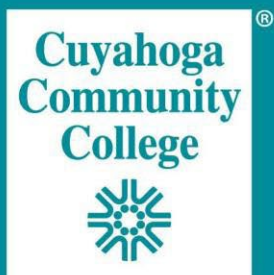


Program Handbook

Respiratory Care

2025 - 2026



Last update: April 2025

The information in this version of the Respiratory Care Program Handbook is subject to change without notice. This handbook is a program resource and not intended to contain all policies and regulations applicable to students.

Purpose

The purpose of this handbook is to inform and guide students on program-specific requirements and expectations. The academic program policies contained herein will apply to all students and faculty regardless of location of instruction.

The Cuyahoga Community College Board of Trustees, Faculty, and Administration reserve the right to change, at any time, without notice, graduation requirements, tuition, books, fees, curriculum, course structure and content, and such other matters within its control, including the information set forth in this handbook.

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SectionI– Welcome Letters

Welcome Letter from the Program Director

Dear Students,

Welcome to the Respiratory Care Program! At Tri-C, we pride ourselves on a rich history of excellence in respiratory care education, a vibrant culture of innovation, and a commitment to preparing our students for rewarding, impactful careers.

This academic program is rigorous... because it needs to be. You are preparing to serve a vital role within the health care community, one that will have a tremendous impact on the lives of others. Not only will you learn the science to identify and manage complex health problems, but you will develop the art of helping people in some of their most desperate moments. It will be your expertise, your dedication, and your tireless efforts that will have tremendous effects in other people's lives. Remember, every ounce of energy you give to this program of study will translate into an ability to provide exceptional care for your patients. The improved health of your patients tomorrow is a direct result of your efforts in school today. You are now clinicians. You are now health care professionals. We welcome you to the program!

I, along with the faculty and staff, are here to help guide you on your academic and professional journey. It will not be easy, but it will surely be worth it! Just ask your patients!

Respectfully,

*John T. Gallagher, MPH, RRT-NPS, FAARC
Program Director, Respiratory Care Program
Cuyahoga Community College*

Welcome Letter from The Medical Director

Greetings Respiratory Care Students,

It gives me great pleasure to welcome those of you who are new to the Tri-C program. For those of you returning, welcome back. I hope that you have had an enjoyable winter and trust that you are looking forward to an exciting and productive academic year.

I wanted you to know how delighted I am to serve as your program medical director. It has been my pleasure to meet many of you during research days, alumni night, and during lectures on PFTs, COPD, and the ARDSNet study. John Gallagher, Program Director, and your team of instructors at Tri-C and the clinical sites are doing an outstanding job in preparing you to be outstanding therapists. You will be highly sought after in the Cleveland job market so work hard, study a lot and be a lifelong learner.

As we embark on a new academic year, I look forward to meeting each of you. We will have a few lectures together and I plan to be in attendance for some of your research days and case presentations. I will continue to ask you for feedback on how things are going and what things the academic staff and I can do to make your education fruitful and rewarding. Please feel free to reach out to me and/or John with any questions, concerns, or comments. Best wishes for an awesome year!

Warm Regards,

*Sherrie D. Williams, MD, MHS
Medical Director
Cuyahoga Community College
Respiratory Care Program*

Section II—Program Description

1. Program Mission, Vision, and Philosophy

The College:

Mission

To provide high quality, accessible and affordable educational opportunities, and services — including university transfer, technical and lifelong learning programs — that promote individual development and improve the overall quality of life in a multicultural community.

Vision

Cuyahoga Community College will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment, and economic development characterized by continuous improvement, innovation, and community responsiveness.

Values

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

The Respiratory Care Program:

The goal of the Cuyahoga Community College Respiratory Care Program is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs) (Standard 3.01 CoARC Accreditation Standards). All curricular activities including didactic, laboratory, and clinical experiences result in comparable learning outcomes for all students regardless of the location of instruction. All students have similar access to course materials, laboratory equipment, laboratory supplies, and academic support services as detailed later in this document.

This program is designed to prepare students to demonstrate the following program outcomes:

- Demonstrate ethical and professional behavior.
- Assess, evaluate, interpret, and prioritize clinical, therapeutic, and mechanical patient data to ensure appropriate outcomes.
- Teach, document, and communicate therapy with patients, families, and all medical personnel, following medical protocols.
- Employ personal safe work methods and practice Universal Precautions in clinical and nonclinical settings.
- Perform procedures used to diagnose and treat cardiopulmonary patients for all age groups.

[Program course sequence information](#) can be found in the College Catalog as can [Course Descriptions < Cuyahoga Community College \(tri-c.edu\)](#). The curriculum design supports the specific program goals. The first year is designed to develop a scientific basis through biological, physical, and clinical science courses along with courses developing ethical and communication skills. This design enhances the preparedness of the students entering the second year, which begins the clinical courses. The curriculum is designed to pay specific attention to the learning sequence providing for the development of simple skills and progressing to more complex skills requiring analysis and evaluation. A student's clinical rotation schedule will provide a diverse, health care experience. Clinical sites are comprised of community hospitals, urban teaching hospitals, and inner-city hospitals, providing a well-balanced geographic, demographic, and patient-load mix that enhances the students' expertise and competitiveness in the job market.

2. Program History

The Respiratory Care Program has a long-standing professional affiliation with healthcare stakeholders in the community. Tri-C admitted the first respiratory care class in the Fall Semester of 1971. To date, the program has graduated over 950 students and has maintained an employment rate of over 90% from those graduates in the Cleveland area.

A task force of Tri-C staff, pulmonary physicians, and community respiratory therapists developed the program. Today, these same groups continue to advise and direct the scope of the program through an active advisory committee. The medical director of the respiratory Care Program has been instrumental in the development and success of graduates. David Gillespie, MD, Chief of Pulmonary at MetroHealth Medical Center, served as the program's first Medical Director, and provided direction and guidance in setting the standards for the profession of respiratory in the Cleveland healthcare community.

3. Core Values

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

3354:1-42-01 College Policy on affirmative action, inclusive excellence, equal opportunity, discrimination, and harassment. [Core Values](#)

4. Description of the Profession

Respiratory Therapists are trained to administer drugs and perform therapeutic procedures to aid in the treatment of the cardiopulmonary system. They also perform diagnostic tests, which aid in patient care. Because of the nature of these procedures and the continuous interaction with patients, physicians, and other Allied Health specialists, it is essential that the Practicing Respiratory Therapist can accept responsibility for developing and maintaining the rapport and mutual respect required for effective interpersonal relationships.

