

Bachelor of Applied Science: Health Promotion and Management

August, 2015



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COVER SHEET NEW DEGREE PROGRAMS PROPOSAL

Program Information

Institution Name: Bellevue College

Degree: Health Promotion and Management CIP Code: 51.0001

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Marketing Management - AA CIP Code: 52.1401 Year Began: 1991

Degree: Business Management – AAS-T CIP Code: 52.0201 Year Began: 1995

Degree: Allied Health – AAS-T CIP Code: 51.0000 Year Began: 2013

Planned Implementation Date (i.e. Fall 2014): Fall 2016

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D.*

Page Limit: 30 pages

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08/17/15

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Date

Introduction

Bellevue College proposes development of a bachelor of applied science (BAS) degree in Health Promotion and Management (HPM) to meet the high demand for baccalaureate-educated Health Promotion Managers, Health Directors, Health Educators, Community Health Specialists, Health Promotion Work-life Specialists, Employee Health and Wellness Coaches, Wellness Consultants, and related careers.¹ These positions represent new and emerging trends in the field of Health Management, giving rise to an array of new career directions. The degree will prepare graduates to navigate organizational strategy and structure, develop and manage health programs and employ research methods and analysis. The degree will also train graduates to conduct health needs assessments, teach chronic disease management and apply behavior modification strategies. Graduates will be equipped to work in a wide range of health promotion positions within private, government, and non-profit organizations.

By integrating these varying competencies, graduates gain a versatility and focus not typically found in conventional Healthcare Management or Public Health programs. Where Healthcare Management programs aim to develop managers and administrators in hospitals, clinics and healthcare centers, and Public Health programs focus on emerging diseases, healthcare access and the effects of environment on health and disease, this HPM program will ready graduates to develop effective wellness programs within organizations to reduce healthcare costs, increase productivity, lower absenteeism, enhance employee safety and improve employee well-being.

As noted in our Statement of Need for this HPM degree, trends cited by the Bureau of Labor Statistics as well as by a wide range of public and private organizations show a growing need for Health Promotion Managers with bachelor's degrees who possess skills in wellness coaching, program management and health assessment. Such trends are evidenced by trailblazing companies like Arivale, a Seattle based start-up company that "blend[s] comprehensive, cutting-edge genetic analysis with personal coaching – giving participants specific ways to take action to improve their overall health, meet their personal goals and minimize their long-term risk of disease." Founded by Dr. Lee Hood, pioneer of the automated DNA sequencer, Arivale expects rapid growth in the coming years. "Arivale," said Dr. Hood, "is the opening shot in a whole new industry called scientific wellness, and it really stands a chance of being the Google or Microsoft of this whole area."

Bellevue College believes that this proposed HPM degree accords well with these emerging trends and will be suitable for Bellevue College graduates of two-year technical degrees in management, allied health and personal trainer fitness as well as for transfer students from Washington community and technical colleges or other colleges with equivalent education.

The following proposal demonstrates how the new applied baccalaureate degree in Health Promotion and Management exhibits baccalaureate level rigor; employs qualified faculty; assures that its selective admission policy is consistent with an open door institution; offers an appropriate student services plan; models a sustainable, quality program; seeks accreditation; opens pathways beyond the bachelor's degree and meets expert reviewer expectations.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Health Educators and Community Health Workers, on the Internet at <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>.

Baccalaureate Level Rigor

Program Learning Outcomes

Bellevue College has carefully designed the scope of the HPM curriculum, as well as individual courses, to impart the knowledge, skills and abilities needed by students to be successful Health Promotion Managers.

This curriculum is designed not only to augment a student's core foundational learning and general education, but also to deepen their understanding of the theories and practices of the field of Health and Wellness. Perhaps most important, the curriculum will provide students an opportunity to earn an affordable bachelor's degree embedded with the knowledge and skills sought by employers.

To ensure baccalaureate rigor and job competitiveness, successful graduates of the program will meet all course and program learning outcomes.

Upon graduation, program graduates should be able to:

- Apply knowledge of chronic disease, health promotion, nutrition, exercise science, environmental health, stress management and wellness in the development of effective health promotion programming.
- Assess organizational culture, and develop, implement, market and evaluate a research-based health promotion program.
- Demonstrate proficiency in health education sufficient to earn national certification in Wellness Coaching.
- Collaborate effectively in multi-disciplinary work teams in support of organizational goals.
- Identify health inhibiting behaviors and promote evidence-based strategies of altering such behaviors.
- Conduct health research, including applying research processes and developing research instruments.

Course Preparation for Students

Transferring with a Technical Associate's Degree

The BAS degree in Health Promotion and Management has been designed for individuals who have earned an associate degree or a professional technical associate degree in business or allied health and wellness.

To this end, Bellevue College offers several associate degree programs in business and an AAS-T degree in Allied Health that offer a seamless transition into a Health Promotion and Management program. The business degrees include Accounting, Business Management and Marketing Management. The Allied Health degree, a multi-purpose bridge degree, contains a variety of embedded specialty certificates, including Medical Administrative Assistant, Phlebotomy Technician, Health Unit Coordinator, Clinical Lab Assistant, Emergency Department Technician and Alcohol & Drug counseling. The Allied Health degree,

completed with any of these specialty certificates, provides a solid foundation from which to begin study at the Applied Baccalaureate level.

In addition, the college maintains health programs in Diagnostic Ultrasound, Neurodiagnostic Technology, Nuclear Medicine Technology, Nursing, Radiation Therapy and Radiologic Technology. These programs, too, with proper advising, could furnish students to this HPM program.

Completion rates for healthcare and business programs at Bellevue College are high and reveal a strong pool of qualified, two-year graduates for applied baccalaureate programs in health care. Graduates from the aforementioned degree pathways possess the necessary foundational skills and knowledge and are particularly well-prepared to undertake the rigors of a baccalaureate degree in health promotion and management.

Finally, other business and health programs at Washington State Community and Technical colleges could provide potential candidates for this Health Promotion and Management degree. Completion rates at these community and technical colleges in Bellevue College’s local region show great promise as a supply of applicants to the new BAS program.

Table I below displays the number of degree completers from Bellevue College as well as completers from other local community and technical colleges during the Academic Years 2010-11 to 2013-14. These numbers clearly indicate a sizeable pool of students from which to draw qualified students to Bellevue’s proposed Bachelor’s program in Health Promotion and Management.

Table I: Two-year Degree Completers in Healthcare-and Business-related programs*				
	2010-11	2011-12	2012-13	2013-14
Bates	132	131	129	157
Bellevue College	200	224	224	197
Bellingham Tech College	115	179	179	169
Clover Park Tech College	150	154	154	81
Everett Community College	192	208	203	237
Edmonds Community College	83	92	92	99
Green River Community College	164	170	168	134
Highline College	163	183	179	144
Lake WA Institute of Technology	234	222	221	226
Olympic College	166	171	171	169
Peninsula Community College	57	68	68	58
Renton Technical College	118	129	129	146
Seattle Central	112	107	107	110
Seattle North	145	110	108	107
Seattle South	63	49	48	34
Shoreline Community College	208	195	195	202
Tacoma Community College	221	264	264	279
TOTAL	2523	2656	2639	2549

*List includes the following Career Clusters: Health Tech; Marketing, Sales & Services; Business, Mgmt & Admin; Nursing; Health Services; Finance

Source: SBCTC

Table II below outlines the basic admissions requirements for entry into the HPM program. These requirements indicate the minimum requirements to be fully prepared for the rigors of the Applied

Baccalaureate degree in HPM. In addition, in keeping with the open access mission of the community college, these admission requirements have also been designed to provide access to a wide range of students and to ensure that prospective applicants are prepared for success once they enter the program.

Table II: Entry Requirements for BAS in Health and Promotion Management		
PREREQUISITE REQUIREMENTS including General Education Credits		
Prerequisites	Notes	Credits: 90
Associate degree, or equivalent credits, in a business-related or Allied Health, Wellness or Personal Fitness Training Program	Courses may be subject to minimum grade requirements and prerequisites	
General Education	Science: NUTR& 101 and BIOL& 160 w/lab or equivalent	10-12
	English: English Composition I	5
	English 235 Technical Writing or English 201 Research Paper	5
	Business 120, Organizational Behavior	5
	Social Science: Either Sociology 248, or Psychology 109; and a course that meets the cultural diversity requirement	5
	Mathematics: Statistics Math 130, or equivalent	5
		Total: 40-42
Core and other required courses	Core and other required courses for Associate Degree in Business, or Health	Total 50
		Total: 90

General Education Components of the degree

The General Education requirements of this HPM degree conform to the recently approved state guidelines for applied baccalaureate general education. Students enter the program with approximately 40 credits of general education courses. They complete another 19 credits of general education while undertaking the junior and senior level BAS degree courses. (See Table III below). Bellevue College plans to work closely with other system colleges to ensure that students currently enrolled in technical associate degrees complete appropriate general education courses prior to entry into the Health Promotion and Management program. Course numbers with an ampersand (&) are common course

