RESPIRATORY THERAPY

Program Application Booklet for May 15, 2026

03/02/2026

Non-Discrimination and Equal Opportunity Policy

Ivy Tech Community College provides open admission, degree credit programs, courses and community service offerings, and student support services for all protected classes – race, religion, color, sex, ethnicity, national origin, physical and mental disability, age, marital status, sexual orientation, gender identity, gender expression, veteran or military status. The College also provides opportunities to students on the same non-discriminatory opportunity basis. Persons who believe they may have been discriminated against should contact the campus affirmative action officer, Human Resources Administrator, or Vice Chancellor for Student Affairs. Ivy Tech Community College of Indiana is an accredited, equal opportunity/ affirmative action institution. For more information review the Student Equal Opportunity, Harassment, and Non-discrimination Policy and Procedures at https://my.ivytech.edu/policy?id=kb_article_view&sys_kb_id=27f3fd313bd69a90a6643f8c24e45ac1

BOOKLET DISCLAIMER

This booklet is intended to supply accurate information to the reader. The College reserves the right to change the Program and course requirements; however, every effort will be made to inform students of any program changes. This handout and its provisions are not in any way a contract between an applicant and the College.

Policy Disclaimer

Ivy Tech Community College policies, as well as program, academic, and clinical policies apply to all students and faculty regardless of site of instruction.

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PROFESSION OVERVIEW

According to the U.S. Bureau of Labor Statistics the need for respiratory therapists is growing faster than the average for all job growths. It is considered to grow much faster than average with a projected growth of 12% by the year 2034. The median salary of a respiratory therapist is $80,450 in 2024 (https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm).

The reason for the increase is due to advancement in technology, growing health care access, aging population (baby boomers), and an aging respiratory therapy work force. There are also new treatment advances for heart attack patients, accident victims, premature babies, and AIDS patients which increase the demand for respiratory therapists. According to the Bureau of Labor and Statistics, growth in demand will also result from the expanding role of respiratory therapists in case management, disease prevention, emergency care and early detection of pulmonary disorders.

The career opportunities for graduates include staff therapists, shift supervisors and clinical instructors in the hospital health care setting. Other career opportunities exist in extended care facilities, home care companies, physician's offices, rehabilitation centers, equipment sales, land/air transports, emergency rooms, adult intensive care units, pediatric intensive care units, and neonatal intensive care units. Respiratory therapists may also find employment in chronic disease management, conscious sedation etc…

While working in some of these areas, respiratory care practitioners provide treatment, management and care of patients with breathing deficiencies and abnormalities. Duties include oxygen therapy, aerosol therapy, chest physical therapy, diagnostic testing and application of mechanical ventilation. In addition, depending on facility accepted practices, therapists perform patient assessments and may implement basic respiratory care protocols in caring for these patients. Therapists are also active in assisting the physician by utilizing weaning protocols when caring for a patient on mechanical ventilation in the critical care and subacute areas.

An essential quality of a respiratory therapy practitioner is compassion, as it allows them to provide emotional support to patients. Attention to detail is also critical to ensure patients receive safe and effective care. Respiratory practitioners must possess strong interpersonal skills to communicate effectively with patients and collaborate with other members of the healthcare team. Additionally, they need patience, strong problem-solving abilities, and a solid foundation in mathematics and science.

Graduates of the program must complete the Respiratory Therapy Examination. The exam is administered by the National Borad of Respiratory Care (NBRC) the official, NCCA-accredited testing program required for licensure and certification of respiratory therapists in the United States. Candidates who successfully complete the Respiratory Therapy Examination will be awarded the Registered Respiratory Therapist (RRT) credential and will be able to apply for their state licensure in the state(s) where they choose to be employed.

INTRODUCTION and ACCREDITATION

Welcome to Ivy Tech Community College of Indiana. Ivy Tech is a statewide college system, with multiple instruction sites and the largest state-supported college in Indiana. Ivy Tech Community College maintains accreditation by the Higher Learning Commission. The Respiratory Therapy Program is accredited by by the Commission on Accreditation for Respiratory Care (CoARC), visit the CoARC website at www.coarc.com for more information about accreditation. Please see the information below which includes how to contact the appropriate accrediting agency:

The Respiratory Therapy Programs, of Ivy Tech Community College are accredited by the:

Commission on Accreditation for Respiratory Care
264 Precision Blvd
Telford, TN 37690
(817) 283-2835
(817) 354-8519 (fax)
www.coarc.com

Ivy Tech Community College is accredited by:

The Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, Illinois 60604-1411
http://www.hlcommission.org
Phone: 800-621-7440 / 312-263-0456
Fax: 312-263-7462

The purpose of this application booklet is to describe the Respiratory Therapy Program (RESP) at Ivy Tech, and the procedures for applying to the program. We encourage you to read this booklet thoroughly, and to contact the School of Health Sciences office at your local campus if you need additional information.

