



Tab 12

Community College Proposal to Offer a Bachelor's Degree in Respiratory Therapy

Coordinating Board for Higher Education
September 16, 2020

BACKGROUND

The Coordinating Board for Higher Education discharges its responsibility for coordinating, reviewing, and approving proposed new degree programs by the authority given in [§§ 173.005](#) and [173.030, RSMo](#). The process for reviewing new degree program proposals is codified in administrative rule [6 CSR 10-4.010](#) *Submission of Academic Information, Data and New Programs*.

In 2017, the Coordinating Board for Higher Education (CBHE) adopted a revised process for the review of new academic program proposals which streamlined the process into three levels of review: staff, routine, and comprehensive reviews. Staff review and routine review apply to proposed new programs and program changes that meet specific criteria, and can be expedited through the review process, usually within 30 days. While most programs are reviewed at the routine level (program meets requirements for mission, duplication, location, financial and institutional resources), the rule also provides an opportunity for institutions to propose programs outside of these parameters if certain qualifications are met, as part of the comprehensive review process. A comprehensive review of a program is triggered by the presence of one or more of the following criteria:

- The institution will incur substantial costs to launch and sustain the program;
- The program includes offering degrees at the baccalaureate level or higher that fall within the Classification of Instructional Program (CIP) code of 14, Engineering;
- The program is outside an institution's CBHE-approved mission;
- The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions); or
- The program will include the offering of an education specialist degree.

For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in [§163.191\(1\), RSMo](#):

Community college course offerings shall generally lead to the granting of certificates, diplomas, or associate degrees, and may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, and when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, and the institution has the academic and financial capacity to offer the program in a high-quality manner.

CURRENT STATUS

Eight community colleges (East Central College, Metropolitan Community College, Moberly Area Community College, North Central Missouri College, Ozarks Technical Community College, State Fair Community College, St. Louis Community College, and Three Rivers College) submitted a proposal to offer the bachelor's degree in respiratory therapy [Attachment A] for consideration through the comprehensive review process. Currently, Cape Girardeau Career and Technical Center, Missouri Southern State University, St. Louis Community College, and Ozarks Technical Community College are the only accredited public institutions offering associate degrees in respiratory therapy in Missouri.

The Commission on Accreditation for Respiratory Care (CoARC) is no longer accepting applications for new programs in respiratory therapy at the associate degree level as of January 1, 2018. Although institutions may continue to award associate degrees as long as they comply with CoARC standards or policies, any programs coming up for reaccreditation after the January 1, 2018, deadline will need to “be capable of awarding a baccalaureate or graduate degree upon completion.”¹ It is also of note that the profession plans to move the entry level of the profession to the bachelor’s degree by 2030.

The proposed program seeks to transition both Ozarks Technical Community College’s and St. Louis Community College’s associate degree programs into bachelor’s degree programs, allow Metropolitan Community College to begin offering the bachelor’s degree, and authorize East Central College, Moberly Area Community College, North Central Missouri College, State Fair Community College, and Three Rivers College to offer the bachelor’s degree as a consortium. The department’s full review is attached [Attachments B and C].

The Missouri Department of Higher Education and Workforce Development received the following comments regarding the proposal:

- A joint letter submitted on behalf of four-year chief academic officers [Attachment D] showed support for the CBHE moving OTC and SLCC forward to Phase II, but noted concerns that the other six community colleges did not provide evidence of ability to offer a high quality program, some colleges did not have letters of support, nor did they show workforce need in their respective regions;
- A letter from the University of Missouri System [Attachment E] indicated they “are not interested in developing a collaborative bachelor’s program...” and noted “both OTC and SLCC have existing accredited RT programs at the associate degree level and likely have the necessary equipment and faculty who could offer the program” and had “significant concerns about other community colleges who do not have existing RT programs related to the actual market need and the necessary resources,” and conditions required for collaborative partners;
- A comment from an individual from Rockhurst University [Attachment F] indicated that bachelor degrees should only be offered at four-year institutions.

Ozarks Technical Community College, Metropolitan Community College, and St. Louis Community College submitted individual responses to the public comments, while the other five institutions responded as part of the consortium [Attachment G].

The consortium response included letters of support and cost estimates that were missing from the original proposal. However, due to remaining questions regarding specifics of the consortium and the possibility of collaboration mentioned in the consortium response, DHEWD staff will reach out to consortium members for additional details before bringing the proposal back to the CBHE for review. DHEWD staff will also reach out to Metropolitan Community College to receive additional information regarding their proposed proposal and bring the proposal before the CBHE for review at a later date.

¹ Commission on Accreditation for Respiratory Care, [https://www.coarc.com/getattachment/Accreditation/Entry-into-Practice-Standards/CoARC-Entry-Standards-7-1-2020-\(1\).pdf.aspx?lang=en-US](https://www.coarc.com/getattachment/Accreditation/Entry-into-Practice-Standards/CoARC-Entry-Standards-7-1-2020-(1).pdf.aspx?lang=en-US)

RECOMMENDATION

Staff recommend that the Coordinating Board approve Ozarks Technical Community College and St. Louis Community College move to Phase II review.

Staff will give the institutions whose proposals are not moving forward today an opportunity to provide additional information for the Coordinating Board to consider at the next meeting after the additional information is submitted.

ATTACHMENTS

- A. Community College Proposal for Respiratory Therapy
- B. Ozarks Technical Community College Statutory Checklist
- C. St. Louis Community College Statutory Checklist
- D. Joint Comments submitted by Statewide Four-Year Chief Academic Officers
- E. Letter from the University of Missouri System
- F. Comment from individual at Rockhurst University
- G. Response to Public Comments



April 22, 2020

Zora Mulligan, Commissioner of Higher Education
Missouri Department of Higher Education and Workforce Development
301 W. High Street
P.O. Box 1469
Jefferson City, MO 65102-1469

Board of Trustees
Kevin M. Martin, Ed.D., Chair
Pam Ross, Vice Chair
E. Libby Fitzgerald
Rodney Gee
Doris Graham, Ph.D.
Craig H. Larson, Ed.D.
Anne Marshall

Dear Commissioner Mulligan:

This letter serves as notice that the signatory institutions below intend to submit a proposal for comprehensive program review to Missouri's Coordinating Board for Higher Education for a bachelor's degree in respiratory care (CIP 51.0908).

In 2019, the Commission on Accreditation for Respiratory Care (CoARC) announced that while it will support currently-accredited associate degree programs, it will no longer offer the opportunity for accreditation to new programs of study or program expansions unless they are at the baccalaureate degree or higher.

Without a mission enhancement for Missouri's community colleges, regional workforce demands in respiratory care cannot be met. Therefore, in order to meet Missouri's workforce needs and remain compliant with changes in the CoARC accreditation standards, we will submit a preliminary proposal by the July 1 deadline.

