



**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
MAY 4-5, 2022
PROGRAM PROPOSAL
BACHELOR OF APPLIED SCIENCE
COMMUNITY HEALTH
COLUMBIA BASIN COLLEGE**

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Cover Page — Program Proposal

Program Information

Institution Name: Columbia Basin College

Degree Name: Bachelor of Applied Science in Community Health

CIP Code: 51.0001

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

Degree: Associate of Applied Science - Fire Science

CIP Code: 43.0202

Year Began: 2007

Degree: Associate of Applied Science - Medical Assistant

CIP Code: 51.0801

Year Began: 2005

Degree: Associate of Applied Science - Medical Records & Healthcare Information

CIP Code: 51.0707

Year Began: 2016

Degree: Associate in Applied Science - Medical Simulation Technology

CIP Code: 15.0401

Year Began: 2016

Degree: Associate in Applied Science Transfer - Nursing (AND)

CIP Code: 51.3801

Year Began: 1967

Degree: Associate in Applied Science - Paramedicine

CIP Code: 51.0904

Year Began: 1998

Degree: Associate in Applied Science - Radiologic Technology

CIP Code: 51.0911

Year Began: 2006

Degree: Associate in Applied Science - Surgical Technology

CIP Code: 51.0909

Year Began: 2008

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2022

Projected Enrollment (FTE) in Year One: 20

Projected Enrollment (FTE) by Year: 2024

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: On-campus courses

Off-site: Click or tap here to enter text.

Distance Learning: Click or tap here to enter text.

Program Proposal

Please see criteria and standard sheet. Page Limit: 30 pages

Contact Information (Academic Department Representative)

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Chief Academic Officer signature

The Program Proposal must be signed. To sign, double click on the signature line below.

X 

Chief Academic Officer

2/11/2022

Introduction

Columbia Basin College proposes to deliver a ninth bachelor of applied science degree - the Bachelor of Applied Science in Community Health (BAS CH) degree with two goals: 1) to produce more qualified community health workers in Benton and Franklin counties, and 2) to provide a pathway to career advancement through a bachelor of applied science degree for graduates who hold an Associate of Applied Science (AAS) degree in a healthcare or social work-related program.

Community Health Workers

Community health workers are “frontline public health workers who are trusted members of and/or have an unusually close understanding of the community served”.¹ Community health workers have gained the attention of policy makers and healthcare providers because of their unique competence in not only understanding community needs but also gaining trust in ways that the traditional healthcare workforce may not.² These attributes enable community health workers to address the social determinants of health where the healthcare system may fall short due to lack of time, skills, cultural affinity, and community linkages.³

Community health workers play multiple roles, including improving access and continuity of health insurance coverage, enhancing provider–patient communication, monitoring of health status, monitoring adherence to treatment, and linking to health and human services.⁴ A number of studies have found that the significant impact of community health workers is salient in migrant and minority communities. For example, community members improved heart health related behaviors⁵ and increased access to health care⁶ after community health workers had worked with the Hispanic communities to promote health-improving strategies. As of 2019, Benton and Franklin counties recorded 32% of Hispanic population.⁷

According to the Health Resources and Services Administration, the projected nationwide demand for community health workers will increase by 14% (n=45,070) between 2016 and 2030.⁸ While there is no certification or other credentialing or education requirements established for community health workers in Washington State,⁹ many community health workers hold a degree related to the healthcare

¹ American Public Health Association (2009). “Support for Community Health Workers to Increase Health Access and to Reduce Health Inequities” [accessed on May 5, 2021]. Available at <http://www.apha.org/policies-and-advocacy/public-health-policy-statements/policy-database/2014/07/09/14/19/support-for-community-health-workers-to-increase-health-access-and-to-reduce-health-inequities>.

² Malacarne, M., Pittman, P., Quigley, L., Horton, K., & Seiler, N. (2017). The Changing Roles of Community Health Workers. *Health Services Research*, 52(1), 360-382. doi: 10.1111/1475-6773.12657.

³ U.S. Department of Health and Human Services, Office of Minority Health (2015). “HHS Promotores de Salud Initiative” [accessed May 5, 2021]. Available at <http://www.minorityhealth.hhs.gov/omh/content.aspx?ID=8929>.

⁴ Balcazar, H., Rosenthal, E. L., Brownstein, J. N., Rush, C. H., Matos, S., & Hernandez, L. (2011). Community health workers can be a public health force for change in the United States: three actions for a new paradigm. *American Journal of Public Health*, 101(12), 2199–2203. doi: 10.2105/AJPH.2011.300386.

⁵ Balcazar, H., Alvarado, M., Hollen, ML, et al. (2006). Salud Para Su Corazon-NCLR: A Comprehensive Promotora Outreach Program to Promote Heart-healthy Behaviors Among Hispanics Health. *Promot Pract*, Vol. 7, 68-77.

⁶ Swider (2002). Outcome Effectiveness of Community Health Workers: An Integrative Literature Review. *Public Health Nursing*, 19(1), 11-20. doi: 10.1046/j.1525-1446.2002.19003.x.

⁷ Tri-Cities Washington (2020). “People: Chart Comparison”. [accessed on May 7, 2021]. Available at <http://bentonfranklintrends.org/compare.cfm>.

⁸ Health Resources & Services Administration (2019). “Allied Health Workforce Projection, 2016-2030: Community Health Workers” [accessed on May 11, 2021]. Available at <https://bhwh.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/community-health-workers-2016-2030.pdf>.

⁹ Center for Health Workforce Studies at University of Washington (2017). “Occupational Profile: Community Health Workers” [accessed on May 7, 2021]. Available at https://www.familymedicine.uw.edu/chws/wp-content/uploads/sites/5/2017/12/WA_Beh_Hlth_Profile_Community_Health_Workers_Dec_2017.pdf

industry.¹⁰ The local employer survey showed that the majority of the employers either require or prefer a bachelor's degree for their community health related positions, including community health workers.

Pathways to Bachelor's Degree

According to 2010-2020 data, Benton County and Franklin County are ranked as two of the highest growing populations in Washington State, at 17.4% and 23.8%, respectively.¹¹ Columbia Basin College, which serves Benton and Franklin Counties, offers certificates, associate and bachelor degrees in health sciences to help fulfill the increasing demand in the local healthcare workforce. The students who completed certificates and/or degrees have been employed in various positions at local hospitals, private and public health clinics, long-term care facilities, and government agencies.

Columbia Basin College has helped many students earn Associate of Applied Science (AAS) degrees in healthcare-related programs. However, many of the graduates with associate degrees have not been hired in advanced-level positions, which often require a bachelor's degree. In a March 2021 student survey about the proposed Bachelor of Applied Science in Community Health, 75% (n=129) of the respondents indicated that advanced education is needed to advance in the healthcare industry.

Furthermore, 61% (n=105) indicated that advanced education is necessary to become more competitive in the job market. Students reflected in the responses they were largely unable to advance in their role and skill set, i.e., work toward a better job or position, since they lacked a bachelor's degree that opened doors for advancement to leadership roles or continuing education at the graduate level. Employers were also surveyed at the same time and almost 90% said that a bachelor's degree was required or preferred for their open positions, confirming perceptions of the surveyed students.

Many students at Columbia Basin College desire to earn a bachelor's degree in a healthcare program, as they see the higher degree as a means to higher earning potential in the industry. Currently at Columbia Basin College there is not an available pathway that leads students to higher-level degree, because AAS degrees are not transferable to traditional 4-year institutions. Additionally, except Bachelor of Science in Nursing and Bachelor of Applied Sciences in Dental Hygiene, there is no program within 100-mile radius that provides baccalaureate pathways to graduates with an AAS degree in a healthcare-related program. Two colleges, Lake Washington Institute of Technology and Seattle Central College, will accept graduates with an AAS degree; however, those colleges are over 200 miles away. Many survey respondents indicated their interest as contingent upon the local program offering because relocation and quitting their current job are not desired or feasible.

The proposed Bachelor of Applied Science in Community Health will be developed on the foundation of advocacy for a quality employment pool in the Columbia Basin College serving area and will provide local educational and professional enrichment opportunities to current and future community health and healthcare workers.