It is important to note that acceptance to the program is separate from admission to the College as a degree-seeking student. Students may be accepted to the College, and take Academic Skills Advancement courses, General Education courses, or other courses which do not require clinical sequence acceptance. However, students must apply to the Respiratory Therapy Program to be considered for clinical sequencing. Please see the application procedure found within this handbook.

FACULTY RESPONSIBILITY

An effective faculty-student partnership is an essential component to achieving student academic success. As is true in any partnership, both parties are expected to contribute. Faculty bring knowledge and expertise to the partnership. Their responsibilities are to create an environment conducive to learning and to promote opportunities for student learning, while respecting the diversity of the student body. Faculty have a professional responsibility to plan and deliver quality instruction as defined by course objectives and to clearly outline expectations. The program must ensure that course content, learning experiences (didactic, laboratory, and clinical), and access to learning materials are equivalent for each student regardless of where that experience was acquired, (CoARC 4.08). This includes, but is not limited to:

- Ensuring all activities associated with the program must be non-discriminatory and in accord with federal and state statutes, rules and regulations, (CoARC 5.04);
- Ensuring the health, privacy, and safety of patients, students, and faculty associated with the educational activities and learning environment of the students must be adequately safeguarded, (CoARC 5.08);
- Evaluating student work in a fair, objective, timely manner;
- Respecting opinions without demeaning the student;
- Giving help and clarification when needed;
- Being accessible and approachable to students (i.e. maintain posted office hours and arranged appointments);
- Having a positive, caring attitude toward teaching and learning;
- Presenting facts and skills in an organized manner that respects various learning styles;
- Assures appropriate supervision for students in all locations where instruction occurs;
- Ensure learning experiences and access to learning materials are substantially equivalent for each student regardless of location;
- Ensure guidance is available to assist students in understanding and abiding by program policies and practices;
- Ensure that students have timely access to faculty for assistance and counseling regarding their academic concerns and problems.

PROGRAM HISTORY

The program was developed at various Ivy Tech campuses in response to the rising need for trained respiratory care professionals. Since as early as 1970, Ivy Tech Community College Respiratory Therapy Program has provided thousands of qualified respiratory care practitioners throughout the United States with the majority of them residing right here in Indiana.

Ivy Tech Community College's Respiratory Therapy Program has undergone significant changes during the subsequent years in order to remain current with new advances and technologies that are needed to provide high quality health care to the communities of interest. In 1994, all campuses which were offering Respiratory Care at that time mandated that students would have to achieve an Associate degree in Respiratory Care in order to meet graduation requirements. In 2000, the College no longer offered the Respiratory Care Technical Certificate program and continued only with the

Associate's degree program. In 2016, the program changed its name to Respiratory Therapy.

Resources provided by the College and cooperating community hospitals are utilized in the Respiratory Therapy Program. The qualified student is provided with educational opportunities in a college environment, and shares the intellectual and social responsibilities, privileges, and experiences with college students in other disciplines. The cooperating community hospitals offer clinical experiences for our students and several of the hospitals may also provide equipment.

Within this framework, the program faculty assumes responsibility for planning, supervising, and evaluating selected learning experiences both in the classroom and clinical setting. These experiences are developed to meet established objectives set forth by Ivy Tech Community College, The Commission on Accreditation for Respiratory Care and the National Board for Respiratory Care in order for graduates to meet the eligibility requirements to take their national board exams.

The program faculty believes respiratory therapy is a health service, shared with other health disciplines, which has a basic responsibility for promoting health and conserving life. As a member of the multidisciplinary, patient-oriented team, the respiratory care practitioner will utilize knowledge and skills to contribute to patient care as indicated by their needs.

Contact information for each program is listed below.

Campus & Program Chair	Contact Information	CoARC Number
Bloomington Campus Melissa Biggs, MSRC, RRT, RRT-NPS	1-812-330-6041 mbiggs6@ivytech.edu	200534
Lake County Campus Misti Howell, MSRC RRT, RRT-ACCS, RRT-NPS	219-339-4287 mhowell52@ivytech.edu	200464
Elkhart (South Bend) County Campus Amanda Lowe, MS, RRT-NPS, AE-C, CHES	574-830-0375 amurray51@ivytech.edu	200540
Fort Wayne Campus Nikki Kyle; MeD., MBA, BSRT, RRT-ACCS	260-918-7954 nkyle@ivytech.edu	200314
Indianapolis Campus Meghan Hubbard, RRT, MBA	317-921-4215 ext 4215 mhubbard48@ivytech.edu	200352
Lafayette Campus Liza Hayden, BA, RRT	1- 463-270-8961 ext 12941 ehayden3@ivytech.edu	200418
Sellersburg Campus Denis Brajkovic, BSHS, RRT	930-228-3596 **dbrajkovic@ivytech.edu**	200501
Terre Haute Campus Kristy McCullough, RRT	463-29 kmccullough47@ivytech.edu	200502

DESCRIPTION OF THE PROFESSION

Respiratory therapists, as members of the health care team, work to evaluate, treat, and

manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders in a wide variety of clinical settings.

