Policies in this handbook are for all undergraduate students in the UNC Charlotte BSRT Program

In addition to this handbook, students are to refer to the College of Health and Human Services Student Handbook and the 2016-2017 UNC Charlotte Undergraduate Catalog 2016-2017
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BSRT Program Goals

The overall goals of the UNC Charlotte BSRT Program is as follows: “To provide graduates of first-professional degree programs with additional knowledge, skills, and attributes necessary to meet their current professional goals and prepare them for future professional practice expectations for respiratory therapists.”

Program Overview

The emphasis of the curriculum is to enhance and advance the student's professional career in respiratory therapy with additional education in administration, research and evaluation, and advanced critical care. The focus of the program of study is to increase the depth and breadth of knowledge of the basic Associate degree education; improve the ability of the students to communicate in written and oral formats and use software and web-based communications used in clinical administration; and develop an appreciation of how to access and evaluate clinical evidence. Completion of this program of study should prepare the student to take the Adult Critical Care Specialist exam and/or the Neonatal Pediatric Specialist exam offered by the NBRC. Students seeking admission into this program will already be board-certified practicing Respiratory Therapists. The program culminates in a capstone experience that is developed around the students’ specific professional interest area. The curriculum offers specific professional course work in advanced critical care, advanced pharmacology, program administration, evidence-based practice, and clinical outcomes evaluation. The required core courses are as follows: RESP 3101, 3102, 3103, 3105, 3204, 4101, 4102, 4103, 4105, 4106, 4204, 4111, NURN 4201 and 2 liberal studies (LBST) electives.

The BSRT program provides working respiratory therapists the opportunity to complete their bachelor's degree in respiratory therapy through flexible scheduling that minimizes disruptions to their daily lives. The American Association for Respiratory Care 2005 Human Resources Study reported that the number of respiratory therapists with a bachelor's degree or higher was 45% as compared to 30% in 2000. Earning a bachelor's degree can open the door to opportunities in education, management and leadership, clinical specialties, research, and more.

Student Learning Objectives

The BSRT Program has 6 major student learning objectives (SLOs) that are evaluated and reported to the Chairman of the Kinesiology Department and the Dean of the College of Health & Human Services (our bosses). Concepts behind each SLO are introduced to the student through course materials and assignments then developed further in subsequent course material, and then assessed by a direct measure, which demonstrates the student's mastery of the competency. The introduction, development and assessment of an SLO can span several courses and will be highlighted in the syllabi of those courses. Performance by students (usually on assignments or exams) is the objective evidence, and we use the Graduate Exit Survey to assess subjective graduate opinion on how the program has performed. Student Learning Objectives have been designed to address the core objectives of the program and are as follows:
1. **Students will articulate various current professional and clinical roles and potential expanded roles related to the respiratory therapy profession including describing professional behavior, reviewing the history of respiratory therapy, monitoring the quality of respiratory care and listing changes in technology and knowledge base.**

**Introduce/Developing/Mastering: RESP 3101:**

*Course content:* The students will develop an understanding of advanced roles in pulmonary acute and chronic disease conditions. The students will also develop an understanding of the history of respiratory therapy as well as an understanding of professionalism. The course will also aid in developing an understanding of the concepts of quality improvement. The students will develop an understanding of the roles that advancing technology plays in the advancement of the profession of respiratory therapy.

*Assignments:* The instructor will use discussion forum topics, quizzes, and other assignments to assess the students’ level of comprehension on these topics.

*The direct measure of this SLO is completion of the semester exam for RESP 3101 with a grade of B (80% or higher) using the standardized scoring rubric.*

2. **Students will demonstrate knowledge in critical care pathophysiology to interpret pertinent clinical information to make recommendations for appropriate therapeutic intervention.**

Note: This SLO relates to the increased knowledge that a student will acquire through the course of study in the program that should prepare the student for the Adult Critical Care Specialist (ACCS) or Neonatal Pediatric Specialist (NPS) exams. To see how the coursework relates to the items tested in the ACCS and NPS exams, go to the following link: [ACCS and NPS Matrices](#).

**Introduce: RESP 3103**

*Course content:* The students will be introduced to pharmacologic agents that play a vital role in the management of the critically-ill patient. This introduction will provide a great foundation of knowledge for the students.

*Assignments:* The instructor will use discussion forums, assignment, and exams to determine the students’ level of comprehension on these topics.

**Introduce: RESP 3105**

*Course content:* Students will be introduced to advanced monitoring techniques and concepts that will provide a foundation of knowledge related to the assessment and management of the critically-ill patient.

*Assignments:* The instructors will use discussion forums, assignments, and exams to determine the students’ level of comprehension on these topics.

**Developing: RESP 3204**

*Course content:* Students will learn about the physiology of the cardiac, pulmonary, and renal system. Students will develop a clear understanding of the structure and function of each of these systems.

*Assignments:* The instructor will use discussion forums, assignments, and exams to determine the students’ level of comprehension on these topics.
Mastering: RESP 4204 or RESP 4106
Course content: Students will demonstrate a clear understanding of the pathophysiology of critically-ill patients utilizing knowledge gained from specific courses in the curriculum and material taught in this course.
Assignments: The instructors will use discussion forum topics, quizzes, and other assignments to assess the students’ level of comprehension on these topics.
The direct measure of this SLO is the results of the comprehensive assessment in RESP 4204 or RESP 4106, which is the culmination of a course sequence, which addresses the knowledge base in understanding critical care pathophysiology. The performance outcome for the direct measure is defined as 80% of students will achieve a grade of 80% or higher on the comprehensive assessment for RESP 4204 or RESP 4106.

3. Students will demonstrate effective written and oral communication skills.

Note: One of the primary goals of the BSRT Program is to develop effective professional communications skills for the baccalaureate level therapist.

Introduce: RESP 3101
Course content: Students will be introduced to effective written and oral communication techniques.
Assignments: The instructor will use specific assignments aimed at introducing students to effective written and oral communication skills. Students will also be asked to complete discussion forum posts that will hone their communication skills.

Introduce: RESP 3102
Course content: Students will be introduced to effective written and oral communication techniques.
Assignments: The instructor will use specific assignments aimed at introducing students to effective written and oral communication skills. Students will also be asked to complete discussion forum posts that will hone their communication skills.

Developing: RESP 4101
Course Content: Students will continue to develop their oral and communication skills through material presented in this course.
Assignments: The instructors will use specific assignments aimed at developing effective oral and written communication skills. Students will be required to perform oral presentations via synchronous sessions.

Developing: RESP 4102
Course Content: Students will continue to develop their oral and communication skills through material presented in this course.
Assignments: The instructors will use specific assignments aimed at developing effective oral and written communication skills. Students will be required to perform oral presentations via synchronous sessions.

Developing: RESP 4103
Course Content: Students will continue to develop their oral and communication skills through material presented in this course.
Assignments: The instructors will require the students to complete an annotated bibliography, which will be subjectively graded using a program specific rubric. This process will enable students to receive valuable feedback when developing their capstone project.

**Mastering: RESP 4111**

Course Content: Students will demonstrate their knowledge and understanding of oral and written communication through the development of a capstone project. The course structure will guide each student through this process.

Assignments: The instructors will require the students to complete several written projects throughout this course. Students will also be required to defend their capstone thesis in either an oral synchronous on-line session or in person at the undergraduate research conference. The students will also be required to complete an annotated bibliography as well as a final paper.

The direct measure of this SLO is the results of the final paper and the thesis defense. Program approved rubric will be used to assess the results. The performance outcome for the direct measure is defined as 80% of students will achieve a grade of 80% or higher on the final paper and the thesis defense.

4. *Students will demonstrate the ability to access, interpret, and critically appraise relevant medical and other authoritative literature related to clinical practice, administration, education, and/or research associated with the respiratory therapy profession.*

Note: This SLO relates directly to developing the competencies needed to become effective evidence-based clinicians.

**Introduce: RESP 3101**

Course Content: Students will be introduced to the process of accessing and interpreting literature. Synchronous sessions will connect students to key college personnel that will serve as guides in this process.

Assignments: The instructors will require the students to access and interpret medical literature based on specific assigned topics relevant to Respiratory Therapy. Students will be assessed using a program specific rubric.

**Introduce: RESP 3102**

Course Content: Students will be introduced to the process of accessing and interpreting medical literature based on specific assigned topics relevant to Respiratory Therapy. Students will be assessed using a program specific rubric.

**Introduce: RESP 3105**

Course Content: Students will be introduced to the process of accessing and interpreting specific literature related to course specific content.

Assignments: The instructor will require the students to access and interpret medical literature and use this to answer specific discussion forum questions. Students will also
be required to access medical literature and use this as references for specific course assignments.

**Introduce: RESP 3204**

Course Content: Students will be introduced to the process of accessing and interpreting literature. Students will be required to access and interpret specific literature related to course specific content.

Assignments: The instructor will require the students to access and interpret medical literature and use this to answer specific discussion forum questions. Students will also be required to access medical literature and use this as references for specific course assignments.

**Developing: RESP 4101**

Course Content: Students will continue to develop skills related to the ability to access, interpret, and critically appraise relevant medical and authoritative literature. Students will be required to access, interpret, and appraise literature specific to course content.

Assignments: The instructors will require the students to access, interpret, and appraise medical literature to use as references for course written assignments. Students will be graded on their ability to find relevant material related to specific clinical questions.

**Developing: RESP 4103**

Course Content: Students will demonstrate their mastery of accessing, interpreting, and critically appraising relevant medical and authoritative literature through the understanding of course material.

Assignments: The instructors will require the students to access, interpret, and critically appraise relevant medical and authoritative literature while completing specific assignments. Students will be graded on their ability to critically appraise this literature as they develop their annotated bibliography to support their capstone thesis. The performance of the Annotated Bibliography will be the assessment that develops this competency.

**Mastering: RESP 4111**

Course Content: Students will demonstrate their mastery of accessing, interpreting, and critically appraising relevant medical and authoritative literature through the understanding of course material.

Assignments: The instructors will require the students to access, interpret, and critically appraise relevant medical and authoritative literature while completing specific assignments. Students will be graded on their ability to critically appraise this literature as the complete their annotated bibliography to use in their final paper and thesis defense.

The direct measure used to gauge acquisition of the SLO #4 is the successful completion of annotated bibliographies in RESP 4111. The Performance Outcome for the direct measure is defined as 80% of students will achieve a grade of B or better on the annotated bibliographies for RESP 4103 and RESP 4111 using the standardized rubric for Annotate Bibliographies used in the BSRT Program in RESP 4103 and RESP 4111.

5. **Students will develop an original project or research proposal related to clinical practice, administration, education, and/or research associated with the respiratory therapy profession.**
Note: This SLO relates to the ability of the student to manage a project with multiple elements and implement an intervention that has a positive impact on patient care, education or management.

**Introduce: RESP 4102**
Course Content: Students will be introduced to the concepts of project development and management related to Respiratory Therapy.
Assignment: Students will be required to solve a clinical question using an interprofessional team-based approach. Students will be assigned a group project that will require them to work in teams.

**Developing: RESP 4204 or 4106**
Course content: Students will continue to develop skills in project and proposal development and management through group work.
Assignment: Students will be required to develop a protocol based off of a clinical scenario. Students will be graded using a program specific rubric and be assessed on their ability to develop a protocol related to a specific clinical scenario.

**Mastering: RESP 4111**
Course content: Students will demonstrate their mastery of project or research development through completion of course specific assignments.
Assignments: Students will be required to complete specific course assignments that will assess their ability to develop an original project or research proposal. These include thesis proposal, journal entries, interviews, project update and project defense. RESP 4111 have developed a Capstone Project Management Rubric to assess and measure these elements of project management. The Capstone Project Management Assessment will be a composite score based on Project development, project management, inter-professional coordination, Project updates, and project defense.

