



To: LCCC Board of Trustees

From: Dr. Joe Schaffer, President

CC: Members, President's Cabinet
Starla Mason, Dean, School of Health Sciences & Wellness
Lori Arnold, Program Director, Respiratory Therapy

Date: 3 July, 2023

Subject: Program Revision, Respiratory Therapy AAS

As a result of our Guided Pathways initiative the College has committed to offering academic programs that are clear and intentional in design to meet students' goals in employment or further education. Relatedly, Goal 3 of the LCCC Strategic Plan 2030 recognizes the unmet need for qualified employees in many of Wyoming's healthcare occupations and identifies capacity for growth in the School of Health Science & Wellness. With respect for the Guided Pathways tenets, the strategic planning of the College, and the employee demands of our region I sought your approval for the Respiratory Therapy AAS in April 2022. Your approval at that time allowed for the successful pursuit of Wyoming Works funding to support the continued development of the program. At this time, I present the fully developed curriculum, approved through all internal processes up to and including President's Cabinet and seek your approval. We hope to enroll our first students in this important program in August 2024.

PROGRAM OVERVIEW:

The Respiratory Therapy program represents the expansion of programming in our School of Health Science & Wellness (HSW). This expansion aligns with our Strategic Plan and in May 2022 received financial support through Wyoming Works Program Funding.

The College is proposing this program to address anticipated occupational growth and demand throughout the region served by LCCC. The two counties in LCCC's service area will see a higher rate of growth for Respiratory Therapists than either the state or nation between now and 2030. Specifically, the 10-year (2020-2030) change in jobs in Cheyenne will be nearly 26%, and in Laramie it will be over 55%. By 2030 it is estimated that LCCC's service area will house more than 31% of the jobs in this occupation in the State. Currently there is only one Respiratory Therapy program in the state, and yet an acute and growing demand for these professionals exists now, especially in southeast Wyoming because of growing populations and the impacts of the COVID-19 Pandemic.

Our application for Wyoming Works funding required draft curriculum and program sequencing. Over the course of the current year Program Director Lori Arnold has used resources from the Commission on Accreditation for Respiratory Care (CoARC) to continue the development of this program and usher it through our internal review and approval process with the Academic Standards Committee (ASC).

PROGRAM OUTCOMES:

The College has notified CoARC of our intent to seek programmatic accreditation for the Respiratory Therapy AAS. Our curriculum has been developed to align with CoARC's standards and reflects our intent to meet accreditation expectations. In addition to 25 General Education credits the program is comprised of 59 discipline credits for a total of 84.

Upon successful completion of the AAS:

1. Graduates will competently perform all diagnostic and therapeutic procedures required of a Registered Respiratory Therapist entering the profession.
2. Graduates will proficiently communicate within inter-professional teams and diverse populations.
3. Graduates will apply appropriate critical thinking skills and problem-solving strategies in the patient care setting.
4. Graduates will demonstrate ethical decision-making skills and professional responsibility and behavior consistent with industry and employer expectations.

Students will have the opportunity to meet these outcomes through the following program sequence:

^Respiratory Therapy, AAS Program Sequence			
1st Semester			
	RESP 1500	Introduction to Respiratory Therapy	3
	RESP 1505	Cardiopulmonary Anatomy & Physiology	2
	RESP 1507	Respiratory Therapy I	3
	RESP 1515	Respiratory Lab I	1
	RESP 1523	Respiratory Pharmacology	2
	HLTK 2510	Pathophysiology	2
SEMESTER TOTAL:			13
2nd Semester			
	RESP 1518	Respiratory Practicum I	4
	RESP 1527	Respiratory Therapy II	3
	RESP 1535	Respiratory Lab II	1
	RESP 1540	Ventilator and Equipment Management	3
	RESP 1545	Respiratory Pathophysiology	2
SEMESTER TOTAL:			13
3rd Semester			
	RESP 1538	Respiratory Practicum II	5
		Choice, Wyoming Statutory	3
SEMESTER TOTAL:			8
4th Semester			
	RESP 2507	Respiratory Therapy III	3
	RESP 2510	Respiratory Pediatrics and Neonatology	2

	RESP 2545	Respiratory Lab III	1
	RESP 2548	Respiratory Practicum III	6
SEMESTER TOTAL:			12
5th Semester			
	RESP 2560	Respiratory Monitoring and Diagnostics	3
	RESP 2578	Respiratory Practicum IV	6
	RESP 2985	Seminar	4
SEMESTER TOTAL:			13

^General Education requirements are not represented in this table.