Respiratory therapists must behave in a manner consistent with the standards and ethics of all health care professionals. In addition to performing respiratory care procedures, respiratory therapists are involved in clinical decision-making (such as patient evaluation, treatment selection, and assessment of treatment efficacy) and patient education. The scope of practice for respiratory therapy includes, but is not limited to:

- obtaining and evaluating clinical data.
- assessing the cardiopulmonary status of patients and making recommendations to physicians in caring for these patients.
- performing and assisting in the performance of prescribed diagnostic studies, such as drawing blood samples, performing blood gas analysis, electrocardiograms, exhaled gas analysis and pulmonary function testing.
- utilizing data to assess the appropriateness of prescribed respiratory care.
- establishing therapeutic goals for patients with cardiopulmonary disease.
- develop, administer and re-evaluate the care plan for chronic disease management.
- initiating ordered respiratory care, evaluating and monitoring patients' responses to such care, modifying the prescribed respiratory therapy and cardiopulmonary procedures, and life support endeavors to achieve desired therapeutic objectives initiating and conducting prescribed pulmonary rehabilitation providing patient, family, and community education to include promoting cardiopulmonary wellness, disease prevention, and disease.
- management by explaining the etiology, anatomy, pathophysiology, diagnosis and treatment of cardiopulmonary diseases.
- emergency and critical care areas need to perform BLS, ACLS and be a member on a rapid response team. Additionally participates in mass casualty staffing. Applies invasive and noninvasive mechanical ventilation while utilizing all current ventilation modes available. Able to interpret ventilator and hemodynamic data.
- promoting evidence-based machine; research/ and clinical practice guidelines and manage respiratory care plans in the acute care setting using evidence-based medicine, protocols and clinical practice guidelines.

PROGRAM GOALS AND PURPOSES

The goal of the Respiratory Therapy Program is "To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs)." Ivy Tech Community College can meet these goals by offering the Respiratory Therapy Program as a first-professional degree program and providing the knowledge and clinical skills necessary to function as a respiratory therapist.

Graduates of the Respiratory Therapy Program can fulfill the following:

1. Recognize, adapt to and assist in fulfilling the changing health requirements of the

community.

2. Develop capabilities and potentials to function as a contributing member of the health care team and society.

3. Appreciate the inherent worth of human life and the role that the respiratory care practitioner plays.

4. Establish effective relationships with respiratory care colleagues, patients and their families along with other health care disciplines.

5. “Aid the supervising physician or osteopath in the treatment, management, diagnostic testing, control and care of patients with deficiencies and abnormalities associated with the cardiopulmonary system," as defined in the state of Indiana licensure laws.

TECHNICAL and CLINICAL FACILITIES

The facilities and resources of Ivy Tech Community College are available to all respiratory therapy students. Students may use any Ivy Tech Community College library, open computer lab, Learning Resource Center, Student Services and other academic services. All courses are taught by faculty with advanced degrees in the appropriate fields of study.

Clinical experience is an integral part of the educational experience for all respiratory therapy students. In clinical, students are there for the educational experience and will not be considered as part of the hospital staff. When attending clinicals, students will be dressed in appropriate uniform and wear a clinical ID badge. The RT programs have affiliation agreements with their local hospitals and clinics to provide student-learning experiences. Please see your local Respiratory Therapy Program for more specific details on what clinical sites are used at that specific campus.

While at the various clinical sites, students must be appropriately supervised at all times during their clinical education coursework and experiences. Students must not be used to substitute for clinical, instructional, or administrative staff. Students shall not receive any form of remuneration in exchange for work they perform during programmatic clinical coursework.

WORKING AS A STUDENT

Students currently enrolled in the Respiratory Therapy Program find it difficult to work full-time while going to school, even though they may be a part-time student. Frequently, Respiratory Therapy students will state that they are spending approximately 12 – 16 hours a week studying in order to be successful in the program.

A student becomes eligible to apply for student licensure to practice Respiratory Care

when they have completed competency checkoffs successfully on procedures eligible to be performed as an employed student practitioner, which have been a part of a course that the student has successfully completed in the respiratory care program, and completion has been documented in both lecture and lab, and also in clinical. The student must also have maintained good standing with the college. Faculty will review each student application along with academic standing within the program, and faculty reserve the right to either accept or decline the application for a student permit.

Additional guidance from the Indiana Professional Licensing Agency (IPLA) is located at the following link: https://www.in.gov/pla/professions/respiratory-care-home/

student Permit Instructions may be downloaded here (https://www.in.gov/pla/files/RCP_Student_Permit_Instructions_2014__2_.pdf), and the Application form may be downloaded here (https://forms.in.gov/Download.aspx?id=5893).

- All "employee work" hours must be done outside of scheduled lab, lecture, and clinical hours.
- Students shall not complete any clinical coursework while in "employee work" hours.
- Students are expected to follow any additional requirements, as outlined by licensure, specifically licensure expiration and application for any required temporary permits.
- Students applying for student permits in states outside of Indiana must meet the requirements of that state.

