



<p><b>For Admissions use only.</b></p> <p>Received by: _____</p> <p>Date: _____</p>
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**Return this form to:**  
 Admissions Registration, and Records.  
 View submission instructions below.

## Respiratory Therapy (RT) Associate Degree Program

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Durham Tech Student ID Number \_\_\_\_\_ Date \_\_\_\_\_

ConnectMail Email Address: \_\_\_\_\_

**NOTE:** All official communication from the college is delivered via ConnectMail, including Health Technology admissions decisions.

**APPLICATION DEADLINE: February 1**

*Submit **completed** application packets November 2 through February 1.*

*Email [Dorothy Yates](mailto:Dorothy.Yates@durhamtech.edu) if you have questions.*

Submit **completed** application packets electronically to the Admissions, Registration, and Records office. Follow the [instructions to submit electronic documents](#) using our secure system. Acceptable digital formats include PDF, JPEG, TIFF, GIF, and PNG. No faxed or emailed applications will be accepted.

**CHECKLIST:** All steps below are **required**. Please check that each item is completed.

### Enroll at Durham Technical Community College

View [College enrollment steps](#) on the website.

- I am currently admitted to Durham Tech.  
*Note:* If you have not been enrolled with Durham Tech within the last 12 months, you must reapply to Durham Tech using the [CFNC application](#).
- I have submitted an official transcript(s) from high school or college.  
 Submit to Admissions, Registration, and Records, located in Wynn Center (Building 10), room 10-201
- I have applied for Financial Aid (recommended but not required).
- I have attended a ConnectSession (Student orientation)  
*Note:* Prospective students with 12 or more college credit hours transferred to Durham Tech are not required to attend a ConnectSession, but it is recommended.
- I have attended a Respiratory Therapy Program information session within the past 2 years.  
 Date: \_\_\_\_\_
- I have completed an interview with a member of the Respiratory Therapy Program faculty.  
 Date: \_\_\_\_\_

### Meet Course Placement Requirements

Students must demonstrate they are college ready in one of the following ways **check one**):

- Provide proof of unweighted US high school GPA of 2.8 or higher within the last ten years
- Transfer credit for English and math (college-level algebra)
- Provide proof of completion of an associate's or bachelor's degree

- Provide proof of satisfactory scores on ACT, SAT, GED, HiSET, NCDAP, COMPASS, ASSET, or ACCUPLACER scores within the last ten years
- Demonstrate mastery on RISE English placement test 2 and RISE Math placement test 2; **OR** successfully complete ENG-002 through Tier 2 (grade of P2) and MAT-003 through Tier 2 (grade of P2)

### Meet Natural Sciences Requirement

**Note:** Students who transfer in BIO 168 are not required to meet one of these requirements

Students must demonstrate readiness for BIO 168 – Anatomy and Physiology I in one of the following ways *check one*):

- Provide proof of completing high school biology and chemistry within the last 10 years with a grade of C (70%) or above
- Complete CHM 094 Basic Biological Chemistry
- Complete college biology and chemistry (both including a lab). Must show a grade of C (70%) or above in the lecture **and** lab (no time limit).

### Additional Required Documents

Students must provide all of the documents listed below with the completed application.

- I have attached a copy of the ATI TEAS test score showing I have achieved the minimum score requirement of 60% on the adjusted individual score within the last 3 years. **Important:** If you took the TEAS test at another institution, attach your scores from ATI to your application form.
- I have attached a signed Clinical Training Form (attached below)
- I have attached a signed English Language Requirement Form (attached below)
- I have attached a signed Essential Skills Form (attached below)
- I have attached a signed Technology Proficiency Form (attached below)
- I have attached the completed Admissions Essay (See Rubric and Instructions on page 3)

## Statement of Student Responsibility

I verify that I have read all the information regarding admissions to the Respiratory Therapy program, and understand the steps I must take to qualify for admissions. I understand that it is my responsibility to notify the Admissions, Records, and Registration office regarding changes in name, address, or phone number through eForms.

