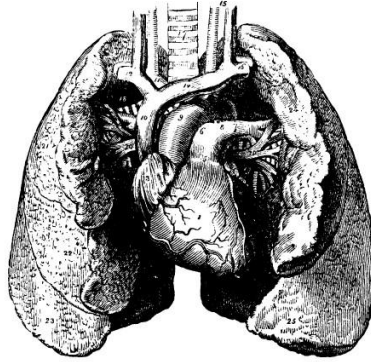




**DAYTONA
STATE COLLEGE**



**Cardiopulmonary Science,
Bachelor of Science Degree**

Student Program Handbook

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Program Medical Advisor**

Daytona State College
School of Health Careers
Cardiopulmonary Science Program
Respiratory Therapist Subplan

Welcome

Welcome to the Daytona State College School of Health Careers and to the Cardiopulmonary Science Bachelor of Science (CPBS) program! We are extremely proud of the program and pleased you have chosen our institution to pursue your degree advancement. The student handbook is designed to provide students with information about the school, curriculum expectations, resources, and specific policies and procedures pertinent to the program. Please become familiar with this handbook, as it will serve as your guide for academic and non-academic policies.

The information in this handbook is updated annually. In addition, faculty reserves the right to make revisions during the academic year when needed. Any changes to the current version of the handbook will be posted on the class shell; this can be printed if needed.

The CPBS program is an exciting program where student-faculty partnerships are formed. The curriculum is dynamic and exciting, focusing on content associated with management, education, research, legal and ethical issues, quality improvement, advanced technical competencies, advanced pharmacology, and pathophysiology. Our graduates will have an expanded scope of knowledge in the cardiopulmonary field that allows for growth and expanded opportunities.

Most students enter this program after completing a 2-year Associate of Science degree. Courses in this program are web-based and are available anytime from anywhere in the world with an internet connection.

This subplan is ONLY available to graduates from CoARC accredited A.S. or A.A.S. Respiratory Care programs from a regionally accredited college. Applicants must be eligible or already credentialed with the Registered Respiratory Therapist (RRT) credential. Licensed RRTs from non-regionally accredited schools may be considered on a case-by-case basis after consulting with college and program advisors. While not required, this degree advancement program has obtained provisional accreditation from CoARC, making it the first to do so in the state of Florida.

Congratulations as you pursue your goals in advancing your degree!

Sincerely,

Faculty, staff, and administration – School of Health Careers, Daytona State College

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College Mission

Daytona State College, founded with innovation at its core and within a culture of continuous improvement, provides open access to educational programs that transform students' lives and communities we serve.

Values

Daytona State College, an outstanding leader in the Florida College System and a dynamic nationally recognized institution known for its quality, affordable and in-demand programs, seeks to be one of the top state colleges in the country. The institution will contribute to a vibrant economy, embrace a student-centered focus, and aspire to provide life-changing opportunities for tomorrow's global leaders.

School of Health Careers Mission Statement

School of Health Careers at Daytona State College provides quality academic programs designed to educate and empower individuals and promote economic development in Volusia and Flagler Counties. Faculties are committed to providing personalized attention to students, embracing diversity, and using innovation to enhance teaching and learning. Health professionals make up a large portion of the healthcare field with varying educational levels and job responsibilities. They are involved in the delivery of health care or services related to diseases and disorders that includes therapeutic, diagnostic and rehabilitation interventions. The School of Health Careers also provides education and training in the areas of early childhood education and human services.

College Accreditation: Daytona State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associates and bachelors degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Daytona State College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website www.sacscoc.org.

Outcomes: (Program Goals)

Graduates of the Bachelor of Science in Cardiopulmonary Science will be able to:

1. Plan care in accordance with management and leadership principles for patients across the lifespan.
2. Integrate inherent values as defined by health law and ethics as a foundation for practice.
3. Synthesize knowledge of advanced therapeutics to improve patient-care outcomes.
4. Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health.
5. Understand the importance of research to identify best evidence-based practices in health care.

Organizational Chart - Administrative Structure for the Cardiopulmonary Program

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Academic Advisor for College of Health and Public Services

Melissa Brown
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**** Always start with the instructor of your course for any questions or concerns you may have.**

Program Information: [Cardiopulmonary Science Website](#)

Degree Advancement Subplan for Respiratory Therapists:

Program Educational Outcomes: To provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.

Mission:

The mission of the Bachelor of Science in Cardiopulmonary Sciences degree advancement program is to enhance a respiratory therapist's ability to function in clinical, teaching, administrative, or research environments by offering a scholarly, comprehensive, innovative program that promotes excellence in Respiratory Care. The program offers opportunities for students to apply respiratory care knowledge to changing healthcare environments amidst the rapidly expanding scope of practice and patient acuity levels seen today.

Description:

The Daytona State College B.S. Cardiopulmonary Sciences degree advancement program is designed specifically to meet the needs of practicing respiratory therapists who, having already completed an accredited respiratory care program with an entry into respiratory care professional practice degree, wish to obtain advanced training in Respiratory Care. Applicants must hold an Associate of Science or Associate of Applied Science degree from a CoARC accredited institution. This is a completely on-line program that is designed for the working respiratory therapist to earn a baccalaureate degree in Cardiopulmonary Sciences.

Admission Requirements for the Degree Advancement program

- This is a limited access program. Students must have a conferred A.S. or A.A.S. in Respiratory Care from a CoARC accredited program at a regionally accredited institution.
- State of Florida licensed Respiratory Therapists that graduated from a non-regionally accredited institution may be considered for admission on a case-by-case basis. Note that DSC will not accept general education credits for transfer, but the lower-level respiratory care courses may be applied after a review of transcripts is completed.
- Applicants must complete a Bachelor of Science in Cardiopulmonary Science Application for Admission in the Admissions Office or online: Apply Now. All applicants must provide an official transcript from all previous institutions attended.
- Students must have a 2.0 or greater cumulative GPA on all college coursework.
Official transcripts from all postsecondary institutions attended must be received for evaluation by the Records Office at Daytona State. International students must have their transcripts evaluated by a member of the National Association of Credential Evaluation Services (NACES) naces.org/members.htm.

Program Accreditation: Accreditation of degree advancement programs is a voluntary process that requires a comprehensive review of the program relative to the Commission on Accreditation for Respiratory Care (CoARC) standards. While the process is voluntary, it provides programs with external validation of their educational offerings. Additionally, the process offers prospective degree advancement students a means by which they can judge the quality of the educational experience offered by the program.

Accreditation provides consumer protection, advances and enhances the profession of Respiratory Care, and protects against compromise of educational quality. Accreditation also supports the continuous improvement of these educational programs by mandating continuing reassessment of resources, educational processes, and outcomes.

Provisional accreditation was granted by CoARC for the Bachelor of Science in Cardiopulmonary Science degree advancement program at Daytona State College. Provisional accreditation remains for 3 years while student and graduate reports are compiled. Assigned CoARC program number 510036. Outcomes data and accreditation status for all programs can be found at www.coarc.com.

264 Precision Blvd. Telford, TN 37690 USA | 817-283-2835

CoARC Accreditation Standards:

The practice of Respiratory Therapy has become much more complex in recent years with advancing technology and a need to contribute as team members with skills in leadership, communication, evidence-based inquiry, and an expanded knowledge of cardiopulmonary disease management. To keep pace with a rapidly changing health care environment, the Respiratory Care profession recognizes the need to advance the level of education of its workforce. Fostering degree advancement by the working Respiratory Therapist is an essential part of this effort. Currently, over 80% of entry to practice programs are at the associate level, so educational programs that allow the working associate level therapist to advance to the baccalaureate and/or master level will be required for the workforce to accomplish the goal. Respiratory Therapy Degree Advancement programs arose in the early 2000s to meet this need. They were based on similar programs in Nursing that advanced the RN to the BSN. In 2015, CoARC recognized the need to accredit these programs to ensure transparency for prospective students, curriculum that serves the need of the profession, and external validation of program quality. CoARC Accreditation Policy 12.03 defines a degree advancement program in Respiratory Care as “an educational program designed to meet the needs of practicing respiratory therapists who, having already earned an Entry into Respiratory Care Professional Practice degree, wish to obtain advanced training related to Respiratory Care.” The CoARC and its collaborating organizations work together to establish, maintain, and advance Standards which constitute the requirements to which an accredited degree advancement program in respiratory care is held accountable and provide the basis on which the CoARC will confer or deny program accreditation. These Standards are designed to acknowledge the “value-added” by degree advancement programs above and beyond the entry into respiratory care professional practice (Entry) degree. Entry programs that desire to offer an advanced degree to individuals who already have an ASRT or BSRT can apply for accreditation of their degree advancement program as can sponsors offering a free-standing degree advancement program. Degree advancement programs are different from Entry programs in purpose, design and content. Entry programs provide individuals who have no respiratory care background or experience with the competencies needed to enter the profession, whereas degree advancement programs expand the depth and breadth of both knowledge and skills beyond those of an RRT entering the profession. Advanced educational experiences, designed to enhance a respiratory therapist's ability to function in clinical, teaching, administrative, or research environments, are essential components of degree advancement programs in respiratory care. While minimal course content and resource requirements are specified in this document, flexibility and innovation in curricular development are encouraged. Development of an effective degree advancement program requires a thorough assessment of the education experiences typically offered at the Entry level. Degree advancement programs will be able to use this foundation to develop new, advanced, in-depth educational experiences designed to enhance a respiratory therapist's professional practice. Each program must be able to demonstrate specific contributions to the advanced education of respiratory therapists.

Registered Respiratory Therapist Credential through National Board for Respiratory Care (NBRC)

A current Registered Respiratory Therapist credential will be required for the RET3960 Professional Credentialing course and is required to graduate from the CPBS program.

You can go to the NBRC [Practitioner Portal](https://www.nbrc.org/practitioner-portal) to retrieve your credentials to be emailed to the Program Director Melanie McDonough at Melanie.Mcdonough@daytonastate.edu. The cost is \$5.00, or you can bring your

current credential certificate for us to copy for your student file and the class. Ensure that the NBRC privacy settings are not set to private so credentials can be verified.

Continued Professional Practice Competencies

Graduates must demonstrate proficiency with the set of knowledge, skills and attributes specific to the programmatic track or concentration, (e.g., clinical specialization, advanced practice, education, management, research, etc.) chosen by the student.

- The graduate must demonstrate proficiency in his/her course of study by completing a program-defined summative measure (e.g., Capstone project) or a national credentialing specialty examination, as applicable.
- Graduates should acquire a greater breadth and depth of knowledge in the care of patients with cardiopulmonary disease. This should provide them with the competencies that would allow them to function better as respiratory care consultants.
- Professionalism is defined as the exhibition of skill, good judgment and polite behavior as care is delivered. Foremost, it involves prioritizing the interests of those being served. Professionalism requires that graduates understand their personal and professional limitations and that they practice without impairment from substance abuse or mental illness. Graduates must demonstrate a high level of responsibility, ethical practice, sensitivity to diversity, and adherence to legal and regulatory requirements.
- Based on his/her professional goals/programmatic track, graduates must demonstrate interpersonal and communication skills that result in effective interaction with others (e.g., patients, patients' families, physicians, other health professionals/ coworkers, students, faculty, and the public). Opportunity to communicate proficiently and appropriately, both orally and in writing must be incorporated into coursework.
- As applicable, based on their professional goals, graduates must demonstrate proficiency in evidence-based research suitable to their programmatic track, concentration, or specialization.
- When applicable, based on their professional goals, graduates must demonstrate leadership attributes in their work environments. They should understand how to make contributions to their professional communities and how to effect beneficial changes in institutional policy, professional organizations and government.
- At least the following must be defined, published, and readily available to all prospective and enrolled students:
 - The accreditation status of both the program and its sponsor (including consortium members where appropriate), along with the name and contact information of the accrediting agencies.
 - Admission and transfer policies.
 - All graduation requirements.
 - Academic calendar: [Daytona State College Academic Calendar](#)
 - Academic credit required for program completion.
 - Estimates of tuition, fees and other costs related to the program.
 - Policies and procedures for student withdrawal, probation, suspension, and dismissal.
 - Policies and procedures for refund of tuition and fees.
 - Policies and procedures for processing student grievances.
 - Description of expected student learning outcomes, curriculum map, and mastery assignments.
- All activities associated with the program, including personnel and student policies, student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accord with federal and state statutes, rules, and regulations.
- Student grievance and appeal procedures must include provisions for both academic and non-academic grievances and a mechanism for evaluation that ensures due process and fair disposition.