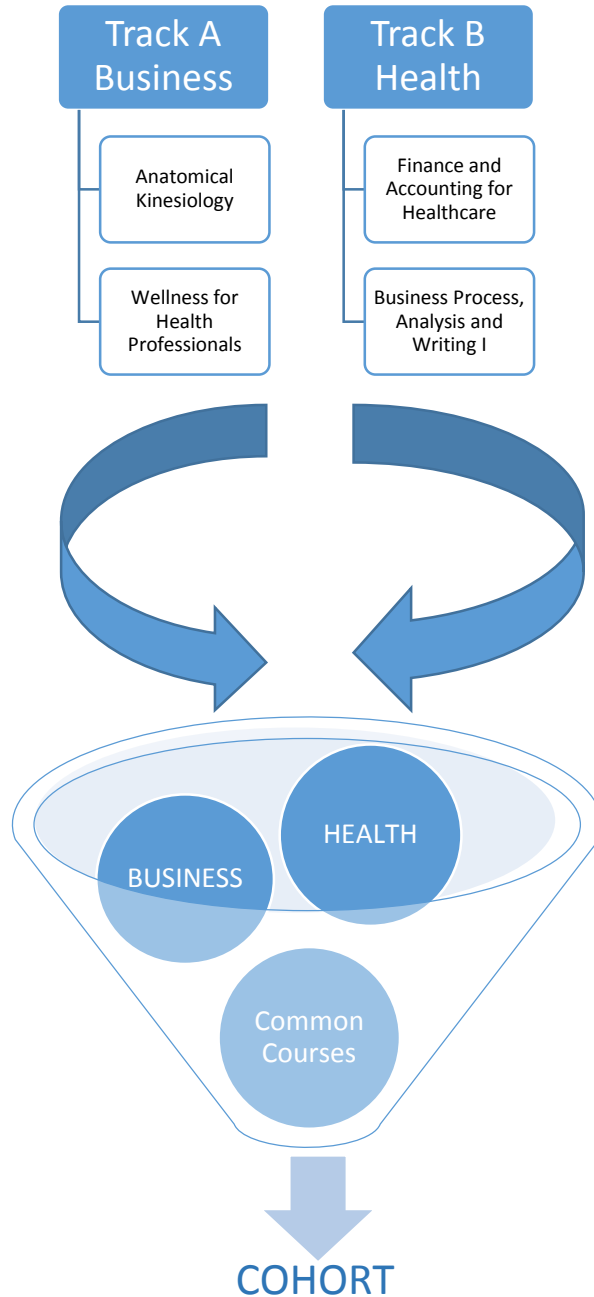
numbers at all Washington State community and technical colleges. Course numbers without the ampersand (&) symbol refer to Bellevue College Courses.

Table III: General Education Requirements for the Health Promotion and Management BAS Degree			
Subject	Credits	Met by pre-requisite	Met in baccalaureate
Communication Skills (Eng. Comp. required)	10	ENGL& 101 English Composition	
		ENGL 235, or 201	
Quantitative Skills (college level math)	5	MATH 130 Statistics	
Humanities	10	From AAS-DTA transfer list	CMST 330 Intercultural Communication for the Professional
			PHIL 365 Biomedical Ethics: Theory & Practice
Social Science	25	Either Sociology 248, or Psychology 109; and a course that meets the cultural diversity requirement	ECON 315 Economics of Healthcare
		Business 120 (meets S.S. distribution requirement)	HPM 375 Applied Research Methodology (5 credits)
Life Sciences	10-12	Biology& 160 and Nutrition& 101, or courses from AAS-DTA transfer list. (Must include one lab course)	
Total required	60-62²	40-42	20

BAS coursework needed at Junior and Senior levels

The BAS degree in Health Promotion and Management is designed as a cohort program. However, because students enter the program from different degree backgrounds - either business or health - they must first find common ground with their peers. To this end, Business and Health students will begin the program on two separate tracks during their first quarter of study. Business degree students will be placed in Track A and required to take PE 236, Anatomical Kinesiology and Health 145, Wellness for Health Professionals in their first term. Healthcare students will be placed in Track B and required to take RAIM 320, Finance and Accounting for Healthcare and BA 102, Business Processes, Analysis and Writing I in their first term. Hence, these tracks enable students to enter a cohort on equal footing.

² Some laboratory science courses at Bellevue College are 6 unit courses. Hence, some students may accumulate up to 92 credits in completing the degree.



Course Delivery Mode

Over half of the courses in the curriculum will be taught online. The remainder of the courses will be offered in a hybrid format with on campus class time occurring in the early evenings to accommodate working students. A number of the required courses will be open to students in other disciplines and degree programs in an effort to expose HPM students to a variety of professional perspectives. All students will take the same general education courses in communication studies, economics, business

and philosophy. Total program credits are 180, 90 of which are met by entry requirements into the BAS program.

Table IV: Bellevue College BAS Health Promotion and Management Junior/Senior Coursework					
Baccalaureate Courses		Quarter	Track	Mode	Credits
PE 236	Anatomical Kinesiology	fall	A		4
HLTH 145	Wellness for Health Professionals	fall	A		3
RAIM 320	Finance and Accounting for Healthcare	fall	B		5
BA 102	Business Processes, Analysis and Writing I	fall	B		2
HPM 325	Foundations of Health Promotion*	fall	Cohort		5
HPM 330	Leadership in Outdoor Pursuits *	fall	Cohort		4
RAIM 325	Organizational Theory and Behavior in Healthcare	winter	Open		5
HPM 340	Lifestyle Wellness Coaching*	winter	Cohort		5
ECON 315	Economics of Healthcare	winter		O,G	5
HPM 360	Epidemiology & Healthcare Statistics*	spring	Cohort		5
CMST 330	Intercultural Communication for the Professional	spring	Open	O,G	5
HPM 375	Research Design Methods*	spring	Cohort	G	4
PHIL 365	Biomedical Ethics *	fall	Cohort	O,G	5
HPM 405	Health Behavior-Understanding and Effecting Change*	fall	Cohort		3
HPM 415	Community Health*	fall	Cohort		2
HCTM 385	Consumer Health Informatics and web design	fall		O	5
HPM 430	Lifestyle Chronic Disease and Environment*	winter	Cohort	O	6
HPM 440	Safety and Workplace Ergonomics for Wellness Professionals	winter	Open		4
HPM 450	Worksite Wellness Management*	winter	Cohort		4
HPM 460	Community Health Service-Learning*	winter	Cohort		2
HPM 470	Technological Applications in Health Promotions *	spring	Cohort	O	4
HPM 465	Practicum in Wellness Promotion*	spring	Cohort		5
HPM 475	Capstone*	spring	Cohort		5
					Total: 90

Table Key

*denotes course offered only to HPM cohort students.

The scheduling of Philosophy 365, Biomedical Ethics, is dependent on faculty availability and the curriculum requirements of other BAS Health programs. The Health Care Management & Leadership program, for example, also requires this Biomedical Ethics course as a part of its curriculum. The HPM program will work closely with the Philosophy department and the Health Care Management & Leadership programs to schedule this course so that it fits the needs of all departments and programs. The HPM program will explore having this course re-scheduled to a later term in the second year so that students might be more seasoned for its subject matter.

“O” denotes course offered online, the remainder of courses are hybrid

“G” denotes general education course

Full-Time/Part-Time Status:

Students attending fulltime, typically 15 credits per quarter, finish the program in six quarters. Students attending part-time finish the program in nine or more quarters, depending on the number of credits that they carry. Students may elect to take a number of courses outside the established cohort schedule to accommodate personal demands, although some courses will be offered only once per year. Departing from the established cohort group may delay degree completion. Program faculty and the program manager will work with each student to develop an academic plan ensuring that full-time and part-time student are able to efficiently meet their degree and career goals.

Experiential Learning

Experiential learning is a vital component of a rigorous applied baccalaureate degree and central to becoming a competent health and wellness program manager. As a part of the curriculum, HPM students will engage in two separate field experiences as well as a culminating capstone course. The field courses provide students with the opportunity to gain a deeper understanding of the healthcare promotion and wellness environment through industry internship, practicum or field trips. The capstone course will require students to design a comprehensive, criteria-based employee wellness program in which students derive program outcomes, perform organizational assessment, develop suitable health programming, create marketing and communication plans and devise a sustainable business plan.

Program evaluation criteria and process

Assessment for the proposed Health promotion and Management program is based on the comprehensive student achievement and program assessment processes in place at Bellevue College for all programs, including associate and baccalaureate degrees. Program review occurs every five years and provides a thorough assessment of every aspect of the program. Reviews includes strategic planning; student headcount, full-time equivalent student (FTES) and schedule trend analysis; program enrollment data, including student faculty ratios, analysis of full-time and part-time faculty ratios and other staffing indicators; student performance evaluation; an evaluation of curriculum coherency and currency, including an evaluation by the workforce advisory committee; program viability, including employment placement data and market analysis; and analysis of student demographics, program costs and revenues, retention and advising, articulation agreements, and course delivery methods.