**The direct measure is completion with a grade of B or better on the Capstone Project Management Assessment in RESP 4111. Students will be assessed using a program specific rubric. The Performance Outcome for the direct measure is defined as 75% of students will achieve a grade of B or better on the final paper and the thesis defense in RESP 4111.**

6. **Students will demonstrate the ability to solve complex clinical situations while serving as a member of an inter-professional team taking into consideration the viewpoints of all members of the team with the focus on patient centered care.**

Note: SLO #6 has been added this year to enhance our graduate's abilities to work in inter-professional teams and provide patient-centered care.

**Introduce: RESP 3101**
Course Content: Students will be introduced to the concepts of inter-professional teams and patient-centered care through specific course material.
Assignments: The instructors will use discussion forums, assignments, and exams to determine the students’ level of comprehension on these topics.

**Introduce/Developing: RESP 3204**
Course Content: Students will demonstrate continued understanding of the concepts of inter-professional teams and patient-centered care through specific course material.

Assignments: The instructors will use discussion forums, assignments, and exams to determine the students’ level of comprehension on these topics.

Mastering: RESP 4101 or RESP 4105

Course Content: Students will be demonstrating mastery of these topics through progression of course specific material.

Assignment: Students will be given a written assignment that will require students to demonstrate their mastery of inter-professional teams and patient-centered care using a clinical scenario. Students will be graded using a program specific rubric.

The direct measure used to gauge acquisition of the SLO #6 is the grade on a written assignment in RESP 4101 or RESP 4105 that requires students to interview members of various professions related to an assigned clinical situation. Students will then be required to provide solutions to this clinical situation from several different professional perspectives using a patient-centered care approach. Students will be assessed using a program specific rubric. The performance outcome for the direct measure is defined as 80% of students will achieve a grade of 80% or higher on the written assignment in RESP 4101 or RESP 4105.

Note: Students who do not meet the direct measure for a given SLO will remediate with faculty on that item until successful completion before advancing in the BSRT Program.

Tuition & Fees

The tuition and fees for distance education courses are calculated separately from any on-campus courses. The tuition for fall semester courses may not be posted until early August after the rates are approved by the North Carolina State General Assembly.

Find billing and payment information at the Student Accounts website. Paper bills are not mailed. Cancellation of classes for non-payment will occur immediately following the end of the payment due date.

Distance education program students qualify for Financial Aid under the same terms as on-campus students. Please contact the Office of Student Financial Aid.

Additionally, scholarships may be available for your program of study. Further information on scholarships and other potential resources for funding your education is available at the following Web sites:

- Scholarships for Nontraditional Students
- College of Health and Human Services
- College Foundation of North Carolina
Textbooks

Faculty strives to use textbooks that effectively complement the course material and minimize expense. Textbooks can be ordered through the UNC Charlotte Bookstore or, after completing course registration in Banner Self Service, select "Order Your Books Online" within the "Registration" section. Searching the web using Amazon or other online vendors may enable you to find less expensive options, such as rentals and used textbooks.

Course of Study

The Respiratory Therapy Program and advisors recognize that the academic work is challenging, and that students are likely to be employed full time. For these reasons, there are two possible schedules for degree completion. Courses can be taken in a sequence that allows for graduation in two years or three years.

The charts below present the anticipated course delivery for your specific admit cohort.

Two-year Example Course Sequence:

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESP 3101 Leadership and Professionalism in Respiratory Therapy</td>
<td>RESP 3105 Critical Care Monitoring</td>
<td>RESP 4102 Department Management in the Healthcare Environment</td>
<td>NURN 4201 Information Technology: Application in Healthcare</td>
<td></td>
</tr>
<tr>
<td>RESP 3102 Outpatient Services</td>
<td>RESP 4101 Health Outcomes and Quality Assessment Or RESP 4105 Patient Education and Disease Management for the Respiratory Therapist</td>
<td>Two Electives</td>
<td>RESP 4204 Adult Critical Care Pathophysiology Or RESP 4106 Neonatal/Pediatric Critical Care Pathophysiology</td>
<td>RESP 4111 Respiratory Therapy Capstone</td>
</tr>
<tr>
<td>RESP 3103 Role of Pharmacology in Disease Management</td>
<td>RESP 3204 Advanced Cardiopulmonary Physiology</td>
<td>RESP 4103 Evidence-Based Practice in Respiratory Care</td>
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Three-year Example Course Sequence:
<table>
<thead>
<tr>
<th>Course Prefix &amp; No.</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESP 3101</td>
<td>Leadership and Professionalism in Respiratory Therapy</td>
</tr>
<tr>
<td>RESP 3102</td>
<td>Outpatient Services in Respiratory Therapy</td>
</tr>
<tr>
<td>RESP 3103</td>
<td>Role of Pharmacology in Disease Management</td>
</tr>
<tr>
<td>RESP 3105</td>
<td>Advanced Critical Care Monitoring</td>
</tr>
<tr>
<td>RESP 3204</td>
<td>Advanced Cardiopulmonary Physiology</td>
</tr>
<tr>
<td>RESP 4101</td>
<td>Health Outcomes and Quality Assessment</td>
</tr>
<tr>
<td>RESP 4102</td>
<td>Department Management in the Healthcare Environment</td>
</tr>
<tr>
<td>RESP 4103</td>
<td>Evidence-Based Practice in Respiratory</td>
</tr>
<tr>
<td>RESP 4105</td>
<td>Patient Education and Disease Management for the Respiratory Therapist</td>
</tr>
<tr>
<td>RESP 4106</td>
<td>Neonatal/Pediatric Critical Care Pathophysiology</td>
</tr>
<tr>
<td>RESP 4204</td>
<td>Adult Critical Care Pathophysiology</td>
</tr>
<tr>
<td>NURN 4201</td>
<td>Information Technology: Applications in Health Care</td>
</tr>
<tr>
<td>RESP 4111</td>
<td>Respiratory Therapy Capstone</td>
</tr>
</tbody>
</table>

**Course Descriptions**

NURN 4201 Information Technology: Applications in Health Care (2) Prerequisite: Upper-
division standing or permission of instructor. A study of the use of computers and information technology in health care. Emphasis is placed on development of the knowledge and competencies necessary for selective use of evaluation of informatics, computer technology and data management in health care. (Spring, Summer)

RESP 3101  Leadership and Professionalism in Respiratory Therapy. (3)  Prerequisite: Admittance into RT program. An introduction to the history, trends, issues, and evolution of the respiratory therapy profession. Topics include: an overview of selected respiratory theories and an analysis of the professional environment for the current and future practice of respiratory care. Topics and emphasis may vary. The student will develop a personal professional portfolio as part of the course. (Fall)

RESP 3102 Outpatient Services in Respiratory Therapy. (3)  Prerequisite: Admittance into RT program. An introduction to the history, trends, issues, and evolution of the outpatient services and reimbursement and the respiratory therapy profession. Topics include: select respiratory care theories and practices in alternate-care sites including pulmonary diagnostics, pulmonary rehabilitation, home care, sub-acute care. Topics and emphasis may vary. (Fall)

RESP 3103 Role of Pharmacology in Disease Management. (3)  Prerequisite: Admittance into RT program. This course takes a disease management approach to patient care with an emphasis on the role of pharmacology in disease management. It builds upon a basic understanding of the concepts and principles of pharmacology as applied in the respiratory therapy in the management of patient with cardiopulmonary disease and critical care. (Fall)

RESP 3204 Advanced Cardiopulmonary Physiology. (3)  Prerequisite: Admittance into RT program. Advanced physiology of the cardiovascular and pulmonary systems. A study of respiratory physiology, cardiac and circulatory function with relevant clinical application of concepts in cell biology, regulation and function of the cardiovascular system, gas exchange and transport, breathing regulation, and respiratory insufficiency. (Spring, On demand)

RESP 3105 Advanced Critical Care Monitoring (3)  Prerequisite: Admittance into RT program. A study of advanced cardiopulmonary monitoring used with critical care patients. Topics include: hemodynamic monitoring, ECG interpretation, mechanical ventilator waveform graphic analysis, and capnography. (Spring)

RESP 4101 Health Outcomes and Quality Assessment. (3)  Prerequisite: Completion of RESP 3101. Evidence-based methods and techniques to design, implement, and evaluate healthcare quality control/improvement initiatives, and patient and population education programs. (Spring)

RESP 4102 Department Management in the HealthCare Environment. (3) (O)  Prerequisite: Completion of RESP 3101. Administration, financial, human resource, legal, and policy concepts and issues in outpatient, inpatient, public, and private sector settings. Topics and emphases may vary. (Fall)

RESP 4103 Evidence-Based Practice in Respiratory Care. (3) (W)  Prerequisite: Admittance into RT program. An introduction to the concept of evidence-based practice and an opportunity to
acquire the skills necessary to be able to incorporate evidence and best practices into professional work. These include an understanding of research methods and the approach to critical appraisal of research literature. This is a Writing Intensive course with emphasis on written professional communication. (Fall, On demand)

RESP 4105 Patient Education and Disease Management for the Respiratory Therapist. (3) Prerequisite: Admittance into RT program. A review of the pathophysiology of common chronic cardiopulmonary diseases. Develop an understanding of evidenced-based disease management principles. Understand how to develop and implement disease management and patient education programs in the in-patient and out-patient setting. (Spring)

RESP 4106 Neonatal/Pediatric Critical Care Pathophysiology. (3). Prerequisite: Admittance into RT program. A review of fetal development and circulation related to acute and chronic neonatal disease. A survey of neonatal and pediatric disease processes which affect tissues, organs, and body as a whole. Special emphasis is placed on the etiology of critical illness and a systems oriented approach to diagnosis and treatment in the neonatal and pediatric critical care settings.(Fall)

RESP 4204 Adult Critical Care Pathophysiology. (3) Prerequisite: Admittance into RT program. Completion of RESP 3204. A survey of the adult disease processes which affect the tissues, organs or body as a whole. Special emphasis is placed on the etiology of critical illness and a systems oriented approach to diagnosis and treatment in the critical care setting. (Fall)

RESP 4111 Respiratory Therapy Capstone. (9)(W) Prerequisites: RESP 4101, RESP 4102 and RESP 4103. Experiences in a chosen focus area (clinical, administrative, or population-based). It culminates with a capstone project in the form of research, or other scholarly activity that articulates the design, organization, statistics and data analysis used and includes an oral and written presentation of the project. (Spring)

Capstone Overview

The Capstone Course RESP 4111 is the culmination of the BSRT experience. It is an opportunity for a student to select an independent project to develop and implement that coincides with their professional interest and the needs of the community they serve. The Capstone is more than just a large paper; it requires that a student select a related work that implements the project in the real world. This can be a primary research project, development of an educational initiative for staff or patients, or a management project as a few examples. It is imperative that the student consult program faculty in developing the project before the start of the Spring Semester, so that together they can develop each of the elements of the project. Capstone Project elements include a thesis proposal, a journal that documents project management, an IRB application, an interview, data collection and manipulation in Excel, and a thorough literature search and review culminating in an Annotated Bibliography and finally a semester paper and thesis/project defense. In the course of the Capstone Project the student will develop a thesis and related project; they will gather information from interviews and data collection that relate to the project.
The student will be required to propose the thesis/project in an oral presentation. A comprehensive search of the literature will be performed on the subject and this will be the basis of the Annotated Bibliography and Semester Paper. The student will execute the project and report on this effort in the semester paper and thesis defense, which can take the form of a poster presentation at the UNC Charlotte Undergraduate Research Conference or a synchronous PowerPoint based thesis defense before faculty and fellow students online. The Capstone process really begins for the student during RESP 4103: Evidenced-Based Practice. Students are introduced to concepts in this course that will aid them in formulating their capstone thesis. Students are encouraged to begin thinking about their capstone the summer before taking RESP 4103. It is imperative for students who are contemplating doing research that would require Institutional Review Board approval to begin this process during the fall semester prior to completing their capstone course.