APPLICATION TO THE COLLEGE

STEP 1: Complete the admissions application online.

STEP 2: If a student has previously attended an accredited college(s), the student must request an official transcript from the college(s) previously attended and have that sent directly to Ivy Tech Community College.

STEP 3: The student will complete the College's admission process, which may include any required course placement testing, a student orientation and an initial advising session for course registration.

Apply on-line at www.ivytech.edu/apply-now/ and complete all the required steps to become an Ivy Tech Student. Call your local campus for further information.

APPLICATION TO THE RESPIRATORY THERAPY PROGRAM

STEP 1: Students must view the recorded information session prior to applying to the Respiratory Therapy program

STEP 2: Complete prerequisites courses prior to application to the respiratory therapy program.
**Students may be enrolled in courses below in the spring semester of application*

Program course prerequisites that are **scored for application**:

- APHY 101
- APHY 102
- MATH 123 or higher (will also accept MATH 118)
- ENGL 111

The required general education courses listed below may be taken either before or after acceptance into the program; however, these courses are not scored as part of the program application. **It is highly recommended that students complete the majority of these courses prior to entering the program.**
Required General Education Courses:

- **CHEM 1XX**
- **BIOL 211 or BIOL 201**
- **COMM 101 or COMM 102**
- **PSYC 101 or SOCI 111**
- **IVYT 112**

STEP 3**:** Submit a program application. The School of Health Science and Nursing Online Application System will open on March 15, 2026, and will close for applications on May 15th, 2026.
****Application link https://apps.ivytech.edu/apply/NursingAndHealthScience

STEP 4**:** Submit verification of information session attendance or viewing of information session video found on the Respiratory Therapy webpage https://www.ivytech.edu/respiratory-therapy/index.html, and on each program location drop down on the webpage.

Selection Policy:

A point system is utilized to determine admission to the program. Total points determine the rank of applicants. Seats are offered to the highest rank on down until all seats are filled, the number of which is based on clinical site availability and CoARC determination.

Points for program prerequisite courses

• Point Scale	SCIENCE*	NON-SCIENCE**
A	30	15
B	20	10
C	10	5
D	0	0
F	0	0

Science Classes – APHY, MATH
Non-Science Classes – ENGL

- CLEP/DANTES/VERIFIED CREDIT = B (Non-Science)
- S/T/Pass = Letter grade of C per category

- Multiple Attempt Policy – Multiple attempts for the application process align with college policy. Please refer to ASOM 3.2

https://my.ivytech.edu/policy?id=kb_article_view&sys_kb_id=71ac9a538764f550dc554377cebb357c . A withdraw (W) from the course will count as an attempt.

- 5 points for Certification/Licensing for the following: LPN, RN, military medic, EMT, paramedic, or CNA. A maximum of 5 points will be awarded.

- Applicants may earn up to **10** bonus points for prerequisite science coursework completed before the application closes:
  5 points for completing BIOL 201/211 (Microbiology)
  5 points for completing a CHEM 1XX course (Chemistry)
  To receive bonus points, upload an official/unofficial transcript showing the completed course.
  Important: The system applies bonus points per transcript uploaded. If you complete **both** Microbiology (BIOL 201/211) and Chemistry (CHEM 1XX), you must upload the transcript **twice**. Once to claim Microbiology points and once to claim Chemistry points, so the system can award the full 10 bonus points.

- For fall admission, courses must be completed by the end of the previous spring semester to count in the point system

- Students meeting the stated application deadline are ranked utilizing this point system at the end of spring semester.

- Offers of admission to the program will be emailed beginning within one week of the application close date and continue until program capacity is met or one week before the start of Fall classes. The dates below are when offers will be released and when the response for that offer must be returned.

- Auto-Select: May 18, 2026 – June 2, 2026

Round One	May 18, 2026, 6:00am	May 19, 2026, 11:59pm
Round Two	May 20, 2026, 6:00am	May 21, 2026, 11:59pm
Round Three	May 22, 2026, 6:00am	May 23, 2026, 11:59pm
Round Four	May 25, 2026, 6:00am	May 26, 2026, 11:59pm
Round Five	May 28, 2026	May 29, 2026
Round Six	June 1, 2026	June 2, 2026

All rounds run 6AM first day through 11:59PM second day.
Rounds five and six are manual rounds; all others are automatic rounds.

RE-APPLICATION PROCESS

If the applicant is interested in being considered for admission the following year, the applicant must attend another information session to familiarize themselves with any changes that have occurred in the admission process. The applicant must meet all current admission requirements and application deadlines. Students must also reapply to the college if they have not attended courses in the previous two years.

TRANSFER STUDENTS

Students transferring from another campus or school must meet with the Advising Office and provide official, notarized transcripts. The Advising Office will process transcript evaluation requests for all general education courses the student is asking to have transferred on a course-by-course basis, provided the student has earned a grade which can transfer in those particular courses. The Advising Office will send the transcript evaluation requests to the Respiratory Therapy Program Director. Transfer students can only be admitted on a space available basis as per the Commission on Accreditation for Respiratory Care's policy and procedures.