STAFFING IMPACT:

The program will require a minimum of two faculty FTE.

BUDGET IMPACT:

Budgetary needs for this program include both start-up costs associated with equipment acquisition, initial staffing for curriculum development and accreditation processes, and minor supplies. Program start up is estimated at \$267,000. Beyond that the annual budget requirement for the program is estimated at \$212,000, which includes both staffing and operations. Wyoming Works Program Funding combined with funding from Cheyenne Regional Medical Center will be used for all development and operational expenses for the first three years of this program.

More detailed information about this program is provided in the attached New Program Request Form prepared for the Wyoming Community College Commission.

Wyoming Community College Commission

NEW PROGRAM REQUEST FORM

College	Laramie County Community College
Date	April 4, 2022
Program Title	Respiratory Therapy
Type of Credential	<input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AFA <input checked="" type="checkbox"/> AAS <input type="checkbox"/> Certificate <input type="checkbox"/> Other Click or tap to enter text.
Total Credit Hours	84 (56 program credits, 28 pre-requisite and/or required General Education)
CIP Code	51.0908
Classification of Instructional Programs/CIP obtained from the National Center for Educational Statistics at https://nces.ed.gov/ipeds/cipcode/browse.aspx?v=55 . Double check your recommendation with the course coordinator and/or Student Records.	
Title	Respiratory Therapy Program

Rationale for request	
Type of Program	<input checked="" type="checkbox"/> Transfer preparation <input checked="" type="checkbox"/> Short term workforce placement <input type="checkbox"/> One-year workforce placement <input type="checkbox"/> Special need endorsement
Certificate Questions More than one may apply	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No local or state employer or industry specific <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No nationally recognized <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No examination or licensure preparation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No practicum <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No stackable Title IV Financial Aid Eligible <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (minimum of 16 semester hours) (Stafford Loans, Perkins Grants, Pell Grants and Federal Campus-based Grants)
New program start	<input type="checkbox"/> NA OR identify the semester the program will start: Fall of 2024 with CoARC accreditation approval.
Taught by non-accredited vendors?	<input type="checkbox"/> YES (see below) <input checked="" type="checkbox"/> NO Click or tap to enter text.
WCCC or State Priority	<input checked="" type="checkbox"/> YES (see below) <input type="checkbox"/> NO (See the WCCC website , there are several programs which have a state priority, such as the Governor's Economically Needed Diversity Options for Wyoming/ ENDOW) The Healthcare industry has been and remains a significant priority for the State of Wyoming. As early as 2018, the state established a 20-year economic diversification strategy under the ENDOW effort, that established Knowledge and Creative as a next generation engine. This engine includes the healthcare industry. In addition, one of the ENDOW Building Blocks focused on health and quality of life. More recently, the Wyoming Business Council's strategic plan identified Healthcare as one of the first industries under the "Activate New Economic Sectors" component of this plan. The Wyoming Community College Commission's statewide strategic plan 2025 includes two goals relevant to this program: Goal 3 on Program Alignment, and Goal 4 on

