The ACRTE Chronicle

American College of Respiratory Therapy Education

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Youngstown State University
Youngstown, Ohio

Spotlight Article



Doctor Louis N. Harris Respiratory Care Programs
Bitonte College of Health and Human Services
Department of Health Professions

By Kelly L. Colwell EdD, MRC, RRT, RRT-NPS, CPFT, AE-C, FAARC, FNAP

Associate Professor, Director of Respiratory Care Programs

The University

Youngstown State University (YSU) is a public, veteran friendly, comprehensive urban research university that offers nearly 13,000 students more than 105 undergraduate programs, 50 graduate programs including doctorate programs in health science, engineering, education, physical therapy, and nursing. YSU is backed by a strong tradition of teaching, scholarship, and public service. The

average class size at YSU is 21 with a student to faculty ratio of 14:1. YSU is also a major educational and economic development resource in the Youngstown, Ohio region. YSU is known for its focus on academic research and creative programs that transform its students into successful professionals, scholars, and leaders.



Tracing its humble origins back to 1908, Youngstown State University is in the heart of the Tech Belt between Cleveland and Pittsburgh. YSU provides opportunities for students to actively participate with accomplished faculty, often in one-on-one settings, on advanced research and creative collaborations. The beautiful 145-acre campus includes high-tech classrooms, state-of-the-art labs, and performance facilities, Hi-fidelity medical simulation labs and a variety of on-campus housing options and recreational facilities among the best in the nation. YSU today consists of seven colleges that offer undergraduate and/or graduate degrees and certificates.

- College of Liberal Arts and Social Sciences
- College of Science, Technology, Engineering, and Mathematics
- Williamson College of Business Administration
- Beeghly College of Education
- Bitonte College of Health & Human Services
- College of Creative Arts & Communication
- College of Graduate Studies

The Bitonte College of Health and Human Services is the largest academic college at the university and includes the respiratory care programs. The university also boasts 18 athletics teams, including a four-time national champion football team, who competes on the Division I NCAA level. Youngstown State University is also positioned in the top three of the most cost-effective state universities in Ohio.

The Programs

Bachelor of Respiratory Care (BSRC) with Advanced Placement Master of Respiratory Care (MRC) or Polysomnography Option

Youngstown State University's Bachelor of Respiratory Care program (BSRC) is administratively housed within the Bitonte College of Health and Human Services, Department of Health Professions. The program originated as a hospital-based in 1977 and became part of the University curriculum under the watchful, eye and expert tutelage, of Dr. Louis N. Harris. In 2017, the program was officially named after Dr. Harris to reflect his clear passion, dedication, perseverance, foresight and vision to the program's growth, student potential and societal health needs. The program is separated by the faculty into specific tracks of study allowing advanced placement of dual credit graduate swing courses and polysomnography courses simultaneously while students complete their BSRC degree. Our students also are immersed in interprofessional learning experiences (IPE) as part of the mandatory curriculum We are proud of a dual hi fidelity simulation lab for neonatal, pediatrics, and adults that has real time recording for debriefing and dual simulation capability simultaneously tied to our inhouse apple tv system for social distancing and online interactive learning. The BSRC program is accredited through the Commission on Accreditation for Respiratory Care (CoARC) and has received Distinguished Registered Respiratory Credentialing Success awards. The program maintains a 98%+ NBRC high cut score rate with 99% pass rates on the RRT exams. The program also receives high student employee/employer satisfaction rates and a near 100% job placement rate, corrected for those entering the military after graduation. This is attributed by peers to the expert instruction,





experience and professionalism of our didactic and clinical faculty and the clinical facilities in which the students rotate. The Bachelor of Science in Respiratory Care program graduates are eligible to sit for specialty certifications in NPS, CPFT, SDS offered by the National Board for Respiratory Care.

Students receiving advanced graduate placement (GPA $\geq$ 3.2) are able to participate in dual credit graduate courses at the undergraduate rate of tuition for both the bachelor's traditional program and the bachelor's online completion program. This allows the student to have up to 9 hours of graduate course work completed towards their graduate MRC degree while completing their Bachelor of Science in respiratory therapy degree. The online programs cater to the nontraditional working professional that are seeking the betterment of degree advancement in a user-friendly asynchronous format.