Additional Completion Requirements

- A minimum of 120 hours of college credit are required to earn a bachelor's degree from DSC.
- Students must complete the state-mandated 36 hours of general education core prior to graduation.
- Students will use 36 lower-division credit hours from their Associate degree major program.
- Students must have completed [BSC1085C](#), [BSC1086C](#) and [MCB1010C](#) (or equivalent or higher) with a grade of "C" or better.
- Students must have completed two years of the same foreign language in high school or two semesters of the same college level foreign language to graduate.
- Students must meet the requirements of the College-Level Communication and Computational Skills and the Civic Literacy Competency Administrative Rules to graduate
- Students must complete all 36 upper-division credit hours of the Cardiopulmonary, B.S. program specific courses.
- Respiratory Therapists Subplan
 - Students must successfully pass the National Board for Respiratory Care board exam to obtain the Registered Respiratory Therapist (RRT) Credential. Successful completion validates the knowledge and clinical competencies required to be a competent Respiratory Therapist. Submission of proof will be required to obtain college credit for course [RET3960](#) Professional Credentialing.

Associate of Arts Degree General Education Core & Electives	36
AS or AAS Degree Program Major Specific	36
Additional Natural Science course requirement	12
MCB 1010C	
BSC 1085C	
BSC 1086C	
BS Cardiopulmonary Sciences Major Program Specific	36
Total	120

Program Specific Courses

The BS degree includes 36 hours of upper division course work, including 33 Cardiopulmonary Core Requirements and 3 conversion of credit hours for obtaining the advanced credential.

RET4354	Advanced Pharmacology This course gives students a broad understanding of pharmaceutical therapies for illnesses in patients with cardiopulmonary disease with an emphasis on the critical and emergency care patients. (Offered Fall & Spring)	3
HSC4550	Pathophysiology for Health Care This course covers how alterations in homeostasis and in cellular function leads to diseases of various systems which may include immune, muscular, skeletal, integumentary, nervous, cardiovascular, respiratory, digestive, endocrine, urinary and reproductive systems.(Offered Fall & Spring)	3
RET3960	Professional Credentialing - Students must successfully pass the National Board for Respiratory Care Therapist Multiple Choice and Clinical Simulation Exam to obtain the Registered Respiratory Therapist Credential. Successful completion of these exams validates the knowledge and clinical competencies required to be a competent Respiratory Therapist. Submission of proof will be required to obtain college credit. (Offered Spring & Summer) - OR - Students must successfully pass the Cardiovascular Credentialing International Exam to obtain the Registered Cardiac Electrophysiology Specialist (RCES) or Registered Cardiovascular Invasive Specialist (RCIS) credential or pass the National Registry of Emergency Medical Technician Exam to obtain either the National Emergency Medical Technician-Paramedic (NREMT-P) or FL-Paramedic credential.	3
HSC4645	Legal and Ethical Aspects of Health Care This course reviews how to navigate the numerous legal and ethical issues that health care professionals face every day. This course will overview the laws and ethics needed for health care professionals to give competent and quality care to patients within legal and ethical boundaries. (Offered Fall & Summer)	3
RET4445	Cardiopulmonary Diagnostics This course covers a range of cardiopulmonary indicators to relate test results to potential patient health care outcomes. (Offered Fall & Summer)	3
HSA4107	Health Services Administration This course provides an overview of management and leadership concepts in healthcare, including in hospitals, long-term care, ancillary services, and public agencies. It includes	3

	discussions in legal and regulatory concepts in healthcare, policy development, planning, organizing, staffing, and leading departments and facilities. (Offered Fall & Spring)	
RET4245	Advanced Life Support This course encompasses the concepts and applications of treatment and monitoring for the critical care patient as it relates to Respiratory Care and the health profession in general. (Offered Spring & Summer)	3
HSA4383	Quality Management and Process Improvement This course addresses the principles and mechanics of healthcare quality and process improvement, including quality management tools, methods, and cultural concepts. It is recommended, not required, that students take HSA4107 Health Services Administration prior to taking this course. (Offered Fall & Spring)	3
HSC3730	Research Methods for Health Professions - This course reviews why research is important, the research process, and how it develops knowledge for evidence-based practice in the health professions. This course will explore a variety of research methodologies, analysis strategies, and emphasize the skills a health care professional needs to acquire and contribute knowledge that will benefit their patients. (Offered Spring & Summer) Should try and take right before your capstone course if possible	3
RET3536	Cardiopulmonary Rehabilitation This course will review the selection process, components, guidelines, and treatment plans for patients in need of cardiopulmonary rehabilitation services. (Offered Fall & Spring)	3
RET3041	Cardiopulmonary Education and Promotion This course reviews education of patients, colleagues, and students in the community and healthcare settings. Students will learn techniques to effectively educate patients, families, students, and colleagues throughout the course of their careers. (Offered Fall & Spring)	3
RET4950	Cardiopulmonary Capstone This course must be completed during the last semester of the Cardiopulmonary Sciences B.S. program. This course will meet all program objectives with regards to additional knowledge, skills, and attributes in leadership, management, education, and research. This will include a community outreach project, research paper and an oral presentation. (PR: By Permission of Instructor.) (Offered Fall, Spring, & Summer)	3

[RET4950](#): This capstone course is the final course in this program.

Sample Upper Division Course Sequencing

1st Semester (Fall)

HSC4550	Pathophysiology for Health Care	3
RET4354	Advanced Pharmacology	3
RET4445	Cardiopulmonary Diagnostics	3

2nd Semester (Spring)

RET3536	Cardiopulmonary Rehabilitation	3
RET3041	Cardiopulmonary Education and Promotion	3
HSA4107	Health Services Administration	3

3rd Semester (Summer)

RET4245	Advanced Life Support	3
HSC3730	Research Methods for Health Professions	3
HSC4645	Legal and Ethical Aspects of Health Care	3

4th Semester (Fall)

RET4950	Cardiopulmonary Capstone (this must be taken final semester)	3
HSA4383	Quality Management and Process Improvement	3
RET3960	Professional Credentialing	3

Note: Sequence of courses may vary. Check catalog course descriptions for requisite requirements.

Non-Discrimination

Daytona State College Bachelor's in Cardiopulmonary Science Program adheres to all applicable non-discrimination policies regarding faculty employment and student admissions.

Equity Statement

Daytona State College prohibits discrimination and provides equal access, equal educational opportunity and equal employment opportunity to all persons regardless of age, ancestry, belief, color, disability, ethnicity, genetic information, gender, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation/transition and veteran status. Our pledge covers recruitment, admission, registration, financial help, counseling, advising, course offerings, extracurricular programs, facilities, health services, athletics, employment and its privileges and benefits. To obtain more information about the college's equal access and equal opportunity policies, procedures, and practices, please telephone Lonnie Thompson, Director of Equity & Inclusion, at (386) 506-3973, or write to him at: 1200 W. International Speedway Blvd., Daytona Beach, FL 32114.

Tuition & Instructional Fees 2025-2026:

<https://www.daytonastate.edu/tuition-and-fees/index.html>

Baccalaureate Degree Programs	In State	Out-of-State Per Credit Hour
Tuition	\$91.79	\$550.43
Financial Aid Fee	4.50	4.50
Technology Fee	4.50	4.50
Student Activity Fee	9.00	9.00
Capital Improvement Fee	10.53	54.86
TOTAL	\$120.32	\$623.29

Other Fees

Application Fee - International students only	\$50 / first semester only
Application Fee - Domestic students	\$15 / first semester only
Assessment Fee	\$35 / first semester only
Access Fee	\$1.50 / credit hour
Laboratory Fees - varies by course	\$2 - \$1,506
Distance Learning Course Fee	\$15 / credit hour
Testing Fees	\$10 - \$80*
Returned Check Fee	Per F.S. 832.08 - minimum \$25
Transcript Fee	\$5 / transcript
Graduation Fee (non-refundable)	One time charge per tier
High School and Certificate Tier	\$22
Associate and Baccalaureate Tier	\$32

**There may be additional testing fees charged by the test publisher, which the student pays directly to the publisher.*

CLASSROOM EVALUATION & POLICIES

Grading Policy:

Attainment of course outcomes is accomplished through the use of a variety of valid and reliable methodologies which include multiple choice quizzes, short essays, case studies, formal online discussions, group and/or individual presentations, and other activities. All cardiopulmonary science core courses and general education courses that comprise the program of study require a “C” to pass and receive credit.

Academic warning will be issued by any course instructor identifying sources of assistance, tutoring, and remediation at such point in time when the instructor has concerns regarding student performance and success. An academic warning will be issued if a student score falls below 70% or if the student score average drops or remains below 70%. The student may be referred to one of the program faculty or Program Manager for assistance, may seek remedial tutoring support from the course instructor, or may elect to withdraw from the course by the last day to withdraw as designated in the academic calendar that is published yearly in the college catalog.

The continued grade of “C” represents a safe level of knowledge and the ability to apply this knowledge in the practice of cardiopulmonary. There is no provision in the cardiopulmonary science program for the grade of “D” even though this is a “passing” grade in the college system. A student who is unable to demonstrate a safe knowledge level will not receive a passing grade for that course. In other words, a student must pass with a “C” grade point average to pass the course. Students must also take all courses needed for completion and graduation. If the student fails a course, the course will have to be retaken.

Final calculated grades will not be altered, except in a few cases. If an extra-credit opportunity is provided, it will be the students’ responsibility to take advantage of it. If any extra credit is offered in a course, it is at the professor’s sole discretion. Extra credit may be used to increase an assignment or final letter grade, but it will never be used to change a course failing grade to a passing one.

If an exam or assignment grade is curved, it will be equally curved for all students. This is solely the discretion of the professor. If a student has a hardship preventing them from attending class or submitting an assignment, immediate communication goes a long way to seeking a resolution. A single hardship should not cause a failing course grade. Repeat offenses will not be tolerated or rewarded.

Grading Scale:

Percent	Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70 – 76 (minimum passing)	C
67 – 69	D+
60 – 66	D
0 – 59	F

Cheating Policy:

Daytona State College has a detailed policy regarding Academic integrity. It is the student's responsibility to abide by all regulations. Violations and disciplinary action will be handled on a case-by-case basis and can

range from a zero on the assignment up to failure of the course. Potential discrepancies between faculty and students will be referred to Judicial Affairs for resolution. It is the student's right to petition any decision made by faculty to the Office of Judicial Affairs. As members of the Daytona State College community, students are expected to be honest and respectful in all of their college activities.

- Students are expected to show respect in all their written and verbal communications and behaviors towards each other and towards all College personnel.
- Students should not harass others either by physical, verbal, or non-verbal behavior because of a person's race, color, religion, gender, national origin, disability, age, veterans' status, sexual orientation or marital status or any other basis prohibited by law or College policy.
- Students should not intentionally disrupt or obstruct any College activities because such behavior infringes on others' rights to participate in College instruction and activities.
- Students are expected to respect and protect the identity and personal information of others.
- Students are expected to avoid all forms of academic dishonesty.
- Cheating on examinations, course assignments or projects, plagiarism, misrepresentation and the unauthorized possession of examination or course-related materials are prohibited.
- Any student who shares his or her work for the purpose of cheating on class assignments or tests or who helps another to cheat or plagiarize commits an act of academic dishonesty.
- Students are expected to submit academic work that is the result of their own thought, research or self-expression.
- When students borrow ideas, wording or organization from another source or from their own previous work, they acknowledge that work in an appropriate manner.
- Plagiarism, including self-plagiarism, is unacceptable to the College community.
- Students are expected to use College equipment and software ethically and lawfully.
- Students are expected never to intentionally commit or to help another to commit any illegal offense(s) or offense(s) that violates College policies or procedures.

I understand that my failure to follow the above-mentioned academic integrity policies may result in my expulsion from Daytona State College.

