



# Bachelor of Science in Respiratory Therapy Degree Advancement Program (BSRT-DA) Student Handbook

Processes and guidelines may be revised or updated to meet program needs. Students may be notified via UVU email, U.S. Mail, in-person announcements, and Respiratory Therapy Program postings on the respiratory webpage or the current Learning Management System.

This document (the BSRT-DA Student Handbook) is intended to serve as a useful and comprehensive resource for students in the BSRT-DA Program. While every effort is made to ensure the information contained in this manual is both accurate and timely, the official Undergraduate Student Catalog for Boise State University contains the definitive information for students in all programs at the university. In the case where information provided in this handbook conflicts with the official catalog, the catalog will prevail. Students are encouraged to click on this link to access the University Student Handbook and become familiar with the information it contains.

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## ***Faculty and Staff***

### ***Full-Time BSRT-DA Faculty***

#### **Max Eskelson, MS, RRT, FCCP**

Program Director/Assistant Professor

[Max.Eskelson@uvu.edu](mailto:Max.Eskelson@uvu.edu)

Max Eskelson, MS, RRT, FCCP is the Respiratory Therapy program director at Utah Valley University (UVU) since 2017. Max has been working in the field since 1974. His experience has been adult oriented and is both vast and varied. Max has worked in the Respiratory Intensive Care Unit (RICU), Shock Trauma Respiratory Intensive Care Unit (STRICU), Life Flight, Research Assistant and Research Coordinator with the National Institutes of Health (NIH), and Hyperbaric Medicine. Max is a member of several professional organizations that fight for your every breath, including the American Association for Respiratory Care (AARC), American College of Chest Physicians (ACCP), Society for Critical care medicine (SCCM), and Utah Physicians for a Healthy Environment (UPHE).

Max helped build both the base and degree advancement Bachelor of Science in Respiratory Therapy Programs at UVU.

For Max, teaching in a quality facility and giving students a quality education is both a personal passion and a moral obligation.

#### **Kelly Rose, MSHS, RRT, AE-C**

Director of Clinical Education

Assistant Professor

[Kelly.Rose@uvu.edu](mailto:Kelly.Rose@uvu.edu)

Kelly Rose was trained as a respiratory therapist by the United States Air Force in 1999 and had the great opportunity to serve on a Critical Care Aeromedical Transport Team in both Afghanistan and Iraq. Over the past 20+ years, she has worked in acute care (adult, pediatric, neonatal care), critical care transport, homecare/DME, and education. She earned her Associate of Science in Respiratory Therapy in 2009, a Bachelor of Science in Healthcare Administration in 2011, and a Master of Science in Health Sciences, Health Education in 2013, all online. Kelly has been teaching in formal education, both online and face-to-face, since 2013 and joined UVU in 2017, where she and Max Eskelson built the face-to-face BSRT Program. They created the BSRT Degree Advancement Program in 2021. Kelly is passionate about advancing the field of respiratory care, promoting critical thinking, and mitigating secondary traumatic stress (STS) in respiratory therapy students.

Kelly is a Director for the Utah Society for Respiratory Care (USRC), an APEX Committee member for the AARC, and a member of the APRT Committee for the NBRC. Her research interests include secondary traumatic stress in respiratory therapy students and interprofessional education.

**Aaron Luck, BS, RRT**

Faculty Lecturer

[Michael.Luc@uvu.edu](mailto:Michael.Luc@uvu.edu)

Aaron Luck is a Lecturer/Faculty member in the Respiratory Therapy Program at Utah Valley University. He was trained as a Respiratory Therapist in Utah in 2010. Aaron has a bachelor's degree in respiratory care and will soon complete a master's degree in education. Aaron is also an NRP instructor. During his career has worked in acute care (neonatal, pediatric, adult), long-term acute care, durable medical equipment, and education. Aaron has a passion for teaching and loves working with students! Becoming a faculty member at UVU has been a dream come true for him. In his free time, Aaron likes to trail run, mountain bike, snowboard, and play guitar.