Across the United States and in Northeast Ohio, there is a growing need for Respiratory Therapists. The number of employment opportunities for Respiratory Therapists is projected to grow by 23% from 2016 to 2026 (United States Department of Labor). This exceeds the 7% total growth for all occupations (United States Department of Labor).

In addition to meeting a critical employment need, a career in Respiratory Therapy provides a quality livable wage for local men and women and their families. According to the US News & World Report 2025 Best Jobs Report, Respiratory Therapist is ranked #9 for Best Health Care Jobs and #25 of the Best 100 Jobs. The 2018 national income range for Respiratory Therapists is \$43,120 to \$83,030 with a median salary of \$61,810 (United States Department of Labor). In Greater Cleveland, the income range is \$58,735 to \$70,275 with a median salary of \$64,637 (Salary.com).

5. Program Admission

Respiratory Care is a special admission program, check the program website [Program Admissions](#) for the latest admission criteria.

6. Professional Memberships

American Association for Respiratory Care (AARC) [American Association for Respiratory Care - AARC](#)

7. Program Faculty and Staff

John T. Gallagher, MPH, RRT-NPS, FAARC
Program Director, Respiratory Care
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Director of Clinical Education, Respiratory Care
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Mary Mittwede, BSRT, RRT, RRT-ACCS, RPFT
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Email: Mary.Mittwede@tri-c.edu

Kellie Svendsen, RRT
Adjunct Faculty & Tutor
Email: Kellie.Svendsen@tri-c.edu

8. Program Medical Director

Dr. Sherrie Williams MD
Critical Care Specialist, Chief of Staff
Louis Stokes VA Medical Center
Cleveland, Ohio

Section III– Program Expectations

1. Professional Standards

In addition to the Respiratory Care Program Handbook rules and regulations contained here within, students are expected to adhere to the individual rights and responsibilities policy of Cuyahoga Community College and to the rules, regulations, and policies of any other institution or facility where they may be assigned. All students and licensed Respiratory Care Professionals are required to observe the code of ethics, Ohio Revised Code Chapter 4761: RESPIRATORY CARE <http://codes.ohio.gov/oac/4761-10> . Any conflicting policies should be reported to the Program

2. Code of Ethics

A student enrolled in the Respiratory Care Program is in the beginning phases of a career as a State of Ohio Licensed Respiratory Care Professional and should be aware of and adhere to the professional and ethical code of the Respiratory Care Profession (The State of Ohio Medical Board “Ethical and Professional Conduct” <http://codes.ohio.gov/oac/4761-10> . In addition to the Student Code of Conduct, students within the Respiratory Care Program are also expected to follow the applicable code of ethics outlined by the AARC [American Association for Respiratory Care - AARC](#) . Any student found to violate the professional and ethical standards may be referred to the College’s Student Code of Conduct.

3. Program Learning Outcomes

Respiratory Care Program learning outcomes can be found at [Tri-C Learning Commons Locations: Cleveland, Ohio](#)

4. Professional Attire Requirements

Personal appearance must be acceptable to patients, physicians, and other health professionals as one projecting a professional image. The Program student dress code follows these principles and those in the interest of patient satisfaction. Failure to adhere to this dress code will result in counseling action and/or the denial of access to the clinical facilities.

In instances when the clinical site dress code is more restrictive than the Program dress code, adhere to the clinical site dress code.

Students are required to wear (navy) scrubs in lab courses and at clinicals.

5. Student Code of Conduct

The College acknowledges the importance of an environment that is conducive to learning. The Student Conduct Code and Judicial System serves to provide an atmosphere that is conducive to educational growth and civility which fosters and protects the mission of the College. College Procedures on Student Conduct: [Student Conduct Code and Student Judicial System](#)

6. Health and Physical Requirements

The College establishes essential health requirements that meet the expectations of employers and clinical sites. Therefore, health requirements mandate that the student submit evidence of appropriate immunizations to the program one month in advance of their first clinical assignment. For the Respiratory Care program, those requirements can be found at this link which provides a guide and resources, [Health Careers and Nursing Immunization and Health Requirements](#). Compliance with health requirements will include any required immunizations per current CDC and Ohio Department of Health guidelines. Please note, that each clinical site may have additional or varying immunization requirements, including immunizations related to COVID-19 or other novel viruses. For more information about Covid-19 Coronavirus, follow the link to the college's COVID information: [Coronavirus: Tri-C Cleveland Ohio \(tri-c.edu\)](#).

Students unable to comply with the immunization and health requirements need to discuss this with the Program Director as soon as possible. Non-compliance will greatly restrict or exclude the student's opportunity to complete the required clinical experience portion of the Program. Healthcare requirements for the program are discussed in detail during program orientation and clinical orientation. Students should refer to the college webpage for healthcare compliance for questions prior to starting the program.

Section IV– Academic Requirements and Progression

1. Degree Requirements and Advanced Placement

For the most current Degree requirements see <http://catalog.tri-c.edu/programs/respiratory-careaas/#programsequencetext>

In the rare case an applicant has current classes from an external Respiratory Care Program and wishes to transfer these classes to Cuyahoga Community College's Respiratory Care Program, the Program Director will review the classes to ensure they are parallel with the current Respiratory Care classes offered at Cuyahoga Community College. This will take place after the student has officially sent their external transcripts to the Office of the Registrar and has been formally reviewed for transfer. This decision will be based on all or part of the following:

- Course descriptions
- Course syllabi
- Course grades
- No respiratory course will be transferred if the final grade is:
 - Pass/Fail
 - Below a "C" letter grade

If there are classes that the College and/or Program Director cannot waive or transfer, the applicant can take Credit by Exam. Credit by Exam in Respiratory Care will entail the final examination all students receive in specific Respiratory Care classes. If the grade from Credit by Exam equates to 75% or higher, the

applicant is given credit for having taken that class. If the grade from Credit by Exam is lower than 75%, the applicant must formally register and successfully pass the course in question. Any Respiratory Care classes transferred in or those from Credit by Exam classes will only be offered for Respiratory Care's curriculum at Cuyahoga Community College which is offered in the first two semesters (RESP-1300, 1310, 1320, 1330, and or 1340).

2. Attendance

Students are expected to adhere to established College, program, and course attendance guidelines: [Student Rights and Responsibilities - Attendance](#).