Academic Integrity

In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to cheating and plagiarism. The grades you earn must be based upon your own work and must accurately reflect your own knowledge and skills.

An instructor who finds that a student has violated Academic Integrity may apply an academic consequence ranging from a zero percent for the assignment, up to and including failure for the entire course. Violations may be reported to the academic department chair for review and/or referred to the Judicial Affairs for appropriate disciplinary resolution. Visit the DSC Academic Integrity page (<https://www.daytonastate.edu/student-service-departments/>) for more information about Academic Integrity and the appeal process.

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- Students are expected to show respect in all their written and verbal communications and behaviors towards each other and towards all College personnel.
- Students should not harass others either by physical, verbal, or non-verbal behavior because of a person's race, color, religion, gender, national origin, disability, age, veterans' status, sexual orientation or marital status or any other basis prohibited by law or College policy.

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I understand that my failure to follow the above-mentioned academic integrity policies may result in my expulsion from Daytona State College.

Forms of Academic Dishonesty

Academic dishonesty is defined as, but not limited to, receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project, or unauthorized use of materials; collaborating with another person(s) without authorization on a quiz, test, exam, paper or project; taking a quiz, test or exam for someone else, or allowing someone else to do the same for you.

- **Cheating:** Defined as receiving or giving unauthorized assistance on a quiz, test, exam, paper or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper or project; or taking a quiz, test or exam for someone else or allowing someone else to do the same for you.
- **Plagiarism:** Submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed, whether from a published or unpublished source. For specific instructions on how to document information from other sources, students should check with their instructors, academic departments, or the Student Academic Support Center for reference.
- **Self-plagiarism:** When students think of plagiarism, they often describe it as "borrowing" another writer's ideas or words without giving proper credit. In fact, according to popular definitions, these students would be correct. However, recently the idea that students can plagiarize themselves has surfaced. When students turn in the same assignment for two different classes, they are self-plagiarizing. This rule also applies to sections of an assignment. Not only does "repurposing" assignments deny students the opportunity to learn, but also it is not fair according to the college's standards. Turning in the same assignment for two separate classes means receiving credit TWICE for a single effort. Because of this, self-plagiarism is coined "double-dipping," which leads to a devaluation of grades and therefore, a devaluation of the college. Daytona State College prohibits self-plagiarism.
- **Online:** Online academic integrity violations can be defined as: sharing your Falcon Online password, working on an assignment with someone else when it is supposed to be done on your own, looking at someone else's work while taking a quiz or exam, using a cell phone to share quiz or exam information, revising a paper that was found on the Internet, or submitting a paper purchased from a website.
- **Fabrication:** Listing sources in a bibliography that one did not actually use in a written assignment, or presenting false, invented, or fictitious data/information in a written assignment.

- Other Academic Misconduct: Other academic misconduct includes, but is not limited to:
- In a testing situation, conduct such as looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or test proctor's permission, using cell phones or text messages.
- Obtaining by theft/purchase OR selling/giving part or all of a test.
- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.
- Use of unauthorized materials or electronic devices during testing in any of the college Assessment Centers or College-approved off-campus testing locations.
- Violation of copyright laws and/or unapproved use of intellectual property.

Withdrawal

A student who decides to withdraw from any required cardiopulmonary course must notify the instructor in writing, communicate with the Assistant Chair, and abide by the withdrawal policy in the college catalog.

Readmission

Once a student begins their first Cardiopulmonary Science Core Course, they have 8 major semesters or 4 years to complete the program or else they must apply for readmission.

Transfer Student Policy

Students requesting transfer into the CPBS program will be considered on a case-by-case basis. The student must be accepted for admission to Daytona State College prior to the evaluation of cardiopulmonary courses for transfer. The student requesting transfer into the CPBS program must have been graduated from an accredited program and be transferring from a regionally accredited college/university in the United States. A cumulative grade point average of 2.0 or better is required for admission to the CPBS program. The student requesting transfer into the CPBS program must:

1. Apply to Daytona State College and have official transcripts sent to the DSC Admissions office for transcript evaluation.
2. Communicate with admissions and advising, requesting transfer into the CPBS program.
3. In addition to the communication, provide the following to the Program Director / Assistant Chair:
 - a. A copy of the unofficial transcript from the school, college, or university where courses have been completed, an unofficial copy of the DSC transcript and DSC transcript evaluation.
 - b. A copy of the syllabus for each course that appears on the transcript. The course syllabus should include the course instructor with credentials, course description, course objectives, course outline, and course credit hours.

The decision of the Chair is final. Upon acceptance to the Daytona State College CPBS program, a course substitution form will be completed and sent to the Daytona State College Records office.

The College requires that all transfer students complete 25 percent of the overall degree requirements, 25 percent of program-specific classes, and 25 percent of the upper-level program-specific credits at Daytona State College.

Grievance Procedure/Right of Appeal

In the CPBS program, there is a line of communication students are expected to use when solving a problem, questions, etc. The administrative hierarchy for problem solving within the School of Health Careers: Course Instructor; Assistant Chair, Program Manager, and then Chairperson for the School of Health Careers. Students are expected to follow the line of communication as well as all grievance or appeal procedures as listed in the [Daytona State College Student Handbook 2024-2025](#)

Repeating a Course

Actions by the Florida Legislature require community colleges to implement rules affecting fees you might be required to pay and how many times you will be allowed to take the same course. You need to be aware of these rules so you can avoid higher costs or problems with your grade point average. Refer to “Full Cost of Instruction, Maximum Attempts, Grade Forgiveness, Repeating Courses, and Withdrawals” with Academic Advising.

Financial Aid

Financial aid is available to help eligible students meet educational expenses. This aid is provided through the federal government, state government, or through private sources and may consist of grants, scholarships, loans, or work.

Applying for financial aid is not as complicated as you might think. The important thing to remember is to take it one step at a time and plan in advance. The process consists of completing the appropriate applications and submitting requested documentation to the Financial Aid office.

To apply for financial aid, begin by creating your FSA ID? . After creating your FSA ID, complete the Free Application for Federal Student Aid (FAFSA). You can check the status of outstanding and received paperwork through Falcon Self-Service on the My Daytona State Portal.

Daytona State College's Federal School Code is 001475. <https://www.daytonastate.edu/financial-aid/index.html>

Service Members

The School of Health Careers and the Cardiopulmonary Science program offers flexible enrollment and readmission options for service members who may need to interrupt their studies due to military obligations. This includes provisions for temporary leaves of absence and streamlined readmission process upon their return. Accommodations will be made to ensure that the academic progress of the service member, who might be deployed on short notice, is not negatively impacted. Considerations of incomplete grades, course extensions, or grade appeals may be necessary and will be addressed on a case-by case basis. Service Members will not face academic penalties for military-related absences or interruptions.

Scholarships

Daytona State College has many scholarship opportunities for students. [DSC Foundation Scholarship](#)

For Respiratory Therapists, there are also scholarships available through professional organizations such as:

- American Association for Respiratory Care (AARC) [ARCF Student Awards](#)
- Florida Society for Respiratory Care (FSRC) [FSRC scholarship](#)
- National Board for Respiratory Care (NBRC) [NBRC Scholarships & Awards](#)
- Lambda Beta Society [Lambda Beta Scholarships](#)

CPBS Program Governance

Student participation in governance at department and college levels is encouraged. Students have the opportunity to participate in governance through committee work and membership with the Student Governance Association. You can contact Student Life for more information on how to get involved. The process for student governance in the CPBS program is through the Advisory Committee. Each semester student representatives are encouraged to volunteer to represent the student voice in CPBS Advisory meetings.

Academic Advising

General academic advising is conducted through the Daytona State College advising department. Students are expected to communicate with the advising department each semester to ensure they are meeting graduation requirements.

Faculty Advising

The Assistant Chair/Program Director of the CPBS program will provide advisement regarding the CPBS core courses. Students are expected to communicate with the Assistant Chair/ Program Director on a routine basis.

Graduation Requirements

Graduation is an exciting time for students, faculty, and the staff of Daytona State. Graduation is the combination of a lot of hard work, attention to details, and many successful learning experiences. The first step in the graduation process is the completion of the Application for Graduation. In order for the college to know that all requirements are completed, the student must initiate the completion of the graduation application online. Go to the college web site information guide to Apply for Graduation:

<https://library.daytonastate.edu/student-falcon-self-service/apply-for-graduation>

The steps in the graduation process apply to ALL degree programs:

- Meet both the general education requirements and specific requirements of the CPBS program.
- Students enrolled in degree programs must earn a minimum 2.0 GPA (C) in all courses that apply to the CPBS degree.
- Fulfill all financial and other obligations to the college that includes parking tickets, library fees, etc. Save your receipts.
- Submit an application for graduation.
- In addition, all students who participate in the college graduation ceremony must pay the cost for their academic regalia (cap and gown).
- Be aware of the graduation application dates and deadlines. By applying, graduates receive a diploma (if qualified), and are eligible to participate in the commencement ceremonies. Daytona State reserves the right to certify students as complete once all requirements for the degree or certificate have been met, regardless of whether an application for graduation has been submitted. Students who do not

complete the graduation application process will not receive a diploma or have the degree certificate statement on their official transcript.

Commencement Exercises

The Daytona State College commencement ceremony is the formal recognition of our students' successful efforts in pursuing their academic degree. Students and faculty proudly wear formal academic regalia identifying them as graduates of an institution of higher learning.

Daytona State College's commencement ceremonies are in May of each year. Students who have completed graduation requirements in the Fall Semester, or who have applied early for the combined graduation for Spring/10-week/Summer Term, are welcome to participate in the commencement ceremony. More information can be found at: <https://www.daytonastate.edu/graduation/>

Communication

The fastest way to reach the program faculty is by emailing their college email. Faculty is usually able to answer quickly and within 24 hours. You may also leave a phone message on their office voicemail but expect longer response times as faculty are not on campus every day. Students may expect assignment grades within one week after the due date, unless otherwise specified or announced.

Online Communication: Email, Discussion Boards, and Chat Rooms

Daytona State College maintains various applications that allow users to send and receive online communication. Daytona State College cannot guarantee the security or privacy of the systems and networks of others. Daytona State College reserves the right to monitor online communication use to ensure compliance with its policies. Daytona State College reserves the right to discontinue e-mail, discussion board, or chat room access, with or without warning, for any reason including, but not limited to, violations of these expectations.

Online communication is for educational purposes and not for personal or commercial use. A Daytona State College e-mail alias does not authorize the recipient or user to represent the College or to act on behalf of the College. The online course delivery system is for instructional use only; access to this system is available to currently enrolled students and is terminated at the end of each term.

Daytona State College reserves the right to modify these expectations at any time for any reason deemed appropriate by the administrative staff. All users are responsible for the use of online communication. Daytona State College is not responsible or liable for the use of online communication, including but not limited to, misaddressed, lost or undelivered e-mail messages. Daytona State College will not shield students and will cooperate with any authorities conducting a legal investigation, or other official inquiry, into illegal activities or unlawful acts associated with the use of a Daytona State College online system.

Unsolicited external commercial e-mail, commonly referred to as spam, is advertising material sent without the recipient's authorization. Do not originate or forward these messages (i.e.: chain letters, advertisements, etc.)

College email is the official and primary internal communication method of Daytona State College. Employees and admitted students are assigned a Daytona State College email account which serves as the primary mechanism for official communication between college employees and registered students. Please note: Florida has very broad public record laws. Most written communications to or from college employees and students are public records and available to the public and media upon request. Your e-mail communications may therefore be subject to public disclosure.

Netiquette

Falcon Online User Expectations: (Acceptable behavior using Daytona State College Online Resources)

- **Introduction**

- Daytona State College provides distance education technology that allows students to participate in educational programs that would traditionally be unavailable to non-traditional students. However, due to the nature of distance education, each student must accept a higher level of responsibility for his/her participation and behavior in order for the program to be successful.

- **Overview**

- The purpose of these guidelines is to outline the acceptable use of the online resources provided by Daytona State College and to establish a culture of openness, trust, and integrity. These guidelines are committed to protecting employees, students, and partners from illegal or damaging actions by individuals, either knowingly or unknowingly. Inappropriate use may create a hostile classroom environment and exposes Daytona State College to risks including virus attacks, constraints of network systems and services, and legal issues.
- The acceptable use practices have been created to:
 - Encourage the responsible use of online resources (network or personal)
 - Ensure a safe and supportive online class
 - Discourage practices that degrade the usability of network resources
 - Protect the security, reliability, and privacy of Daytona State College's systems and network, as well as the systems and networks of others.