***BSRT-DA Staff***

**Janele Williams**

Administrative Support

[Janelew@uvu.edu](mailto:Janelew@uvu.edu)

## Utah Valley University Policies

### ***Mission and Values***

Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship. UVU's culture supports our mission of student success. Student success encompasses both terminal degrees and the holistic education of students, and we believe that we can fulfill this mission in an environment that allows all individuals to thrive personally and professionally. To this end, UVU operates in accordance with three core values: exceptional care, exceptional accountability, and exceptional results.

### ***Action Commitments and Objectives***

#### ***Include***

Through open admission and other practices, UVU provides accessible and equitable educational opportunities for every student who wants to receive a rewarding postsecondary education.

#### **OBJECTIVE 1:**

UVU integrates educational opportunities appropriate to both community colleges and universities.

#### **OBJECTIVE 2:**

UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.

#### **OBJECTIVE 3:**

UVU fosters an inviting, safe, and supportive environment in which students, faculty, and staff can succeed.

#### ***Engage***

UVU delivers rigorous, meaningful, and experiential learning opportunities driven by a shared responsibility for student success.

#### **OBJECTIVE 1:**

UVU faculty, staff, and students practice excellent, engaged teaching and learning activities as a community of scholars, creators, and practitioners.

#### **OBJECTIVE 2:**

UVU develops relationships and outreach opportunities with students, alumni, and community stakeholders.

#### **OBJECTIVE 3:**

UVU employees demonstrate a commitment to student success, professionalism, ethics, and accountability.

## ***Achieve***

UVU champions a university experience that helps student realize their educational, professional, and personal aspirations.

### **OBJECTIVE 1:**

UVU supports students in completing their educational goals.

### **OBJECTIVE 2:**

UVU students master the learning outcomes of the university and their programs.

### **OBJECTIVE 3:**

UVU prepares students for success in their subsequent learning, professional, and civic pursuits.

## ***UVU Essential Student Learning Outcomes***

The Essential Learning Outcomes (ELOs) are a comprehensive set of learning goals that are fostered and developed across a student's educational experience at UVU. They reflect the foundational skills and competencies needed to meet the challenges of an ever-changing and complex world. The ELOs are introduced in General Education (GE) courses and then reinforced and expanded in Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

### **1. *Communication***

To demonstrate competence in communication, students will appraise the needs of their audience; use sound evidence and reasoning in constructing arguments; and clearly and effectively communicate.

### **2. *Critical Thinking***

To demonstrate competence in critical thinking, students will question assumptions; evaluate ideas and problems in a systematic way; and appraise arguments for importance, logic, relevance, and strength.

### **3. *Digital Literacy***

To demonstrate competence in digital literacy, students will leverage digital technologies to accomplish goals; engage effectively and ethically in a digital environment; and adapt to new and emerging technologies.

### **4. *Ethical Reasoning***

To demonstrate competence in ethical reasoning, students will apply ethical principles and approaches; consider alternative courses of action and consequences; and evaluate and articulate their own ethical values.

### **5. *Inclusion***

To demonstrate competence in inclusion, students will show cultural understanding; recognize issues of diversity, inclusion, and equity; and understand the importance of creating diverse and inclusive environments for all.

### **6. *Information Literacy***

To demonstrate competence in information literacy, students will find appropriate information to address a need; evaluate it for relevance and validity; and use it to draw conclusions and generate solutions.

**7. Quantitative Literacy**

To demonstrate competence in quantitative literacy, students will solve problems using basic calculations; make judgements about and draw conclusions from quantitative evidence; and use quantitative strategies to support a position.

**8. Scientific Literacy**

To demonstrate competence in scientific literacy, students will have a basic understanding of major scientific concepts and methods; apply scientific knowledge to daily life; and express scientifically informed positions.

## ***Respiratory Therapy Program Outcomes and Guidelines***

### ***Admission Requirements***

To be eligible for the UVU BSRT-DA, a student must have one of the following:

1. An Associate of Science Degree in Respiratory Therapy from a regionally or nationally accredited institution

***Or***

2. An Associate of Applied Science Degree in Respiratory Therapy from a regionally or nationally accredited institution\*

***AND***

- Earned RRT credential (verified on the NBRC database)

\*Students who have earned an Associate of Applied Science degree or a degree from a nationally accredited institution may need to complete general education courses as required by Utah Valley University to satisfy the requirements for a Bachelor of Science at UVU.