I understand that all official communication from the college is delivered via ConnectMail, including Health Technology admissions decisions.

I understand that my Respiratory Therapy application will not be accepted unless everything is completed.

I understand that students who register for Respiratory Therapy classes after acceptance into the program and then withdraw before classes begin or during the first semester will be given the opportunity to apply **ONLY ONCE MORE**.

*Note: Once an applicant has accepted a seat within the Respiratory Therapy program, this is considered their first admittance. Students are only allowed to be accepted into the Respiratory Therapy program **twice** (this also applies to returning students – only allowed to return **once**).*

Name \_\_\_\_\_ Student ID# \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Admissions Essay Instructions and Grading Rubric

Application to the Respiratory Therapy program includes completion of a brief essay. The essay should be 1-2 pages, typed and double-spaced using a font size no greater than 12.

### The essay should address all of the following points:

- What is a Respiratory Therapist?
- What do they do?
- Where do they work?
- Why are you choosing to go into the field of respiratory care?
- What characteristics or attributes do you possess that will enhance Respiratory Therapy as a profession? Each should be described with an example of experiences or observations that have molded such characteristics/attributes rather than general statements for the purpose of demonstrating the uniqueness of each individual.

### How it will be evaluated

<b>INTRODUCTION</b> Background/History Thesis Statement <b>CONCLUSION</b>	Well-developed introduction engages the reader and creates interest. Contains detailed background information. Thesis clearly states a significant and compelling position. Conclusion effectively wraps up and goes beyond restating the thesis.	Introduction creates interest. Thesis clearly states the position. Conclusion effectively summarizes topics.	Introduction adequately explains the background, but may lack detail. Thesis states the position. Conclusion is recognizable and ties up almost all loose ends.	Background details are a random collection of information, unclear, or not related to the topic. Thesis is vague or unclear. Conclusion does not summarize main points.
<b>MAIN POINTS</b> Body Paragraphs	Well-developed main points directly related to the thesis. Supporting examples are concrete and detailed. The narrative is developed with a consistent and effective point-of-view, showing the story in detail.	Three or more main points are related to the thesis, but one may lack details. The narrative shows events from the author's point of view using some details.	Three or more main points are present. The narrative shows the events, but may lack details.	Less than three main points, and/or poor development of ideas. The narrative is undeveloped, and tells rather than shows, the story.
<b>ORGANIZATION</b> Structure Transitions	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful.	Logical progression of ideas. Transitions are present equally throughout essay.	Organization is clear. Transitions are present.	No discernable organization. Transitions are not present.
<b>STYLE</b> Sentence flow, variety Diction	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen.	Writing is clear and sentences have varied structure. Diction is consistent.	Writing is clear, but sentences may lack variety. Diction is appropriate.	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.
<b>MECHANICS</b> Spelling, punctuation, capitalization	Punctuation, spelling, and capitalization are correct. No errors.	Punctuation, spelling, and capitalization are generally correct, with few errors. (1-2)	A few errors in punctuation, spelling, capitalization. (3-4)	Distracting errors in punctuation, spelling, and capitalization.

## Statement of Policy Regarding Acceptance for Clinical Training in the Following Programs at Durham Technical Community College

Associate Degree Nursing	Medical Assisting	Practical Nursing
Anesthesia Technology	Occupational Therapy Assistant	Respiratory Therapy
Clinical Trials Research Associate	Pharmacy Technology	Surgical Technology
Health Information Technology	Medical Product Safety and Pharmacovigilance	

Students accepted into the above programs must meet the standards of both the College and the affiliated clinical sites in order to participate in the appropriate clinical training for the program. Each clinical site where a student receives training reserves the right to refuse clinical training to any student found to be unacceptable according to that site's policies and regulations. **Clinical sites require a Criminal Background Check (CBC) prior to the student's placement for training at that site.**

Reasons for refusal could include, among other considerations, a documented criminal background check indicating convictions for drug or alcohol related charges, child abuse or molestation, burglary, larceny, or other convictions deemed inappropriate to the particular clinical setting. In addition, students may be required to submit to a 12-panel drug screening per the clinical site's requirement.