	Economic Development focused on addressing workforce development gaps and supporting programs that align with the state's economic diversification strategies. Currently there is only one Respiratory Therapy program in the state, and yet an acute and growing demand for these professionals exists now, especially in SE Wyoming as a result of growing populations and the impacts of the COVID-19 Pandemic.
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Program Curriculum						
Program Description	<p>The Respiratory Therapy Program is a five-semester sequence, preceded by a set of prerequisites. Graduates of the program receive an Associate of Applied Science (AAS) degree and are eligible to apply for the National Board of Respiratory Therapy (NBRC) examination(s) leading to the national credential designation of Certified Respiratory Therapist (CRT) or Registered Respiratory Therapist (RRT) and state licensure as a Respiratory Therapist.</p> <p>The program is designed to develop the competencies, knowledge, skills, and professional abilities necessary for students to enter a successful career in respiratory therapy. The program provides a blend of classroom, laboratory, and clinical experiences. Beginning with the spring semester and throughout the second year of the program, students are required to complete advanced technical courses and a wide variety of clinical rotations throughout the region. Core courses are offered during the day and only in the semester as indicated in the course sequence. Students must pass each course with a C (75%) or higher to continue in the Respiratory Therapy Program. Students must demonstrate and meet clinical competency throughout the program in order to advance in the program.</p>					
	<p>New Curriculum <input checked="" type="checkbox"/> YES (see below) <input type="checkbox"/> NO</p>					
<p>List the new courses alphabetically. Include prefix, course number, course title, credit hours. Check the Wyoming Transfer Catalog for possible courses and numbers. Additionally, WCCC has a statewide common course numbering system (CCNS). Colleges must ensure all new courses are aligned with the CCNS. Confirm this alignment with the course coordinator and/or Student Records. Note that CCNS alignment and/or new course title and number requests to the WCCC will take at least a week to process.</p>						
College Catalog Considerations (check all that apply)	Prefix	Number	Title	Credits	^ LOI	
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1500	Introduction to Respiratory Therapy	3	3	
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1505	Cardiopulmonary Anatomy & Physiology	2	3	
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1507	Respiratory Therapy I	3	3	
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1515	Respiratory Therapy Lab I	1	3	
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1518	Respiratory Practicum I	4	3	
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1523	Respiratory Pharmacology	2	3	

<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1527	Respiratory Therapy II	3	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1535	Respiratory Lab II	1	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1538	Respiratory Practicum II	5	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1540	Ventilator and Equipment Management	3	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	1545	Respiratory Pathophysiology	2	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	2507	Respiratory Therapy III	3	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	2510	Respiratory Pediatrics and Neonatology	2	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	2545	Respiratory Lab III	1	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	2548	Respiratory Practicum III	6	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	2560	Respiratory Monitoring and Diagnostics	3	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	2578	Respiratory Practicum IV	6	3
<input checked="" type="checkbox"/> New course <input checked="" type="checkbox"/> New number <input checked="" type="checkbox"/> New prefix <input checked="" type="checkbox"/> New title <input checked="" type="checkbox"/> CCNS alignment	RESP	2985	Respiratory Seminar	4	3
<i>Add new rows to this table by clicking the "+" at the end of the row above.</i>					
TOTAL CREDITS				54	

^Course Coordinator can provide.

Similar programs in Wyoming? (See WCCC Program List)	<input checked="" type="checkbox"/> Yes (list Colleges below) <input type="checkbox"/> No Casper College (AS Degree). The closest regional programs would be either Montana State University-Billings (Billings, MT), Pickens Technical College (Aurora, CO), or Pueblo Community College (Pueblo, CO).
Discussions with other Community Colleges	<input checked="" type="checkbox"/> Yes (see below) <input type="checkbox"/> No (see rationale below) Attempts were made to discuss offering this program in a consortia relationship with Central Wyoming College. LCCC's interest in establishing this program has also been shared with colleges through the Wyoming Innovation Partnership's Phase I and Phase II planning efforts.

Additional Resources (faculty, support services, equipment or supplies)	<input checked="" type="checkbox"/> Yes (see below) <input type="checkbox"/> No STAFFING IMPACT: The program will require a minimum of two (2) faculty FTE. One is a program director and one is the clinical coordinator. The Program Director must hold a Bachelor's degree; credentialed as an RRT or may be an MD or DO with four (4) years professional experience and two (2) years instructional experience. The Clinical Coordinator must have a Bachelor's degree. Estimated annual cost (salary and benefits) for these positions is \$160,000. BUDGET IMPACT: Budgetary needs for this program will include both start-up costs associated with equipment acquisition, initial staffing for curriculum development and accreditation processes, and minor supplies. Program start up is estimated at \$267,000. Beyond that, annual budget requirements for the program is currently estimated at \$212,000, which includes both staffing and operations.		
Primary Student Audience	This program will likely draw a mix of traditional and adult students from the LCCC service area and Northern Colorado. Because there is only one other program in the state at this time, it is possible that students from throughout Wyoming will be interested, completing their prerequisite coursework at their local college and then applying for entry into the program at LCCC.		
Anticipated three-year unduplicated headcount	Year one: 30	Year two: 45	Year three: 45