Option/Polysomnography Option

The online Bachelor of Science in Respiratory Care Degree Advancement Completion program is specifically designed for the credentialed respiratory care practitioner who wants to enhance their future career options and advancement within their professional discipline. As a credentialed respiratory care practitioners and graduates of an accredited respiratory care program with a license in their state, individuals can continue their education with the respiratory care major online. Students will build on the skills needed to move onto clinical and leadership positions in the respiratory care profession. The program expands student knowledge and skills in the areas of:

- Advanced cardiopulmonary disease management
- Advanced clinical applications
- Clinical research and leadership and technology related to the practice of respiratory care.

BSRC completion student can also enroll in the advanced placement Master of Respiratory Care (MRC) graduate program, receiving dual credit towards their Master of Respiratory Care or polysomnography certificate while simultaneously completing their BSRC asynchronously and 100% online. Our students receive up to 10 semester hours (SH) for prior learning experience once their core respiratory courses are completed and all hours transferred to YSU pertaining to their existing associate degree are credited towards the 120 SH required for their BSRC.

https://cms.ysu.edu/administrative-offices/distance-education/online-bachelor-science-respiratory-care-completion

https://ysu.edu/admissions/apply-to-ysu/transfer-students

Master of Respiratory Care- Online

The core of the MRC curriculum builds on skills related to leadership, clinical research, education, interprofessional education and technology applications related to educational/administrative settings. For students seeking ways to enhance their skills and education, along with the flexibility that fits a busy schedule, the MRC program is delivered fully online by the faculty to meet their needs.

The 30-credit hour MRC online program at YSU requires no visits to campus to attend conventional classes, although graduates are encouraged by the faculty to participate in graduation commencement. Courses are offered by YSU, during spring, summer and fall semesters to allow busy professionals to start and work towards degree completion at their own pace. YSU also has one of the most affordable tuition rates in Ohio. Advancement within a respiratory career starts with the proper level of education, experience, and perseverance. Students seeking to aspire to the professional role of leadership, educator, or research investigator, will find this program prepares them academically to achieve those goals.
https://ysu.edu/academics/bitonte-college-health-and-human-services/online-respiratory-care-mrc

CURRICULUM

YSU BACHELOR OF SCIENCE RESPIRATORY CARE (BSRC) 2023-2024

With Master of Respiratory Care (MRC) Option

YEAR 1 – FALL SEMESTER	SH	GR
BIOL 1545/L A.H. Anatomy & Physiology	5	
YSU 1500 ,1500S or HNRS Success seminar	1-2	
MATH 2623 Quantitative Reasoning	3	
PHLT 1568 Healthy Lifestyles	3	
ENGL 1550 Writing 1	3	
TOTAL	15	
YEAR 1 – SPRING SEMESTER	SH	GR
Natural Science without lab	3	
ENGL 1551 Writing 2	3	
COMM 1545 Communications Foundations	3	
SOC 1500 Introduction to Sociology	3	
TOTAL	12	

Bold pre-respiratory courses are required for admission into the program.

YEAR 2 – FALL SEMESTER	SH	GR
RESC 1530 Foundations of Respiratory Care	3	
BIOL 1560 Micro Health Prof	2	
Biol 1560L Microbiology in Health Professions	1	
PHIL 2625 Intro to Professional Ethics	3	
RESC 3710 Respiratory Care Pharmacology	3	
TOTAL	12	
YEAR 2 – SPRING SEMESTER	SH	GR
RESC 1503 Respiratory Procedures 1	3	
Resc 1503L Respiratory procedure 1 Lab	1	
RESC 1520/L Respiratory Assessment 1	3	
PSYC 1560 General Psychology	3	
Elective	3	
TOTAL	13	
YEAR 2 – SUMMER SEMESTER	SH	GR
RESC 2620 Respiratory Assessment 2	2	
RESC 2620L Respiratory Assessment 2 Lab	1	
RESC 2621 Cardiopulmonary Disease	3	
7 week courses TOTAL	6	

