

Instructional Design W/ Respiratory Therapy Educator Preparation Electives (MS)

Degree Requirements

The College of Education and Professional Studies, through an agreement with the Department of Cardiorespiratory Care offers an innovative Master of Science Degree in Instructional Design and Development live and on-line. This degree will prepare baccalaureate degree, registered respiratory therapists (RRTs) for the teaching profession. This internationally recognized IDD program uses state-of-the-art technology to deliver high-quality, affordable courses, both live and via Internet, enabling the completion of most of this degree from anywhere in the world. These courses and selected electives will fulfill the need for RRTs who aspire to teach respiratory therapy at the university and community college levels.

Admission Requirements

1. Bachelor's degree
2. Registered Respiratory Therapist credential (National Board for Respiratory Care)
3. Graduate Record Examination (GRE) or Millers Analogy Test (MAT) with the GRE writing component.

For detailed information regarding requirements, admissions, courses, and registration, please refer to the description of the IDD Master's program in the bulletin.

Additional Information

Instructional Design & Development web page

<https://www.southalabama.edu/colleges/ceps/cins/idd-main.html>

or

[Department of Cardiorespiratory Care](#)

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Department Information

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Medical Director	Philip Almalouf
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[Department of Cardiorespiratory Care website](#)

<https://www.southalabama.edu/colleges/alliedhealth/crc>

The University of South Alabama offers a complete program in Cardiorespiratory Care leading to the Bachelor of Science degree. The curriculum provides a broad education in liberal arts and basic sciences and an in-depth study in respiratory therapy and non-invasive cardiovascular technology. The program is accredited by the Commission on Accreditation for Respiratory Care

(CoARC), www.coarc.com, Program #200267. Student and graduate outcomes are found at: <https://www.coarc.com/Students/Programmatic-Outcome-Data.aspx>. Upon graduation students are eligible to sit for the National Board for Respiratory Care Examinations for entry into practice.

The curriculum is divided into two components: the Pre-Professional Component and the Professional Component.

Pre-Professional Component

The Pre-Professional Component (freshman and sophomore years) may be completed in two years and consists of 59-63 semester hours of prescribed and elective course work.

Professional Component

The Professional Component (junior and senior years) consists of two years of academic and clinical study in Cardiorespiratory Care. The program includes one summer term between the junior and senior years. All candidates must have satisfied the requirements of the Pre-Professional Component to qualify for admission to the Professional Component. Enrollment into the Pre-Professional Component as a Cardiorespiratory Care major does NOT automatically assure the student admission to the Professional Component. Enrollment in the Professional Component is limited and admission is based on academic record and aptitude for a career in respiratory therapy and non-invasive cardiovascular technology as evidenced by personal qualifications such as character and motivation.

Students will be required to complete formal application to the Professional Component. The application process normally begins in the spring semester of the sophomore year.

Cardiorespiratory Care Curriculum

The Cardiorespiratory Care curriculum incorporates problem-based learning and team-based learning in its curriculum. These instructional methodologies require students to actively participate in the learning process. Problem-based learning and team-based learning are used to develop and improve the students' problem-solving and decision-making skills.

In the two problem-based learning courses, students work in groups and solve case studies under the direction of faculty members. Students assume the major responsibility for resolving the problems in the case studies by utilizing a variety of resources.

This approach to learning emphasizes self-direction, independent thinking, decision-making, information gathering, and problem solving. All of these skills are needed to succeed in the clinical setting. Students also develop and improve communication skills through this process, as they interact with fellow students, instructors, and other health care personnel. Students learn the value of working together as a team through the small group process.

General Curriculum Description: Clinical Statement

The curriculum includes over 800 hours of clinical experiences in adult, pediatric, and neonatal acute care and in specialty areas (such as sleep diagnostics, pulmonary function testing, pulmonary rehabilitation, cardiac catheterization, long-term care/home care), and in community service. Each semester includes a clinical component.

Admission Requirements For The Professional Component

1. Completed application form submitted no later than March 15 of the year for which admission is requested. (Late applications will be evaluated based on individual circumstances.)
2. A minimum of a 2.8 cumulative grade-point average in the mathematics and science prerequisites.
3. A minimum of a 2.8 cumulative grade-point average in the Pre-Professional Component.
4. A personal interview with the Cardiorespiratory Care Admissions Committee.
5. Tour of hospital.
6. International students must score a minimum of 76 on the TOEFL exam with the following minimum subscores on the IBT:
 - Listening 20
 - Speaking 20
 - Reading 18
 - Writing 18or an IELTS score of 6.