**Institutional Review Board**

Students conducting research involving human subjects must obtain institutional approval before data collection can commence. IRB approval is required from the organization where the research is being conducted. UNC Charlotte IRB approval may also be required as well. Here is a link related to frequently asked questions related to IRB approval: [http://research.uncc.edu/departments/office-research-compliance-orc/human-subjects/irb-frequently-asked-questions](http://research.uncc.edu/departments/office-research-compliance-orc/human-subjects/irb-frequently-asked-questions)

**Topic Selection**

It is important to pick a topic that the student is passionate about. The development of the capstone thesis occurs over two semesters. The student must really connect to this project to ensure successfully completion of all elements. Students are encouraged to seek advice from faculty, coworkers, supervisors, directors, and other members of the inter-professional team.

The best way to select a topic is to formulate a significant research question. The student is encouraged to think of a process that needs investigated and develop a question that will enable the student to create a positive outcome. A few examples could include:

1. A process improvement project that has a positive effect on their respective department,
2. An educational project that helps improve critical thinking skills in the department,
3. A patient education project that improves the overall health of a certain population of patients,
4. Development and implementation of new protocol for new technology or to standardize an approach to clinical management in an evidence-based fashion, or
5. A management project that improves performance or value in the workplace.

It is important to remember that the clinical question will evolve during the compilation of the review of literature and as the project develops.

**Methodology**

Students will be required to do extensive literature reviews related to their capstone thesis. Students will be introduced to effective literature review techniques at orientation and throughout the program. RESP 4103 will navigate students through the process of literature review and give students a solid foundation regarding interpretation of literature. Students will evaluate current
literature to gain an understanding on how to break down information. This will give students the tools they need as they are performing literature searches related to their specific thesis. Students will also be introduced to the methodology of data collection and data interpretation. Students will develop a solid foundation for statistical analysis and data interpretation. During the capstone course students will use this knowledge to complete a data collection component and perform basic functional statistical applications. Students will be required to develop graphs using basic Excel techniques. Students will also be required to collect qualitative data. This will be accomplished by having the students complete an interview assignment during their capstone course. Students are encouraged to choose a person or persons with great knowledge related to their thesis.

**Thesis Defense**

Upon completion of the capstone course, all students will be required to defend their capstone thesis in one of two ways. Students may choose to defend their thesis on campus at the undergraduate research conference or during a synchronous online session. The thesis defense will serve as one part of their final project grade. Students are also required to complete a final paper. This paper must contain the following elements: introduction, review of literature, methodology, results, and conclusion. The paper must show a clear development of the original clinical question. Students must also show a development of solution for their questions. An example of this would be if the student wanted to develop a protocol related to weaning from mechanical ventilation; the student must explain the long-term goals related to the implementation of this protocol and the steps on how this would be implemented. This must be included in the conclusion of the final paper. The following elements must be used when writing this paper: title page, abstract, list of tables or figures, and references. References must be completed in APA format. The following is a link to a great APA website, [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Capstone Awards**

The faculty of the BSRT Program and selected Advisory Committee members rate the overall projects of students based on quality of research, presentation of research, and impact of the Capstone Project on patient care, education and/or management. The top three projects are selected for presentation at the North Carolina Society of Respiratory Care meeting the next Fall. Honorable Mention Awards are given to the remaining top 10 projects.

**Liberal Studies Electives (6 semester hours)**

The UNC Charlotte faculty has selected eight themes of a liberal arts education around which to offer a core of Liberal Studies courses dedicated exclusively to general education. All of these courses include the consideration of gender, race, and ethnic diversity, as appropriate for understanding the individual themes of these courses. We are in the process of developing a course in Health Care Ethics for the Respiratory Therapist that will hopefully be approved for Summer 2017.

Note: This is the only point in your academic career at UNC Charlotte that you will be competing with other UNCC students for spots in the class, so it is highly recommended that you
register as soon as you can to get the course you would like. The date comes at the end of March and you will be advised about this from the DE Office.

Each student must take two of these courses as follows:

Courses in the arts and society. Art is indispensable to the structure and fabric of all societies, and each course examines this fundamental connection from the perspective a specific art form. Selected from:

- LBST 1101 The Arts and Society: Dance
- LBST 1102 The Arts and Society: Film
- LBST 1103 The Arts and Society: Music
- LBST 1105 The Arts and Society: Visual Arts

Courses in the Western tradition. Each section of this course examines a major aspect of western culture through the process of analyzing the present in terms of the past.

- LBST 2101 Western Cultural and Historical Awareness

Course in global understanding. All liberally educated people need to have the ability to understand the world from the point of view of more than one culture and be able to analyze issues from a global perspective.

- LBST 2102 Global and Intercultural Connections

Courses dealing with ethical issues and cultural critique. Each of these courses deals with an important contemporary issue, and each one gives significant attention to ethical analysis and cultural critique in the liberal arts. Selected from:

- LBST 2211 Ethical Issues in Personal, Professional, and Public Life
- LBST 2212 Literature and Culture
- LBST 2213 Science, Technology, and Society
- LBST 2214 Issues of Health and Quality of Life
- LBST 2215 Citizenship

Note that when you register for the summer LBST courses, it will be the only time you are competing with other UNCC students for spots, so do it promptly! To register for the Summer LBST courses follow the instructions below.

How to Search for LBST Courses

**Before registering for any course make sure from your advisor that the course is required and/or needed for the program of study.**

To locate a course you can access Banner Self Service at https://selfservice.uncc.edu/pls/BANPROD/bwckschd.p_disp_dyn_sched. This will take you to a page with Select Term or Date Range. Where you will select which semester you are looking for a course. For this example choose Summer 1. Then click submit for next page.
Once you have selected a semester you will click the submit button and it will then take you to a page with choice for course subjects. Choose which subject you are looking for a course in.
For this example we will choose Liberal Studies (LBST) in First Summer 2015 (Step 1). You have the option at this point to choose a face-to-face (traditional class), online, hybrid course or All which will give you all the available choices in that subject. (Step 2) For this example we are choosing All. Click All and it will be highlighted. Next you can choose graduate or undergraduate. (Step 3) Click undergraduate and it will highlight also. Click the class search button at the bottom for results. (Step 4)

This will be similar to the results you should receive. The results will show online, traditional face-to-face and hybrid courses, meeting times, class location, meeting dates, course notes and instructor.
Final Note on LBST Courses: Most of these courses are offered in 5 weeks, so the content and requirements are compressed. It is imperative that you keep abreast of course due dates and requirements. The faculty may be a bit more stringent as compared to the BSRT Faculty, so read the syllabus carefully and follow course rules.

**Writing Intensive (W) and Oral Communication (O) Courses**

Developing professional oral and written communication skills is a core value of UNC Charlotte and the BSRT program as is encompassed in SLO #3. For more information see: [https://ucol.uncc.edu/general-education/requirements/communications-skills](https://ucol.uncc.edu/general-education/requirements/communications-skills)

**Writing in the disciplines:** Six semester hours, including at least three semester hours in the major. These courses are spread throughout the curriculum and are indicated with a (W) after the course title. These courses assume that students have already developed the basic grammatical and compositional skills needed to write college-level English, and they build on these skills to develop writing strategies appropriate to the discipline of the department offering the course.

The [UNC Charlotte Writing Resources Center](https://www.uncc.edu/writingcenter) can provide tutoring and has a lot of excellent information on basic writing in the profession that can be useful and is available to BSRT Students. All work in the BSRT Program will use the [American Psychological Association format](http://apastyle.apa.org) for citation and referencing. A good resource for quick support in APA is the [Owl at Purdue](https://owl.purdue.edu/owl/) site. The BSRT program Atkins Librarian has provided a [Library Guide for the BSRT program](https://library.uncc.edu/bsrt/bsrt-guide) that is a great source for searching the literature.
Respiratory Therapy courses that meet this requirement are:
RESP 4103, 3 credits
RESP 4111, 9 credits

**Oral Communication:** Three semester hours of oral communication coursework are required by UNC Charlotte. We incorporate more than that in the BSRT Program. The student will be expected to make oral presentations in several courses, but the “O” designation is given to RESP 4102.

**Staying Connected to the University**

**NinerNet Username**
Your NinerNet username and password is your key to student computing at UNC Charlotte. The combination of your University assigned username and your chosen password is meant to be private and should not be shared with anyone.

[Obtain your NinerNET username and password](#). Answers to everything computing can be found at [Student Computing](#).

**My UNC Charlotte Portal**
The [My UNC Charlotte Portal](#) will take you to UNCC e-mail, Canvas and a host of other UNC Charlotte Resources. You enter the portal by entering your UNCC username and password.

**UNC Charlotte Email**
All official correspondence is sent to your UNC Charlotte email address. Find your UNC Charlotte E-mail Account inside [My UNC Charlotte](#).

**Banner Self Service**
Banner Self Service is a web-based tool students use to register for classes, pay tuition, check grades, update personal information, and check financial aid status. Explore Banner Self Service using the [Banner Self Service Guide](#). You can access Banner Self Service from the [My UNC Charlotte Portal](#).

**Technical Specifications**

a. Does your computer meet [Technical Specifications](#)?

b. If you do not have Microsoft 2007, you need to [download this patch](#) to be able to Open, edit, and save documents, workbooks, and presentations in the file formats new to Microsoft Office Word, Excel, and PowerPoint 2007.

Most DE courses are online; however, any site-based course may also require an online component. View the [University Course Schedule](#) to see how your course will be delivered. Learn how to use those delivery methods below.
c. Canvas is an open source learning management system used to deliver course content, administer quizzes, submit assignments, and more, all in a secure online environment. Canvas will house almost all of the course learning materials, assignments, discussions and quizzes. It is accessed through the My UNC Charlotte Portal.

d. GoToTraining is our web conferencing program for "live" virtual synchronous class sessions. There are links to Quickstart to Attend a Session and Training Videos are also available and will be made available in Canvas for each course that uses GoToTraining. Participation in synchronous courses requires a headset with attached microphone and logging into class sessions at specific times. Instructors using GoToTraining will provide students with a GoToTraining link, typically within their Canvas course and as a separate email.

**Registering for Courses**

You can find your courses in the Course Schedule. Check the course notes for detailed information about your course including location, delivery method, possible online meeting times, and required proctored exams. It is important to note that not all online courses at UNC Charlotte are designated as "DE". To locate Distance Education courses from Banner's "Class Schedule Search" page, select "Distance Education" in the Campus field.

Only the RESP 4111 Capstone DE course requires permission to register (authorization or permit). If you are not able to register for a course, please contact the Distance Education Office for assistance.

When selecting your courses, click on the title of the course and you will see how many seats are in the section. If you need a course section and the one that you are viewing is full, please register for the next section of the same course.

To register:
1. Go to 49er Express and enter your NinerNet Username and Password
2. Click on Banner Self Service
3. Click on Student Services/Student Accounts
4. Click on Registration
5. Click on Add/Drop Classes
6. Select the Semester and click Submit
7. Enter the CRN(s) for your selected course section
8. Click Submit Changes

Need Help? Banner Self Service
Teaching Strategies

Canvas Site & Contents:
The Canvas site of each course contains the course syllabus and course materials that may include assignments, discussion forums, readings, web links, video presentations, PowerPoints, and quizzes. The Canvas site for each course is really an online classroom. It is your responsibility to get familiar with it and check it frequently. Your instructor can check and see how often you access the site and how long you are online. You will find some courses arranged by topics and others arranged in a weekly format. The first topic holds general course information, such as syllabus. The News Forum (How we’ll keep you updated on course announcements), and the portal for the GoToTraining Classroom, which is the software used for our synchronous sessions.

Synchronous Sessions:
GoToTraining is the synchronous classroom software that allows us to get online together, and they are used in most of your courses in the curriculum. Attendance is optional for most scheduled sessions but encouraged when your schedules permit. The synchronous sessions are recorded and available for review at a later time. These synchronous sessions are an opportunity to review key and/or difficult concepts, have case discussions, and share personal clinical experiences with the class. They require that you have a USB audio headset to communicate verbally. Several of your courses will have assignments that will require you to present material in GoToTraining, so the headset is required. They are inexpensive and easily available online; for one source check out: http://www.logitech.com/en-us/voip-headsets.