YEAR 3 – FALL SEMESTER	SH	GR
RESC 3706 Respiratory Procedures 2	2	
RESC 3706L Respiratory Procedures 2 lab	1	
RESC 3720 Mechanical Ventilation 1	2	
RESC3720LMechanical vent 1 lab	1	
**HAHS 5875 IPE for Health professions*	3	
**AHLT 5840 Comp. Health Care Systems*	3	
TOTAL	12	
YEAR 3 – SPRING SEMESTER	SH	GR
RESC 2699 Clinical Practice 1	1	
RESC 3708 Clinical Specialties	3	
RESC 3709 Pediatric Respiratory Care	3	
RESC 3709L Pediatric Respiratory Care lab	1	
RESC 3725 Mechanical Ventilation 2	2	
RESC 3725L Mechanical ventilation 2 Lab	1	
RESC 4867 Fund of leadership	3	
TOTAL	14	
YEAR 3 – SUMMER SEMESTER	SH	GR
RESC 3740 Respiratory Clinics 2	3	
RESC 4870 Advanced Cardiopulmonary Case Management	3	
TOTAL	6	

YEAR 4 - FALL SEMESTER	SH	GR
RESC 3765 Advanced RC Diagnostics	3	
RESC 3741 Respiratory Clinics 3	3	
RESC 4831 Pulmonary Case Management	3	
AHLT 4813 ACLS/PALS	3	
AHLT 4806 Research Methods	3	
RESC 4838 Respiratory Seminar 1	1	
** RESC 5820 Respiratory Care Profession*	3	
TOTAL	19	

YEAR 4 - SPRING SEMESTER	SH	GR
RESC 4842 Respiratory Seminar 2	1	
AHLT 4820 Directed Research	3	
Elective (Arts & Humanities)	3	
Resp 4835 Clinics 4	3	
TOTAL	13	
TOTAL SH FOR BSRC	**122**	

YOUNGSTOWN STATE UNIVERSITY
College of Graduate Studies

Master of Respiratory Care

REQUIRED CORE COURSES (27 SH)	SH	GR
RESC 5820 The Respiratory Care Profession	3	
RESC 6950 Respiratory Care Research	3	
HAHS 5875 IPE for Health Professions	3	
RESC 6906 Respiratory Care Seminar	3	
RESC 6908 Leadership Development in Respiratory Care	3	
RESC 5860 Technology Applications in HHS	3	
RESC 6910 Competency Assessment in Respiratory Care	3	
RESC 6915 Education and Accreditation in Respiratory Care	3	
CJFS 6945 Research Methods in HHS	3	
RECOMMENDED ELECTIVES (3 SH required)		
RESC 5880 Advanced management of the Ventilator Patient	3	
RESC 6922 Special Topics in Respiratory Care **Req. for CRTT/CRT**	3	
HAHS 6962 Health Care Reform	3	
HHS 6958 Health Service Issues	3	
AHLT 5840 Comparative Health Care Systems	3	
AHLT 5807 Epidemiology	3	

Admission Requirements Masters online

All respiratory care applicants must meet the following requirements:

- Regular admission requires a cumulative undergraduate grade-point average of at least 3.0 (on a 4.0 scale).
- Applicants with a cumulative undergraduate grade point average of 2.7 to 2.99 may be admitted by YSU provisionally.
- Applicants with a cumulative undergraduate grade point average of **less than** 2.7 will be required by YSU to submit an official report of the Graduate Record Examination (General Test) scores completed within the last five years for admission consideration.
- Current state license as a respiratory care practitioner
- National Board for Respiratory Care (NBRC) professional RRT (advanced practitioner) credential, CRT/CRTT provisionally
- Membership in the American Association for Respiratory Care (AARC) to access data/projects that will be needed in academic coursework.
- An (optional) personal interview and/or additional information as requested by the program's admission committee.
- Students not meeting regular admission requirements may be provisionally admitted . See the *Graduate Catalog* under Provisional Admission.

Applicants must submit the following items to Graduate Admissions:

- Official transcripts from each college or institution of higher learning attended (other than YSU)
- A letter of intent stating one's professional goals and how graduate education in respiratory therapy will help fulfill said goals.
- An official report is required by YSU of the Graduate Record Examination (General Test) scores completed within the past five **years if the applicant's** cumulative grade point average is less than 2.7.