The student must conform to and be subject to all policies and regulations of the assigned clinical site. The site reserves the right to end clinical training of any student whose performance violates rules, policies, procedures or professional standards expected by the agency. Written justification from the clinical site will be provided to the college for such suspension. The clinical site and college personnel reserve the right to take appropriate immediate action, when necessary, to maintain the proper and safe operation of its facilities and the safety of clients in the clinical setting.

**Criminal Background Check and Drug Screening:** When students are admitted into the program of study, the student receives the CBC and drug screening information and directions: The criminal background check will include reports from all states where the student has lived, worked, or gone to school from the date that they turned eighteen (18) years of age. The CBC will include both felonies and misdemeanors. The National Sex Offender Registry is included in the CBC. Flagged reports are sent directly from the designated CBC vendor to the clinical sites. Durham Tech does not retain copies of the results. **Note: Please do not get this report from your local police department.** The drug screening is a 12-panel test.

**Students will pay a fee directly to a designated vendor for the CBC and drug screening.**

Additional information on the [Criminal Background Check requirement](#) may be obtained from the Durham Tech website.

*I verify that I have read and fully understand the Statement of Policy Regarding Acceptance for Clinical Training at Durham Technical Community College. I also understand that a criminal background check and/or drug testing will be required for placement in clinical training sites for Durham Technical Community College.*

**NAME (Print)** \_\_\_\_\_ **STUDENT ID#** \_\_\_\_\_

**Program of Study** \_\_\_\_\_

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

## Durham Technical Community College English Language Requirement Form

All health care workers (native and non-native U.S. English speakers alike) are expected to use clear communication skills in the workplace. Students whose native language is not U.S. English are expected to demonstrate "near native" U.S. English language abilities. To confirm this ability, all students entering a Health Technologies program are required to meet the English language requirement.

Students meeting the following criteria must comply with this revised requirement:

1. Students who applied to a Health and Wellness program on or after January 1, 2016, **OR**
2. Students who applied to a Health and Wellness program before January 1, 2016, but have not yet met the previous English language requirement.

Please check the **ONE** that applies:

- I have only attended a U.S. high school, and my first language is U.S. English.
- I have attended school outside the United States.
- My first language is not U.S. English.

**If you checked the first checkbox**, please sign here. There is nothing further that you need to do.

I understand that this is an official Durham Technical Community College document and that any falsification on this document may result in disciplinary action according to the Student Code of Conduct.

My signature below indicates that I am responding truthfully.

Student Name (print): \_\_\_\_\_ Student ID: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**If you checked the second or third checkboxes**, you must meet the English Language Requirement by successfully completing **one** of the following options listed on the following page.

1. Take the Duolingo English Test and score 100 points or higher **or**
2. Take the Test of English as a Foreign Language (TOEFL), iBT version (obtain a score of 22 in listening and above 26 in speaking **or**
3. Complete EFL 055 OR EFL 064 and other EFL courses as recommended or required by placement testing (obtain a score of 80% or above).

**Note:** Scores for the above tests and classes are valid for up to 5 years.

I understand that this is an official Durham Technical Community College document and that any falsification on this document may result in disciplinary action according to the Student Code of Conduct.

I checked the second or third checkboxes; however, I have met the English Language Proficiency Requirement as follows:

- I have taken the Duolingo English Test and scored 100 points or higher.
- I took the Test of English as a Foreign Language (TOEFL), iBT version and scored above 22 in listening and above 26 in speaking.
- I have completed one or more EFL curriculum courses in the areas listening/speaking and have scored an 80% or higher.

My signature below indicates that I am responding truthfully.

**How to complete this section:** Fill in your name but **no other information** in the admissions application and email it to [wilderp@durhamtech.edu](mailto:wilderp@durhamtech.edu). She will sign it and return it to you. You can then complete the application and submit it electronically (see instructions at the top of the application).