Discussion Forums:
You will find discussion forums are used a great deal in online education. They provide the opportunity for you to have on-going discussions on subjects related to classwork and hear the ideas of your instructor and fellow students. Your fellow classmates are practicing Respiratory Therapists in many different areas of RT and many are managers and educators. They have a lot to offer…

Your performance in discussion forums will be part of your grade in most courses. Please be professional and respectful of others in your posts, and use correct grammar and spelling. Follow the instructions given by the faculty and when possible give related links or citations to support your argument.

There will be a window of time for you to post, usually one or two weeks. If you do not post in that time frame, you will receive no credit. Joining the discussion at the last day of the time period does not make for much “discussion” and is usually penalized. See below for a common grading rubric for Discussion Forums.
Grading Rubrics

Discussion Forums Grading Rubric:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXCELLENT DISCUSSION FORUM PARTICIPATION</th>
<th>NEEDS IMPROVEMENT DISCUSSION FORUM PARTICIPATION</th>
<th>POOR DISCUSSION FORUM PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Response</td>
<td>Responding to the instructor's topic by due date assigned in Canvas. The initial post addresses the directions by the faculty for the discussion and contributes significantly. Student also substantiates with reasoning and adds to discussion with additional sources. Has no spelling or grammatical errors. (5-6 points)</td>
<td>Responding to the instructor's topic after the due date. Student does follow the specific instructions by faculty. Student does not include additional sources to contribute to discussion. <strong>Point deducted for late initial post and posting on the last day.</strong> (3.5-4.5 points)</td>
<td>Not responding to the instructor's topic. Student does not participate at all in the threaded discussion. <strong>No credit is given if student is unprofessional or insubstantial in his/her responses. Any credit given after the due date is at the discretion of the faculty.</strong> (0-3 points)</td>
</tr>
<tr>
<td>Peer Response</td>
<td>Responding to 1 peer posting by due date assigned in Canvas. Student adds significantly to the discussion with response. (2 points)</td>
<td>Responding to 1 peer postings after the due date assigned in Canvas. Student does not add significantly to the discussion with response. <strong>Point deducted for late secondary post.</strong> (1.5-2.0 points)</td>
<td>Responding to NO peer postings. <strong>No credit is given if student is unprofessional or insubstantial in his/her responses. No credit is given if peer response is not completed by the assigned due date on Canvas.</strong> (0-1 points)</td>
</tr>
<tr>
<td>Thread Management</td>
<td>Responding to all peers who have posted a response to your thread by the due date assigned in Canvas.</td>
<td>Responding to some of the peers who have posted a response to you. <strong>Point deducted for not fully managing thread. Student must respond to all people posting to their thread.</strong> (1.0-2.0 points)</td>
<td>Responding to NONE of the peers who have posted a response to you. <strong>No credit is given if student is unprofessional or insubstantial in his/her responses. No credit is given if thread management is not completed by the assigned due date on Canvas.</strong> (0-1 points)</td>
</tr>
<tr>
<td></td>
<td>(2 points)</td>
<td>(1.5-2.0 points)</td>
<td>(0-1 points)</td>
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<td>---------------------------</td>
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<tr>
<td><strong>Quality of Sources</strong></td>
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<tr>
<td>All sources demonstrate</td>
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<tr>
<td>careful consideration of</td>
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<td>scientific validity and</td>
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<tr>
<td>sources do not repeat</td>
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<tr>
<td>same information</td>
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<td>Several sources are</td>
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<td>credible but others are</td>
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<td>not current or have</td>
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<td>questionable validity</td>
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<tr>
<td>Sources meet guidelines</td>
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<td>for types selected but</td>
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<td>there is no consideration</td>
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<tr>
<td>of validity</td>
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<tr>
<td>Sources do not meet</td>
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<tr>
<td>guidelines for types of</td>
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<tr>
<td>sources used</td>
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<td><strong>Accuracy</strong></td>
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<td>Includes the complete</td>
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<tr>
<td>and accurate bibliographic</td>
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<tr>
<td>citation for each source</td>
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<td>and is organized</td>
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<td>according to APA Format.</td>
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<tr>
<td>Makes 1-5 errors on</td>
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<tr>
<td>citations.</td>
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<tr>
<td>Makes 6-10 errors on</td>
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<tr>
<td>citations.</td>
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<tr>
<td>Makes more than 10</td>
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<tr>
<td>errors on citations.</td>
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<tr>
<td><strong>Annotations Content</strong></td>
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<tr>
<td>Summaries are accurate,</td>
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<td>evaluation addresses</td>
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<tr>
<td>validity of source and</td>
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<tr>
<td>usefulness for</td>
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<tr>
<td>assignment is included</td>
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<td>for every source</td>
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<td>One component of the</td>
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<tr>
<td>annotation is missing or</td>
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<tr>
<td>very limited in several</td>
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<td>citations</td>
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<tr>
<td>One component of the</td>
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<tr>
<td>annotation is missing in</td>
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<tr>
<td>many citations</td>
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<tr>
<td>Little or no information</td>
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<td>specific to the source</td>
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<tr>
<td>is included</td>
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<tr>
<td><strong>Annotations Structure</strong></td>
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<td></td>
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<tr>
<td>Well-written, unique to</td>
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<tr>
<td>the source, avoids</td>
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<tr>
<td>vague statements.</td>
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<tr>
<td>Appropriate length.</td>
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<td>Well written but contain</td>
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<td>some generic statements</td>
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<td>OR not appropriate length.</td>
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<tr>
<td>Poorly written, many</td>
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<tr>
<td>generic statements, too</td>
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<tr>
<td>short</td>
<td></td>
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<td></td>
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<tr>
<td>Annotations are missing</td>
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<tr>
<td>or are not coherent.</td>
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<tr>
<td><strong>Overall Quality</strong></td>
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<tr>
<td>Bibliography could be</td>
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<tr>
<td>used to generate a</td>
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<tr>
<td>comprehensive research</td>
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<tr>
<td>paper</td>
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<td></td>
<td></td>
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<tr>
<td>Bibliography provides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sources to create a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>paper on the topic</td>
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<td></td>
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<tr>
<td>Sources miss key topics</td>
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<td></td>
<td></td>
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<tr>
<td>required by presentation</td>
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<td></td>
<td></td>
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<tr>
<td>assignment</td>
<td></td>
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<tr>
<td>Sources used would not</td>
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<td></td>
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<tr>
<td>create an informative</td>
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<td></td>
</tr>
<tr>
<td>paper</td>
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</tr>
</tbody>
</table>
with excellent sources. but is missing some key information

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Poster Grading Rubric:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXCELLENT POSTER</th>
<th>NEEDS IMPROVEMENT POSTER</th>
<th>POOR POSTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Knowledge (4 points)</td>
<td>Content includes scholarly knowledge (theory and/or research) and reports on original research conducted by student (3-4 points)</td>
<td>Original research conducted by the student does not include scholarly knowledge (theory and/or research) (2-3 points)</td>
<td>Content is very limited and does not contain scholarly knowledge or original research. (0-2 points)</td>
</tr>
<tr>
<td>Scholarly Presentation (2 points)</td>
<td>Scholarly presentation and includes components common to scholarly presentations (must follow AARC template provided by faculty) (2 points)</td>
<td>Some elements of scholarly presentation but does not consistently reflect a scholarly approach to presenting the content. (Poster has some deviations from AARC template) (1.5 -2 points)</td>
<td>Poster has no scholarly components. (Poster does not follow AARC template) (0-1.5 points)</td>
</tr>
<tr>
<td>Organization of Content (2 points)</td>
<td>Components and content are easy to identify/find and follow. Appropriately organized in a logical sequence. (2 points)</td>
<td>Most components and content can be found, but are not clearly identified and/or logically organized. (1.5-2 points)</td>
<td>Poster lacks organization and is missing much of the content and additional components. (0-1.5 points)</td>
</tr>
<tr>
<td>Visually Appealing (2 points)</td>
<td>The poster has excellent visual appeal and shows creativity. (2 points)</td>
<td>The poster has good visual appeal and some creativity was used. (1.5-2 points)</td>
<td>The poster is not visually appealing and there is no creative thought design used. (0-1.5 points)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9-10 points</strong></td>
<td><strong>6.5-9 points</strong></td>
<td><strong>0-6.5 points</strong></td>
</tr>
<tr>
<td></td>
<td>A (2 points)</td>
<td>B (1 point)</td>
<td>C or Failing (0.5 point)</td>
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</table>

**SLO 3: BSRT Program Capstone Paper Grading Rubric**
1. **Organization**  
Ideas are clearly organized, developed, and supported to achieve a purpose. The introduction gets the attention of the reader and clearly states the specific purpose of the paper. Good transitions from topic to topic.  
Main idea is evident, but the organizational structure many need to be strengthened; ideas may not clearly developed. The introduction may not be well developed. Transitions may be awkward.  
Ideas may not be focused or developed; the main purpose is not clear. The introduction is undeveloped. Little or no transition. There is no conclusion or may not be clear the paper has concluded.

2. **Topic Knowledge**  
Student demonstrates full understanding of the topic.  
Student demonstrates good understanding of the topic.  
Student demonstrates some understanding of the topic.

3. **Use of Evidence**  
Citations are introduced and attributed appropriately and accurately. Supporting material is original, logical and relevant.  
Citations are generally introduced and attributed appropriately. Supporting material may lack in originality.  
Few, if any, sources are cited. Citations are attributed incorrectly. Inaccurate, generalized, or inappropriate supporting material may be used.

4. **Grammar & Spelling**  
Cohesive sentence structure; appropriate use of abbreviations; no spelling errors, correct use of punctuation and citation style (APA).  
Cohesive sentence structure; appropriate use of abbreviations; some (≤ 2) spelling errors, often correct use of punctuation and citation style (APA).  
Problems with sentence structure; abbreviations not always spelled out before use; errors in spelling, punctuation and citation style (APA).

| Total | 30 |

---

**CAPSTONE PROJECT MANAGEMENT RUBRIC for SLO #5:**

<table>
<thead>
<tr>
<th></th>
<th>Proficient (&gt;80%)</th>
<th>Progressing (60% to 79%)</th>
<th>Below standards (&lt;60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>2. Topic Knowledge</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>3. Use of Evidence</strong></td>
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</tr>
<tr>
<td><strong>4. Grammar &amp; Spelling</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Page 25 of 56
<table>
<thead>
<tr>
<th>1. Organization</th>
<th>The student met with respective faculty and provided an organized capstone thesis. The impact of the project is clearly defined.</th>
<th>The thesis is evident, but the organizational structure may need to be strengthened; ideas may not be clearly developed. The impact of the project needs to be strengthened.</th>
<th>The thesis is not focused or developed; the main purpose is not clear. There is not clear project impact. The thesis doesn’t support the expected outcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Interprofessional</td>
<td>The student identifies key personnel for the capstone interview and develops clear, project directed questions. The student also utilizes other professionals in the development of their capstone.</td>
<td>The student utilizes other professionals but needs lots of assistance in developing clear and project directed questions for their capstone interview. The student limits their interaction to a narrow range of professionals.</td>
<td>The student does not identify important professionals to provide useful information for their capstone project. The student does not coordinate with their capstone advisor related to development of effective interview questions.</td>
</tr>
<tr>
<td>Coordination</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Project Management</td>
<td>The student completes all assignments in a timely fashion. The student does a good job with the journal assignments and displays a clear outline of the progression of their project.</td>
<td>The student does complete all assignments but does require a few extension of due dates. The student needs lots of assistance in development of a clear outline of their project. The journal assignment lacks clear fluency.</td>
<td>The student does not complete all the assignments and/or needs several extensions of due dates. The student does not use advisor feedback related to journal entries. The journal assignment is vague and lacks clarity related to progress.</td>
</tr>
<tr>
<td>4. Institutional</td>
<td>The student completes the IRB assignment in a timely manner. The student does a good job coordinating with their respective facility and institutional IRB. The student has a clear understanding of the IRB process.</td>
<td>The student does complete the IRB assignment but requires an extension of the due date. The student needs lots of assistance in completing the IRB process. The advisor must direct the student in completion of the IRB process.</td>
<td>The student does not complete the IRB assignment and/or consult with the facility or institutional IRB offices prior to the data collection phase of the project. The advisor is required to coordinate with the IRB offices on the student’s behalf.</td>
</tr>
<tr>
<td>Review Board</td>
<td></td>
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<tr>
<td>5. Thesis Defense</td>
<td>The student has good coordination with their advisor related to scheduling and defending their thesis.</td>
<td>The student does communicate with their advisor but often needs prompted to do so. The student displays</td>
<td>The student has minimal communication with their advisor through the capstone project</td>
</tr>
</tbody>
</table>
The student displays a great understanding of the project and is able to answer questions efficiently during the defense. The student is able to show progression of the project through their thesis defense.