First Time Graduate Admissions Link

Faculty



Kelly L. Colwell EdD, MRC, RRT, RRT-NPS, CPFT, AE-C, FAARC, FNAP, is the director of the Respiratory Care programs and Associate professor within the Department of Health Professions at Youngstown State University, including the Bachelor of Science in Respiratory Care, BSRC Completion program, Polysomnography Certificate program and Master of Respiratory Care program. Dr. Colwell received his diploma in respiratory care from Thiel College in Greenville Pa, his Bachelor of Science in applied science (BSAS) from Youngstown State University and was the first graduate of Youngstown State University's Master of Respiratory Care program in 2013. Dr. Colwell also completed his dissertation fulfilling the requirements for his doctorate in education/education leadership (EdD) from Youngstown State University as well. Kelly began instructing clinically for Youngstown State in 1990 and was an adjunct instructor in 1993. He became a full-time faculty member in 2016, and then program director after completing his doctorate degree. In 2018, he was appointed director of all respiratory care programs at YSU.

Kelly has spent over 37 years within the neonatal pediatric arena of patient care working at Tod Children's Hospital in Youngstown and then Akron Children's Hospital. Kelly is a member and active within the AARC, ACRTE, NBRC, Phi Kappa Phi and the OSRC, where he presently serves as the Ohio Society for Respiratory Care Neo-Peds Chair, legislative committee, Ethics committee and Eastern District representative and recent immediate past president of the OSRC. He is also involved with and has published research in the area of complex exercise testing for children, improvement of access for pediatric asthma follow-up care, clinical research QI for the improvement of ABG sampling success, Improvement of access to health care for the homeless and those underinsured that are afflicted with pulmonary diseases and research involving speech recognition for EMR documentation. Dr. Colwell is also on the editorial board for The Journal of Research in Pediatrics and Neonatology, The Annals of Reviews and Research, Journal of Pulmonary and Respiratory Science and The Journal of Public Health Issues and Practice and is a peer reviewer for Respiratory Care Journal. Kelly also has multiple abstract publications and presentations relating to children with asthma and smoking cessation. And social determinates of health. He has also been recognized for and has received the Ohio Society for Respiratory Care, neonatal pediatric practitioner of the year award. He has received distinguished teaching awards, for his clinical contributions, from both Youngstown State University and Tod Children's Hospital pediatric residency staff. He is a Fellow in the American Association for

Respiratory Care and a Distinguished Scholar and Fellow in the National Academies of Practice (NAP) and is presently one of only two respiratory therapists in Ohio to hold that distinction.



Amanda Leightner, PhD, RRT, RRT-SDS RPSGT, RST, CCSH, FAARC is an Associate professor in the Department of Health Professions for the master's and baccalaureate respiratory care and the polysomnography program at Youngstown State University. She currently serves as the director of clinical education for the programs. Her previous work experience includes critical care, trauma, NICU, and polysomnography. Areas of research interest include cultural competency, healthcare management, respiratory care fundamentals, polysomnography with a focus on Positive Airway Pressure (PAP) and higher education of healthcare professionals. Her most recent research focused on Positive Airway Pressure adherence and disruptive behavior in the respiratory therapy workforce, and neuro-accounting investigations. She currently serves as the president of the Ohio Sleep Society Board of Directors, OSRC program planning committee, AAST Standards and Guidelines Committee, and is an active member of the AARC, ACRTE and OSRC. She currently serves on the board of directors for the NBRC, serves as the AARC sleep section chair, President elect Lambda Beta Her experience as a registered polysomnography technologist and registered respiratory therapist leaves her with global understanding of the purpose of the respiratory and polysomnography professions. She is one of only five therapists in the United States that holds all five Polysomnography credential.

Adjunct Faculty



Salvatore Sanders, PhD, RRT, CPFT is a professor in the Department of Health Professions and serves as dean of the College of Graduate Studies at Youngstown State University (YSU), Youngstown, Ohio. Dr Sanders credits Youngstown State University with providing him a great respiratory care education and the opportunity to earn his B.S.A.S. degree in allied health. Sal earned his Master of Science (M.S.) in technical education and Doctor of Philosophy (Ph.D.) degrees at The University of Akron in Akron, Ohio. Sal also enjoys the opportunity to teach technology related courses in the Master of Respiratory Care (MRC) and Bachelor of Science in Respiratory Care programs that YSU offers.

Sal brings clinical, technology, and management skills to the online learning environment. He encourages students enrolled in his technology applications courses, to apply technology in ways that enhance education and management. Sal has held several respiratory care and educational positions that allowed him to learn and enhance his professional knowledge and skills, including respiratory therapist, clinical instructor, director of clinical education, and professor of health professions.