Sincerely,

Dr. John Bauer
East Central College

Dr. Jeff Lashley
Moberly Area Community College

Dr. Hal Higdon
Ozarks Technical Community College

Dr. Joanna Anderson
State Fair Community College

Dr. Kimberly Beatty
Metropolitan Community College

Dr. Lenny Klaver
North Central Missouri College

Dr. Jeff Pittman
St. Louis Community College

Dr. Wesley Payne
Three Rivers College

Proposed Program:
Bachelor's Degree - Respiratory Therapy
Phase I Proposal

Submitted by:

North Central Missouri College
St. Louis Community College
Metropolitan Community College
Ozarks Technical Community College
East Central College
Moberly Area Community College
State Fair Community College
Three Rivers College

June 2020

Executive Summary

Missouri needs more respiratory therapists. The demand for respiratory therapists is expected to increase 28% in Missouri by the year 2026. The recent coronavirus pandemic has highlighted the crucial role these professionals play in the health of Missourians as they have battled on the frontlines of this disease.

Accreditation standards for respiratory care education programs, as established by the Commission on Accreditation for Respiratory Care (CoARC), have changed. Beginning July 1, 2018, community colleges who seek to establish new or expand existing respiratory therapy programs must now offer baccalaureate degrees. As a result, community colleges are unable to adequately respond to Missouri's hospitals and health systems experiencing a serious shortage of qualified respiratory therapists.

In addition, the American Association of Respiratory Care, has established a goal of the baccalaureate degree being the entry requirement to the respiratory therapy profession by 2030.

Fortunately, in 2018, the Missouri State Legislature passed Senate Bill 807, which establishes that Missouri's community colleges may offer bachelor's degrees "in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level..." The changes to the respiratory therapy profession present the exact set of conditions that exemplify why this legislation passed. Missouri's community colleges would not be seeking approval to offer bachelor's degrees in respiratory therapy were it not for these changes by the accrediting agency.

Organized discussions among Missouri's community colleges began in early 2019 about how to best adapt to the CoARC accreditation changes. With the CoARC's new standards for accreditation, the only option available to Missouri's community colleges was to gain approval to offer baccalaureate degrees in respiratory therapy. A shortage in qualified respiratory therapists had been reported by healthcare providers across the state, with increasing requests for community colleges to expand programs or establish new ones. This year's COVID-19 pandemic has only heightened the urgency of those requests for more respiratory therapists.

Community colleges have been long-trusted partners in developing the state's workforce by offering high quality, affordable educational opportunities. In 2019, community colleges served 37% of Missouri's college students. Vital to the economic health of the state, community colleges are relied upon to provide a pipeline of skilled workers.

Missouri's community colleges seek approval to offer baccalaureate degrees in respiratory therapy. For this preliminary proposal, the submitting colleges are providing evidence collectively of statewide need, demand, and capacity. If invited to move on to Phase II of the comprehensive review process, each college (or consortium of colleges) will prepare its own proposal with evidence specific to its geographic region.

Rationale for the Proposal

State of Respiratory Therapy Education in the United States

Across the nation today, the respiratory education model is in a state of transition. Respiratory therapy education functions under the oversight of three different bodies:

- The **American Association for Respiratory Care (AARC)** is the leading national and international professional association for respiratory care.
- The **Commission on Accreditation for Respiratory Care (CoARC)** accredits programs in respiratory care at the associate, baccalaureate, and master's degree level. The mission of the CoARC is to ensure that high quality educational programs prepare competent respiratory therapists for practice, education, research, and service.
- The **National Board for Respiratory Care (NBRC)** is the credentialing arm of the profession and provides the licensure examination and awards the certified respiratory therapist (CRT) and the registered respiratory therapist (RRT) credentials. These credentials are required to work as a respiratory therapist.

Two of these organizations have recently issued position statements or changed standards related to the goal of baccalaureate entry to the profession:

- In 2019, the AARC issued a position statement that sets a goal for a baccalaureate degree to be required for entry to the profession in the year 2030 and thereafter.¹
- In 2016, the CoARC announced a change to accreditation standards for new respiratory care programs. This change to Standard 1.01 went into effect July 1, 2018. It states:

“Except as provided in the following sentence, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the U.S. Department of Education (USDE) and must award graduates of the program a baccalaureate or graduate degree upon completion of the program. For associate degree programs that applied for accreditation or were accredited prior to January 1, 2018, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the USDE. These programs may continue to award graduates of the program an associate degree as long as they remain in compliance with the CoARC Standards.”²

While the CoARC states that existing associate degree programs will be supported and may remain accredited, it will no longer offer accreditation to any newly-established associate degree

¹ “Entry Requirements to Respiratory Practice: 2030 and Thereafter” American Association for Respiratory Care. 1 May 2019. <https://www.aarc.org/wp-content/uploads/2019/09/statement-entry-requirements-to-respiratory-therapy-practice-2030-and-therafter.pdf>

² “CoARC Communication to Our Communities of Interest: Response to AARC Position Statement on Respiratory Therapist Education” Commission on Accreditation for Respiratory Care. 1 December 2017. <https://coarc.com/CoARC/media/Documents/CoARC-Communication-Min-Degree-Requirements-1-28-16-rev-12-1-17.pdf>

program. In addition, *any expansion of an existing program is considered a new program and must graduate students with bachelor's degrees*. Given this restriction, community colleges in Missouri cannot establish new, or expand existing, programs - even within their own service area. Any program “expansion” is considered a new program under current CoARC accreditation standards.

Respiratory Therapy Education in Missouri

The table below lists Missouri institutions with respiratory therapy education programs, the degree offered, and the CoARC accreditation status:

Institution	Degree	CoARC accredited
Cape Girardeau Career and Technical Center	AS	Yes
University of Missouri-Columbia	BS - entry to practice	Yes
St. Louis College of Health Careers	AAS	Yes
St. Louis College of Health Careers	BS - degree advancement	Yes
Missouri Southern State University	AS	Yes
Concorde Career College	AS	Yes
Ozarks Technical Community College	AAS	Yes
St. Louis Community College - Forest Park	AAS	Yes
University of Missouri at Mercy Hospital	BS - Satellite	Yes
Missouri Southern State University	BS - degree advancement	No
Missouri State University	BS - degree advancement	No

Legislation Regarding Missouri Community Colleges Offering Bachelor’s Degrees

In 2018, Missouri passed a law that allows Missouri’s community colleges to offer baccalaureate degrees under the following conditions:

- the level of education required in a field for accreditation or licensure increases to the baccalaureate level or,

- in the case of applied bachelor’s degrees, the level of education required for employment in a field increases to that level, and
- when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers.³

Based upon changes of the CoARC accreditation standards to only accredit new programs which offer a baccalaureate degree or higher, Missouri’s community colleges seek to offer baccalaureate degrees in respiratory therapy. This condition meets the letter of Senate Bill 807.

Workforce Need

The U.S. Bureau of Labor Statistics estimates that the demand for respiratory therapists will grow 21% from 2018 to 2028, much faster than the average for all occupations. The aging population will lead to an increased demand for respiratory therapy services and treatments. The most need for respiratory therapists will be in rural areas.⁴

The Missouri Economic Research and Information Center (MERIC) reports that healthcare is the top industry in the state; unfortunately, the demand for qualified healthcare providers outpaces supply. This is true for respiratory therapists as well. MERIC data indicate that the demand in Missouri for skilled respiratory therapists will grow nearly 28% by 2026, with annual vacancies numbering 220 statewide.⁵ Respiratory Therapy was identified as the sixth fastest-growing occupation in the St. Louis Region in 2017-2019 with an expected need of 50 additional respiratory therapists in that region alone.⁶ The Kansas City Region indicates a 25% growth in the demand for respiratory therapists, and the Ozark Region anticipates a 38.5% growth.⁷ In fact, MERIC identifies Respiratory Therapy as a “Top Grade Career” in every region in the state of Missouri.