ADVANCED STANDING

After application to the college, requests for advanced standing must be made by the applicant to the Respiratory Therapy Program Chair. Applicants must provide documentation showing that they possess the skills required within the advanced standing.

For example: if a student has been granted the CRT credential from the NBRC in the past 2 years, they are eligible to register for advanced level classes. If an applicant has not taken and passed the Therapist Multiple Choice (TMC) exam within the previous two years, they can take and pass the TMC SAE exam. However, advanced standing in the clinical area requires documentation of skills. This documentation may include a letter from their hospital director describing the applicant's clinical experience. Programs reserve the right to have the applicant demonstrate clinical skills. Admission to the respiratory program will be based on criteria met and availability of classroom and clinical space.

CREDIT FOR PRIOR LEARNING OR WORK EXPERIENCE

Ivy Tech Community College has a process for evaluating prior learning or work experience. Please contact your academic advisors for more information on this process.

HEALTH FORM, DRUG TESTING AND CRIMINAL BACKGROUND CHECKS

All respiratory therapy students **MUST** have the following prior to clinical placement:

- Health screen including essential functions (see below), vaccinations and testing

determined by clinical affiliate (some testing may be completed annually)

- Annual criminal background check
- Annual drug screen
- Annual respirator mask fitting
- Basic healthcare provider CPR

Any student who does not complete the health forms or refuses to follow the advice of the physician may be withdrawn from the clinical schedule, jeopardizing clinical course completion and graduation. Results of this testing could impact your ability to participate in clinical activities and obtaining a state license.

Any conviction or criminal charges filed against you prior to or during your enrollment in the respiratory therapy program may result in a failure to be approved for required clinical placement assignments and may result in your inability to progress through your respiratory therapy program. Positive drug screen results, convictions, and criminal charges are reported to the clinical sites to determine clinical eligibility in their facility. Clinical sites dictate the decision to accept students with positive drug and background checks at their facility, not Ivy Tech faculty

ESSENTIAL FUNCTIONS FORM

The following statements are provided to give the potential student applicant a description of the type of physical/technical abilities necessary to complete the program or work in the typical hospital or clinical setting. These abilities are not measured as a requirement for program admission. However, the applicant is encouraged to consider the physical requirements of the program, and to make an appointment with the program chair to discuss concerns or requests for accommodation for his/her disability. Students with documented needs for accommodations are to meet with the campus Disabilities Support Service Representative.

The Respiratory Therapy Program requires agility and strength sufficient to move from room to room, lift and position patients, maneuver in small places, and perform clinical services. Students must possess gross and fine motor abilities as well as auditory, visual, and tactile acuity, which are required to assess health status and perform effective patient care. See the chart on the next page for specific physical requirements by the Respiratory Therapy program.

ESSENTIAL FUNCTIONS FORM

Function	Skill(s) Tied to
1. **Gross Motor Ability**: • Move within confined spaces • Sit and stand to maintain balance • Reach above shoulders and below waist	Reach for equipment in overhead cabinets or shelves. Function in a patient care environment (which could include a patient's room, ambulance or other patient care areas) to perform procedures on the patient. Adjust equipment settings, and/or equipment displays. Sit to record findings. Plug in and change equipment settings above head and below waist.
2. Fine Motor Ability: • Pick up large and small objects with hands • Grasp/pinch/squeeze small objects with hands or	Lift medication vials, to read. Squeeze medication vials to empty. Squeeze closed suction catheter button. Grasp, and hold small instruments such as