- **Conformance to Daytona State College Policies and Procedures**

- These User Expectations comply with all Daytona State College policies and procedures. Daytona State College Policy 3.12 is incorporated into this document by reference.

- **Netiquette**

- All users are expected to abide by the Daytona State College's accepted rules of network etiquette. These include (but are not limited to) the following:
 - To be courteous to others when sending any online communication (email, discussion boards, and chat rooms). Avoid the use of profanity, vulgarities, or any other inappropriate language.
 - Use correct spelling and good grammar. Do not use 'text speak' or abbreviations and do not overuse capitalization or exclamation points.
 - To adhere to the generally accepted standard of behavior established by a reasonable and prudent person and to not abuse the service. Online communication that contains any information that is illegal (e.g., copyright violations, trade secrets, and obscene material), harassing, or threatening is not acceptable.
 - May not infringe upon copyright law. Documents and other information accessed through the Internet that are used in compiling reports, term papers, journal articles, and the like, must be cited with a proper bibliographic reference as if the source were a book or other printed work. To do otherwise constitutes plagiarism and will be treated as such.
 - May not distribute pornography, obscene, or sexually explicit materials.
- Any violation of the netiquette expectations will be dealt with according to the College handbook.

- **Information Security**

- Your username and password are unique and must not be shared with anyone.
- As a public institution, all emails are subject to public scrutiny.
- Respect the privacy and personal rights of others. Do not access or copy another user's electronic mail, data, programs, or other files without permission.
- Take precautions against the spread of computer viruses by installing virus protection software on your computer and regularly scan for viruses.

- Abide by all College rules, local and federal laws, and prevailing community standards.
- **Violation of Expectations**
 - Violations of College policies will not be tolerated and may lead to dismissal from Daytona State College. Individuals are encouraged to report information concerning violations of these expectations. Questions about Daytona State College policies and reports of possible violations can be directed to your instructor. Any individual found participating in the above-mentioned will be subject to disciplinary action.
 - By accessing Falcon Online or using any of the products or services provided by Daytona State College, you agree to these User Expectations.
- **User Expectations**
 - I hereby agree to abide by the following conditions for my participation in any Daytona State College course:
 1. I will not behave in a manner which is disruptive or distracting to other students as defined by the instructor.
 2. I will follow the instructor's directions for participating in course activities.
 3. If there is a problem with the instructional method and materials, I will privately discuss the matter with the instructor, not the class.
 4. I will not use College resources to disrupt the class or undermine the instructor.
 5. FalconMail is for course use only and should not be forwarded to a personal email address.
 6. I will regularly access my course and check my FalconMail e-mail account a minimum of three times a week.
 7. I will not use language or emoticons which are profane, sexually suggestive or demeaning to gender, racial, ethnic, and religious minorities in the online environment.
 8. I will participate in classroom discussions or other learning activities to the best of my abilities.
 9. I understand that my participation in class activities may be electronically recorded at any time and may be transmitted to instructors, students, and other persons in remote locations.
 10. I will not be involved with academic dishonesty such as cheating, plagiarism, or sabotage.
 - I understand that my failure to follow the above-mentioned may result in my expulsion from Daytona State College. By accessing Falcon Online (D2L) or using any of the products or services provided by Daytona State College, you agree to these User Expectations.

Attendance and Lateness Policy

You are required to attend and pass this course. STUDENTS WHO STOP ATTENDING THIS CLASS WILL BE WITHDRAWN FROM THE CLASS AND RECEIVE A FINAL GRADE OF W1 (WITHDRAWN). ATTENDANCE INCLUDES PARTICIPATING EACH WEEK in the online environment.

Incomplete modules will only be excused with a valid medical or legal reason. Documentation must be provided. Faculty will then work with the student to extend deadlines for most assignments and exams. If a student is aware in advance of an absence, they must communicate this with the professor and may be provided with an opportunity to complete the assignment in advance without penalty.

Late Work/ Make-Up Work and Exams

No late assignments will be accepted. An exam may be made up if it is missed due to an absence excused with legal or medical documentation for that date.

A student needing to miss an exam for any reason must make prior arrangements with me to take the exam early. A missed exam will be considered a zero and no late exams will be given unless circumstances are

extraordinary (doctor's excuse or legal notice). With those circumstances, an exam may be taken up to one week late and an automatic deduction of 10% will be applied.

Exam Security

We ensure that all exams are secure and proctored. Exams will be taken using HonorLock. All exams are on-line, and the student will be required to use a personal desktop, laptop, Mac book or tablet to use. HonorLock instructions are in your course shell.

HonorLock is an online proctoring service that may allow you to take your exam from the comfort of your home. You DO NOT need to create an account, download software, or schedule an appointment in advance. HonorLock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and the HonorLock Chrome Extension. HonorLock Tutorials for students are available at: <https://library.daytonastate.edu/VirtualProctoring/Honorlock> and documents will be placed in the HonorLock Module of the content section for student reference. The best method of contact is email at support@honorlock.com, or you can contact our support line at 844-243-2500

Incomplete Grades

An Incomplete ("I") grade is assigned at the instructor's discretion and requires the student to sign an agreement that outlines the work needed to receive the final grade. To be eligible for an Incomplete, a student should have completed at least 75% of the coursework and should have a reasonable chance of passing the course. It is the responsibility of the student to complete the remaining assignments before the Incomplete automatically converts to the grade of F, which is 45 days following the end of the term in which the I grade was assigned.

Handling of Assignments

Assignments will be due as shown in the course schedule. Assignments will be turned in using the assignments link in the course shell or using a publisher online platform. If submitted to the course shell in the assignments link it will need to be submitted in a word document or PDF. There will be no acceptance of late assignments as deadlines are posted well in advance. Once an assignment has closed, you will still have access to read comments and formative feedback.

Generative AI Usage

Instructors at Daytona State College will each have their own unique Generative AI Usage policies. Students should check with their instructors to be sure of acceptable use. It is the student's responsibility to adhere to expectations for each course. Violations of this policy will be considered academic misconduct. Please see the Student Handbook for more information on Academic Integrity.

Honor Pledge

"I, as a member of the DSC community, pledge that I will neither give nor receive unauthorized aid in my work nor will I present another's work as my own, nor will I tolerate anyone who does." View the Student Handbook for more information.

Student Rights and Responsibilities

Students are responsible for reading and following all college policies outlined in the current Student Handbook. Some of the most important are summarized below. The Handbook can be accessed on the [Student Resources page](https://www.daytonastate.edu/student-resources/index.html) (<https://www.daytonastate.edu/student-resources/index.html>) under “Student Handbook.”

Class Withdrawal Process

Students can withdraw from this class prior to the date listed in the Academic Calendar. It is not necessary to have approval from the instructor to withdraw from the course, but you should discuss the situation with the instructor prior to any action. Many times, issues and concerns can be resolved with communication. Please review the Refund/Repayment Policy in the current college catalog and also check with [Financial Aid Services](https://www.daytonastate.edu/financial-aid/) (<https://www.daytonastate.edu/financial-aid/>) to determine how the withdrawal might affect your current and future financial aid eligibility. The steps for withdrawal from a class can be found on the [Student Falcon Self-Service InfoGuide](https://library.daytonastate.edu/student-falcon-self-service/home) <https://library.daytonastate.edu/student-falcon-self-service/home> under Drop Classes.

Reinstatement Procedures and Instructions

Students who are dropped from a class due to non-payment, non-attendance, or other processes and wish to be reinstated should make a request following the [Reinstatement Procedures](https://www.daytonastate.edu/enrollment-information/) (<https://www.daytonastate.edu/enrollment-information/>). Students are advised to speak with Enrollment Services to ensure the reason for the drop is resolved.

Microsoft 365

Microsoft 365, with 5TB of OneDrive storage, is available to enrolled Daytona State College students. Students are provided a college email address that serves as the student’s official source for college communication. In addition to email, Microsoft 365 provides students with shared calendars, the ability to create and edit documents online, team sites, and other collaboration tools. Whether you work on a PC, Mac, tablet, or phone, you will have a consistent experience across all of your devices. The service includes online versions of Word, PowerPoint, Excel, Teams, OneNote, and OneNote Class Notebook. For more information about Microsoft 365, visit the [DSC InfoGuides](https://library.daytonastate.edu/TechnologyResources/Home) (<https://library.daytonastate.edu/TechnologyResources/Home>) under Tech Help & Resources.

Student Evaluation of Instruction

Every semester for every course, you have the opportunity to give your instructors feedback on your experiences in class. Instructors use your feedback to make informed decisions about how they teach their courses. Understanding student perceptions and experiences is a part of how we improve teaching across the college. Student evaluations of instruction are also an important element of the faculty evaluation process, which is why collecting a broad, representative, and valid data set is important. What this means is the more students who participate, the better the feedback.

You’ll receive email with instructions near the end of the semester. You have about two weeks before the evaluation window closes. You can find the Course Evaluation window for each semester in the Academic Calendar on Daytona State College’s homepage. Your course evaluation link is unique, and evaluations are anonymous. Additionally, instructors only see evaluation summaries after grades are posted.

Sensitive Materials

Course content aims to enable students to reach course goals and objectives. As such, students may be introduced to a wide range of topics and ideas that differ from familiar understandings and beliefs. Some content may be considered sensitive or offensive or disturbing (or all of the above) by some students. The instruction of this course is not intended to discriminate against any group or political viewpoint, and a robust discussion of

views is expected and welcome. The course materials and conduct are intended to be inclusive of all students, and they are never meant to compel any particular political viewpoint or make any student feel unequal or inadequate.

Recording

Students may record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a college course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, is prohibited. Invited guest speakers may be recorded with their consent. Recordings may not be used as a substitute for class participation and class attendance and may not be published, posted or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the Student Code of Conduct.

Support Services

Academic Support Center

The Academic Support Centers (ASC) assist students on every campus to achieve their potential by providing the resources they need to become successful, independent learners. Visit the ASC website (<https://www.daytonastate.edu/library-and-tutoring/academic-support-center/>) for more information or email ASC@DaytonaState.edu.

Counseling and Accessibility Services (CAS)

Counseling and Accessibility Services (CAS) provides tools and resources to students with documented disabilities. Students who self-disclose a disability and provide the required documentation to the CAS Office can receive confidential and reasonable accommodations to assist in their academic success. If you need accommodations, please contact the CAS Office at (386) 506-3038. To call Florida Relay dial 7-1-1 or the appropriate toll-free number: 1-800-955-8771 (TTY), 1-800-955-8770 (Voice).

Counseling Services are available on campus to help students by providing confidential short-term counseling and linking them to local community mental health professionals for long-term assistance when needed. Please call (386) 506-3038 for more information. Visit the [Counseling and Accessibility Services](https://www.daytonastate.edu/student-service-departments/counseling-accessibility/) website (<https://www.daytonastate.edu/student-service-departments/counseling-accessibility/>) for more information.

Daytona State College makes every effort to ensure courses are accessible to meet the needs of diverse learners. This commitment to accessibility extends to third-party learning tools and publisher content accessed through Falcon Online. Information regarding the accessibility features for any third-party provider's software package, along with a statement of that company's privacy policy, can be accessed through our [Creating Accessible Content InfoGuide](https://library.daytonastate.edu/accessible-content). (<https://library.daytonastate.edu/accessible-content>).

DSC Alert

Daytona State College has a mass notification system, DSC Alert. It's a multi-modal mass notification system that enables DSC to quickly send critical information to the College community via text, phone, and email during an emergency. Students also may receive non-emergency (outreach) communication including information on Registration, Financial Aid, College events, and other messages intended to make the enrollment process easier and improve your DSC experience. All DSC students are automatically opted into DSC Alert when they begin classes and will receive this service at no charge.

It's important to keep your phone number current in the DSC system. To update your phone number, log in to your MyDaytonaState portal and select My Profile > Contact Info.