Industry will engage in recommendation and review of the curriculum and program elements through the program advisory committee comprised of professionals from the field. The advisory committee will be expanded from the current certificate advisory committee to better serve the expanded outcomes and scope of the new BAS program. The role of this committee will be to advise the program on recommended curriculum improvements; help keep the program abreast of changes in the field; assist in student recruitment and placement; and make recommendations for other changes that will keep the program current.

Until the first five-year program review occurs, staff will evaluate the Health Promotion and Management program’s effectiveness by collecting and analyzing data annually on student satisfaction, preparedness, and retention; faculty assessment of student preparedness; and effectiveness of courses to meet the program outcomes. The program will be assisted in its collection of data by the College’s office of Effectiveness and Strategic Planning. Table VI summarizes the annual schedule for the collection of data. This annual collection of data serves as preparation for the program’s five-year review.

Table VI: Annual Assessment		
PERIOD	DATA COLLECTED	RESPONSIBILITY
Spring 2017	<ul style="list-style-type: none"> • Student Survey • Faculty Evaluations • Retention Data • Faculty survey of student readiness 	Program Manager; Program Chair Dean, HSEWI, Office of Effectiveness and Strategic Planning
Spring 2018	<ul style="list-style-type: none"> • Student Satisfaction Survey • Faculty Evaluations • Retention Data • Faculty survey of student readiness 	Program Manager; Program Chair Dean, HSEWI, Office of Effectiveness and Strategic Planning
Spring 2019	<ul style="list-style-type: none"> • Student Satisfaction Survey • Faculty Evaluations • Faculty survey of student readiness • Retention & graduation data • Wage, job & progressions data 	Program Manager; Program Chair Dean, HSEWI, Office of Effectiveness and Strategic Planning
Spring 2020	<ul style="list-style-type: none"> • Student Survey • Faculty Evaluations • Retention Data • Faculty survey of student readiness • Retention & Graduation data • Wage & job & progression data • Survey of Employers 	Program Manager; Program Chair, Dean, HSEWI, Office of Effectiveness and Strategic Planning
AY 2020-21	Five – Year Review. See Below.	Program Manager; Program Chair, Program Faculty, Dean, HSEWI, VP, Instruction, Office of Effectiveness and Strategic Planning

Table VI summarizes 5-year assessment mechanisms.

Table VI: 5-Year Program Assessment	
Effectiveness of curriculum/ program — continuously refines curriculum and program design, keeping the program current, including discipline-based, general education and electives	
Course evaluations by students	<ul style="list-style-type: none"> • Effectiveness of curriculum & teaching methods in courses • Effectiveness of program in skills & knowledge progression
Field studies evaluation by students and by employers	<ul style="list-style-type: none"> • Adequate balance of knowledge & skills, theory & practice • Effectiveness of program in meeting students' expectations • Effectiveness of program in meeting employers' expectations
Student survey and/or focus group mid-point through the program and at graduation	<ul style="list-style-type: none"> • Effectiveness of the program in skills & knowledge progression • Adequate balance of knowledge & skills, theory & practice • Effectiveness of program in meeting students' expectations • Effectiveness of institutional and program resources and support • Preparedness of faculty • Preparedness of students upon entering individual courses
Program statistics	<ul style="list-style-type: none"> • Student retention • Student course success • Student progression through program • Correlation of student success and training/ job experience prior to entry
Survey of HPM program faculty	<ul style="list-style-type: none"> • Preparedness of students upon entering individual courses • Preparedness of students upon entering the program
Graduate follow-up and industry feedback — assesses effectiveness of program in meeting career goals and employer expectations and uses findings to refine curriculum and teaching methodologies	
Survey of program graduates six-nine months after graduation	<ul style="list-style-type: none"> • Effect of program completion on career • Effectiveness of program in meeting job expectations • Wage and career progression
Survey of program graduates 3-5 years after graduation. IPEDS DATA	<ul style="list-style-type: none"> • Effectiveness of program in placing graduates into graduate school
Survey of employers of program graduates six-nine months after graduation	<ul style="list-style-type: none"> • Effectiveness of program in meeting job expectations • Observed increased skills and performance • Perceived strengths and weaknesses of current program
Oversight by Advisory Committee – provides ongoing support and program review.	
Healthcare Management and Leadership Advisory Committee	<ul style="list-style-type: none"> • Completeness & relevance of curriculum to employer needs • Trends in field, technologies, practices and job markets • Continuing education needs of graduates

Survey of faculty satisfaction — assesses adequacy of program support and faculty training	
Survey of program faculty	<ul style="list-style-type: none"> • Effectiveness of institutional & program resources & support • Preparedness to teach the curriculum

Qualified faculty

Bellevue College projects an enrollment of 15 students during the first year of the BAS in Health Promotion and Management. The college anticipates achieving full-capacity by 2019, reaching a total of 24 FTE. To support this number of students, the program will need one additional full-time equivalent faculty (FTEF) beginning in 2016. This new faculty will teach select Health Promotion and Management courses for both junior and senior year students. Faculty teaching general education courses will teach these courses as part of their ongoing load, so no additional faculty will be required in areas outside Health Promotion and Management.

Faculty teaching in the program will be required to hold a minimum of a master’s degree and maintain appropriate certification.

Table VII below describes HPM Faculty credentials, rank and anticipated course/s taught.

Table VII: Faculty Profiles					
	Faculty	Credentials	Status FT/PT	Course(s)	Online
*	Jennifer Anderson	Masters in Communication Studies, New Mexico State University	FT	CMST 330	x
*	Jason Benchimol	Ph.D. in Philosophy, University of Washington	FT	PHIL 365	x
	Lisa Borho	Master of Science in Exercise Physiology, University of Illinois; MPH, Portland State University	FT	HPM 430	x
	Ray Butler	M.S. in Educational Processes, Maryville University of St. Louis; Ed.S. Health and Physical Education, University of New Mexico	FT	HPM 325	
*	Pam Charney	Ph.D. in Health Sciences, Rutgers University	FT	HTCM 385	x
	Frank Hatstat	J.D. Puget Sound School of Law, MBA, City University	FT	BUS 102	
*	Audrey Hue	MBA, University of Washington	PT	RAIM 340	
*	Miranda Kato	Ed.D., Boston University	FT	RAIM 320	x
	Stella Orechia	M.A. Health/Physical Education, San Francisco State University	FT	HPM 440	
	Peter Prescott	M.S. Sports Administration, Seattle Pacific University	PT	HPM 330	
	Maurya Radvillas	Masters Of Health Administration, University of Phoenix	FT	RAIM 325	x

*	Chace Stiehl	Ph.D. in Economics, University of Utah	FT	ECON 315	
	Amy Swanson	BS & Certified Health Coach, Seattle Pacific University Enrolled Masters in Public Health, A.T. Still University	PT	HPM 340	x

* BC Faculty likely to teach this course.

Selective Admissions Consistent with Open Door Institution

Bellevue College continues to adhere to the basic open-door mission of a community college, providing educational access to its constituents and serving the varying educational needs of its community. The Healthcare Promotion and Management degree will hold admission criteria to the essential elements that ensure students are well-prepared to begin bachelor studies, yet will also allow the College to minimize barriers to opportunity and achievement, regardless of the origin of a student’s preparation.

The college chose a 2.0 minimum cumulative GPA in all courses applied to the AA degree for admission to remain consistent with its required GPA for progression and completion in its two-year degree programs. Not only has this threshold proven to be successful in existing BAS programs, but also it sets a threshold by which the college can effectively build a diverse student population.

Qualified applicants who meet the priority application due date will receive first consideration for admission. If there are more program slots than applications, applicants who do not meet the priority due date will be considered. If there are more qualified applicants than there are openings, but not enough applicants to feasibly add additional sections, the college will admit some students and place the remainder on a wait list. Should additional slots open prior to the start of the term, students on the wait list will be admitted based on the following criteria:

- Fifty percent of the open slots will be awarded on the basis of GPA in rank ordered, i.e., 3.8, 3.78, 3.6. This will provide priority to students with a higher GPA.
- The remaining fifty percent of cohort slots will be awarded to qualified applicants by lottery. This ensures that students with admissible, yet lower GPAs are not excluded from enrollment.
- When all slots are full, any remaining qualified applicants will remain on a wait list and be considered for future terms.

In addition, should the college be unable to fill all open slots for the program in any given admission period, students who fall short of the minimum admission requirements, but who show promise will be given admission consideration. These students will be asked to submit a letter of recommendation from faculty that makes a case for the student’s admission to the program.

The program manager and program chair, working closely with Enrollment Services, will manage the details of the recruitment and admission process. In addition to advising and recruiting students from the Bellevue College campus, the Program Manager, in conjunction with Enrollment Services outreach staff,

will attend community college transfer fairs around the Puget Sound. This will assist the program in drawing from a wide and diverse applicant pool.

To assure continued fairness and consistency in its recruitment and admissions process, the program will assess these policies annually. If the program determines that changes need to be made, it will consider student recruitment, student progress and retention, student diversity, and faculty appraisal of student qualifications criteria.