¹⁰ National Commission for Health Education Credentialing (2019). "The Major Distinctions between Certified Health Education Specialists and Community Health Workers" [accessed on May 7, 2021]. Available at <https://www.nchec.org/news/posts/ches-vs-community-health-workers>

¹¹ State of Washington Office of Financial Management (2020). "State of Washington: 2020 Population Trends" [accessed on August 8, 2021]. Available at https://www.ofm.wa.gov/sites/default/files/public/dataresearch/pop/april1/ofm_april1_poptrends.pdf

Criteria 1

Curriculum demonstrates baccalaureate level rigor.

Mission Vision and Values

The mission of Columbia Basin College is to inspire, educate, and support all students in an environment of academic excellence leading to the completion of degrees, certifications, and educational transfers, while fostering meaningful employment, engaged citizenship, and a life-long joy of learning. This mission is supported by college's vision to be the educational home that transforms students' lives through economic and social mobility and strengthens local communities through meeting the ever-changing educational needs of the region and state. The values of Columbia Basin College are ever present in these efforts. They are student learning, culture of excellence, sustainability, wellbeing, and diversity, equity, and inclusion.

Columbia Basin College achieves its mission by offering students pathways to educational opportunities that are meaningful, fulfilling, and support their future growth and development. In addition to associate degrees and certificates, Columbia Basin College provides professional and technical students with bachelor degree programs designed to meet the economic and workforce development needs of Benton and Franklin counties. Columbia Basin College's priority is to build on current Associate in Arts & Sciences (AA/DAT) and Associate in Applied Science (AAS) programs so local employees and community members can return to Columbia Basin College for advanced degrees. Columbia Basin College's mission serves as the foundation for the Bachelor of Applied Science in Community Health program outcomes.

1.1 Program Learning Outcomes

Community health workers have diverse industry job titles, depending on where they work, who they work for, and what they do. While job duties also vary depending on the title, the scope of work for community health workers include the following ¹²:

- Discuss health concerns with members of the community
- Provide informational counseling and social support
- Help people understand their health conditions
- Translate or interpret health information for clients
- Organize outreach programs
- Provide health screenings, referrals, and educational materials
- Advocate for individual and community health needs
- Collect data and report findings to healthcare providers

The Bachelor of Applied Science in Community Health will prepare students to become eligible for local

¹² Rasmussen University (2019). "What is a Community Health Worker? A Closer Look at This Rewarding Role" [accessed on May 11, 2021]. Available at <https://www.rasmussen.edu/degrees/health-sciences/blog/being-a-community-health-worker/>

community health worker positions as a new hire or through advancement from their current position. The program will include new upper level (300 level-400 level) courses and the following learning outcomes to ensure program quality:

Content Knowledge: Students will examine and apply the significant theories, models, themes, and ideas in the psychological, behavioral, pedagogical, biological, socioeconomic, environmental, and sociocultural factors in health and human services field.

Awareness and Understanding: Students will identify the diverse socioeconomic, behavioral, sociocultural, biological, environmental, philosophical, and historical factors that influence health and human services delivery.

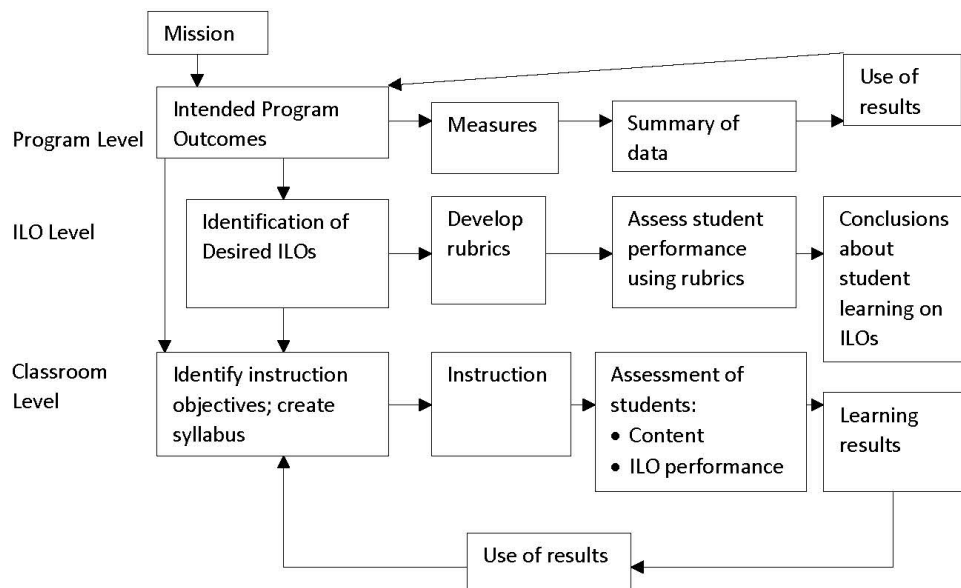
Critical Thinking and Discovery: Students will articulate ethical principles and the application of scientific findings and/or critical analysis in order to interpret, promote inquiry, propose solutions, and/or create new ideas related to the health and human services field.

Leadership and Engagement: Students will demonstrate leadership and effective communication skills, showcasing an appreciation and commitment to their professional services as they develop and sustain productive relationships and work for the common good at local, national, and global levels.

1.2 Program Evaluation and Criteria and Process

As illustrated in Figure 1, students who graduate from the Columbia Basin College Bachelor of Applied Science in Community Health program will meet three levels of the Columbia Basin College Assessment Model: classroom/course learning outcomes, college-wide Institutional Learning Outcomes (ILOs), and program level graduate outcomes.

Figure 1: Overview of the Columbia Basin College Assessment Model



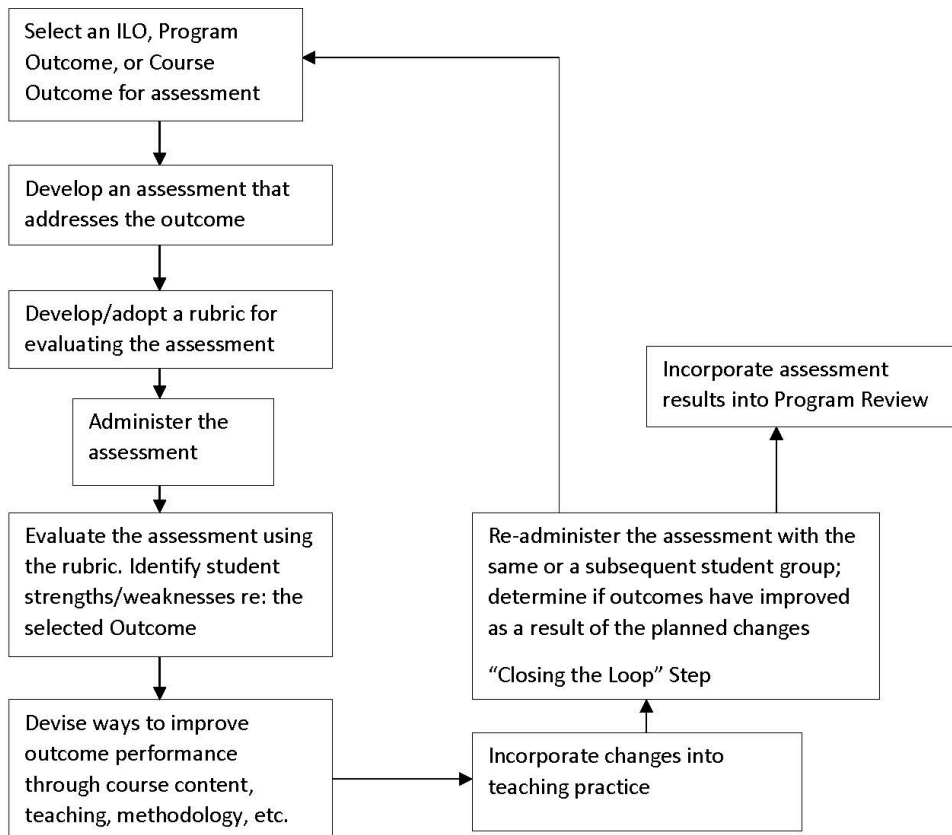
Classroom/Course Level: At the course level, each Bachelor of Applied Sciences in Community Health course will be reviewed and approved by the College Curriculum Committee. Within each course, student assessment and outcomes data will be analyzed regularly to ensure alignment with course, program, and institutional learning outcomes. Student course evaluations will be conducted on a regular basis. Quarterly instructor evaluation will also be conducted and analyzed. Each course is linked to the college-wide student learning outcomes and evaluated through scheduled and ongoing course reviews.