For more information, please contact DSCAlert@DaytonaState.edu.

Falcon HOPE Center

CCAMPIS (Child Care Access Means Parents In School): Assists eligible students with child care; New Directions: Access to financial assistance for tuition, books, uniforms, and/or equipment for single parents, displaced homemakers, single pregnant women, or those considering a non-traditional career; Lending Library: A limited library of textbooks available for loan; Clothes Closet: Students can achieve a professional image for job interviews and employment; Falcon Fuel: Free light snacks for students to fuel up and go! Homeless Student Services: College and community resources and referrals to help students stay in school. Health Services: Connections to local Health Care providers for DSC students and their children.

Visit the Falcon HOPE Center website (<https://www.daytonastate.edu/child-care-and-other-support/index.html>) or call (386) 506-3068.

Library and Research Services

The Daytona State Library offers a variety of services and resources to support your academic success. Visit the library website (<https://library.daytonastate.edu/index>) to learn more.

Technical Support

Tech support is available for FalconMail, printing, web usage, Falcon Online, and more. Students may call 386-506-3950 or email Helpdesk@daytonastate.edu. Information can be found on the Help Desk information or the Tech Help and Resources InfoGuide at (<https://library.daytonastate.edu/TechnologyResources/Home>)

For Falcon Online 24/7 support of course tools, view Help/Resources on the Falcon Online navbar or call the Helpdesk at 386-506-3950, option 2. General Help information for Falcon Online can be found in the Student Falcon Self-Service Help Guide (<https://library.daytonastate.edu/student-falcon-self-service>).

Veterans

If you are currently serving or have ever served in the U.S. Military, please feel free to visit the Veterans Center in Building 100, Room 205 for any assistance or phone 386.506.3653. Please visit the [Veterans Services page](https://www.daytonastate.edu/veterans-services/index.html) (<https://www.daytonastate.edu/veterans-services/index.html>) for more information.

Writing Center

The Writing Center is the place to go for all your communication needs. Students can find support in all stages of the writing process: brainstorming and planning, research strategies, citation organization, putting together PowerPoints, working on your speech outline or presentation, and much more. Both in-person and virtual appointments are available. Please visit the Writing Center (<https://www.daytonastate.edu/library-and-tutoring/writing-center/>) to chat with us or call 386-506-3297 to make an appointment.

Title IX Compliance

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

Title IX requires colleges to respond promptly and effectively to complaints of all kinds of sex discrimination, sexual misconduct, including sexual harassment and sexual violence. Colleges must take immediate action to eliminate the offending conduct, prevent its recurrence, and address its effects. Daytona State College shall promptly investigate complaints, ensure complainant safety, and provide appropriate responses.

Daytona State College strives to provide a safe and positive working and learning environment free from all forms of discrimination. College Policy 3.11 was adopted to further those purposes. This policy and College procedure require compliance with Title IX, which prohibits discrimination on the basis of sex in education programs and activities. Discrimination based upon sex can include sexual harassment or sexual violence, domestic violence, sexual assault, or stalking. Title IX also prohibits gender-based harassment, which may include certain acts of verbal, non-verbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

The College maintains procedures to assure compliance with the requirements of Title IX and state laws regarding discrimination on the basis of sex, including sexual harassment and sexual violence. Daytona State College Policy 3.14 and Procedure 311 provide substantial information for compliance and enforcement of Title IX.

The College encourages students, employees, and other members of the College community to report violations of Title IX for sex discrimination and sex harassment. All college employees are mandated by law to report anything that has been reported to them, even in confidence. Reports may be made in person, email, regular mail, phone, in person, or by any other means to submit a complaint or occurrence of a violation(s) to the following College employees:

Title IX Coordinator
Cerese Ramos
Vice President of Student Development & Student Equity Officer
Daytona Beach Campus, Wetherell Center (Bldg. 100), Office 210C
(386) 506-3840
Cerese.Ramos@DaytonaState.edu

Title IX Coordinator
Tanika Clemons
Associate Vice President of Human Resources, Employee Equity Officer & Employment Title IX
Wetherell Center (Building 100), Room 303L
(386) 506-4473
Tanika.Clemons@DaytonaState.edu

Cardiopulmonary Sciences Curriculum Map

Cardiopulmonary Science Courses	Program Learning Outcomes				
	Plan care in accordance with management and leadership principles for patients across the lifespan.	Integrate inherent values as defined by health law and ethics as a foundation for practice.	Synthesize knowledge of advanced therapeutics to improve patient-care outcomes.	Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health.	Understand the importance of research to identify best evidence-based practices in health care.
RET4354 Advanced Pharmacology		I/D	D/M	D/M	I/D
HSC4550 Pathophysiology for Health Care				I/D	
RET3960 Professional Credentialing	M	M	M	M	M
HSC4645 Legal & Ethical Aspects of Health Care		I/D/M		I/D	
RET4445 Cardiopulmonary Diagnostics			D/M	D/M	I/D
HSA4107 Health Services Administration	I/D	I/D			I/D
RET4245 Advanced Life Support		I/D	D/M	D/M	I/D
HSA4383 Quality Management & Process Improvement	I/D/M	I/D			I/D
HSC3730 Research Methods for Health Professions		I/D			I/D
RET3536 Cardiopulmonary Rehabilitation	I/D		D/M	D/M	I/D
RET3041 Cardiopulmonary Education & Promotion		I/D	I/D	D/M	I/D
RET4950 Cardiopulmonary Capstone	M	M	M	M	M

Cardiopulmonary Science Curriculum Mapping

Course	HSC 3730 Research Methods for Health Professions
Course Description	This course reviews why research is important, the research process, and how it develops knowledge for evidence-based practice in the health professions. This course will explore a variety of research methodologies, analysis strategies, and emphasize the skills a health care professional needs to acquire and contribute knowledge that will benefit their patients.
Course SLOs	1. Define research in healthcare. 2. Explain how research provides the foundation for evidence-based practice. 3. Identify how to create a topic or select a question to research. 4. Examine literature reviews. 5. Analyze different research design approaches. 6. Discuss ethical considerations of research. 7. Evaluate how to prepare, collect, and organize research data. 8. Identify elements of a research proposal, writing strategies, and publishing.
PLOs	The above course SLOs for this course will work on introducing and developing the following Cardiopulmonary Science Program Learning Outcomes (PLOs): • Integrate inherent values as defined by health law and ethics as a foundation for practice. (I/D) • Understand the importance of research to identify best evidence-based practices in health care. (I/D)
Continued Professional Practice Competencies	This course also provides an introduction, development, and/or mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through quizzes, discussions, and literature review: Practice Related Knowledge • The use of evidence-based practice as a foundation for the delivery of care • Ethical, moral and end-of-life issues Professional Attributes • Respect, compassion, and integrity • Commitment to excellence and ongoing professional development • Accountability to patients, society, and the profession • Promoting a safe environment for patient care • The ability to recognize and correct systems-based factors that negatively impact patient care • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs • Professional relationships with physicians, supervisors, and other health care providers • Sensitivity and appropriate responsiveness to issues related to patients' culture, religion, age, gender, and disabilities • The ability to recognize and address gaps in medical knowledge and physical limitations in themselves and others. Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats • Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand how to create a communication environment that respects diversity and cultural differences at all levels

	• Understand the effects of health literacy and the diversity of patient education on both patient health and the treatment of disease • Learn the elements of effective inter-professional communication including respect for all members of the healthcare delivery team • Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes Practice-Based Research • Conduct a systematic review of the literature to assess a particular subject, including areas of consensus, inconsistency, and opportunities for further research • Produce a scholarly annotated bibliography • Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing • Use the Scientific Method to formulate appropriate questions, organize and test hypotheses, and apply research results to the practice of respiratory care • Apply knowledge of study design and statistical methods to the evaluation of clinical studies and other data related to diagnostic and therapeutic effectiveness Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Recognize and appropriately address: gender, cultural, religious, cognitive, emotional and other biases; gaps in medical knowledge and physical limitations in themselves and others • Use the internet, including email, blogs and networking sites, to interact with other professionals
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Course	HSC 4645 Legal and Ethical Aspects of Health Care
Course Description	This course reviews how to navigate the numerous legal and ethical issues that health care professionals face every day. This course will overview the laws and ethics needed for health care professionals to give competent and quality care to patients within legal and ethical boundaries.
Course SLOs	1. Define law, ethics, and moral values as used in health care. 2. Explain why knowledge of law, business of health care, and ethics are important to health care professionals. 3. Describe the legal system, licensure, certification, registration, and scope of practice as they apply to requirements for individuals working in health care. 4. Analyze ethical issues in health care. 5. Differentiate between criminal acts, intentional torts, medical malpractice, contracts, patient confidentiality, and other lawsuits. 6. Summarize the electronic health record including elements, privacy, confidentiality, accuracy, access, ownership, release, and credibility. 7. Debate ethical topics in health care.
PLOs	The above course SLOs will work on introducing, developing, and/or mastering the following Cardiopulmonary Science Program Learning Outcomes: • Integrate inherent values as defined by health law and ethics as a foundation for practice. (I/D/M) • Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health. (I/D)
Continued Professional Practice Competencies	This course also provides an introduction, development, and/or mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through quizzes, discussions, case studies, and exams: Practice Related Knowledge • The use of evidence-based practice as a foundation for the delivery of care • Ethical, moral and end-of-life issues Professional Attributes • Respect, compassion, and integrity • Commitment to excellence and ongoing professional development • Accountability to patients, society, and the profession • Promoting a safe environment for patient care • The ability to recognize and correct systems-based factors that negatively impact patient care • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs • Professional relationships with physicians, supervisors, and other health care providers • An understanding of legal and regulatory requirements, including the role of respiratory therapists • A commitment to ethical principles, including those pertaining to the provision or withholding of clinical care, the confidentiality of patient information, informed consent, and business practices • Sensitivity and appropriate responsiveness to issues related to patients' culture, religion, age, gender, and disabilities • The ability to recognize and address gaps in medical knowledge and physical limitations in themselves and others Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats

	• Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand the importance of promoting compassionate, ethical, and professional relationships with patients and their families • Understand how to create a communication environment that respects diversity and cultural differences at all levels • Learn the elements of effective inter-professional communication including respect for all members of the healthcare delivery team • Communicate with patients, families, communities, and other health professionals in a manner that supports a team approach to the maintenance of health and the treatment of disease • Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes Practice-Based Research • Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Recognize and appropriately address: gender, cultural, religious, cognitive, emotional and other biases; gaps in medical knowledge and physical limitations in themselves and others • Facilitate the learning of students and/or other health care professionals • Use the internet, including email, blogs and networking sites, to interact with other professionals • Understand the organization, responsibilities and function of the major societies, boards and commissions that affect/govern the specialty of Respiratory Therapy at the state and national level
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Course	HSC 4550 Pathophysiology for Health Care
Course Description	This course covers how alterations in homeostasis and in cellular function leads to diseases of various systems which may include immune, muscular, skeletal, integumentary, nervous, cardiovascular, respiratory, digestive, endocrine, urinary and reproductive systems.
Course SLOs	1. Compare the Theory of Evolution with Creation Science. 2. Distinguish the many factors that affect health and disease and the body's reaction to such. 3. Discuss the etiology and effects of disease on the various organ systems. 4. Identify cellular adaptation and damage that occur in response to trauma and disease.
PLOs	The above course SLOs will work on introducing the following Cardiopulmonary Science Program Learning Outcomes: • Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health. (I/D)
Continued Professional Practice Competencies	This course also provides an introduction and develops the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through discussions, quizzes, and mid-term and final exams: Practice Related Knowledge • Cardiopulmonary physiology • Pathophysiology of common acute & chronic respiratory diseases • Pathophysiology and management of common comorbidities of cardiopulmonary disease • Cellular biology and genetics relevant to cardiopulmonary disease • Interventions effective for patient education and the prevention of common cardiopulmonary disease Professional Attributes • Respect, compassion, and integrity • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats • Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand the effects of health literacy and the diversity of patient education on both patient health and the treatment of disease • Communicate with patients, families, communities, and other health professionals in a manner that supports a team approach to the maintenance of health and the treatment of disease Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Use the internet, including email, blogs and networking sites, to interact with other professionals • Facilitate the learning of students and/or other health care professionals