Finally, to assure equity and pluralism in the recruitment and admission process, the HPM program will employ practices designed by the college's Office of Equity and Pluralism to attract a diverse student population. Directed by the Vice President of Equity and Pluralism, this office leads Bellevue College's efforts to "expand opportunities for persons of color, persons with disabilities, persons of different ethnic heritages, persons of different gender identities and orientations, and person with limited financial resources. This office will guide the HPM program in its efforts to:

- Recruit people of color who are BC program graduates and professionals to serve as role models and as members of the program's advisory committee. Such graduates and professionals will be asked to make presentations to currently enrolled associate degree students to encourage them to pursue the bachelor's degree;
- Engage in targeted marketing efforts to encourage persons of color or persons from under-served populations to apply to the program;
- Coordinate program diversity efforts with the institution's office of Multicultural Student Services;
- Apply best practices for identifying potential program hires from under-represented groups;
- Work with businesses and professional organizations to recruit their employees of color or their employees from under-served populations to enroll in this bachelor degree program, and/or to serve as members of the program's advisory board.
- Regularly assess recruitment/retention efforts from under-represented populations, and continually striving to improve the program's appreciation and respect for diversity.

Student enrollment

Given these admissions policies and the enrollment patterns of Bellevue College's existing applied baccalaureate programs, it is anticipated that this HPM program will enroll approximately 30 FTE students and graduate 20 students per year by AY 2021-22. Of these 30 students, about two-thirds will attend full-time, graduating within 2 years of beginning the program. The majority of part-time students will likely take 10 credits per quarter, completing the program in nine or more quarters.

As described above, the majority of the students will proceed through the program as members of a cohort, although the program will be able to accommodate a handful of individualized tracks as well. To ensure efficient progression for all students, many courses within the program will be offered multiple times per academic year. Eight of the eighteen core course requirements will be offered as online courses, while the remainder of the on-campus and hybrid courses will be offered during the afternoons and evenings to accommodate working and place bound students.

Table VIII below depicts enrollment projections for the program.

Table VIII: BAS IN Health Promotions and Management Enrollment Projections			
Year	Headcount	FTES	Graduates
2016-17	18	15	0
2017-18	21	18	14
2018-19	24	21	16
2019-20	28	24	18
2020-21	32	28	20
2021-22	36	30	20

Recruitment and Facilitation of Articulation Requirements

Bellevue College plans to work closely with other community colleges to distribute program information and entrance requirements widely. Building relationships with feeder programs will provide ample opportunity for students to make-up prerequisite courses not taken as part of their particular associate degree. In addition, program information will be shared broadly through statewide instructional, student services and workforce networks.

Appropriate student services plan

As a community college, one of BC’s strengths is the variety of student-focused support services that help students achieve success in accomplishing their goals. Students in the Healthcare Promotion and Management BAS program will be supported by the same high-quality student services that all students receive.

As Bellevue College has added new applied baccalaureate degrees, the college has focused on integrating support for baccalaureate students across the institution. To this end, all self-support baccalaureate programs return a portion of the tuition paid to the college to provide program support to baccalaureate students. This policy has enabled additional FTE staff, for example, to be added in enrollment services to provide transcript evaluation for incoming applied-baccalaureate students. Similarly, the college has hired individual program managers for each baccalaureate degree program. These program managers not only assist students with BAS program admission and completion, but also advise students on a myriad of student issues, including the process of applying and transitioning to graduate level education. In academic year 2013-14, the college also added a full-time librarian, dedicated specifically to the bachelor’s degree programs. This hire provides another institutional touch point for BAS students.

Beyond these student support services, Bellevue College has recently hired a new Director of Applied Baccalaureate Degrees who, in addition to program development duties, has been tasked with bolstering support programs in conjunction with the Division of Student Affairs, including appropriate tutoring for baccalaureate students.

Access to student services

We project that at least 30% of students in the Healthcare Promotion and Management BAS program will be working. These students will be taking evening or hybrid-delivery classes. In order to ensure access to program advising, the program manager or program chair will be available for face to face appointments, or contact through email. The program manager, the single point-of-contact for BAS students, works directly with students on admission, course planning, financial aid and graduation. This single-point-of-contact model has worked well for Bellevue College's other applied baccalaureate degrees, and the college plans to continue this model for future degrees.

To provide convenient access to all students, Bellevue College has numerous services available electronically, including: online registration each quarter; online tutoring; 24/7 access to librarians through "ask a librarian"; extensive research databases suitable for baccalaureate-level research; KHAN academy links; and degree audit and transcript request.

For face-to-face connection with all students, many services have evening and/or weekend hours, including: the academic success center, the math lab, the writing lab, the science study center; counseling center; disability resource center's extended testing hours; financial aid, and the library.

The following services will be those most frequently used by baccalaureate students.

Student Advising, Retention and Success: The model that has worked well for the college's baccalaureate programs and will be used for the new degree is an embedded program manager who works one-on-one with students to facilitate their success. The manager assists students with their educational planning and progress towards degree completion while supporting the program chair and faculty who conduct academic advising. The program manager and program chair consult regularly about each student's progress. Each student will have an individualized schedule and advising plan. Students can use internet advising services and degree planning worksheets to access their information. The online degree planning tool helps faculty advisors and students evaluate, monitor and track the student's progress toward completion of a degree. Student retention and student success are the college's top priorities. Students appreciate and respond to having a specific person they can go to for assistance.

Academic Success Center (ASC): The ASC assists students in successfully completing their college courses through one-on-one and group tutoring, workshops, classes and open labs in reading, writing and math.

Computer Labs: BC provides a wide variety of specialized computer and learning labs to enhance learning and student success as well as a 200-computer open lab.

Credentials Evaluation: Full-time credentials evaluators have extensive experience evaluating transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and student records for all degree requirements when students near graduation. Bellevue College is committed to providing efficient time-to-degree for students, and makes every effort to accept prior learning when appropriate.

Disability Resource Center (DRC): The DRC provides assessment and accommodations for students with documented disabilities. They provide special course materials; coordinate testing for disabled students and assist faculty to provide appropriate accommodation.

Financial Aid: The financial aid office prepares and disburses federal, state, and institutional aid for all BC students. Students can monitor the process of their application online.

Job Placement: Providing help with career advancement and job placement will be priorities for the new BAS. An effective advisory board comprised of healthcare management professionals will help to identify jobs. Through the internship and/or capstone course, students will develop potential job contacts. The Center for Career Connections has been successful in helping students find jobs by providing career planning and job placement assistance and conducting career fairs. The Center for Career Connections, Program Chair, and Advisory Committee will work closely to develop and nurture internship and job placements.

Multicultural Student Services (MCS): MCS offers advising and mentoring, tutoring, emergency financial assistance, and support for the college's multicultural student population.

Online Services: All students have online access to the bookstore, records and grades, registration, advising, faculty communication, and library services. As an example of integrated services, the library has added extensive online collections and resources. Library faculty have also developed upper-division research workshops for students in applied baccalaureate programs. The distance education office provides extensive technology assistance and student services for all online students.

Veteran's Administration Programs: The Veterans Affairs Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students.

Appropriate staff and administration

Bellevue College implemented its first applied-baccalaureate degree in 2007, a second program in 2009, and a third in 2012. Another two new programs started in fall 2013, a sixth program came on board in winter 2015. The College's seventh and eighth BAS degree programs are scheduled to begin fall 2015 and fall 2016. We have been assessing and adjusting the model for program administration as more programs are added. This assessment has led to the following:

Program chair responsibilities are typically filled by full-time faculty members (see Table IX). In addition to managing the program, the BAS in Healthcare Promotion and Management chair will teach an average of two courses per quarter, providing valuable connection to and insight about many aspects of the program. Administrative responsibilities for the faculty program chair include:

- curriculum development, revision, and implementation;
- advising of students;
- marketing the program to new students;
- conducting articulation with both two-year and graduate programs;
- initiating employer outreach;

- participating in college governance; and
- engaging in ongoing program assessment to maintain the program’s currency

The advising section in the student services plan states that educational planning will be handled locally from within the program by the Program Manager. The Program Manager will also:

- provide information about the program to prospective applicants;
- monitor student progress;
- guide students to other available student services to aid in their success;
- assist students with advising or course issues

The Program Manager position is a full-time exempt position. It will also provide administrative support for the program, its chair and the faculty. This model has worked well in the college’s existing baccalaureate programs.

Table IX below details personnel and their duties.

Table IX: Administration and Staff			
Name	Title	Responsibilities	Admin Effort %
TBA	Program Chair	Manage BAS program, conduct program assessment, hire faculty, oversee admissions, implement recommendations of advisory committee (33% administration; 66% instruction)	33%
TBA	Program Manager	Provides administrative support to chair, faculty and students Provides student services assistance to applicants and students to promote student success Oversee budget, oversee admissions	100%
Total Staff FTE			1.33

Commitment to build and sustain a high quality program

The BAS in Healthcare Promotion and Management program will be funded as a self-support program. The tuition will be set at the same level as state-funded applied bachelor’s degree programs, which for 2015-2016 is \$234.43 per credit. (New tuition rate) It should be noted, however, that Self-support programs do not discount tuition after 10 credits as State-support program do. Hence, total tuition for a full-time student in the HPM program will be \$10,549.35

The faculty are committed to develop and improve the skills of the graduates of this program in critical thinking, objective reasoning, adaptability, compassion, confidence, and respect. Faculty recognized that a variety of delivery methods must be utilized within the program to help the student develop into lifelong learners. Funds are established and earmarked to support curriculum development and updates.

