Overview

As part of the nation’s largest and most comprehensive state university system, Stony Brook University has grown from a small teacher preparation college to an internationally recognized research institution that offers a full spectrum of undergraduate, graduate, and professional programs through the doctoral degree. Stony Brook University is a member of the Association of Research Universities (AAU) and has a total enrollment of nearly 25,000 students. The Stony Brook Medicine Health Sciences Center and University Hospital are located at the geographic midpoint of Long Island’s north shore and are comprised of the Schools of Medicine, Dental Medicine, Health Technology and Management, Nursing, and Social Welfare. These schools are committed to excellence in patient care, education and research, sharing a common belief in the importance of the team approach to health care. The School of Health Technology and Management currently offers baccalaureate programs in Athletic Training, Clinical Laboratory Sciences, Health Science, and Respiratory Care. The school also offers graduate programs in Physician Assistant, Occupational Therapy, Physical Therapy and Health Care Policy and Management, plus a variety of non-credit clinical programs. Under the supportive leadership of Dean Craig Lehmann, Ph.D., the school has achieved excellence in teaching, research, community involvement, and scholarly activities.
The Program

The Respiratory Care Program, formerly known as Cardiorespiratory Sciences, was established in 1970 as the first health sciences program at Stony Brook. The program’s unique multi-competent curriculum enables students the option of working in three distinct health care fields: respiratory care, sleep technology and cardiovascular technology. The Respiratory Care program currently admits approximately 28 students each year into the two-year professional program which leads to a Bachelor of Science in Respiratory Care. Upon completion of program prerequisites, applicants are accepted into the program through either an on-line application process or as part of a special 4-year freshman-declared option. As of June 2013, the program has produced 852 graduates.

In 2004, Stony Brook became the first university-based program in the nation to be accredited in both sleep technology and respiratory care by the Commission on Accreditation for Respiratory Care (CoARC). The polysomnography specialty option is offered to senior-year students in good academic standing that apply to take additional coursework and clinical experience in sleep technology. The number of students enrolled in the polysomnography specialty option is limited to approximately 15. Students who satisfactorily complete the polysomnography specialty option curriculum are additionally awarded a polysomnography certificate of completion and are able to immediately sit for the board exams in polysomnography.

Current students receive between 92 and 96 credits while in the two years of the upper division professional program and are offered up to 1080 hours of clinical education at 16 affiliated sites on Long Island. Outcomes data from the 2013 CoARC Annual Report of Current Status for Respiratory Care Programs demonstrates a greater than 90% job placement rate with less than 10% attrition of students. The program has also received CoARC Distinguished Registered Respiratory Therapist Credentialing Success Awards in 2012 and 2013. Consistently high employer and graduate satisfaction levels are regularly reported to CoARC.

Mission

The mission of the Stony Brook University Respiratory Care Program is to offer the highest quality medical education in a learning environment that fosters critical thinking, encourages professional leadership, inspires research, and instills a strong appreciation of ethical values and human diversity. This multifaceted program emphasizes critical care, acute care, neonatal/pediatrics, cardiac care, home care,
polysomnography, and pulmonary diagnostics. Utilizing the standards established by the Commission on Accreditation for Respiratory Care (CoARC), the established curriculum provides students with the opportunity to develop the knowledge, skills, and attitudes necessary to be outstanding patient care providers. For students who enter the Polysomnography Specialty Option (PSO), our goal is to prepare practitioners with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of polysomnographic technology practice as performed by sleep disorders specialists.

**Polysomnography**

Utilizing established strengths and resources in polysomnography, the Department has offered numerous continuing education programs in sleep technology. Over the past 5 years, an 8-month non-credit certificate program in Polysomnographic Technology accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) was also offered. However, due to the recent establishment of a practice act for Polysomnographic Technologists in New York State, the non-credit certificate program is currently being upgraded to a Bachelor of Science program. Professor Russell Rozensky leads the Department’s efforts to expand education in this area. Russell currently is working with a multidisciplinary team to develop new wireless technology for use in sleep diagnostics and currently serves as the AARC Sleep Specialty Section Chair.

**Future Plans**

The 5 year strategic plan for the Department of Respiratory Care includes the creation of an Advanced Practice Respiratory Therapist (APRT) graduate level program. The curriculum for this new program is in the final stages of development and is based on the APRT accreditation standards being proposed by CoARC. The plan also includes working with our state society, education department, and other communities of interest, to develop a certification to practice in New York State that will include some form of prescriptive rights. The APRT practitioner position would provide vertical advancement opportunities for respiratory therapists who would like to expand their scope of responsibilities as physician extenders.

**Students**

The Department has an incredibly diverse student population consisting of approximately 70% minority students. Our Respiratory Care Academic Challenge Team (aka Sputum Bowl Team) recently won the annual college bowl competition at the New York Downstate Association for Respiratory Therapists symposium for the 5th year in a row. Students are very active with professional activities and recently helped staff several DRIVE 4 COPD events as part of the Department’s Respiratory Care Week activities. In 2013 two students traveled to Meru, Kenya as part of the Department’s first medical mission.
to Africa. And recently, four students won a $5000 Stony Brook grant as part of an interdisciplinary entrepreneur course to support creation of a low cost foldable infant incubator.

Faculty

The Department of Respiratory Care currently has seven full-time faculty members who are involved in research, product development, submission of grants, and other professional activities at local, state, national, and international levels. Collaboration with other departments has been the key to faculty success. The Department is also very fortunate to have excellent medical direction provided by two outstanding physicians who are renowned experts in their fields: Dr. Gerald Smaldone and Dr. Avram Gold.

John Brittelli, MS, RRT-NPS, RPFT earned both a Bachelor of Science degree in Respiratory Care and a Master of Science degree in Healthcare Policy and Management at Stony Brook University. John has been working in the profession since 1982 and started his career at University Hospital at Stony Brook. Professor Brittelli later joined private industry and held numerous administrative positions in home health care. He was the founder of two home medical equipment companies that served adults and children who were technologically dependent at home. John was later offered the opportunity to start-up a 40-bed ventilator unit at a chronic care facility, the largest in Suffolk County. John is currently responsible for teaching cardiopulmonary physiology, pulmonary diagnostics, and advanced respiratory care techniques. He also provides instruction for students in the Polysomnographic Technology Program and is the research coordinator for the department. John is the current Chair of the New York State Education Department, Office of the Professions, Respiratory Therapy Board. He is also part of an interdisciplinary team at Stony Brook that holds three patent pending applications for breakthrough medical technology products.
Ann Cuccia, BS, RRT-NPS, RPFT holds a Bachelor of Science degree in Biology from Longwood University, Virginia and Bachelor of Science degree in Cardiorespiratory Sciences (CRS) from the State University of New York at Stony Brook. Ann worked as a respiratory therapist at Stony Brook University Hospital where she was promoted to Coordinator of the Respiratory Care Unit, a unit specifically created for tracheostomized patients who had difficulty being weaned from mechanical ventilation. She later accepted a position in the Cardiopulmonary Rehabilitation Program at Southampton Hospital in Southampton, NY. There Ann provided healthy-lifestyle and disease self-management education, offered support to patients with both chronic lung and cardiac disease, managed the pulmonary function lab, and provided clinical instruction for students. She has co-authored several research papers related to aerosol medicine and mechanical ventilation. Professor Cuccia teaches the program’s courses in mechanical ventilation, patient assessment, and pulmonary pathology. Her research interests include lung cancer, COPD, pulmonary rehabilitation, and aerosol medicine. Professor Cuccia is currently pursuing a Master’s Degree in Public Health at Stony Brook.

Lisa Endee, BS, RRT-SDS, RPSGT received a Bachelor of Science degree from Fordham University in 1996 and went on to earn a second Bachelor of Science degree in Respiratory Care from the State University of New York at Stony Brook in 1999. Shortly after graduation, Lisa joined the Sleep Apnea Center at Good Samaritan Hospital Medical Center in West Islip where she was promoted to Lead Sleep Technologist and later took on the role of Clinical Coordinator, managing both the onsite adult and free standing pediatric sleep laboratories. Professor Endee has provided over 10 years of service to the Respiratory Care Program at Stony Brook as an adjunct faculty member, Clinical Instructor, advisory board member and as Chair of the Polysomnographic Technology Program’s advisory committee. Lisa’s responsibilities as a full-time Clinical Assistant Professor include teaching and clinical oversight of students in both the Polysomnography Specialty Option and Polysomnographic Technology Program. She is the author of a chapter in her field’s well-known textbook titled “Fundamentals of Sleep Technology,” has been an item writer for the National Board for Respiratory Care sleep specialty exam, and has co-authored several articles for the American Association of Respiratory Care’s Sleep Section. Her professional areas of interest include patient and public education in the areas of sleep wellness and health. Professor Endee is currently pursuing a Master’s Degree in Public Health at Stony Brook.
James A. Ganetis, MS, RRT-NPS received a BA degree in biology from Queens College in 1975 and a respiratory therapist diploma from New York University-Bellevue Hospital in 1977. In 1998, Jim completed both a Master of Science degree in Health Care Policy and Management and a New York State Advanced Certificate in Health Care Management from Stony Brook University. Professor Ganetis started his career at Stony Brook in 1981 as a clinician in the Respiratory Care Department at Stony Brook University Hospital. He was promoted to Assistant Director and later Associate Director of the hospital’s Respiratory Care Department. Professor Ganetis became a full-time faculty member in the Respiratory Care Program in 1992, when he assumed the position of Director of Clinical Education. In 2001, Jim assumed the responsibilities of program director. He became Chair of the Division of Diagnostic and Therapeutic Sciences in 2003 and functions as a faculty mentor, while fostering the implementation of new programs within the division. Jim has served as both a Board Member and Vice President of the Southeastern Chapter of the New York State Society for Respiratory Care. He was also Chair of the New York State Society for Respiratory Care Education Committee. His professional areas of expertise are basic therapeutics, perinatal/pediatric respiratory care, clinical education, and respiratory care management.

Lisa Johnson, MS, RRT-NPS received a Bachelor of Science degree in respiratory therapy from Quinnipiac University and received an Advanced Graduate Certificate in Community Health and a Master of Science degree in Health Care, Policy and Management from Stony Brook University. She is currently Vice Chair and Director of Clinical Education of the Respiratory Care Program and her responsibilities include teaching, advisement of students, faculty mentor and serving on campus and school committees. Her areas expertise for teaching are neonatal resuscitation, adult, neonatal and pediatric mechanical ventilation and pathophysiology. Professor Johnson was the clinical coordinator for the Health Careers Opportunity Program (HCOP), a federally funded program aimed at increasing a more diverse and competitive applicant pool of underrepresented students to pursue careers in allied health professions. In November 2011 she traveled to Kenya Methodist University in Meru, Kenya and lectured to students about respiratory therapy techniques, returning in 2013 as part of a medical mission of clinical faculty and students to the local hospitals, community and orphanage. Her professional areas of interest are asthma education and working with youth and their opportunities for college preparation.
Russell E. Rozensky, MS, RRT-SDS, CPFT, RPSGT earned a Bachelor of Science degree in Respiratory Care, a Master of Science degree in Healthcare Policy and Management, and an Advanced Certificate in Health Care Management at Stony Brook University. Russ started his career as a respiratory therapist at John T. Mather Memorial Hospital in Port Jefferson, NY. He was later trained in polysomnographic technology and opened the sleep laboratory at the hospital, where he was later promoted to supervisor. Russ joined the Respiratory Care Program at Stony Brook University in 2001 as an adjunct faculty member and in 2005 he accepted a full-time faculty position. He has served as the program director for the Polysomnographic Technology Program since 2009 and is currently working to convert that program from a non-credit certificate program to a Bachelor’s degree program. Professor Rozensky has been a member of the Board of Directors for the New York State Society for Respiratory Care Southeastern Chapter and is a site visitor for CoARC, specializing in Polysomnography accreditation. Russ has also written numerous articles for professional journals, including Sleep Review, RT magazine, Advance for Respiratory Care, and Advance for Sleep. He is also an editorial board member of Sleep Review magazine. Russ is a nationally-recognized speaker in the area of sleep technology and is currently the Chair of the Sleep Section for the AARC.

Stephen G. Smith, MPA, RRT received a Bachelor of Science Degree in Respiratory Therapy from Long Island University in 1978 and a Masters in Public Administration with an emphasis in Health Care Administration from Long Island University in 1983. Professor Smith started his career as a respiratory therapist at Queens Hospital Center in Jamaica, NY. In 1980 he accepted a position as a Respiratory Care Clinician at Stony Brook University Hospital and in 1981 was promoted to Assistant Director of Respiratory Care. In 1984 Stephen accepted a position as Director of Respiratory Care at Long Island Jewish Medical Center. In 1985 he became a partner and Vice President of Operations and Clinical Services at Anthony Home Health Care, Inc. In 1995 Stephen left the corporate world to return to clinical practice as the Assistant Director of Respiratory Care at Southside Hospital in Bay Shore, NY. He remained there until October of 2000 when he returned to Stony Brook University Hospital as Associate Director of Respiratory Care. Stephen accepted a full-time faculty position at Stony Brook in 2005 and is currently responsible for teaching the department’s cardiology courses. Professor Smith is our liaison to the Long Island State Veteran’s Home which is located on the Stony Brook campus and has served as Vice-President and President of the school’s Faculty Assembly. Professor Smith was appointed as a member of the New York State Education Department Respiratory Therapy Board in 2002, where he was elected as Chair, and now serves as an Extended Member of the licensure board. He has spoken at many conferences, reviewed textbooks, is involved in research and has been published in medical journals. His areas of interest include all aspects of cardiac care, medical and professional ethics, and chronic care.
Gerald C. Smaldone, M.D., Ph.D. is a Professor of Medicine, Physiology and Biophysics at the State University of New York at Stony Brook. He received a Bachelors Degree in Chemical Engineering at New York University School of Engineering in 1969. In 1975, he completed a combined M.D., Ph.D. program under the tutelage of Edward H. Bergofsky, M.D., at New York University School of Medicine. His thesis was in pulmonary mechanics. Dr. Smaldone received his clinical training as an intern and resident in the medicine program at The University of Rochester, New York, Strong Memorial Hospital. Between 1977 and 1980 he completed fellowships in Pulmonary Medicine and Environmental Physiology at The Johns Hopkins University. Since 1980, he has been at Stony Brook as a member of the Pulmonary/Critical Care Division, Department of Medicine. In 1996, he became Division Head. His research activities include a long-standing interest in pulmonary mechanics, the use of aerosols as special tools to study respiratory behavior, and the development of better techniques for aerosolized drug delivery. Presently, he is actively involved in multiple projects utilizing monodisperse and polydisperse aerosols directed towards the study of inflammatory airway disease, airway geometry, and drug delivery. In addition to his research activities, Dr. Smaldone actively practices at University Hospital. He specializes in pulmonary and critical care medicine. He is also the founding editor of the Journal of Aerosol Medicine.

Avram R. Gold, M.D. is an Associate Professor of Medicine at the Stony Brook University School of Medicine. He received a Bachelors Degree from the University College of Arts and Sciences of New York University in 1975. In 1979, he received his MD degree from the State University of New York – Downstate Medical School. Dr. Gold received his clinical training as an intern and resident in the medicine program at Maimonides Medical Center in Brooklyn, New York. Between 1982 and 1986 he completed fellowships in Pulmonary Medicine and Environmental Physiology at The Johns Hopkins University School of Medicine. Dr. Gold was the first post-doctoral fellow trained at the Johns Hopkins Sleep Disorders Center, spending three clinical/research years there. Since 1987, he has been at Stony Brook University as a member of the Pulmonary/Critical Care Division, Department of Medicine. In 1990, Dr. Gold began the sleep laboratory of the DVA Medical Center - Northport, Stony Brook University’s principal sleep research laboratory. Since 1998, he has also served as the Medical Director of the Department of Medicine’s Sleep Disorders Center. His research activities include a long-standing interest in upper airway mechanics during sleep with a special interest in methods for measuring the tendency of the upper airway to collapse. Dr. Gold is also doing pioneering work in the relationship between subtle upper airway collapse during sleep and the functional somatic syndromes. Presently, he is actively involved in 5 research projects. In addition to his research activities and clinical Sleep Medicine practice, Dr. Gold actively practices Pulmonary/Critical Care Medicine at the DVA Medical Center – Northport.
The Respiratory Care Profession lost one of its most gifted educators on January 8, 2014 when Louis M. Sinopoli, EdD, RRT, AE-C, FAARC passed away. Dr. Sinopoli was internationally known for pioneering the change to criterion-referenced NBRC examinations and went on to serve as the first respiratory therapist to chair the NBRC’s Therapist Written Examination Committee. Lou started his career in respiratory care in Bayonne, New Jersey working as an “inhalation therapist” and soon after in 1969 joined the faculty of the Inhalation Therapy Program at the State University of New York Upstate Medical Center in Syracuse, New York where he taught many leaders in the profession how to delivery respiratory care including Shelley Mishoe, PhD, RRT, FAARC and Steve Mikles EdS, RRT, FAARC (both who served as Chair of the Commission on Accreditation for Respiratory Care), and also George Gaebler, MSEd, FAARC, the current President of the AARC. In 1976 he left Syracuse to earn his EdD from UCLA and study under the mentorship of the nationally recognized authority on criterion referenced testing, Dr. W. James Popham. Dr. Sinopoli earned his doctorate degree, specializing in research methods and evaluation, in 1981 from UCLA, where he taught for a few years before becoming the Program Director and Professor at the Respiratory Therapist Program at El Camino College in Torrance, California. During his distinguished career he served on the NBRC Board of Trustees for eight years and was honored as the recipient of the NBRC’s Robert H. Miller Award in 1999 for his outstanding contribution to respiratory care and credentialing. In 2004, AARC awarded Dr. Sinopoli the Jimmy A. Young Medal, the association’s highest honor.

Lou Sinopoli and I were faculty members together in Syracuse 1969-1973 and have been close friends ever since. Those who knew Lou and worked with him can attest to his warm and outgoing personality – he simply was fun to be around. His last email to me was on July 18, 2013, when he sent a PowerPoint file, *Life on the Train* (Author Unknown) to describe how saddened he was by the passing of Steve Mikles (Steve was one of Lou’s students and good friends in Syracuse). Lou wrote that he always shared the story of *Life on the Train* with his students just before graduation. The last slide reads:

*We’re all on this train ride together. Above all, we should all try to strive to make the ride as pleasant and memorable as we can, right up until we each make the final stop and leave the train for the last time.*
Community College Articulation for AS to BS Bridge

By Paul G. Eberle, PhD, RRT
Professor and Chair, Department of Respiratory Therapy
Dr. Ezekiel R. Dumke College of Health Professions
Weber State University

Respiratory therapists are frequently called upon to provide case management, patient consulting or advanced-practice and evidence-based clinical advice to a growing contingency. Their responsibilities are expanding as they are recognized to possess advanced skills and assessment abilities that benefit patients and health care institutions. It seems clear that practitioners increasingly require clinical skills and education commensurate with their responsibility as life-support professionals. These are skills that are acquired by extensive clinical practice and by advanced education. Since the AARC’s International Congress in November 2013 in Anaheim, resolutions were presented and passed to the AARC Board of Directors by the House of Delegates acknowledging increasing importance on advancing the profession to baccalaureate preparation. Several programs with university affiliations market plans for helping transfer students obtain advanced education from regionally accredited schools (University of Missouri, University of Cincinnati, Boise State University, University of Kansas, and other universities, offer flexible on-line options to degree completion). At Weber State University, plans are being finalized to accept an AS degree and a RRT credential to facilitate BS completion for Kirkwood Community College in Cedar Rapids, Iowa. This articulation plan could work on a larger scale to prepare practitioners with the educational credentials for success in the profession.

<table>
<thead>
<tr>
<th>Minimum to apply</th>
<th>Required for Major</th>
<th>Institutional Hrs.</th>
<th>Upper Division</th>
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<tbody>
<tr>
<td>Transfer into WSU an AS degree &amp; RRT credential</td>
<td>3 credit hours in RT (REST 4610-Advanced Assessment; 4620-Health Promotion, and 4630-CQI project).</td>
<td>30 hours institutional credit</td>
<td>40 hours Upper Division, i.e., courses numbered 3000 or higher (credit by testing for up to 26 credit hours for RRT credential).</td>
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The plan calls for:

1) Maximizing credit obtained from the respiratory therapy curriculum toward the 120 credit hours (semester) required for the BS degree. Transfer students enter advanced degree completion with a variety of general education credits formatted by schools across the country and specified by the awarding institution so individual circumstances vary. As a result, evaluation is dependent on individual preparation but plans for completion may only require the 30 institutional hours beyond the AS and RRT credential.

2) Three hours required in the respiratory therapy major to include self-directed projects in advanced assessment, health promotion, and continuous quality improvement.
3) Thirty (30) hours required by the institution for graduation, transfer students with the RRT credential are eligible for up to 26 hours of experiential credit (upper division) posted to the applicant’s transcript (fee required to post credits).

4) No clinical component required by the curriculum based on RRT preparation.

The Weber State University Respiratory Therapy program includes up to 29 credit hours in the curriculum leaving only 11 to complete the Upper Division requirement. The catalog specifies "electives" to include:

*In addition to the 29 REST credit hours required above, a minimum of 9 credit hours must be selected from the following upper division electives. Departmental standards are developed which specify content of certain projects; remaining credits are “elective” with content approved by program advisor. Other upper division credits will be considered upon approval of program advisor. A total of 40 upper division credit hours are required.*

- **REST 3500 - Survey of Polysomnography** Credits: (1)
- **REST 3501 - Anatomy and Physiology of Sleep** Credits: (3)
- **REST 3502 - Introduction to Sleep Disorders** Credits: (2)
- **REST 3503 - Instrumentation and Computers in Polysomnography** Credits: (2)
- **REST 3505 - Therapeutics of Managing Sleep Apnea** Credits: (2)
- **REST 4800 - Independent Projects** Credits: (1-6)
- **REST 4830 - Directed Readings** Credits: (1-3)
- **REST 4850 - Study Abroad** Credits: (1-6)
- **REST 4990 - Senior Seminar** Credits: (2)
- **HAS 3000 - The Health Care System** Credits: (3)
- **HAS 3230 - Health Communication** Credits: (3)
- **HAS 3260 - Health Care Administrative and Supervisory Theory** Credits: (3)
- **HAS 4400 - Legal and Ethical Aspects of Health Administration** Credits: (3)

Students can "pick and choose" which credits are right for them. Additionally, the program offers a Study Abroad experience in Ghana, Africa for up to 6 credit hours (decreasing necessary electives to 5 cr. hrs.). The program offers courses in sleep and also gives credit for ACLS and PALS certification (REST 4800) and for additional credentials earned (CPFT, NPS, SDS, RPSGT) while in the program.

**CoBGRTE Committees Meet by Teleconference**

*By Tom Barnes, EdD, RRT, FAARC
President, CoBGRTE*

Despite the brutal winter weather, CoBGRTE committees have met during February to move forward the association’s goals for 2014. The Executive Committee met on 2/19 to discuss reinstatement of CoARC Policy 13, appointments to the CoBGRTE Task Force on Accreditation, and to plan for Task Force activities in March and April. The CoBGRTE Chairs Committee met on 2/27 to discuss a standardized format and schedule for reports to the Board of Directors; ways to divide work assignments and facilitate communication; and heard reports on projects underway including plans for the CoBGRTE Seminar scheduled for July 14, 2p-6p on Marco Island, Florida.
“On behalf of the CoBGRTE Board of Directors, I would like to thank Jones and Bartlett Learning for continuing as a Corporate Sponsor in 2014. CoBGRTE has worked hard to advance baccalaureate and graduate education for respiratory therapists since 2000, first as a steering committee, now as a nonprofit 501(c)(6) professional association incorporated in the State of Maine on February 8, 2012. As CoBGRTE enters its third year as a nonprofit professional association with 48 institutional members, and active, student and associate members from coast to coast, corporate sponsorship becomes especially important. It will allow more educational programs for members, more scholarships for students, and greater support for committee activities, all aimed at improving respiratory care education and “raising the bar” for respiratory care practice. Please take a few minutes in 2014 to thank your Jones and Bartlett Learning representative for their support of CoBGRTE the next time you meet.”

Tom Barnes, EdD, RRT, FAARC
President, CoBGRTE
**CoBGRTE Institutional Members**

Indiana Respiratory Therapy Consortium
Georgia State University
Weber State University
Boise State University
Bellarmine University
Rush University
Salisbury University
University of Toledo
The Ohio State University
State University of New York Upstate Medical University
Northeastern University
University of Texas Medical Branch - Galveston
Wheeling Jesuit University
Texas State University
University of South Alabama
Long Island University
University of North Carolina – Charlotte
Louisiana State University – New Orleans
Midwestern State University
Jefferson College of Health Sciences
Youngstown State University
Rutgers University
Nova Southeastern University
Loma Linda University
University of Arkansas for Medical Sciences
State University of New York at Stony Brook
University of Texas Health Science Center – San Antonio
University of Hartford
University of Cincinnati
CoBGRTE Institutional Members – Continued

University of Kansas Medical Center
College of Southern Nevada
Highline Community College
University of Akron
Oregon Institute of Technology
Georgia Regents University
St. Alexius Medical Center-University of Mary
Valencia College
Kettering College of Medical Arts
Shenandoah University
Middle Georgia State College
York College of Pennsylvania
University of Alabama at Birmingham
Respiratory Care Board of California
Texas Southern University
St. Catherine University
Armstrong Atlantic State University
Cincinnati Children’s Hospital Medical Center
East Tennessee State University

Reminder: CoBGRTE Institutional Members receive free postings for open faculty member positions or hospital RT department staff and leadership positions at: http://www.cobgrte.org/professionalpositions.html
Ten Reasons Why You Should Become a CoBGRTE Member

If you haven’t already decided to become a CoBGRTE member after visiting www.cobgrte.org, the following are 10 reasons why you should join the coalition.

1. Collectively work towards the day when all respiratory therapists enter the profession with a baccalaureate or graduate degree in respiratory care.
2. Support a national association, representing the 55 colleges/universities awarding baccalaureate and graduate degrees in respiratory care, to move forward the recommendations of the third 2015 conference.
3. Help start new baccalaureate and graduate RT programs thus leading to a higher quality of respiratory therapist entering the workforce.
4. Work to change the image of the RT profession from technical-vocational-associate degree education to professional education at the baccalaureate and graduate degree level.
5. Join colleagues to collectively develop standards for baccalaureate and graduate respiratory therapist education.
6. Develop public relations programs to make potential students aware of baccalaureate and graduate respiratory therapist programs.
7. Award scholarships to baccalaureate and graduate respiratory therapy students.
8. Find answers to the flooding of the market place with under-educated respiratory therapists.
9. Help to publicize, among department directors/managers, the differences between respiratory therapists with associate, baccalaureate and graduate degrees.
10. Help to support maintaining a roster and web site for all baccalaureate and graduate respiratory therapist programs.

Become a CoBGRTE member by completing the application on the Membership Page: http://www.cobgrte.org/membership.html

"Dedicated to Improving Respiratory Therapy Education"

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