Institutional Learning Outcomes (ILO) Level: The Columbia Basin College college-wide ILOs are as follows:

1. Think Critically: Understand, analyze, and evaluate the elements of one's environment and one's habits of thought. Conceptualize alternatives to both.
2. Reason Quantitatively and Symbolically: Develop a sense of number and pattern. Analyze, evaluate, and synthesize symbolic statements and quantitative arguments.
3. Communicate Effectively: Use spoken and written language to express opinions, discuss concepts, and persuade an audience. Synthesize ideas and supporting information to create effective messages.
4. Apply Information Tools and Resources: Accurately assess information needs. Select appropriate information tools and resources and use them effectively. Evaluate, manage, and use information effectively and responsibly.
5. Develop Cultural Awareness: Respect self and others. Explore and appreciate different cultures in an increasingly diverse, global community. Challenge culture-bound assumptions.
6. Master Program Outcomes: Become familiar with a body of knowledge.

As with other Columbia Basin College degrees, each ILO is mapped to its location in the Bachelor of Applied Science in Community Health curriculum. Once an ILO is mapped, it is then tracked and assessed (See Figure 2).

Figure 2: Tracking Institutional Learning Outcomes (ILOs)



Program Level: The assessment plan for the proposed Bachelor of Applied Science in Community Health (BAS CH) program (see Table 1) is based on the comprehensive student achievement and program assessment processes used by all departments and programs at Columbia Basin College. Program faculty will annually evaluate the effectiveness of the BAS CH program by collecting, analyzing, and trending data on student outcomes, retention and completion; faculty assessment of student preparedness; and effectiveness of courses to meet the stated program outcomes. This review includes:

- an ongoing systematic plan for continuous program quality improvement,
- retention and attrition statistics,
- analysis of full and part-time faculty and staffing indicators,
- student course evaluations;
- evaluation of curriculum coherency, currency, and rigor;
- employment market analysis,
- analysis of student demographics;

- program costs and revenues; and
- course delivery methods.

Table 1: Program Assessment Plan

Review Program's Core Purpose, Objectives, and Goals – ongoing assessment	
Analyze program mission and compare to outcomes and quality metrics. Is the program meeting its purpose, objectives, and goals?	<ul style="list-style-type: none"> • Evaluate core purpose • Review and evaluate program learning objectives • Review and evaluate program goals
Budget Assessment – annual budget assessment	
Analyze budget and determine needs	<ul style="list-style-type: none"> • Hiring/staffing needs • Curriculum development resources and impact • Consider growth and future resource needs
Effectiveness of curriculum/program – continuously refine curriculum and program design, keeping the program current, including discipline-based, general education and electives.	
<p>Course evaluations by students and faculty (quarterly)</p> <p>Review of program, curriculum, courses, and resources by Program Advisory Committee, which will include community health professionals, content experts, employers, students, and other stakeholders (twice annually)</p> <p>Aggregate data obtained by survey. Expected level of achievement.</p>	<ul style="list-style-type: none"> • Effectiveness of curriculum & teaching methods in courses • Effectiveness of program in skills & knowledge progression • Adequacy of curriculum and program resources • Evaluation of program outcomes
<p>Program Review (annually)</p> <p>Analyze program data to include program objectives, budgetary factors, curriculum effectiveness, student retention, graduation/completion, and student demographics</p>	<ul style="list-style-type: none"> • Data analysis and observations facilitated through data tracking in Tableau • Analyze future learning assessment plans • Assess continued alignment of program and course outcomes to college-wide ILOs • Analyze data and evaluate student outcomes: demographics, achievement gap(s), SWOT analysis, need for curricular changes

- Highlight program and faculty accomplishments

Experts from higher education, community health, and the broader healthcare professions will be engaged throughout the process of curriculum development and implementation phases to ensure that planned content and teaching/learning strategies meet the rigor required of a baccalaureate program. A program advisory committee will be assembled to engage in on-going evaluation and feedback related to program quality, curriculum, outcomes (including employment), and resources.

1.3 Course Preparation Needed by Students Transferring with Technical Associate Degree

While Columbia Basin College has not offered a degree program in community health, graduates with an Associate of Applied Science (AAS) degree in healthcare-related programs have established a solid foundation to pursue the proposed degree. The courses that are typically taken during the first two years by students in community health or related programs (e.g., public health) at 4-year institutions are similar to Columbia Basin College’s healthcare-related programs and thus will be included in the proposed degree requirements, as shown in Table 2. Depending upon transcript evaluation results, students who are coming directly from industry with an associate degree in similar disciplines or equivalent coursework will be guided by the designated completion coaches to complete the prerequisites in order to become eligible applicants.

Table 2: Courses Required for Major Declaration at 4-Year Institutions

Course required at 4-Year	Course completed with Columbia Basin College AAS and Courses will be required in Bachelor of Applied Science in Community Health
Chemistry course	College level CHEM& w/ Lab
Diversity course	ICS310 American Diversity and ICS320 Culture and Health
English Composition	ENGL&101 English Composition I, ENGL 315 Writing for Health Professionals, and ENGL410 Professional & Organizational Communication
General Biology	BIOL&160 General Biology
General Psychology	PSYC&100 General Psychology or higher
Human A&P I	BIOL&241 Human A&P I w/ Lab
Human A&P II	BIOL&242 Human A&P II w/ Lab
Humanities course	Courses vary depending on the AAS.
Intercultural or Multicultural Communication	CMST&260 Multicultural Communication and/or CMST415 Applied Professional Communication
Public Speaking	CMST&220 Public Speaking

Social Science course	Courses vary depending on the AAS.
Sociology course	SOC&101 Intro to Sociology or SOC&201 Social Problems
Statistics	MATH&146 Introduction to Stats

As of May 2021, there are three community and technical colleges in Washington State offering a bachelor of applied science (BAS) degree in community health or public health: Lake Washington Institute of Technology, Seattle Central College, and Tacoma Community College. Modeled after these BAS programs, Columbia Basin College presents two pathways to complete the proposed Bachelor of Applied Science in Community Health program; all students will complete a minimum of 60 upper-level credits upon completion of the program:

- A total of 65 general education credits including 15 upper-level credits;
- A total of 45 upper-level major course credits; and
- A total of 70 major support course credits from
 - The technical courses in an associate degree related to Health Science or Social Science for students who completed the relevant degree or
 - The list of courses that are relevant to community health professionals for students who completed college courses only or other degrees.

1.4 General Education Component

A minimum of 65 quarter hours of general education courses will be required, to include the following distribution areas:

Thirty-five of the 65 credits will be upper-level (300-400 level) courses. These are indicated by asterisk in Table 3 (below). Note that three courses under the natural sciences distribution (BIOL&241, BIOL&242, and BIOL&260) are listed with variable 5-6 credits. This is offered to accommodate both Columbia Basin College students taking these courses at 6 credits and those transferring in 5-credit equivalent courses from another institution.

