structure of the program or project is provided. Some job titles and/or descriptions are incomplete, missing, or vague.	0 pts Not Present
Capital Equipment	30 to >26.0 pts Advanced A description of the capital equipment needed for the project is provided. Reliable sources are used to establish the need for each piece of equipment.	26 to >20.0 pts Proficient A description of the capital equipment needed for the project is provided.	20 to >0.0 pts Developing An incomplete description of the capital equipment needed for the project is provided.	0 pts Not Present
Budgeting	30 to >26.0 pts Advanced A detailed financial budget is discussed. Start-up and operational costs and expenses are included. Projections for multi-year revenue are included and based on reliable sources.	26 to >20.0 pts Proficient A financial budget is discussed. Some start-up and operational costs and expenses are included. Projections for multi-year revenue are included.	20 to >0.0 pts Developing The financial budget is incomplete. Information on start-up costs, operational expenses, and/or revenue projections is incomplete.	0 pts Not Present
Billing/Reimbursement	30 to >26.0 pts Advanced A thorough discussion of the various types of revenue and reimbursement for services is given. The types of payers are identified.	26 to >20.0 pts Proficient An adequate discussion of the various types of revenue and reimbursement for services is provided. Some types of payers are identified.	20 to >0.0 pts Developing A limited or sparsely written discussion of the various types of revenue and reimbursement is provided.	0 pts Not Present
Grammar/Spelling	15 to >13.0 pts Advanced There are no errors in grammar, spelling, or sentence structure. The tone is objective and formal.	13 to >10.0 pts Proficient There are minor errors in grammar, spelling, or sentence structure.	10 to >0.0 pts Developing There are multiple grammar, spelling, or sentence structure errors, and/or the tone is subjective and informal. Personal pronouns are used.	0 pts Not Present
Project Word Count	10 to >8.0 pts Advanced 1200-1500 Words	8 to >6.0 pts Proficient 1000-1199 Words	6 to >0.0 pts Developing Less than 1000 Words	0 pts Not Present
APA Format	15 to >13.0 pts Advanced The title page, margins, spacing, headings/subheadings, in-text citations, and references are in line with the current APA format without errors.	13 to >10.0 pts Proficient The title page, margins, spacing, headings/subheadings, in-text citations, and references are in line with the current APA format with minimal errors.	10 to >0.0 pts Developing The title page, margins, spacing, headings/subheadings, in-text citations, and references are in line with the current APA format, with many errors.	0 pts Not Present
Use of Graphs, Figures, and Tables	15 to >13.0 pts Advanced No errors with the appropriate use of an appendix for citations, graphs, figures, tables, and reference to material in the appendix in the discussion.	13 to >10.0 pts Proficient Minor errors with the appropriate use of an appendix for citations, graphs, figures, tables, and reference to material in the appendix in the discussion.	10 to >0.0 pts Developing Significant errors with the appropriate use of an appendix for citations, graphs, figures, tables, and reference to material in the appendix in the discussion.	0 pts Not Present
Citations & References	15 to >13.0 pts Advanced In-text citations and a list of at least three current scholarly sources are formatted according to current APA requirements without errors.	13 to >10.0 pts Proficient In-text citations and a list of at least three scholarly sources are formatted according to current APA requirements with some errors.	10 to >0.0 pts Developing Less than three scholarly sources are provided, and/or there are multiple errors in APA formatting.	0 pts Not Present

- ii. RESP 430 - R21 Research Proposal Assignment - requires students to construct a research proposal instrument that one might submit to NIH for funding through the NIH R21 grant proposal system. This assignment includes the following elements: project abstract, project narrative, specific aim, resources and environment, research strategy, protection of human subjects, responsible conduct of research, and target/planned enrollment. Students are assessed in these two assignments via rubric content metrics related to clinical practice, administration, and/or education.