Some knowledge of their topic but struggles to efficiently answer questions during their defense. The student is unable to display a clear progression of the project during their defense.

Process. The student can’t display a clear understanding of their topic and is unable to adequately answer questions during their defense. The student deviates from the original thesis proposal and show no connection to their project.

<table>
<thead>
<tr>
<th>Total Points</th>
<th>80-100</th>
<th>60-79</th>
<th>&lt;60</th>
</tr>
</thead>
</table>

**Final Capstone Presentation Grading Rubric:**

<table>
<thead>
<tr>
<th>Weight</th>
<th><strong>A (2 pts)</strong></th>
<th><strong>B (1 pt)</strong></th>
<th><strong>C or Failing (0.5 pts)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Good flow and transition from topic to topic</td>
<td>Some flow and transition from topic to topic</td>
<td>Little transition and poor organization</td>
</tr>
<tr>
<td>2</td>
<td>Good voice projection throughout. presentation; does not use fillers (uh, um, you know, like)</td>
<td>Good voice projection during most of the presentation; occasional use of fillers (uh, um, you know, like)</td>
<td>Good voice projection at times with occasional mumbling; frequent use of fillers (uh, um, you know, like)</td>
</tr>
<tr>
<td>2</td>
<td>Illustrates the points of the presentation with 2 or more tables, charts, and/or figures. Readable, clear, well organized slides.</td>
<td>Illustrates the points of the presentation with 1 tables, charts, and/or figures. Too much or little information per slide.</td>
<td>No tables, charts, and/or figures.</td>
</tr>
<tr>
<td>1</td>
<td>Topic addressed within time limits.</td>
<td>Topic addressed within ± 2 min. of time allotted.</td>
<td>Topic addressed within ± 5 min. of time allotted.</td>
</tr>
</tbody>
</table>

**Written Papers Grading Rubric:**

The following are the guidelines that are used in grading papers:

**The Excellent Paper (Full Credit)**
Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.
Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.
Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.
Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.
Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.
Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper ( >90% of possible points)
Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.
Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.
Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.
Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.
Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (80 to 90% of possible points)
Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.
Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.
Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.
Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.
Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.
Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.
The "Needs Help" Paper (70 to 80% of possible points)

**Thesis:** Difficult to identify at all, may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

**Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper (< 70% of possible points)

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.


Matrices for the ACCS and NPS Exams with Relation to Course Content:

Note: As described in SLO #2 for the BSRT Program, it is expected that students who complete the didactic coursework in the BSRT Program should be prepared to successfully challenge the Adult Critical Care Specialist (ACCS) exam or the Neonatal Pediatric Specialist (NPS) exams offered by the National Board of Respiratory Care. The matrices below show how that content is developed in the courses within the program. The final exams in RESP 4204 and RESP 4106, which provide the direct measure of this SLO are modeled on the ACCS and NPS exams.
## I. RESPIRATORY CRITICAL CARE

### A. Manage Airways

1. Airway Clearance techniques
   - RESP 4204

2. Difficult airway recognition and techniques
   - RESP 4204

3. Advanced techniques during intubation e.g.,
   - a. cricoid pressure
   - b. specialty visualization devices
   - c. tube changes
   - RESP 4204

4. Artificial airways
   - a. exchanging endotracheal tubes
   - b. specialty tracheostomy tubes
   - RESP 4204

### B. Administer Specialty Gases

1. Nitric Oxide
   - RESP 3103, RESP 4204

2. Helium-oxygen
   - RESP 3103, RESP 4204

### C. Manage Ventilation

1. Initial settings
   - RESP 4204

2. Advanced modes e.g.,
   - a. techniques to enhance ventilation
   - b. techniques to enhance synchrony
   - c. techniques to enhance oxygenation
   - RESP 3105, RESP 4204

3. Noninvasive
   - RESP 3105, RESP 4204

4. Waveform Analysis
   - RESP 3105

5. Rescue techniques
   - -----------------------------
   - a. recruitment maneuvers
     - RESP 4204
   - b. inhaled vasodilators e.g.,
     - nitric oxide
     - prostacyclin
     - RESP 3103, RESP 4204
   - c. high frequency ventilation
     - RESP 4204
   - d. prone patient positioning
     - RESP 4204

6. Strategies
   - -----------------------------
   - a. liberation (weaning) from mechanical ventilation e.g.,
     - protocols
     - RESP 4204
   - b. prevention of lung injury from mechanical ventilation
     - RESP 3105, RESP 4204
   - c. management of ARDS
     - RESP 3204, RESP 4204
   - d. treatment of patient with traumatic injuries e.g.,
     - chest
     - burns
     - RESP 3105, RESP 3204, RESP 4204
- cervical spine
  - head
  - abdomen
  - long bone fractures

7. Differential/independent lung ventilation

8. Intrahospital transport of unstable and high-risk patients

9. Optimizing patient-ventilator interaction

D. Deliver Pharmacologic Agents

1. Aerosolized agents other than bronchodilators e.g.,
   a. narcotics
   b. vasodilators
   c. antimicrobials

2. Airway instillations other than for ACLS e.g.,
   a. epinephrine
   b. lidocaine
   c. cold saline
   d. topical thrombin

II. GENERAL CRITICAL CARE

A. Assess Patient Status and Changes in Status

1. Difficult airway issues e.g.,
   a. patency
   b. Mallampatti classification
   c. protection
   d. thyromental distance

2. Chest imaging
   a. radiograph
   b. CT
   c. PET
   d. ultrasound
   e. MRI
   f. V/Q

3. Indices of respiratory physiology and mechanics e.g.,
   a. oxygenation
   b. work of breathing
   c. carbon dioxide clearance

4. Neurologic e.g.,
   a. EEG
   b. respiratory function
   c. neuromuscular function
   d. stroke
   e. level of consciousness
   f. brain death criteria
   g. seizures

5. Cardiovascular e.g.,
   a. physical assessment
   b. diagnostic testing
   c. arrhythmias
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| d. CHF  
e. coronary artery disease  
f. pulmonary hypertension  
g. systemic hypertension |   |
| **6. Hemodynamics e.g.,**  
a. pre-load  
b. after-load  
c. contractility  
d. rate control | RESP 3204, RESP 3105, RESP 4204 |
| **7. Differentiation among types of shock e.g.,**  
a. anaphylactic  
b. cardiogenic  
c. septic  
d. hypovolemic  
e. neurogenic | RESP 4204 |
| **8. Recognition of respiratory failure mechanisms**  
a. ARDS | RESP 3204, RESP 4204 |
| b. aspiration | RESP 3204, RESP 4204 |
| c. atelectasis | RESP 3204, RESP 4204 |
| d. drug induced | RESP 4204 |
| e. hypoventilation syndromes | RESP 3204, RESP 4204 |
| f. neuromuscular | RESP 3204, RESP 4204 |
| g. obstructive lung disease | RESP 3204, RESP 4204 |
| h. pneumonia | RESP 3204, RESP 4204 |
| i. post-operative | RESP 4204 |
| j. pulmonary contusion | RESP 3204, RESP 4204 |
| k. pulmonary edema e.g.,  
  • cardiogenic  
  • noncardiogenic | RESP 3204, RESP 4204 |
| l. pulmonary embolism | RESP 3204, RESP 4204 |
| m. restrictive lung disease | RESP 3204, RESP 4204 |
| n. sleep apnea | RESP 3102, RESP 4204 |
| o. transfusion-related lung injury | RESP 3204, RESP 4204 |
| p. upper airway obstruction | RESP 3204, RESP 4204 |
| **9. Renal function e.g.,**  
a. fluid status  
b. acid-base balance | RESP 3204, RESP 4204 |
| **10. Metabolic e.g.,**  
a. respiratory quotient  
b. nutrition/feeding  
c. acid-base balance  
d. endocrine disorders | RESP 3105, RESP 3204, RESP 4204 |
11. Gastrointestinal e.g.,
   a. abdominal distention
   b. feeding tube placement
   c. ileus
   d. GI bleeding/endoscopy

12. Coagulation e.g.,
   a. indices
   b. platelet count
   c. risk for deep vein thrombosis

13. Musculoskeletal e.g.,
   a. spinal cord injury
   b. ICU myopathy
   c. rhabdomyolysis

### B. Anticipate Care Based on Laboratory Results

1. CBC

2. Cardiac markers e.g.,
   a. troponin
   b. BNP

3. Electrolytes, magnesium, calcium, and phosphate

4. Acid-base status and lactate level

5. Coagulation studies

6. Culture and sensitivities e.g.,
   a. blood
   b. stool
   c. sputum
   d. urine

7. Sputum Gram stain

8. Hemoximetry (co-oximetry)
   a. carboxyhemoglobin
   b. methemoglobin

9. BUN and creatinine

10. Fluid analyses e.g.,
    a. pleural
    b. urine
    c. CSF
    d. peritoneal

### C. Anticipate Care Based on Imaging and Reports of Imaging

1. Plain radiographs e.g.,
   a. chest
   b. spine
   c. abdominal

2. CT e.g.,
   a. brain
   b. chest
   c. abdomen
<table>
<thead>
<tr>
<th>3. MRI</th>
<th>RESP 3105, RESP 3204, RESP 4204</th>
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<tbody>
<tr>
<td>4. Ultrasound e.g.,</td>
<td>RESP 3105, RESP 4204</td>
</tr>
<tr>
<td>a. pleural</td>
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<td>b. vascular</td>
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<td>c. echocardiography</td>
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<td>5. Nuclear scans e.g.,</td>
<td>RESP 3105, RESP 4204</td>
</tr>
<tr>
<td>a. V/Q scan</td>
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<tr>
<td>b. cerebral blood flow</td>
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<td>6. Angiography e.g.,</td>
<td>RESP 3105, RESP 4204</td>
</tr>
<tr>
<td>a. pulmonary</td>
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<td>b. coronary</td>
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<tr>
<td>c. bronchial</td>
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<tr>
<td>d. gastrointestinal</td>
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</tbody>
</table>

D. Anticipate Effects of Pharmacologic Agents

| 1. Sedatives/hypnotics                      | RESP 3103, RESP 4204            |
| 2. Analgesia e.g.,                         | RESP 3103, RESP 4204            |
| a. regional                                |                                 |
| b. systemic                                |                                 |
| 3. Neuromuscular blocking agents e.g.,     | RESP 3103, RESP 4204            |
| a. vecuronium                              |                                 |
| b. succinylcholine                         |                                 |
| c. cisatracurium                           |                                 |
| 4. Reversal agents e.g.,                   | RESP 3103, RESP 4204            |
| a. naloxone                                |                                 |
| b. flumazenil                              |                                 |
| c. neostigmine                             |                                 |
| d. edrophonium                             |                                 |
| 5. Vasoactive and inotropic agents         | RESP 3103, RESP 4204            |
| 6. Drugs that induce methemoglobinemia e.g.,| RESP 3103, RESP 4204            |
| a. lidocaine                               |                                 |
| b. dapsone                                 |                                 |
| c. nitric oxide                            |                                 |
| d. nitroprusside                           |                                 |
| e. benzocaine (Hurricaine)                 |                                 |
| 7. Prophylaxis for                         | RESP 4204                       |
| a. deep vein thrombosis                    |                                 |
| b. stress ulcers                           |                                 |
| c. delirium                                |                                 |
| 8. Diuretics                               | RESP 3103, RESP 4204            |
| 9. Drug interactions                       | RESP 3103, RESP 4204            |
| 10. Influence of co-morbid conditions      | RESP 3103, RESP 4204            |