Projected Demand Nationally and in Wyoming

(Labor market anticipated demand upon completion of the program and wages for this career field)

Suggested data sources for Occupational Outlook and Wages:

- Career One Stop- [US Department of Labor](https://www.dol.gov/)
- Bureau of Labor Statistics (occupational outlook handbook) <https://www.bls.gov/ooh/>
- Wyoming Labor Market Information (WLMI) <http://doe.state.wy.us/lmi/>

Projected Demand

Location	Employment			
	Year 2020	+10 years	Percent Change	Job Openings
UNITED STATES	135,100	166,200	23%	31,100
	Data Source: https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Respiratory%20Therapists&onetcode=29112600&location=UNITED%20STATES (US Department of Labor)			

WYOMING	Employment			
	Year 2018	+10 years	Percent Change	Job Openings
	205	261	27.3%	179
	Data Source: http://doe.state.wy.us/lmi/projections/2021/LT-Substate/Cheyenne.htm (WY Dept. of Workforce Services, Occupational Projections)			

State and National Wages

Location	Pay Period	Year 2020				
		10%	25%	Median	75%	90%
UNITED STATES	Hourly	\$22.09	\$26.05	\$30.20	\$36.52	\$42.87
	Yearly	\$45,940	\$54,170	\$62,810	\$75,950	\$89,170
	Data Source: https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm (US Bureau of Labor Statistics, Occupational Employment & Wages)					

Location	Pay Period	Year 2021				
		10%	25%	Median	75%	90%
WYOMING	Hourly	\$23.17	\$26.48	\$29.58	\$33.20	\$38.28
	Yearly	\$48,188	\$55,062	\$61,515	\$69,053	\$79,635
	Data Source: https://stats.bls.gov/oes/current/oes_wy.htm (WY Dept. of Workforce Services, Occupational Employment & Wages)					

APPENDIX A- PROGRAM TERM BY TERM PLAN

Provide the program's term by term plan below

WCCC PROPOSED PROGRAM OF STUDY FOR: Respiratory Therapy, AAS

RECOMMENDED CURRICULUM SEQUENCE: PROPOSED			
COURSE			
Prefix	Number	Title	Credits
<i>Fall Semester 1st Year</i>			
RESP	1500	Introduction to Respiratory Therapy	3
RESP	1505	Cardiopulmonary Anatomy & Physiology	2
RESP	1507	Respiratory Therapy I	3
RESP	1515	Respiratory Lab I	1
RESP	1523	Respiratory Pharmacology	2
HLTK	2510	Pathophysiology	2
Approved Elective options in this semester: <input checked="" type="checkbox"/> n/a Click or tap here to enter text.			
TOTAL FALL SEMESTER			13
<i>Spring Semester 1st Year</i>			
RESP	1518	Respiratory Practicum I	4
RESP	1527	Respiratory Therapy II	3
RESP	1535	Respiratory Lab II	1
RESP	1540	Ventilator and Equipment Management	3
RESP	1545	Respiratory Pathophysiology	2
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Approved Elective options in this semester: <input checked="" type="checkbox"/> n/a Click or tap here to enter text.			
TOTAL SPRING SEMESTER			13
<i>Summer Semester 1st Year</i>			
RESP	1538	Respiratory Practicum II	5
Click or tap here to enter text.	Click or tap here to enter text.	Choice, Wyoming Statutory (see below)	3
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Approved Elective options in this semester: <input type="checkbox"/> n/a HIST*1211, HIST*1221, HIST*1251, POLS*1000, ECON*1200 (Human Society & the Individual (HSI) - WY Statutory Requirement			
TOTAL SUMMER SEMESTER			8
<i>Fall Semester 2nd Year</i>			
RESP	2507	Respiratory Therapy III	3
RESP	2510	Respiratory Pediatrics and Neonatology	2
RESP	2545	Respiratory Lab III	1
RESP	2548	Respiratory Practicum III	6
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Approved Elective options in this semester: <input checked="" type="checkbox"/> n/a Click or tap here to enter text.			
TOTAL FALL SEMESTER			12
<i>Spring Semester 2nd Year</i>			
RESP	2560	Respiratory Monitoring and Diagnostics	3
RESP	2578	Respiratory Practicum IV	6
RESP	2985	Seminar	4
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Approved Elective options in this semester: <input checked="" type="checkbox"/> n/a Click or tap here to enter text.			
TOTAL SPRING SEMESTER			13
TOTAL PROPOSED PROGRAM CREDITS* *Proposed program represents program courses as detailed above as well as entry prerequisites.			84

SIGNATURE PAGE

By signing below the Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the community college Board of Trustees has approved this program request as per institutional policy.