R21 Research Proposal Grading Rubric				
Criteria	Ratings			
Content	59 to >52.0 pts Advanced Paper contents display clear content mastery and relate precisely to the proposal.	52 to >40.0 pts Proficient Paragraphs related to the assigned topic, but do not provide evidence of subject mastery.	40 to >0.0 pts Developing Paragraphs are loosely related to the assigned topic, and do not effectively contribute to the development of the discussion. Paper displays a minimal or superficial understanding of the topic.	0 pts Not Present
Support	58 to >51.0 pts Advanced Paper is balanced in their strategy on the topic, but provide evidence of a clear, well-researched position on the topic.	51 to >40.0 pts Proficient Paper is mostly balanced but does not provide evidence of a firm position derived from research or current literature.	40 to >0.0 pts Developing Paper shows a clear bias, lacks scientific methods, potentially harms patients, or do not provide a discernable position on the issue. Evidence of research is not present.	0 pts Not Present
Critical Analysis	58 to >51.0 pts Advanced Unique contributions are made to respiratory therapy research and is full of critical analysis of available research.	51 to >40.0 pts Proficient Contributions are made throughout the paper but are definitional in nature and lack critical thinking.	40 to >0.0 pts Developing Contributions made are minimal and are derivative in nature.	0 pts Not Present
Grammar and Spelling	25 to >22.0 pts Advanced Correct spelling and grammar used throughout essay. Paper contain fewer than 2 errors in grammar or spelling that distract the reader from the content.	22 to >17.0 pts Proficient Paper contain fewer than 5 errors in grammar or spelling that distract the reader from the content.	17 to >0.0 pts Developing Paper contain fewer than 8 errors in grammar or spelling that distract the reader from the content.	0 pts Not Present
RC Format Compliance	25 to >22.0 pts Advanced Minimal errors (1-2) noted in the interpretation or execution of proper RC format.	22 to >17.0 pts Proficient Few errors (3-4) noted in the interpretation or execution of proper RC format.	17 to >0.0 pts Developing Numerous errors (5+) noted in the interpretation or execution of proper RC format.	0 pts Not Present
Assignment Requirements	25 to >22.0 pts Advanced Page, line or sentence count is met or exceeded for each and every section with relevant scholarly references. • Project Summary / Abstract - 30 lines • Project Narrative - 3 sentences • Specific Aim - 1 page • Resources and Environment - 2 pages • Research Strategy - 6 pages • Protection of Human Subjects - 1 page • Responsible Conduct of Research - 1 page • Targeted/Planned Enrollment - 1 page	22 to >17.0 pts Proficient Page, line or sentence count is not met or exceeded for each and every section with relevant scholarly references. • Project Summary / Abstract - < 25 or > 35 lines • Project Narrative - < 2 or > 4 sentences • Specific Aim - < ½ or > 2 pages • Resources and Environment - < 1 or > 3 pages • Research Strategy - < 5 or > 7 pages • Protection of Human Subjects - < ½ or > 2 pages • Responsible Conduct of Research - < ½ or > 2 pages • Targeted/Planned Enrollment - < ½ or > 2 pages	17 to >0.0 pts Developing Page, line or sentence count is not met or exceeded for each and every section without relevant scholarly references. • Project Summary / Abstract - < 20 or > 40 lines • Project Narrative - < 1 or > 5 sentences • Specific Aim - < 100 words or > 3 pages • Resources and Environment - < ½ or > 4 pages • Research Strategy - < 4 or > 8 pages • Protection of Human Subjects - < 100 words or > 3 pages • Responsible Conduct of Research - < 100 words or > 3 pages • Targeted/Planned Enrollment - < 100 words or > 3 pages	0 pts Not Present

3. *Critically appraise and interpret relevant medical and other authoritative literature related to advance clinical practice, administration, education and/or research associated with respiratory therapy.*
 - a. Measured by performance on the following assignments
 - i. RESP 420 - Quiz: Development and Validation of the IPI Algorithm - students read a journal article and are then presented with questions that probe their ability to critically appraise the paper and interpret results contained within.
 - ii. RESP 422 - Paper Assignment - students reflect upon the current entry-level needs of the profession to provide effective and safe care to patients that advance the practice of the respiratory therapist. Students are assessed in this

assignment via rubric content metrics focusing on scholarly journal article critical analyses.

