BACCALAUREATE PROPOSAL APPLICATION Form No. BAAC-02
Section 1007.33(5)(d), Florida Statutes (F.S.), and Rule 6A-14.095, Florida Administrative Code (F.A.C.), outline the requirements for Florida College System baccalaureate program proposals. The completed proposal form, incorporated in Rule 6A-14.095, F.A.C., Site Determined Baccalaureate Access, shall be submitted by the college president to the chancellor of the Florida College System at ChancellorFCS@fldoe.org.

CHECKLIST
The proposal requires completion of the following components: ☒Institution Information ☒Program summary ☒Program description ☒Workforce demand, supply, and unmet need ☒Student costs: tuition and fees ☒Enrollment projections and funding requirements ☒Planning process ☒Program implementation timeline ☒Facilities and equipment specific to program area ☒Library and media specific to program area ☒Academic content ☒Program termination ☒Supplemental materials

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION	
Institution Name.	St. Petersburg College
Institution President.	Dr. Tonjua Williams

PROGRAM SUMMARY		
1.1	Program name.	Cardiopulmonary Science
1.2	Degree type.	☒Bachelor of Science ☐ Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (Check all that apply).	☐ Face-to-face (F2F) (Entire degree program delivered via F2F courses only) ☒Completely online (Entire degree program delivered via online courses only) ☐ Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	51.0908
1.5	Anticipated program implementation date.	Fall 2024
1.6	What are the primary pathways for admission to the program? Check all that apply.	☐ Associate in Arts (AA) ☒Associate in Science (AS) ☐ Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: Respiratory Care
1.7	Is the degree program a STEM focus area?	☒Yes ☐ No
1.8	List program concentration(s) or track(s) (if applicable).	Click or tap here to enter text.

PROGRAM DESCRIPTION
2.1 This section will serve as an **executive summary of this proposal**. We recommend providing an abbreviated program description including but not limited to the program demand current supply, and unmet need in the college's service district; primary pathways to program admission; overview of program curriculum; career path and potential employment opportunities; and average starting salary. Throughout the proposal, please include in-text references to the supplemental materials for reviewers to reference. We encourage approximately 500 words for a sufficient description.
The scope of practice for Registered Respiratory Therapists (RRTs) is growing rapidly. The COVID-19 pandemic has accelerated that growth. An expanding body of research suggests that this growing scope of practice, combined with the greater critical thinking skills required to operate increasingly sophisticated life support equipment effectively, requires additional education beyond a 76-credit-hour associate degree. A Baccalaureate degree in Cardiopulmonary Sciences (BSCS) will provide the Registered Respiratory Therapist (RRT), who has completed the Associate of Science (AS) in Respiratory Care, the opportunity to keep pace with the advancement and requirements of the profession. This program will provide a broader curriculum that will lead to advanced credentials and increased opportunities for positions as Respiratory Care educators, managers, directors, case managers, researchers, and infection control specialists. There is currently no Baccalaureate in Cardiopulmonary Sciences program in the Tampa Bay area. Therefore St. Petersburg College has worked with Hillsborough Community College to develop a BSCS degree that meets the needs of both Colleges. As figures indicate, Hillsborough Community College has been included in the planning process for this degree and has provided invaluable input on the degree's structure and curriculum. St. Petersburg College (SPC) is asking to remove the existing sub-plan in Bachelor's in Applied Science Health Services Administration in Respiratory Therapy (BAS HSA RT (Respiratory Therapist)) and create a stand-alone program that builds upon this sub-plan to include the additional technical competencies required for a true baccalaureate in Cardiopulmonary Services. These changes would include additional courses in the natural sciences, patient education, and advanced capstone experiences more specifically tailored to the needs of practicing Registered Respiratory Therapists. These additional courses included in the proposed degree would help practicing RRTs meet the more stringent requirements for blood gas lab proficiency required by the Clinical Laboratory Improvement Amendments (CLIA). It is important to note that while the proposed degree is not a degree in education, successful completion would allow graduates to qualify for positions in respiratory care higher education by enabling them to meet the standards of regional accreditors and the discipline's accreditor, the Commission on Accreditation for Respiratory Care (CoARC).

These standards list the following requirements for candidates for positions as program directors or directors of clinical education:

2.04 The PD (Program Director) of an associate degree program must have earned at least a baccalaureate degree from an academic institution accredited by an institutional accrediting agency recognized by the U.S. Department of Education (USDE).

2.08 The DCE (Director of Clinical Education) of an associate degree program must have earned at least a baccalaureate degree from an academic institution accredited by an institutional accrediting agency recognized by the U.S. Department of Education (USDE)
The primary pathway to program admission would be completion of an Associate of Science or Associate of Applied Science degree in Respiratory Therapy from a regionally accredited respiratory care program accredited by the Commission on Accreditation for Respiratory Care (CoARC), successful completion of the National Board of Respiratory Care's (NBRC's) Therapists Multiple choice (TMC) and Clinical Simulation Exam (CSE), and obtaining a Registered Respiratory Therapist (RRT) license.

The current career path of a Registered Respiratory Therapist (RRT) is graduation with an associate of science (AS), an associate of applied science (AAS), a Bachelor of Science (BS) or a Master's degree (MS) entry to the profession program approved by the Commission on Accreditation for Respiratory Care (CoARC). Upon completing an accredited program, graduates can sit for the National Board of Respiratory Care (NBRC) Therapist Multiple Choice Written Exam (TMC) and the Clinical Simulation Exam (CSE)and obtain their RRT credential. Upon completing both these exams, they are eligible to enter the workforce as RRTs.

After entry into the workforce. RRT's who completed the AS or AAS degree may elect to seek additional training and expertise by completing a degree advancement (DA) baccalaureate program. The costs of these degree advancement programs are often covered by tuition reimbursement from the therapist's employer.

The proposed curriculum would include a solid foundation in leadership, management, and health care delivery systems. It would also include an emphasis on public health fundamentals, a strong basis in the natural sciences, evidence-based research and practice, and a variety of technical aspects of the profession, including but not limited to Advanced Neonatal and Pediatric Respiratory Care, Advanced Cardiopulmonary Medicine, and Advanced Cardiopulmonary Physiology. All of the courses have already been developed using Quality Matters standards.

The data listed in 3.1.1 currently shows robust demand for RRTs and anticipates much future growth. Within region 14, there are 457 positions for RRTs, and this is expected to increase to 558 positions annually, resulting in 279 new positions by 2029. This would be 22.10 percent growth in the number of positions by 2029.