Indirect funding has been included in the budget to cover the annual expenses associated with these expenses. Indirect is calculated at 8% in year one, 12% in year two, 15% in years three and four and 20% in year five, growing as the program grows. These amounts may be adjusted should the amount collected be inadequate or be in excess of expenses incurred in marketing, enrollment services, library support and services, or finance. Bellevue College is committed to the long-term success of the new degree and will set aside funds to launch and fund the program until it collects adequate tuition to be fully self-sufficient.

Estimated program expenses and income are detailed in Table X, below.

Table X. BAS HPM: Estimated Program Expenses							
Expenses							
	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AT 20-21
Administrative Salaries (1 FTE)	0	\$49,000.00	\$50,470.00	\$51,378.46	\$52,303.27	\$53,244.73	\$54,203.14
New Faculty/Chair (1FTEF)	0	\$53,268.00	\$54,866.04	\$55,853.63	\$56,858.99	\$57,882.46	\$58,924.34
Part-time Faculty Salary (3 x .333 load/quarter)⁽¹⁾	0	\$33,240.00	\$34,237.20	\$34,853.47	\$35,480.83	\$36,119.49	\$36,769.64
Curriculum Development Funding	\$30,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
Benefits ⁽²⁾	\$11,400.00	\$53,013.04	\$54,557.83	\$55,512.51	\$56,484.38	\$57,473.74	\$58,480.90
Goods and Services ⁽³⁾	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Library subscriptions ⁽⁴⁾	\$8,378.00	\$5700.00	\$6,043.00	\$6,405.00	\$6,790.00	\$7,197.00	\$7,628.00
Travel ⁽⁵⁾	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Equipment ⁽⁶⁾	\$10,000.00	\$2,000.00	\$2,200.00	\$2,420.00	\$2,662.00	\$2,928.20	\$6,000.00
Indirect ⁽⁷⁾	0	\$16,817.68	\$25,964.89	\$33,063.46	\$44,915.90	\$45,769.12	\$47,201.20
Total Costs	\$69,778.00	\$227,038.72	\$242,338.96	\$253,486.53	\$269,495.37	\$274,614.73	\$283,207.22
Revenue							
FTE Enrollment	0	15	18	21	24	28	30
Annual Tuition and Fees⁽⁸⁾	0	\$10,549.35	\$10,549.35	\$10,549.35	\$10,549.35	\$10,549.35	\$10,549.35
Self-Support Tuition and Fees	0	\$158,240.25	\$189,888.30	\$221,536.35	\$253,184.40	\$295,381.80	\$316,480.50
Bridge Loan	(\$69,778.00)	(\$68,798.47)	(\$52,450.66)	(\$31,950.18)	(\$16,310.97)	0	0
Program Reinvestment after Expenses and Indirect							
Balance to re-investment						\$20,767.07	\$33,273.28

(1) Administrative, Faculty & PT Faculty salaries show 3% increase from year 1-2, then 1.8% thereafter.

(2) Benefits were estimated as 38%

(3) Goods and Services: printing of marketing materials, program admissions information, student handbook, and course materials

(4) Library subscriptions: AY 14-15 includes one-time \$3000 purchase of book titles to augment holdings in epidemiology, applied research and health statistics. Library subscriptions also include annual fees for electronic versions of journals and memberships. Electronic journals have an average increase of 6% per year. Titles include: Journal of Experiential Education, Journal of Physical Education, Recreation & Dance, American Journal of Health Education, Research Quarterly for Exercise & Sport, Strategies: A Journal for Physical and Sport Educators, Medicine & Science in Sports & Exercise, Exercise and Sport Science Reviews, Current Sports Medicine Reports, ACS's Health & Fitness Journal and Public Health Journal.

(5) Travel: professional development/conferences

- (6) Equipment: Various Health and Exercise equipment
- (7) Indirect: Self-support programs charged. 8% (AY 16-17); 12% (AY 17-18); 15% (AY 18-19); 20% (Thereafter). Indirect costs cover recruitment, marketing, transcript evaluation, admissions, library support, online and evening support,
- (8) Tuition for Self-support programs is \$10,549.35 annually. Calculated at (15credits*\$234.43 per credit). Self-support programs do not discount tuition after 10 credits as State-supported programs do. Hence, the \$7,182.15 State-supported tuition price is not applicable for this program.

NWCCU Accreditation

In 2009, Bellevue College was granted accreditation by the Northwest Commission of Colleges and Universities (NWCCU) to offer baccalaureate degrees. The college currently offers six bachelor's degrees: a BAS in Data Analytics, a BAS in Healthcare Technology and Management, a BAA in Interior Design, a BAS in Information Systems and Technology, a BS in Nursing, and a BAS in Radiation and Imaging Sciences. BAS degrees in Applied Accounting and Molecular Biosciences have been approved by the SBCTC and NWCCU and are scheduled to begin in fall 2015 and fall 2016 respectively. Baccalaureate degrees play an important role in Bellevue College's commitment to provide high quality, flexible, accessible education programs and to strengthen the economic life of its diverse community. As it did with its current slate of BAS degree, the college will seek accreditation by the NWCCU for this Healthcare Promotion and Management degree.

Program specific accreditation

In addition to seeking NWCCU accreditation for the HPM program as a whole, graduates of the program will be prepared and encouraged to seek professional development certification from a variety of nationally recognized organizations. These organizations include:

- Certified Health Education Specialist (CHES) National Commission for Health Education Credentialing (NCHEC)
- Certified Wellness Practitioner (CWP) National Wellness Institute
- Worksite Wellness Specialist Certificate (WWSC) National Wellness Institute certification
- BLS First Aid for Healthcare Providers CPR/AED Certification *American Heart Association*
- Bloodborne Pathogen Training *OSHA*
- HIV/AIDS Prevention Education based on RCW 70.24.270 *Washington State*
- Certified Worksite Wellness Program Manager (CWWPM) *National Wellness Institute*

To assist students in obtaining these certifications, three courses in the HPM curriculum as a whole - HPM 340, Lifestyle Wellness Coaching, HPM 440, Safety and Workplace Ergonomics for Wellness Professionals and HPM 450, Worksite Wellness Management - are designed to prepare students to achieve these certifications.

Pathway options beyond baccalaureate degree

Graduates of the BAS in Health Promotion and Management who are interested in continuing their education will be well prepared to move forward into graduate school.

While all BAS graduates can apply to any Master's degree program, Bellevue College has had direct contact with three graduate programs that have indicated graduates of the Health Promotion and Management program will be fully eligible for admission to their programs. These programs are:

- University of Washington, Master of Public Health Program
- Western Washington University: Master of Health in Kinesiology
- Seattle Pacific University, Master of Health and Human Performance Program

Expert evaluation of program

Bellevue College received external reviews from two higher education subject matter experts in the field of Healthcare. Their complete comments are included in the appendix II. The reviewers were:

Sara Mackenzie, MD, M.P.H.

Director, UW Bachelors of Arts/Bachelors of Science in Public Health
Assistant Dean, School of Public Health Undergraduate Education
Family Medicine & Adolescent Medicine
Box 354410
Seattle, WA 98195-7660
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Dr. JoAnn Atwell-Scrivner, Ph.D.

Chair, Department of Health and Human Performance
Seattle Pacific University
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206-281-2941

While expert review of the HPM program was highly favorable, the Dean of Health Science and the program faculty made some specific adjustments based on the recommendations of the expert reviewers. The specific adjustments were as follows:

- Program outcomes were revised to include health and human systems, disease prevention and health coaching.
- Epidemiology and Health Statistics, HPM 360 and Research Design Methods, HPM 375 were moved from senior year to junior year courses to teach evidence-based decision making earlier in the program. The Dean and Faculty agreed that this adjustment would prepare students to undertake data driven experiential and capstone courses.
- Course learning outcomes were strengthened to include the aptitudes of analysis and evaluation. These adjustments were made to align upper level courses with Bloom's Taxonomy of learning objectives to assure appropriate baccalaureate rigor.
- Certifications in Lifestyle Wellness Coaching and Worksite Wellness Management were given priority as recommended certificates for students to seek.
- PHIL 365, Biomedical Ethics was moved from a junior to a senior year course to give students an opportunity to study the full range of health and medical issues before engaging in a study of ethical issues.
- The Capstone course description and course outcomes were aligned more closely to reflect a coherent, achievable project.

Appendix I: Course Descriptions

Bachelor of Applied Science: Health Promotion and Management

August, 2015



Course Descriptions

PE 236 Anatomical Kinesiology – 4 credit

Explore anatomical structures that create movement in the human body. We will study bones, joints, muscle location and attachment sites, and axes of rotation. Applying this knowledge will give students the ability to determine which muscles have the potential to contract to cause or prevent movement.