However, for the last three years of IPEDS completion data, Missouri institutions have produced an average of only 163 respiratory therapy graduates annually. If the community colleges expand or offer new programs, there is potential to fill the workforce pipeline gap in this industry.

Additionally, respiratory therapy is a well-paying occupation. According to MERIC, the average entry-level salary for Respiratory Therapists is \$45,020 with an average annual wage of \$56,340.

³ Senate Bills Nos 807 and 577. 2018. <https://www.senate.mo.gov/18info/pdf-bill/tat/SB807.pdf>

⁴ Occupational Outlook Handbook: Respiratory Therapists. Bureau of Labor Statistics. June 2020. <https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>

⁵ Real Time Labor Market Data. Missouri Economic Research and Information Center. June 2020. <https://meric.mo.gov/media/pdf/real-time-labor-market-summary>

⁶ St Louis Region Fastest Growing Occupations 2017-2019. Missouri Economic Research and Information Center. March 2018. https://meric.mo.gov/sites/meric/files/library/fastest_growing_stl_2017-2019.pdf

⁷ Regional Profiles. Missouri Economic Research and Information Center. June 2020. <https://meric.mo.gov/regional-profiles>

It is important to note that these data were compiled before the recent novel coronavirus pandemic, which has highlighted the need for skilled and highly-trained respiratory therapists who work on the frontlines of the fight against this illness. Burnout is reported to be extremely high in the profession due to the stress of long hours, shortage of ventilators, and lack of adequate personal protective equipment.⁸

Phase I Proposal

- A. Evidence that the proposing institution has explored the feasibility of collaboration with other institutions.

The submitting colleges have made and continue outreach to collaborate with colleges and universities around the state. Each college has approached its current largest transfer partners, as well as the University of Missouri system. Documentation of those conversations is offered in Appendix A.

At the present time, community colleges remain in active discussions regarding collaborative partnerships. Because of the unique circumstances in each geographic region of the state, and due to the unique partnerships between each community college and nearby four-year institution, these collaborative agreements, if reached, will be detailed in Phase II of the Comprehensive Review process. However, in all cases, community colleges seek approval to offer the baccalaureate degree, either alone or jointly with the partner institution. This is due to the coming requirement of all entering respiratory therapists to have a baccalaureate degree by 2030, as stated by the AARC. Should a university partner wish to discontinue the relationship established in a collaborative agreement, the community college will need to maintain the ability to sustain the program and offer the degree.

Collaborative agreements will be mutually-beneficial to all involved signatories to the agreements and will be created with the purpose of providing a high-quality educational experience for the respiratory therapy student in a cost-effective manner. Any collaborative agreements will also need CoARC approval.

- B. Alignment with *Blueprint for Higher Education* goals.

Missouri's community colleges have been crucial partners in Missouri's Big Goal that 60 percent of adults have a two- or four-year degree or certificate by 2025. In 2019, community college enrollments accounted for 37% of Missouri's college students.⁹ The goals of the *Blueprint for Higher Education* align with the elements of this proposal.

⁸ "Even After the Coronavirus Pandemic, America Can't Breathe Easy." US News and World Report. 1 April 2020. <https://www.usnews.com/news/healthiest-communities/articles/2020-04-01/coronavirus-pandemic-exposes-need-for-respiratory-therapists>

⁹ "Trends in Headcount Enrollment, Fall 2014-2019: Public Institutions." Missouri Department of Higher Education and Workforce Development. https://dhewd.mo.gov/data/documents/Fall2019enrollmentreport_fin.xlsx

Attainment

Community colleges in Missouri wish to expand their capacity to train more respiratory therapists and serve the areas of the state where these professionals are needed most. However, without approval to offer respiratory therapy degrees at the baccalaureate level, this increased capacity will not be achieved. We anticipate providing a minimum of an additional 50 seats annually once approved to offer bachelor's degrees. This moves Missouri closer to its goal, and fills an important workforce need.

Affordability

Missouri's community colleges will offer the bachelor's degree in Respiratory Therapy at regular per-credit-hour tuition rates. According to the Missouri Comprehensive Fee Survey for Public Institutions of Higher Education (FY 2020), Missouri's community colleges consistently offer affordable educational opportunities to students. The average total tuition and required fees charged to a typical full-time, in-district student is \$3,985 per year. The average annual total tuition and required fees charged to a typical full-time, resident student at a four-year, public institution in Missouri is more than double that at \$8,653 per year. Community colleges can become the linchpin in filling the skills gap for respiratory therapists across the state in the most cost-effective manner.

Quality

Missouri's community colleges are strong drivers of the state's economy. They have a consistent track record offering high-quality education and training opportunities to produce a qualified and highly skilled workforce. Respiratory Therapy programs at Missouri's community colleges are no exception. For example, the respiratory therapy program at Ozarks Technical Community College is the only associate-level program in the United States to receive the CoARC Distinguished RRT Credentialing Success Award for the last nine years in a row. The respiratory therapy program at St. Louis Community College has recently met the standards required to achieve this distinction. Below is data from the 2019 and 2020 *Report on Current Status* as evidence of program quality:

St. Louis Community College

	Retention	Job Placement	RRT Credentialing	TMC High Cut Score Pass Rate	Employer Satisfaction	Graduate Satisfaction
2019	85%	83%	87%	91%	100%	100%
2020	83%	84%	92%	96%	100%	100%

(These data reflect a rolling three-year average).

Ozarks Technical Community College

	Retention	Job Placement	RRT Credentialing	TMC High Cut Score Pass Rate	Employer Satisfaction	Graduate Satisfaction
2019	91%	100%	100%	100%	100%	100%
2020	93%	98%	94%	96%	100%	100%

(These data reflect a rolling three-year average)

The CoARC Entry-to-Practice Accreditation Standards state the following in regards to the qualifications of faculty in a bachelor's or master's respiratory care program:¹⁰

Standards 2.02/2.08: The Program Director (PD) and Director of Clinical Education (DCE) of a bachelor's or master's program must have earned at least a master's degree from an academic institution accredited by a regional or national accrediting agency recognized by the U.S. Department of Education (USDE).

Standards 2.03/2.09: The PD and DCE must:

- hold a valid Registered Respiratory Therapist (RRT) credential and current state license;
- have a minimum of four (4) years' experience as a Registered Respiratory Therapist with at least two (2) years in clinical respiratory care;
- have a minimum of two (2) years' experience teaching either as an appointed faculty member in a CoARC accredited respiratory care program or as a clinical instructor/preceptor for students of such programs;
- complete the CoARC key personnel training program

Community colleges with existing respiratory therapy programs have highly-qualified faculty who **meet or exceed** the required levels of education and experience to teach at the baccalaureate level. Missouri's community colleges who seek to create new programs have made the commitment to hire those with the necessary qualifications.