E. Anticipate Care Based on Nutritional Status

<p>| 1. Complications of malnutrition e.g.,     | RESP 3204, RESP 4204            |
| a. protein wasting                         |                                 |
| b. hypoglycemia                            |                                 |</p>
<table>
<thead>
<tr>
<th>2. Complications of feedings e.g.,</th>
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</thead>
<tbody>
<tr>
<td>a. aspiration</td>
<td></td>
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<tr>
<td>b. TPN line infection</td>
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<tr>
<td>c. malplacement of feeding tube</td>
<td>RESP 4204</td>
</tr>
<tr>
<td>3. Route of feeding e.g.,</td>
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<tr>
<td>a. enteral</td>
<td>RESP 4204</td>
</tr>
<tr>
<td>b. parenteral</td>
<td></td>
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<tr>
<td>4. Morbid obesity</td>
<td>RESP 4204</td>
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<tr>
<td>5. Metabolic study e.g.,</td>
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<tr>
<td>a. caloric requirements</td>
<td></td>
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<td>b. exhaled gas analysis</td>
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<tr>
<td>c. over-fed</td>
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<tr>
<td>d. under-fed</td>
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<td></td>
<td>RESP 3105, RESP 4204</td>
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</tbody>
</table>

**F. Prevent Ventilator Associated Pneumonia**

| 1. Oral care                              | RESP 4204   |
| 2. Bed position                           | RESP 4204   |
| 3. Minimizing intubation time e.g.,       |             |
| a. aggressive weaning protocols           | RESP 4204   |
| b. noninvasive positive pressure ventilation |             |
| 4. Ventilator circuit care e.g.,          |             |
| a. keeping closed                         | RESP 4204   |
| b. optimal position                       |             |
| c. closed suction                         |             |
| d. heated wire/HME                        |             |
| e. aerosol medication delivery            |             |
| 5. Using specialty airways e.g.,          |             |
| a. silver coated                          | RESP 4204   |
| b. polyurethane cuff                      |             |
| c. subglottic suction                     |             |
| d. endotracheal tube                      |             |

**G. Recognize and Manage Patients with Infections and Sepsis**

| 1. Recognition of clinical and laboratory signs consistent with infections and sepsis e.g., | RESP 3204, RESP 4204 |
| a. pneumonia                              |             |
| b. catheter-associated                    |             |
| 2. Management of patients with infections and sepsis e.g., | RESP 4204 |
| a. pneumonia                              |             |
| b. catheter-associated                    |             |
| 3. Prevention measures e.g.,              | RESP 4204   |
| a. hand hygiene                           |             |
| b. skin integrity                         |             |
| c. catheter care                          |             |
### I. CRITICAL CARE

#### A. Evaluate Pertinent Information

1. Maternal History

2. Neonatal Assessment e.g.,
   a. Apgar
   b. fetal lung maturity indices

3. Patient history

4. Physical Examination

5. Laboratory e.g.,
   a. blood gas analyses
   b. cultures
   c. CBC

6. Imaging e.g.,
   a. chest radiograph
   b. cardiac catheterization and angiography
   c. echocardiography
   d. fluoroscopy
   e. MRI
   f. CT

7. Other diagnostic results e.g.,
   a. transillumination
   b. oxygen challenge test

#### B. Assess and Manage Airways

1. Establishment of an airway e.g.,
   a. bag-mask ventilation
   b. oral/nasal airway placement

2. Difficult airway recognition

3. Performing or assisting standard intubation e.g.,
   a. equipment selection
   b. CO2 verification

4. Performing or assisting advanced intubation techniques e.g.,
   a. cricoid pressure
   b. tube changers
   c. specialty laryngoscopic visualization devices

5. Artificial airways
   a. laryngeal mask airway
   b. cuff management
   c. tracheostomy tubes
   d. airway clearance techniques e.g.,
      • secretion removal
### C. Administer and Monitor Specialty Gases

1. Nitric oxide
2. Helium-oxygen
3. Other e.g.,
   - isoflurane
   - carbon dioxide
   - subambient

### D. Manage Ventilation and Oxygenation

1. Selection of initial settings
2. Conventional modes
3. Alternative modes e.g.,
   - volume-targeted
   - airway pressure release ventilation
   - high frequency
   - neutrally adjusted ventilatory assist
4. Noninvasive e.g.,
   - CPAP
   - bilevel
5. Adjunct techniques
   - lung recruitment maneuvers
   - prone patient positioning
   - extracorporeal gas exchange e.g.,
     - ECMO
     - CO2 removal
6. Monitoring
   - measures of lung disease severity e.g.,
     - OI
     - PaO2/FiO2 ratio
   - airway pressures and volumes e.g.,
     - mean airway pressure
     - minute ventilation
   - gas exchange e.g.,
     - SpO2
     - ETCO2
   - ventilator waveforms
   - ventilator-patient interaction e.g.,
     - synchrony
   - pulmonary mechanics e.g.,
     - compliance
     - resistance
     - VD/VT
     - MIP
   - effect of mechanical ventilation on cardiac function
<table>
<thead>
<tr>
<th>7. Strategies</th>
<th>RESP 4106</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. liberation from mechanical ventilation e.g.,</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>• Protocols</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>• Spontaneous breathing trials</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>b. prevention of ventilator induced lung injury</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>c. lung-protective ventilation e.g.,</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>• permissive hypercapnea</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>8. Optimizing patient-ventilator interaction</td>
<td>RESP 4106</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Prevent Ventilator Associated Pneumonia</th>
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<tbody>
<tr>
<td>1. Oral care</td>
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<tr>
<td>2. Bed position</td>
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</tr>
<tr>
<td>3. Minimizing intubation time e.g.,</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>a. determining extubation readiness</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>b. noninvasive positive pressure ventilation</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>4. Ventilator circuit care e.g.,</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>a. closed suction</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>b. heated wire</td>
<td>RESP 4106</td>
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<thead>
<tr>
<th>F. Select, Assemble, and Troubleshoot Equipment</th>
<th>RESP 4106</th>
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<tbody>
<tr>
<td>1. Oxygen administration devices e.g.,</td>
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</tr>
<tr>
<td>a. high-flow nasal cannula</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>b. oxygen hood</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>2. Aerosol delivery devices e.g.,</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>a. continuous medication nebulizers</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>b. in-line administration</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>3. Nitric oxide delivery devices</td>
<td>RESP 4103, RESP 4106</td>
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<tr>
<td>4. Transcutaneous monitoring systems</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>5. Mechanical ventilators</td>
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<thead>
<tr>
<th>G. Assist or Perform Procedures</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Inter-or Intra-hospital transport</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>2. Intravascular catheter insertion e.g.,</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>a. through an umbilical or peripheral site</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>3. Bronchoscopy and assisted procedures e.g.,</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>a. lavage</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>b. biopsies</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>c. brush</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>4. Intubation</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>5. Extubation</td>
<td>RESP 4106</td>
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<table>
<thead>
<tr>
<th>H. Deliver Pharmacologic Agents</th>
<th>RESP 3103, RESP 4106</th>
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</thead>
<tbody>
<tr>
<td>1. Aerosolized agents e.g.,</td>
<td>RESP 3103, RESP 4106</td>
</tr>
<tr>
<td>a. antimicrobials</td>
<td>RESP 3103, RESP 4106</td>
</tr>
<tr>
<td>b. mucolytics</td>
<td>RESP 3103, RESP 4106</td>
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<tr>
<td>c. vasodilators</td>
<td>RESP 3103, RESP 4106</td>
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</tbody>
</table>
| 2. Airway instillations e.g.,  
| a. surfactant replacement therapy  
| b. lidocaine | RESP 3103, RESP 4106 |

### I. Assist or Perform Resuscitation

1. Selection of appropriate equipment e.g.,  
   a. T-piece resuscitator  
   b. flow-inflating resuscitation bag | RESP 4106 |

2. Following the appropriate protocol e.g.,  
   a. NRP  
   b. PALS | RESP 4106 |

### II. GENERAL CARE

#### A. Assess Patient Status and Changes in Status

1. Specific airway challenges e.g.,  
   a. Acute upper airway obstruction  
   b. Congenital anomalies | RESP 4106 |

2. Chest imaging e.g.,  
   a. radiograph  
   b. CT | RESP 3105, RESP 4106 |

3. Indices of respiratory physiology and mechanics e.g.,  
   a. oxygenation  
   b. work of breathing  
   c. sleep study results | RESP 3204, RESP 4106 |

4. Neurologic e.g.,  
   a. respiratory function  
   b. apnea of prematurity  
   c. level of consciousness | RESP 3105, RESP 4106 |

5. Cardiovascular e.g.,  
   a. physical assessment  
   b. hemodynamics  
   c. pulmonary hypertension  
   d. congenital heart disease | RESP 3204, RESP 3105, RESP 4106 |

6. Recognition of respiratory failure mechanisms  
   a. primary pulmonary and airway diseases e.g.,  
      • atelectasis  
      • pneumonia  
      • asthma  
      • croup | RESP 3204, RESP 4106 |

   b. other e.g.,  
      • neuromuscular  
      • respiratory control  
      • flail chest | RESP 3204, RESP 4106 |

7. Renal, metabolic, endocrine, and nutrition e.g.,  
   a. fluid status  
   b. electrolytes  
   c. nutrition/feeding  
   d. acid-base balance | RESP 3105, RESP 3204, RESP 4106 |
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<tbody>
<tr>
<td>e. inborn errors of metabolism</td>
<td>f. diabetic ketoacidosis</td>
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<tr>
<td>8. Gastrointestinal e.g.,</td>
<td></td>
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<tr>
<td>a. congenital anomalies</td>
<td></td>
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<tr>
<td>b. abdominal distension</td>
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<tr>
<td>c. feeding tube placement</td>
<td></td>
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<tr>
<td>d. necrotizing enterocolitis</td>
<td>RESP 4106</td>
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<tr>
<td>9. Musculoskeletal e.g.,</td>
<td></td>
</tr>
<tr>
<td>a. spinal cord injury</td>
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<tr>
<td>b. myopathy</td>
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<td>c. scoliosis</td>
<td></td>
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<tr>
<td>d. myelomeningocele</td>
<td>RESP 4106</td>
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### B. Select, Assemble, and Troubleshoot Equipment

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<tbody>
<tr>
<td>1. Airway clearance devices e.g.,</td>
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<tr>
<td>a. in-exsufflator</td>
<td>RESP 4106</td>
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<tr>
<td>b. high frequency chest oscillation</td>
<td></td>
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<tr>
<td>2. Oxygen administration devices e.g.,</td>
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<tr>
<td>a. high-flow nasal cannula</td>
<td>RESP 4106</td>
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<tr>
<td>b. oxygen hood</td>
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<tr>
<td>3. Aerosol delivery devices</td>
<td></td>
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<td>4. Mechanical ventilators e.g.,</td>
<td></td>
</tr>
<tr>
<td>a. home</td>
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### C. Anticipate Care Based on Laboratory Results and Nutritional Status

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<tr>
<td>1. Hematologic e.g.,</td>
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<tr>
<td>a. CBC</td>
<td>RESP 3105, RESP 4106</td>
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<tr>
<td>b. Hgb electrophoresis</td>
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<tr>
<td>2. Chemistry e.g.,</td>
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<tr>
<td>a. electrolytes</td>
<td>RESP 3105, RESP 4106</td>
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<tr>
<td>b. albumin</td>
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<td>c. glucose</td>
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<td>3. Microbiology e.g.,</td>
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<tr>
<td>a. RSV swab</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>b. Gram stain</td>
<td></td>
</tr>
<tr>
<td>c. culture</td>
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<tr>
<td>4. Blood gas analysis and hemoximetry (co-oximetry)</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>5. Complications of feeding e.g.,</td>
<td></td>
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<tr>
<td>a. intolerance</td>
<td>RESP 4106</td>
</tr>
<tr>
<td>b. aspiration</td>
<td></td>
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<tr>
<td>c. malplacement of feeding tube</td>
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### D. Anticipate Care based on Imaging and Reports of Imaging