Learning Outcomes

- Locate and identify characteristics of bones, bony landmarks, and muscles.
- Identify joint actions, and the corresponding axes of rotation and plane of motion.
- Understand how joints work together to produce efficient and safe movement.

HLTH 145 Wellness for Healthcare 3 credit

Covers the social, emotional and physical components of wellness with a focus on personal assessment and tools to design a wellness plan for life. Students explore methods for promoting health in the healthcare setting.

Learning Outcomes

- Identify the seven components of wellness.
- Differentiate between controllable health factors and others beyond the sphere of influence.
- Develop a life-long personal wellness plan.
- Identify and access reliable health resources in the community.
- Develop health resources that promote healthy lifestyles.
- Model healthy lifestyle habits in and out of the professional setting.
- Identify benefits of exercise and proper nutrition

RAIM 320 Finance and Accounting for Healthcare Managers – 5 credit

Addresses issues of financial management in healthcare systems, including budget development and analysis, equipment purchase and depreciation, salaries and benefits, and coding and reimbursement. Case studies are used to bring a contextual focus on specific healthcare departments and organizations including multinational aspects and parameters of outsourcing. Prerequisite: Acceptance to the program or permission of instructor.

Learning Outcomes

- Present and analyze the trends and current issues in healthcare finance management and accounting

- Analyze the financial environment in the healthcare industry and how it affects the role of healthcare managers in healthcare units and departments
- Identify, define and apply basic accounting principles, assumptions and constraints in the context of the healthcare system and specific healthcare departments
- Record and summarize economic transactions in accordance with generally accepted accounting principles, multinational and security requirements in reporting
- Analyze the financial cycle and value chain in the healthcare departments
- Prepare, analyze, and interpret healthcare financial statements and budgets
- Develop and justify financial recommendations using accounting data that relates to the financial decision-making process
- Develop asset projection and management plans
- Explain the concepts and elements of budgeting, costs and capital financing, working capital, and financial assessment and risk as they apply to specific healthcare departments
- Summarize the regulations and standard practices that govern healthcare finances and accounting
- Prepare, evaluate and assess general financial and accounting information
- Examine the financial roles of the different organizations in the healthcare system, including healthcare providers, insurances, labs, and patients; control systems, outsourcing requirements
- Discuss and synthesize the trends in financial, security oversights in the healthcare industry including, multinational aspects
- Analyze the process of financial planning, documentation, reporting, controls systems, security and auditing in the context of healthcare departments and outsourcing entities
- Compare the advantages and limitations of commonly used financial and accounting software products and systems in the healthcare industry, multinational, security factors
- Define and apply practices that support equipment purchase and depreciation accounting, salaries and benefits accounting and evaluation, and pricing strategies in the context of healthcare departments
- Analyze the process and issues relating to medical coding and reimbursement with an emphasis on codes relating to specific healthcare departments
- Discuss and synthesize ethical standards for the process of financial management and accounting in healthcare

BA 102 Business Processes, Analysis and Writing 2 credit

This course provides an overview of business processes in select industries and examines models of social responsibility with a heavy emphasis on analysis and writing. Prerequisites: Completion of ENGL& 101 with a C or higher, completion of MATH 097 with a C or higher. C or higher is required in Math and English to receive the Associate in Business DTA. Permission of instructor.

Learning Outcomes

- Map and analyze business processes for select industries including cross-functional components and analysis of where value is added.
- Identify and analyze models of corporate social responsibility and how they apply to for-profit, nonprofit and government.
- Articulate and give reasons for career choices in for-profit, nonprofit, government and quasi-government entities which use business practices.
- Write position and persuasion essays on topics covered using evidence sequence, focus, organization and proper style and mechanics.

HPM 325 Foundations of Health Promotion- 5 credit

Examines the theories, policies and principles of health promotion. Topics include identifying community needs, delivering custom programs, researching and evaluating health trends and locating employment potential.

Learning Outcomes

- Create and conduct individual and organizational needs assessment.
- Define and explain key concepts of health promotion.
- Illustrate similarities and differences between individual and community health promotion
- Describe the impact of cultural diversity on planning health promotion programs.
- Create social and environmental intervention plans based on planning models
- Identify appropriate resources for the health promotion professional.
- Describe and evaluate the rapidly changing roles of hospitals, insurance companies and practitioners in the supply and delivery of health care
- Develop a professional philosophy of the importance of health promotion.

HPM 330 Leadership in Outdoor Pursuits – 4 credit

Exposes students to processes by which teams are formed, adventures are planned and risk is assessed and averted. Student will cover and develop usable skills in conflict resolution, team formation, group dynamics, leadership styles, risk management and decision making. Those skills will be used and observed in multiple off campus outings exposing student to a wide variety of classic Northwest Outdoor Pursuits. Activities will include hiking, orienteering, snowshoeing, backpacking, kayaking, bouldering, Northwest plant identification and more.

Learning Outcomes

- Explain theories of team formation
- Develop personal leadership inventory in context of group dynamics
- Develop adventure activity plans using a detailed planning rubric
- Differentiate between perceived and actual risks associated with select outdoor activities
- Develop a risk management plan specific to outdoor pursuits and locations

- Evaluate leadership skills developed in context of outdoor activities.

RAIM 325 Organizational Theory & Behavior in Healthcare – 5 credit

Presents theory and practice of how organizational design affects group and interpersonal interactions as it applies to healthcare. Includes organizational structures, culture, and change management. Case studies used to bring contextual focus on specific departments and organizations in the global healthcare industry. Prerequisite: Acceptance to the program or permission of instructor.

Learning Outcomes

- Investigate the issues and practices of ethical behavior and personal responsibilities in the context of healthcare organizations
- Examine the basic theory, practice and trends in organizational design, and their application to healthcare organizations
- Evaluate different organizational models including global components and identify their positive and negative aspects, and their applicability to healthcare organizations
- Identify and analyze the reporting relationships in a wide range of healthcare organizational structures
- Discuss how organizational design affects group and interpersonal interactions
- Define the various roles, functions, and levels of management in healthcare departments and units
- Evaluate communication strategies that support the organizational structure including global components
- Assess and develop action plans that support the organizational change
- Examine the legal issues and constraints relating to organization structure and behavior as they apply to healthcare organizations
- Analyze the elements of organizational culture and how different cultures lead to different employee and organization behavior
- Examine how organization structure and culture impact individual and organization performance and effectiveness in healthcare organizations
- Analyze methods and techniques of measuring the performance and effectiveness of specific healthcare departments and units
- Identify strategies that help healthcare departments maximize the potential of a diverse workforce with global/virtual components
- Discuss the issues and challenges of leading and managing healthcare departments and units
- Identify techniques in problem solving, decision making, conflict resolution, stress management that will help nurture healthcare teams
- Discuss the basic concepts and strategies of employee motivation and recognition in healthcare organizations

HPM 340 Lifestyle Wellness Coaching - 4 credit

Defines the art and science of lifestyle coaching. Examines diverse methodologies, coaching principles, counseling skills and techniques used to guide individuals and groups successfully through meaningful lifestyle changes. Core competencies, developed by the International Coach Federation, are reviewed. Principles of successful coaching, including positive psychology, family process, cultural diversity, environmental factors, cognitive mapping and the trans-theoretical behavioral change model are examined. Various communication strategies for effective coach-client dialogues are learned and practiced. Individual and group activities, using resources, research and knowledge are utilized to support competency in wellness coaching. Prepares students for a pathway to professional wellness and lifestyle coaching certificates.

Learning Outcomes:

- Define and compare lifestyle/wellness coaching to counseling, advising and/or prescribing.
- Evaluate social, economic, ethnic, racial, language and environmental factors to assess academic readiness and influence changes in health behavior.
- Compare and illustrate coaching methodologies, principles, strategies and treatment approaches to motivate and maintain client adherence.
- Identify and interpret information from local, state and national regulatory bodies to ensure compliance of initiatives, requirements and mandates.
- Develop a successful coaching style using appropriate modes of delivery
- Describe safe screening procedures and indicators for client external referral.

ECON 315 Economics of Healthcare – 5 credit

Covers the principles of micro and macroeconomics as applied to the healthcare industry. Examines how healthcare demand differs from that of other goods. Major topic areas include identifying and measuring the cost and benefit of marketing and government solutions to various healthcare issues, the role risk plays in the demand for and supply of health insurance, the incorporation of general healthcare, medical care, government policies and health insurance in determining impacts on private profit and social economic well-being.

Learning Outcomes

- Recognize the relevance of economics to medical care
- Be able to evaluate economic examples as they related to personal incentives, voluntary exchanges, and to recognize the key concept of opportunity cost within the context of health care issues.
- Be able to identify the drawbacks & limitations of standard economic models within these applications
- Apply economic reasoning to specific health care issues and identify appropriate benchmark of performance or success
- Be able to describe the key considerations driving demand for health care today

HPM 360 Epidemiology & Health Care Statistics 5 credit

Presents the fundamentals of epidemiology including infectious disease, environmental epidemiology, chronic disease, experimental study design, observation and data interpretation. Students engage in a comprehensive study of epidemiology through the human life span.