Research and Innovation

Research is an important component of existing respiratory therapy programs. According to the *AARC Issue Paper - Entry to Practice in Respiratory Therapy*,

“Advances in technology, disease management, telemedicine, patient navigation, disease protocols, evidence-based medicine, palliative care, and clinical research now are mainstays in medicine and clinical practice. The future demands respiratory therapists to

¹⁰ “Accreditation Standards for Entry into Respiratory Care Professional Practice” Commission on Accreditation for Respiratory Care. 2020. <https://www.coarc.com/News-and-Events/CoARC-Entry-Standards-7-1-2020.aspx>

be well versed in these areas of patient care in order to remain relevant members of the interprofessional health care team.”¹¹

The AARC organized a series of conferences (2015 and Beyond Conferences) to address many issues including the roles and responsibilities of respiratory therapists in the future as well as the competencies required for RTs to succeed. In the article related to competencies that would be required of RTs, the following is stated:

“The information age of the future will be replete with changes in the scope of practice. The science of respiratory care will continue to expand at the same pace as medicine. Projections regarding the profession must incorporate new technology, new therapeutic approaches, and data management skills, which the future RT will need to be successful in the workplace. Clinical decisions will be increasingly data driven; with evidence-based medicine guiding the activities of the therapist. The need for therapists to be actively involved in research will continue to grow. The use of protocols to guide respiratory care within and outside the intensive care unit (ICU) will continue to expand.”¹²

One of the major competency areas determined essential was Competency Area III: Evidence-Based Medicine and Respiratory Care Protocols, which includes the ability of respiratory therapists to review and critique published research, explain the meaning of general statistical tests, and apply evidence-based medicine to clinical practice.

Though existing respiratory therapy programs integrate research opportunities for students, current restrictions on credit hours in an associate level respiratory care program make it difficult to provide students the necessary time to learn and practice these critical research skills.

Investment, Advocacy and Partnerships

Healthcare providers across Missouri are enthusiastic supporters of this proposal. They are in the difficult position of trying to provide the best level of care to Missourians, yet they are hurting due to the shortage of qualified respiratory therapists. Health care organizations and hospitals - from large to small - continually ask community colleges to help develop a pipeline of skilled professionals by expanding existing or beginning new programs, but community colleges are now unable to respond to that need. Letters of support in Appendix B are evidence of their need and their support.

Evidence of Institutional Capacity

(I). Assessment of the institution’s capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the

¹¹ “Issue Paper: Entry to Respiratory Therapy Practice 2030” American Association for Respiratory Care. September 2019. <https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-executive-summary-entry-to-respiratory-therapy-practice-2030.pdf>

¹² Barnes, Thomas; Gale, David; Kacmarek, Robert, Kageler, Woody. “Competencies Needed by Graduate Respiratory Therapists 2015 and Beyond” *Respiratory Care*. May 2010. American Association for Respiratory Care. https://www.aarc.org/wp-content/uploads/2013/07/2015_competencies_needed.pdf

program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads):

Each community college will detail its own institutional capacity in the Phase II proposal; however, Missouri's community colleges are all accredited by the Higher Learning Commission, which establishes standards for academic and student support services and faculty credentials.

The Higher Learning Commission requires accredited institutions to provide regular evidence to indicate compliance with its Assumed Practices and Criteria for Accreditation. Institutions must demonstrate that they have the resources, structures, and processes sufficient to fulfill their missions, improve the quality of their educational offerings, and respond to future challenges and opportunities (Criteria for Accreditation 5). They must also ensure that they have sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff (Criteria for Accreditation 3.C.1) and that all instructors and student services staff are appropriately qualified (Criteria for Accreditation 3.C.3/3.C.7). All institutions must demonstrate responsibility for the quality of their educational programs, learning environments, and support services, and evaluate their effectiveness for student learning through processes designed to promote continuous improvement (Criteria for Accreditation 4).¹³

In addition, the CoARC accreditation standards require accredited institutions to demonstrate their capacity to meet academic and student support needs. The CoARC standard 2.01 Institutional Resources Interpretive Guideline states that sponsor institutions "should have the financial resources required to develop and sustain the program on a continuing basis" and that this includes academic support resources, in addition to qualified faculty.

Finally, all of the submitting community colleges have existing healthcare programs that are fully accredited by industry accrediting agencies. In order to maintain those accreditations, they must meet specific outcome metrics for retention, faculty qualifications, and licensure pass rate.

(II). Comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program

It is important to note that most Allied Health training programs are expensive to implement and sustain. However, they are offered to serve the state's need for a skilled healthcare workforce, consistent with the community college mission. Most of these programs do not cover their own costs, but are supplemented with revenue from other, more profitable programs.

Budgets from the two existing community college respiratory therapy programs are provided below for a cost/revenue analysis. In each college's Phase II proposal, a comprehensive cost/revenue analysis will be provided for a bachelor's program that is specific to that

¹³ "HLC Policy: Current Criteria for Accreditation" Higher Learning Commission. June 2014.
<https://www.hlcommission.org/Policies/criteria-through-august-31-2020.html>

institution’s collaborative agreement (if any) and adjusted for the tuition and fee structure of the partner institution and the corresponding increased number of credit hours and students served.

St. Louis Community College

Respiratory Therapy (114120)	Budget
Full-Time Faculty Salaries (2-FTE)	\$133,585.00
Overload Faculty Salaries	\$ 36,539.00
Part-time Faculty	\$21,067.00
Full-time Classified (.25 FTE)	\$8,374.00
PSR Fringe Benefit Group (31.88%)	\$54,236.00
NCERP Fringe Benefit Group (34.22%)	\$2,866.00
Part-time Fringe Benefit Group	\$1,854.00
Operating	\$6,800.00
Total Budget	\$265,321.00

Respiratory Therapy (114120)	Revenue
Fee per credit hour	\$113.50
Annual credit hours per student	35
Annual program capacity	50 (25 year 1; 25 year 2)
<i>Fee per credit hour x credit hours x annual capacity =</i>	
Total Estimated Revenue	\$198,625

**Tab 12 Attachment B
Ozarks Technical Community College Statutory Criteria Review**

**Respiratory Therapy Review
Statutory Criteria**

For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in § 163.191(1), RSMo:	
Criterion	Criteria Met/Not Met
The level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, AND	Met. Program expansion is no longer allowed within the RT profession.
When doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, AND	Met. Letter of support received on behalf of all four-year institutions for this programs to proceed to next step of the review.
The institution has the academic and financial capacity to offer the program in a high-quality manner.	Met. OTC currently offers the associate degree in respiratory therapy and are in good position to transition to next phase of the review.
Elements of a Complete Proposal for Comprehensive Review. A complete proposal includes the following, as outlined in 6 CSR 10-4.010:	
Evidence of good faith effort to explore the feasibility of collaboration with other institutions whose mission or service region encompasses the proposed program. At a minimum, this will include letters from the chief academic officers of both the proposing institution and other institutions involved in exploring the feasibility of collaboration attesting to the nature of the discussions and explaining why collaboration in this instance is not feasible;	Met. Letter of support received on behalf of all four-year institutions for this programs to proceed to next step of the review.
Evidence that the offering institution is contributing substantially to the CBHE's Blueprint for Higher Education as adopted on February 4, 2016, pursuant to section 173.020(4), RSMo, and is committed to advancing the goals of that plan; Evidence of institutional capacity to launch the program in a high-quality manner, including: <ul style="list-style-type: none"> An external review conducted by a team including faculty experts in the discipline to be offered and administrators from institutions already offering programs in the discipline and at the degree level proposed. 	Met. More detail to be provided as part of Phase II. An external review team will be established to assist with review of the Phase II proposal.