Paper Grading Rubric				
Criteria	Ratings			
Demonstrates content mastery and a well-rounded understanding of the issues.	35 to >31.0 pts Advanced Paper contents display clear content mastery and relate precisely to the assigned topic.	31 to >24.0 pts Proficient Paragraphs are related to the assigned topic but do not provide evidence of subject mastery.	24 to >0.0 pts Developing Paragraphs are loosely related to the assigned topic and do not effectively contribute to the development of the discussion. Paper displays a minimal or superficial understanding of the topic.	0 pts Not Present Does not provide evidence of subject mastery.
Articulates a clear position on the topic with academic support.	35 to >31.0 pts Advanced Paper is balanced in their approach to the topic, but provide evidence of a clear, well-researched position on the topic. Paper also includes 3 scholarly references.	31 to >24.0 pts Proficient Paper is mostly balanced, but does not provide evidence of a firm position derived from research or current literature. Paper includes at least 2 scholarly references.	24 to >0.0 pts Developing Paper shows a clear bias, or does not provide a discernable position on the issue. Evidence of research is not present. Paper includes less than 2 scholarly references.	0 pts Not Present Does not display evidence of individual thought or topical research.
Contributes to the overall study through relevant substantive writing.	35 to >31.0 pts Advanced Unique contributions are made to our study and is full of critical analysis of the subject.	31 to >24.0 pts Proficient Contributions are made throughout the paper but are definitional in nature and lack critical thinking.	24 to >0.0 pts Developing Contributions made are minimal and are derivative in nature.	0 pts Not Present Contributions to the overall study are nominal.
Grammar and Spelling	15 to >13.0 pts Advanced Correct spelling and grammar used throughout essay. Paper contain fewer than 2 errors in grammar or spelling that distract the reader from the content.	13 to >10.0 pts Proficient Paper contain fewer than 5 errors in grammar or spelling that distract the reader from the content.	10 to >0.0 pts Developing Paper contain fewer than 8 errors in grammar or spelling that distract the reader from the content.	0 pts Not Present Paper contain greater than 8 errors in grammar or spelling that distract the reader from the content.
RC Format Compliance	15 to >13.0 pts Advanced Minimal errors (1-2) noted in the interpretation or execution of proper RC format.	13 to >10.0 pts Proficient Few errors (3-4) noted in the interpretation or execution of proper RC format.	10 to >0.0 pts Developing Numerous errors (5+) noted in the interpretation or execution of proper RC format.	0 pts Not Present Notable absences in required RC formatting elements.
Assignment Requirements	15 to >13.0 pts Advanced Minimum page length met or exceeded for each and every section with relevant scholarly reference.	13 to >10.0 pts Proficient Minimum page length for each section is within 10% of the requirement. References to outside sources are included but do not provide unique insight to the overall discussion.	10 to >0.0 pts Developing Minimum page length for each section is within 20% of the requirement. Sources referenced are not scholarly or relevant.	0 pts Not Present Page length for each section is not within 20% of the requirement. No outside references are provided.

iii. RESP 430 - Quiz: Planning and Creating a Study - Quiz: Planning a Study – students are assessed on topics including: the scientific method, making measurement, ethics, and statistics as they pertain to planning and creating protocols for research. Grades on these two quizzes measure student understanding of the topics.

4. *Integrate a biblical worldview within the healthcare environment.*

a. Measured by performance on the following assignments

i. RESP 321 - Discussion Thread: Thoracic Organ Transplant Donation - students are required to write on a prompt focusing on either 1) the opioid epidemic's effect on organ transplants or 2) a case study of a 12-year-old male with CF.