Dr. Sanders has been recognized as a distinguished professor for excellence in teaching at Youngstown State University. His research interests include health behaviors, student feedback expectations, voice recognition and instructional technology. He is presently collaborating with colleagues on research involving the application of speech recognition to medical records. Sal has also co-authored multiple publications related to health care and respiratory therapy.



Robert Chatburn, MHHS, RRT, RRT-NPS, FAARC is a part-time faculty member in the Department of Health Professions at Youngstown State University within the Bachelor and Master of Respiratory Care programs. Mr. Chatburn received his associates of science in respiratory therapy at Cuyahoga Community College, his Bachelor of Science (BSAS) from Youngstown State University and his Master's in health and human services (HHS) from YSU as well. Rob is presently the clinical research manager and director of simulation of advanced skills at the Cleveland Clinic, Cleveland, Ohio. He is also an adjunct professor for the Lerner College of Medicine of Case Western Reserve University. Rob is active within and a member of the AARC, NBRC, OSRC, Phi Kappa Phi, Lambda Beta Sigma Xi, and the Society for Simulation in Health care. He also is the author of 125 peer-reviewed articles, 11 non-peer reviewed articles, authored 52 textbook chapters, has 225 abstract publications and is on the editorial board of many professional publications. He has received many honors, awards and recognition within his career including the Monahan/Trudell fellowship award, Dr. Forrest Bird Award, Allen and Hanbury's Literary Award and the Jimmy Young Medal. Mr. Chatburn's extensive research with mechanical ventilation has been internationally recognized and republished with permission as well.

John J. Komara, MBA, HCM, RRT is a part-time faculty member in the Department of Health Professions at Youngstown State University, within the Bachelor and Master of Respiratory Care programs. Mr. Komara was born and raised in Ohio, spending the better part of his professional career within the healthcare field. John received his Associates of Science in Respiratory Care from

the Cuyahoga Community College, Respiratory Therapy program, his bachelor of the arts in health services management from Ursuline college, Ohio, and his master's in business administration (MBA) and his master's in healthcare management (HCM) from The University of Phoenix.

John has previously worked as the IRB program administrator for the Cleveland Clinic Health System and manager of critical care research programs at the Cleveland Clinic. John has also published many articles including two scientific abstracts, 10 scientific publications, two collaborative international critical care research projects, 14 corporate sponsored critical care research projects, nine NIH sponsored clinical research projects and developed 12 research related educational workshop certification programs. John's focus has been on research pertaining to ARDS/acute lung injury (ALI), partial liquid ventilation and mechanical ventilation. John also has experience developing distance education research courses for graduate level curriculum.



Katie A Snyder, MRC, RRT is a part-time faculty member in the Department of Health Professions at Youngstown State University, teaching primarily in the Bachelor of Respiratory Care program. Katie received her initial training in respiratory care at Youngstown State University, earning her Bachelor of Science in Respiratory Care (BSRC) in 2000. After working professionally for over 15 years, she returned to Youngstown State University to earn her Master of Respiratory Care (MRC) degree in 2018.

While in the MRC program, she earned several academic honors, including membership to the Golden Key National Honor Society and Phi Kappa Phi. She was also honored as the Graduate Student Marshal at her 2018 commencement.

Katie's career as a registered respiratory therapist began in 2000 when she accepted her first job at the former Northside Medical Center in Youngstown, Ohio. While there, she gained valuable experience in her field, specifically in acute care and specializing in the medical and surgical intensive care units. Northside Medical Center also housed the former and nationally renowned Tod Children's Hospital, which included neonatal and pediatric intensive care units, along with neonatal critical care transport areas that gave her the expertise that aided her in another aspect of her educational career: gaining and maintaining credentialing as a Neonatal Resuscitation Program Instructor. Katie eventually left Northside Medical Center prior to its closing, and during that time worked at Vibra Hospital of Mahoning Valley in Boardman, Ohio gaining experience in long-term acute care that accentuated her experience. She has since chosen to continue her career as a practitioner at University Hospitals – Portage Medical Center in Ravenna, Ohio.

Katie began teaching with Youngstown State University in 2015, beginning with a cooperative technical/preparatory class with the Mahoning County Career and Technical Center. She eventually proceeded to becoming a respiratory lab instructor with the university in 2016 and then began teaching undergraduate respiratory therapy courses didactically in 2017. She maintains her status as a practicing clinician while also being a collegiate instructor, believing that maintaining clinician status makes her instruction exceptionally relevant to her students.