<ul style="list-style-type: none"> The review must include an assessment of the offering institution's capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g. faculty credentials, use of adjunct faculty, and faculty teaching workloads); 	<p>Met. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> A comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program; 	<p>Met. A cost/revenue analysis was provided for Phase I, to be expanded upon as part of Phase II.</p>
<ul style="list-style-type: none"> Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities, and instruction equipment; and 	<p>Met. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation; and 	<p>Met. More detail to be provided as part of Phase II.</p>
<p>Evidence that the proposed program is needed, including:</p> <ul style="list-style-type: none"> Documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area, as described in subsection (9)(C) of this rule; 	<p>Met. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> A rigorous analysis demonstrating a strong and compelling workforce need for the program, which might include data from a credible source, an analysis of changing program requirements, the current and future workforce, and other needs of the state, and letters of support from local or regional businesses indicating a genuine need for the program; and 	<p>Met. More detail to be provided as part of the market analysis submitted as part of Phase II.</p>
<ul style="list-style-type: none"> A clear plan to meet the articulated workforce need, including: <ul style="list-style-type: none"> Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce need analysis in part (II) of this subparagraph; Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation; and A plan for assessing the extent to which the new program meets that need when implemented. 	<p>Met. More detail to be provided as part of the market analysis submitted as part of Phase II.</p>

Tab 12 Attachment C
St. Louis Community College Statutory Criteria Review

Respiratory Therapy Review
Statutory Criteria

For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in § 163.191(1), RSMo:	
Criterion	Criteria Met/Not Met
The level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, AND	Met. Program expansion is no longer allowed within the RT profession.
When doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, AND	Met. Letter of support received on behalf of all four-year institutions for this programs to proceed to next step of the review.
The institution has the academic and financial capacity to offer the program in a high-quality manner.	Met. OTC currently offers the associate degree in respiratory therapy and are in good position to transition to next phase of the review.
Elements of a Complete Proposal for Comprehensive Review. A complete proposal includes the following, as outlined in 6 CSR 10-4.010:	
Evidence of good faith effort to explore the feasibility of collaboration with other institutions whose mission or service region encompasses the proposed program. At a minimum, this will include letters from the chief academic officers of both the proposing institution and other institutions involved in exploring the feasibility of collaboration attesting to the nature of the discussions and explaining why collaboration in this instance is not feasible;	Met. Letter of support received on behalf of all four-year institutions for this programs to proceed to next step of the review.
Evidence that the offering institution is contributing substantially to the CBHE's Blueprint for Higher Education as adopted on February 4, 2016, pursuant to section 173.020(4), RSMo, and is committed to advancing the goals of that plan; Evidence of institutional capacity to launch the program in a high-quality manner, including: <ul style="list-style-type: none"> An external review conducted by a team including faculty experts in the discipline to be offered and administrators from institutions already offering programs in the discipline and at the degree level proposed. 	Met. More detail to be provided as part of Phase II. An external review team will be established to assist with review of the Phase II proposal.

<ul style="list-style-type: none"> The review must include an assessment of the offering institution's capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g. faculty credentials, use of adjunct faculty, and faculty teaching workloads); 	<p>Met. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> A comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program; 	<p>Met. A cost/revenue analysis was provided for Phase I, to be expanded upon as part of Phase II.</p>
<ul style="list-style-type: none"> Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities, and instruction equipment; and 	<p>Met. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation; and 	<p>Met. More detail to be provided as part of Phase II.</p>
<p>Evidence that the proposed program is needed, including:</p> <ul style="list-style-type: none"> Documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area, as described in subsection (9)(C) of this rule; 	<p>Met. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> A rigorous analysis demonstrating a strong and compelling workforce need for the program, which might include data from a credible source, an analysis of changing program requirements, the current and future workforce, and other needs of the state, and letters of support from local or regional businesses indicating a genuine need for the program; and 	<p>Met. More detail to be provided as part of the market analysis submitted as part of Phase II.</p>
<ul style="list-style-type: none"> A clear plan to meet the articulated workforce need, including: <ul style="list-style-type: none"> Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce need analysis in part (II) of this subparagraph; Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation; and A plan for assessing the extent to which the new program meets that need when implemented. 	<p>Met. More detail to be provided as part of the market analysis submitted as part of Phase II.</p>



MISSOURI

June 25, 2020

Commissioner Zora Mulligan
Missouri Department of Higher Education and Workforce Development
P.O. Box 1469
Jefferson City, MO 65101

Dear Commissioner Mulligan:

In May 2020, the University of Missouri System (UM) was notified by Ozark Technical College (OTC) and St. Louis Community College (STLCC) of their intent to submit a preliminary proposal to offer a baccalaureate degree in respiratory care. Both institutions expressed interest in exploring the feasibility of a collaboration with UM. MU currently offers an accredited bachelor's degree program in respiratory therapy. Following internal discussions and a conversation with the vice chancellors for academic affairs at OTC and STLCC, UM has concluded that at this point we are not interested in developing a collaborative bachelor's program with either institution.

Policy changes initiated by the Commission on Accreditation for Respiratory Care (CoARC) were amended and OTC and STLCC would require the authorization to offer the baccalaureate-level program to start a new or expand an existing respiratory care program. The developing COVID-19 pandemic makes the value of further investments in respiratory therapists obvious, and it is likely there will be workforce demand in both Springfield and St. Louis.

OTC and SLCC are unique from the other community colleges currently expressing interest in starting bachelor's programs. Both OTC and SLCC have existing accredited RT programs at the associate degree level and likely have the necessary equipment and faculty who could offer the program. However, we have significant concerns about other community colleges who do not have existing RT programs related to the actual market need and the necessary resources. We also have reservations about the conditions required for a collaborative partner in the original inquiries. Some of the "terms" outlined in the original inquiry were not reasonable and not in the spirit of the legislation or the DHEWD administrative rules (e.g., maximum of 30 hours of coursework from the four-year institutions and the four-year university coursework offered at community college rates).

We appreciate that OTC and STLCC reached out and engaged with us from the beginning. This is an integral part of the process as outlined by statute and, just as importantly, an important way to foster productive relationships between two- and four-year institutions. Even though MU is not interested in a collaboration at this point, OTC and STLCC may want to seek opportunities with other four-institutions to see if they are interested in creating a collaborative partnership.

A handwritten signature in cursive script that reads "Steve Graham".

Steve Graham
Senior Associate Vice President for Academic Affairs
University of Missouri System
grahams@umsystem.edu | (573) 882-3119

From: [HE.Academic Program Actions](#)
To: [Prichett, Angelette](#); [Salmons, Sarah](#)
Subject: FW: Public Comments on New Program Proposals [#15]
Date: Monday, July 6, 2020 3:06:06 PM
Attachments: [image001.jpg](#)

From: Department of Higher Education
Sent: Monday, July 06, 2020 11:20 AM
To: HE.Academic Program Actions
Subject: Public Comments on New Program Proposals [#15]

Name	Viictoria Grando
Email	victoria.grando@rockhurst.edu
School/Organization	Rockhurst University
Program *	BS in Respiratory Care
Comments	I believe that a bachelor degree in Respiratory Care should be offered at four institutions that include both lower division and upper division courses, which is their specialty. There are many four year institutions in the State of Missouri that can offer BS in Respiratory Therapy that would meet the work demands.

|

September 1, 2020

Zora Mulligan, Commissioner of Higher Education
Missouri Department of Higher Education and Workforce Development
301 W. High Street
P.O. Box 1469
Jefferson City, MO 65201-1469

Commissioner Mulligan,

I am writing in response to the public comments regarding the Phase I proposal submitted by eight community colleges for consideration of offering a bachelor's degree in respiratory care. I am specifically writing with respect to the case presented by St. Louis Community College (STLCC).