Table 3: General Education Components

Course	Title	Credits
Communication		
ENGL&101	English Composition I	5
*ENGL315	Writing for Health Professionals	5
*ENGL410	Professional & Organizational Communication	5
*CMST415	Applied Professional Communication	5
	Total Communications	20
Quantitative Reasoning		
MATH& 146	Introduction to Statistics	5
	Total Quantitative Reasoning	5

Humanities		
*ICS310	American Diversity	5
*ICS320	Culture and Health	5
HIST	Any History (HIST, HIST&) course: Recommendation: HIST&.128 World Civilization III	5
	Total Humanities	15
Social Sciences		
*SOC306	Medical Sociology (to be developed)	5
*SOC 401	Behavioral and Cultural Issues in Healthcare	5
Choose one course from the following:		
PSYC&100	General Psychology	5
PSYC&200	Lifespan Psychology	5
PSYC&270	Health Psychology	5
SOC&101	Intro to Sociology	5
SOC&201	Social Problems	5
	Total Social Sciences	15
Mathematical & Natural Sciences		
ANTH&205	Biological Anthropology	5
ANTH214	Biological Anthropology Lab	1
BIOL&160	General Biology w/ Lab	5
BIOL&241	Human A&P I w/ Lab	5-6
BIOL&242	Human A&P II w/ Lab	5-6
BIOL&260	Microbiology w/ Lab	5-6
CHEM&121	Intro to Chemistry w/ Lab	5
CHEM&122	Intro to Organic Chemistry w/ Lab	5
CHEM&131	Intro to Organic/Biochemistry w/ Lab	5
CHEM&140	General Chemistry Prep w/ Lab	5
CHEM&161	General Chemistry I w/ Lab	6
NUTR&101	Human Nutrition	5
	Total Natural Science	Minimum of 15
Total General Education Requirements		65

1.5 Course Work Needed at Junior and Senior Levels in the Baccalaureate Program

The proposed Bachelor of Applied Science in Community Health includes a total of 70 upper-level (300-400 level) course credits. These include 35 credits from the general education courses listed in Table 3 and 45 major course credits listed in Table 4.

Table 4: Junior and Senior Level Major Courses

Course	Title	Credits
General Education Requirements		65
Major Courses (Core Degree Requirements)		

PHIL305	Professional Ethics	5
HSCI302	Epidemiology (to be developed)	5
HSCI403	Health Systems & Healthcare Delivery (to be developed)	5
HSCI301	Fundamentals of Public Health (to be developed)	5
HSCI402	Public Health Education (to be developed)	5
HSCI303	Healthcare Leadership (to be developed)	5
HSCI401	Behavioral & Cultural Issues in Public Health (to be developed)	5
HSCI304	Health Policy (to be developed)	5
HSCI409	Community Health Capstone (to be developed)	5
Total Major Course Requirements		45

The remaining credits required for the Bachelor of Applied Science in Community Health degree may be selected from (1) a total of 70 credits from the technical courses in an associate degree related to Health Science, Fire Science, or Social Science, or (2) a total of 70 credits from the courses listed in Table 5, or (3) a total of 70 credits from a combination of (1) & (2).

Table 5: Major Support Courses (students may select up to 70 credits)

Course	Title	Credits
General Education Requirements		65
Major Course Requirements		45
Major Support Courses:		
AMGT320	Leadership & Organization Behavior	5
ANTH100	Survey of Anthropology	5
ANTH&206	Cultural Anthropology	5
ANTH&234	Religion & Culture	5
BIOL&100	Survey of Biology w/ Lab	5
BIOL&175	Human Biology w/ Lab	5
BIOL&211	Majors Cellular w/ Lab	5
BUS&101	Introduction to Business	5
BUS250	Management Information Systems	5
BUS255	Legal Institutions & Processes in American Business	5
BUS262	Management Principles	5
BUS271	Human Relations Business	5
CHEM&123	Intro to Biochemistry w/ Lab	5
CHEM&162	General Chemistry II w/ Lab	6
CHEM&163	General Chemistry III w/ Lab	6
CMST&101	Introduction to Communication Studies	5
CMST103	Workplace Communication	3
CMST110	Communication Behavior	3
CMST201	Studies in Media & Culture: Rotating Genre Study	5
CMST&210	Interpersonal Communication	5

CMST221	Communication Skills for Conflict Resolution	5
CMST240	Leadership Development	5
CMST260	Multicultural Communication	5
CS101	Intro to Computers & Information Technology	5
CS106	Database Systems	5
CS117	Computer Ethics	2
CJ&101	Introduction to Criminal Justice	5
CJ 104	Introduction to Policing	5
CJ&105	Introduction to Corrections	5
CJ&106	Juvenile Justice	5
CJ&110	Criminal Law	5
CJ137	Constitutional Law	5
CJ222	Alcohol/Drug Pharmacology/Physiology	3
ECED&100	Child Care Basics	3
ECED&105	Intro to Early Childhood Education	5
ECED&107	Health/Safety/Nutrition	5
ECED 112	Introduction to ELL Teaching Strategies	3
ECED&138	Home Visitor/Family Engagement	3
ECED&170	Environments for Young Children	3
ECED201	Multicultural Education	3
ECED222	Sign Language Level 1	3
ECED 223	Sign Language Level 2	3
ECED224	Sign Language Level 3	3
ECON110	Economic Trends, Issues and Policy	5
ECON116	Economic Development of the United States	5
ECON305	Managerial Economics	5
EDUC101	Introduction to Education	4
EDUC&115	Child Development	3
EDUC&130	Guiding Behavior	3
EDUC&150	Child/Family/Community	3
ENGL103	Writing in the Workplace	3
ENGL160	Women's Literature	5
ENGL180	Multicultural Literature	5
ENGL&235	Technical Writing	5
ENGL&254	World Literature	5
ENGL&255	World Literature II	5
ENGL&256	World Literature III	5
ENGL280	Lesbian, Gay, Bisexual, Trans, Queer Studies	5
EXSC201	Anatomical Kinesiology	5
HSCI147	Medical Terminology	5
HSCI148	Spanish Medical Interpreting I	5
HSCI149	Spanish Medical Interpreting II	5
HSCI150	Spanish Medical Interpreting III	5

HCAD310	Healthcare Operations Management	5
HCAD315	Healthcare Informatics/Information Technology	5
HCAD330	Legal Issues in Healthcare	5
HIST107	Chicano History	5
HIST108	History of Immigration in the U.S.	5
HIST110	History of Modern East Asia	5
HIST111	Colonial Latin America	5
HIST112	Modern Latin America	5
HIST113	Mexico Since Independence	5
HIST115	Intro to Middle East History & Society	5
HIST&126	World Civilizations I	5
HIST&127	World Civilizations II	5
HIST&128	World Civilization III	5
HIST&146	U.S. History I	5
HIST&147	U.S. History II	5
HIST&148	U.S. History III	5
HIST&214	Pacific Northwest History	5
HIST233	War in History	5
ICS120	Survey of Hispanic Culture	5
ICS125	Native American Culture	5
ICS130	Survey of Asian American Culture	5
ICS135	Survey of African American Culture	5
ICS220	Globalization	5
ICS222	Columbia Basin Culture	5
ICS255	Race and Ethnic Relations	5
NUTR&101	Nutrition	5
OSH101	Fundamentals of Occupational Safety & Health	5
OSH124	Industrial and Construction Safety Regulations	5
OSH147	Ethics, Documentation, and Records	4
OSH151	Accident Prevention, Inspection & Investigations	5
OSH153	Risk Management	5
OSH177	Industrial Chemical Safety & Hazards	5
OSH230	Industrial Toxicology	5
OSH231	Biological Hazards	5
OSH233	Fire Protection Systems	2
OSH235	Physical Hazards	5
OSH 271	Fundamentals of Industrial Hygiene	4
OSH272	Ergonomics	4
OSH274	Safety Program Management	5
OSH277	Environmental Management	5
OSH280	Industrial Instrumentation and Equipment	5
POLS&202	American Government	5
POLS&204	Comparative Government	5

PROJ100	Introduction to Project Management	5
PROJ110	Project Planning	5
PROJ120	Project Execution & Control	5
PROJ231	Project Risk Management	5
PSYC&100	General Psychology	5
PSYC&200	Lifespan Psychology	5
PSYC270	Health Psychology	5
PSYC103	Applied Psychology	3
PSYC&180	Human Sexuality	5
PSYC201	Social Psychology	5
PSYC205	Psychology of Adjustment	5
PSYC217	Forensic Psychology	5
PSYC&220	Abnormal Psychology	5
PSYC280	Positive Psychology	5
SOWK101	Introduction to Social Work	5
SOWK103	Social Work Ethics	5
SOWK201	Counseling Theory and Practice	5
SOC&101	Intro to Sociology	5
SOC&102	Social Problems	5
SOC110	Gender, Media, & Popular Culture	5
SOC115	Intro to Middle East History & Society	5
SOC150	Marriage, Family, and Relationships	5
SOC160	Gender Studies	5
SOC220	Globalization	5
SOC221	Sociology of Deviance and Crime	5
SOC230	Human Sexuality	3
SOC269	Sociology of World Cinema	5
SPAN110	Beginning Spanish for Professionals	5
SPAN111	Intermediate Spanish for Professionals	5
SPAN112	Advanced Spanish for Professionals	5
SPAN&121	Spanish I	5
SPAN&122	Spanish II	5
SPAN&123	Spanish III	5
SPAN150	Beginning Conversational Spanish	1-5
SPAN152	Conversational Spanish	5
SPAN205	Spanish for Spanish Speakers	5
SPAN206	Spanish for Spanish Speakers	5
SPAN207	Spanish for Spanish Speakers	5
SPAN&221	Spanish IV	5
SPAN&222	Spanish V	5
SPAN&223	Spanish VI	5
SPAN250	Intermediate Conversational Spanish	1-5
SPAN251	Intermediate Conversational Spanish	1-5

