



## **OGTP Respiratory Therapy Faculty Panel Meeting**

WebEx Virtual Meeting

Friday, February 26, 2021

9:00AM-12:00PM

**Present:** Mike Chaney, John Payne, Andrea Pifher, Georgianna Sergakis, Pam Halfhill, Nicole McKenzie, Catherine Kenny, Debbie Haslar, Kathleen Compton, Mary Skowronski, Adrienne Hellinger, Yvonne George, Nancy Colletti, Carol Puder, Kelly Colwell, Stacia Biddle, Amy France

**ODHE/OATN Staff:** Joseph Derrico, Chenjie Wang, Holly Hall, Candice Grant

### **I. Welcome**

Ms. Holly Hall and Dr. Candice Grant welcomed meeting attendees. Those in attendance went around and introduced themselves.

### **II. Meeting Objectives**

Ms. Hall provided an overview of the meeting objectives. The meeting objectives included gaining an understanding of the Ohio Guaranteed Transfer Pathways (OGTP) initiative, gaining an understanding of the process, essential elements, and role in developing clear pathways, and to begin development of the OGTP.

### **III. Overview of OGTP**

Dr. Grant began the overview of the Ohio Guaranteed Transfer Pathways (OGTP). She explained the legislative code mandated that by December 1, 2018, the Ohio Department of Higher Education (ODHE) update and implement policies to ensure that any associate degree earned at any public two-year institution in the state shall transfer and be applied to a bachelor's degree in an equivalent field at a four-year institution without unnecessary duplication of courses or institutional barriers. The Ohio Articulation and Transfer Network (OATN) is using research-based methods outlined by the Aspen Institute to implement this policy. Dr. Grant explained the relevance of the work of the Ohio Mathematics Initiative as well as how other programs, like College Credit Plus, tie into OGTP. Ms. Hall explained the OGTP process, which starts with faculty-driven development (through focus groups, panel meetings, and on-campus discussions), then moves to the endorsement phase (survey of CAOs, collaborative resolution, and then Chancellor approval), and finally to the implementation phase (institutional template submission, institutional resolution, final approval, and communication). Final approved templates can be found on the ODHE website.

#### **IV. Discussion**

Panel co-lead Dr. Catherine Kenny initiated discussion by highlighting several areas for consideration, including identifying the appropriate mathematics course for the pathway (such as Statistics or College Algebra), the fact that many associate programs only include the First Writing course as they cut Second Writing when required to reduce degree credit hours to 65, and that respiratory programs do not really have course equivalencies but do have outcomes equivalencies (similar to nursing).

Dr. Nancy Colletti pointed out that we would likely need two pathways, one for AA or AS students (with a health sciences focus) that would transfer to Entry into Practice bachelor's programs, and one for AAS respiratory students that would transfer into Degree Advancement bachelor's programs.

Panel co-lead, Dr. Kelly Colwell mentioned the importance of developing a pathway to facilitate recruitment into the profession.

Carol Puder shared that BGSU's Entry to Practice bachelor's program does have an articulation agreement with LCCC for a 2+2 pathway from an associate of science.

#### **V. Pathway Development Work (10:00-11:50)**

As discussed, the panel is proposing two pathways, based on the two different types of program accreditation given by CoARC for bachelor's programs: Degree Advancement and Entry into Practice.

First, the panel discussed and began development of a pathway from an Associate of Applied Science in Respiratory Therapy/Care program to a Degree Advancement Bachelor's program. Because this is the pathway most suitable for the AAS programs represented at the meeting and is where the majority of associate degree students interested in respiratory therapy would come from, the panel focused primarily on development of this pathway. The panel agreed to only require First Writing in the pathway, as most associate programs do not have room in their curriculum for it, but included Second Writing as a recommendation if possible. After discussion on the mathematics required by the Degree Advancement programs, it was decided to allow any OTM approved mathematics course in the pathway, with a recommendation of Statistics because Kent State requires it (though it's possible to complete it after transfer at Kent if needed). The panel agreed to require one OTM approved Social and Behavioral Sciences course, with a recommendation of Introduction to Psychology or Sociology. The panel agreed to include 6-8 credit hours of OTM approved Natural Sciences, broken into two 3-4 credit hour courses with at least one requiring a laboratory. While most associate degree programs include Anatomy and Physiology, the

Degree Advancement bachelor's programs do not require a specific natural science, so it was left as "any OTM approved." There was also discussion of including an Ethics course in the general education section, but some institutions prefer a specific medical ethics course, and many associate programs do not have room in their curriculum, so it was decided to be included as a recommendation but not requirement. In addition to the course requirements outlined in the pathway, the the panel also agreed to include requirements that the associate degree to be from a CoARC-accredited Respiratory Therapy/Care program and students must be a Registered Respiratory Therapist (RRT); or Certified Respiratory Therapist (CRT) who is eligible to take the RRT exam.

The second pathway discussed was the Associate of Science or Arts Pre-Health Professions proposed OGTP, which would align to Entry into Practice bachelor's programs. Ms. Hall shared a draft of a pathway that was previously created with the intention to provide a pathway into a Health Science or Exercise Science bachelor's degree program, particularly ones with a pre-professional track or concentration in order to prepare them for a graduate or professional program in areas such as Physical Therapy and Occupational Therapy. Upon review of the curriculum of Entry into Practice bachelor's degree programs, Ms. Hall noted many similarities between this proposed pathway and the prerequisites and general education requirements of these programs. The panel agreed that the courses in the draft generally seemed appropriate, and in the interest of everyone's time, the panel could review the draft in more detail on their own time after the meeting and then submit feedback.

## **VI. Reflection and Next Steps**

Ms. Hall outlined the next steps. Ms. Hall will send out an email with a recap of the main points discussed in the meeting. Ms. Hall is also asking for feedback on the proposed ideas after attendees have had a chance to discuss the points with their respective institutions. Feedback will either be given in an email or a survey.

## **VII. For the Good of the Order**

Dr. Colletti briefly shared some announcements on behalf of the Ohio Society for Respiratory Care. Subsequently, Ms. Hall adjourned the meeting.