STLCC appreciates the supportive letter provided by our 4-year colleagues. The signatory colleges make a compelling case that STLCC meets the legislative requirements for this proposal to move forward to Phase II. As this letter articulates, there is ample evidence provided by STLCC in terms of ensuring program quality, support from employers, institutional capacity, and conversations with our colleagues about collaboration to move forward. From the final paragraph of the letter, "OTC and STLCC have made a convincing case, and we believe they meet the statutory criteria."

The approach to phase one of this proposal was vetted by DHEWD staff. The *Plan for Comprehensive Review of Academic Programs Proposals* document was approved in June of 2018. It hasn't been updated. Several community college chief academic officers met with DHEWD early on to discuss the process and how to approach it. We complied with the steps as suggested including the DHEWD request for an additional "letter of intent" (submitted in May) alerting CBHE that a proposal would be forthcoming. This May letter is evidence of our efforts to navigate forward in a transparent and informed manner.

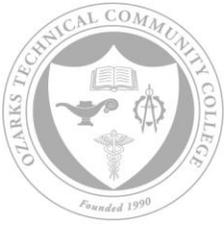
There was also a public comment made by an individual from Rockhurst University. STLCC is situated in an environment of great workforce need, in communities that have been disproportionately affected by the COVID-19 virus, with an excellent, accredited low-cost RT program that is at capacity this fall. We have the faculty, equipment, and facilities to quickly expand to meet this need. STLCC can more efficiently and cost effectively meet workforce need than a four-year university can ramp up a program with no current capital or human resources in this discipline and obtain accreditation.

Thank you for the opportunity to respond to the public comments.

Best regards,



Andrew Langrehr, Ph.D.
Vice Chancellor for Academic Affairs, STLCC



OZARKS TECHNICAL COMMUNITY COLLEGE

September 1, 2020

Zora Mulligan, Commissioner of Higher Education
Missouri Department of Higher Education and Workforce Development
301 W. High Street
PO Box 1469
Jefferson City, MO 65201-1469

Commissioner Mulligan:

This letter will serve as Ozarks Technical Community College's response to the public comments regarding the Phase I proposal seeking approval for eight of Missouri's community colleges to offer a bachelor's degree in Respiratory Therapy. Thank you for the invitation to respond.

OTC appreciates the letter of support from several of Missouri's four-year institutions. Their letter acknowledges that OTC has an established, accredited associate-level respiratory therapy program. We appreciate their confidence in the quality of OTC's program and their belief that OTC has met the statutory requirements due to changes in accreditation.

The signatories to that letter express concerns about the collective approach to Phase I. It is important to note that chief academic officers from the submitting institutions met with MDHEWD staff prior to proposal development to gain clarity of the process outlined in the *Plan for Comprehensive Review of Academic Programs Proposals*, which was last updated in June 2018. Parts of that process are no longer relevant, and we sought MDHEWD staff counsel to develop a proposal that complies with their requirements. OTC very much appreciates that guidance.

Rockhurst University's brief comment that bachelor's degrees in respiratory care should be left to four-year institutions fails to acknowledge the time and cost associated with developing a program, hiring qualified faculty, purchasing necessary equipment, and obtaining accreditation. OTC has a highly-regarded, nationally-recognized program that is already well-established and accredited. With our current capacity, OTC can quickly and easily transition to a bachelor's degree program, allowing us to better respond to the critical shortage of qualified respiratory therapists in our region.

Thank you again for the opportunity to respond.

Sincerely,

Tracy M. McGrady, Ed.D.
Provost and Vice Chancellor for Academic Affairs

From: [Beatty, Kimberly](#)
Sent: Monday, August 24, 2020 12:32 PM
To: [Prichett, Angelette](#)
Cc: [Gochis, Suzanne M](#); [Mulligan, Zora](#)
Subject: MCC's Application for a Respiratory Therapy

Importance: High

Hello Angela,

I am writing to share with you MCC's perspective and approach for applying to have a baccalaureate level respiratory therapy program at MCC. I believe this insight will provide you and the Commissioner with context as you make a recommendation to the full board.

When I arrived in 2017, our college conducted a Strategic Facilities and Programmatic Study to identify the gaps in our programs that may inform a master facilities plan. One of the outcomes of that study was an indication that we had a gap in our Health Sciences Institute (which currently houses 18 health science programs). Along with the things that come with shifting culture and developing a team, I began to talk with the campus president about offering a respiratory program. We were moving forward in that direction when the accrediting body changed its standards. We were certainly caught flat footed, but were excited to join forces with our colleagues in the state to develop a program in partnership with a four-year college at the baccalaureate level.

I have seen the comments from the four-year universities, and I will agree that the evidence for MCC is light and there are (personnel) reasons for those gaps that I won't go into here. However, I would like to set MCC apart from the group of 6 that are currently not being considered a viable option to move into phase II:

1. We are in a metropolitan area where no other institution offers respiratory therapy (Avila, Rockhurst, UMKC, nor Park)
2. We have an existing Health Sciences Institute in the heart of midtown with capacity to house this program
3. We have a staffing model for student services that would provide ample support for students, especially in the Health Sciences
4. We have a highly positive fiscal posture (just ranked A1 by Moody's) and CFI score.
5. Our board just passed a bond issuance that would further expand that fiscal capacity to sustain a program like this
6. Every hospital CEO in this region is highly supportive of the program need and is experiencing a shortage in this area
7. Two four-year universities are excited about the possibility of partnering with us to offer the degree

I will own that I left this process in the hands of someone that simply did not include some of the specifics associated with the items I bulleted here. However, MCC is the second-largest community college in the state with the capacity to develop and deploy a respiratory therapy program in a region that is hungry for the workforce. This is why community colleges exist—to be responsive to the industry.

-
MCC is not part of a consortium and believe that we have been unfairly placed in that category. We are willing and able to do a stand-alone application like OTC and STLCC. We only took the approach of one application because we were advised to do so by the Department.

We are willing to provide the specific data referenced (albeit we don't have existing student or programming data as is the case with OTC and STLCC). Our initial goal was always to develop a program, and had the accrediting body not changed their standards, we would be working toward that end. This process has taught me a lot; I think it has taught us all a lot—I hope we can build upon those lessons rather than create a barrier to providing an essential educational pathway in Kansas City.

Thank you for your consideration.

Dr. Kimberly Beatty
Chancellor
Metropolitan Community College
Office: 816.604.1401
3200 Broadway, Kansas City, MO 64111
www.mcckc.edu

MHPC Response to Questions Regarding the Proposed RT Program

We are pleased to have the opportunity to respond to the comments submitted by 4-year representatives. I am responding on behalf of a consortium that has amply demonstrated the ability to operate other accredited allied health programs. The Missouri Health Professions Consortium (MHPC) currently offers degrees in Occupational Therapy Assistant and Medical Lab Technician. Without this public consortium option, students across much of rural Missouri would be left without reasonable access to those occupations. The MHPC member colleges are East Central College, Moberly Area Community College, North Central Missouri College, State Fair Community College, and Three Rivers College.