SPAN252	Intermediate Conversational Spanish	1-5
SPAN281	Spanish Medical Interpreting	5
SPAN282	Spanish Medical Interpreting II	5
SPAN283	Spanish Medical Interpreting III	5
WS155	Women's Cultural Heritage	5
Total Major Support Course Requirements		70
Total Bachelor of Applied Science in Community Health Credits Required		180

Criteria 2

Qualified faculty.

General Education Faculty

The mission of Columbia Basin College is to inspire, educate, and support all students in an environment of academic excellence leading to the completion of degrees, certifications, and educational transfers, while fostering meaningful employment.

Complying with the recommendation from State Board of Community and Technical Colleges, the Bachelor of Applied Science in Community Health's (BAS CH) upper-level general education courses will be taught by the Columbia Basin College faculty who have a graduate degree in their discipline. Table 6 shows the credentials of the faculty who will teach the courses included in the BAS CH curriculum.

The faculty are excited to welcome a new bachelor of applied science (BAS) program to Columbia Basin College as they are not only enjoying teaching specific context in depth that is well matched to their academic interest, but have also seen many BAS students in seven other applied baccalaureate degree programs on campus highly motivated and well performed in class.

Table 6: General Education Faculty

Faculty	Course	Credentials
Dr. Annalee Kodman	ENGL 315: Writing for Health Professionals	<ul style="list-style-type: none"> Senior Associate Professor, Columbia Basin College Ph.D., M.A., University of Delaware M.A., East Tennessee State University B.A., B.M., Carson-Newman College
Amy Wortley	ENGL 410: Professional & Organizational Communication	<ul style="list-style-type: none"> Assistant Professor, Columbia Basin College M.A., Eastern Washington University
Ginny Quinley	CMST 415: Applied	<ul style="list-style-type: none"> Professor, Columbia Basin College

	Professional Communication	<ul style="list-style-type: none"> • M.A., B.A., Washington State University
Dr. Eudelio Martinez	ICS 310: American Diversity	<ul style="list-style-type: none"> • Intercultural Studies Instructor, Columbia Basin College • Ph.D., University of California Irvine
Dr. Mark Taff	ICS 320: Culture and Health	<ul style="list-style-type: none"> • Professor, Columbia Basin College • Ph.D., University of California Berkeley
	SOC 3xxx: Medical Sociology (to be developed)	<ul style="list-style-type: none"> • Faculty will meet or exceed State Board of Community and Technical Colleges and Columbia Basin College qualifications for instructional faculty and have a graduate degree in the content area.
	SOC 401: Behavioral and Cultural Issues in Healthcare (new course)	<ul style="list-style-type: none"> • Faculty will meet or exceed State Board of Community and Technical Colleges and Columbia Basin College qualifications for instructional faculty and have a graduate degree in the content area.

Major Course Faculty

Upon approval of the program, Columbia Basin College will hire one full-time faculty member who will also serve in the role of program director. Director responsibilities will be performed as a stipend above the faculty member's full-time teaching credit load of 15 credits per quarter. This faculty member/director will have the following qualifications:

- Master's degree or higher in community or public health or closely related field from a regionally accredited college or university;
- Minimum five years of experience as a community or public health professional;
- Minimum two years in community or public health advocacy, program development, program evaluation, or leadership;
- College-level teaching experience;
- Demonstrated experience in program development and implementation of community or public health initiatives;
- Experience with e-Learning techniques and modalities such as web supported face-to-face courses, hybrid courses, and other distance learning applications (preferred); and
- Bilingual and bi-literate in Spanish and English (preferred).

Adjunct faculty members who are fully qualified to teach the proposed upper-level courses will also be hired. These faculty will be actively involved in Bachelor of Applied Science in Community Health course and curriculum development.

Faculty and administrators responsible for technical courses will meet the certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

Criteria 3

Selective admissions process, if used for the program, consistent with an open-door institution.

Open Access

In accordance with WAC 131-12-010, Columbia Basin College operates under an open-door admission policy granting admission to all applicants who are 18 years of age or older and/or graduated from high schools accredited by a regional accrediting association. This aligns with the Columbia Basin College Mission Statement specifically stating its commitment to diversity, equity, and inclusion to eliminate barriers to success through intentional and equitable efforts to provide quality learning opportunities. The Bachelor of Applied Science in Community Health (BAS CH) program will follow this mission and will be open to all students with an associate degree in a healthcare, first responder, social sciences, or behavioral sciences field or successful completion of a minimum of 90 credits of coursework from those courses listed in the BAS CH degree requirements with a minimum cumulative GPA of 2.0.

Support for Diversity

Franklin County, one of the counties in Columbia Basin College’s service district, became the Pacific Northwest’s first Hispanic-majority county in 2006.¹³ In 2020-2021, Hispanic students made up nearly 45% of the student body at Columbia Basin College, a federally designated Hispanic Serving Institution. While the number of non-Hispanic students has been decreasing, the number of Hispanic students at Columbia Basin College have been continuously increasing as shown in Table 7. The BAS CH program expects its student demographics to be similar to the institution’s trend.

Table 7: Percentage Hispanic Student Population over 5 Years (2016-2021)

ACAD-YEAR	Hispanic		Not Hispanic	
	% of Total (across)	Student Count	% of Total (across)	Student Count
2020-21	44.8%	4,550	55.3%	5,618
2019-20	44.4%	4,968	55.7%	6,226
2018-19	43.1%	4,935	57.0%	6,519
2017-18	41.8%	4,751	58.3%	6,626
2016-17	39.9%	4,520	60.3%	6,837

¹³ Suljic, A. (2017). Franklin County profile: Overview. Washington State Employment Security Department. <https://esd.wa.gov/labormarketinfo/county-profiles/franklin>

The College recruitment team visits high schools in rural areas within a 100-mile radius where a relatively high number of special populations (e.g., economically disadvantaged) exist. Information presentation is available in both English and Spanish for bilingual students who might come from a monolingual home.

The College also visits underserved areas to recruit students for a short-term certificate or associate of applied science degree program so that they can build qualifying foundations for a bachelor of applied science degree program. The College recruitment team also works closely with the support programs available on campus, such as Math, Engineering Science Achievement (MESA), Federal TRiO programs, and College Assistance Migrant Program (CAMP), to ensure the relevant information can be shared during recruitment visits. The Health Sciences Division also holds two information sessions per quarter to share its programs with interested members of the community. Once approved, the Bachelor of Applied Science in Community Health (BAS CH) would be added to these information sessions.

Admissions Criteria

In addition to the general recruiting methods described above, health sciences students completing an associate degree or one-year certificate in an allied health, first responder, or nursing field will be contacted prior to and after graduation with information related to the BAS CH program. Student and graduate contact information is gathered and saved in accordance with programmatic accreditation outcomes tracking requirements. The college regularly makes contact with graduates to track their employment and continuing education activities. Student and graduate contact information is collected directly from students and on program surveys and retained within a database, such as GoldMine. Information about the BAS CH program and the application process will be included in such outreach activities as a way to bolster interest and enrollment in the program. Additionally, the college will recruit from the pool of social and behavioral sciences students and graduates using completion coaches, career counselors, and advisors, who make routine contact with students.