Discussion Grading Rubric				
Criteria	Ratings			
Thread Content	25 to >20.0 pts Advanced All key components of the discussion prompt are answered in the thread. Major points are stated clearly and supported by reading and study materials. At least 2 cited references are present.	20 to >15.0 pts Proficient Most of the components of the discussion prompt are answered in the thread. Major points are stated reasonably well and supported by reading and study material. At least 2 cited references are present.	15 to >10.0 pts Developing Discussion prompts are addressed minimally. Major points are not well stated or confusing and are minimally supported with reading and study materials. Missing at least 1 cited reference	10 to >0 pts Not present
Reply Content	25 to >20.0 pts Advanced Major points are stated clearly and supported by good examples or thoughtful analysis. Contributes meaningful questions and/or comments that prompt further discussion. At least 1 cited reference per reply is present.	20 to >15.0 pts Proficient Major points are stated reasonably well and are supported with good examples or thoughtful analysis. Contributes meaningful questions and/or comments that prompt further discussion. At least 1 cited reference per reply is present.	15 to >10.0 pts Developing Major points are not stated clearly and are not supported by good examples or thoughtful analysis. Contribution is mostly superficial, little engagement in overall discussion. Missing 1 cited reference.	10 to >0 pts Not present
Thread: Format, Spelling, and Grammar	20 to >15.0 pts Advanced Spelling and grammar are correct. No significant errors (2 or less minor instances). References are cited in current RC format. Minimum word count of 400 is met or exceeded.	15 to >10.0 pts Proficient Spelling and grammar have some errors (3-5 instances). References are cited with some RC formatting. Word count of 300 – 399 words.	10 to >0.0 pts Developing Spelling and grammar errors distract (6+). References are minimally or not cited in current RC format. Word count of 1 – 299 words.	0 pts Not present
Reply 1: Format, Spelling, and Grammar	15 to >10.0 pts Advanced Spelling and grammar are correct. No significant errors (2 or less minor instances). References are cited in current RC format. Minimum word count of 200 is met or exceeded.	10 to >5.0 pts Proficient Spelling and grammar have some errors (3-5 instances). References are cited with some RC formatting. Word count of 150 – 199 words.	5 to >0.0 pts Developing Spelling and grammar errors distract (6+). References are minimally or not cited in current RC format. Word count of 1 – 149 words.	0 pts Not present
Reply 2: Format, Spelling, and Grammar	15 to >10.0 pts Advanced Spelling and grammar are correct. No significant errors (2 or less minor instances). References are cited in current RC format. Minimum word count of 200 is met or exceeded.	10 to >5.0 pts Proficient Spelling and grammar have some errors (3-5 instances). References are cited with some RC formatting. Word count of 150 – 199 words.	5 to >0.0 pts Developing Spelling and grammar errors distract (6+). References are minimally or not cited in current RC format. Word count of 1 – 149 words.	0 pts Not present

- ii. RESP 422 - Discussion Thread: Human Resource Study and Live Organ Donations - students are required to write upon three chosen topics from the 2017 AARC Human Resource Study Summary and compare 2014 and 2017 data and how this impacts respiratory therapy. Also, students are required to research journal articles regarding the process for live organ donations with a focus on methodology success rates and ethical considerations.