The comment submitted by our colleague from Rockhurst University states that respiratory therapy programs should be offered by four-year schools. No four-year institution in the northern half of the state has demonstrated interest in offering this program independently. We believe there is sufficient student and employer demand to support multiple programs across Missouri, even in rural areas. Each college in the MHPC has had conversations with hospitals in its service area requesting the program. Three letters were provided as a sampling of regional support in the Phase One proposal. A minimum number of support letters is not specified in statute, and though MHPC already provided as many letters as the other applicants, three was judged to be insufficient for us by our colleagues at the four-year public colleges. Seven more support letters are attached here, to demonstrate that the need does indeed extend across the service region of the entire consortium. MHPC can provide additional support letters if such are deemed useful and necessary by the Missouri Department of Higher Education and Workforce Development.

The letter submitted by public 4-year Chief Academic Officers suggests that some schools did not adequately address the required elements of a Phase One proposal. The letter states that OTC and STLCC provided additional information that MHPC did not. The salient additional information to which they refer is outcomes data, reflecting the fact that these two colleges currently operate RT programs and are requesting expansion. MHPC cannot provide information about a program it does not yet operate, but please see our response below under section B. The other information provided in the Phase One proposal applies to all applicant institutions. Further comments on specific points from the Phase One proposal follow:

- A. Evidence that the proposing institution has explored the feasibility of collaboration with other institutions.

As described in the Phase One proposal, the Missouri Health Professions Consortium (MHPC) has engaged in preliminary conversation with several four-year institutions and is expecting to submit a collaborative proposal for Phase Two. Initial discussion indicates that at least two four-year partners want to further explore collaboration. Evidence was provided with the Phase One proposal.

Specifically, Northwest Missouri State University, Lincoln University, and Central Methodist University have indicated a willingness to engage in dialogue about potential collaboration. The University of Central Missouri declined and Missouri Western State University did not respond.

- B. Alignment with Blueprint for Higher Education goals.

Evidence of this alignment was provided in the Phase One proposal, and applies equally to all the colleges. The two colleges that currently operate RT programs provided evidence of their ongoing quality specific to RT, but all 2-year public colleges in Missouri successfully operate accredited health programs as does the MHPC. MHPC cannot provide a history of outcomes for a program it does not yet operate, but it can provide these for existing programs.

As an example of current MHPC program outcome performance, the Occupational Therapy Assisting program has an overall graduation rate of 98% during the three most recent calendar years (2017, 2018, and 2019). The last three official pass rates are 90% (2018), 81% (2017), and 98% (2016). For 2019, employer satisfaction, job placement, and graduation rate are all 100%. The consortium's Medical Laboratory Technician program has an 82.3% average graduation rate over the past five years, average retention of 89.64% over five years, and 96.8% average employment rate over five years. In the two years for which results are available, the American Society for Clinical Pathology registry exam pass rate is 100% and 100% of employers who have responded to the Employer Graduate Survey have been extremely satisfied with the program's graduates.

C. Evidence of Institutional Capacity

These items were addressed in the Phase One proposal. By developing an RT program, the MHPC commits to meet both regional and program accreditation standards, which specifically address capacity, adequate resources, and faculty. Library services include access to the Mobius interlibrary loan program, offering access to the full collections of many regional colleges and universities. The consortium colleges also maintain subscriptions to appropriate scholarly research databases. The response by the four-year colleges concedes that a two-year college can offer a quality program, they just do not acknowledge that rural two-year colleges are capable.

The faculty and director will meet or exceed the CoARC requirements for accreditation. In order to meet those qualifications, we plan to advertise on a local and national level and to provide professional development as warranted. The overall budget will reflect the salary for the education and experience level required for a bachelors in applied science degree. In keeping with a bachelor's level expectation, program faculty will be expected to develop new knowledge and solutions, as well as other scholarly production relevant to our community and for student needs.

All the colleges in the consortium have experience developing resources – through private fund-raising, through grants, and through other means -- to support new program development. For example, each of the colleges has been a successful participant in large DOL grants to develop and implement new health science programs. Community colleges have access to federal Perkins funding and state enhancement grants to support purchase of instructional equipment for occupational programming such as respiratory care.

The cost-revenue analysis for the MHPC will look very similar to those of OTC and STLCC overall, but further details will depend on the nature of the collaboration that is negotiated among the various institutions. A draft cost-revenue analysis is included below. First-year cost will include additional accreditation fees and equipment purchase. Tuition will be set appropriately to recover annual cost and offer a quality program. The Phase One application adequately addresses our study of student demand state-wide, and lays out general accreditation requirements.

Pro Forma Financial Projection (Year 2):

Projected Annual Expenses	
Salary (PD, DCE, MD)	\$138,000
Salary (adjunct, clinical, support)	\$56,000
Benefits	\$58,000
Equipment and Supplies	\$5,000
Accreditation	\$2,100
Operating Expenses – Other (Travel, PD, Marketing, etc.)	\$4,000
Total Budget	\$263,100

Projected Revenue (Year 2)	
Tuition and fees per credit	\$275
Annual RT credit hours per student (average)	20
Annual program capacity (1 st , 2 nd , 3 rd year core RT @15)	45
Total Estimated Revenue	\$247,500



Mercy Hospital
901 E. Fifth St.
Washington, MO 63090
mercy.net

September 2, 2020

Jon Bauer, PhD, President
East Central College
1964 Prairie Dell Rd.
Union, MO 63084

Dear Dr. Bauer:

Mercy Hospital Washington is pleased to support East Central College and its partner colleges in their proposal to expand professional preparation in respiratory care for Missouri students. The College's proposed expansion of its healthcare workforce programming is a timely and practical way to address the critical shortage of healthcare professionals in rural Missouri.

Mercy Hospital Washington is a regional medical center serving residents in Franklin, Gasconade, Jefferson and Warren counties. It is an ongoing challenge to find appropriately qualified workers for many positions, especially in rural areas. We have an immediate need for Registered Respiratory Therapists in our region, which has been exacerbated by the COVID-19 crisis.

Our current turnover rate for RTs is 16 percent, and our average days to fill a position once vacated is 432.

We look forward to partnering with you and hope to be able to provide clinical placements, as you work to address issues in the pipeline of healthcare workers.

Sincerely,

Eric Eoloff
President
Mercy Hospital Washington

September 2nd, 2020

Dear Dr. Bauer:

Phelps Health is pleased to support East Central College and its partner colleges in their proposal to expand professional preparation in respiratory care for Missouri students. The College's proposed expansion of its healthcare workforce programming is a timely and practical way to address the critical shortage of healthcare professionals in rural Missouri.

Phelps Health is a regional medical center serving a seven county region. It is an ongoing challenge to find appropriately qualified workers for many positions, especially in rural areas. We have an immediate need for Registered Respiratory Therapists in our region, which has been exacerbated by the COVID-19 crisis. Phelps Health is currently utilizing very costly contracted therapists to fill vacant positions.