While there is no selective admissions process for enrollment in the BAS CH program, students must have completed a minimum of an associate degree in a healthcare, first responder, social sciences, or behavioral sciences field from a regionally accredited college or university or have successfully completed a minimum of 90 credits of coursework from those courses listed in the BAS CH degree requirements with a minimum cumulative GPA of 2.0. Once students have applied to and been granted formal acceptance into the program, they will be tracked as BAS CH students.

Criteria 4

Appropriate student services plan.

Columbia Basin College offers a wide variety of support services for enrolled students. The Health Sciences Programs Director and faculty will be responsible to direct Bachelor of Applied Science in Community Health (BAS CH) students to access to the appropriate student services and resources described below for successful completion of their degree.

Enrollment Services

- Financial Aid personnel assist Columbia Basin College students and their parents to find funding for basic educational costs. BAS CH students will be considered for all aid programs unless specified with academic disciplines, in three major forms: gift aid, employment, and loans.

Counseling/Advising Center

- The primary responsibility of the Counseling/Advising Center is to assist students in their personal, educational, and professional growth and planning.

Academic Advising

- Students interested in the BAS CH program can seek career and academic advising from completion coaches, enrollment services, and the BAS CH program director. The director will be a full-time faculty member in the program with a directorship stipend that will include outreach, recruiting, and student advising. Additional program information is also available through health sciences program support staff and the Dean for the School of Health Sciences.
- BAS CH students will receive academic advising specified to the degree completion directly from the School of Health Sciences or School of Social and Behavioral Sciences Completion Coaches. To ensure cohort scheduling and graduation progress, all BAS CH

students will be required to meet with the Completion Coaches prior to each quarter for course registration.

Career Counseling and Career Services

- In coordination with the Completion Coaches, counselors and Career Services personnel will plan career, job search, and personal/professional development workshops throughout the year to sustain the BAS CH students' interest in the field. Counselors will also help the students gain broader knowledge about the industry through community health career focused workshops and career demonstration activities annually. The Career Services Office provides students with one-on-one appointments to review career related documents and discuss career topics. The following services are available for all CBC students:
 - Resume Reviews
 - Cover Letter Reviews
 - Reference List Review
 - Job Search Strategies
 - Mock Interviews
 - LinkedIn Profile Review
 - Elevator Pitch
 - Networking Strategies

Personal Counseling

- Columbia Basin College counselors are registered by the state of Washington to provide personal counseling and assist students with issues that may affect their academic performance or progress in meeting their educational goals. The Bachelor of Applied Science in Community Health (BAS CH) students will be offered workshops and other interventions aimed at improving student educational success and personal development. Counselors will provide short-term personal counseling and refer students to community mental professionals if needed.

Academic Success Center

- The Academic Success Center (ASC) provides Columbia Basin College students free instructional support in subject areas for which there is high demand. The ASC is equipped with computers and printers for student use, as well as whiteboards and group study areas. The ASC provides drop-in and online tutoring and designated centers for writing and math.

Math Center

- The Math Center provides students free access to tutors and use of textbooks and computers. Students can schedule a 30-minute to one-hour one-on-one tutoring session

with a math tutor. The center is equipped with 41 computers, textbooks for most math classes, a touchscreen computer, and quiet study rooms. Tutors will be available during summer for BAS CH students who are conditionally admitted and in need of completing the MATH&146: Intro to Statistics course in the summer quarter.

Writing Center

- For writing assistance, tutors offer advice and assistance with revising, reorganizing, and elaborating drafts of papers, as well as with syntax, usage, mechanics, citations, and documentation. Students also come in to receive assistance with prewriting-related tasks such as brainstorming ideas, outlining, and locating research information, while others come in to receive help with developing writing skills in general. BAS CH students will be served mainly for their upper-level writing assignments.

Tutoring

- The tutors, trained with research-based practices aligned with College Reading & Learning Association certification requirements, assist students with course review and learning strategies to maintain academic success. In partnership with The Connecticut Distance Learning Consortium, Columbia Basin College also provides the free one-on-one eTutoring service in Accounting, Science, Economics, Math, Spanish, Statistics, and Writing. The School of Health Sciences will communicate with the Academic Success Center if the tutoring needed to include additional subject areas for the BAS CH curriculum.

Library Services

- Students have access to the resources at Columbia Basin College libraries in Pasco and Richland campuses and through online library databases, which include articles necessary for both lower and upper-level courses. Both facilities provide desktop computer access and laptops for checkout and contain individual, group, and collaborative study spaces. Databases providing full text access to articles, videos, and e-books are available for use on and off campus. Librarians are available during scheduled hours or by appointment to provide research assistance while an online reference chat service is available 24/7.
- Librarians also work with instructional faculty to provide students with information on effectively finding and using library resources to complete course-related research. The School of Professional Technical Education will regularly communicate with the library to ensure that all Bachelor of Applied Science in Community Health (BAS CH) course materials including textbooks and reading lists are up-to-date and available.

Disability Support Services

- Disability Support Services (DSS) is dedicated to assisting students and community members in reaching their personal and educational goals. DSS is open to those who want to begin college but are not sure how to get started, as well as, to currently enrolled students who need assistance to overcome obstacles that make reaching their educational goals more difficult.

- The disability services ensure that all students have equal access to educational programs and services. The service includes accessible facilities, materials in alternate format, sign language interpreters, priority registration, adaptive equipment, learning needs assessment, and testing accommodations.
- The Assistive Technology Center provides equal access to education by using adaptive technology to support a broad range of disabilities. The available technology includes text-to-speech with screen readers, speech-to-text with voice recognition, Braille and tactile with text reading and image visualization software, and captioning with Virtual Relay, Communication Access Realtime Translation, and closed captioning.

Workforce Education Center

- Three services are available to low-income students with families attending Columbia Basin College: Childcare Assistance, Holiday Adopt-a-Family Program, Food Pantry, and Community Referrals.
- Financial assistance is available to students attending Columbia Basin College: Short-term emergency book and tuition loans, Travel assistance, Night taxi service, Dial-a-Ride passes, and Emergency personal assistance.
- Columbia Basin College Foundation offers a variety of scholarships for students based on many factors including academic achievement, field of study, and financial need. In 2018-19, the Foundation awarded over \$1.1 million in scholarships to 630 students including those pursuing a Bachelor of Applied Science degree.

Veterans Education & Transition Services

- The Veterans Education and Transition Services (V.E.T.S.) Center supports military connected students in their transition to Columbia Basin College through customized academic advising, education benefits certification, navigating the college system, workshops tailored to veteran student success, and access to the Veterans Integration to Academic Leadership (VITAL)*. The Center provides a separate study space and computer access.

* The collaboration between the Walla Walla Veterans Affairs Medical Center, Columbia Basin College and Washington State University Tri-Cities. With a Veterans Affairs Psychologist located directly on the campus, student Veterans can access College Success Coaching and Transition Services, Resource Referral, and a wide range of Behavioral Health Services that promote health and achieving career goals.

Criteria 5

Commitment to build and sustain a high-quality program.

Program Support Funds and Expenses Projections

The Bachelor of Applied Science in Community Health program will be funded as a state supported program for the projected enrollments up to 40 students per year by year 3. The revenue projection is shown in Table 8 with 2% annual tuition increase. The Year 1 total revenue is based on 20 students entering in the first cohort, each paying \$11,424.30 in tuition. With each student enrolling in 15 credits per quarter for 3 quarters to complete the 45 required upper-level credits at the BAS tuition rate, the per student revenue would be \$7,941.30, which, for 20 students, comes to \$158,826. With the addition of state support, we estimate a total first-year revenue figure of \$228,486.

The projected expenses first include salary and benefits a full-time faculty member with a directorship stipend, adjunct faculty, and upper level general education faculty. A budget for a first-year stipend for course development is also included. Other expenses include outreach and marketing, books and supplies, library materials, travel and professional development, an external reviewer stipend, and Northwest Commission on Colleges and Universities accreditation fees. The administrative expense is estimated at 20% of the total projected expense to cover any unforeseen expense. All projected expenses are summarized in Table 8.

Columbia Basin College will allocate funds from its current operating budgets to cover all start-up costs during the implementation and the first year to ensure that the program are built and operated professionally and efficiently.