Katie is an active member of the AARC and the NBRC. She is also a member of Gold Key, Phi Kappa Phi and the Lambda Beta honors societies and is involved as the chair of the Respiratory Unit-Based Council at UH-Portage Medical Center, bringing clinical expertise and influencing departmental policy and procedure. Katie has also served as the Eastern district director for the Ohio Society for Respiratory Care

Program Links

Bachelor of Respiratory Care (BSRC)

Bachelors Completion in Respiratory Care (BSRC)

Master of Respiratory Care (MRC)

Polysomnography Certificate

Contact Information

Dr. Kelly L. Colwell, EdD, MRC, RRT, RRT-NPS, CPFT, AE-C, FAARC, FNAP, Associate Professor of Health Professions

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330-941-2631



AARC Education Summit Paves the Way for RT Advancement

Doug Gardenhire, president of ACRTE (American College of Respiratory Therapy Education), recently played a pivotal role at the American Association for Respiratory Care (AARC) Education Summit, where he joined other esteemed education stakeholders in shaping the future of respiratory therapy education. The summit, chaired by AARC President Carl Hinkson and AARC Education Section Chair Jennifer Anderson, convened over two days to address crucial advancements in the field.

Moderated by Steve Sosland vice chancellor for leader and culture development at Texas Tech University System, the summit concluded with significant recommendations aimed at elevating the educational standards for respiratory therapists. One of the primary outcomes was a proposal to transition towards a bachelor of science degree at either the entry-level or degree advancement in respiratory therapy.

These recommendations are poised to bring about transformative changes in the profession, aligning educational pathways with the evolving demands and complexities of healthcare. The change in other healthcare professions only demonstrates the need for BSRT. By advocating for a bachelor of science degree, the summit participants emphasized the importance of equipping respiratory therapists with enhanced knowledge and skills to meet current and future healthcare challenges effectively, as well as reimbursement of services from CMS.

As the leading organization in respiratory care, the AARC will take the lead in disseminating these recommendations and collaborating with stakeholders to implement them in the near future. This initiative underscores a commitment to advancing the quality of education and practice in respiratory therapy, ensuring that professionals are well-prepared to deliver optimal care and contribute to improved patient outcomes.

ACRTE's participation in the Education Summit highlights our dedication to fostering excellence in respiratory therapy education and its proactive stance in shaping the future of the profession. As these recommendations move towards realization, they are set to create a lasting impact on respiratory therapy education, elevating standards, and strengthening the foundation for a highly skilled workforce.

ASRT to BSRT & MSRC Degree Advancement Programs

BSRT and MSRT Entry Programs

Graduate Respiratory Therapist Programs

www.acrte.org

Professional Positions Posted

***UT Health San Antonio, *University of West Alabama, *Texas State University, *Liberty University, *University of Nebraska Medical Center, *Georgia State University, *Stony Brook University, *St. Catherine University, *Augusta University, *Upstate Medical University-Syracuse**

American College of Respiratory Therapy Education
Scholarship Announcement

Since its start in 2012, a primary objective of the American College of Respiratory Therapy Education (ACRTE); formerly known as CoBGRTE has been to advance respiratory therapy education. To accomplish this goal, ACRTE employs a multi-tiered approach that includes educational scholarships. The first scholarships were awarded by ACRTE in 2012. To date, ACRTE has awarded $79,900 in merit and research scholarships to 103 baccalaureate and graduate students. In the spirit of inclusiveness, and with our name change, we are supporting all respiratory therapy education, from the associate degree to the doctoral level. We strongly believe the future of respiratory therapy education depends on us all. The NBRC also believes in this mission and has graciously supported ACRTE with $20,000 per year to support therapists in pursuit of doctoral degrees. That support thus far has seen one respiratory therapist earn a PhD in rehabilitation science. There are several doctoral programs in health professions education that accept respiratory therapists. Most of the other scholarships to date have been awarded to students pursuing a baccalaureate degree. ACRTE now will open the scholarship opportunity to all student members, including those who are in associate degree programs. Scholarships awarded thus far have been to students of 26 of our institutional members.

In the 2023 award cycle, there were 29 applicants from 9 different baccalaureate and graduate respiratory therapy programs. Given that our goal is to advance respiratory therapy education, ACRTE will recognize all promising students in the RT profession. Opening the scholarships to community college RT students and their faculty will help to achieve ACRTE's mission to advance respiratory therapy education.