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<tbody>
<tr>
<td>1. Radiographs</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>2. Other e.g.,</td>
<td></td>
</tr>
<tr>
<td>a. CT</td>
<td>RESP 3105, RESP 4106</td>
</tr>
<tr>
<td>b. MRI</td>
<td></td>
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<tr>
<td>c. Ultrasound</td>
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### E. Anticipate Effects of Pharmacologic Agents
1. Sedatives, hypnotics, and analgesia | RESP 3103, RESP 4106
2. Neuromuscular blocking agents e.g.,
   a. succinylcholine
   b. cisatracurium | RESP 3103, RESP 4106
3. Reversal agents e.g.,
   a. naloxone
   b. flumazenil
   c. neostigmine | RESP 3103, RESP 4106
4. Vasoactive and inotropic agents | RESP 3103, RESP 4106
5. Diuretics | RESP 3103, RESP 4106
6. Aerosolized agents e.g.,
   a. bronchodilators
   b. anti-inflammatories
   c. antimicrobials
   d. mucolytics | RESP 3103, RESP 4106
7. Drug interactions | RESP 3103, RESP 4106
8. Influence of co-morbid conditions e.g.,
   a. renal failure
   b. hepatic failure | RESP 3103, RESP 4106

F. Manage End-of-Life Care
1. Differentiation of the potential need for end-of-life care e.g.,
   a. palliative
   b. hospice | RESP 4106
2. Withdrawal of life support | RESP 4106
3. Care of organ donors | RESP 4106

G. Prepare for Disasters
1. Procedures for patient movement and protection | RESP 4106
2. Triage procedures | RESP 4106
3. Equipment and supply management | RESP 4106

H. Interact with Members of an Interdisciplinary Team
1. Suggested modifications to the care plan based on the respiratory assessment | RESP 3101, RESP 3204, RESP 4101, RESP 4106
2. Responses to proposed care plan modifications from other team members | RESP 3101, RESP 3204, RESP 4101, RESP 4106

L. Evaluate Patient and Family Understanding of Education
1. Discharge and home e.g.,
   a. tracheostomy care
   b. monitoring
   c. CPR | RESP 3101, RESP 3102, RESP 4106
2. Equipment and procedure instruction | RESP 3101, RESP 3102, RESP 4106
3. Medication administration | RESP 3101, RESP 3102, RESP 4106
Keys to Success in Distance Education

1. **Communication:** In Distance Education it is essential to keep up with email communications and check the course Canvas site frequently to stay on top of the course. If you do not understand a concept or disagree with something that is presented, then email or call your instructor. If you have personal, health, or family problems, let the faculty know so we can make adjustments as needed for you. When composing emails please be sure to make them professional in structure and tone. These reflect your personal communication and are permanently recorded; they are often the first impression one is making with a fellow professional. Please consult the following website for some excellent tips on E-Mail Etiquette: [http://writingcenter.unc.edu/handouts/effective-e-mail-communication/](http://writingcenter.unc.edu/handouts/effective-e-mail-communication/)

2. **Schedule & Work Habits:** A conventional course requires one to be at class at set intervals and that tends to keep students on top of the schedule. Distance Education does not have the set schedule of class time and it is easy to get behind if the student doesn’t set a schedule. Designate time each week that is dedicated to coursework (6 hours per week should be sufficient for most courses). Make a set list of tasks to be met and stick to it. Time management is an important professional skill that is inherently learned in this course of study.

3. **Repetition:** Repetition is important to integrating class material. It is suggested that a student first reads the relevant course material in the textbook or readings supplied, then assignments can be the addressed with confidence and completed successfully. If you are ever in doubt about what is required, contact your instructor. We make a point of being available for you by email or phone. Doing assignments right before the deadline is not conducive to this type of communication and it is the student’s responsibility to access course materials including the instructor in a timely fashion. If this is done weekly before the GoToTraining session the student will get more out of the synchronous time through discussion.

4. **Participation:** It is understood that students may not be able to be online for all GoToTraining sessions but you are encouraged to make as many as possible. The Discussion Boards that will be set up for each block will be an opportunity to interact with faculty as well as your colleagues in the class. Your instructor may reserve the right to add points to any student’s cumulative grade at the end of the semester based on participation.

**Student Services Online Backpack**

The Distance Education Staff have put together an excellent resource for online students that is a great way to access the facilities and services UNCC has provided for you. The Online Backpack is available at the following URL: [http://distanceed.uncc.edu/orientation/student-services-online-backpack](http://distanceed.uncc.edu/orientation/student-services-online-backpack).

Extended Academic Programs' [Online Student Services Backpack](http://distanceed.uncc.edu/orientation/student-services-online-backpack) provides UNC Charlotte distance education students access to the same services provided to the University's on-campus students.
Please note: Distance education students are not eligible for University health insurance. DE students do not have to submit proof of health insurance. DE students are exempt from the University immunization requirement unless you are taking a class that meets on-campus before 3:30 PM.

Policies Affecting All Students:

- Family Educational Rights and Privacy Act
- Academic Integrity and University Polices

Online Communication Tools

Computer needs can be met with any recent (last 5 years) computer; specifics can be found at http://distanceed.uncc.edu/sites/distanceed.uncc.edu/files/media/TechSpecs.pdf. To participate in synchronous online sessions GoToTraining and for presentations students will need to have a USB audio headset.

For an excellent set of tutorials on important aspects of Distance Education Learning at UNC Charlotte, please review the following link: https://uncc.instructure.com/courses/342/pages/student-tutorials?module_item_id=10109

We recommend exploring each of these links in the weeks leading up to the start of classes.

Microsoft Office: Microsoft Office is the communication software package used for all work within the BSRT Program. Written work will be submitted in Microsoft Word; spreadsheet work will be in Excel; and presentations will be in Powerpoint. Discounts are available for students for this software and can be found at the following URL: http://www.microsoftstore.com/store/msusa/en_US.cat/ThemeID.33363200/categoryID.6343370. There is free software like Endnote that is available to UNCC students. Check out: http://itservices.uncc.edu/student-services/software-downloads

Canvas: Canvas is the learning management tool used at UNC Charlotte. It is effectively your online classroom. It will contain your syllabus, calendar, reading materials, web links, video presentations, PowerPoints, discussions and quizzes. This year we will be updating to Canvas, which has greater functionality. You can find information on navigating Canvas and posting assignments at the following site: https://uncc.instructure.com/courses/342/pages/student-tutorials?module_item_id=10109

For our Synchronous Sessions we will use GoToTraining or Webex. The GoToTraining information is below. We will send the appropriate information for Webex if that is the replacement.

GoToTraining: GoToTraining is software that facilitates our synchronous sessions in much of the BSRT Program. GoToTraining is a web conferencing program, which allows you to interact with your professors and classmates "live" in a virtual online meeting environment. You can meet, learn and collaborate from anywhere you have access to a computer and an Internet
connection using multi-way audio and video, application sharing and content display. It is also used for meetings, office hours, webinars and student presentations. It requires the use of a USB Audio headset and a fairly high-speed connection. It also allows us to record these sessions. For more information see the following links:
http://support.citrixonline.com/en_US/training/video/G2TV00035,
http://support.citrixonline.com/en_US/gototraining/all_files/GTT020002 and

Proctored Exams

Online courses taught as part of a UNC Charlotte Distance Education program may require proctored exams or writing assignments. This means that a student is monitored by an approved person, a proctor, while taking an exam. The use of proctored exams is determined by the instructor. Your instructor, the course syllabus and the course comments on the University Course Schedule will indicate if proctored exams are required for your course.

The UNC Charlotte Distance Education department participates in the UNC Online Proctoring Network to provide an easily accessible pool of qualified proctors located within as well as outside the state of North Carolina as well as reserve an appointment in our on-campus DE Testing Center.

The UNC Online Proctoring Network includes proctors who do not charge, as well as proctors who do charge, for their services. Students are personally responsible for payment of any proctoring fees if they choose to use a proctor who charges for this service. Students are also responsible for any parking fees that may be associated with their use of a particular proctor.

Once you have identified a proctor:
1. At least two weeks before your exam, either reserve an appointment in the Distance Education Testing Center or select an approved off-campus proctor using the UNC Online Proctoring Network.
2. Upon your selection, you and your proctor will receive an email confirming the proctor and exam details.
3. Schedule the exam with the proctor, arranging exam date, time, etc. according to the syllabus requirements.
4. Prior to the exam date, you and your proctor will receive a reminder email.

Additional Assistance:
A tutorial is included below for additional assistance on locating a proctor and reserving a proctored exam appointment.
http://www.slideshare.net/UNCOnline/unc-online-updated
If you have a conflict on any of the exam dates noted in your syllabus, you must contact your instructor for permission to make a change. Distance Education personnel cannot give permission to change exam dates or times.

Another approved, off-campus proctoring option is ProctorU, http://www.proctoru.com/. Using almost any webcam and computer, you can take exams at home, at work, or anywhere you have internet access; thus making the entire exam process very convenient. You only need a webcam and a microphone. The student will use the UNC Online Proctoring Network to set up proctoring through ProctorU.

UNC Charlotte Distance Education students who live near Charlotte may arrange to take their exams at the Distance Education Testing Center. To schedule an appointment in the Distance Education Testing Center, you will need to use the UNC Online Proctoring Network. When you are in the process of scheduling your exam, click the invite a Proctor button, and enter the email address: distanceed@uncc.edu. This should display the Distance Education Testing Center location. Click the calendar icon beside it to choose a date for your exam.

Students should schedule their exams as soon as they know that an exam will be proctored or at least by two weeks prior to the first day of the scheduled testing date of each exam. Online scheduling will be closed during the 14 days prior to the exam. Students requiring a change within the 14 days preceding the exam will need to contact their instructor for scheduling options.

There is no cost to UNC Charlotte students to use the Distance Education Testing Center. Distance Education students are responsible for payment of the fees required to park on campus.

**Dropping or Withdrawing from a Course**

If you decide to drop a course, you can drop during the Drop/Add period at the beginning of the semester. There is not a permanent record of your dropped course on your transcript. If the drop period had passed, you may withdraw from a course. A "W" will be listed on your transcript. If you are dropping or withdrawing from all of your courses in a given semester, it is considered that you are withdrawing from the University.

Refer to the UNC Charlotte Academic Calendar for the dates concerning dropping and withdrawing. Information concerning refunds may be found at the Student Accounts website. Dropping and withdrawing may also affect your financial aid eligibility.

All students must use Banner Self Service to drop or withdraw from courses. Not logging into your course, non-attendance, or just contacting the course instructor DOES NOT drop or withdraw you from your course. **As you carefully consider your decision to drop or withdraw, discuss your options with your instructor and your advisor. UNCC will only allow a total of 16 hours of “W” courses over the length of study at UNCC.** For the updated policy see: https://provost.uncc.edu/policies/academic/withdrawals

To drop or withdraw:
1. Go to My UNC Charlotte and enter your NinerNet Username and Password
2. Click on Banner Self Service
3. Click on Student Services/Student Accounts
4. Click on Registration
5. Click on Add/Drop Classes
6. Select the Semester and click Submit. Your current schedule will appear on this page.
7. If you would like to withdraw from one or multiple courses, select the "Drop Course" option in the Action drop down box for desired courses.
8. Click Submit Changes
9. Please review your class schedule for accuracy.
10. Click the Logout icon to exit 49er Express.

Banner Self Service
Office of the Registrar

Graduation and Program Completion

In order to graduate a student must apply for graduation in the semester prior to completing coursework. This triggers a review of your transcript by the BSRT Program Director and the Graduation Audit team. Questions about your program completion requirements should be directed to your academic advisor. Graduation application deadlines are VERY early each semester. In the semester prior to your expected graduation, check the academic calendar for your graduation semester to see the graduation application deadlines.