**Students who have met these requirements will only need to complete the 21 credits of respiratory therapy core courses and 9 credits of electives (and/or general education courses).**

***Program Learning Outcomes***

1. Work effectively as a team member with physicians, nurses, therapists, and patients as an integral part of the medical community.
2. Make correct interventional medical decisions based on assessment of patient needs and diagnosis within the scope of therapist-driven protocols
3. Comply with the ethical and legal parameters of HIPAA in the use and disclosure of patients' health information.

***Program Curriculum for BSRT-DA***

| <b>Course Number</b> | <b>Course Title</b>                                 | <b>Credit Hours</b> |
|----------------------|---|---------------------|
| RESP 3210            | Cardiopulmonary and Renal Anatomy and Physiology II | 2                   |
| RESP 3270            | Adult Critical Care                                 | 2                   |
| RESP 3280            | Extended Roles for Respiratory Therapists           | 2                   |
| RESP 3430            | Healthcare Education and Disease Management         | 3                   |
| RESP 4610            | Advanced Patient Assessment                         | 3                   |
| RESP 4640            | Respiratory Therapy Capstone                        | 2                   |
| RESP 4800            | Respiratory Therapy Seminar                         | 3                   |
| RESP 4890            | Respiratory Therapy Management and Research         | 3                   |
| RESP 4940            | Special Topics in Respiratory Therapy               | 1                   |
|                      | Electives and/or general education courses          | 9                   |
|                      | <b>Total Credit Hours</b>                           | <b>30</b>           |



## *Course Descriptions*

1. **RESP 3210 CARDIOPULMONARY ANATOMY & PHYSIOLOGY II (2-0-2).** Addresses cardiopulmonary anatomy and physiology specifically for the advanced-level respiratory care practitioner focusing on the advanced physiologic considerations of the cardiovascular, pulmonary, and renal systems. PREREQ: Admittance into the UVU Bachelor of Science in Respiratory Therapy Degree Advancement Program.
2. **RESP 3270 ADULT CRITICAL CARE (2-0-2).** Explores advanced level adult respiratory care in the intensive care setting. Emphasizes ventilation/perfusion monitoring, hemodynamic monitoring airway, assessment and critical patient management. PREREQ: Admittance into the UVU Bachelor of Science in Respiratory Therapy Degree Advancement Program.
3. **RESP 3280 EXTENDED ROLES FOR RESPIRATORY THERAPISTS (2-0-2).** Analyzes theory and principles of extended care roles for the respiratory therapist. Examines the respiratory therapist's role in quality management, pulmonary rehabilitation, sleep medicine, homecare, and hyperbaric medicine. Includes legal, ethical, and moral considerations of chronic and extended care. PREREQ: Admittance into the UVU Bachelor of Science in Respiratory Therapy Degree Advancement Program.
4. **RESP 3430 HEALTHCARE EDUCATION & DISEASE MANAGEMENT (3-0-3).** Introduces concepts and principles of respiratory chronic disease management. Examines health models, processes, staffing, training, patient advocacy/engagement, and reporting/reimbursement necessary to improve patient outcomes and reducing healthcare costs. Provides background in educational theory and practical application skills of educational delivery and evaluation within the construct of the health care environment. PREREQ: Admittance into the UVU Bachelor of Science in Respiratory Therapy Degree Advancement Program.
5. **RESP 4610 ADVANCED PATIENT ASSESSMENT WE (3-0-3).** Emphasizes the diagnostic processes involved in assessing, evaluating, and treating patients with cardiopulmonary disease, with an intensive, mentored clinical experience. PREREQ: RESP 3270. This is a designated Writing Enriched (WE) course.
6. **RESP 4640 RESPIRATORY THERAPY CAPSTONE (2-0-2).** Focuses on areas of advanced respiratory care, leadership and management, case management, research, education, or other special area of interest. Student will identify and complete a project applying knowledge and skills learned in the program. PREREQ: RESP 3270.
7. **RESP 4800 RESPIRATORY THERAPY SEMINAR (3-0-3).** Explores problem-based clinical concepts. Includes a comprehensive program review and preparatory focus on the written and clinical simulation examinations or on an advanced credential (online RRT to BSRT students only) of the NBRC. PREREQ: RESP 3270.
8. **RESP 4890 RESPIRATORY THERAPY MANAGEMENT & RESEARCH (3-0-3).** Examines research methods and the scientific approach to critical appraisal of research literature. Analyzes scientific data to support approaches to respiratory care. Introduces theories, principles, and skills needed to function in a leadership position. Addresses the key issues confronting respiratory care leaders today. PREREQ: RESP 3270.
9. **RESP 4940 SPECIAL TOPICS IN RESPIRATORY THERAPY (1-0-1).** Provides moderated discussion and/or laboratory experiences relating to current events in health care, legislative and ethical issues, and emergent technologies in respiratory care. . PREREQ: Admittance into the UVU Bachelor of Science in Respiratory Therapy Degree Advancement Program.