When ACRTE considers doctoral degree support, they find 411 RT accredited programs. Not all their faculty members hold doctoral degrees. It is our vision that the ACRTE can help increase the number of RT faculty members holding doctoral degrees.

The 2024 scholarship cycle will again offer 4 types of scholarships (Merit, Smallwood Research, Malinowski Leadership, and NBRC supported faculty scholarships). This year ACRTE has increased the number of Merit scholarships

to 10. The Smallwood, Malinowski, and NBRC scholarships are supported by ACRTE unchanged.

The scholarship applications open in early May and will close October 1. Submit application materials electronically to:

José D Rojas, PhD, RRT, RPFT, FAARC
Chair, ACRTE Scholarships Committee
301 University Blvd
Galveston, TX 77554
jdrojas@utmb.edu

Begin Your Ascent as an RT Educator

Have you ever thought about being a respiratory therapy educator? The path to a career as an RT educator is much like the path up a rocky mountain. Those with the gumption to climb to the summit will reap the rewards of their determination and perseverance. We already know that RTs are no strangers to dedication, you have the will and the skill to ascend to the next part of your career - you only need to take the first step to start the journey.

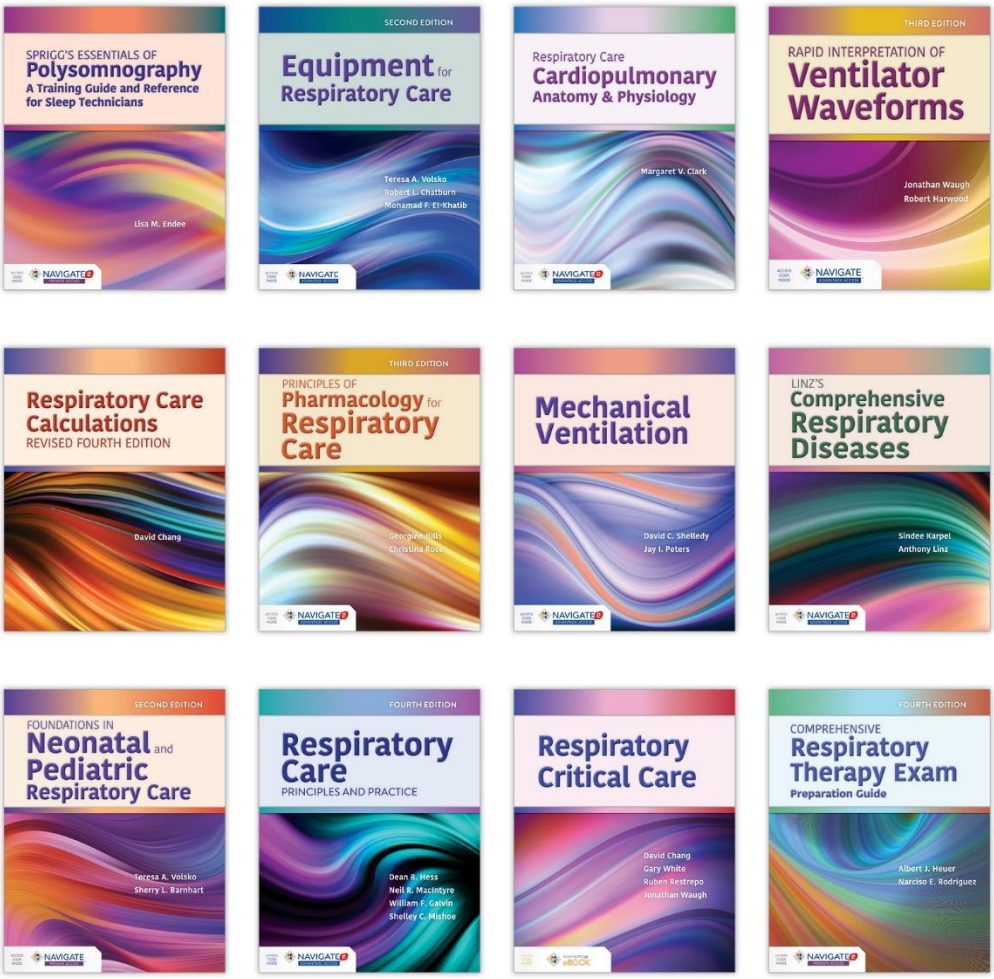
But before anyone climbs a mountain, you need to be prepared. Which is why you should consider attending the preconference master class **Encouraging the Next Generation of Faculty** led by the NBRC, AARC and CoARC at AARC's annual **Summer Forum** at Snowbird, Utah. No registration is required for this free interactive class where you and your students can learn the necessary steps, tools and guidance needed for the ascent ahead. It will be held on **Saturday**, **July 13** and will be a great opportunity to discover educational career roles for practicing respiratory therapists.