Institutional Capacity

Columbia Basin College (CBC) has been successful with developing, implementing, and sustaining instructional programs that contribute to the growth of the region by leveraging non-traditional resources such as grants, contracts, and donations through the CBC Foundation.

Some notable programs are an Associate of Applied Science and a Bachelor of Applied Science in Project Management developed by a Department of Energy funded grant. Multiple Nuclear Regulatory Commission grants and support from the local nuclear industry led to the development of an Associate of Applied Science in Nuclear Technology. An Associate in Applied Science in Cyber Security program was launched with the support of the Battelle Memorial Institute Foundation, which led to the Bachelor of Applied Science in Cyber Security program in 2013. In 2019, Columbia Basin College added a Bachelor of Applied Science in Information Technology and Teacher Education. As of 2022, Columbia Basin College offers eight bachelor degree pathways (Figure 3).

Figure 3. Current Columbia Basin College Bachelors Programs

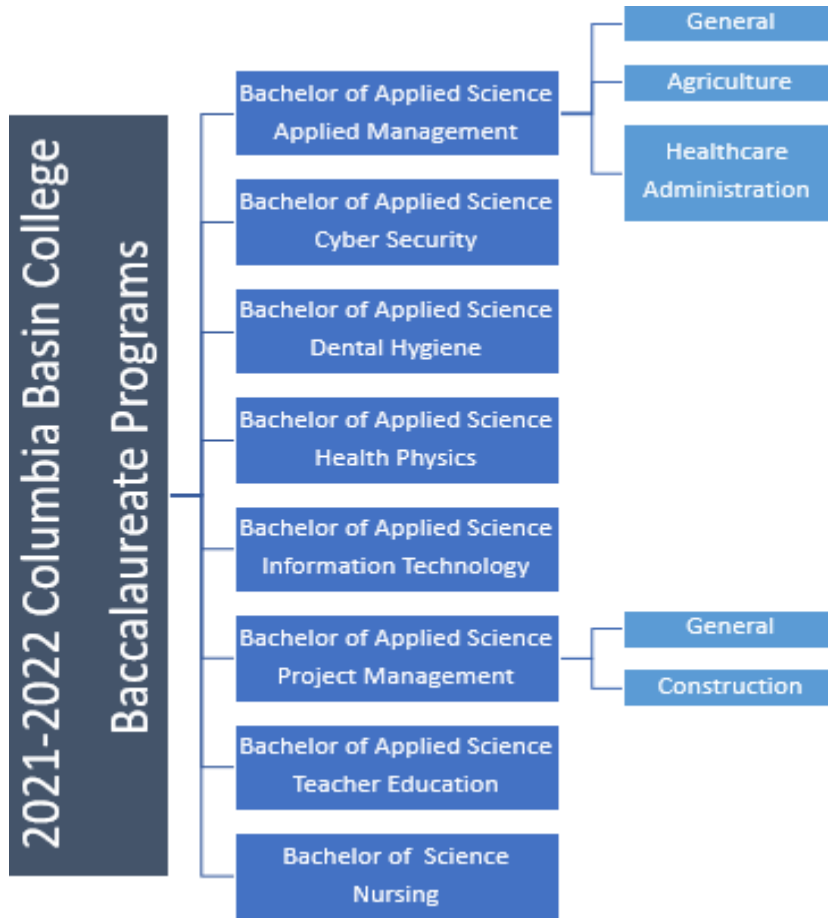


Table 8: Bachelor of Applied Science in Community Health Program Budget

	FY 22	FY 23	FY 24	FY 25	FY 26
	Implementation				
	Year 0	Year 1	Year 2	Year 3	Year 4
	(~Summer 2022)	(2022-23)	(2023-24)	(2024-25)	(2025-26)
Student FTEs	0	20	30	40	40
FT Faculty/Program Director Salary	\$ 0	\$ 66,080	\$ 67,402	\$ 68,750	\$ 70,125
FT Faculty Benefits (33%)	\$ 0	\$ 21,806	\$ 22,243	\$ 22,687	\$ 23,141
Upper Gen Ed Faculty Salaries (2-4 sections)	\$ 0	\$ 10,775	\$ 11,098	\$ 11,431	\$ 11,774
Stipend for new course development (Existing faculty)	\$ 13,338	\$ 0	\$ 0	\$ 0	\$ 0

PT Faculty Salary	\$ 0	\$ 15,814	\$ 24,433	\$ 25,166	\$ 25,921
PT Faculty Benefits (33%)	\$ 0	\$ 5,218	\$ 8,063	\$ 8,305	\$ 8,554
Goods and Services	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Travel and Professional Development	\$ 3,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Marketing, Outreach and Recruitment	\$ 3,000	\$ 3,000	\$ 1,500	\$ 1,500	\$ 1,500
Books, Supplies, Library Materials	\$ 3,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
External Reviewer Stipend (\$1,500 x 2 reviewers)	\$ 3,000	\$ 0	\$ 0	\$ 0	\$ 0
NWCCU Fee	\$ 1,000	\$ 0	\$ 0	\$ 0	\$ 0
Total Direct Expenses	\$ 27,338	\$ 130,193	\$ 142,238	\$ 145,339	\$ 148,515
Other Administrative Expenses (20% of Total Expenses)	\$ 5,468	\$ 26,039	\$ 28,448	\$ 29,068	\$ 29,703
Total Expenses	\$ 32,806	\$ 156,232	\$ 170,686	\$ 174,407	\$ 178,218
		FY 23	FY 24	FY 25	FY 26
	Implementation				
	Year 0	Year 1	Year 2	Year 3	Year 4
	(~Summer 2022)	(2022-23)	(2023-24)	(2024-25)	(2025-26)
State Support	\$ 0	\$ 69,660	\$ 104,490	\$ 139,320	\$ 139,320
Tuition and Fee Revenue	\$ 0	\$ 158,826	\$ 243,004	\$ 330,485	\$ 337,095
Total Revenue	\$ 0	\$ 228,486	\$ 347,494	\$ 469,805	\$ 476,415
Total Revenue	\$ 0	\$ 228,486	\$ 347,494	\$ 469,805	\$ 476,415
Total Expenses	\$ 32,806	\$ 156,232	\$ 170,686	\$ 174,407	\$ 178,218
Net	\$ -32,806	\$ 72,254	\$ 176,808	\$ 295,398	\$ 298,197

Facilities, Equipment, Technology, and Instructional Resources

The Columbia Basin College (CBC) Bachelor of Applied Science in Community Health program will be housed in the Health Science Center (HSC) on the CBC Richland Health Science Campus. Major courses will be taught online and facilitated through the Canvas Learning Management System (LMS) with synchronous meetings held by faculty using video conference software such as Zoom. All CBC students have free access to the campus Wi-Fi network. Computer labs are available in the HSC and across the street in both the Medical Science Center (MSC) and Richland Original Campus buildings, with a total of 121 computers on the Richland campus alone. These computers are open to all CBC students during the library and/or computer lab hours. Three hundred laptop computers with academic software are also available for checkout through the library on the Pasco campus.

Canvas Learning Management System will to be the main tool for online teaching and learning delivery for the Bachelor of Applied Science in Community Health (BAS CH) program. Most courses at Columbia Basin College utilize Canvas to enhance instruction. In addition to the campus library, the CBC online library will allow BAS CH students to access instructional resources.

Criteria 6

Program specific accreditation.

Accreditation

Columbia Basin College is currently authorized through the Northwest Commission on Colleges and Universities (NWCCU) to offer eight baccalaureate degrees. Once the Bachelor of Applied Science in Community Health program is approved by the State Board of Community and Technical Colleges and the Columbia Basin College Curriculum Committee, a substantive change will be submitted to NWCCU for their approval of this degree.

Criteria 7

Pathway options beyond baccalaureate degree.

Graduate Education

The Bachelor of Applied Science in Community Health graduates who wish to pursue a higher degree will be presented with several options within Washington State that offer a Master's degree in Community or Public Health. These include Washington State University, University of Washington, Eastern Washington University, and Central Washington University. Educational opportunities are also available to students seeking careers in related fields, such as graduate-level certificates and degrees in social work, behavioral health, health education, and substance abuse counseling. Upon approval from the State Board of Community and Technical Colleges and Northwest Commission on Colleges and Universities, Columbia Basin College will work with these institutions to validate the admission eligibility.