Learning Outcomes:

- Articulate the role of epidemiology in public health and the role of state, federal and local health agencies.
- Review research methods and statistical data used in epidemiological studies.
- Develop evidenced based needs assessment for a defined population group.

CMST 330 Intercultural Communications for the Professional - 5 credit

Examines how a healthcare practitioner may engage in effective communication with culturally dissimilar individuals in a variety of contexts. Students practice intercultural strategies and skills

Learning Outcomes

- Define culture and identify various health belief systems.
- Analyze one's own cultural identity in relationship to the organizational culture.
- Describe the characteristics of intercultural competence and the methods for improving language, nonverbal communication and listening skills.
- Discuss the influence of culture on conflict and explain the various approaches to effective conflict management in the health care setting.
- Identify the components of collaborative communication in a diverse health care setting.

HPM 375 Applied Research Methodology 4 credit

Introduces students to the research process, from developing a research question, through study design, and the collection and analysis of data. Qualitative and quantitative research models will be explored to assist students in effectively drawing conclusions.

Learning Outcomes:

- Develop skills to accurately describe and analyze research findings
- Design a research project, collect data and draw conclusions based on data
- Demonstrate understanding of central tendency, probability, and variance
- Employ statistics to analyze data sets
- Apply research ethics and laws governing human subject protection.
- Analyze the strengths and limitations of various research methods
- Determine proper method of analyzing specific sets of data

PHIL 365 Biomedical Ethics – 5 credit

Examine ethical issues that arise in healthcare, such as provider-patient relations, death and dying, reproductive issues, human and animal experimentation, and bioethics and public policy. Offers the knowledge and skills needed to research, analyze, and evaluate positions taken on these or related issues. Special attention is paid to the practical use of ethics in clinical practice and in public society.

Learning Outcomes

- Explain ethical principles and the philosophical arguments that bear on them.
- Apply ethical principles to a broad range of biomedical issues.
- Recognize and develop strategies for dealing with varying cultural perspectives on ethical issues.
- Apply ethical principles in detailed studies of particular cases
- Evaluate arguments for and against proposed solutions to ethical dilemmas in the practice of medicine.

HPM 405 Health Behavior-Understanding and Effecting Change – 3 credit

An exploration of the various models and theories of health behavior. Factors that influence health behavior at individual, family, community and national/societal levels are investigated. The course reviews social and ethnographic research to facilitate an understanding of health promotion interventions and strategies for behavior change. Two projects contribute to the application of concepts and knowledge for the treatment and adherence of positive behavior change.

Learning Outcomes:

- Identify basic theories and models of health and illness behavior as they related to the debate in health promotion.
- Explain the merits of social and behavioral science interventions and policies for health promotion efforts
- Plan procedures for assessing and evaluating health behavior.
- Apply behavioral change principles and procedures to case studies and real life health situations. Interpret the results.
- Discuss factors that contribute to successful health counseling for positive lifestyle change.
- Apply evidence-based approaches in the development and evaluation of interventions.
- Draw on research and concepts to discuss the role of the health care delivery system in affecting health behavior.

HPM 415 Community Health - 2 credit

An overview of community health programs and the organizational structures of governmental and non-governmental health agencies. Examines various health services to address cultural, economic and

environmental issues related to health care delivery and health disparity. Students design and implement a community health program based on needs assessment and budget.

Learning Outcomes

- Identify community health organizations and up-to-date community-based health resources.
- Evaluate various community health issues and health disparity related to behavioral, social, cultural and environmental influences.
- Identify and describe strategies to build community engagement and organization building for health promotion.
- Develop a needs assessment for a cultural group including relevant community resources, cultural impact, and sustainability to meet the identified needs.

HCTM 385 Consumer Health Informatics 5 credit

This course focuses on consumer healthcare information needs, information seeking behaviors and information sources. Topics include social networks, patient portals and information sources focused on health conditions. Additional focus will be given to development, use and regulation of personal health records as well as evaluation of health condition specific information available on the web. Prerequisite: HCTM 310 and acceptance to program. Alternatively, instructor permission.

Learning Outcomes

- Evaluate currently available consumer health information technologies
- Discuss historical, legal and social trends that surrounding consumer health informatics
- Examine the impact of technology on consumer health decision making
- Compare and contrast different consumer health informatics tools – personal health records, patient portals and social networking
- Propose methods to evaluate consumer health and information literacy
- Summarize healthcare informatics policies and regulations that impact consumer health informatics

HPM 430 Lifestyle & Chronic Disease and Environment - 6 credits

Explores the relationship between chronic diseases/conditions, lifestyle behaviors, and the environment. Includes an examination of a wide variety of chronic conditions and focuses on prevention and management strategies

Learning Outcomes

- Explain the role of inflammation, stress, and epigenetics in the development of chronic diseases.
- Illustrate the impacts of healthy lifestyle on the prevention or management of chronic conditions.
- Demonstrate understanding of etiology prevalence, and medications utilized in treatment of chronic conditions.

- Apply appropriate strategies to motivate clients to adopt healthier behaviors.
- Identify causes, risks, treatment, and effective prevention of current chronic disease processes

HPM 440 Safety and Workplace Ergonomics for Wellness Professionals – 4 credit

Provides training and certification for CPR, First Aid and HIV/AIDS as it applies to worksite wellness. Online study of HIPAA regulations, preventing workplace violence and occupational ergonomics, as defined by the Occupational Safety and Health Administration are also examined.

Learning Outcomes

- Demonstrate ability to oversee safety compliance in the workplace through American heart Association, CPR and First Aid training and certification.
- Identify bloodborne pathogens and develop workplace plan to prevent ways to prevent disease transmission for HIV/AIDS based on Washington State RCW 70.24.310.
- Create workplace guidelines for protection of personal health information as specified by 65 Fed. Reg. 82464.
- Demonstrate ability to employ workplace violence prevention training as defined by Washington RCW Chapter 49.19
- Develop plan for ergonomic assessment and injury prevention in the workplace.

HPM 450 Worksite Wellness Management - 4 credit

A study of core elements in a successful worksite wellness program. The course reviews several program planning models and approaches to maintain organizational alignment. Key tenets examined are proper assessment, design, implementation, measurement, daily operations management, program evaluation and program reporting. Best and promising practices are applied to case study assignments. Students participate in an experiential learning opportunity and create a project proposing a comprehensive worksite wellness program.

Learning Outcomes

- Synthesize and apply knowledge and skills learned in previous to plan and implement Health Promotion/Wellness Programs in a variety of worksite settings.
- Address and mitigate issues in worksite wellness management such as health care cost containment, assessing organizational needs, program evaluation and marketing program interventions.
- Synthesize knowledge and field experience work to lead an educational activity using effective educational strategies.
- Meet competencies to be eligible for certification as a National Wellness Institute Certified Worksite Wellness Specialist.

HPM 460 Community Health Service-Learning 2 credit

Students will explore the integral role community health volunteers play in the community through a combination of classroom instruction and service-learning engagement. Students will secure and engage in 30-hours of community health volunteer service during the term employing skills and knowledge attained through the program.

Learning Outcomes

- Identify effective volunteer practices within a healthcare setting
- Assess communication and support needs to maintain a quality volunteer staff
- Apply health promotion, collaborative and leadership skills in a community health setting
- Communicate organization needs, challenges and resources

HPM 470 Technological Applications in Health Promotions – 4 credit

An overview of various emerging forms of technology used in health promotion programs. Interactive tools and mediums to support individuals in proactive health are explored. The course provides students with knowledge and resources to examine current and trending technology that includes (but not limited to) online challenges and assessments, mobile applications, digital health coaching programs, web portals, social networking, portable trackers and access to electronic medical records. Social cognitive concepts are studied to facilitate an understanding of how these resources can assist in health behavior change and reducing health risks.

Learning Outcomes

- Discuss advantages and limitations of various forms of technology used in health promotion programs.
- Use research and evidence-based information to identify appropriate technologies for diverse populations and abilities.
- Identify established steps for using technology to improve employee engagement.
- Build a business case, establishing a budget, piloting a test run, capturing baseline data, implementing and evaluating the results.
- Present a health promotion project utilizing emerging technology.

HPM 465 Practicum in Wellness Promotion 5 credit

Students will secure placement in a community health setting such as a hospital wellness center, community wellness center, employee wellness center, wellness service provider company, or health department. Students will develop a written report of the experience based on a minimum of 200 observation and practical experience hours in the wellness setting.

Learning Outcomes

- Assess personal and professional skills needed to become an effective Health Promotion Manager.

- Identify personal leadership strengths and challenges through observation and practice.
- Evaluate effectiveness of a wellness program based on established criteria
- Communicate organization health and wellness needs, challenges and resources

HPM 475 Capstone 5-credit

Students review, integrate and practice the skills and knowledge covered throughout the Health Promotion and Management program. Students select and complete a significant project drawn from case studies involving both management and wellness components. Prerequisite: Acceptance to the program or permission of instructor.