The current average hourly wage is $29.29, for annualized annual wages of $60,923.

The data in figure 3.14 establishes a strong demand and a large unmet need. With an annual need of 35 positions, and zero therapist graduates in region 14, this results in an unmet need of 279 positions over an 8-year period.

The Bureau of Labor Statistics recently updated the average annual salary for RRTs to $70,540. Yearly growth for positions is currently 6.9%. There are currently 9,033 jobs for Respiratory Therapists in Florida, with statewide growth estimated at 8.4% annually.

This data does not reflect the aging of the current Respiratory Care workforce, which will lead to substantial numbers of retirements of currently practicing therapists. The National Board of Respiratory Care (NBRC) estimates that over 92,000 Respiratory Therapists will retire by 2030 Why the World Needs More RTs, and How You Can Help - The National Board for Respiratory Care (nbrc.org).

All courses and course content comply with Senate Bill 266 which modified section (s.) 1007.25, Florida Statute (F.S.) and Rule 6A-14.0303; General Education Course options.

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

3.1 Describe the workforce demand, supply, and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from Sections 3.1.1 to 3.1.4. For proposed programs without a listed Standard Occupational Classification (SOC) linkage, provide a rationale for the identified SOC code(s). If using a SOC that is not on the CIP to SOC crosswalk, please justify why the SOC aligns with the baccalaureate program.

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(nbrc.org).
There currently needs to be more qualified Registered Respiratory Therapists in the St. Petersburg College Service area, which includes Manatee and Sarasota Counties. There will be an average of 35 additional openings each year for Registered Respiratory Therapists in our service area. As figure 3.1.1 indicates, there is strong demand for such a program in the Tampa Bay area. Since this program is offered entirely online, with no face-to-face requirements, it could also be attended by RRTs outside of its immediate service area.

The American Association of Respiratory Care (AARC) Human Resources Survey (aarc-hr-study-rt.pdf) reports 66% of these therapists are employed in general medical and surgical hospitals, and approximately 25% of these RRTs currently hold a bachelor's degree.

The proposed degree would also offer two technical certificates corresponding to specialty credentials provided by the National Board of Respiratory Care (NBRC). The advanced Neonatal/Pediatric Certificate would correspond to the NBRC's Neonatal Pediatric Specialty (NPS) credential, the Adult Critical Care credential would correspond to the NBRC's Adult Critical Care Specialist Credential.

RRTs would seek enrollment to expand their clinical skill set to advance up their employer's "clinical ladder," which provides additional pay and benefits to those RRTs who have stronger clinical skill sets and higher levels of education. This degree could also be used to help RRTs advance into more lucrative positions in management, research, or education.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS

3.1.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK HERE FOR INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	2021	2029	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Respiratory Therapists	29-1126	14	457	558	22.10	279	29.29	$ 60,923	A	A
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
					Total	35	$ 29.29	$ 60,923		

*Please replace the "Base Year" and "Projected Year" headers with the years reflected in the projection's portal (e.g., Base Year is 2019, Projected Year is 2027).

**Please note that the "Level Change" column in Table 3.1.1 corresponds to the "Percent Growth" employment projections data produced by the DEO.

***Please note that the "Total Job Openings" columns are preset to be divided by 8.

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (LIST NAME OF OTHER ENTITY HERE)

3.1.2 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	*Base Year	*Projected Year	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
					Total	0				

*Please replace the "Base Year" and "Projected Year" headers with the corresponding years reported.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS

3.1.3 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK HERE FOR INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION: If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

Program		**Number of Degrees Awarded**					
Institution Name	CIP Code	2021	2020	2019	2018	2017	5-year average or average of years available if less than 5-years
Not offered in region	51.0908						
	Total	0	0	0	0	0	0

*Please replace the "Most Recent Year" through "Prior Year 4" headers with the corresponding years reported.

ESTIMATES OF UNMET NEED

3.1.4 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object," and then "Open." To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK HERE FOR INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION: If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

	Demand	**Supply**		**Range of Estimated Unmet Need**	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference
DEO Total	35	0	0	35	35
Other Totals				0	0

3.2 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data and information not reflected in the data presented in Sections 3.1.1 to 3.1.4, such as local economic development initiatives, emerging industries in the area, or evidence of rapid growth.
There is growing evidence, as documented in Appendix A, that the body of knowledge and scope of practice of respiratory care has grown so dramatically that it now requires a baccalaureate degree to perform at the highest level of practice. Therefore, the American Association of Respiratory Care (AARC) has issued a position statement that the baccalaureate should become the minimum entry to practice in the future and calls for its members to obtain baccalaureate degrees. https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-entry-to-respiratory-therapy-practice-2030.pdf The Florida Society of Respiratory Care (FSRC) has also issued a position statement in favor of the baccalaureate. The Clinical Laboratory Improvement Amendments (CLIA) and College of American Pathologists now requires therapists to hold a baccalaureate degree such as this before they can assess competencies in an accredited blood gas lab. In addition, there has been a bill placed before the New York State Assembly (S8484) proposing that the bachelor's degree as the entry level degree for the profession. https://www.nyssrc.org/?p=1840

3.3 If the education level for the occupation identified by the Florida Department of Economic Opportunity (DEO) or the Bureau of Labor Statistics (BLS) presented in Sections 3.1.1 to 3.1.2 is below or above the level of a baccalaureate degree, provide justification for the inclusion of that occupation in the analysis.
The profession of Respiratory Care is moving toward the baccalaureate. The agencies representing the profession: The American Association of Respiratory Care (AARC), the Commission on Accreditation for Respiratory Care (CoARC) and the National Board for Respiratory Care (NBRC) have issued a tripartite statement supporting the move to the baccalaureate as essential to continued growth to the profession (https://www.aarc.org/wp-content/uploads/2017/03/issuepaper_tripartite.pdf). The AARC has issued a position statement calling for the baccalaureate degree to be the entry to practice degree by 2030. https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-entry-to-respiratory-therapy-practice-2030.pdf

3.4 Describe the career path and potential employment opportunities for graduates of the program.
Graduates of this program would be practicing Registered Respiratory Therapists with an Associate of Science (AS) degree in Respiratory Care. This program allows them to upgrade this AS in Respiratory Care to a BS degree in Cardiopulmonary Sciences. Many Respiratory Care employers state a preference for Respiratory Therapists with a baccalaureate degree, so obtaining this degree may increase their opportunities for employment. In addition, many clinical sites, such as hospitals, have clinical ladders that require that a therapist obtain a baccalaureate before they can advance to the top positions of the clinical ladder. Graduates of this program would be eligible for increased opportunities as Respiratory Care educators (due to accreditation standards), managers, directors, case managers, researchers, and infection control specialists.