We look forward to partnering with you and hope to be able to provide clinical placements, as you work to address issues in the pipeline of healthcare workers.

Sincerely,



Keri Heavin, MHA, BSN, RN-CNML
Senior Vice President/Chief Nursing Officer
Phelps Health



July 6, 2020

Dr. Jeffery C. Lashley
101 College Avenue
Moberly, Missouri 65270

Dear Dr. Lashley:

Hannibal Regional Healthcare System is pleased to support the Moberly Area Community College (MACC), and its partner community colleges, proposal for the expansion of respiratory care to the bachelor's degree through the Missouri Department of Higher Education. The College's proposed expansion of its health professions workforce programs is a timely and practical way to address the critical shortage of health care professionals in Northeast Missouri.

Hannibal Regional Healthcare System has one hospital, a multi-specialty medical group, and twelve outpatient clinics serving over 45,000 patients in Northeast Missouri. Our recent investment in a \$61 million expansion has resulted in a larger ICU and added services in order for our patients to be able to stay close to home for more of their healthcare needs. As an employer of more than 1,250 health care professionals, we can attest to the dire need for qualified registered Respiratory Therapists.

We look forward to partnering with you on this endeavor and working with you to address our region's health sciences workforce pipeline issues.

Sincerely,

Susan R. Wathen
Vice President – Human Resources

May 20, 2020

Dr. Jeffery C. Lashley
101 College Avenue
Moberly, Missouri 65270

Dear Dr. Lashley:

Samaritan Hospital is pleased to support Moberly Area Community College (MACC), and its partner community colleges, proposal for expansion of respiratory care to the bachelor's degree through the Missouri Department of Higher Education. The College's proposed expansion of its health professions workforce programs is a timely and practical way to address the critical shortage of health care professionals in Northeast Missouri.

Samaritan Hospital is a 25 bed Critical Access Hospital located in Macon, Missouri. The Hospital performs over 60,000 outpatient tests and procedures and has over 5,000 patient days per year. Our service area includes Macon, Shelby, Linn, Adair and Randolph Counties.

Respiratory Therapies are an integral part of our healthcare team. Establishment of a training program that will result in an increased supply of Registered Respiratory Therapists, would be helpful in addressing the shortage.

As an employer of more than 250 health care professionals, we can attest to the dire need for qualified registered respiratory therapists.

We look forward to partnering with you on this endeavor and working with you to address our regions health sciences workforce pipeline issues.

Sincerely,



Bernard A. Orman, Jr. MS, FACHE
Administrator / CEO

RECEIVED

MAY 20 2020

BY: CS



St. Mary's Hospital
Audrain
620 E. Monroe
Mexico, MO 65265
phone: 573-582-5000
ssmhealthmidmo.com

May 26, 2020

Dr. Jeffery C. Lashley
101 College Avenue
Moberly, Missouri 65270

Dear Dr. Lashley:

I am writing this letter to support Moberly Area Community College (MACC), and its partner community colleges, proposal for the expansion of respiratory care to the bachelor's degree through the Missouri Department of Higher Education. The College's proposed expansion of its health professions workforce programs is a timely and practical way to address the critical shortage of health care professionals in Northeast Missouri. Our organization has a longstanding history of collaboration and support for Moberly Area Community College. We strongly support the College's proposed expansion of its health professions workforce programs

SSM St. Mary's Hospital-Audrain is licensed to provide acute care services as well as emergency care, with 49 active, staffed beds to meet the needs of our community. We serve not just Audrain County but also the counties of the Montgomery, Pike, Ralls, and part of the Callaway area. As the only local hospital serving four counties, SSM-Audrain is the largest employer within Audrain County. St. Mary's Hospital serves about 14,000 patients per year through our Emergency Department and other patient care departments. We can attest to the dire need for qualified registered respiratory therapists to ensure the provision of competent 24/7 care.

We look forward to partnering with you on this endeavor and working with you to address our region's health sciences workforce issues. We remain committed to hiring graduates from Moberly Area Community College and its partner community colleges as they are crucial to meeting our workforce needs.

Sincerely,

A handwritten signature in black ink, appearing to read "Mida Sison-Martinez".

Mida Sison-Martinez, RN, MBA, MA
VP Patient Care Services / Chief Nursing Officer
SSM St. Mary's Hospital – Audrain

A handwritten signature in black ink, appearing to read "Sharon L. Shepherd".

Sharon L. Shepherd, DNP, RN, ACNS-BC, CMSRN
Manager Clinical Education
SSM Health-Mid Missouri Region
St. Mary's Hospital – Audrain

August 2020

Tristan Londre, Ph.D
Vice President of Academic Affairs
North Central Missouri College
Trenton, Missouri 64683

Dear Dr. Londre,

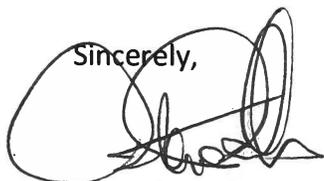
As CEO of Hedrick Medical Center in Chillicothe and Wright Memorial Hospital in Trenton, I am pleased to support the proposal for the expansion of North Central Missouri College's respiratory therapy program to a bachelor's degree through the Missouri Department of Higher Education.

Rural hospitals have long been challenged to recruit and staff many professional health care positions, including respiratory therapists, where there is a critical shortage nationwide. Both Hedrick Medical Center and Wright Memorial Hospital serve communities with larger than average senior citizen populations, and respiratory therapy services are vital to this aging population.

Additionally, our exceptional partnership with North Central Missouri College allows us to establish relationships with students who are obtaining degrees in the health care field, greatly benefiting our recruitment efforts, while also giving students an opportunity to build a career close to home. This partnership, which benefits our hospitals, North Central Missouri College, students, and surrounding communities would carry on with the implementation of the proposed bachelor's program.

North Central Missouri College has always identified health care related workforce needs in our region, and actively works to meet those needs when possible, through the development of new programs and degree offerings. We are fully supportive of this initiative and believe it is vital to our mission of providing the best care possible to the communities we serve.

Sincerely,



Steve Schieber, FACMPE, FACHE
Chief Executive Officer
Critical Access Region
Saint Luke's Health System
sschieber@saintlukeskc.org
Office: (660) 214-8103



Bryan Bateman
Chief Executive Officer
3100 Oak Grove Road
Poplar Bluff, MO 63901
573.776.9526

September 1, 2020

Three Rivers College
Attn: Dr. Wesley A. Payne
2020 Three Rivers College
Poplar Bluff, MO 63901

Dear Dr. Payne:

Poplar Bluff Regional Medical Center is pleased to support Three Rivers College and its partner colleges in their proposal to expand professional preparation in respiratory care for Missouri students. The College's proposed expansion of its healthcare workforce programming is a timely and practical way to address the critical shortage of healthcare professionals in rural Missouri.

Poplar Bluff Regional Medical Center is a regional medical center serving Southeast Missouri. It is an ongoing challenge to find appropriately qualified workers for many positions, especially in rural areas. We have an immediate need for Registered Respiratory Therapists in our region, which has been exacerbated by the COVID-19 crisis.

We look forward to partnering with you and hope to be able to provide clinical placements, as you work to address issues in the pipeline of healthcare workers.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Bryan S. Bateman', is written over a light blue horizontal line.

Bryan S. Bateman
Chief Executive Officer