Function	Skill(s) Tied to
fingers • Write clearly and neatly with pen or pencil • Use a computer • Twist or turn knobs with hands • Must have adequate manual dexterity as to be capable of maintaining sterility • Use both hands simultaneously	volume measuring devices, syringes. Write or type in patient chart. Record patient data in record. Change settings on equipment by turning knob. Simultaneously use hands, one hand to palpate the pulse, the second hand to hold syringe while drawing an arterial blood gas or performing CPR.
3. **Physical Endurance**: • Stand for prolonged periods of time • Sustain repetitive movements (example: chest compressions in CPR) • Maintain physical tolerance (continue tasks throughout a shift) • Maintain work pace appropriate for the given assignment. • Walk for extended periods of time • Walk quickly	Stand and perform repetitive procedure(s) on patients such as Chest Physical Therapy and CPR. Repeat procedures throughout a shift, which could be 12-hours. Walk quickly to respond to emergencies or assist in critically ill patient transports.
4. **Physical Strength**: • *Lift* - up to 65 lbs • Push or pull large, wheeled equipment • Carry equipment/supplies • Squeeze equipment with hands • Use upper body strength	Assist in moving patients using proper body mechanics or mechanical lift devices. Re-position patient in bed. Carry equipment such as monitors, transport ventilators or other equipment. Push ventilator or other heavy equipment from respiratory care department to patient room. Lift equipment from bed height above chest level. Able to squeeze manual resuscitation bag, fire extinguisher etc.
5. **Body Mobility**: • Twist, bend, stoop, kneel and squat • Move or walk quickly • Climb ladders/stools/stairs	Turn to change settings on equipment while standing at patient bedside. Bend to change equipment settings on floor, at knee level, waist level, chest level, eye level, above head. Gather equipment and walk quickly. Make rapid adjustments if needed to ensure patient safety. Make way to patient room using stairs if an emergency is called.
6. Hearing: • Hear normal speaking level sounds • Hear faint voices • Hear faint body sounds • Hear auditory alarms • Hear telephones • Hear sounds with stethoscope	Listen to patient breath sounds to determine if patient is breathing. Listen to heart sounds to determine if heart is beating. Determine the intensity and quality of patient breath sounds in order to help determine a diagnosis. Hear audible alarms such as a ventilator alarm. Hear overhead pages to call for emergency assistance.
7. Visual • See clear details and features on patients and medical devices. • Visual correction aids (such as glasses or contacts) must allow caregiver freedom to use of both hands simultaneously. • Has ability to discern patient and medical devices within the patient care setting • Use peripheral vision • Distinguish color and color intensity	Visually assess patient's color to determine oxygenation status or facial expressions to determine mood. Visually assesses patient's work of breathing. Decipher EKG strips and medication vials that have clear labeling on a clear container. Read patient identification bands. Ability to visualize settings, alarms and results on a variety of patient care equipment. Be able to read small increment markings on equipment control dials. While drawing blood, visualize the tip of the

Function	Skill(s) Tied to
• See visual alarms and emergency lights	needle and flash of blood into the syringe without the use of a handheld magnifying device.
8. Tactile: • Feel vibrations • Detect patient temperature and environmental temperature • Feel the difference in surface characteristics • Feel the differences in sizes, shapes	Assess patient by feeling for pulse, temperature, tactile fremitus, edema, subcutaneous emphysema, sizes and shapes of arteries and veins.
9. Smell: • Detect odors from patient • Detect smoke, gas or noxious smells	Assess for noxious odors originating from the patient due to infection or environmental problems (example gas leak or smoke).
10. Reading: • Read and interpret physicians' orders • Read and understand written documents in English • Read very fine or small print	Read and interpret physician orders, as well as physician, therapist and nursing notes. Read from a computer monitor screen. Accurately gather data in a reasonable amount of time, to ensure safe and effective patient care relative to other care givers.
11. Math Skills: • Read and understand columns of writing, digital displays and graphic printouts • Convert numbers between units of measure • Tell time and measure time • Count rates • Able to perform basic math functions: add, subtract, multiply, divide, solving for unknown using with and without a calculator • Compute fractions	Read and interpret patient graphics charts, flow sheets and graphic displays. Perform basic math functions in order to calculate minute ventilation, convert temperature, correctly place graduated tubing, as well as other functions. Ability to convert 12-hour clock to 24-hour clock (military time). Be able to calculate heart rate and respiratory rate from 15 seconds to one minute.
12. **Emotional Stability**: • Maintain appropriate professional boundaries • Provide patient with appropriate emotional support • Adapt to changing environmental/stress • Deal and cope with the unexpected • Focus attention on task despite distractions • Function safely, effectively and calmly in a stressful, fast-paced, dynamic work environment • Maintain composure and concentration while managing multiple tasks simultaneously	Provide for safe patient care despite a rapidly changing and intensely emotional environment. Perform multiple tasks concurrently, such as the delivery of medication or oxygen in one room while performing an arterial blood gas in another as may occur in an emergency room environment. Maintain enough composure to provide for safe and effective patient care despite situations such as crisis or grief.
13. Critical Thinking Skills: • Transfer/extrapolate knowledge from one situation to another • Process information • Evaluate outcomes • Rapidly process, synthesize, problem solve and prioritize tasks • Use long- and short-term memory • Identify cause-effect relationships • Plan/control (delegate) activities for others • Synthesize knowledge and skills • Sequence information	**Interpretation:** Quickly and accurately interpret problems, as well as objective and subjective data, from common information as it relates to the care of the patient. **Analysis:** Quickly examine ideas/arguments in problems, process objective and subjective data, and develop action plans in the care of patients. **Evaluate:** Quickly determine causes of equipment malfunction or alarms and rectify the situation. Additionally, evaluate different sources of diagnostic information to help arrive at a patient diagnosis and prioritize care. **Problem solving skills:** to calibrate, operate, and