Learning Outcomes

- Integrate skills and knowledge acquired from different courses and experiences
- Develop and implement a project plan following appropriate methods and tools
- Present information in an effective format and debate issues with audience using a constructive approach
- Research information using a range of resources, including literature and periodicals, expert interviews, and existing case studies
- Assess validity and relevance of information, and analyze in the context of project goals and outcomes
- Evaluate, develop and apply effective methods to manage project milestones and timelines
- Develop an effective report and presentation commensurate with the scope and complexity of the project
- Identify and recruit subject matter experts who will add valuable contribution to the project, and interact with the experts in a professional and efficient manner
- Examine the relationships between management, operational and promotion issues in healthcare organizations
- Demonstrate an in-depth and integrated understanding of the complexity of the issues and processes that apply to organizations through written and oral presentation

Appendix II: Expert Reviews

Bachelor of Applied Science: Health Promotion and Management

August, 2015





SCHOOL OF PUBLIC HEALTH
UNIVERSITY *of* WASHINGTON

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August 4, 2015

Ray Butler
Bellevue College

Dear Ray,

As requested, this is a list of the summary comments I made in reviewing the proposed curriculum. Thank you for the opportunity of providing input.

Sincerely,

Sara Mackenzie

General:

I took the liberty to suggest some changes in verbs for some learning objectives. I like to always start with the question to myself – what do we want the student’s to be able to actually DO at the end of course. In a couple of the courses, I believe the goal is for them to actually do something more than discuss in the working world. Especially given yours is an applied degree – I would tend toward more practical, action verbs. I have attached a draft document that I use whenever I am writing learning outcomes (I am sure you have similar but this might help you understand my comments and the way I think). I love learning objectives and while some

people feel they are an afterthought, I think they truly can help us design courses and assessment most effectively!

-In regards to ordering- I do raise some questions. The biggest one for me is regarding the methodologies courses which appear to be at the end of the program (given course numbering of high 400s). I think a critical skill your students will need is to make evidence based decisions and thus bringing these courses earlier so that then the other courses (wellness, program planning...) can apply the methodologies and reinforce how students will actually use this skill as an ongoing career skill is critical.

-This wasn't included but I think might be critical as often employee wellness managers assist with company picking plans and employees deciding on plans; in addition, important as considering what programs to offer for employee wellness/finance component

Potentially absent topics: infectious disease is not included and would be good to include somewhere; prevention in employment context important!

Course specific (these were notes supplementing changes/edits to document, some are confusing out of that context):

B102

The only reason I suggest changing this is because essays are not really used in workforce and I think the skill you want them to come away with is being able to effectively support their case in different forms of writing.

Economics of Healthcare

Is this part of the course? If not, I think should be somewhere (and maybe would be in the wellness course). This is a skill that many people need help with as the majority of our population does not understand how to utilize their health insurance.

Hpm 325 Foundations of Health Promotion

As with comment above sounds like this incorporates social determinants of health and places to implement changes on larger scale (than individual)- nice place to include/introduce or reinforce socio-ecologic model?

Will this include social determinants? Role of built environment? May be good to specifically call out; you have the public health course later which will have (I assume) but some intentional focus here would be good to reinforce roles;

Hpm Lifestyle Chronic Disease and Environment

Will concept of primary, secondary, tertiary prevention be introduced/developed here?

CMST 330 Intercultural Communications for the Professional

Great to include!

Phil 365 Biomedical Ethics

Assuming concept of social justice might be developed here. Consideration that policies can work toward just distribution of health or unjust distribution.

RAIM 325 Organizational In Behavior

Great inclusion! Important concepts!

Consumer Health Informatics

I would make these stronger verbs- I don't think your learning outcome is for them to be able to discuss; I hope you want them to go beyond and be able to describe and then critique or utilize (as in the following L.O. changes)

Would this include critical thinking about research studies? How to interpret new data as becomes available. You have the epi course but great to reinforce and I don't see much call out for applied epi/biostats/qualitative interpretation.

Lifestyle Coaching

From course description and the practice and application, it sounds like this course will really help them develop their own style. I would say that as the LO if that is the goal!

HPM 404 Intro to Community Health

Again given this is intended as an applied degree, I don't think you want them to just come away being able to discuss; I think you want them to get to the point that they can evaluate and take action!

I am thinking the application of epi here is more to determine which groups at greatest risk- not addressing my previous comment about how to, as a health provider, to make decisions about new research

Worksite Wellness Management

This will need to be well coordinated with HLTH 145 – create intentional redundancy to build, develop and master overlap;

Epidemiology and Health Care Statistics

I am wondering if this should be earlier in training. The skills developed here will likely be critical for application in many of the other courses that appear to come earlier; based on the course numbers, I am thinking the current design has this as a senior course; same with the applied research methodology course- could both of these be a bit earlier so that the program planning and implementation and health literacy courses can reinforce/apply theories? The critical thinking, evidence based decision making is going to be so essential for these health practitioners given the fields change and evolve.



Summary of final review of Bellevue College Health Promotion and Management Program (HPM)

July 24, 2015

Below is a summary of the final review of the BAS HPM Form C document sent by Professor Butler. Thank you for the opportunity to be involved with the development of the Bellevue College HPM program. This curriculum is an exciting and dynamic investment in the wellness of the community, as well as the future vocational expertise of the Bellevue College students. As a Bellevue resident, I look forward to a city that includes well-trained wellness experts with sensitivity and knowledge about diverse ages, cultures and gender.

Suggestions and comments

Overall, the order of courses looks very good-the lower division coursework seems to apply directly to future classes and competencies. I have divided my comments into the following areas; business courses and integration, HPM external assessment courses, and core HPM courses.

Business courses and integration:

The 22 credits of business courses will provide students a great deal of knowledge of business practices and management. The finance, economics and management courses should have a common thread, especially in track B, with a distinctive relationship to health and wellness. This ongoing curricular requirement will be critical to specific expertise in the health and wellness area.

Table with 3 columns: Course Number, Course Title, Credit. Rows include Business 120, RAIM 320, BA 102, RAIM 325, and ECON 315.

HPM External Assessment Courses

The overall assessment system is very comprehensive. The development of some sort of consistent survey/interview/questionnaire protocols for each segment described in the initial Form C draft will be critical to the applicability of the data. I suggest a small committee of stakeholders which will provide input and then review the design of the program research assessment instruments.

This assessment process would be in addition to the ongoing certification data included in the courses that contain professional external testing. These certifications will not only provide data for Bellevue College but with current NWCCU requirements, these data are a very positive resource for accreditation support.

In the initial review, I suggested the following process;



- Store and analyze certification data provided through the following certification agencies;
 - AHA BLS Healthcare Provider CPR/First Aid
 - Wellness Coaching
 - Diabetes Education Certificate
 - Workplace Ergonomics and Safety Educator
 - Outdoor Leadership
 - Challenge Course Leader

In this final review, I have identified the following classes as a source of valuable external certification data.

Course Number	Course Title	Credit
HPM 360	Lifestyle Wellness Coaching*	5
HPM 410	Worksite Wellness Management*	4
HPM 440	Safety and Workplace Ergonomics for Wellness Professionals	4

Core HPM Courses

The following courses, based on the course descriptions, appear to be excellent touchstone classes for program evaluation. They are required by each student (except for HLTH 145) and provide distinct overviews of the health and wellness field. It might be useful to have ongoing meetings and discussions among the faculty in these classes as to their observations and suggestions for improvement. This feedback can provide a pertinent and ongoing evaluation that will make faculty and administrators responsive to student needs, as well as changes to the field of study. Another option would be for students to collect work from each class and provide a portfolio during the Capstone course. This process can help students synthesize and integrate their overall academic experiences.

Course Number	Course Title	Credit
HLTH 145	Wellness for Health Professionals (Track A)	3
HPM 325	Foundations of Health Promotion*	5
HPM 345	Lifestyle Chronic Disease and Environment*(O)	6
HPM 422	Applied Research Design Methods*	4
HPM 450	Health Behavior-Understanding and Effecting Change*	3
HPM475	Capstone*	5

Overall course sequence and changes:

I also have a few comments as to specific class sequences and order:

- Change the order of HPM 325 and HPM 345.
 - Rationale: Given the description of this course and HPM 325, I would suggest reversing the order they are taken. It seems to me that understanding the components of chronic diseases and their environment is critical to the application of health promotion.



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- Place PHIL 365 in the last year of study
 - Rationale: Given the description of this course and HPM 325, I would suggest reversing the order they are taken. It seems to me that understanding the components of chronic diseases and their environment is critical to the application of health promotion.
- Coordinate the narrative reference to the Capstone class to the course description.
 - Rationale: The course description is a much more comprehensive example of a viable Capstone class.
- Consistent number of HPM 450
 - Rationale: The class appears as HPM 444 in the course descriptions.

Again, it was a privilege to work with the Bellevue HPM Faculty and I look forward to beginning of this programs. Please feel free to contact me with any questions or comments you may have concerning this final review.

Best,

JoAnn

JoAnn Atwell-Scrivner, Ph.D.

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