## Respiratory Therapy Program Guidelines

### *Grading*

All courses in the Respiratory Therapy Program will use the following table to determine course grades. This will provide a consistent standard of grading within the Respiratory Therapy Program. This table will be included in all respiratory course syllabi.

| PERFORMANCE  | LETTER GRADE | NUMBER GRADE | DEPARTMENT PERCENTAGE             |
|--|--------------|--------------|-----------------------------------|
| Superior achievement   | A            | 4.0          | 94-100                            |
|  | A-           | 3.7          | 90-93                             |
| Commendable mastery  | B+           | 3.4          | 87-89                             |
|  | B            | 3.0          | 83-86                             |
| Satisfactory mastery   | B-           | 2.7          | 80-82                             |
|  | C+           | 2.4          | 77-79                             |
|  | C            | 2.0          | 74-76                             |
| (Does not meet minimum respiratory expectations for continued progression in the curriculum) | C-           | 1.7          | 70-73                             |
|  | D+           | 1.4          | 67-69                             |
| Substandard progress   | D            | 1.0          | 64-66                             |
|  | D-           | 0.7          | 60-63                             |
|  | E            | 0.0          | <60                               |
| Inadequate mastery (failure)   | W            | Not computed | N/A                               |
| Official Withdrawal  | UW           | 0.0          | N/A                               |
| Unofficial Withdrawal  | I            | Not computed | Determined on an individual basis |
| Incomplete   |              |              |                                   |

### ***Late Work and Exams***

To have consistent expectations in the Respiratory Therapy Program for late examinations and late assignments, the following guidelines will be instituted:

1. No make-up tests will be given except for extreme circumstances. Students must inform the instructor before the test period. A zero grade will be issued for any missed tests.
2. Penalties for assignments are included in the course syllabus (typically a 20% deduction per day).

### ***Incomplete (I) Grades***

1. Students must complete all courses they are registered for by the end of the semester. Sometimes, a student may be unable to complete all coursework because of extenuating circumstances. The term "extenuating circumstances" includes: (1) incapacitating illness that prevents a student from attending classes (usually more than five consecutive class days); (2) a death in the immediate family; or (3) other emergencies deemed acceptable by the instructor.
2. If circumstances are deemed appropriate, the student may petition the instructor for time beyond the end of the semester to finish the work. If the instructor agrees, an "I" grade will be given. An Incomplete Grade Form indicating work completed and work to be completed must be signed by the student, instructor, and the Program Director and turned in to the Registrar's Office at the end of the semester.
3. "I" grades should not be requested nor given for lack of work completion because of procrastination or dissatisfaction with the grade earned. Per policy, students must pass the course and complete 70% or more of the coursework to qualify for an incomplete.
4. Specific arrangements to remove an "I" grade must be made between the student and the instructor. In most circumstances, work to be completed should be finished in the first two or three weeks following the end of the semester in which the "I" was given. Failing to complete the "I" and replace it with the appropriate letter grade may negatively affect financial aid.
5. **Incomplete work cannot be completed by retaking the class.** In all cases, **the "I" grade must be made up within one year.** If it is not, the "I" grade will change to an "E" on the transcript. "I" grades are not computed in the GPA.

### ***Computer Needs for Canvas Learning Management System***

The Respiratory Therapy Program uses Canvas's learning management system (LMS). Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements. Screen Size: A minimum of 1024x600. That is the average size of a netbook.