Submitted by the Vice President for Academic Affairs:

_____ Signature	_____ Date
_____ Printed Name	_____ Title

Approved by the WCCC Academic Affairs Council:

_____ Signature	_____ Date
_____ Printed Name	_____ Title

Approved by the Program Review Committee:

_____ Signature	_____ Date
_____ Printed Name	_____ Title

Appendix A

LCCC Respiratory Therapy Program Proposal

Supplemental Occupational Projections and Data

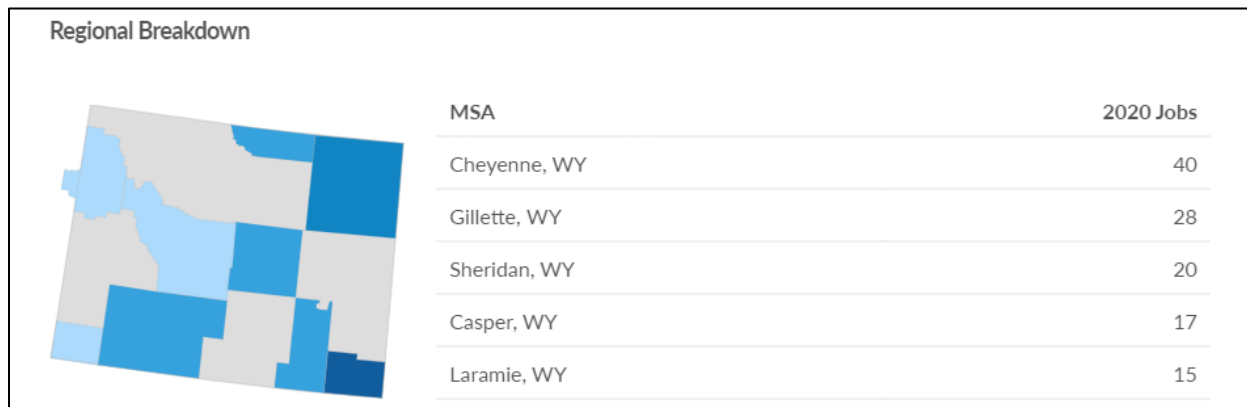
The two counties in LCCC's service area will see a higher rate of change/growth for Respiratory Therapists than either the state or nation. 10-year change in jobs in Cheyenne will be nearly 26%, and in Laramie it will be over 55%. By 2030 it is estimated that LCCC's service area will house more than 31% of the jobs in this occupation in the State.

Region	2020 Jobs	2030 Jobs	Change	% Change
● Wyoming	197	230	32	16.5%
● National Average	270	321	51	18.8%
● Albany County, WY	15	22	8	55.2%
● Laramie County, WY	40	50	10	25.8%

*National average values are derived by taking the national value for Respiratory Therapists and scaling it down to account for the difference in overall workforce size between the nation and Wyoming. In other words, the values represent the national average adjusted for region size.

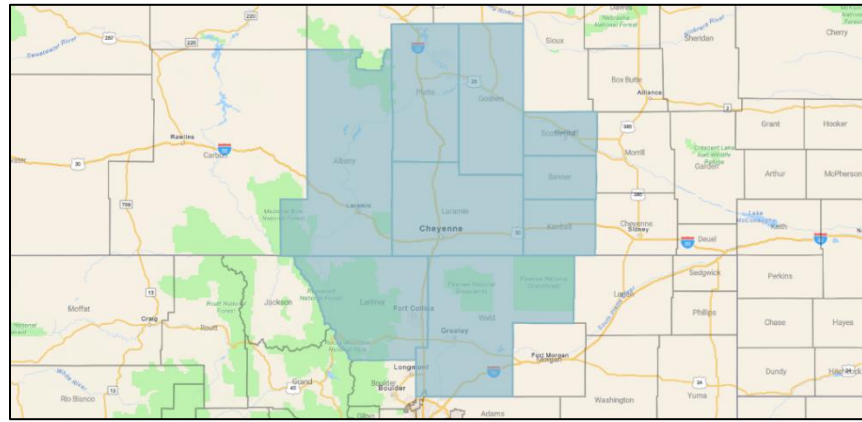
Source: EMSI Analyst retrieved April 4, 2022