This session will also discuss pathways to roles that require college level education culminating in at least a master's degree, including those who educate within an advance practice respiratory therapy (APRT) program. To help each participant create a career transition plan while in the workshop, discussion topics will include the minimum degree to be held by the educator, the skill set one should develop for the desired role, and available sources of financial support through scholarships. Attendees will be approved by AARC for 3.00 hours of continuing education credits (CRCE).

The AARC Summer Forum is being held at the **Snowbird Ski & Summer Resort** located in Snowbird, Utah, and the reservation deadline is June 12. Spread across three days, Summer Forum includes 30 sessions filled with specially designed lectures and symposiums for respiratory therapy leaders and educators from the U.S. and beyond.

The view from the top is worth it, we promise! Invest in the future you see for yourself at the summit and RSVP today, we look forward to seeing you in the mountains of scenic Utah!

A Full-Curriculum Approach to Respiratory Care Education



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ACRTE Institutional Members

Augusta University

Bellarmine University

Boise State University

Carlow University

California Society for Respiratory Care

East Tennessee State University

Georgia Southern University

Georgia State University

Jacksonville State University

Jacksonville University

Liberty University

Loma Linda University

Louisiana State University - New Orleans

Middle Georgia State University

Midwestern State University

Newberry College

North Carolina Respiratory Care Board

Radford University

Respiratory Care Board of California

Rush University

Salisbury State University

Southern Connecticut State University

St Catherine University

SUNY Stony Brook

SUNY Upstate Medical University

Texas State University

The Ohio State University

ACRTE Institutional Members - Continued

Thomas Jefferson University

Toledo University

University of Akron

University of Arkansas for Medical Sciences

University of Cincinnati

University of Hartford

University of Michigan Flint

University of Missouri

University of Nebraska Medical Center

University of North Carolina – Charlotte

University of North Carolina - Wilmington

University of Texas Medical Branch - Galveston

UT Health Science Center San Antonio

University of West Alabama

Utah Society for Respiratory Care

Valencia College

Weber State University

West Chester University/Bryn Mawr Hospital

Yosemite Community College (Modesto Junior College)

Youngstown State University

If you have not already decided to become a ACRTE member after visiting www.acrte.org, the following are 15 reasons why you should join ACRTE.

Reasons Why You Should Become ACRTE Member

1. Award scholarships to baccalaureate and graduate respiratory therapy students.
2. Help in the development of ASRT to BSRT Bridge Programs.
3. Collectively work towards the day when all respiratory therapists enter the profession with a baccalaureate or graduate degree in respiratory care.
4. Support a national association, representing colleges/universities awarding baccalaureate and graduate degrees in respiratory care, to move forward the recommendations of the third 2015 conference.
5. Help start new baccalaureate and graduate RT programs thus leading to a higher quality respiratory therapist entering the workforce.
6. Work to change the image of the RT profession from technical-vocational-associate degree education to professional education at the baccalaureate and graduate degree level.
7. Mentoring program for new graduates as well as new faculty members.
8. Join colleagues to collectively develop standards for baccalaureate and graduate respiratory therapist education.
9. Develop public relations programs to make potential students aware of baccalaureate and graduate respiratory therapist programs.
10. Help to publicize, among department directors/managers, the differences between respiratory therapists with associate, baccalaureate, and graduate degrees.
11. Access to Spotlight articles on BSRT and RT graduate programs, and major medical centers.
12. Round table discussion dinners and Meet & Greet member receptions held in conjunction with the AARC Summer Forum and the International Congress.
13. Help to support a roster and website for all baccalaureate and graduate respiratory therapist programs.
14. Collaborate with NBRC, CoARC, and AARC to improve respiratory therapy education.
15. Faculty development through financial support and publishing/presenting opportunities.

Editorial Board

Thomas A. Barnes, EdD, RRT, FAARC - Editor in Chief
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