If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile app. Operating Systems: Windows XP SP3 and newer Mac OSX 10.6 and

newer Linux - ChromeOS Mobile Operating System Native App Support iOS 7 and newer Android 2.3 and newer Computer Speed and Processor Use a computer 5 years old or newer when possible 1GB of RAM 2GHz processor Internet Speed Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments. Minimum of 512kbps Screen Readers JAWS 14 or 15 for Internet Explorer 11 & 12 and Firefox 27. Latest version of VoiceOver for Safari There is no screen reader support for Chrome. Retrieved from:

<http://guides.instructure.com/s/2204/m/4214/l/82542-what-are-the-basic-computerspecifications-for-canvas>

### ***Remediation***

For any student not receiving a passing grade, remediation is offered as a passing grade is required to progress in the program.

The opportunity to undertake remedial work is not automatically granted. The following factors will be considered:

- The student's performance in all other courses
- The faculty member's availability to supervise and conduct the remedial work/directed study.
- The availability of resources
- The amount of time needed for the student to achieve competence

Remediation activities will be decided and granted case-by-case after discussion with the instructor and Program Director.

After considering these factors and the student's overall record, the instructor will decide whether a student will be offered remediation/directed study or will be dismissed from the program. Students will be informed of the faculty's decision regarding dismissal or remediation in writing. Repeating a Course:

1. Courses are not accepted from other institutions for the purpose of posting a repeat of a course already taken at UVU.
2. Board of Regents policy requires that students shall be charged at the full cost of the instruction tuition for repeating a course more than once unless the institution determines that the repetition is a result of illness, accident, or other cause beyond the student's control or unless the course is prescribed by the student's program of study. This affects all courses beginning January of 2003.

## ***Academic Expectations and Program Progression Guidelines***

High academic standards in professional programs are established to ensure that students can perform and compete in a dynamic and rigorous profession, such as respiratory therapy (RT). RT core courses include any course identified by the prefix "RESP".

## ***Scholastic Appeals***

In accordance with Utah Valley University's ***Student Rights and Responsibility Code*** (Policy 541), The Department of Allied Health allows students to appeal serious academic matters such as admission decisions, grades, or dismissal from programs. Before an appeal, the student must attempt to resolve the issue informally with the instructor.

### **Appeal Process:**

1. Student appeals must be filed within one calendar year of the incident under appeal. Exceptions will only be made in the event of extraordinary circumstances which prevent the student from coming forward sooner. In no case will an appeal be allowed for incidents more than three years old.
2. In attempts to resolve student-faculty conflict, the student should use the following sequence of procedures:
  - a. Meet with the faculty member involved in the conflict.
  - b. Meet with the faculty member and/or the Program Coordinator.
  - c. Meet with the RT Program Director.
  - d. Meet with the Department Admission, Progression, & Graduation (APG) Committee.  
The scope of the questions addressed by this committee is limited to the following:
    - Is there cause for a grievance?
    - Were the student and faculty informed of College or Departmental policies or procedures and/or applicable standards?
    - Was the student or faculty treated fairly in relation to the applicable policies or procedures and/or applicable standards?
  - e. The student should meet with the Dean or the Dean's designee. Following such a meeting, the Dean may convene the College of Health, Aviation, and Public Services Scholastic Appeals Committee to obtain a recommendation on the student's appeal.
  - f. If the student feels there is reason to further appeal, they may follow the University procedures of the Academic Appeals Committee.
3. The burden of proof is on the student. The standard of proof will be preponderance. The student may present documentation or witnesses to support the appeal.

## ***Faculty and Student Rights and Responsibilities***

### ***Inclusion Statement***

UVU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. We promote civility and respect for the dignity and potential of each individual. We seek to advance the understanding of diverse perspectives. We value and promote collegial relationships and mutual respect among students, faculty, and staff. We acknowledge and seek to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible.

### ***Student Rights and Responsibilities Code***

Students are expected to know and uphold their rights and responsibilities as UVU students.