Course	RET 3536 Cardiopulmonary Rehabilitation
Course Description	This course will review the selection process, components, guidelines, and treatment plans for patients in need of cardiopulmonary rehabilitation services.
Course SLOs	1. Explain the differences between cardiac and pulmonary rehabilitation. 2. Describe the selection process, patient assessment, and exercise assessment of a cardiac and pulmonary rehabilitation patient. 3. Summarize the educational, psychosocial, behavior modifications, physical conditioning/exercise, and nutritional needs of the cardiac and pulmonary rehabilitation patient. 4. Identify program administrative needs and outcome assessments for cardiac and pulmonary rehabilitation programs. 5. Create an individualized rehabilitation program for a cardiac and pulmonary patient.
PLOs	The above course SLOs will work on introducing, developing and/or mastering the following Cardiopulmonary Science Program Learning Outcomes: • Plan Care in accordance with management and leadership principles for patients across the lifespan. (I/D) • Synthesize knowledge of advanced therapeutics to improve patient-care outcomes. (D/M) • Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health. (D/M) • Understand the importance of research to identify best evidence-based practices in health care. (I/D)
Continued Professional Practice Competencies	This course also provides an introduction, development, and/or mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through assignments, discussions, research projects, and exams: Practice Related Knowledge • Interventions effective for patient education and the prevention of common cardiopulmonary disease • The use of evidence-based practice as a foundation for the delivery of care Professional Attributes • Respect, compassion, and integrity • Commitment to excellence and ongoing professional development • Accountability to patients, society, and the profession • Promoting a safe environment for patient care • Professional relationships with physicians, supervisors, and other health care providers • An understanding of legal and regulatory requirements, including the role of respiratory therapists • A commitment to ethical principles, including those pertaining to the provision or withholding of clinical care, the confidentiality of patient information, informed consent, and business practices • The ability to participate effectively in quality improvement activities with other members of the health care delivery team • Sensitivity and appropriate responsiveness to issues related to patients' culture, religion, age, gender, and disabilities • The ability to recognize and address gaps in medical knowledge and physical limitations in themselves and others Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats

	• Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand the importance of promoting compassionate, ethical, and professional relationships with patients and their families • Understand how to create a communication environment that respects diversity and cultural differences at all levels • Understand the effects of health literacy and the diversity of patient education on both patient health and the treatment of disease • Learn the elements of effective inter-professional communication including respect for all members of the healthcare delivery team • Communicate with patients, families, communities, and other health professionals in a manner that supports a team approach to the maintenance of health and the treatment of disease • Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes Practice-Based Research • Produce a scholarly annotated bibliography • Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education; • Recognize and appropriately address: gender, cultural, religious, cognitive, emotional and other biases; gaps in medical knowledge and physical limitations in themselves and others
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Course	RET 3041 Cardiopulmonary Education & Promotion
Course Description	This course reviews education of patients, colleagues, and students in the community and healthcare settings. Students will learn techniques to effectively educate patients, families, students, and colleagues throughout the course of their careers.
Course SLOs	1. Select educational strategies for patients, families, colleagues, and students in the community and in multiple health care settings. 2. Identify the importance of professionalism and ethics in health care education. 3. Explain the need for multicultural awareness and the challenges in becoming multiculturally competent in health care education. 4. Explore the concepts of social marketing in health care education. 5. Discuss how the news media and social media play a role in health care education. 6. Describe the techniques used and challenges faced with effective health care communication, resourcing materials, group facilitation, presentation skills/trainings, and advocating for legislation. 7. Compose a health education project.
PLOs	The above course SLOs will work on developing and/or mastering the following Cardiopulmonary Science Program Learning Outcomes: • Integrate inherent values as defined by health law and ethics as a foundation for practice. (I/D) • Synthesize knowledge of advanced therapeutics to improve patient-care outcomes. (I/D) • Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health. (D/M) • Understand the importance of research to identify best evidence-based practices in health care. (I/D)
Continued Professional Practice Competencies	This course also provides development and mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through assignments, discussions, exams, and an education project: Practice Related Knowledge • Interventions effective for patient education and the prevention of common cardiopulmonary disease • The use of evidence-based practice as a foundation for the delivery of care Professional Attributes • Respect, compassion, and integrity • Commitment to excellence and ongoing professional development • Accountability to patients, society, and the profession • Promoting a safe environment for patient care • The ability to recognize and correct systems-based factors that negatively impact patient care • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs • Professional relationships with physicians, supervisors, and other health care providers • A commitment to ethical principles, including those pertaining to the provision or withholding of clinical care, the confidentiality of patient information, informed consent, and business practices • Sensitivity and appropriate responsiveness to issues related to patients' culture, religion, age, gender, and disabilities • The ability to recognize and address gaps in medical knowledge and physical limitations in themselves and others. Interpersonal and Inter-professional Communication

	• Use the most effective communication techniques for the intended audience, including innovative formats • Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand the importance of promoting compassionate, ethical, and professional relationships with patients and their families • Understand how to create a communication environment that respects diversity and cultural differences at all levels • Understand the effects of health literacy and the diversity of patient education on both patient health and the treatment of disease • Learn the elements of effective inter-professional communication including respect for all members of the healthcare delivery team • Communicate with patients, families, communities, and other health professionals in a manner that supports a team approach to the maintenance of health and the treatment of disease • Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes Practice-Based Research • Produce a scholarly annotated bibliography • Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Recognize and appropriately address: gender, cultural, religious, cognitive, emotional and other biases; gaps in medical knowledge and physical limitations in themselves and others • Facilitate the learning of students and/or patients, and/or other health care professionals • Understand how to manage a professional meeting including developing an agenda, inviting participants, and using Robert's Rules • Use the internet, including email, blogs and networking sites, to interact with other professionals • Demonstrate an ability to communicate effectively with legislators and lobbyists at all levels of government • Increase the public's understanding of the Respiratory Therapy profession • Understand the organization, responsibilities and function of the major societies, boards and commissions that affect/govern the specialty of Respiratory Therapy at the state and national level
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Course	RET 3960 Professional Credentialing
Course Description	Students must successfully pass the National Board for Respiratory Care Therapist Multiple Choice and Clinical Simulation Exam to obtain the Registered Respiratory Therapist Credential. Successful completion of these exams validates the knowledge and clinical competencies required to be a competent Respiratory Therapist. Submission of proof will be required to obtain college credit.
Course SLOs	1. Successfully complete the National Board for Respiratory Care Therapist Multiple Choice Exam at the high score, qualifying them to take the simulation exam. 2. Successfully complete the National Board for Respiratory Care Clinical Simulation Exam. 3. Provide proof of Registry Respiratory Therapist credential.
PLOs	The above course SLOs will work towards mastering the following Cardiopulmonary Science Program Learning Outcomes: • Plan care in accordance with management and leadership principles for patients across the lifespan. (M) • Integrate inherent values as defined by health law and ethics as a foundation for practice. (M) • Synthesize knowledge of advanced therapeutics to improve patient-care outcomes. (M) • Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health. (M) • Understand the importance of research to identify best evidence-based practices in health care. (M)
Continued Professional Practice Competencies	This course also provides mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through successful completion of the NBRC Therapist Multiple Choice exam and the Clinical Simulation Exam, which then provides the elevated credentials of a Registered Respiratory Therapist. Practice Related Knowledge • Cardiopulmonary physiology • Pathophysiology of common acute & chronic respiratory diseases • Pathophysiology and management of common comorbidities of cardiopulmonary disease • Cardiopulmonary diagnostics and monitoring • The indications and contraindications for, and adverse effects of, advanced respiratory pharmacologic agents • The pharmacology of medications used for common comorbidities of cardiopulmonary disease • The indications and contraindications for, as well as adverse reactions to, advanced cardiopulmonary interventions • Interventions effective for patient education and the prevention of common cardiopulmonary disease • Ethical, moral and end-of-life issues Professional Attributes • Promoting a safe environment for patient care

Course	RET 4245 Advanced Life Support
Course Description	This course encompasses the concepts and applications of treatment and monitoring for the critical care patient as it relates to Respiratory Care and the health profession in general.
Course SLOs	1. Discuss the use and benefits of therapeutic hypothermia, intra-aortic balloon pumping and surgical intervention for the treatment and management of cardiac disease. 2. Explain the treatment options for patients experiencing oxygenation issues when conventional methods have failed. 3. Identify the different management techniques for the special needs of the trauma patient. 4. Develop a respiratory assessment as part of the interdisciplinary care plan. 5. Recognize updates to special procedures in relation to the scope of practice for Respiratory Therapists. 6. Consider the nutritional needs of the critically ill patient during patient care. 7. Demonstrate knowledge of end-of-life care management. 8. Describe the role of the Respiratory Therapist in disaster management and triage. 9. Make appropriate care decisions based on special patient populations.
PLOs	The above course SLOs will work on introducing, developing, and mastering the following Cardiopulmonary Science Program Learning Outcomes: • Integrate inherent values as defined by health law and ethics as a foundation for practice. (I/D) • Synthesize knowledge of advanced therapeutics to improve patient-care outcomes. (D/M) • Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health. (D/M) • Understand the importance of research to identify best evidence-based practices in health care. (I/D)
Continued Professional Practice Competencies	This course also provides an introduction, development, and mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through assignments, discussions, and exams: Practice Related Knowledge • Pathophysiology of common acute & chronic respiratory diseases • Pathophysiology and management of common comorbidities of cardiopulmonary disease • The indications and contraindications for, as well as adverse reactions to, advanced cardiopulmonary interventions (e.g., high frequency oscillation, airway pressure release ventilation, and extracorporeal membrane oxygenation) • The use of evidence-based practice as a foundation for the delivery of care • Ethical, moral and end-of-life issues Professional Attributes • Respect, compassion, and integrity • Accountability to patients, society, and the profession • Promoting a safe environment for patient care • The ability to recognize and correct systems-based factors that negatively impact patient care • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs

	• Sensitivity and appropriate responsiveness to issues related to patients' culture, religion, age, gender, and disabilities • The ability to recognize and address gaps in medical knowledge and physical limitations in themselves and others Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats • Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand the importance of promoting compassionate, ethical, and professional relationships with patients and their families • Understand how to create a communication environment that respects diversity and cultural differences at all levels • Understand the effects of health literacy and the diversity of patient education on both patient health and the treatment of disease • Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes Practice-Based Research • Conduct a systematic review of the literature to assess a particular subject, including areas of consensus, inconsistency, and opportunities for further research • Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Recognize and appropriately address: gender, cultural, religious, cognitive, emotional and other biases; gaps in medical knowledge and physical limitations in themselves and others • Use the internet, including email, blogs and networking sites, to interact with other professionals
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Course	RET 4354 Advanced Pharmacology
Course Description	This course gives students a broad understanding of pharmaceutical therapies for illnesses in patients with cardiopulmonary disease with an emphasis on the critical and emergency care patients.
Course SLOs	1. Analyze appropriate pharmacological interventions for critical and emergency care. 2. Compare pharmacokinetics and pharmacodynamics of a drug. 3. Differentiate between the central, peripheral, and autonomic nervous system. 4. Explain mechanism of action, effects on different body systems, clinical use, and toxicity. 5. Justify the ethics of research and development of new drugs. 6. Discuss appropriate drug therapies used to treat both acute & chronic respiratory conditions. 7. Recognize effect on patient with the use of central nervous system drugs
PLOs	The above course SLOs will work on introducing, developing, and/or mastering the following Cardiopulmonary Science Program Learning Outcomes: • Integrate inherent values as defined by health law and ethics as a foundation for practice. (I/D) • Synthesize knowledge of advanced therapeutics to improve patient-care outcomes. (D/M) • Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health. (D/M) • Understand the importance of research to identify best evidence-based practices in health care. (I/D)
Continued Professional Practice Competencies	This course also provides an introduction, development, and/or mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through assignments, discussions, research projects, and exams: Practice Related Knowledge • The indications and contraindications for, and adverse effects of, advanced respiratory pharmacologic agents (e.g., inhaled nitric oxide, inhaled antibiotics, Heliox, inhaled prostaglandins) • The pharmacology of medications used for common comorbidities of cardiopulmonary disease • The use of evidence-based practice as a foundation for the delivery of care Professional Attributes • Respect, compassion, and integrity • Accountability to patients, society, and the profession • Promoting a safe environment for patient care • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs • Professional relationships with physicians, supervisors, and other health care providers • A commitment to ethical principles, including those pertaining to the provision or withholding of clinical care, the confidentiality of patient information, informed consent, and business practices • Sensitivity and appropriate responsiveness to issues related to patients' culture, religion, age, gender, and disabilities • The ability to recognize and address gaps in medical knowledge and physical limitations in themselves and others Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats

	• Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand the importance of promoting compassionate, ethical, and professional relationships with patients and their families • Understand how to create a communication environment that respects diversity and cultural differences at all levels • Understand the effects of health literacy and the diversity of patient education on both patient health and the treatment of disease • Learn the elements of effective inter-professional communication including respect for all members of the healthcare delivery team • Communicate with patients, families, communities, and other health professionals in a manner that supports a team approach to the maintenance of health and the treatment of disease • Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes Practice-Based Research • Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence-based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Recognize and appropriately address: gender, cultural, religious, cognitive, emotional and other biases; gaps in medical knowledge and physical limitations in themselves and others • Use the internet, including email, blogs and networking sites, to interact with other professionals
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Course	RET 4445 Cardiopulmonary Diagnostics
Course Description	This course covers a range of cardiopulmonary indicators to relate test results to potential patient health care outcomes.
Course SLOs	1. Examine the different diagnostic imaging procedures. 2. Evaluate clinical implications of the bronchial provocation study results. 3. Differentiate between the value of non-invasive vs. invasive cardiac studies. 4. Discuss the meaning of advanced laboratory results. 5. Identify which patients would benefit from a sleep study. 6. Interpret results of sleep studies.
PLOs	The above course SLOs will work on developing, and/or mastering the following Cardiopulmonary Science Program Learning Outcomes: • Synthesize knowledge of advanced therapeutics to improve patient-care outcomes. (D/M) • Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health. (D/M) • Understand the importance of research to identify best evidence-based practices in health care. (I/D)
Continued Professional Practice Competencies	This course also provides development and mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through assignments, discussions, case studies, and exams: Practice Related Knowledge • Cardiopulmonary diagnostics and monitoring • The use of evidence-based practice as a foundation for the delivery of care Professional Attributes • Respect, compassion, and integrity • Accountability to patients, society, and the profession • Promoting a safe environment for patient care • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs • Professional relationships with physicians, supervisors, and other health care providers • Sensitivity and appropriate responsiveness to issues related to patients' culture, religion, age, gender, and disabilities • The ability to recognize and address gaps in medical knowledge and physical limitations in themselves and others Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats • Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand the importance of promoting compassionate, ethical, and professional relationships with patients and their families • Understand how to create a communication environment that respects diversity and cultural differences at all levels • Understand the effects of health literacy and the diversity of patient education on both patient health and the treatment of disease • Learn the elements of effective inter-professional communication including respect for all members of the healthcare delivery team • Communicate with patients, families, communities, and other health professionals in a manner that supports a team approach to the maintenance of health and the treatment of disease

	• Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes Practice-Based Research • Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Recognize and appropriately address: gender, cultural, religious, cognitive, emotional and other biases; gaps in medical knowledge and physical limitations in themselves and others • Use the internet, including email, blogs and networking sites, to interact with other professionals
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Course	HSA 4107 Health Services Administration
Course Description	This course Provides an overview of management and leadership concepts in healthcare, including hospitals, long-term care, ancillary services, and public agencies. It includes discussions in legal and regulatory concepts in healthcare, policy development, planning, organizing, staffing, and leading departments and facilities. .
Course SLOs	1. Exemplify effective leadership and management principles for leading healthcare teams and managing systems and resources. 2. Apply team processes, practices, and collaboration among an interdisciplinary group in a healthcare setting. 3. Describe the regulatory agencies and their impact on the operations and management of healthcare organizations. 4. Perform concepts of project planning and implementation. 5. Demonstrate the fundamental concepts of management theory and their practical application in leadership and management of a healthcare organization. 6. Demonstrate effective communication among diverse groups and constituencies.
PLOs	The above course SLOs will work on introducing and developing the following Cardiopulmonary Science Program Learning Outcomes: • Plan care in accordance with management and leadership principles for patients across the lifespan. (I/D) • Integrate inherent values as defined by health law and ethics as a foundation for practice.(I/D) • Understand the importance of research to identify best evidence-based practices in health care. (I/D)
Continued Professional Practice Competencies	This course also provides an introduction, development, and mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through Case Studies, discussions, and Case Scenario Analytics: Professional Attributes • Respect, compassion, and integrity • Commitment to excellence and ongoing professional development • Accountability to patients, society, and the profession • Promoting a safe environment for patient care • The ability to recognize and correct systems-based factors that negatively impact patient care • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs • Professional relationships with physicians, supervisors and other health care providers • An understanding of legal and regulatory requirements, including the role of respiratory therapists • A commitment to ethical principles, including those pertaining to the provision or withholding of clinical care, the confidentiality of patient information, informed consent, and business practices Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats • Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand the importance of promoting compassionate, ethical, and professional relationships with patients and their families

	• Understand how to create a communication environment that respects diversity and cultural differences at all levels • Learn the elements of effective inter-professional communication including respect for all members of the healthcare delivery team • Communicate with patients, families, communities, and other health professionals in a manner that supports a team approach to the maintenance of health and the treatment of disease • Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes Practice-Based Research • Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing • Implement the elements of project management in a team environment Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Recognize and appropriately address: gender, cultural, religious, cognitive, emotional and other biases; gaps in medical knowledge and physical limitations in themselves and others • Facilitate the learning of students and/or other health care professionals; • Facilitate the arrival at a consensus which addresses the concerns of all stakeholders through civil discussion • Use the internet, including email, blogs and networking sites, to interact with other professionals
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Course	HSA 4383 Quality Management and Process Improvement
Course Description	This course addresses the principles and mechanics of healthcare quality and process improvement, including quality management tools, methods, and cultural concepts. It is recommended, not required, that students take HSA4107 Health Services Administration and HSA4170 Healthcare Revenue Cycle Management prior to taking this course.
Course SLOs	1. Apply key concepts of quality management and quality and process improvement in management decision-making. 2. Demonstrate effective utilization of quality and process improvement tools and concepts. 3. Interpret quality data for evidence-based decision making. 4. Explain compliance methods with legal, regulatory, and ethical aspects of healthcare quality management. 5. Demonstrate ability to effectively work in and lead quality/process improvement teams. 6. Integrate effective communication skills among an interdisciplinary team within a healthcare organization. 7. Practice concepts of organizational and culture change.
PLOs	The above course SLOs will work on introducing, developing, and/or mastering the following Cardiopulmonary Science Program Learning Outcomes: • Plan care in accordance with management and leadership principles for patients across the lifespan. (I/D/M) • Integrate inherent values as defined by health law and ethics as a foundation for practice. (I/D) • Understand the importance of research to identify best evidence-based practices in health care. (I/D)
Continued Professional Practice Competencies	This course also provides an introduction, development, and/or mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through assignments, discussions, and exams: Practice Related Knowledge • The use of evidence-based practice as a foundation for the delivery of care Professional Attributes • Respect, compassion, and integrity • Commitment to excellence and ongoing professional development • Promoting a safe environment for patient care • The ability to recognize and correct systems-based factors that negatively impact patient care • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs • An understanding of legal and regulatory requirements, including the role of respiratory therapists • A commitment to ethical principles, including those pertaining to the provision or withholding of clinical care, the confidentiality of patient information, informed consent, and business practices • The ability to participate effectively in quality improvement activities with other members of the health care delivery team • Sensitivity and appropriate responsiveness to issues related to patients' culture, religion, age, gender, and disabilities Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats

	• Maintain a climate of mutual respect and shared values when working with individuals from other professions • Understand how to create a communication environment that respects diversity and cultural differences at all levels • Learn the elements of effective inter-professional communication including respect for all members of the healthcare delivery team • Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes Practice-Based Research • Produce a scholarly annotated bibliography; • Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing • Implement the elements of project management in a team environment Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Facilitate the learning of students and/or other health care professionals • Facilitate the arrival at a consensus which addresses the concerns of all stakeholders through civil discussion • Use the internet, including email, blogs and networking sites, to interact with other professionals
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Course	RET 4950 Cardiopulmonary Capstone
Course Description	This course must be completed during the last semester of the Cardiopulmonary Sciences B.S. program. This course will meet all program objectives with regards to additional knowledge, skills, and attributes in leadership, management, education, and research. This will include a community outreach project, research paper and an oral presentation.
Course SLOs	1. Conduct a systematic review of peer-reviewed literature. 2. Implement the elements of project management in a team environment. 3. Produce a scholarly unpublished research paper using the Scientific Method. 4. Prepare a self-reflection analysis. 5. Develop an abstract and defend it in a public forum.
PLOs	The above course SLOs will work on mastery of the following Cardiopulmonary Science Program Learning Outcomes: • Plan care in accordance with management and leadership principles for patients across the lifespan. (M) • Integrate inherent values as defined by health law and ethics as a foundation for practice. (M) • Synthesize knowledge of advanced therapeutics to improve patient-care outcomes. (M) • Examine safe and appropriate care based on health promotion, disease, and injury prevention to improve population health. (M) • Understand the importance of research to identify best evidence-based practices in health care. (M)
Continued Professional Practice Competencies	This course also provides an introduction/development/Mastery of the following Continued Professional Practice Competencies for the Cardiopulmonary Science Program through assignments: Practice-Specific Knowledge and Skills • Ability to independently implement programmatic education and training Practice Related Knowledge • The use of evidence-based practice as a foundation for the delivery of care Professional Attributes • Respect, compassion, and integrity • Commitment to excellence and ongoing professional development • Accountability to patients, society, and the profession • Professionalism in oral and written communication, including e-mails and on-line discussion forums or blogs • Professional relationships with physicians, supervisors and other health care providers Interpersonal and Inter-professional Communication • Use the most effective communication techniques for the intended audience, including innovative formats • Maintain a climate of mutual respect and shared values when working with individuals from other professions • Learn the elements of effective inter-professional communication including respect for all members of the healthcare delivery team Practice-Based Research • Conduct a systematic review of the literature to assess a particular subject, including areas of consensus, inconsistency, and opportunities for further research • Produce a scholarly annotated bibliography

	• Use electronic communication technology (i.e. word processing, spreadsheets, statistics and presentation software, file sharing software, webinar technology) to conduct evidence based research • Produce a scholarly work, including a cohesive structure, appropriate citations and referencing • Produce an abstract/poster presentation and defend it in a public forum • Apply knowledge of study design and statistical methods to the evaluation of clinical studies and other data related to diagnostic and therapeutic effectiveness • Develop a research project to assess an activity designed to enhance the effectiveness of clinical practice Professional Leadership • Use information technology to manage information, access online medical information, and support their own continuing education • Facilitate the learning of students and/or other health care professionals • Use the internet, including email, blogs and networking sites, to interact with other professionals
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Example Rubrics:

Discussion Rubric:

Instructions

- The weekly discussions help introduce you and your classmates to all of this course's Student Learning Outcomes (SLOs), allowing you to develop your knowledge and tie back to some of the Program Learning Outcomes (PLOs 2 & 5).
- Each week, you will go to the Google Doc in the weekly module and comment on the topic you want to research and discuss. There is only one student per topic, so be early to sign up.
- When completing your post & replies, use the discussion rubric below for grading.
- You will need to post your discussion thread **due by** _____ each week or the Due Date listed.
 - Post title should be Chapter and Option number. Example: Chapter 1 Option 3
 - Then in your post restate the question:
 - **Chapter 1 Option 3 asked:** Does your healthcare profession require a license or registration in the state where you practice? What state is it in, and how do you obtain the license or registration? Does your profession have certifications identifying those with expertise in a specific area? If yes, what are they? Who issues the certifications?
- You will also need to post your two replies to classmates and answer questions posed to your post by classmates or the professor. These posted replies or answering classmates/professors will be **due by** _____ each week or the Due Date listed.
 - When replying to classmates you will need to use the reply types given in the rubric to receive full credit for your replies. The more suggested reply types you use the more points you receive.
- Your posts are not just about sharing your thoughts but also about engaging in a meaningful dialogue. Check your posts for questions, clarification needed, rebuttals, comments, and feedback. Your responses to these interactions are valuable and contribute to the depth of our discussions.
- Please reach out with any questions you may have about the weekly discussions:

Tips For Online Discussions

I found an article, "10 Netiquette Tips for Online Discussions," that I feel explains the etiquette for discussion forums. Discussions are used as a way of communication with your classmates and professor. They are intended for you to share your knowledge and ensure you gain knowledge of the student learning objectives (SLOs) they are connected to. Discussions are also good for critical thinking and your written communication skills. I have posted the link to the article and the 10 tips here: <https://elearningindustry.com/10-netiquette-tips-online-discussions>

1. Use proper language.
 - Typos, spelling errors, and mixed-up sentences reflect on you; correct spelling and grammatical construction are a must, so keep in mind to read through your posts before you submit them. Moreover, try to avoid slang words as much as possible, as this is also an online education environment and slang is considered neither academic, nor professional. Finally, never type in all caps; writing in all capital letters is regarded as shouting, and this, apart from being annoying, could be considered rude.
2. Be precise.
 - Being misunderstood is quite common in online interactions; escape the miscommunication trap by double checking that what appears perfectly clear to you is not confusing your readers. The best way to test your messages for clarity is to read them aloud before you send them; this way, you will be able to see if they make sense.
3. Avoid emoticons and "texting" writing.
 - Using emoticons and writing in "texting" language, that is by using abbreviations, might be considered too casual or even childish; refrain from them as much as possible. Online discussions require professional writing; smiley faces or linguistic shortcuts are more appropriate for chatting with your friends or instant messaging.
4. Be explanatory. Justify your opinion.
 - Points can be easily missed if hidden in a flood of text; when making a thorough comment, be as brief as possible. If you have several points you want to develop, prefer to post them individually in more than one focused message, rather than in a long, overly wordy paragraph. However, avoid posting messages that

contain only a few words and generic statements, such as “I agree with you”. Keep in mind that you need to contribute to the online discussion, so remember to always justify your points of view.

5. Read all comments before hitting “submit”.
 - What you need to remember when participating in an online discussion is that once you send your comment, there is no way to take it back. This is why you should always think about the content of your message before contributing it. Before replying to a question, carefully read all comments that your peers have already posted, no matter how many they are. If you don’t, it is very likely that you will end up repeating things others have already said, and this, apart from contributing nothing new to the online discussion, will seem like you ignore your virtual classmates. Once you have ensured that your comment will indeed add a new element to the online discussion, try to explain yourself as clearly as you can. If your post is still misconstrued, correct the misunderstanding right away.
6. Tone down your language.
 - Because written language lacks the support of facial or voice communication clues, it can be easily misinterpreted. A great way to deal with this is to tone down your language; avoid the use of strong words and, again, read aloud everything you want to post before you send it. Moreover, try to avoid humor and sarcasm completely, as they can both easily create misunderstandings and tension.
7. Recognize and respect diversity.
 - One of the great beauties of eLearning courses is that you can meet people from all parts of the world, as the internet is a global medium. This means that while participating in an online discussion you and your virtual classmates may use the same language to communicate with each other, but the truth is that cultural backgrounds, linguistic terminology, and abilities to express oneself in written language may vary significantly in an online learning environment. If your virtual classroom is a typical one, it will be ethnically rich and multicultural. This is why it is important to respect diversity and opinions different from yours, no matter where they come from. It is ok to disagree with a point of view, but it is definitely inappropriate to disrespect and be offensive towards others. Being open to different points of view is a sign of intelligence; furthermore, paying attention to alternative viewpoints is one of the greatest ways to learn. Profanity, racist, sexist, ageist, and religious comments are unacceptable, no matter how innocent or “funny” it may sound to you. On the other hand, if you are the victim of an insulting remark, try to maintain your calm and resist returning the offense. Rather, report the issue directly to your eLearning course instructor.
8. Control your temper.
 - In addition to the previous tip, you may be respectful, but others may not be. When being personally attacked on the web, it is easy to get angry. But you won’t win any argument if you lose your temper; tantrums lead nowhere. Instead, take a deep breath and count to ten; if needed, get away from your computer and go for a walk around the block before you reply. This way you will ensure that, while being calmer, you can argue the point instead of attacking the person who made it. Often, a bit of thinking and a bit of time result in more rational and coherent responses.
9. Take your posts seriously.
 - Participating is the number one rule for online discussions but posting for the sake of posting wastes other people’s time. Always remember to add something new to the conversation and not repeat something that someone else has already said. Most importantly, stay on topic. Irrelevant tangents confuse your peers and make you seem that you don’t know what you are talking about; make sure that every comment you post stays within the scope of the online course material. If you are looking for simple social interaction with your virtual classmates, check if there is an off-topic discussion area in the online forum.
10. Be credible.
 - Finally, be careful not to mislead people when replying to a question. If you are not 100% sure of your answer, say so. And if you are using the intellectual property of others, e.g., websites, books, blogs, journal articles etc., to support your argument, always cite your sources. Assigning proper credits when referencing other sources is a sign of being a respectful, responsible, and trustworthy online discussion participant.

Discussion Rubric

Criteria	Exceeds Expectations (5)	Meets Expectations (4)	Approaches Expectations (3)	Needs Improvement (2)	Unacceptable (0)	Points Earned
Posted Thread	Posted topic thread by deadline	N/A	N/A	N/A	Did not post by deadline	
Post	- Answers question(s) pertaining to the chosen topic. - Gives 2 or more examples of enhanced understanding of information. - Explains how the examples relate to the topic and how it enhances the students' understanding of the information. 2 or more APA citations used.	- Answers question(s) pertaining to the chosen topic. - Gives 1 example of enhanced understanding of information. - Explains how the example relates to the topic and how it enhances the students' understanding of the information. 1 APA citation used.	- Answers question(s) pertaining to the chosen topic. - Gives 1 example of enhanced understanding of information. - No explanation of example. - Citation, may or may not be APA	- Did not answer the question(s) fully. - No examples of enhanced understanding of information or explanation of example(s). - Has citation, but not APA or No citation.	Does not post.	
Replies	- Replied to 2 classmates. - In your replies used 2 of the following in each of your replies: - Play "devil's advocate"—even if you do not necessarily agree with an alternate position, for the sake of debate or to explore the topic further, pose that alternative viewpoint to your peer. - Suggest a possible adjustment to your peer's response and share why you are suggesting the change. - Ask a question that helps your	- Replied to 2 classmates. - In your replies used 1 of the following in your replies: - Ask a question that helps your peer expand on their idea. - Ask a question to gain clarity. - Provide an additional resource or information that supports your peer's post. - Share an idea that you think might improve your peer's response. - Provide an additional resource or information that supports your peer's post.	- Replied to 1 or 2 classmates. - In your reply you used 1 of the following: - Ask a question that helps your peer expand on their idea. - Ask a question to gain clarity. - Share an idea that you think might improve your peer's response.	- Replied to 1 or 2 classmates without using the suggested reply to types. - Replied with good job, I agree with your post, or something similar.	Does not reply.	

	- peer expand on their idea. - Ask a question to gain clarity. - Share an idea that you think might improve your peer's response. - Provide an additional resource or information that supports your peer's post.					
Quality	- Comments add value, connection, and purpose to the discussion. - Comments motivate other students to respond or generate new ideas. - No grammar or spelling errors.	- Comments add value or purpose to the discussion. - Comments motivate other students to respond. - No grammar or spelling errors.	- Comments may or may not add value to the discussion. - Comments may or may not motivate other students to respond. 1-3 grammar or spelling errors.	- Comments do not add value to the discussion. - Comments do not motivate other students to respond. - More than 3 grammar or spelling errors.	Does not participate	
Etiquette	- Maintains appropriate language. - Provides feedback in a positive manner. - Offers valuable, constructive criticism. - Replies and answers all questions in your post from peers with supporting facts or data.	- Maintains appropriate language. - Provides feedback in a positive manner. - Replies and answers all questions in your post from peers.	- May or may not always maintain appropriate language. - Provides minimal feedback. - Replies and answers most questions in your post from peers.	- Does not maintain appropriate language. - Offers criticism in an offensive manner. - Provides negative feedback. - USES ALL CAPS - Does not Reply or answer questions in your post from peers.	Does not participate	
Notes:						Total Points: ____ / 25

Cardiopulmonary Sciences Assignment Rubric:

Article Review Rubric:

1. This assignment aims to help you evaluate evidence-based literature and understand its importance in research and evidence-based medicine. These concepts relate to the course SLOs (2, 3, 4, 5, 6) and PLOs (2 & 5).
2. Find a full-text Evidence-Based Health Care Research article you are interested in that relates to your profession.
 - o Make sure you review the questions you must answer in the rubric's critiquing section to ensure the article you choose will answer the required questions.
3. Email for approval of your chosen Evidence-Based Health Care Research Article
 - o **Deadline:**
4. Then you will complete the Evidence-Based Health Care Research Article Review using the rubric below and APA formatting:
 - o APA 7th edition links and handouts in the Article Review Module of your course shell
 - o Textbook
 - o The DSC Writing Center: <https://www.daytonastate.edu/library-and-tutoring/writing-center/index.html>
 - o APA Style: <https://library.daytonastate.edu/citation/APA>
 - o A writing specialist from the writing center is in this course and available for reference
5. Submit your Evidence-Based Health Care Research Article Review in PDF format with the PDF of the approved Evidence-Based Health Care Research Article you reviewed to the Evidence-Based Health Care Research Article Review Assignment in your course shell. **Deadline:**
6. Your course will have a writing specialist from the writing center as a resource. Use this resource as needed. They can be found in the class list as a specialist.

Any questions or concerns can be directed to the professor:

Points Available	Criteria	Points Earned
5	• Evidence-Based Health Care Research Article Review a. Find a full-text peer reviewed article related to the profession you are working in. b. Article must be no more than 5 years old. • A PDF of the article must be submitted with the paper. • Approval of Evidence-Based Health Care Research Article (5 points) - o Health Care Research Article was approved by Deadline: Topic: Approved on:	
5	• Title Page (5 points) a. Title b. Student Name c. Affiliation • (School of Health Careers, Cardiopulmonary Science, Bachelor of Science, Daytona State College) d. Course Name & Course Number e. Instructor Name f. Due Date	
	• Critiquing the Evidence-Based Health Care Research Article (5 points each) a. Title – Does the title accurately describe the article? b. Abstract – Is the abstract representative of the article? c. Introduction – Does the introduction make the purpose of the article clear?	

55	d. Statement of the problem – Is the problem adequately introduced? e. Purpose of the study – Has the reason for conducting the research been explained? f. Research question(s) – • Is/are the research question(s) clearly defined? • If not, should they be or how can they be? g. Methods – • What design method or methods was/were used? • Was/were the design(s) appropriate for the study? • Does the sample used fit the research design, and is the size sufficient? • How was the data collected? • Were reliability and validity accounted for? h. Analysis – • Is the analytical approach consistent with the study questions and research design? i. Results – • Are the results presented clearly in the text, tables, and figures? • Are the results presented clearly explained? • If statistics are used, are they clearly explained? j. Discussion – • Are the results explained in relation to the research questions? • What is their significance to your profession? k. Limitations – Are the limitations presented, and their implications discussed?	
10	• Conclusion – Decide if the study applies to your practice (5 points each) a. Are there recommendations for your practice, future research, and/or policymakers? b. Can you use the results and recommendations in your practice? • If there are no recommendations, do you have any you can suggest for your practice or policy makers based on the research?	
15	• Works Cited Page a. List references on a works cited page for your Evidence-Based Health Care Research Article Review in APA 7th edition format.	
30	• Schematics- (5 points for each section) a. The title is centered and bolded on the first page of the paper. b. Page numbers top right corner, 1-inch margins & 12-point Times New Roman c. Section Headings d. Paragraph alignment, indentation, & double spacing e. Grammar & Spelling f. Proper in-text APA 7th edition citations	
5	• Submit Article a. Submit the PDF article that you used for your review b. Due:	
Total: 125	Notes:	Total: