



RESPIRATORY THERAPY PROGRAM

HANDBOOK

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MENTAL HEALTH SUPPORT

VIRTUAL COUNSELING WITH BETTERTMYND

ADDITIONAL PROGRAM – RELATED COSTS **30**

Welcome

The faculty welcomes you to the Madison College Respiratory Therapy Program.

During your experience here, you will apply information from the classroom into the laboratory and clinical setting. You will develop and draw on many skills, from critical thinking to empathy. In the clinical setting every patient and every situation is unique. You cannot memorize all the answers, but you will be expected to apply the Respiratory Care skills that you have learned.

Your professional behavior is also essential. Those qualities, over and beyond the knowledge you gain and the skills you learn, are essential for your success in school and in your later work as a Respiratory Therapist. In broad terms, you will be expected to demonstrate respect for others, communicate effectively, cooperate with fellow workers, and display the dependability expected of a professional. Give 100% and treat your classmates, instructors, patients, and co-workers, as you would like to be treated.

Those who make the most of the program learn early on that the program faculty, clinical staff, instructors, and other college personnel work extremely hard to build a bridge for you to successfully graduate and realize your dream. You can become a Respiratory Therapist and enjoy a rewarding and successful career. It is up to you to be successful; we are here to help you achieve your goals.

In our experience, we have come to know our success depends upon your success both in the program and in clinical practice after you graduate; therefore, we look forward to assisting you in your efforts to become a knowledgeable and skilled Respiratory Therapist.

Sincerely,

The Madison College Respiratory Therapy Program Faculty

Madison College Mission, Vision, and Values

Mission

Madison College provides open access to quality higher education that fosters lifelong learning and success within our communities.

Vision

To be the leader in accessible, affordable education that meets the evolving needs of our diverse communities.

Values

- Excellence
- Respect
- Commitment to students and diverse communities

Program Vision and Philosophy

Vision

It is the desire of the program faculty to continue to develop a Respiratory Care Program whose graduates and faculty enjoy a reputation of excellence.

Philosophy

The Faculty of the Respiratory Therapy Program believes that:

- The purpose of the program is to serve students who wish to become Respiratory Therapists; and that by so doing, the program serves the future patients of these students.
- Knowledge, skills, behavior, and attitude are of equal importance in the development of respiratory care practitioners.
- The graduates of the program should possess competence at the level of the advanced practitioner, with adequate knowledge in the scientific foundation; critical thinking skills; and strong ethical principles.
- The program faculty hold sacred the dignity and worth of all people regardless of race, creed, sex, disadvantage, disability, or social status.

Program Description

The Respiratory Care Program prepares the graduate to take an active role in the maintenance and/or restoration of cardiopulmonary homeostasis. The curriculum includes intensive course work in the supporting sciences and general education areas. Classroom instruction is supplemented with learning experiences in the campus laboratory and in area clinical affiliates. Students enrolled in the Respiratory Care Program are required to achieve a minimum grade of "C" in each Respiratory Care course and each required science course.

The program is 21 months in length and results in graduates receiving an Associate of Applied Science (AAS) degree in Respiratory Therapy upon successful completion of the curriculum.

Acceptance into the Respiratory Therapy Program at Madison College indicates that the faculty and staff in the program have chosen to dedicate their time, effort, and expertise to train you to become an allied health practitioner. Your acceptance of our invitation to enter the program indicates that you are committed to becoming a professional in the cardiopulmonary sciences by fulfilling the degree requirements and taking all the appropriate board exams. Your acceptance also marks the beginning of an intense two-year didactic and clinical preparation to become a competent and caring professional in respiratory therapy. Successful completion of the Program demands the fullest commitment of time, effort and energy from all parties involved. This handbook outlines the specific qualities, attributes and learning strategies required of a successful student in the Program and further serves to define resources and references you may need throughout your course of study as well as those you may need in your career as a professional in the cardiopulmonary sciences.

To ensure effective education in the Respiratory Therapy Program, each individual participating in the program must have a full understanding of the responsibility involved. The Respiratory Therapy Student Handbook is designed to provide the student with the necessary information regarding policies, procedures, and expectations in the Respiratory Therapy Program. This handbook is meant to be a guide to assist students in attaining their goal to become a competent Respiratory Therapist. Revision of the handbook is an ongoing process, and every effort will be made to keep students advised of any changes to the handbook, as well as to minimize the inconvenience such changes might create. The handbook will be posted on the program's webpage. Students are expected to read the handbook thoroughly. Students will be required to sign an acknowledgement form indicating their understanding of the program handbook. Any questions regarding the handbook should be directed to the program faculty.

Textbooks

1. Madison College Respiratory Therapy Program, Clinical Practice Manual
2. Egan's Fundamentals of Respiratory Care, 13th edition, Elsevier 2024
3. NBRC Exam Review Book (title to be determined)
4. Kettering Classmates online clinical simulation program license

Accreditation

The most important goal of the Madison College Respiratory Therapy Program is the graduation of competent Respiratory Care Practitioners in the areas of knowledge, technical skills, and professional behaviors. Using National Board for Respiratory Care (NBRC) exam results as well as student, graduate, employer and faculty surveys, the program strives to continually improve. To document and assist in maintaining high quality education, the Commission on Accreditation for Respiratory Care (CoARC) accredits the program. If you have questions/concerns regarding the program's accreditation status, you can contact CoARC at:

CoARC
1248 Harwood Road
Bedford, TX 76021-4244
817-283-2835 (Office)

[CoARC](#)

Information related to the program's success on NBRC exams, job placement as well as other outcomes could be found at the following link: [CoARC](#)

Career Description, Credentialing and Licensure

Description of the Career

Respiratory Therapists are members of a team of health care professionals and work in a wide variety of clinical settings. They evaluate, treat, and manage patients of all ages with respiratory and cardiopulmonary disease. In addition to performing therapies, Respiratory Therapists are involved in clinical decision-making and patient education. Respiratory Therapists work primarily in hospitals providing and assessing the clinical status of patients and performing diagnostic testing. They may also work in diagnostic labs, such as pulmonary function and sleep labs. Therapists work in emergency rooms, intensive care units and participate in life support procedures including airway care, mechanical ventilation, and resuscitation. In addition to other therapies, they provide the delivery of medication to patients' airways, including patients with asthma, emphysema, chronic bronchitis, and cystic fibrosis. Other employment options for Respiratory Therapists include home care, sales, education, and research.

Goals

This program is designed 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).

Outcomes

1. Upon completion of the program, graduates will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their roles as advanced-level respiratory therapists. Graduates will be competent in the application of problem-solving strategies, clinical decision-making, and patient education in the patient care setting.
2. Upon completion of the program, graduates will demonstrate technical proficiency in all skills necessary to fulfill their roles as advanced-level respiratory therapists. Graduates will be competent to perform all respiratory care diagnostic and therapeutic procedures required of a respiratory therapist entering the profession.
3. Upon completion of the program, graduates will demonstrate personal behavior consistent with professional and employer expectations for advanced-level respiratory therapists. Graduates will be competent in the application of ethical decision-making and professional responsibility. Graduates will be able to function within inter-professional teams and communicate effectively with patients and other members of the health care team, both as individuals and in groups, regardless of their beliefs, languages, and abilities. The ability to communicate effectively with diverse groups is basic to the provision of respiratory care services in a safe and effective manner.

Credentialing

The Therapist Multiple-Choice (TMC) Examination and the Clinical Simulation Examination are the professional credentialing examinations taken by graduates of CoARC accredited programs to earn the Certified Respiratory Therapist (CRT) credential and Registered Respiratory Therapist (RRT) credential, which are offered by the National Board for Respiratory Care (NBRC). The American Association for Respiratory Care, the CoARC, and the NBRC recognize the RRT credential as the "standard of excellence" for respiratory care professionals. Upon graduation, graduates meet the admission requirements for the Therapist Multiple-Choice Examination administered by the National Board for Respiratory Care (NBRC). Following successful completion of the Therapist Multiple-Choice Examination, one earns the CRT credential and is recognized as a Certified Respiratory Therapist. Passing the Therapist Multiple-Choice Examination with a score above a certain high cut score also makes one eligible to take the Clinical Simulations Examination. Likewise, after successful completion of the

Clinical Simulations Examination, one earns the RRT credential and is recognized as a Registered Respiratory Therapist. The CRT and RRT credential must be earned within three years of completing the respiratory therapy program. Individuals whose three-year time limit has expired must retake and pass the Therapist Multiple-Choice Examination above a certain cut score to reinstate their eligibility for the Clinical Simulations Examination. For more information on NBRC CRT and RRT credential, see the [NBRC website](#) .

Licensure

The CRT and/or RRT credentials are used as the basis for the licensure in all the 49 states, including Wisconsin, which regulate the practice of respiratory care (Alaska does not have licensure). Students are encouraged and aided by Faculty during the months leading up to graduation to start the application process with the Wisconsin Department of Safety and Professional Services to become a licensed respiratory Therapy (LRT). Visit this [DSPS website](#) . A felony conviction may affect a graduate's ability to sit for the NBRC examinations or attain state licensure. Please contact the DSPS for further details.

Core Workforce Skills

Madison College's employability skills are eight key workplace/soft skills that local employers told us were important. Development of these skills will aid students in becoming life-long learners on the job, at home, and in the community. Students will be assessed on these skills. This program addresses the following 8 Core Workforce Skills, in order of importance as determined by local industry surveys:

1. Self-Management
2. Critical Thinking
3. Social Interaction
4. Ethics
5. Communication – Listening
6. Communication – Speaking
7. Communication – Reading
8. Communication – Writing

Essential Functions for the Respiratory Therapy Program

The Respiratory Therapy Program complies with the American with Disabilities Act (ADA), and consistent with the ADA, the Essential Functions list on the next page provides the framework to relate functional ability categories and representative activities/attributes to any limitations/deficits in functional abilities. These standards shall be used by the Respiratory Therapy Program to make decisions related to the ability of the respiratory therapy student to perform the essential functions of respiratory therapy.

If a prospective student is or becomes unable to meet the required Essential Functions, the Respiratory Therapy Program, in consultation with Madison College's Disability Resource Services (DRS) (Truax Campus, Main Building, Room C1434, (608) 246-6716), will determine on an individual basis whether reasonable accommodations can be made that would permit the student to meet the Essential Functions, thus allowing the student to continue in the program.

Gross Motor Ability:

- Move within confined spaces
- Sit and stand to maintain balance
- Reach above shoulders and below waist

Fine Motor Ability:

- Pick up large and small objects with hands
- Grasp/pinch/squeeze small objects with hands or fingers
- Write clearly and neatly with pen or pencil
- Use a computer
- Twist or turn knobs with hands
- Adequate manual dexterity as to be capable of maintaining sterility

Physical Endurance:

- Stand at client's side during procedure
- Sustain repetitive movements
- Maintain physical tolerance throughout 8-hour shift
- Work and complete tasks at a reasonable pace

Physical Strength:

- Relocate 25 lbs., push/pull/roll 60 lbs.
- Move objects weighing 10-50 lbs.
- Carry equipment/supplies
- Squeeze with hands
- Body Mobility:
- Twist, bend, stoop, and squat
- Move quickly
- Climb ladders/stools/stairs
- Walk

Hearing:

- Hear faint to normal speaking sounds
- Hear faint body sounds (i.e., breath and heart sounds)
- Hear auditory alarms, telephones
- Hear sounds via stethoscope

Visual:

- Visually assess clients
- See object up to 20 inches away and see object more than 20 feet away
- Use peripheral vision
- Distinguish color and color intensity
- See emergency lights/lamps

Tactile:

- Feel vibrations (i.e., pulses)
- Feel difference in surface characteristics (i.e., palpate artery/vein)
- Detect client temperature and environmental temperature

Smell:

- Detect odors from client
- Detect smoke, gas, or noxious smells

Reading:

- Read and interpret physicians' orders
- Read and understand written documents
- Read very fine or small print

Arithmetic:

- Read and understand columns of writing, digital displays, and graphic printouts (i.e., flow sheets)
- Calibrate equipment
- Convert numbers to metric
- Tell time and measure time (duration)
- Count rates (i.e., pulses, breathing rate)
- Use measuring tools (i.e., thermometer, scales)
- Able to perform basic arithmetic functions; add, subtract, multiply, divide, compute fractions, use a calculator and record numbers

Emotional Stability:

- Establish therapeutic boundaries
- Provide client with appropriate emotional support
- Adapt to changing environment/stress
- Deal and cope with the unexpected (i.e., crisis, grief)
- Focus attention on task despite distractions
- Perform multiple responsibilities concurrently
- Show appropriate compassion through communications

Critical Thinking Skills:

- Transfer/extrapolate knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve, prioritize tasks
- Use long- and short-term memory
- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Interpersonal Skills:

- Negotiate interpersonal conflict appropriately
- Respect differences in clients and co-workers
- Establish rapport with clients and co-workers
- Work effectively with physicians, staff, clients, and clients' families

Communication Skills:

- Teach (i.e., client, family, co-worker)
- Speak clearly and distinctly
- Explain procedure
- Interact with others
- Direct activities of others
- Convey information through writing (i.e., progress note)

Program Policies and Guidelines

Equitable Application of Program Policies and Procedures

The Respiratory Therapy Program at Madison College is a traditional RT program. We can admit up to 30 students per year, based on our CoARC agreement and available resources. All didactic and laboratory work will take place on the Truax campus. Students will be rotated through clinical rotations at area clinical facilities. College and program policies will apply to all students and faculty. In addition, each clinical site will have its own policies that will be followed when students or faculty are practicing at that location.

Curriculum

- General Chemistry and Written Communication must be completed or in process when petitioning for the program or during the petitioning semester. The curriculum for the Respiratory Therapy Program as well as course descriptions can be found [here](#)
- Required Respiratory Therapy courses are designated with a 515 number as the middle three digits. Each of these courses are offered only once a year and are prerequisites for subsequent 515 courses so they must be taken in sequence. Required science courses must be taken in or before the semester they are listed on the curriculum sheet. Many of these are prerequisites for 515 courses so failure to complete them in time may preclude you from continuing in the program.
- Continuous enrollment (semesters) in the program and a grade of “C” or better in all courses required of the Respiratory Therapy Program is necessary for successful completion. A student who withdraws from a course or earns lower than a grade of “C” in a Respiratory Therapy (515) course or a required science course will be dropped from the Respiratory Therapy Program with the possibility for re-entry into the program the following year. (See re-entry for more information).
- **The program curriculum is posted on the program website.**
-

Transfer of Credits

- Transfer of course work/credits completed at other colleges or universities will be evaluated when official transcripts are received at the college. All courses completed at other institutions are considered for transfer credit only if they were taken at fully accredited institutions and are equivalent in content and credit value. The transfer credit department will review your transcripts. In addition, your assigned faculty advisor will review your course work and determine if there are courses that should be considered for advanced standing. Please consult with your assigned advisor if you have questions regarding your courses.

Grading Policy

The grading scale below is the program grading scale and will be utilized in all program courses and clinical rotations.

A equals 94 to 100. AB equals 90 to 93. B equals 85 to 89. BC equals 80 to 84. C equals 75 to 79 and is the minimum requirement to continue in the program. D equals 70 to 74. F equals below 70.

A	94-100
AB	90-93
B	85-89
BC	80-84
C	75-79 (minimum requirement to continue in program)
D	70-74
F	<70

Grades will not be rounded, so for example 74.5% is not rounded to 75% and is therefore not a passing grade to continue in the program.

Students have one week to challenge a grade (assignments, quizzes, exams). After one week, a grade is considered final. Final exams will need to be challenged within **48 hours**.

Point breakdowns, how points are distributed, and grade makeup are determined by each individual instructor and will be covered in individual course syllabi. It is the students' responsibility to track their academic progress in courses throughout the program. When a student has trouble mastering competencies in any course, he/she is expected to seek help from the instructor for that course. Each student is expected to complete their own work. Any student caught cheating or plagiarizing another's work will be given an F for that work. See Madison College [Student Code of Conduct](#) for the colleges' plagiarism/cheating policies.

Late or Missing Assignments, Quizzes or Tests

All assignments (including labs) must be turned in at the beginning of class on the day that the assignment is due unless a different due date/time are set by the course instructor. Assignments that are turned in after the start of class on the due date will be penalized by 50% of the total points earned. All late assignments must be turned in within one week of the original due date, or 0 points will be given. There will be a maximum of 3 late assignments allowed per course. More than 3 late assignments in a course will result in a required meeting with the faculty instructor to discuss penalties and possible remediation for the course in question.

Guidelines/policies that are more specific are in each class syllabi. If a test is missed due to an absence the test can be retaken for 50% credit unless prior arrangements are made with the instructor. Please refer to the specific class syllabi for guideline/policy.

Withdrawal and Reentry

Steps to Withdraw or Reenter the Program

Any student who receives less than a C in a respiratory therapy course, a required science course or withdraws from the Respiratory Therapy Program may request to reenter the program by contacting the Program Director and completing the following steps. A student may reenter the program only once.

Note: It is the responsibility of the student to withdraw from a Respiratory Therapy course. The student must initiate the withdrawal process according to the procedures, by dropping courses through myMadisonCollege portal or by contacting Enrollment Services.

1. Meet with the Program Director to discuss student status and reenrollment/reentry options. Failure to discuss withdrawal with the Program Director may jeopardize the student's ability to reenroll/re-enter. The student is responsible for following the Madison College Procedure for course/program withdrawal.
2. A written request to the Program Director is required for re-enrollment/reentry consideration. All requests are considered on a space-available basis.
3. If approved, the student will sign an extension agreement allowing the student to reenter the program the following year based on space limitations.
4. The student must work with faculty and create an action plan for future success in the program. This plan lays out the steps the student will take to overcome the barriers that are preventing success. For example, a student may be asked to work in an entry-level healthcare position while waiting for reentry to the program or take an entry-level math course to improve their math skills.
5. Students will be required to complete competency testing to determine course placement; remedial work may be required along with auditing courses. Individualized remediation will be determined by the Program Director and faculty recommendations. A student's entire file will be reviewed for purposes of evaluation for placement in the program.

A student reentering the program will continue in the course sequence but may be required to audit courses necessary to regain competency, keeping in mind that fees for auditing courses will apply.

A student that withdraws from the program and does not complete a reentry agreement will not be able to reenter the program and must reapply to the program submitting the required application.

If a student chooses to reenter, they **MUST** follow Steps, 1, 2, 3, 4 and 5 listed above in the Withdrawal and Reentry section.

Auditing Courses

To audit a class, you must meet the following requirements:

- The class **MUST** be a degree credit class. Non-credit, non-degree and enrichment classes cannot be audited.
- A seat must be available.
- You must meet all enrollment requirements.
- You must declare your intent to audit at the time of registration, which must be prior to the start date.

- Staff assistance is required to enroll as an audit. You may call the Enrollment Center or visit in person.
- Tuition and fees are not modified except for students 60 years old or older who are eligible for a [Fee Exemption](#).
- You must meet attendance requirements, participate in the classroom work, and complete assignments, but may not participate in examinations/evaluations.
-
- Audited classes have a final grade of "AU," which is not calculated in your GPA. Audited classes do not:
 - Fulfill admission or enrollment requirements
 - Count towards a student's enrollment status
 - Count towards program certification or graduation requirements
 - Count for financial aid or veteran's educational benefit calculations
 - Factor into satisfactory academic progress for financial aid purposes

Classroom Attendance and Timeliness

Attendance is mandatory for all Respiratory Therapy courses. Absences will be excused if a student contacts the instructor for any given course before the start of the course on that day. Failure to do so will result in an unexcused absence. Any student receiving more than one unexcused absence will be required to meet with the course instructor and Program Director to set up an action plan for future attendance.

Students are expected to be on time for every class or lab. Arriving late or leaving early is unprofessional and disruptive to other students and the instructor. Arriving after the scheduled start time or leaving before the scheduled dismissal time without notifying the course instructor will be documented as one occurrence. After two occurrences, the student will have to meet with the course instructor and program director to set up an action plan for future attendance.

Class and Clinical Cancellation

Besides local radio & TV stations and the Madison College website, students can call the hotline to inquire about weather related school closings at (608) 246-6606. The **Wolf Pack Alert** is the college system to contact students via text message and/or email. It is highly recommended that every student signs up. Directions can be found at [Wolf Pack Alert](#) . If the college is closed due to adverse weather or another unforeseen event, clinical is automatically called off. If an instructor needs to cancel a clinical day, they will contact students ahead of time.

Reasonable Accommodations

Students with disabilities who require accommodation can contact the Disability Resource Services to set up any accommodation necessary. The DRS information can be found at [DRS Services](#)

Student Code of Conduct and Dismissal from the Program

All students are required to follow the Madison College student code of conduct. Failure to do so can result in removal from the Respiratory Therapy Program with no chance of re- entry.

The code of conduct can be found at [Student Code of Conduct](#)

In addition to violations of the college's code of conduct, a student can be dismissed from the program with no chance of re-entry for

- Receiving a less than passing grade of C (<75%) in 2 core Respiratory Courses in one semester
- Code of Conduct violation/Unethical Behavior
- Failure to maintain compliance with the Essential Functions for the Respiratory Therapy Program
- HIPAA violation
- Endangering any patient's life
- Coming to class, lab or clinical under the influence of drugs or alcohol.

All dismissals from the program must be reviewed and approved by the Dean of the School of Health Sciences, Director of Clinical Education, and the Program Director.

Ethical Practices

Smoking or Substance Abuse: as a future Respiratory Therapist, it is not acceptable for you to leave clinical at any point to go outside of our hospitals to smoke. We, as the faculty of this program, are in complete agreement that smoking is not acceptable due to patient sensitivities to tobacco odors. We also feel that smoking reflects poorly on our profession. Much like perfumes or colognes, residual smoke on your uniform can be offensive to patients, visitors, and fellow health care professionals. To extend this concern further, a student cannot practice in our profession while under the influence of alcohol, drugs or any substance that impairs judgment including prescription drugs. A student suspected to be under the influence of drugs or alcohol in the clinical setting may be required to be drug-tested by the facility. A positive result will result in immediate removal of the student from the program. Any student failing to abide by any of these requirements will be removed from clinical on that day. Student will then be required to meet with the college's Behavioral Intervention Team (BIT), which could result in removal from the course and/or program. Furthermore, any Unethical Behavior/Gross Misconduct or other serious nonconformance with Program or SoHS policies may result in immediate termination from the program.

Use of Electronic Devices

The use of cell phones and/or smart watches is not acceptable during lecture, laboratory, or clinical. All cellular phones must be turned off or put on vibrate in lecture and laboratory classes. Students may not carry personal cell phones in the hospitals while in clinical unless allowed by the clinical instructor. Students may have a cell phone in a purse, backpack or in a locker, but it must be turned off. Messages can be checked during breaks or lunch. This ensures patient privacy and hospital policies state that photos may never be taken in any patient care areas. Hospital employees have been fired for taking a seemingly harmless photo that unintentionally included patient or family. Please inform childcare providers of this policy. In some cases, the instructor may approve that students can carry their phone considering an extenuating circumstance. Cell phones and smart watches are never allowed to be used during testing.

Calculators may be required for course work. Personal digital assistants (PDA's), IPAD's, Tablets or cellular phones cannot be used for calculators. Texting is disruptive and will not be tolerated in class. If caught texting during an organized class discussion or lecture, a phone may be confiscated and returned to the student after class. Smart watches are not allowed during exams.

Audio recording is strictly prohibited in the clinical setting; it is a HIPAA violation and may result in termination from the program. Audio recording may be used in the classroom if part of documented accommodation, but only with the permission of the instructor for that course.

Acceptable RT Program Communication Modes

Students as well as faculty should always use their Madison College accounts for email.

The RT Program also uses the Microsoft Teams App for direct messaging between faculty and students. Each class will have an account set up by the faculty for direct messaging. It is up to the individual faculty members whether students can report absences or tardies via the Teams app. The app is available for both iPhone and Android.

Social Media Code of Conduct

This code provides Madison College respiratory therapy students with rules for participation in social media, including media hosted by clinical affiliates as well as non-clinical affiliate social media. HIPAA regulations apply to comments made on social networking sites, and violators are subject to the same prosecution as with other HIPAA violations.

The term "social media" includes but is not limited to blogs; social networks such as Facebook, Instagram, Snapchat, Twitter®, X; podcasts; video sharing; Really Simple Syndication (RSS) feeds; and on-line collaborative information and publishing systems.

The term "clinical affiliate" includes ANY clinical affiliate used by Madison College for health career education.

Guidelines:

- Students must, always, abide by the Madison College Code of Ethics when using or participating in social media. All the policies that apply to the Respiratory Therapy Program apply to our clinical affiliates.
- Students must, always, remain respectful of the clinical affiliates, their patients, visitors, vendors, medical and allied health staff, and former and current employees. Materials may not be posted which are obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive, hateful, or embarrassing to another person or entity. Students may not engage in any activity that reflects negatively on a clinical affiliate.
- Students may not disclose any confidential or proprietary information regarding any clinical affiliate, its patients, visitors, vendors, medical, nursing, allied health staff, former and current employees including but not limited to, business, medical and financial information; represent that they are communicating the views of any clinical affiliate unless authorized by that clinical affiliate and Madison College; or act in any manner which creates the false impression that they are communicating on behalf of or as a representative of a clinical affiliate.
- Students may not use or disclose any patient identifying information of any kind in any social media. This rule applies even if the patient is not identified by name where the information to be used or disclosed may enable someone to identify the patient.
- Students should not participate in online discussions of specific patients, even if all identifying information is excluded. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment may still allow the reader to recognize the identity of a specific individual.
- This policy applies to students when using social media while at a clinical affiliate site and while using social media when away from a clinical affiliate site. This policy does not apply to content that is unrelated to a clinical affiliate, its patients, visitors, vendors, medical and allied health staff, and former and current employees.

- Students are not permitted to use a clinical affiliate logo or Madison College logo in any internet posting.
- Students are personally responsible for what they post.
- Students may not establish a clinical affiliate hosted social media site.
- Violation of this policy will result in corrective action up to and including removal from the program.

Service Credit

Students are required to complete a minimum of 20 professional credits during their time in the program. These Service Credit points are included in the Evaluation Score for Respiratory Clinical 5 and must be completed prior to beginning the internship in the 4th semester. There will be many opportunities available throughout the program to satisfy this requirement. Examples of professional credits include student involvement in the state and national professional organization, as well as service to community. To name a few, this may include visits to local schools to promote respiratory therapy, volunteering at educational or healthcare promotional events, setting up a booth at a school to talk about the impact of smoking/vaping.

Attendance at State and National Conferences

Students will have the chance to attend the State Respiratory Care Conference as a first-year student. Attendance is optional as a first-year student but is a wonderful opportunity for networking, furthering knowledge in the field, and becoming engaged in the WSRC. During the second year of the program, students are required to attend at least one day, but full attendance is encouraged. The conference is generally held in late April/Early May.

Graduation Requirements

- Complete all 515 didactic, laboratory and clinical courses with a minimum grade of 75% within a 3-year academic calendar timeframe.
- Successfully checked off all state-mandated clinical skills
- Complete all general study courses required to complete AAS degree
- Complete at minimum 20 hours of community service during program completion
- Attend the NRRCC conference or complete in lieu of project
- Completion of mock certification and registry exams
- Attend 2-day NBRC review seminar
- Complete required licensure paperwork and testing

Self-Assessment Exams

Prior to graduation, students are required to pass the Self-Assessment Exams (SAE's) for the Therapist Multiple Choice Exam (TMC) at the CRT and RRT level, according to the national pass rates. The exams are proctored by program faculty. Fees for these exams are included in your total tuition costs.

To ensure success on these Self-Assessment Exams, students will review content and take practice exams/computerized clinical simulation exams. Success on these exams leads to higher national pass rates in accordance with the National Board of Respiratory Care (NBRC) and the Wisconsin Department of Safety and Professional Services (DSPS).

Professionalism

Transitioning to Professionalism

Tenure as a student in the Respiratory Therapy Program will be unlike past educational experiences. Unlike the general curriculum required for most associate degrees, this coursework will be streamlined and specialized to the cardiopulmonary sciences and will traverse classroom examination to demonstrate competency in clinical settings. The most successful graduates from the Respiratory Therapy Program demonstrate a triad of qualities including professional decorum, professional integrity, and educational leadership. The integrated incorporation of these qualities eases the transition from college student to health care professional.

Professional Decorum

First impressions go a long way in determining how one is perceived and treated in the classroom and in the clinic. To earn respect on both a professional and personal level, one must project the appearance of a competent professional. Arriving on time or early demonstrates that you understand and respect the importance of attendance in both the clinic and the classroom. Health care professionals should be well groomed, dressed in the appropriate attire, and prepared for the task at hand whether it be classroom activities (books, assignments, prior readings, etc.) or in the clinic (scrubs, name badge, black pen, stethoscope, etc.). Students should also be respectful of those who may be sensitive to strong odors by limiting the use of scented products (i.e., colognes, lotions, cigarette smoke, etc.). Taken together, these guidelines define the professional decorum expected of each student enrolled in the Respiratory Therapy Program as they pertain to both the classroom and clinical environments.

As a student, you are expected to:

- Arrive on time, in proper uniform and ready for the task at hand
- Be well-groomed with practiced bodily hygiene
- Dress in the appropriate attire
- Have the needed materials/equipment
- Wear your Identification Badge (on campus and in Hospital)
- Manage time wisely and complete assigned tasks
- Always demonstrate a positive attitude in caring for patients and interactions with peers and health care professionals
- Strive to identify own weaknesses and develop strategies to improve
- Display honesty and demonstrate responsibility for own actions
- Show respect for peers, fellow health care professionals, patients and their families/visitors
- Show compassion for patients and always treat them with dignity
- Always protect patient confidentiality
- Perform all patient care procedures, upholding all medical, legal and ethical standards of the profession (follow AARC Clinical Practice Guidelines and abide by the AARC's Code of Ethics)
- Maintain a positive attitude and contribute to a positive environment for learning
- Maintain a cooperative learning environment by offering to help fellow students with questions or reach out to others when in need of assistance

Professional Integrity

As a respiratory therapist, professional success will be determined in part by professional integrity. The successful student is one who possesses effective communication skills, is self-directed and willingly participates in all aspects of the educational process. These students demonstrate great respect for themselves, their professors, and colleagues; they are honest and embrace clinical practice with ethical and moral standards. Furthermore, these students are admired by those with whom they interact for their sympathetic and empathetic standard of care in the clinical setting.

Students are expected to:

- Utilize effective interpersonal communication skills
- Be self-directed and motivated in your studies and in clinic
- Demonstrate respect for yourself, the faculty and staff, and your peers
- Provide sympathetic and empathetic care

Professionalism as a Student

There are numerous opportunities available for students to develop their professionalism. These include participation in service-learning projects, health fairs, mentoring, membership in professional organizations, attendance at state and national conferences, and membership in the Madison College Respiratory Therapy Club.

Student Responsibilities

Students are expected to be familiar with Madison College policies and procedures. Many of the important policies and procedures are on the Madison College website, located at [Madison College Student Responsibilities](#)

Students in this program are expected to:

- Take responsibility for their own learning
- Be prepared for class and be an enthusiastic participant during class
- Treat others with tolerance and respect
- Act responsibly and reliably in group work
- Set high standards for all work

AARC statement of Ethics and Professional Conduct

In the conduct of professional activities, the Respiratory Therapist/student shall be bound by the following ethical and professional principles. Respiratory Therapists/students shall:

- Demonstrate behaviors that reflect integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Seek educational opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent, and which are within the scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients they treat, including the right to privacy, informed consent, and refusal of treatment.

- Divulge no protected information regarding any patient or family unless disclosure is required for responsible performance of duty, authorized by the patient and/or family, or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws, which govern and relate to their practice.
- Avoid any form of conduct that is fraudulent or creates a conflict of interest and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.

Revised 11/17

Educational Leadership

Proficiency as a respiratory therapist will also be evaluated on educational leadership. The most successful professionals not only understand and are proficient at the “how” of the tasks in their field but also understand the “why” behind the actions on a fundamental level. It is not enough to memorize the material presented; students must possess an understanding of the material beyond recall. Such understanding of fundamental procedures and disease processes allows a professional to make the most informed decisions and anticipate realistic outcomes and complications in patient care. Furthermore, health care professionals are expected or required to continue their education after completion of the degree program. In fact, it is now the policy of some hospitals to require continued education (RRT credential, asthma educator, etc.) for advancement. Educational leaders share their knowledge and skills with others (e.g., preceptor, serving on advisory committees, hospital committees, WSRC Board of Directors, or WSRC District representatives).

Students are expected to:

- Master the presented material beyond the recall level
- Demonstrate mastery of the fundamental principles and techniques
- Familiarize yourself with current topics in professional journals (RC Journal, [AARC](#))
- Demonstrate competency in diagnostic and/or therapeutic procedures and patient care

Academic Integrity

This is an expectation in all Madison College classes. Plagiarism, cheating, and collusion are prohibited at Madison College. Plagiarism is defined as passing of another person’s work as your own. Students who fail to observe these standards are subject to disciplinary action. Madison College has a strong policy on Academic Misconduct which is published on the Madison College website. Please refer to this page on the Madison College website to review all Academic Integrity and Misconduct policies located at [Academic Integrity Policies](#). If a student is caught cheating on any exam, quiz or assignment, a grade of “F” will be given for that exam, quiz or assignment. In addition, the student will be referred to student services for discipline based on college policy. A severe or repeat occurrence may result in the student being given an F for the course and subsequently dropped from the program.

Policy Example: A student, for whatever reason, fails to hand in the required homework assignment before the start of class, and hands it in after class. This results in a 50% penalty. The student earns 9/10 points, but because the assignment is late, the student will receive only 4.5/10 points.

Policy Example: A student misses class and therefore doesn't hand in the assignment on time. The student then hands in the assignment 2 weeks later. Since this time frame is longer than the allowed 1-week rule, the student receives 0 points for the assignment.

Emailing an assignment to the instructor if a student knows they will be absent from a class will mitigate any penalties as long as the instructor receives said email before the start of class.

Program Support and Resources

Faculty Advising

Each student will be assigned a faculty advisor. This will be a member of the Respiratory Therapy faculty who will work with students over the 2 years of the program with any academic or program issues a student may have. We ask that students meet with faculty once per semester to assure they are on track for completion of courses and to get student perspective on the courses and program.

All faculty members are dedicated to student success in the program. We are also dedicated to the highest quality of care that patients can receive. Therefore, they are available to students at any time they have questions, comments, or concerns during their time in the program. Many times, a student may need to talk to faculty about something that happened in class, or it may be specific information that they do not understand. Faculty doors are open, and students are invited to come and talk. There will be times when faculty have other classes or meetings, but in general, faculty have an open-door policy for students. If a student needs more than 15 minutes to talk, it's best to make an appointment, but in general, faculty are always available.

Our goal for students is successful completion of this program. The respiratory therapy program staff is truly dedicated to student success and wants them to feel free to reach out with any questions and concerns.

Faculty

Program Director:

Patty Montgomery, BS, RRT

Office 202 G

608-246-6698

pmontgomery@madisoncollege.edu

Director of Clinical Education:

Chris Becker, MSE, RRT

Office 202 L

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Program Faculty:

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608-243-4662

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Joe Punzel, BS, RRT

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jmpunzel@madisoncollege.edu

Amy Setchell, BS, RRT

Office 208 P

608-246-6527

setchell@madisoncollege.edu

Study Area Availability

Group study is encouraged and is beneficial to each of you being successful in the program. Students can use room 270 in the Health Education Building as study areas when available. Please see program faculty to set up times for group study. There are also several areas in the Health Education Building that can be used as study areas.

Student Hours and Open Lab

Program Faculty takes pride in being available to help students outside of regularly scheduled class times. Faculty have scheduled student hours most days and are regularly available to assist students with practicing in the open lab setting. Some faculty have online student hours in the evening. Students are encouraged to take advantage of open lab times to ensure they have a firm grasp on the equipment, procedures, and concepts they are expected to know.

Helpful Hints for Success

- **Commit Yourself**

You cannot go about learning respiratory therapy in a halfhearted fashion. To integrate the many concepts of cardiopulmonary sciences you must be aggressive and be devoted to your studies. This may mean spending less time with family, friends, and co-workers and more time with fellow students, faculty, and patients.

- **Ask Yourself Why**

Whenever possible, ask yourself why something is the way that it is, or happens the way that it does. If you are unsure of the answer, ask the instructor. This method will help you remember and integrate material and increase your level of understanding. The beauty of respiratory therapy is that so much of the physiology, pathophysiology, diagnostic techniques, and treatment modalities make sense. If something does not make perfect sense to you, make every effort to see that it does. Do not simply give in and memorize the material.

- **Take Responsibility for What You Don't Know**

If you do not understand something, and you are like most students, you will do one of two things. You can forget about the material, attempt to learn it the day before the test when it is too late, completely botch it on the exam, and then blame the teacher for not explaining it to your satisfaction. Better yet, you can ask the teacher, preferably on the day of the lecture, about the material that you do not understand. The teacher is here to help you, so take advantage of their knowledge. You cannot and must not be afraid of asking questions. You are paying for this, so get your money's worth.

- **Focus on the Material, not on the Exam**

In order to make your time here a rewarding and enjoyable (well, at least less stressful) experience, your goal must be to learn the material, not just pass the exams. The primary purpose of the exams is to get you to study. If you work hard and dedicate yourself to learning the material, the exams will take care of themselves. Do not continually ask, "Do we need to know this for the test?" If you familiarize yourself with everything presented in class, as well as each reference indicated by the instructor, you will do well.

- **Do Not Cram**

If you enjoy headaches, then by all means study the material at the last minute. However, if you want to reduce stress in your life, keep up with the material!

Academic Information Disclosure Form

Students may request faculty or staff release academic information to prospective employers. Staff or faculty receiving this authorization from the student are responsible for retaining it. The form will expire three years from the start date unless an earlier date is noted on the form.

Additional Opportunities

Mentoring

By becoming a mentor to fellow students, students are helping to provide the skills necessary to achieve their highest potential and thus strengthening the profession and community. Mentoring can be done silently by setting an example to others, or mentoring can be hands-on through sharing proven study skills, time management, knowledge, and experience with fellow students.

Therapists often give of their time, knowledge, and expertise to the advancement of their profession by becoming clinical instructors/preceptors, unit coordinators, shift supervisors, and managers. They participate in research and provide seminars in services and continuing education.

Membership in Professional Organizations

Membership in the AARC is critical to ensure a united, strong voice for patient advocacy in the areas of access to services and quality patient care by appropriate health care professionals. The respiratory therapy profession has a national organization called the American Association for Respiratory Care ([AARC](#)), with an AARC State affiliate in most states. In Wisconsin, the AARC State affiliate is the Wisconsin Society for Respiratory Care ([WSRC](#)). Since 1947, the AARC has been committed to enhancing our professionalism as respiratory care practitioners, improving our performance on the job, and helping us broaden the scope of knowledge essential to our success. Student support of the AARC and WSRC is integral to the success of the profession. By joining the AARC, students help gain access and strengthen positions and credibility with lawmakers and administrative agencies. Each member can both indirectly and directly strengthen the foundation of the respiratory profession by becoming a member today. The AARC is dedicated to helping members grow and develop as respiratory care professionals. They offer news, authoritative and up-to-date information, and resources, and provide life-long learning through continuing education, and career assistance. During the state and national meetings, students will have the opportunity to hear the latest research regarding the profession, be introduced to new technology and equipment, and network with other professionals from around the nation.

Madison College RT Club Membership

Madison College has a student-run Respiratory Therapy Club, which is open to all RT program students. The goals of the club are to promote collaboration between the first- and second-year students, allow for mentoring by the second-year students and fundraise to help offset some of the conference fees. Membership is not mandatory but is a wonderful way to engage with fellow classmates in both years.

Student Employment

Several local area hospitals offer Student Respiratory Therapy positions, which can be applied for after completion of the first semester of the program. These offer excellent opportunities to earn money while furthering your knowledge. These positions are not affiliated with the Madison College Respiratory Therapy Program and are solely employment opportunities within the specific hospitals. Student jobs are a great opportunity to further skills, but student priority must be on school. Absences from class due to student employment will not be tolerated and will be considered an unexcused absence. The local hospitals understand this and will work with students to ensure they are able to fully commit to being at school for all classes. Students are not allowed to function as an employee during clinical time. Students may not engage in work activities and clinical practice simultaneously. The only exception to this policy is if a student is enrolled in an approved apprenticeship program.

Advisory Board

The program Advisory Board is an advice-giving body assisting the program in meeting the needs of the community in a manner consistent with the college mission. In this context, the committee serves in an advisory capacity to the faculty and administration to ensure the program meets the needs of the community by providing graduates who have the necessary skills and knowledge for success in the workplace.

Composition of Advisory Board:

The Advisory Board shall be comprised of representatives from area employers, community members, former graduates of the respiratory care program, current students in the respiratory care program, college administrators and faculty members who support the curriculum of the respiratory care program. (CoARC also requires a member from the general community.)

Students from each class will be selected to serve on the program's advisory committee. These representatives will be the liaisons between the class and the advisory committee during their tenure in the program.

Additional Policies and Resources

Family Educational Rights and Privacy Act (FERPA)

It is the policy of Madison College to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. Section 1232g. Notice is hereby given to Madison Area Technical College students as follows:

It is the intention of Madison College to fully comply with provisions of the above-mentioned federal law. The administrative procedures to implement compliance may be reviewed during normal business hours in the following campus location: Enrollment Center, Truax Campus.

This law permits the college to make public certain "directory" information about students. It is the intention of the college to do so, as may be appropriate to the normal course of college business and operations. The following information is regarded to be directory type, and some or all of it may be made public: student name, major field of study (program), dates of attendance (by term), enrollment status (full- or part-time), degrees and awards received, participation in officially recognized activities and sports, weight, and height of members of athletic teams and email address.

Any student objecting to their directory information being made public must file a Notice of Non-Disclosure with the Enrollment Center, Madison College 1701 Wright St, Madison, WI 53704. The Notice of Non-Disclosure must be filed within ten (10) days after the beginning of each semester.

Health Insurance Portability and Accountability Act (HIPAA)

The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to ensure confidentiality, integrity, and availability of electronic protected health information.

HIPAA regulations apply to comments made on social networking sites, and violators are subject to the same prosecution as with other HIPAA violations. Patient privacy measures taken in any public forum apply to social networking sites as well. Online discussions of specific patients should be avoided, even if all identifying

information is excluded. It is possible that someone could recognize the patient being referred to based upon the context and treatment information. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment may still allow the reader to recognize the identity of a specific individual.

Making Higher Education Available to All

Madison College is committed to diversity and does not discriminate. We strive to grow and sustain a culture where all people are valued for who they are and who they will become. The nature of diversity includes but is not limited to gender, race, sexual orientation, ethnicity, disability, age, and religion. Each person is treated with respect, and all students are given the tools to find success.

Instructor Responsibilities

Program instructors are committed to communicating openly and frequently with students about program classes. Faculty will maintain a professional, safe learning environment adhering to the policies of the college. Students can expect a reply to communication, be it via e-mail, through online discussions, voicemail, or in person, within 24-48 business hours.

Technical Assistance

The Student Help Desk is located in the Truax Library, room A3000. Student lab assistants are available in person and by phone at (608) 243-4444; toll-free at (866) 277-4445; by email at <https://madisoncollege.edu/student-computer-help> to provide computer support to fellow students. These services are available Monday - Thursday: 7:30 a.m. - 9:00 p.m., Friday: 7:30 a.m. - 4:30 p.m. and Saturday: 9:00 a.m. - 1:00 p.m. In addition, students can call an after-hours help desk until 10:00 p.m. most evenings, by calling (608) 246-6666.

Brightspace

Courses have been created in Brightspace for all program classes. Students can access these courses by logging in to the following page at [Brightspace](#)

- Brightspace Student Support information
Contact Student Technology Help by calling 608-243-444 or emailing at helpdesk@d2l.com. Students can find additional assistance [here](#)
- Brightspace Outages
Madison College does its best to keep the Brightspace classroom up and running. However, despite best efforts, virtual classrooms may go down unexpectedly. If a student cannot access their classroom, they should phone the Student Help Desk: (608) 243-4444; toll-free: (866) 277-4445.

Disability Act Statement

Madison College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Disability Resources Services at (608) 246-6716 (Students who are deaf via Relay 711), room C1434 at Truax or via email at drs@madisoncollege.edu. If a student has an accommodation card from the DRS office indicating a disability which requires academic accommodation, please present it to faculty and discuss the accommodations that might be needed in the class. Students should request these accommodations at the beginning of, if not before class a class begins, so there is ample time to make the accommodations which are within the boundaries of the Essential Functions of the Respiratory Therapy Program, are found in RT Program Handbook.

Tutoring Services at Madison College

<http://libguides.madisoncollege.edu/tutoring>

Counseling Services at Madison College

608-246-6076

<http://madisoncollege.edu/counseling>

Career Resources at Madison College

608) 243-4598

<https://madisoncollege.edu/student-experience/services/career>

Student Writing Center Assistance

(608)243-4289

<https://madisoncollege.edu/writing-center>

Syllabus Changes

As course instructors, faculty retain the right to make changes in the syllabus based on the timeline of the class, feedback from learners and/or logistical issues and will inform students when a change is made.

Student Email

Madison College offers a student e-mail account for all students. Each student is responsible for monitoring their student e-mail account. Student e-mail can be accessed [here](#)

AARC Statement on Cultural Diversity and Inclusion

The AARC professional community embraces diversity and multi-culturalism in all its forms and promotes respect, cultural competence, and inclusion in every facet of its mission.

The AARC is enriched by the unique differences found among its diverse members, their patients/ clients, and other stakeholders. The AARC values and embraces equal opportunity and promotes the use of personal and cultural backgrounds to enhance our profession. The AARC accomplishes this by:

- Demonstrating sensitivity to all forms of diversity and multiculturalism including, but not limited to age, gender and gender identity, race, color and ethnicity, nationality and national origin, ancestry, religious affiliation and creed, sexual orientation, socioeconomic status, political affiliation, physical and mental abilities, veteran and active armed service status, job responsibilities and experience, education and

training.

- Acknowledging the varied beliefs, attitudes, behaviors, and customs of the people that constitute its communities of interest, thereby creating a diverse, multicultural, and inclusive professional environment.
- Promoting an appreciation for communication between, and understanding among, people with different beliefs and backgrounds.
- Accommodating the needs of the physically disabled at events and activities.
- Using multicultural content and gender-neutral references in documents and publications.
- Promoting diversity and inclusion through education and cultural competence in its education programs.
- Actively recruiting candidates from under-represented groups for leadership and mentoring programs.

Revised 07/18

Equity and Inclusion Statement

The Respiratory Therapy Program will be a safe and affirming learning space for all students, regardless of age, race, ethnicity, citizen status, gender, sex, sexual orientation, parental status, religion, ability, or socioeconomic status. As instructors, we pledge to respect all students based upon these factors, including the use of preferred names and pronouns, and encourage open communication. Students are welcome and encouraged to share any/all viewpoints relevant to course material, and respectful, relevant debate is encouraged, provided all materials for the day can still be covered.

Gender Inclusion Statement

The instructors and students in program courses are expected to respect others' identities, names, and pronouns. Faculty will gladly honor student requests to be addressed by their chosen name or gender pronoun. Please advise faculty at any point in the semester so that they may make appropriate changes to their records. If a student would like to change their name with the college, do so via the form found at [Student Records](#) are corrected after making a mistake or misgendering another student, briefly apologize, correct the mistake, and move on. If a student feels their identity is not being respected, including by instructors, faculty invite students to reach out about the issue, in whatever manner makes them comfortable so that faculty can make every effort to correct the error. If a student does not feel comfortable doing so, consider reaching out to other resources like the Office of College Culture and Climate, [Dean of Students Office](#), or [Equal Opportunity and Civil Rights](#).

Madison College is a Safe Space for All

Madison College is committed to providing a safe space for all students, employees, and staff. Negative attitudes and fear during the COVID-19 pandemic can lead to [discrimination against people and communities](#). Prejudiced behavior violates our values and our policies and should be reported. If a student experiences or observe harassment or discrimination, Madison College's [Harassment and Discrimination Policy](#) outlines the procedure for filing a complaint. Madison College does not tolerate discrimination of any type. We strive to provide an educational environment free from harassment.

Conflict Management Process

If a student feels they have been treated unfairly, they should follow the procedures provided by Madison College on the website under [Student Rights and Responsibilities](#) . Students MUST follow these procedures to assure fair treatment.

Students with Disabilities (ADA Statement) and Title IX Pregnancy and Parenting Requirements

Madison College is committed to creating conditions that empower and support students with disabilities to reach their learning goals. The College ensures equal access to all academic programs and activities by offering qualified students reasonable accommodations and support.

To receive consideration for reasonable accommodations for a disability, a student must contact the Disability Resource Services. If approved for accommodations, Disability Resource Services will provide the student with an accommodation plan. Students with questions regarding available accommodations and support should contact Disability Resource Services at 608-246-6716 or email drstransition@madisoncollege.edu (link sends e-mail). If approved for accommodations, please share the accommodation plan with faculty as early as possible. If a student feels their accommodation needs are not being met, they should inform faculty or Disability Resource Services as soon as possible.

Students must be allowed to take time off school for pregnancy, childbirth, miscarriage, abortion, and recovery for as long as their doctor says it is medically necessary. Students with pregnancy-related conditions should submit the [Student Pregnancy Accommodation Request form](#) or contact Disability Resource Services at [608.246.6716](tel:608.246.6716) or drstransition@madisoncollege.edu to make a request for accommodations.

For the protection of the student and her unborn child, any student who is pregnant upon entry into the program or becomes pregnant during her time in the program is required to obtain a 'safe practice' note from their physician indicating what is/is not acceptable for the student during the pregnancy. This is especially important in the clinical setting. The documentation must be updated EACH semester and as deemed necessary. The pregnant student is required to meet all class and course objectives the same as other students in her class.

Mental Health Support

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug concerns, feeling down, or loss of motivation. Learn about the free, confidential mental health services available on campus by calling 608-246-6076 or visiting [Mental Health Counseling Services](#). For afterhours mental health emergencies, please call the National Suicide Prevention Hotline at 1-800-273-TALK, 911, Madison College Public Safety 608-243-2222, the Center for Suicide Awareness – text the word “Connect” to 741741, and for Dane County residents, Journey Mental Health Crisis Unit 608-280-2600.

Virtual Counseling with BetterMynd

Madison College is partnered with [BetterMynd](#) to offer you access to private online therapy sessions from their diverse network of licensed mental health counselors. Sessions are available during the day, at night, and on the weekends. Please note, BetterMynd is not a crisis service. [BetterMynd](#) also provides free self-help resources and free group workshops to all Madison College students.

Additional Program-Related Costs to Students

Required	Approximate Cost
My Clinical Exchange Subscription	\$35-\$70
Castlebranch account/background check	\$68
Drug screening	\$37
Scrubs	\$50-\$200
Stethoscope	\$50-\$200
Conference fees	\$100-\$300
NRP Exam fee	\$45
Hospital ID badges	\$22
State of Wisconsin Licensure fee	\$150

Strongly Suggested	Approximate Cost
AARC Student Membership	\$25 per year