For more information:

[https://policy.uvu.edu/getPolicyFile/541\\_Student%20Rights%20and%20Responsibilities%20Code\\_11-16-2006\\_563a3c1c65db23201153c268.pdf](https://policy.uvu.edu/getPolicyFile/541_Student%20Rights%20and%20Responsibilities%20Code_11-16-2006_563a3c1c65db23201153c268.pdf)

### ***Student Responsibilities:***

- Start class the first week of the term.
- **Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.**
- Learn how to use Canvas, including communication tools (e.g., discussion, Canvas inbox, etc.). If you have technology-related problems, contact the [Service DeskLinks to an external site.](#)
- Abide by ethical standards. Your work must be your own.
- Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.

### ***Instructor Responsibilities:***

- Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.
- Provide timely, meaningful, and constructive feedback on assignments.
- Facilitate an effective learning experience.
- Refer students to appropriate services for issues that are non-course content-specific. For instance, technical issues, writing labs, accessibility services, etc.
- Mentor students through the course.

Online learning is not just an answer to scheduling problems. Even with a more flexible schedule, online courses still require the same amount of time and rigor as face-to-face courses. Contrary to popular belief, online courses are typically not “blow off classes”. Below are some tips for successful online learning:

- Log-in to each online class a minimum of 4 days per week
- Block out 8 to 12 hours per week for each online class
- Schedule more time during the first few weeks of class to orient yourself to the online environment.
- Break big tasks into manageable parts
- Recognize your instructor wants to help you succeed
- Be proactive in communicating regularly with your instructor, and peers
- Take advantage of the excellent UVU resources such as the writing labs
- Don’t hesitate to ask for help!

### ***Academic Integrity and AI***

You may use AI programs e.g., ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, ***it should be cited like any other reference material*** (with due consideration for the quality of the reference, which may be poor). The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. It’s imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct.

Any plagiarism or other form of cheating will be dealt with in accordance with UVU's Student Rights and Responsibilities Code. <https://www.uvu.edu/studentconduct/students.html>

## ***UVU Policies and Resources***

### ***Accommodation of Students with Disabilities***

Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 Require that reasonable and appropriate accommodations be made for all individuals with disabilities in accessing education. To be eligible for such accommodation at UVU, students are responsible for providing relevant medical or psychological evidence of their disabilities. The University Accessibility Services Office keeps this documentation, and appropriate accommodations should be arranged in coordination and consultation with that office.

Students who need accommodations because of a disability may contact Accessibility Services located on the Orem Campus in LC 312, via email at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu), or phone at 801-863-8747. Deaf or Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

For more information see: [Accessibility Services](#)

### ***Ombuds***

Within the UVU community, misunderstandings and disagreements needing resolution occur. The UVU Ombuds is one who is familiar with campus policies, student's right and responsibilities, and can help find useful options within these guidelines. In order to serve as a mediator, as opposed to an advocate, the Ombuds neutrally and objectively listens to all problems. We hope you use this person as a resource for help in a variety of difficult situations.

All conversations with the Ombuds are confidential. The Ombuds will not disclose any part of your conversation without your prior permission and no records are kept regarding your complaints. If a matter becomes a formal action you cannot request the Ombuds to advocate against, for, or in support of any position. This contract is absolute and non-negotiable.

For more information see: <http://www.uvu.edu/ombuds/info/>

### ***Student Health Services***

Student Health Services has a staff united in the goal of serving students in a caring and competent manner. We have low cost and available service for UVU students in the areas of medical and psychiatric care, psychological services, learning disability assessment services, and suicide awareness and prevention. We offer life and health enhancing services that increase safety, productivity and life experience of the individual and the campus. For more information:

<http://www.uvu.edu/studenthealth/>

Location: Student Center, SC 220

Office Phone: 801.863.8876

**After Hours Crisis:**

Call 1-800-273-TALK (8255) or

Text "START" to 741-741 to connect with a counselor at Crisis Text Line



### ***Gifts for Faculty and Staff***

Faculty and staff of the Respiratory Therapy Program at Utah Valley University are subject to the gifts section of the Utah Public Officers' and Employees' Ethics Act, Section 67-16-5 which states: "It is an offense for a public officer or public employee, under circumstances not amounting to a violation of Section 63G-6a-2404 or 76-8-105, to knowingly receive, accept, take, seek, or solicit, directly or indirectly for himself or another, a gift of substantial value or a substantial economic benefit tantamount to a gift.

### ***More Resources***

[Policies and Procedures](#)

[Student Success Resources](#)

[Campus Resources](#)