STUDENT COSTS: TUITION AND FEES

4.1 The Excel spreadsheets in Sections 4.1 - 4.3 are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the anticipated cost for a baccalaureate degree (tuition and fees for lower-division and upper-division credit hours) at the proposing FCS institution.

	Cost per credit hour	Number of credit hours	Total cost
Tuition & Fees for lower division:	$ 111.75	81	$ 9,051.75
Tuition & Fees for upper division:	$ 122.70	40	$ 4908.00
Tuition & Fees (Total):		121	$ 13,959.75

☐ Select if the program will be designated such that an eligible student will be able to complete the program for a total cost of no more than $10,000 in tuition and fees. If selected, please indicate below how the institution will make up any difference above $10,000 (e.g., institutional scholarships).

Click or tap here to enter text.

4.2 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college's service district or at each state university operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
University South Florida	$211.00	120	$ 25,320
			$ -
			$ -
			$ -
			$ -

4.3 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college's service district or at each nonpublic institution operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of years	Total cost
Eckerd College	$47,044.00	4	$ 188,176
University of Tampa	$ 579.00	120	$ 69,480
			$ -
			$ -
			$ -

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

5.1 To activate the Excel spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected enrollment information for the first four years of program implementation. Unduplicated headcount enrollment refers to the actual number of students enrolled. Full-time equivalent (FTE) refers to the full-time equivalent of student enrollment.

		2024	2025	2026	2027
5.2	Unduplicated headcount enrollment:	50	90	110	125
5.3	Program Student Credit Hours (Resident)	360	720	855	900
5.4	Program Student Credit Hours (Non-resident)	90	90	135	225
5.5	Program FTE - Resident (Hours divided by 30)	12	24	28.5	30
5.6	Program FTE - Non-resident (Hours divided by 30)	3	3	4.5	7.5
5.7	Total Program FTE	15	27	33	37.5

PROJECTED DEGREES AND WORKFORCE OUTCOMES

6.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected number of degrees awarded, the projected number of graduates employed, and the projected average starting salary for program graduates for the first four years of program implementation. Please note the "Year 1" column in the "Count of Degrees Awarded" row (6.2) is not likely to have any graduates taking into account length of time to degree completion.

		Year 1	Year 2	Year 3	Year 4
6.2	Count of Degrees Awarded	0	15	35	50
6.3	Number of Graduates Employed	0	13	30	44
6.4	Average Starting Salary	$-	$59,322.00	$60,508.00	$61,718.00

REVENUES AND EXPENDITURES

7.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected program expenditures and revenue sources for the first four years of program implementation.

		2024	2025	2026	2027
7.2	Program Expenditures:	$ 55,262.00	$ 78,124.00	$ 98,286.00	$ 118,548.00
7.2.1	Instructional Expenses	$ 50,262.00	$ 70,524.00	$ 90,786.00	$ 141,048.00
7.2.2	Operating Expenses	$ 5,000.00	$ 7,600.00	$ 7,500.00	$ 7,500.00
7.2.3	Capital Outlay				
7.3	Revenue:	$ 82,493.00	$ 126,665.00	$ 679,726.00	$ 1,068,458.00
7.3.1	Upper Level - Resident Student Tuition Only	$ 44,172.00	$ 88,344.00	$ 104,909.00	$ 110,430.00
7.3.2	Upper Level - Nonresident Student Fees	$ 38,321.00	$ 38,321.00	$ 574,817.00	$ 958,028.00
7.3.3	Upper Level - Other Student Fees				
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	$ 82,493.00	$ 126,665.00	$ 679,726.00	$ 1,068,458.00
7.4.2	Total Unexpended Funds (carry forward)	$ (27,231.00)	$ (48,541.00)	$ (581,440.00)	$ (919,910.00)

*Please replace the "Year 1" through "Year 4" headers with the corresponding years reported.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

8.1 Provide a narrative justifying the estimated program enrollments and outcomes as they appear in Sections 5.1 – 6.1.

Figure 5.1 begins with an estimate unduplicated enrollment of 50, with incremental increases over the next four years to and enrollment of 125. Corresponding incremental increases are seen in resident and non-resident student credit hours and FTEs.

Figure 6.1 shows no graduates the first year, 15 the second year, 35 the third year, and 50 the fourth year.

Our original estimates on enrollment and graduate data are based on data from similar programs in the state college system. Valencia is the most comparable program. Palm Beach State's and Daytona States' program are new. We have also informally surveyed similar online programs within the State College system and use that data to drive our estimates. We also considered enrollment in the Baccalaureate in Applied Sciences in Healthcare Administration for Respiratory Therapists (BAS HAS RT Subplan) as a factor in estimating enrollment.

We estimate an employment rate of 87%. This is based on data from the Commission on Accreditation for Respiratory Care Report on Accreditation 2022 (https://coarc.com/wp-content/uploads/2023/04/2022-CoARC-Report-on-Accreditation-3-27-23.pdf) which shows employment rates of RRTs with a baccalaureate degree of 89%, which is significantly higher than the placement rates reported for the graduates of associate level RT programs (85-86). Our projections are in line with this national data

These graduates would already be currently employed as Registered Respiratory Therapists (RRTs) would pursue this degree to qualify for positions to obtain positions as Respiratory Care educators, managers, directors, case managers, researchers, and infection control specialists, or to better prepare for positions in adult critical care or neonatal pediatric respiratory care.

8.2 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program as well as expenditures as they appear in Section 7.1.

Over the past several years, we have already developed the online courses needed to offer this program. We have based our expense estimates on the number of credit hours offered per year, multiplied by the instructional rate for an instructor with a terminal degree in the discipline. These estimates also include the costs of marketing the program and obtaining an optional accreditation from the Commission on Accreditation for Respiratory Care (CoARC).

As referenced in 7.1, we anticipate that adjunct faculty members will be required for the first year as the program opens and enrollment begins. Two sections of each RET course would be taught twice during the first year, for 44 credit hours, taught by adjuncts, for total instructional expenses

of about $50,262.

In year two, we will increase this to $70, 524 to bring on a full-time faculty member.

In year three we will add additional adjunct support to the full-time faculty members and add a second full-time faculty member in 2027. This would result in increased instructional expenses of $90,876.00 in year three, with an additional increase to $118,548 as the second full time faculty member is added in the fourth year.