Regular class attendance is expected. The attendance policy for each RESP course will be stated in the respective course syllabus. Field experience courses require 24 hr./wk. attendance on specific days the course is offered thru the College Schedule Bulletin.

The Respiratory Care Program has no intent to prohibit religious practice. The program cannot guarantee but will provide reasonable accommodations for the student to observe religious practices. These accommodations are determined by the time constraints of scheduled courses, regardless of the location of the courses (college or clinical locations). Please note that course syllabi will outline attendance guidelines as well.

3. Absences

Directions to report an illness will be stated in the respective RESP course syllabus. If an illness or emergency should necessitate a brief absence from class, students should confer with the course instructor(s) upon their return. When an absent is for a week or more due to prolonged illness, students should consult the campus Office of the Dean of Student Services and the Respiratory Care Program Director. Students having problems with class work because of a prolonged absence should confer with the course instructor and the Program Director regarding program status and possible options.

4. Illness

Students should report an infectious disease, transmissible from person to person or by direct contact with an affected individual or the individual's discharges, or by indirect means. The Ohio Administrative Code (OAC) provides guidance through the Communicable Disease Rule. Diseases to report: <http://codes.ohio.gov/oac/3701-3-02v1>.

For a student who is infected with one of these illnesses and, if the illness occurs on campus, please use the [Cuyahoga Community College Student Incident Report Form](#) in Appendix II as well as immediately report the illness to the Program Director.

5. Scheduling

We are a cohort-based program, with a new cohort starting in the Fall semester of each year. Students will complete five (5) consecutive semesters to lead to graduation. Once enrolled in the Respiratory Care Program, students will have access to register for RESP courses.

Section V—Academic Status

The College procedure on Academic Status explains the academic probation and dismissal process, including the GPA requirements for each level of credit hours attempted. Good Academic Standing, Dean's List status, probation and dismissal are explained by opening the underlined links: [College](#)

[Procedure on Academic Status](#). The Standards of Academic Progress information provides details on how financial aid is impacted based on grade point average and progress toward degree completion:

[Satisfactory Academic Progress](#). Federal regulations require that students make measurable progress towards completion of their course of study to continue to remain eligible for federal aid. The College reviews the academic progress of all students and notifies students receiving federal financial aid each semester of their status.

1. Grading

The link to the [Procedure on Grading](#) explains the grades and awarding of credits, auditing of courses and pass/no pass use. The program conducts evaluations assessing student progress including knowledge and skill acquisition and competencies every semester. Students failing to pass at any point in the semester are counseled by the faculty member and program director. A remediation plan is developed which can include attendance at open labs, working with the Respiratory Care tutor, or other academic support. If the deficiency is related to a clinical course where the student has failed two (2) attempts to pass a proficiency, at the student's request a third proficiency test will be administered to the student with the clinical director present.

ACADEMIC STANDING

All course incompletes and/or student coursework must be completed prior to the start of the next term to continue the current graduation track. To complete the Respiratory Care Program, a student must pass each course with a "C" or better as set forth in the Program's curriculum sequence. Students should refer to the course syllabus for each course for grading specifics for that course.

2. Grade Point Average (GPA)

To remain in good academic standing in the Respiratory Care Program, a student must be able to demonstrate possession of the following:

- minimum grade point average of 2.0 at the conclusion of each term
- "C" average in each course and satisfactory evidence of compliance with the Student Code of Conduct.

3. Program Withdrawal, Probation, Dismissal, and Reinstatement

The [Tri-C Current Student Handbook: Cleveland, Ohio](#) explains the academic probation and dismissal process including the GPA requirements for each level of credit hours attempted.

Course Withdrawal

A student should initiate withdrawal from a course before the published withdrawal deadlines. Withdrawals information can be found under the Withdrawal section of the College's student handbook [Tri-C Current Student Handbook: Cleveland, Ohio](#)

Program Withdrawal

Withdrawal from a RESP-specific course affects a student's academic progress and equates to withdrawing from the RESP Program. A student may voluntarily withdraw from the program at any time. Such action will not, per se, prejudice the student's standing within Cuyahoga Community College.

A student who withdraws from a RESP course and desires to return to the Program must submit a written request to the Program Director. The request will be reviewed by the Program Director and Associate Dean. The student must meet the current admission requirements and is not given preference over new applicants for Program admission.

Program Suspension

If in the judgment of any program staff or program representative clinical staff, a situation occurred or is about to occur that would jeopardize in some fashion the program or its affiliates, e.g., evidence of inappropriate behavior, the Program Director may immediately suspend a student from any or all RESP courses for up to one week.

Program Probation

Successful completion of the program requires dedicated commitment and adjustments to social and personal activities. To progress to the next sequential respiratory course offerings and to graduate, students must earn a minimum letter grade of "C" in all lecture, lab, and clinical courses of the curriculum.

Program academic probation is the limitation whereby the student does not continue in the RESP course sequence until the cause of the probation is rectified. A student placed on academic probation will be required to meet with the Program Director and/or the Associate Dean of Health Careers for counseling. A student on academic probation may be required to participate in tutoring sessions outside of class hours or perform remedial work.

Grounds for program academic probation for students enrolled in the respiratory care program are:

- A cumulative GPA or RESP course GPA of less than 2.0, regardless of hours attempted or earned by the student.
- Evidence of any non-professional conduct or inappropriate behavior.
- Failure of the student to pass a final examination/project or any competency required by the course.

*Note: Only one Program Academic Probation is allowed.

Program Dismissal

Program dismissal necessitates the student withdrawing from the program and not continuing the RESP courses.

Grounds for Program Dismissal are:

- A student's cumulative grade point average and/or RESP course grade point average is below 2.0, or "C" average in courses, at the end of the semester following his/her Program Academic Probation.
- A student's performance demonstrates: a safety concern for a patient, the patient's visitors, the student, and/or other clinical personnel, unprofessional conduct, or for acting outside of the scope of practice for the Respiratory Care profession regardless of the quality of grades.
- A student receives a notice that they are on academic probation a second time.
- The assigned clinical affiliate denies the student access to their facilities regardless of academic or technical performance during any semester of the program. A student can be denied access to a clinical affiliate for, but not limited to:
 1. Excessive absenteeism
 2. Tardiness and/or leaving early

3. Unprofessional or inappropriate behavior
 4. Failure to demonstrate an appropriate level of respiratory care ability
 5. Refer to the clinical site policies for additional reasons for denial to clinical site facilities.
- A student fails to do required remedial or make-up work within the timeframe set by or to the satisfaction of the Program Director and/or instructor. Remedial or make-up work may be required of students for other reasons determined by the Program Director as necessary for Program progression.