Student Name (Print): \_\_\_\_\_ Student ID: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

EAP Representative Name/Title \_\_\_\_\_

EAP Representative Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Associate Degree Respiratory Therapy**  
**Essential Skills for Admission and Progression**  
**Physical and Psychological Requirements**

A prospective respiratory therapy candidate must demonstrate the physical and psychological ability to provide safe respiratory care. Every prospective student must assess his or her ability to provide safe and competent respiratory care prior to choosing respiratory as a career. To understand the physical and psychological qualifications needed for success, the essential abilities have been listed below.

Qualifications	Standard	Examples of Necessary Activities
<b>Critical Thinking</b>	The respiratory student must possess critical thinking ability sufficient for problem solving and clinical judgment.	<ul style="list-style-type: none"> <li>• Identify cause-effect relationships in clinical situations</li> <li>• Develop appropriate interventions</li> <li>• Assess risks and provide for patient safely</li> <li>• Consider multiple priorities and make effective decisions quickly</li> <li>• Develop and evaluate Respiratory care plans</li> </ul>
<b>Interpersonal Skills</b>	The respiratory student must possess interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	<ul style="list-style-type: none"> <li>• Establish helping relationships with patients, families, significant others and the interdisciplinary healthcare team</li> <li>• Cope effectively and calmly during emotions and stress in the workplace</li> <li>• Demonstrate caring behaviors</li> </ul>
<b>Communication</b>	The respiratory student must possess communication abilities sufficient for interaction with others in verbal and written form.	<ul style="list-style-type: none"> <li>• Communicate relevant, accurate, and complete information in a concise and clear manner both verbally and in writing to patients and healthcare team members</li> <li>• Utilize information technology to support and communicate the planning and provision of care</li> <li>• Ability to conduct interviews and inservices</li> </ul>
<b>Mobility</b>	The respiratory student must possess physical abilities sufficient to move from room to room and maneuver in small spaces.	<ul style="list-style-type: none"> <li>• Move around in patient rooms, bathrooms, workspaces, and treatment areas</li> <li>• Administer cardiopulmonary resuscitation</li> <li>• Stand, squat, reach above head, lift, push, pull</li> <li>• Walk the equivalent of 5 miles daily at work</li> </ul>
<b>Motor Skills</b>	The respiratory student must possess gross and fine motor abilities sufficient to provide safe and effective respiratory care.	<ul style="list-style-type: none"> <li>• Operate and calibrate respiratory care equipment proficiently, e.g. assemble equipment, insert needles and catheters, manipulate ventilators, and position patients</li> </ul>
<b>Hearing</b>	The respiratory student must possess auditory ability sufficient to monitor	<ul style="list-style-type: none"> <li>• Hear monitor and ventilator alarms, emergency signals and cries for help</li> </ul>

Qualifications	Standard	Examples of Necessary Activities
	and assess patient's needs and maintain facility safety.	<ul style="list-style-type: none"> <li>• Auscultate blood pressure, breath, and heart sounds</li> </ul>
<b>Visual</b>	The respiratory student must possess visual ability sufficient for observation and assessment necessary in respiratory care.	<ul style="list-style-type: none"> <li>• Observe patient responses to treatment, such as changes in skin color, work of breathing, or facial expression</li> <li>• Read patient medical records</li> <li>• Read and interpret ventilator graphics</li> </ul>
<b><u>Tactile:</u></b>	The respiratory student must possess tactile ability sufficient for physical assessment	<ul style="list-style-type: none"> <li>• Perform palpation, functions of physical examination and/or those related to therapeutic intervention</li> <li>• Perform therapeutic and diagnostic modalities required on the job</li> </ul>
<b>Weight Bearing</b>	The respiratory student must possess the ability to maneuver/move 30-50 pounds, weekly and sometimes daily.	<ul style="list-style-type: none"> <li>• Position patients to perform therapies</li> <li>• Moving and relocating heavy equipment</li> </ul>
<b>Emotional</b>	The respiratory student must possess emotional stability sufficient to maintain composure in stressful situations.	<ul style="list-style-type: none"> <li>• Cope effectively with stress in the workplace</li> <li>• Cope with client and colleague emotions calmly</li> <li>• Receive corrective feedback calmly</li> </ul>
<b>Environmental</b>	The respiratory student must possess the ability to tolerate environmental stressors	<ul style="list-style-type: none"> <li>• Adapt to variations in work schedules</li> <li>• Work safely with chemicals used in healthcare settings</li> <li>• Work in areas that are close, crowded or noisy</li> <li>• Observe infection control procedures</li> </ul>