During the first year, non-instructional operating expenses include CoARC accreditation fees totaling $3525.00, which includes $1,550.00 for a letter of intent application, $1325.00 for a provisional self-study report, and $650.00 for a site visit, and funds of approximately $1475.00 would be used to cover marketing expenses.

After the first year, non-instructional operating expenses would be increased to $7500-$7600.00 to cover CoARC accreditation expenses of approximately $3025.00 annually, with the balance going to support the increased administrative expenses required to serve the growing student population.

This program would also achieve significant economies of scale by sharing personnel, office space, computers, and other resources with the College's longstanding AS-level RT program.

PLANNING PROCESS

9.1 Summarize the internal planning process. In timeline format, please describe the steps your institution took in completing the internal review and approval of the baccalaureate program. For example, summarize actions taken by the academic department proposing the degree, any non-academic departments, the college-wide curriculum committee, the college president, the Board of Trustees, and any other areas.

St. Petersburg College has been planning for and working toward offering a baccalaureate degree for Respiratory Therapists since 2009. St. Petersburg College approved the development of four upper division courses: RET 3050 Evidence Based Medicine in Respiratory Care, RET 4285 Advanced Cardiopulmonary Medicine, RET 4494 Advanced Cardiopulmonary Physiology, and RET 4715 Advanced Neonatal and Pediatric Respiratory Care in 2013-2014 and has offered a Baccalaureate of Applied Sciences in Health Services Administration for Respiratory Therapists since 2014. As the profession of Respiratory Care continued moving toward the Baccalaureate degree in cardiopulmonary services, SPC planned, developed, and reviewed additional upper division courses in Respiratory Care, and authorized the development of RET 4524 Patient Education and Disease Management and RET 4912 Respiratory Care Capstone in 2018, and these courses are completed. The development of these courses and this sub-plan resulted from the

ongoing efforts of SPC leaders within the discipline of Respiratory Care, faculty and leadership within the College of Health Services Administration, Curriculum, and Senior management.

The following internal planning meetings were held:
8-26-2014 Meeting with Drs. Ludwig, Trede, and Steve Hardt to discuss the possibility of the baccalaureate becoming the entry level degree for the profession, and the impact that would have on the existing RT sub-plan.

09-05-2016 SPC Respiratory Care Program Advisory Committee Meeting. Discussion regarding baccalaureate program. Committee in unanimous support.

05-31-2017 Meeting with Dean Rebecca Ludwig and SPC General Counsel regarding collaboration with HCC on baccalaureate RT program.

11-03-2017 Meeting with Drs. Ludwig, Cooper, Crawford, and Steve Hardt regarding collaboration with HCC baccalaureate RT program. Discussion held regarding SPC developing the required new RT courses as HCC cannot offer upper division curriculum per their SACS charter.

01-10-2018 Meeting with Drs. Woods and Trede to discuss, amongst other things, a transition in the RT Baccalaureate program.

1-23-2018 Steve Hardt and Cara Sebastian met to discuss a potential marketing plan for an RT baccalaureate.

1-30-2018 Steve Hardt and Cara Sebastian met to further discuss a potential marketing plan for an RT baccalaureate.

08-23-2018 Meeting with Steve Hardt and Dean Stentiford regarding the structure and promotion of an upper division baccalaureate RT program.

09-9-2018 Meeting with Angela Ashe to discuss a specific curriculum plan for a proposed baccalaureate degree in respiratory care.

09-13-2018 Meeting with Angela Ashe to discuss a specific curriculum plan for a proposed baccalaureate degree in respiratory care.

09-17-2018 Meeting with Steve Hardt and Dean Stentiford regarding the structure and promotion of an upper division baccalaureate RT program.

10-5-2018 Meeting with Steve Hardt and Dean Stentiford regarding the structure and promotion of an upper division baccalaureate RT program.

10-31-2018 SPC Respiratory Care Advisory Committee Meeting.

01-31-2019 Meeting with Dr. Cooper, Deanna Stentiford, Angela Ashe, and Steve Hardt regarding the structure of an upper division baccalaureate RT program.

10-8-2019 Meeting with Deanna Stentiford and Steve Hardt to discuss transitioning the existing RT sub-plan to a BS degree in Cardiopulmonary Sciences.

10-21-2019 Meeting with Sabrina Crawford and Djuan Fox regarding logistics for advanced or alternative pathways programs for RTs with degrees in disciplines other than Respiratory Care.

11-04-2020 Update on status of baccalaureate program development and certificates to the program's advisory committee.

03-31-2021 Update on status of baccalaureate program development and certificates to the program's advisory committee.

11-02-2021 Update on status of baccalaureate program development and certificates to the program's advisory committee.

04-20-2022 Update on status of baccalaureate program development and certificates to the program's advisory committee.

10-19-2022 Update on status of baccalaureate program development and certificates to the program's advisory committee.

04-05-2023 Update on status of baccalaureate program development and certificates to the program's advisory committee.

9.2 Summarize the external planning process with the business and industry community. In timeline format, please describe your institution's interactions and engagements with external stakeholders, including but not limited to industry advisory boards meetings, discussions with advisory committees, briefings from local businesses, consultations with employers, and conducting paper and online surveys.

Numerous external stakeholders were involved in the planning process Hillsborough Community College (HCC) has been a partner in this process since the beginning, and offered input on the format of the program, the courses to be taught, and the major learning objectives of the courses. Several of the upper division RET courses were developed by HCC faculty. The associate level Respiratory Care program's Advisory Committee, which includes the medical director, numerous respiratory care managers from local hospitals, and other stakeholders in the Respiratory Care

community have been extensively involved in the planning and development of this program. Their efforts include delivery format, course selection, and course content. This plans for this program were also discussed with the Florida Society of Respiratory Care (FSRC), the Florida Respiratory Leadership Network (FRLN) and some members of the Florida Respiratory Educator's Network (FREN).

The following external planning meetings were held:

09-01-2016 Meeting with Dean Ludwig from HCC, Dean Leif Penrose from HCC, Gina Ricard, and Steve Hardt regarding collaboration on baccalaureate RT program.

11-18-2016 Meeting with HCC Respiratory Care Program Advisory Committee regarding collaboration on baccalaureate RT program. Committee votes unanimously to support collaboration.

8-3-2018 Florida Respiratory Leadership Network group to discuss the RRT as entry level. Discussion regarding specific requirements for the baccalaureate was also discussed.

3-22-2019 Florida Respiratory Educators Network via Skype. Discussed the future of the RT baccalaureate in Florida.