Program Reinstatement

A student no longer in the program may re-apply only once, for a total of 2 attempts in the program. This application is subject to review and approval by the Respiratory Care Program Director. To initiate the application review, the student must submit any requested information regarding the situation that occurred when in the program and an action plan describing the steps that will ensure their future success in the program.

Upon readmission to the program, a student is under probationary status for the remaining length of the program. A student under probationary status will be dismissed from the program should another Program Academic Probation occur. The student meeting the admission requirements is not given preference over new applicants for program admission.

Returning Students

The required coursework for RESP-specific courses is offered only once a year. A student returning from an academic probation or with re-admission will be required to demonstrate proficiency in her/his past program coursework before program re-entry. There is no guarantee of immediate placement in the program or clinical site assignment. Proficiency testing may consist of a written and/or technical skills component. The College and/or a clinical affiliate will provide this testing for the student.

Proficiency testing must be completed before the student returns. It is recommended that a returning student retake the courses that she/he last took to be successful upon return.

4. Due Process

The College provides a due process opportunity for students to resolve student concerns by providing the procedures in the College's Student Handbook. Information is located at [Tri-C Current Student Handbook: Cleveland, Ohio](#)

The complaint process allows students who are dissatisfied with an aspect of his or her collegiate experience to seek resolution to the matter.

- The Grade Dispute Procedure is the process to challenge a recorded grade.
- The discrimination and harassment complaints procedure is for concerns regarding equal opportunity, discrimination or sexual harassment.

Matters of a disciplinary nature will be addressed through the College's Grievance procedure. In severe cases, which involve moral turpitude, the Program Director may initiate steps as outlined in the Individual Rights and Responsibilities Policy of Cuyahoga Community College. Such action, if taken could result in not only dismissal from the program but also the College. Any problematic situation or condition not addressed in this Handbook should be brought to the attention of the Program Director. Each will be considered independently according to the

merits of the case. As far as possible, each will be dealt with in a manner comparable to similar conditions described in this document.

5. Student Change of Contact Information

In addition to submitting a change of address, phone, or personal email through My Tri-C Space, using the “Student Tab” in the “My Info” section, please inform the program director of changes in your contact information.

If you do not update the program director, the program director and staff will not be able to adequately communicate with you. Any information missed on the student's end due to inaccurate contact information will be the student's responsibility and the program/college will not be held accountable.

Section VI– Language Proficiency Requirements

The College establishes the language proficiency requirements to enter college level courses in this page: [English Language Proficiency Requirements for Admission](#) and specific scores can be reviewed on the linked information.

Section VII – Student Resources

All Respiratory Care program students have equal and timely access to program faculty and staff as well as to institutional academic support services regardless of whether they are currently enrolled in didactic, laboratory, or clinical courses.

1. Tutoring

[Tutoring Services](#) are offered at each campus tutoring center. There is support for a wide variety of subjects at each campus.

The Respiratory Care Program offers tutoring via a program tutor when resources are available. Open lab/review sessions are offered each semester when resources are available. If these program specific tutoring and open lab services are available, they may not line up with the student's schedule. The program is not responsible for providing tutoring and open labs on student availability, but the availability of those hosting these resources. Students who cannot attend due to other obligations will need to adjust their own schedules if they want to participate in these extra resources when available.

Students should be aware of the resources the college offers and can find this information on the college webpage or by asking an instructor or staff member. Students should be aware that tutoring and open labs are NOT necessary or required for a student to be able to pass courses and the program. These resources are extra and provided when the College and Respiratory Care Program can do so, but students will already have all material and time necessary in lab to pass. Students should not rely on tutoring or open labs to pass a course and arguing otherwise will be deemed invalid by the program, its instructors, and the college. Students are encouraged to form study groups with other students, answer objective questions provided by course syllabi, reduce working hours, and use all class time wisely.

2. Student Accessibility Services

[Student Accessibility Services](#) provides support to students with disabilities at all College campuses, sites, locations or for online course. To receive services, students must schedule an appointment with a student

advisor and provide documentation of a disability. The [Student Accessibility Handbook](#) is another source of information for students.

3. Student Safety

The College is committed to providing a safe and secure environment as outlined in the Safety and Security Policy: 3354:1-50-04 Safety and security policy

<https://www.tri-c.edu/policies-and-procedures/documents/safety-and-security-policy.pdf>

4. Other Resources

The following links can help you identify additional resources for completing a degree or program:

[Credit for Prior Learning](#)

[Transfer Centers](#) on each campus provide information on transferring to and from Tri-C, Credit for Prior Learning, Articulation Agreements and State-Wide Transfer Guarantees.

[Transfer Students](#)

[University Partnerships by School](#) are available for students interested in transferring to a particular institution or program.

Section VIII– Accreditation and Credentialing

1. College and Academic Program Accreditation

The College's accreditation by the Higher Learning Commission is maintained and updated at this link [Accreditation](#). Program accreditation information is maintained on the program web page and in the list linked here: [Programs Accreditation Bodies](#).

Program accreditation information is maintained on the program web page and in the list linked here:

[Programs Accreditation Bodies](#).

The Respiratory Care Program, Associate of Applied Science Degree, Western Campus is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com).

2. Boards, National and/or State Testing

Credentialing Examinations and State of Ohio Licensure

The National Board for Respiratory Care (NBRC) mission is to promote excellence in respiratory care by awarding credentials based on high competency standards. NBRC credentials provide recognition for hard work and dedication to quality. <https://www.nbrc.org/about/>. The State of Ohio Medical Board <http://www.med.ohio.gov/> governs the practice of Respiratory Care in the State of Ohio. The application for both a Limited Permit and Respiratory Care License are found at <http://www.med.ohio.gov/Apply/RespiratoryCare-RC>.

Section IX– Costs

1. Fees

The College [Tuition and Fee Schedule](#) including program related fees are part of the program cost.

2. Exams

Fees associated with the registry exams are the responsibility of the student. Information on board exams can be found at [Examinations - The National Board for Respiratory Care \(nbrc.org\)](#)

3. Financial responsibility

To determine what costs may be covered by financial aid, visit one of the college's financial aid offices located at each campus. Visit <http://www.tri-c.edu/paying-for-college/financial-aid-and-scholarships/index.html> for more information.

Additional costs associated with the program include but are not limited to the following:

Uniforms and Shoes	Health Insurance	Registry fees	Parking
Physical Examination	Transportation	CPR Certification	Conference fees
Liability Insurance	Clinical Report fee	Immunizations	Professional Society Dues
Course materials	Textbooks	Drug Testing	Background check

Malpractice (Liability) Insurance

Students are required to carry liability insurance offered through the College. The insurance is required before a student begins her/his clinical experience. Students are to pay the malpractice insurance annual fee when they register for their clinical course. Failure to present proof of payment of the liability insurance coverage will result in the student being denied attendance to the clinical affiliate and will count as an unexcused absence.

Health/Health Insurance

Every student is required to present evidence of good health, immunity, and the ability to participate in and perform the essential functions of the RESP student before attending the first day of clinical rotation. In most cases, this includes, but is not limited to, proof of current immunity and TB Double Mantoux (PPD). A single PPD is required annually and within 12 months of the Double Mantoux. Students are required to receive the annual influenza vaccine. Some clinical sites impose additional requirements.

Evidence of health insurance is required for participation in the RESP clinical courses. The student is required to have health insurance coverage during the clinical experience sequence. Failure to provide evidence of good health throughout the program sequence will prevent the student from attending any of the RESP clinical courses and will count as an unexcused absence.

If a student sustains a sharps/needle stick injury or suspects personal exposure to any infectious disease (either parenterally or through the mucous membranes), the student must report the incident to the designated individual at the clinical site, clinical coordinator, and the Program Director. The student is to follow the policy and/or protocol for a sharps/needle stick injury or exposure to an infectious disease established by that particular clinical site. It is the student's responsibility to obtain any needed follow-up treatment or testing after a sharps/needle stick injury or an exposure to an infectious disease. The College is not responsible for costs incurred for an injury or medical problem sustained by a student while affiliated at a clinical site. The student will also be required to complete a [College Student Incident form](#). Verification of current certification in Cardiopulmonary Resuscitation (CPR) in Basic Life Support (BLS) for Health Care Professionals by the American Heart Association is required for a student to attend a clinical site. Students are to keep this certification current during their entire training Program. Failure to do will result in denial of placement/access to the clinical facility.

Background Checks

Students are required to have their background checked through the services of ADB Complio. The College and the program **will not accept** reports from any other service or organization. A student, having

a report that results in a clinical affiliate declining to provide clinical experience to the individual, will not continue in the Program. The student will receive directions from their clinical coordinator regarding when this service is to be done which is typically done prior to starting the program (required for full acceptance). Students can expect to be fingerprinted and possibly tested for drugs.

Students with a background of a felony or misdemeanor may be ineligible to become a respiratory therapist. The Ohio Medical Board may take action against an applicant in the case of conviction, plea of guilty, or plea of nolo contendere to a crime (felony and/or misdemeanor) related to public health or the provision of respiratory care services. Students having questions concerning this felony/misdemeanor rule will want to contact the Ohio Medical Board for questions on how this pertains to them.

4. Supplies

Due to the nature of the Respiratory Care program, students must be informed of the miscellaneous expenses they will incur throughout the program. These expenses are estimates based on information received from previous students and staff and may vary slightly based on everyone's needs.

Supplies Included but not limited to:

Textbooks, scrubs, lab coat, stethoscope, healthcare compliance, parking fees and gas for clinicals, tuition, food, credentials and exams, licensure, etc. (costs may vary).

Section X – Field and Clinical Experiences

1. Clinical Experience

A student must adhere to the rules and regulations of the assigned clinical site. The clinical site reserves the right to deny a student access to the facility for continued clinical experience if a student has violated clinical site rules and regulations that would otherwise result in the suspension or termination of a clinical site employee. Any student who fails to comply with the assigned clinical affiliation will be subject to dismissal from the Program.

To maximize the learning experience, clinical rotation schedules may include a rotation at a clinical site other than the one the student is primarily assigned. The student will receive a clinical site rotation schedule at the beginning of the session offering the clinical experience. The student is to adhere to the rotation schedule. Students will not work any holiday shifts during their clinical training.

When given a medical order by a physician, the student must inform the physician of his/her status as a student and request that the clinical site instructor or his/her designee be present to take the order. If the clinical activities are such that the student feels unqualified to perform the activities, the clinical instructor must be notified before attempting the procedure.

RESP students are not permitted to make a diagnosis, carry out any procedure, provide medical advice, or administer treatment of any kind without appropriate supervision from the clinical site instructor or his/her designee. Students are to behave as a RESP student regardless of other licenses, registrations, or credentials she/he may possess.

Students may not take the responsibility or the place of respiratory staffing during their clinical rotation. However, after demonstrating competency, students may be permitted to undertake certain defined activities under appropriate supervision and direction.

Although the clinical site affiliates are potential employers of college graduates, the program and Cuyahoga Community College do not guarantee employment. Job opportunities are communicated to students via email.

Reporting Unfavorable Incidents - Students are to be knowledgeable, but not expert and experienced, in all issues of medical ethics, privacy, patient rights, and legal definitions of medical practice. Students should not place themselves in any position that may compromise, embarrass, or harm themselves, the patient, their supervisors, their peers, their clinical site, the program, or the College. Therefore, students must inform appropriate persons to seek proper guidance. It is the responsibility of each student to report to the Program Director, Clinical Coordinator, College clinical site visitor, or clinical site instructor of any incident of which the student is cognizant that appears to be unethical or of questionable nature.

Assignment to a Clinical Site Affiliate

The Program's Clinical Coordinator ensures the assignment of a student to a clinical site affiliate before the onset of the respiratory clinical experience. Only a student who has passed all the previous required RESP courses and lab competencies is assigned to a clinical site. The program will not guarantee a student assignment to a preferred clinical site. A student is not to exchange or change her/his assigned clinical site or the scheduled clinical hours without the approval of the Clinical Coordinator.

Students not performing satisfactorily in any of the RESP-specific courses by the midterm of that course session may have their clinical experience denied or delayed until demonstration of improvement is to the satisfaction of the instructor and Program Director. High academic performance does not assure placement in a clinical site if a student proves otherwise unable to fulfill the technical standards and abide by the Code of Ethics.

Program clinical affiliates require fingerprinting, background checks, drug testing, immunizations, and other health requirements on all students, without exception. A student must pass a physical examination before beginning his/her first clinical assignment. Student physical assessment forms are located on the ADB Complio website and are only available after the student begins the background check process. The student is responsible for her/his assigned clinical site fees: such as transportation, parking, drug testing, clinical report fee, etc. Students unable to meet these requirements need to discuss their situation with the Program Director.

Students should not underestimate the impact they have on the quality of their clinical experience and on the working relationships with those around them. *Students should think of their clinical experience as a semester-long job interview.*

Student clinical hours are based on placement site. All students will complete 24 hours of clinicals in the designated semesters. Sites can be 12- hour days or 8- hour days, and so rotations will consist of two 12-hour days, or three 8- hour days. Start times vary between 6:00AM-7:00AM. Students are not given the choice of placement. Placement is determined by the Clinical Director of Education. Students should adjust their outside schedules to accommodate their clinical rotation placement. Failure to do so could lead to dismissal.

Clinical hours and/or clinical competencies performed outside of assigned scheduled clinical rotation will not be recognized.

Students are to adhere to the clinical schedule as published in the course schedule offerings. Deviations from the schedule must be pre-approved by the Clinical Coordinator.

A student who is unable to complete a clinical course for reasons totally beyond his/her control, (i.e. an emergency medical condition) may petition to withdraw from the clinical educational experience in accordance with College Policy. The student should first arrange to discuss with the Program Director the impact the withdrawal may have on the student's graduation date.

In extenuating circumstances, as determined solely by the instructor, a student may receive a letter grade

of "I" (incomplete) when she or he has not met the clinical education experience requirements indicated by the course syllabus. The student with an "I" grade is not permitted to progress in the curriculum sequence until the "I" grade is changed to a letter grade of "C" or higher. See "Returning Students" section.

Clinical Tardiness Procedure

A student is to be on time for all scheduled clinical rotations. It is the responsibility of the student to be in uniform ready to begin at the scheduled times. Starting and ending times, lunchtime, and breaks are determined by the clinical site. Excessive tardiness can result in a student's denial of access to the clinical affiliate site.

Tardy is arriving late for or leaving early from the scheduled clinical assignment times. Students are to be on time in the designated clinical area at the beginning of the shift and to be involved in the clinical training until the shift ends. Students are counseled per clinical site policy and the clinical grade will be affected.

Students should refer to the Master Clinical Notebook for specifics regarding clinicals and attendance. Students will be provided with a Clinical Orientation in the Spring Semester prior to their first clinical rotation to cover these specifics.

Clinical Absenteeism Procedure

The health care profession depends on reliable individuals to be routinely present to perform their position responsibilities on their scheduled days. Often anxious and under duress due to their illness and its potential outcome, it is the patient's perception and expectation that there will always be a skilled individual readily available to attend to them and their needs. The clinical experience trains the student to meet this expectation. During the clinical experience, the potential employer observes not only the student's technical skills but also the student's attitude, adaptability, and reliability.

Students should refer to the Master Clinical Notebook for specifics regarding clinicals and attendance. Students will be provided with a Clinical Orientation in the Spring Semester prior to their first clinical rotation to cover these specifics.

The student is to notify the clinical site instructor **and** the Clinical Director of Education if she or he will be absent. If the designated person is unavailable, the student is to leave a message and obtain the name of the person with whom she/he spoke. The student is to record the absence on the attendance log, the name of the person notified, the time, and the reason for the absence. The student is to call the clinical site and the College site visitor every time that she/he is absent or late. Failure to follow this procedure on reporting an absence will result in an unexcused absence.

2. Internships, Practicums and Co-op

During the last semester of the program, students will be required to participate in a case study project. This is a capstone requirement by the program for graduation. Failure to participate will prevent the student passing the course, regardless of letter grades.

3. Service Requirements

Each class is to elect by a simple majority of the total class members, a class representative and class officers. Elected officers will be forwarded to the Program Director by the middle of the second term of the Respiratory Care Program.

The class representative is responsible for presenting concerns which are common to the class to the Program Director for evaluation and possible action. If such issues cannot be resolved at this level, they can be formally addressed via the college grievance procedure.

The class representative is a voting member of the Respiratory Care Advisory Committee and will be invited to attend all meetings and present a report to the committee regarding the current status of the class.

The class representative may be changed throughout the course of the program by the class holding a separate election and through a simple majority of the class submit the name of the new representative to the Program Director.

4. Performance Expectations

Appropriate Behavior and Professional Conduct

RESP students are to always conduct themselves in an ethical and professional manner. They must be aware of the need to inspire confidence on the part of patients and the medical staff observing their performance. In many ways, the student's opportunities to learn, and later, to obtain employment, will depend on her/his success in achieving this goal. Each student's behavior will reflect on the Program as a whole, on one's classmates, and may affect how subsequent classmates are accepted or treated at a clinical rotation site.

Cell phones and cameras are not to be in any area that a patient, their visitors, or their medical records are located.

It is inappropriate or unprofessional to post photos, comments, or other forms of electronic media of faculty, students, clinical personnel, or patients to their social media sites such as, but not limited to: Face Book, WhatsApp, Instagram, Twitter, blogs, etc., without the before mentioned person's permission.

- It is inappropriate or unprofessional to supply or forward photos, comments, or other web-based materials to anyone for posting on any web-based communication sites without that person's consent.
- It is a HIPAA violation to post clinical scenarios on social media sites; this includes both personal and group pages. The course classroom is the only appropriate setting for discussing clinical scenarios.

Clinical site staff and future employers may view potential student/candidate's websites. Students should review their site(s) for any unprofessional images or language that may lead to a clinical rotation refusal or job interview rejection.

Evidence of behavior referred to the Program Director considered inappropriate will result in disciplinary sanctions, up to and including the student's suspension or dismissal from the program. Such behavior includes, but is not limited to, the following:

- Any form of dishonesty including, but not limited to plagiarism, cheating on examinations, lying, and falsifying: attendance, program or College required information, or medical records.
- Excessive absenteeism or tardiness.
- Failure to abide by the professions code of conduct and the scope of practice.
- Use of profane, vulgar, abusive, obscene, or threatening language while representing the College during participation in program activities.
- Physical or verbal abuse of any person on College premises, clinical site property, or at functions

sponsored or supervised by the College or program.

- Illegally obtaining, possessing, selling, or using controlled substances.
- Selling, distributing, using, or being under the influence of any drugs or alcoholic beverages on College or clinical site property or at functions sponsored or supervised by the College or Program.
- Possession of guns, knives, or other weapons on the College or clinical site premises or at functions sponsored or supervised by the College or program.
- Failure to comply with HIPAA policies.
- Uncooperative, hostile, or disrespectful attitudes directed toward patients (or their visitors), instructors, College or clinical site staff, visitors, or fellow students.
- Failure to comply with clinical site rules and regulations.
- Conviction of a felony or offense involving moral turpitude while a Respiratory Care student.
- Failure to adhere to these policies and procedures or any actions that violate others' rights or freedoms or disrupt the regular operation of the College or College activities, or the spirit in which they are offered.

5. Holidays

The [College holidays procedure](#) lists recognized holidays. These dates are included as part of the College closed days on the [Academic Calendar](#). In addition to these dates, the College will close for Thanksgiving Recess and Winter Break. No credit courses will be offered on campus during Spring Break.

6. Hours

The Respiratory Care Program is a day only program with classes held Monday-Friday. Clinical rotations are Wednesdays-Fridays during the designated semesters that will total 24 hours each week. Clinical site-specific start/end times will vary by site and will be reviewed in the Clinical Orientation.

Student Vacation

Students are to limit their vacation/travel plans to the designated semester break times. At times, a mandatory process (i.e., clinical site onboarding) needs completion during the semester break for the following semester's clinical session. Make requests about extenuating circumstances in writing to the Program Director. Consultation with the instructors will be necessary to determine approval of the request as clinical time and assessments missed are to be made up during the same session offering.

Outside Employment

Students in good standing and who successfully completed the summer term of the Respiratory Care Program and are seeking employment as a student respiratory care professional are required to apply to the State Medical Board of Ohio for a Limited Permit. This permit must be presented to the employer prior to beginning employment. Students must conform to all rules and regulations of the State Medical Board of Ohio regarding continued status as a Limited Permit holder.

Students enrolled in the Respiratory Care Program are cautioned regarding accepting employment. The intensity and continuity of the program is such that employment may detract from course responsibilities. Students shall not receive any form of remuneration in exchange for work they perform incidental to their clinical education coursework and experiences. A conflicting work schedule will not be considered just cause for a change in clinical rotation assignment or class schedule. Students must not complete clinical coursework while in an employee status at a clinical affiliate

Students' employment is separate from their education. Students must not complete clinical coursework while in an employee status at a clinical affiliate. Students shall not receive any form of remuneration in exchange for work they perform incident to their clinical education coursework and experiences. (CoARC accreditation standard). Employment will not be considered an acceptable excuse for violation of the attendance requirements stated in RESP course syllabi. Employment should not interfere with a satisfactory level of student performance in program activities.

7. Emergency Closings and Inclement Weather

When determining a closure, the College will utilize the procedure for [Emergency Closing](#)

On days when the College closes or cancels classes due to an emergency, catastrophic event or severe weather, students are not to report to their clinical sites.

APPENDICES

Appendix I – Glossary of College and Program Terminology

Academic Behavior: refers to the standards that are expected for students to successfully complete coursework designated for their specific program of study, degree, and/or certificate.

Appeal Panel: refers to an approved body of individuals designated to review and decide on a decision that the student found unfavorable.

Closing: refers to the closure of the College or a specific campus or campuses for a designated reason (e.g., weather, natural disaster, utility outage, etc.). [Emergency Closing](#).

Code: refers to the Student Conduct Code (3354: 1-30-03.5) and Student Judicial System (3354: -1-30-03.6) and identifies prohibited conduct and clarifies when the code applies to student behavior.

Complaint: refers a matter that the complainant believes requires institutional attention. Select the appropriate category here [Student Complaints, Concerns and Compliments](#).

Conduct: refers to student behaviors as it relates to prohibited actions as described in the Student Code of Conduct and related College Policies and Procedures. Student Code of Conduct can be found [Student Conduct Code and Student Judicial System](#)

Contractor/Vendor: refers to any individual or entity that has been contracted/retained to provide a service to the College.

Credit Course: refers to coursework that awards academic credit towards a degree and/or certificate.

Disciplinary Action: refers to corrective remedies imposed because of findings and recommendations from a program conduct meeting, level one hearing, and/or program professional conduct committee review.

Dismissal, College: refers to separation of the student from the College for a definite period of time. Conditions for readmission are outlined in the Student Code of Conduct sanction descriptions.

Dismissal, Programmatic: refers to separation of the student from a specific academic program. Conditions for readmission are specific to each program.

Ethics: refers to generally accepted professional standards of behavior as documented in the Codes of Conduct, Professional Ethical Standards, etc. of external professional organizations, licensure boards, etc.

Expulsion: refers to permanent separation of the student from all College locations, events, and activities. An expulsion is denoted on a student's permanent transcript.

Faculty: refers to any permanent College employee assigned full-time to instruct credit course(s).

Grade Dispute: refers to a challenge to a recorded grade (final grades only — does not apply to individual assignments or midterm grades) and must be filed by a student to the Academic Affairs Office at the campus to which the course was associated no later than sixty (60) days after the disputed grade is recorded. Link: [Student Complaints, Concerns and Compliments](#).

Grievance: refers specifically to the ADA/Section 504 Grievance Procedure as outlined in the Student Handbook and available here: [Student Complaints, Concerns and Compliments](#).

Guidelines: refers to operating principles specific to a College program or department.

Instructor/Adjunct Faculty: refers to any individual assigned to instruct a credit/non-credit course, workshop, training seminar, summer camp, etc.

Lecturer: refers to a full-time instructor with a specific term related contract who has all the duties and responsibilities of a full-time faculty member at the college.

Non-Credit Course: refers to coursework that does not award academic credit towards a degree and/or certificate.

Peer Panel: refers to a body of individuals consisting of faculty in a specific discipline who evaluate a student's specific request regarding a disputed grade.

Policy: refers to documented operating principles for the College as approved by the Board of Trustees.

Policy and Procedure: Policies and procedures act as the operating principles for Cuyahoga Community College. All official College policies must be approved by the College's Board of Trustees and all official procedures must be reviewed and approved by the Office of Legal Services prior to the effective date.

Preceptor: "Internal" / "External"

- Internal preceptor refers to an employee of Cuyahoga Community College who works with students in matters related to experiential learning.
- External preceptor/ Affiliate Education Supervisor refers to an employee of a clinical or experiential site who is not an employee of Cuyahoga Community College. External preceptors supervise student experiential learning and often provide feedback and assessments of the student to the program.

Probation, College (Academic): refers to a status that follows a student is not performing at a successful level. The College's Academic Probation policy is found here: [Procedure on Academic Status](#)

Probation, College (Behavioral): refers to a written reprimand for a designated period of time and includes the probability of more severe disciplinary action if the student violates any College rules during the probationary period. College Behavioral Probation is found here [Student Conduct Code and Student Judicial System](#)

Probation, Programmatic: refers to a student being placed on probation because of a corrective action panel specific to a program.

Procedure: refers to documented standard practices of how a board-approved policy is carried out.

Professional Conduct Committee: refers to a committee established to review a student's academic performance and/or professional behavior at the programmatic level and may make appropriate recommendations pertinent to any eligible behavioral modification and/or remedial actions.

Professionalism and Professional Conduct: refers to behavioral expectations and guidelines set forth in programmatic, clinical, experiential, and professional associations and organizational guidelines. These expectations and guidelines may appear in various forms such as a code of ethics, clinical facility guidebooks, and /or practicum/internship expectations, etc. These expectations and guidelines are in addition to the College's official policies and procedures.

Protocols: refer to step-by-step processes specific to a College program or department.

Readmission: refers to the delineated process for the reinstatement of a student after a period of separation from the College and/or a College program.

Reinstatement: refers to the process by which a student returns to good standing at the College or in a specific academic program after a period of probation/suspension/dismissal.

Remediation: refers to a program-specific process of improving student performance. Remedial actions are not disciplinary actions.

Responsible Employee: refers to any individual required to act based on reportable misconduct. All College employees have an obligation to adhere to the reporting requirements prescribed in applicable laws, regulations, and College mandates.

Sanction: refers to any corrective action taken because of a student behavioral decision.

Staff Member: refers to any employee (part time/full time) of Cuyahoga Community College in a non-instructional role who performs duties as assigned.

Standards: refers to guidelines established by accreditation and approving bodies (e.g., state governing bodies) that a program must adhere to to maintain status.

Student: refers to anyone enrolled in a course of study at the College whether in a credit or non-credit course, workshop, training seminar, summer camp, etc. Applicants may also be considered 'students' under certain delineated circumstances.

Suspension: refers to a temporary separation from the College or a specific academic program for a defined period of time as results of academic or behavioral issues. Eligibility for readmission may be contingent upon satisfactory or specific condition imposed at the time of suspension.

Withdrawal: refers to the process through which a student withdraws or is removed from coursework.

Appendix II – Cuyahoga Community College Student Incident Report Form

Incident Report

Appendix III – Technical Standards

Candidates considered for the Respiratory Care profession, must possess abilities and skills related to critical thinking, physical, visual, auditory, oral communication, coordination, and affective behaviors. Individuals with a documented disability through Cuyahoga Community College's Access Office, are entitled to reasonable accommodations, but should be able to perform in a reasonably independent manner. Practitioners must be able to:

Demonstrate critical thinking skills required:

- to analyze, synthesize, and accurately interpret information
- to measure, calculate, and reason
- in making sound decisions under emergency situations

These skills allow respiratory therapists to make proper assessments, sound judgments, and prioritize assignments based on need.

Possess the physical skills, manual dexterity, and energy required to:

- stand for long periods of time, usually, a majority of the work period
- walk quickly or run to emergency events at any given time
- move patients in or out of bed or chairs; lift a minimum of 50 pounds
- manually compress a resuscitation bag with both hands
- ensure a proper seal with a resuscitation mask
- perform Cardiopulmonary Resuscitation (CPR)
- perform chest percussion
- initiate or maintain a patent airway

These skills allow respiratory therapists to have substantial physical skills required to assist patients' breathing, movement or resuscitative efforts.

Maintain visual acuity (with or without correct sight) to be able to read:

- small print on labels or accurately deliver medications
- physically assess patients in relation to: color of skin and/or mucus membranes, chest configuration, peripheral perfusion, color/consistency of upper and lower airway secretions

These skills allow respiratory therapists to make proper assessments, effectively read patient charts, and safely identify medications.

Possess adequate auditory characteristics (corrected or uncorrected) that will enable the respiratory therapist to:

- determine the differences in pitch related to heart and lung sounds
- determine the differences in sound volume related to heart and lung sounds
- hear a hospital pager, phone, overhead public address
- hear the differences in pitches related to medical equipment alarms
- accurately measure blood pressure

These skills allow respiratory therapists to obtain an oral, medical history, and properly assess patients.

Demonstrate oral and written communication skills in the English language for the purpose of:

- effective communication to all health care personnel
- communicating/educating/instructing patients and/or family members in respiratory related procedures
- rapid and accurate dissemination of information in emergency settings
- document clearly, and effectively (written or digital formats)

These skills allow respiratory therapists to communicate in English, both orally and written formats with instructional staff, patients, families, and members of the health care team.

Hand-eye coordination, that will enable the respiratory therapist to:

- safely perform arterial blood sampling
- calibrate and assemble necessary equipment

These skills allow respiratory therapists to properly set-up and adjust medical equipment necessary for monitoring data necessary to treat and/or assess physiologic patient parameters.

Demonstrate affective skills related to:

- punctuality and attendance as policy dictates
- empathy for patients and their families
- the protection of patient confidentiality
- trauma and grief experiences
- self-motivation
- ethical and professional treatment of patients, patients' families, and health care personnel

These skills allow respiratory therapists to display attitudes and actions which are consistent with the ethical standards of the profession.

Appendix IV – Handbook Acknowledgement Form

There is no need to complete this form for the Respiratory Care Program. It and other mandatory forms will be provided in a digital format to the student prior to the New Program Student Orientation. These forms will be digitally signed by the student and returned to the Program Director, so that an electronic file is available for accreditation visitors.

I acknowledge I have received, read, and understand the contents of the student handbook for the Respiratory Care program. By signing this document, I affirm that I understand and agree to adhere to the contents of the program handbook.

In addition to acknowledging and affirming the statements above, by signing this document I also acknowledge and accept that the College and the program reserve the right to revise the above-referenced handbook, documentation, and guidance at any time without notice. I also understand and accept that certain information, including but not limited to student directory information, immunization records, and background check results may be disclosed during my enrollment in accordance with applicable laws, regulations, and College policies and procedures.

Name (please print): _____

Signature: _____

Date: _____

Student # _____