LCCC's service area held nearly half of all the Respiratory Therapist jobs in Wyoming's Metropolitan Service Areas in 2020. Specifically, of the 120 regionally concentrated Respiratory Therapist jobs in Wyoming, Albany and Laramie County housed 46% of them, demonstrated by the breakdown in the graphic below. The deep blue color recognizes the dense location quotient of this occupation in the region when compared to the lighter-colored areas in the State.

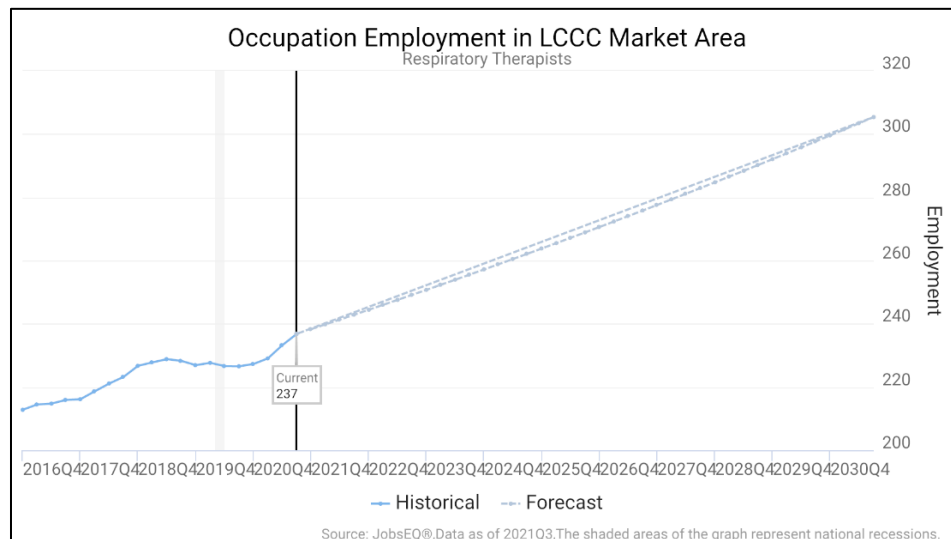


Source: EMSI Analyst retrieved April 4, 2022

The demand for Respiratory Therapists increases substantially within the broader LCCC Market Area, which includes Western Nebraska and Northern Colorado (see below).



Within this broader market area, there were 237 Respiratory Therapist jobs in the third quarter of 2021. Within 10 years (third quarter of 2031) it is projected there will be 305 Respiratory Therapy jobs in this region, with no accredited programs within this market area. In short, most employers will have to import graduates from programs outside of this area unless a program is established.



Respiratory Therapists in LCCC Market Area, 2021 Q3¹

SOC	Occupation	Current			5-Year History					10-Year Forecast				
		Empl	Mean Ann Wages ²	LQ	Unempl	Unempl Rate	Online Job Ads ³	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
29-1126	Respiratory Therapists	237	\$62,400	0.70	2	0.8%	108	28	2.5%	207	72	67	69	2.6%

Source: [JobsEQ®](#)

Data as of 2021Q3 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.

2. Wage data are as of 2020 and represent the average for all Covered Employment

3. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list).

Appendix B

Commission on Accreditation for Respiratory Care (CoARC) Accreditation Standards for Entry into Respiratory Care Professional Practice

Background

In 2018, CoARC had decided to continue to accredit existing associate degree programs, but would no longer accredit new programs at that level. The intent was to encourage the new standard for educational levels of Respiratory Therapists (RT) to be at the baccalaureate degree level. According to CoARC communications¹, “CoARC believed that such a change would preserve the prominent role played by associate degree RT educational programs in providing an adequate workforce, while addressing efforts by the profession to increase the number of respiratory therapists with baccalaureate and graduate education, who would serve as educators, researchers, managers, clinical specialists, and in other roles as determined by employers.”