05-3-2019 Florida respiratory Leadership working group teleconference to discuss the RRT as the entry level for licensure in Florida and steps to advance the RT baccalaureate in Florida.

06-06-2019 Florida Respiratory Leadership working group teleconference to discuss the future of the RT baccalaureate in Florida.

06-14-2019 Florida Respiratory Leadership Group workgroup meeting to discuss the RT baccalaureate in Florida.

07-12-2019 Committee on Baccalaureate and Graduate Respiratory Therapy Education (COBGRTE) via Skype. Discussed the process for assisting programs in offering the RT Baccalaureate.

11-22-2019 Florida Society of Respiratory Care Board of Directors meeting. A position supporting a transition to the baccalaureate was discussed and approved.

4-1-2022 Bachelor of Science Respiratory Care Florida (BSRT Florida) Committee Meeting.

09-9-2022 Bachelor of Science Respiratory Care Florida (BSRT Florida) Committee Meeting.

4-20-2023 Issues Related to the Bachelor of Science in Respiratory Therapy in Florida: An Executive Summary published.

9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.
9.3.1 Public Universities in College's Service District
Date(s): 2/16/2019 and 1/17/2023 Institution(s): University of South Florida Activity Descriptions and Outcomes: Letter of Support obtained from the President Genshaft of the University of South Florida Letter of Support obtained from the President Law of the University of South Florida.
9.3.2 Regionally Accredited Institutions in College's Service District
Date(s): Click or tap here to enter text Institution(s): Eckerd College Activity Descriptions and Outcomes: Eckerd does not offer a competing program in the area.
9.3.3 Institutions outside of College's Service District (If applicable)
Date(s): Click or tap here to enter text. Institution(s): Click or tap here to enter text. Activity Descriptions and Outcomes: Click or tap here to enter text.

PROGRAM IMPLEMENTATION TIMELINE		
10.1	Indicate the date the notice was initially posted in APPRiSe.	November 2019
10.2	Indicate the date of District Board of Trustees approval.	March 2019
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	June 2023
10.4	Indicate the date the completed proposal was submitted to DFC.	October 2023
10.5	Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration. Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.	April 2024
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	June 2024
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	Click or tap here to enter text.
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2024

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA
11.1 Describe the existing facilities and equipment that the students in the program will utilize.
The program will be offered entirely online and have no clinical or lab components. Therefore, there will be no classroom/lab space, or lab equipment required. The online courses have all been developed, reviewed, and approved using the Quality Matters rubric. The students will access the courses via the College's existing MyCourses learning management system, and support and reference materials will be made available as listed in section 12.1

11.2 Describe the new facilities and equipment that will be needed for the program (if applicable).
No new facilities or equipment would be required.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM
12.1 Describe the existing library and media resources that will be utilized for the program.
St. Petersburg College is a vibrant institution with strong roots in the community college system. Learning Resources is comprised of the M. M. Bennett Libraries and the William D. Law, Jr. Learning Centers. These facilities serve four campuses and four centers of the College with campus specific library collections, college-wide eResources, and a combination of library and tutoring services that support academic success. Facilities include quiet and collaborative study spaces, Wi-Fi, open computer access, and print/scan/copy services. College data indicates that the more students use the services of Learning Resources (e.g., library and tutoring), the greater the success students will achieve. **Online Access** With more than 60% of students enrolled in at least one online course each semester, Learning Resources has made major strides to support online students in several ways. The Learning Resources website offers a gateway to library and tutoring services and resources across all modalities of instruction, including: • A library research portal with both a federated and database-specific search, leading to print and digital books, multimedia content, and journal articles, among other forms of research and learning resources; interlibrary loan services; and faculty requests for information literacy instruction; • General and course-specific research and help guides; • The SPC Online Appointment System for students to schedule consultations with librarians and tutors throughout the week;

- Ask A Librarian online research assistance;
- The Virtual Learning Commons (login required to learning management system) featuring online video tutorials and resources for course support; and
- 24/7 access to Tutor.com for both live and asynchronous online tutoring services.

Staffing

Reporting to the Executive Director of Learning Resources, seven administrators oversee campus libraries and learning centers, all of whom hold a minimum of a master's degree (six of the seven hold master's degrees in library and/or Information Science). 8.5 full-time budgeted librarians and 21 paraprofessional and support staff serve faculty and students at campus libraries. All librarians are required to hold master's degrees in library and/or Information Science, and all library support staff are required to have at least a high school diploma and two years of library experience (those at higher levels, such as the library services paraprofessional, are required to have an associate degree). Strengths include a wealth of experience in instruction, virtual reference service, web development, collection management, and access services. Each engages in professional development to remain current with new trends in the field.

Additionally, learning centers feature the equivalent of 41 budgeted professional tutors, known as (senior) instructional support specialists, all working across the physical campuses and within live and asynchronous online learning environments. The instructional support staff provide individual and group instruction in the content areas of mathematics and statistics, natural and health sciences, writing across the curriculum, and computer and information technology. Instructional support staff are required to hold a minimum of an associate degree and two years of experience with teaching or tutoring; however, at the time of this writing, 20 budgeted instructional support staff hold a bachelor's degree and 14 hold advanced degrees. These individuals offer a wealth of instructional experience in individual and small group settings and create and/or provide numerous supplemental resources for students.

Overall Library Collections

The M.M. Bennett Libraries at St. Petersburg College support college programs with resources and materials specifically to meet the educational needs of students and faculty.
Through the statewide Florida library consortium for publicly funded colleges and universities, and the allocated budgets of the department, M.M. Bennet Libraries maintains a robust collection of print and digital resources presently consisting of:

- 128 electronic research databases with over 20,000 individual titles and more than a million full- text articles;
- Approximately 83,372 eBooks; 5,904 eAudiobooks;
- Approximately 81,661 total print volumes and materials;
- Approximately 715 print serial and periodical subscriptions;
- 4,171 audiovisual titles; 66,011 eVideos;
- Video and audio editing software.

The libraries also support the tenet of intellectual freedom for the college community and work to include free access to materials representing divergent points of view concerning debatable problems and issues.

Administrators are consulted regularly for selection advice, and significant additions to the collection will be reported to the campus administration. Library Material Request forms are available on the library homepage and in each library for faculty, staff, students, administrators, and others to make suggestions for library materials for consideration.

12.2 Describe the new library and media resources that will be needed for the program (if applicable).

N/A

ACADEMIC CONTENT

13.1 List the admission requirements for the proposed baccalaureate program and describe the process for each admission pathway as reported in section 1.6, including targeted 2+2 agreements, academic GPA, test scores, fingerprints, health screenings, background checks, signed releases, and any other program requirements (as applicable).