Discussion Grading Rubric

Criteria	Ratings			
Thread: Content	27 to >23.0 pts Advanced All key components of the Discussion prompt are addressed in the thread. Pertinent examples are supported by at least 1 resource and are applicable to the discussion prompt.	23 to >18.0 pts Proficient Most of the components of the Discussion prompt are addressed in the thread. Major points are stated reasonably well and are supported by good examples or thoughtful analysis of at least 1 resource.	18 to >0.0 pts Developing The components of the Discussion prompt are addressed minimally. Major points are unclear, confusing, and/or unsupported by examples or thoughtful analysis of at least 1 resource.	0 pts Not Present
Replies: Content	26 to >22.0 pts Advanced Each reply focuses on a meaningful point made in another student's thread. Each reply provides substantive additional thoughts regarding the thread and an explanation of why the student agrees or disagrees with the idea presented in the thread. Each reply is clear and coherent and includes at least 1 scholarly resource for support. The replies also include at least one Biblical reference that supports the student's ideas of education, commitment, or leadership.	22 to >17.0 pts Proficient Most replies focus on a meaningful point made in another student's thread. Most replies provide substantive additional thoughts regarding the thread. Most replies are clear and coherent. Each reply may include 1 scholarly resource, but the reply lacks strong support. A Biblical reference may be present but does not provide stronger support to the student's claim.	17 to >0.0 pts Developing Some replies focus on a point made in another student's thread. Replies could be more substantive regarding the thread. Replies lack clarity, coherence, a scholarly resource, and a Biblical reference.	0 pts Not Present
Thread: Grammar, Spelling, Formatting, and Word Count	11 to >9.0 pts Advanced Spelling and grammar are correct, and sentences are complete, clear, and concise. Where applicable, references are cited in Respiratory Care Journal formatting. Minimum word count of 250 words met.	9 to >7.0 pts Proficient Spelling, grammar and/or sentence structure have some errors. Where applicable, references are cited with some RC formatting. Minimum word count of 200-249 words met.	7 to >0.0 pts Developing Spelling and grammar errors distract, and sentences are incomplete or unclear. Where applicable, references are minimally or not cited in current RC format. Minimum word count of 1-199 words met.	0 pts Not Present
Replies: Grammar, Spelling, Formatting and Word Count	11 to >9.0 pts Advanced Spelling and grammar are correct and sentences are complete, clear, and concise. Where applicable, references are cited in RC formatting. Communication follows Student Expectations. At least 2 replies are present, with a minimum word count of 125 words met per reply.	9 to >7.0 pts Proficient Spelling, grammar and/or sentence structure has some errors. Where applicable, references are cited with some RC formatting. At least 2 replies are present, and a minimum word count of 100-124 words is met per reply.	7 to >0.0 pts Developing Spelling and grammar errors distract and sentences are incomplete or unclear. Where applicable, references are minimally or not cited in RC format. At least 1 reply is present, or a minimum word count of 1-99 words met.	0 pts Not Present

- iii. RESP 432 - Book Analysis Assignment - students are required to review a discussion on the application of leadership in the secular marketplace with a focus on the application of Christian principles. Students are assessed in these assignments via rubric metrics on Christian Worldview/ethics.

Book Analysis Grading Rubric

Criteria	Ratings			
Content: Summary	55 to >49.0 pts Advanced A detailed summary sharing the main ideas of the book is provided. The summary is informative and provided in the student's own words without the use of direct quotations.	49 to >38.0 pts Proficient The summary shares the main ideas of the book. The summary is informative.	38 to >0.0 pts Developing A partial summary shares some of the main ideas of the book. The summary is limited or includes the use of direct quotations.	0 pts Not Present
Content: Opinion/Critique	50 to >44.0 pts Advanced The book's strengths and weaknesses are discussed objectively. Multiple specific examples from the book are used to support the statements made.	44 to >34.0 pts Proficient The book's strengths and weaknesses are discussed. Some examples from the book are included to support the statements made.	34 to >0.0 pts Developing The book's strengths and weaknesses are not discussed in detail. Limited examples from the book are used to support the statements made.	0 pts Not Present
Structure: Organization & Formatting	25 to >22.0 pts Advanced The review is organized in detailed sections using APA headings. It is easy to follow the author's ideas because they flow easily. The title page, margins, font, citations, and formatting align with APA requirements without errors.	22 to >17.0 pts Proficient The review is organized in detailed sections using APA headings. It is easy to follow the author's ideas because they flow easily. The title page, margins, font, citations, and formatting align with APA requirements without errors.	17 to >0.0 pts Developing The review is disorganized or the title page, margins, font, citations, and/or formatting do not align with APA requirements as there are several errors.	0 pts Not Present
Structure: Writing Style & Citations	20 to >17.0 pts Advanced Grammar, spelling, and sentence structure are error-free.	17 to >13.0 pts Proficient Minimal errors in grammar spelling, or sentence structure are present.	13 to >0.0 pts Developing Major errors in grammar, spelling, or sentence structure are present.	0 pts Not Present