Undergraduate Student Graduation
Applying for Graduation

Student Conduct and Responsibilities

- Students are expected to be professional and respectful of others in all communications within the BSRT Program, whether in papers, written assignments, discussion forums on synchronous online GoToTraining sessions.

- You must receive a grade of C or higher in ALL required courses for the BSRT Major.

- If a student fails more than 2 courses within the program course of study the student will be dropped from the program and will need to reapply.

- You are responsible for the proper completion of your entire academic program. Your advisor can counsel, but you must meet all University and degree requirements for graduation.
• Each student is responsible for the proper completion of his or her academic program, for familiarity with the University Undergraduate Catalog, for maintaining the grade average required, and for meeting all other degree requirements. The advisor will counsel, but the final responsibility remains that of the student.

• A student is required to have knowledge of and observe all regulations pertaining to campus life and student department. The University has enacted two codes of student responsibility: The UNC Charlotte Code of Student Academic Integrity and The UNC Charlotte Code of Student Responsibility which are summarized in the Catalog and available in full online. As students willingly accept the benefits of membership in the UNC Charlotte academic community, they acquire obligations to observe and uphold the principles and standards that define the terms of UNC Charlotte community cooperation and make those benefits possible.

• Each student is responsible for maintaining communication with the BSRT Program and the University, keeping on file with the BSRT Program and the Office of the Registrar at all times a current address, including ZIP code, personal email address, and telephone number. It is the student’s responsibility to update the BSRT Program and the University if there are changes. This is done through Banner Self Service. Here is the link that gives the instructions, http://enrolltech.uncc.edu/banner-help/self-service/updating-emergency-contacts.

• Each student, while associated with the University, is expected to participate in campus and community life in a manner that will reflect credit upon the student and the University.

• Advisors in the CHHS Advising Center have been assigned to help you in your progression in the major. For students in the BSRT Program Dr. Coyle will serve as your advisor; he cannot help you unless you contact him by phone (704 687 0859) or email (jcoyle7@uncc.edu).

• Transfer students need to review with the University Admissions Office and the CHHS Advising Center that all transfer credit have been accepted and what is needed to complete the general education requirements of the University.

• As a student in a professional program in the College of Health and Human Services, you will be asked by a clinical facility to undergo drug testing and/or have a criminal background check before being allowed to participate in a clinical experience at that facility. All costs associated with drug testing and background checks are the responsibility of the student.

• Cheating and Plagiarism will not be tolerated and may be subject to immediate dismissal from the BSRT Program. “TurnItIn” is available through the University to review materials submitted to assure there is no plagiarism.
UNCC BSRT Program Dismissal Policy

I. The faculty members of the UNC Charlotte BSRT Program have an academic, legal, and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional Respiratory Therapy practices. This policy reflects that obligation.

II. A student may be dismissed from the program if he or she any one or more of the following:

1. Demonstrates behavior which conflicts with safety essential to the practice of Respiratory Care.

2. Presents physical or emotional problems, which conflict with safety essential to Respiratory Care practice and do not respond to appropriate treatment or counseling within a reasonable period of time.

3. Engages in conduct which violates the Code of Ethics or Code of Conduct of the American Association of Respiratory Care which has been adopted by the BSRT Program as its standard for ethical conduct by faculty and students.

4. Engages in a Respiratory Care practice for which the student has not been authorized or for which the student has not been educated at the time of the incident.

5. Engages in conduct which threatens or has the potential to threaten the physical, emotional, mental, or environmental health or safety of a patient, a patient’s family member or substitute familial person, another student, a faculty member, another health care provider, or the student himself or herself.

6. Fails to adhere to College and internship site policies and procedures.

III. Where the Department of Kinesiology chairperson or his/her designee determines that a student may have violated one or more of the standards defined in Section II, that administrator will determine whether the violation warrants dismissal (Section IV), or should be addressed through warning and follow-up (Section V). The Department of Kinesiology chairperson may temporarily suspend the student from further internship activity pending the outcome of the procedure for dismissal (Section IV), or issuance of the written and oral warning (Section V).

IV. Where the Department of Kinesiology chairperson or designee determines that the procedure for dismissal from the Program should be invoked, she will provide the student a written statement of the facts upon which the proposal to dismiss is based. The student will have the opportunity to appear before the Department of
Kinesiology chairperson and a panel of Respiratory Therapy Program faculty members to refute the facts, offer other information, or make any other statement concerning the proposed dismissal. The Department of Kinesiology chairperson and panel will consider that information together with the information upon which the proposal to dismiss was based and determine whether adequate cause for dismissal has been established. The Department of Kinesiology chairperson will notify the student of the decision.

V. Where the Department of Kinesiology chairperson or designee determines that violation of any of the standards should be addressed through warning and follow-up, the faculty member or internship instructor involved will provide the student with oral and written warnings outlining the exact nature of the behavior and possible consequences. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member at the Respiratory Therapy internship site, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation. In appropriate circumstances the student may be afforded opportunities to correct the behavior, as agreed upon by the faculty member or internship supervisor in consultation with the Program Coordinator and the Department Chair. Written evaluation of each internship days work by the student shall be carried out by the faculty member or internship instructor involved and shared with and signed by the student. Should the student subsequently fail to meet any of the academic standards stated, dismissal from the course with a failing grade and/or from the College may be invoked. The review of students’ behaviors related to the above shall be carried out in a course team meeting.

Date of Origin: 8/01
Reviewed: 8/02

VI. POST-DISMISSAL PROCEDURE

Upon dismissal from a course or from the Respiratory Therapy Program, the student may invoke the "Academic Grievance Policy of the College of Health and Human Services." The written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to the Director of the Respiratory Therapy Program, following steps 1 and 2 of the "Academic Grievance Policy."

Date of Origin for Nursing: 12/85
Revised: 4/94, 2/96, 7/02
Reviewed: 5/00, 8/02
Adapted for Respiratory Therapy: 7/13

BSRT Program Appeal Procedures
In order to maintain a harmonious relationship between The University of North Carolina at Charlotte and its students, it is the policy of the University to provide for the settlement of problems and differences through orderly grievance procedures. Every student shall have the right to present his or her problem, in accordance with the procedures established, in order to seek redress free from interference, coercion, restraint, discrimination, or reprisal.

The University of North Carolina at Charlotte provides several means by which student concerns and grievances may be addressed. In all cases, students are advised to put their concerns in writing and carefully document the events that led to their concerns or grievance.

**Student Grievance Procedure**

**Policy Appeals**
A student who wishes to appeal a policy of the Department of Kinesiology or the Respiratory Therapy Program may do so by submitting a written appeal to the Department Chairperson. This appeal will be reviewed and judgment made by the faculty of the department. Students should refer to the grievance and appeals policy in the College of Health and Human Services Student Handbook.

**Final Grade Appeals**
Final grades must follow the UNC Charlotte final grade appeal procedure described at [http://legal.uncc.edu/policies/up-410](http://legal.uncc.edu/policies/up-410) and [http://legal.uncc.edu/policies/up-410.1](http://legal.uncc.edu/policies/up-410.1)

**Respiratory Therapy Program Readmission Policy**

**Intent to Re-enroll following a Non-academic Absence**
Permission to re-enroll is contingent on space availability. Any undergraduate Respiratory Therapy student who plans to enroll in an Respiratory Therapy course after a non-academic absence of one or more semesters (or one 8 week course period) from any Respiratory Therapy course must notify the Department of Kinesiology in writing no later than by February 1 for admission to any fall course and October 15 for admission to any spring course.

Date of Origin: 4/88
Revised: 2/91, 5/00
Adapted for Exercise Science: 6/02
Reviewed: 8/02
Adapted for BSRT Program: 7/13

**College of Health and Human Services Student Technical Standards**

Technical Standards define the attributes that are considered necessary for students to possess in order to complete their educational program. These Technical Standards are used to assist each
prospective student in determining whether accommodations or modifications are necessary in accordance with the Americans with Disabilities Act. These Technical Standards are determined to be pre-requisite for entrances to, continuation in, and graduation from a student’s chosen discipline in the College of Health and Human Services.

Students must possess aptitude, ability and skills in the following four areas:

**Psychomotor Ability (Coordination/Mobility):** Physical ability sufficient to move within the client environment; gross and fine motor skills sufficient to provide safe and effective services.

**Senses (Visual, hearing, tactile, olfactory):** Sensory ability necessary to observe and perform skills essential in providing safe and effective services.

**Communication (Verbal, Non-verbal, Written):** Communication abilities sufficient for interaction with others in verbal and written form in classroom, lab, and service settings. Interpersonal verbal and nonverbal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

**Behavioral/Social Attributes:** Ability to fulfill professional behavioral and social responsibilities in the role of a student, with faculty, professional staff, clients, and peers.

Candidates for selection to the Respiratory Therapy 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.

The Department of Disability Services 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 of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, internship experiences and internships deemed essential to graduation.

**Valuable Links for UNC Charlotte BSRT Students** (Not in alphabetical order.)

- **DE Student Guide**
- **Atkins Library Guide**
- **Evaluating Your Progress**
- **CAPP (Curriculum Advising and Program Planning)**
- **Academic Enrichment & Support**
Academic Policies

Career Counseling

Dates & Deadlines for the University

Forms and Resources

Registering for Classes

Recommendation Letters

Graduation Information

Commonly Used Advising Web Links (Not in alphabetical order.)

49er Express:  
https://49erexpress.uncc.edu/cp/home/displaylogin

UNCC Calendars:  
http://www.uncc.edu/landing/calendars

My UNC Charlotte Portal:  
https://my.uncc.edu

Distance Education:  
http://distanceed.uncc.edu/bachelors/respiratory-therapy

UNC Charlotte Website:  
http://www.uncc.edu/

Canvas Tutorials:  

Campus News:  
http://campusnews.uncc.edu/

Undergraduate Catalog:  
http://catalog.uncc.edu/undergraduate-catalogs

Atkins Library:  
http://library.uncc.edu/

CAPP Degree Evaluation:
http://registrar.uncc.edu/students/capp-degree-evaluation

Academic Petition:
https://ugpetition.uncc.edu/login

Admissions:
http://admissions.uncc.edu/

Advising Website:
http://advising.uncc.edu/

Banner Training:
http://itservices.uncc.edu/student-services/accounts-access/banner
http://enrolltech.uncc.edu/banner-help/self-service/introduction

Counseling Center:
http://counselingcenter.uncc.edu/

Registrar:
http://registrar.uncc.edu/

Registration Information:
http://registrar.uncc.edu/students/registration-information

Financial Aid:
http://finaid.uncc.edu/

Multicultural Academic Services:
http://mas.uncc.edu/

Pre-Health Professions Advising:
http://honorscollege.uncc.edu/pre-health-advising

Veteran’s Services:
http://unccdso.orgsync.com/org/veteranstudentservices

UNCC Bookstore:
http://aux.uncc.edu/bookstore

Office of Disability Services:
http://ds.uncc.edu/

English Language Training Institute:
http://elti.uncc.edu/

Graduation Information:
http://graduation.uncc.edu/

Health Services:  
http://studenthealth.uncc.edu/

Information & Technology Services:  
http://itservices.uncc.edu/student-services

Campus Maps:  
http://facilities.uncc.edu/design-services/campus-maps/campus-maps

Student Organizations:  
http://studentorgs.uncc.edu/

Student Accounts:  
http://finance.uncc.edu/controllers-office/student-accounts

University Career Center:  
https://career.uncc.edu/el

University Center for Academic Excellence:  
http://ucae.uncc.edu/

Volunteer Services:  
http://unccdso.orgsync.com

Writing Center:  
http://writing.uncc.edu/writing-resources-center

Turnitin:  
http://teaching.uncc.edu/academic-technologies/turnitin

UNCC Google Docs:  
https://googleapps.uncc.edu/

GRE Preparation:  
http://continuinged.uncc.edu

Name Change Procedure:  
http://trans.uncc.edu/name-change

Name Change Form:  
http://registrar.uncc.edu/forms/paper-forms