Admission into the program will require:

1) Completion of an Associate of Science degree in Respiratory Care from a regionally accredited institution that maintains current accreditation from the Committee on Accreditation for Respiratory Care.
2) A valid and current RRT credential, or for residents of Alaska, a current Registered Respiratory Therapy (RRT) credential issue by the National Board of Respiratory Care (NBRC)

The AS Respiratory degree articulates to this bachelor's degree. For admission and graduation, a cumulative GPA of 2.00 on a 4.00 scale or higher is required.

13.2 What is the estimated percentage of upper-division courses in the program that will be taught by faculty with a terminal degree?

In accordance with the Southern Association of Colleges and Schools (SACS), at least 25% of the upper division coursework in the proposed BS program will be taught by faculty with a terminal degree.

At minimum 25% of the courses will be taught by faculty with terminal degrees. However, this number is likely to be higher based on the pool of qualified faculty hired specifically to teach in the program.

The program will be taught by a single full-time faculty member for the first year. During the second year the program will be taught by a full-time faculty member and a properly

credentialed adjunct. For the third year and fourth year a second full-time faculty member will be added.

13.3 What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections?

Year 1	Year 2	Year 3
10:1	24:1	24:1

13.4 What specialized program accreditation will be sought, if applicable? What is the anticipated specialized program accreditation date, if applicable?

We will seek optional accreditation for a degree advancement (DA) baccalaureate program from the Commission on Accreditation for Respiratory Care (CoARC). We anticipate receiving this accreditation by June 2027.

13.5 If there are similar programs listed in the Common Prerequisites Manual (CPM), list the established common prerequisites courses by CIP code (and track, if any).

CIP Code 51.0908, Track 1 ; SPC's proposal aligns to Valencia Community College's common prerequisites
Highlighted courses are offered at SPC

Requirement

MCB2010C MICROBIOLOGY	4.0 hours
OR	
PHA3751 MICROBIOLOGY	3.0 hours
OR	
MCB2004C INTRODUCTORY MICROBIOLOGY: BIOLOGY/ CHEMISTRY PREREQ	4.0 hours
OR	
MCB2010 INTRO MICROBIOLOGY (BIOLOGY/ CHEMISTRY)	3.0 hours
MCB2010L INTRO MICROBIOLOGY (BIOLOGY/ CHEMISTRY)	1.0 hours
OR	
MCB3020 MICROBIOLOGY	3.0 hours
MCB3020L MICROBIOLOGY	1.0 hours

Requirement

BSC2086C ANATOMY & PHYSIOLOGY (2 OF 2) (HS MAJ.) NO PREREQ	4.0 hours
OR	
BSC2094C HUMAN ANATOMY & PHYSIOLOGYII	4.0 hours
OR	
BSC2086L ANATOMY & PHYSIOLOGY (2 OF 2) (HS MAJ.) NO PREREQ	1.0 hours
BSC1086 ANATOMY AND PHYSIOLOGY FOR HEALTH SCIENCES II	3.0 hours
OR	
BSC2094L ANATOMY & PHYSIOLOGY (2 OF 2) (HS MAJ.) WITH PREREQ	1.0 hours
BSC2094 ANATOMY & PHYSIOLOGY (2 OF 2) (HS MAJ.) WITH PREREQ	3.0 hours

Requirement	
BSC2093C HUMAN ANATOMY & PHYSIOLOGY I	4.0 hours
OR	
ZOO3733C GROSS HUMAN ANATOMY I	4.0 hours
OR	
BSC2085C ANATOMY & PHYSIOLOGY (1 OF 2) NO PREREQ (GE CORE)	4.0 hours
OR	
BSC2093 ANATOMY & PHYSIOLOGY (1 OF 2) (HS MAJ.) WITH PREREQ	3.0 hours
BSC2093L ANATOMY & PHYSIOLOGY (1 OF 2) (HS MAJ.) WITH PREREQ	1.0 hours
OR	
BSC1085 ANATOMY AND PHYSIOLOGY FOR HEALTH SCIENCE I	3.0 hours
BSC2085L ANATOMY & PHYSIOLOGY (1 OF 2) NO PREREQ (GE CORE)	1.0 hours
Requirement	
BSC1005C BIOLOGICAL SCIENCE	3.0 hours
OR	
BSC1005 BIOLOGICAL SCIENCE	3.0 hours
BSC1005L LAB IN APPLIED BIOLOGY	1.0 hours
OR	
BSC2010C GENERAL BIOLOGY I	4.0 hours
OR	
BSC2010 GENERAL BIOLOGY (GE CORE)	3.0 hours
BSC2010L GENERAL BIOLOGY (GE CORE)	1.0 hours
OR	
CHMx000-x999C Chemistry	4.0 hours
OR	
CHMx000-x999 Chemistry	3.0 hours
CHMx000-x999L Chemistry Lab must match Lecture	1.0 hours

13.6 Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any).

☒ My institution does not anticipate proposing revisions to the common prerequisite manual.

☐ My institution does anticipate proposing revisions to the common prerequisite manual, as summarized below.

Click or tap here to enter text.

13.7 The Excel spreadsheets below are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object," and then "Open." To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

For each primary pathway identified in Section 1.6, list all courses required once admitted to the baccalaureate program by term, in sequence. Include credit hours per term and total credits for the program. Please note what courses fulfill general education (ge), program core (pc), elective requirements (elec), and what courses apply to concentrations (conc), if applicable, by including the provided abbreviations in parentheses following each course title.

The following coursework must be completed to meet the Florida Common Prerequisites for the Cardiopulmonary Sciences baccalaureate degree and may be fulfilled within General Education, Elective, or Lower Division studies. This course sequence is based on a primary pathway of students entering the program with the required Respiratory AS degree (76 credits).