Function	Skill(s) Tied to
• Prioritize and perform multiple responsibilities concurrently	troubleshoot complex technology such as mechanical ventilators and other life-support equipment **Patient management decisions**: use RT protocols such as evidence-based ventilator weaning. Emergency Response: Fast and automatic (example immediately provides manual ventilation to a patient who inadvertently is extubated).
14. Interpersonal Skills: • Negotiate interpersonal conflict appropriately • Respect differences in patients and co-workers • Establish rapport with patients and co-workers • Practice social behaviors that are appropriate to interpersonal situations • Work effectively with physicians, staff, patients and patients' families • Practice personal hygiene consistent with close contact during direct patient care • Show appropriate compassion through communications.	Communicate effectively with disagreeable patients, family, doctors, nurses and other staff in order to attempt to meet therapeutic goals for the patient. Recognizes and respects cultural, socioeconomic, learning and behavioral differences in patients, as well as differences due to patient age. Presents oneself in a professional manner in order to provide direct patient care.
15. Use of Technology • Use technology, including electronic medical records, mechanical ventilators and online resources	Operates highly technical equipment such as ventilators. Use computers for word processing and computer charting.
16. Safety in Workplace • Follow CDC and institutional policies to prevent transmission of infection • Accurately identif**ies** patients. • Administer medications safely and accurately. • Recognize and minimize hazards that could increase healthcare associated infections. • Recognize and minimize accident hazards in the clinical setting. • Practice respiratory therapy according to established professional, ethical and institutional standards • Follow institutional safety and disaster policies	Maintains safe practice while drawing blood and handling blood and body fluids. Wears appropriate personal protective equipment when caring for patients with contagious diseases. Washes hands appropriately between patients. Ensures patient safety. Uses proper body mechanics when lifting and moving. Can follow~~s~~ emergency safety plans (e.g. Tornado, fire, electrical, disaster plans). Can identify frayed electrical cords.
17. Communication Standard • Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and nonverbal communication, such as interpretation of facial expressions, affect and body language). • Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy. • Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors.	**Representative Activity/Attribute** ● Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care. Elicits and records information about health history, current health state and responses to treatment from patients or family members. ● Conveys information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner. ● Establishes and maintain effective working relations with patients and co-workers. ● Recognizes and reports critical patient

Function	Skill(s) Tied to
	information to other caregivers. ● Teaches (e.g., patient/family about health care), explains procedures, gives oral reports (e.g., reports on patient's condition to others), interacts with others (e.g., health care workers), speaks on the telephone, influences people, and directs activities of others. ● Conveys information through writing (e.g., nursing documentation).

CURRICULUM (ASSOCIATE IN SCIENCE DEGREE)

Due to the completion of these required general education courses, students who enroll into the Respiratory Therapy Program are considered "part time" and will need to follow the part time course outline.

COURSE NUMBER	COURSE TITLE	CREDIT HOURS	CONTACT HOURS PER WEEK
	REQUIRED GENERAL EDUCATION		
PSYC 101 or SOCI 111	General Psychology or Sociology	3	3
APHY 101	Anatomy & Physiology I	3	4
MATH 123	Quantitative Reasoning (will accept MATH 118)	3	3
APHY 102	Anatomy & Physiology II	3	4
ENGL 111	English Composition I	3	3
CHEM 1XX	Chemistry	3	4
BIOL 2XX	Microbiology	3	4
COMM 101 or 102	Intro Communications or Fundamentals of Speech	3	3
IVYT 1XX	Ivy Tech Student Success: (Recommend 112)	1	1
	TOTAL	25	29
	REQUIRED RESPIRATORY THERAPY		
RESP 101	Assessment and Caring for a Respiratory Patient	6	8 (4 lec / 4 lab)
RESP 102	Advanced Assessment and Care of a Cardiopulmonary Patient	3	4 (2 lec / 2 lab)
RESP 103	Cardiopulmonary Anatomy and Physiology	3	3 lecture
RESP 104	Concepts in Adult Critical Care	3	4 (2 lec / 2 lab)

RESP 105	Cardiopulmonary Pathophysiology	3	3 lecture
RESP 106	Cardiopulmonary Pharmacology	3	3 lecture
RESP 107	Clinical Applications of Assessment and Caring for a Respiratory Patient	2	10 hours in clinic
RESP 108	Clinical Applications in Advanced Assessment and Care of a Cardiopulmonary Patient	2	10 hours in clinic
RESP 201	Advanced Concepts in Cardiopulmonary Diagnostic Procedures	4	4 lecture
RESP 202	Pediatric and Neonatal Advanced Critical Care	3	4 (2 lec / 2 lab)
RESP 203	Advanced Emergency Management	1	1 lecture
RESP 204	Extended Care for the Cardiopulmonary Patient	2	2 lecture
RESP 205	Advanced Respiratory Care and Comprehensive Review	3	3 lecture
RESP 206 *	Clinical Applications and Concepts in Critical Care I	2	10 hours in clinic
RESP 207 *	Clinical Applications and Concepts in Critical Care II	3	15 hours in clinic
RESP 208 *	Clinical Applications and Concepts in Critical Care (Equivalent to the combination of RESP 206 and RESP 207)	5	25 hours in clinic
RESP 209	Advanced Clinical Applications in Critical Care and Specialty Rotations	3	15 hours in clinic
	TOTAL	46	

Upon successful completion of the above courses (71 credits), the graduate is awarded an Associate of Science degree.