1. A prospective student with a disability that is concerned that the disability may impact his or her ability to perform one or more of these skills, provide patient care, or participate in other job activities, is encouraged to contact a disabilities services counselor for assistance by calling 919-536-7208 or by emailing [disabilityservices@durhamtech.edu](mailto:disabilityservices@durhamtech.edu).
2. To verify a student's ability to provide essential respiratory care during clinical training, a physical examination is required of all students. This examination will be documented by a physician/nurse-practitioner/physician's assistant on the form provided by the Admissions and Enrollment Services office.
3. Subsequent yearly TB screening is required. Participation in clinical is contingent upon negative documentation and/or appropriate medical treatment and clearance.
4. Although it is not required, students are highly encouraged to be vaccinated for Hepatitis B prior to clinical rotation in respiratory courses.
5. Occasionally, a student may experience a change in the status of these requirements while progressing through the curriculum. Should this occur, the student is required to notify the program's clinical coordinator.

Student Name: \_\_\_\_\_

Durham Tech Student ID #: \_\_\_\_\_

**Associate Degree Respiratory Therapy  
Essential Skills for Admission and Progression  
Physical and Psychological Requirements**

I certify that I have read the Essential Skills for Admission and Progression form. I certify that I understand the physical and psychological requirements needed for providing safe respiratory care. I have assessed my ability to perform these skills and am able to demonstrate these essential skills.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

\*Please submit only this signature page with your application and retain the list of requirements for future reference.

## Technology Proficiency for the Respiratory Therapy Program

The skills listed below are examples of skills or abilities Respiratory Therapy Program students are expected to have on entering the program. The program does not teach these skills; students are responsible for having or developing them outside of the program. If you do not have proficiency in any of the tasks listed below, it is your responsibility to become proficient through taking an Introduction to Computers course, using online tutorials such as those found at [GCFGlobal](#) or [Durham Tech Library LibGuides](#), or other measures you choose. Proficiency in the skills listed below is essential to student success in the Respiratory Therapy Program program as well as in the field of Respiratory Therapy.

### At the time you apply to the Respiratory Therapy program you must be able to:

- Use your connect mail email account to receive and send communication to Durham Tech, including attaching documents, opening attachments and saving them
- Use a web browser to navigate a variety of websites, refresh a web page, and find resources
- Use web-based document sharing platforms such as Google docs

### Use Microsoft Office programs:

1. Use Microsoft Word to:
  - Create, open, and save documents
  - Compose documents using text functions including editing
  - Use page layout, font and paragraph functions to format text (margins, orientation, columns, headers, page numbering, font style & size, bold, italics, color, highlighting, spacing)
  - Use spelling and grammar check to find and correct errors in your writing
  - Insert tables to organize content
  - Use track changes to work on shared documents
2. Use Microsoft PowerPoint to:
  - Create, open, edit and save presentations

### Use Canvas, a learning management system, to:

- Find a course syllabus
- Open weekly lessons
- Take online tests
- Submit assignments
- Monitor performance in the grade book
- Communicate with others in the class
- Participate in discussion forums

I verify that I understand the technology proficiency expectations of the Respiratory Therapy program and agree that I am able to do the tasks I have checked off above. I understand that these skills are necessary to succeed in the program and that they are not taught in the program. I understand that it is my responsibility to learn how to do any skills I have not checked off prior to starting the Respiratory Therapy program.

Student signature \_\_\_\_\_ Date \_\_\_\_\_