State Mandated Prerequisites (offered at SPC)

BSC X005C - General Biology 4 credits or BSC 1010 - Biological Science I 3 credits and BSC 1010L - Biological Science I Laboratory 1 credit (ge) 4
BSC X085C - Anatomy & Physiology I 4 credits or BSC 1093C - Anatomy & Physiology I 4 credits (ge)
BSC X086C - Anatomy & Physiology II 4 credits or BSC 1094C - Anatomy & Physiology II 4 credits (ge)
MCB X010C - Microbiology 4 credits (ge)

General Education (9 credits)

ENC 1102 Composition II (Communications Core) (ge) 3
STA 2023 Elementary Statistics (Math Core) (ge) 3
PHI 1010 Introduction to Philosophy (Humanities Core) (ge) 3

Major Core Courses (40 credits)

HSA 4184 Leadership & Management in Health & Human Services Organizations (pc) 3
HSA 3104 Health Care Delivery in the United States (pc) 3
HSA 3702 Research Methods in Health & Human Services (pc) 3
HSA 4140 Strategic Management & Planning in Health & Human Services (pc) 3
HSC 3201 Community Health and Epidemiology (pc) 3
HSC 4640 Legal & Ethical Aspects of Health Care (pc) 3
RET 3050 Evidence Based Medicine in Respiratory Care (pc) 3
RET 4285 Advanced Cardiopulmonary Medicine (pc) 4
RET 4494 Advanced Cardiopulmonary Pathophysiology (pc) 4
RET 4715 Advanced Neonatal and Pediatric Respiratory Care (pc) 4
RET 4524 Patient Education & Disease Management (pc) 3
RET 4912 Respiratory Care Capstone (pc) 4

13.7.1	Program of Study for Students with A.S. Degree	
Term 1	**Course Title**	**Credit Hours**
HSA 4184	Leadership & Management in Health & Human Services Organizations (pc)	3
HSA 3104	Health Care Delivery in the United States (pc)	3
ENC 1102	Composition II (GE)	3
HSA 3702	Research Methods in Health and Human Services (pc)	3
STA 2023	Elementary Statistics (GE)	3
	Total Term Credit Hours	15
Term 2	**Course Title**	**Credit Hours**
HSA 4140	Strategic Management and Planning in Health and Human Services (pc)	3
PHI 1010	Introduction to Philosophy (GE)	3
HSC 4640	Legal and Ethical Aspects of Health Care (pc)	3
RET 3050	Evidence Based Medicine in Respiratory Care (pc)	3
	Total Term Credit Hours	12
Term 3	**Course Title**	**Credit Hours**
HSC 3201	Community Health and Epidemiology (pc)	3
RET 4285	Advanced Cardiopulmonary Medicine (pc)	4
RET 4494	Advanced Cardiopulmonary Pathophysiology (pc)	4
	Total Term Credit Hours	11
Term 4	**Course Title**	**Credit Hours**
RET 4715	Advanced Neonatal and Pediatric Respiratory Care (pc)	4
RET 4524	Patient Education and Disease Management (pc)	3
RET 4912	Respiratory Care Capstone (pc)	4
	Total Term Credit Hours	11

13.8 Indicate whether the program is being proposed as a limited or restricted access program.

☐ Limited Access
☐ Restricted Access
☒ N/A

Provide additional information (e.g., enrollment capacity, admissions requirements, etc.) if the program is being proposed as a limited or restricted access program.

Click or tap here to enter text.

PROGRAM TERMINATION
14.1 Provide a plan of action if the program is terminated in the future, including teach-out alternatives for students.
As mandated by the State Board of Education, St. Petersburg College will demonstrate diligence to individual needs in the event of program termination and will enact an approved degree completion plan to enable eligible students to complete the appropriate BS degree program coursework following the termination decision to include transition services, "teach-out" options, and options for students to complete with other area institutions.

SUPPLEMENTAL MATERIALS
15.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts. Throughout the proposal, please include in-text references to the supplemental materials for reviewer reference.
• Letter from President Williams to University of South Florida's President Rhea Law • Letter of Approval from University of South Florida from President Rhea Law • Letter of Support American Association of Respiratory Care • Letter of Support Florida Society of Respiratory Care • Letter of Support Bayfront Hospital • Letter of Support John Hopkins All Children's Hospital • Letter of Support Tampa General Hospital

15.2 List any objections or alternative proposals for this program received from other postsecondary institutions. If objections or alternative proposals were received, institutions are welcome to submit a rebuttal and include any necessary supporting documentation.
No Objections have been received.

UNIVERSITY OF SOUTH FLORIDA
Office of the President

January 18, 2023

Dr. Tonjua Williams
President, St. Petersburg College
PO Box 13489
St. Petersburg, FL 33733

Dear President Williams,

Thank you for your support regarding additional areas of workforce needs in Pinellas County and how St. Petersburg College (SPC) and the University of South Florida (USF) can work together to support the educational opportunities of the Tampa Bay region. At USF, we are thrilled to have SPC as our partner as we work with local business and industry to improve the lives of those we serve.

I am pleased to give you USF's approval and continued support, as SPC begins the process for new and expanded baccalaureate program development in the areas of Human Services, Cardiopulmonary Science, Digital Media Technology, English Education, and Social Science Education. USF is supportive of SPC and your efforts to expand in these directions.

I look forward to continuing our strong relationship and thank you President Williams for your continued leadership.

Sincerely,

Rhea F. Law
President

University of South Florida

A Preeminent Research University

February 6, 2019

Dr. Tonjua Williams
President, St Petersburg College
PO Box 13489
St. Petersburg, FL 33733-3489

Dear President Williams,

Thank you for your letter dated January 25, 2019 regarding additional areas of workforce needs in Pinellas County and how SPC and USF can work together to support the educational opportunities of the Tampa Bay region. At USF, we are thrilled to have SPC as our partner as we work with local business and industry to improve the lives of those we serve.

I am pleased give you USF's approval and continued support, as SPC begins the State of Florida's process for baccalaureate program development in the areas of:

- Cybersecurity
- Human Services
- Respiratory Care
- Digital Media Technology

I look forward to continuing our strong relationship, and thank you, President Williams, for your continued leadership.

Regards,

Judy Genshaft

Judy Genshaft
USF System President

OFFICE OF THE USF SYSTEM
University of South Florida • 4202 East Fowler Avenue • Tampa, FL 33620
www.system.usf.edu

AMERICAN ASSOCIATION FOR RESPIRATORY CARE
9425 N. MacArthur Blvd, Suite 100, Irving, TX 75063-4706
(972) 243-2272, Fax (972) 484-2720
http://www.aarc.org, E-mail: info@aarc.org

May 1, 2019

Steve Hardt, MA, RRT-ACCS
Program Director
Respiratory Care Program
St. Petersburg College

Mr. Hardt,

The American Association for Respiratory Care (AARC) wishes to go on record as supporting St. Petersburg College in its efforts to convert your current degree in Health Sciences Administration for Respiratory Care to a Bachelor of Science degree in Pulmonary Services. The AARC, as part of its mission, seeks to promote the advanced level credential (RRT) for the Respiratory Therapist as well as advanced degrees in Respiratory Care or other Health Science. As you know, the AARC launched an initiative called *2015 and Beyond* and your goal is in step with this vision for the future. Bottom line is that access to the Respiratory Therapist outside of the acute care hospital is changing and along with it the qualifications of those who provide the care and disease management.