* Some campuses may require students to enroll in RESP 206 (2 credits) and RESP 207 (3 credits) in lieu of RESP 208 (5 credits) or enroll in only RESP 208.

STUDENT RESPONSIBILITIES STATEMENT

Students contribute effort and potential to the partnership. Students are responsible for participating in the learning process in a conscientious manner while taking full advantage of educational opportunities available. Students are also expected to conduct themselves in such a manner as not to interfere with the learning of others. The following list, not meant to be inclusive, further defines the student role:

- Come to all class sessions prepared and on time
- Display interest in the subject matter through participation, questions, etc.
- Bring forth concerns to appropriate individuals
- Seek help and clarification when necessary (i.e. tutoring, study groups, questions)
- Engage in accurate, objective self-assessment of own work and continually be aware of class standing/performance
- Understand the instructor's expectations and methods of assessment
- Initiate all paperwork necessary to enroll in and exit from the course, including financial aid documents

ESTIMATED PROGRAM COSTS

The following is an estimate of the cost for the Respiratory courses once accepted into the program. The total cost will be the same; however, due to the variation of course sequencing, the cost by semester will vary from one campus to another. Credit hour fee: In-state and out-of- state fees will vary and are subjective to change without notice. Please contact your local campus for current pricing.

All students must have a physical examination, CPR certification, drug screening and criminal background checks after being accepted into the program. Please see the program health form for all health requirements and attend a mandatory program orientation to determine if there are any other campus requirements. Students are responsible for transportation expenses to and from campus and clinical sites once clinical rotations begin. Occasionally, professional related conferences/seminars are offered during the program. Registration, housing, dining, and transportation fees may be the responsibility of the student.

For example, fall semester, RESP 101 and RESP 103:

Respiratory nine credit hours X $178.38	=	$ 1605.42
Lab Kit (*depending on Campus*)	=	150.00
Respiratory Books ($18.00/credit hour)	=	162.00
Clinical documentation software/web access	=	150.00
Technology Fee	=	75.00
Total Estimate		$ 2,141.42

For example, spring semester, RESP 102, 105, 106 and 107:

Respiratory eleven credit hours X $178.38	=	$ 1,962.18
Respiratory Books ($18.00/credit hour)	=	198.00
Technology Fee	=	75.00
Clinical uniform and supplies	=	250. 00
Total Estimate		$ 2,485.18

For example, summer semester, RESP 104 and 108:

Respiratory five credit hours X $178.38	=	$ 891.90
Respiratory Books ($18.00/credit hour)	=	90.00

Technology Fee	=	75.00
Total Estimate		$ 1,056.90

For example, second fall semester, RESP 208, 201 and 202:

Respiratory twelve credit hours X $178.38	=	$ 2,140.56
Respiratory Books ($18.00/credit hour)	=	216.00
Technology Fee	=	75.00
Total Estimate		$ 2,431.56

For example, second spring semester, RESP 204, 205, 203, 209:

Respiratory nine credit hours X $178.38	=	$ 1,605.42
Respiratory Books ($18.00/credit hour)	=	162.00
Therapist Multiple Choice Self-Assessment Exam	=	50.00
Clinical Simulation Self-Assessment Exam	=	70.00
Kettering Classmates Web Course	=	110.00
Technology Fee	=	75.00
Total Estimate		$2,072.42
Grand Total RESP Estimate		**$10,187.48**

****Not included in the program estimate is the cost of clinical placement requirements, such as vaccinations, CPR course, essential functions physical, background checks, drug screenings, mask fittings, etc**. **

For up-to-date tuition and textbook costs, please see https://www.ivytech.edu/tuition/.

JOB PLACEMENT

Program graduates across the state have excellent job placement rates; please see your local Respiratory Therapy campus for more specific information. According to the Bureau of Labor Statistics for 2024, the median hourly wage is $38.68, and the median annual wage is $80,450. Career Services is available to assist students with placement. More information can be found on https://coarc.com/students/programmatic-outcomes-data and clicking on outcomes data.

NATIONAL BOARD EXAM RESULTS

Ivy Tech cannot guarantee that any student will pass a certification or licensing exam. Your success will be determined by several factors beyond the instruction you are given in the classroom, including your test-taking skills, your willingness to study outside of class, and your satisfactory completion of appropriate practice exams. The Respiratory Therapy Examination exam questions are drawn from databases of hundreds of possible questions; therefore, a thorough understanding of the subject matter is required.

Each campus is responsible for their board results. Please go to https://coarc.com/students/programmatic-outcomes-dataand click on outcomes data for more specific information for each campus.

APPENDIX A
VERIFICATION FOR RECEIPT OF PROGRAM APPLICATION BOOKLET MAY 15, 2026

I have received a copy of the Respiratory Therapy Program application booklet May 15, 2026 and have had an opportunity to read and ask questions related to the content. I understand the rules and policies, and I agree to abide by them while a student in the Respiratory Therapy Program.

This page must be submitted with your Respiratory Therapy Program Application.

Student Signature_____ Date_____

C# _____