While monitoring the respiratory care community, CoARC witnessed decreasing numbers of students in existing respiratory therapy programs, resulting in decreases in the number of graduates. Again, according to CoARC, “These persistent decreases in the number of RT educational program graduates entering the workforce while demands for respiratory therapists continued to increase, coupled with the lack of empirical evidence supporting the need for an increase in the educational requirements for professional practice, have formed the basis for the CoARC’s decision to reverse its January 2018 decision.”

Effective January 1, 2022, the CoARC board of directors adopted the most current Accreditation Standards for Entry into Respiratory Care Professional Practice². These standards continue to allow for new associate degree programs to be considered and awarded accreditation. Under standard 1.01 on Institutional Accreditation, the standards state:

1.01 The educational sponsor of an entry into practice program must be a post-secondary academic institution accredited by an institutional accrediting agency recognized by the U.S. Department of Education (USDE), and must award program graduates an *associate*, baccalaureate, or graduate degree upon successful completion of their professional coursework and degree requirements.

Consortia

CoARC’s standards do allow for consortiums of institutions to offer pathways to associated degrees and beyond in Respiratory Therapy programs. These are covered in Standards 1.02 through 1.07. The most salient excerpt from this section is as follows:

1.02 When more than one institution (i.e., a consortium) is sponsoring a program, at least one of the members of the consortium must meet the requirements in Standard 1.01. The consortium must be capable of providing all resources necessary for the program. There must be a formal document (affiliation agreement, memorandum of understanding, etc.), which delineates responsibility for all aspects of the program including instruction, supervision of students, resources, reporting, governance and lines of authority.

¹ Source: <https://coarc.com/wp-content/uploads/2021/11/CoARC-Communication-Standard-1.01-11-3-21.pdf>

² CoARC Accreditation Standards for Entry into Respiratory Care Professional Practice available online at <https://coarc.com/wp-content/uploads/2022/01/CoARC-Entry-Standards-1.1.2022.pdf>

Recognizing that there are other Wyoming community colleges interested in Respiratory Therapy programs, LCCC did reach out in the early stages of its planning for this program to explore the interest in a consortial relationship where LCCC would partner in its development and delivery. We believe CoARC's allowance of consortia makes RT ripe for such an arrangement in Wyoming and we remain interested in exploring this possibility if and when other colleges are ready and/or become interested.

Pathway to the Baccalaureate Degree

CoARC's Standards for Entry into Respiratory Care Professional Practice encourage opportunities for academic progression to higher levels of degree attainment. Within Standard 1.01 on Institutional Accreditation, CoARC provides the following interpretive guidelines on the matter:

Interpretive Guideline:

Academic progression within the profession of respiratory care is focused on benefiting both patients and the profession. Accordingly, the CoARC strongly encourages innovative efforts by accredited programs, especially at the associate degree level, to provide a smooth and simple process for program graduates to attain higher academic degrees, such as by working with institutions that offer degree advancement. Examples of academic progression partnerships include, but are not limited to, articulation and/or transfer agreements, dual or co-admission/enrollment, and accelerated advancement (associate to graduate) models.

Should the program sponsor not support the program's development of relationships with institutions offering higher levels of education, the program should strongly encourage its graduates to use other methods of achieving this goal, such as on-line Degree Advancement options.

A copy of an institutional accreditation certificate or letter, denoting the sponsor's current accreditation status, must be submitted with the program's self-study or Letter of Intent Application. There are additional questions in the Application for Accreditation Services related to the sponsor's institutional accreditation status and its authority under applicable state laws to provide postsecondary education. As noted in the CoARC Accreditation Policies and Procedures, the sponsor is responsible for notifying the CoARC of any adverse change in its accreditation status.

Once established, an Associate of Applied Science degree at LCCC will align directly with the Bachelor of Applied Science degree (BAS) in Healthcare Administration currently being offered at LCCC. This presents a built-in pathway for progression of graduates from the Respiratory Therapy program. Longer-term, LCCC will continue to research, explore, and if feasible, advance a proposal to establish a BAS degree completion program specifically in the field of Respiratory Therapy.