We must be ready to produce the best-equipped respiratory therapists who are ready to expand their roles from the current practice to align with the changes in care. A baccalaureate program should better prepare Respiratory Therapists to that end. Bringing Registered Respiratory Therapists with bachelor degrees into the market will allow for a better prepared clinician who will be able to achieve many of the projections and objectives of *2015 and Beyond*.

Your program has notably placed a positive impact in Florida through the years. We fully support your program's transition to a baccalaureate degree in Cardiopulmonary Services

Please let me know if I can be of further assistance.

Best Regards,

Thomas J. Kallstrom, MBA, RRT, FAARC
Executive Director/CEO
American Association for Respiratory Care

FLORIDA SOCIETY FOR RESPIRATORY CARE
P.O. BOX 354400, Palm Coast, FL 32135
PHONE: (813) 649-8942 FAX: (813) 426-3323 EMAIL: FSRC@FSRC.ORG

April 30, 2019

Steve Hardt, MA, RRT, RRT-ACCS
St. Petersburg College
Program Director
Respiratory Care Program

Dear Mr. Hardt,

We, the Florida Society for Respiratory Care (FSRC), strongly support St. Petersburg College adding a Bachelors of Science Degree Program in Respiratory Care.

The respiratory care profession has experienced growth in scope of practice, complexity of clinical skills, and diversity of care sites. In concert with this growth, the need for critical thinking and non-technical skills has also grown. Respiratory therapists not only need to possess and display a high degree of technical competence, they also must demonstrate skill in communication, deductive reasoning, management, health policy and education. Advancing the degree of the respiratory therapist to a baccalaureate degree provides a foundation for these skills while also facilitating career opportunities that might otherwise not exist.

We applaud your efforts in supporting and working to meet the needs of the respiratory care profession.

Sincerely,

Mark Pellman
President, FSRC

Bayfront Health
St. Petersburg

April 30, 2019

St. Petersburg College
Respiratory Care Program
P. O. Box 13489
St. Petersburg, FL 33733-3489

To Whom It May Concern:

In my capacity as Director of Cardiopulmonary at Bayfront Health St Petersburg, I fully support your proposal to convert your online degree in Health Service Administration in Respiratory Care to the more traditional BSRT degree, the Bachelor's in Cardiopulmonary Services.

Sincerely,

Timothy Luba, MHA, MS, RRT
Director, Cardiopulmonary Services

Respiratory Care/Pulmonary Diagnostics
501 6th Ave South
St. Petersburg, FL 33701
727-7674277
727-767-6478 F

JOHNS HOPKINS
MEDICINE
JOHNS HOPKINS
ALL CHILDREN'S HOSPITAL

May 8, 2019

Steve Hardt, MA, RRT, RRT-ACCS
Program Director
Respiratory Care Program
St. Petersburg College

Steve,

As the Director of Respiratory Care here at Johns Hopkins All Children's Hospital I am in full support of the St. Petersburg College program converting to the Bachelor's Degree in Cardio-Pulmonary Services. I believe that this will align with our professional development goals for our current and future staff members. Additionally, this program would support the AARC's mission of transitioning away from an associate degree as an entry level to the baccalaureate degree requirement.

Please do not hesitate to contact me if you need anything further.

Thank you,

Linda Semones BS, RRT-NPS
Director
Johns Hopkins All Children's Hospital
Respiratory Care & Pulmonary Diagnostics
501 Sixth Avenue South
St. Petersburg, FL 33701
P 727-767-3079 | F 727-767-6478
lsemone1@jhmi.edu
www.HopkinsAllChildrens.org

JOHNS HOPKINS
MEDICINE
JOHNS HOPKINS
ALL CHILDREN'S HOSPITAL

Tampa General Hospital

April 17th, 2023

To whom it may concern:

I am writing to show my support for St. Petersburg Colleges conversion of their online degree in Health Service Administration in Respiratory Care to the more traditional BSRT degree, the Bachelor's in Cardiopulmonary Services. This change will provide much needed education in a field that is becoming more specialized. While other disciplines have already increased their educational standards, it is now time for our profession to do the same.

Thank you for your time.

Sincerely,

Andrew Barrett

Andrew Barrett, RRT

Manager of Respiratory and Pulmonary Services

Tampa General Hospital

Dear Dr. Mathew Liao-Troth,

Please permit me to introduce myself. My name is Mark Pellman, and I am the Director of Respiratory Care, Hyperbarics, and Neurophysiology at Sarasota Memorial Hospital. I am also a past president of the Florida Society of Respiratory Care, a founding member of the Florida Respiratory Leadership Network, and chair of the Respiratory Care Advisory Committee at St. Petersburg College.

I am writing to request that you allow St. Petersburg College to proceed with their application to convert their existing Bachelor's in Applied Science in Health Services Administration for Respiratory Care to a Bachelor's in Science in Cardiopulmonary Science (BSCS) degree. Please note this proposed change would involve changing the track of an existing bachelor's program rather than ending an existing bachelor's program.

This conversion is necessary as the respiratory care profession is moving to the Baccalaureate as the entry level degree. The American Association of Respiratory Care has established a goal of moving our profession to the Baccalaureate by 2030.

Additionally, the College of American Pathologists, per Clinical Laboratory Improvement Amendments regulations, has recently begun to require the Baccalaureate in Science, such as the BSCS, to maintain arterial blood gas (ABG) labs. These ABGs labs are vital to our care of patients, and more baccalaureate level therapists are required to support and provide this vital service.

Perhaps most importantly, recent advances in the science and technology involved in the practice of Respiratory Care, especially pertaining to advanced life-support equipment, require additional training and expertise outside the traditional Associate degree. The COVID 19 pandemic has also highlighted the need for respiratory therapists to have the strong background in research methodologies and evidence based practiced that the BSCS degree provides.

St. Petersburg College is uniquely positioned to offer this degree expeditiously. They have the existing coursework developed, have a well equipped ventilator lab, and have the necessary partnerships within the respiratory care community to offer a successful program.

Your consideration of St. Petersburg College's request for permission to offer this program would be greatly appreciated.

Regards,

Mark Pellman

Sarasota Memorial Hospital

Director of Respiratory Care Serves