Criteria 8

External expert evaluation of program.

Reviewers

In compliance with the State Board of Community and Technical Colleges standards, the proposed Bachelor of Applied Science in Community Health program was thoroughly reviewed by five external experts.

Dr. Beatriz Carlini is a Research Scientist at the University of Washington's Addictions, Drug & Alcohol Institute (ADAI) and Affiliate Associate Professor at the School of Public Health, Department

of Health Systems & Population Health. Her research career has been dedicated to understanding the public health impact of legal psychoactive substance use (such as alcohol, inhalants, tobacco, and more recently, cannabis) and policies on social and health outcomes. Since 2016, Dr. Carlini has led the ADAI Cannabis Research and Education program, including coordinating collaboration with other marijuana researchers at the University of Washington (UW), acting as the Program Chair of UW Marijuana Research Symposium and serving as a liaison with policy makers within the state and researchers at other universities. Dr. Carlini has been a pioneer on bringing awareness of the sharp increase in the availability and risks of high THC content products brought by cannabis legalization in Washington. In 2020, she chaired the Prevention Research Sub Committee (PRSC) Cannabis Concentration Workgroup composed of UW and Washington State University scientists, which authored a Consensus Statement and Report on Cannabis Concentration and Health Risks. In the UW School of Public Health, Dr. Carlini teaches a course on Tobacco-related Health Disparities and Social Justice, and is also an instructor of the Online Master of Public Health Program. As a first-generation immigrant and a foreign-born American citizen, Dr. Carlini is especially interested in the impact of cannabis and tobacco use on perpetuating health and social disparities. Dr. Carlini has a passion for fostering social inclusion, challenging stereotypes, and fighting stigma. She applies an equity lens to her work as a researcher and educator.

Dr. Phyllis Eide is Emeritus Professor of Nursing and former campus director at the Washington State University (WSU) College of Nursing, Spokane. Her experience includes administering a Health Resources and Services Administration (HRSA) Nursing grant (ALCANCE, # D19HP40363, 2004-2008) and she has been in nursing academia since 1992. Since joining the WSU College of Nursing in 2002, she taught in all five programs of study offered by the College: Bachelor of Science in Nursing, Master of Nursing, Doctor of Nursing Practice, and Doctor of Philosophy (PhD). Prior to entering academia, she worked as a public health nurse in Longview, Washington and Pearl City, Hawaii in a diversity of programs, including support for elders to remain in their homes, maternal child health district nursing and well-child clinics, and outreach to homeless populations living on the northern beaches of Oahu. She has many publications and contributions to community health practice. Her research interests include caring for children with special needs, community health education, rural populations, and interdisciplinary healthcare in rural settings.

Dr. Kohlmeier retired as a board-certified Emergency Physician after 20 years but still remains a Fellow of the American College of Emergency Physicians. She is dually licensed as a physician and an attorney in the State of Washington. After graduating from Gonzaga School of Law in 2018, she began teaching Health Law as an Adjunct Professor at Eastern Washington University for the Master of Public Health program. Dr. Kohlmeier became a Lecturer - Master of Public Health (MPH) the following year and has been on the MPH teaching faculty. Dr. Kohlmeier primarily teaches Health Policy & Law and Professionalism in Public Health, but has also coordinated the MPH Internship (APE) and has served as the second reviewer on multiple MPH research defense panels. Dr. Kohlmeier was instrumental in helping the MPH program earn its Council on Education for Public Health accreditation in June 2020 by serving on the MPH Program, Curriculum, and Accreditation committees. Dr. Kohlmeier is heavily involved in public health service, and has volunteered over 1000 hours during the COVID pandemic. Dr. Kohlmeier serves as the Co-Chair of the Spokane County Disaster Clinical Advisory Committee, Co-chair of the Research + Education Design Institute (REDi) eastern Washington Regional Triage Team, and attorney member of the Spokane Regional Health District Ethics Committee. Additionally, Dr. Kohlmeier serves as Chair of the Board of Trustees of a private school in Spokane and recently finished a three-year term on the Board for Partners with

Families and Children.

Dr. David Line is Program Director for Public Health at Eastern Washington University (EWU). Prior to EWU, Line served as a county public health emergency preparedness division manager. In this position he served as the incident commander during outbreaks of the pneumonic plague, Hantavirus, West Nile, and measles in Arizona and New Mexico. He also led county responses and worked with the Arizona State Lab, the Arizona Department of Health, developed response plans, and advised the health officers and other government officials in response options. Prior to assuming the role of Public Health Emergency Preparedness division manager, Line was a county coordinator of the Community Emergency Response Team. Line has 20 years of experience as a New Mexico State Police (NMSP) Search and Rescue Incident Commander. With the NMSP, he acted in a variety of capacities including planning, logistics, and served as operations section chief, public information officer and liaison officer. His search and rescue experiences include six summers at the Grand Canyon and Yosemite National Parks, serving their Preventative Search and Rescue (PSAR) program, as well as providing medical services at adventure races. These activities were part of his responsibilities as coordinator of the Apache Rescue Team, a youth-oriented search and rescue team funded by the Arizona Supreme Court. In academia, Line has complemented his in-person instruction with 10 years as a full-time online faculty member in the master of public health program at A.T. Still University. His research interests include qualitative and quantitative studies on services provided to medically involved youth, water quantity and its impact on public health, and online education.

Dr. Kawkab Shishani is Associate Professor for Nursing at the Washington State University College of Nursing, Spokane, and a community health researcher specializing in smoking addiction. Her background is primarily in public health. She has done extensive work in the Middle East in the area of smoking and was successful in translating the research findings into an educational program that was integrated into nursing education. This program is now taught globally in different countries to educate nursing and other health professionals. In addition to global health, Dr. Shishani is currently investigating the addictive properties of Hookah “waterpipe” tobacco smoking. Dr. Shishani has a well-established publication record in global health and smoking. She has been published in journals including *The Lancet*, *The Journal of Immigrant and Minority Health*, and *Nurse Education Today*.

Review Summary

All reviewers evaluated the proposed program as a qualified program with curriculum that will provide students with the knowledge and skills to be successful in the field of community health. Recommendations related to the proposed curriculum were focused on integrating a socially equitable approach to community health, destigmatizing historically marginalized populations within community health, and emphasis on equity and access to healthcare, including behavioral, mental health, and addiction recovery services. Specific emphasis will be given to these areas of community health need within the curricula of each proposed course.

In her review, Dr. Kohlmeier recommended against hiring adjunct faculty to teach

Additionally, Dr. Eide recommended making the three Center for Disease Control and Prevention (CDC) courses on health literacy an integral part of the curriculum. These courses in health literacy for public health professionals are available as micro course through the CDC website and will be integrated into major course curriculum. She also recommended the following major support courses, which have been highlighted as recommended courses for the degree: AMGT320 Leadership & Organization Behavior, CMST221 Communication Skills for Conflict Resolution, CMST260 Multicultural Communication, and CJ137 Constitutional Law.

After thorough examination and discussion, the proposal was revised accordingly to address these recommendations. The external reviewers did not make any significant recommendations to change or update the proposal. The reviewers were overwhelmingly satisfied with and supportive of the proposed program and courses. Dr. Kohlmeier shared her concern that courses may be taught by adjunct faculty as opposed to full-time tenured faculty. While there will be adjunct faculty who help to teach a few courses, Columbia Basin College has identified five current faculty to teach a majority of the courses and will hire another tenure-track faculty member. Dr. Eide also mentioned the possible need for a mentorship program. While CBC has not planned to create a mentorship program at the outset, that would be a great project to develop with the guidance of a newly developed Advisory Board.

The most common concern heard from reviewers was the need to implement an Advisory Board for the Bachelor of Applied Science in Community Health (BAS CH). While Columbia Basin College would like have the Advisory Board currently in place, the college needs more time to reach out to professionals to seek input and participation from the local healthcare community. With a community as diverse as the Tri-Cities, CBC is very conscious of bringing all voices to the table and ensuring there is representation from all communities who would be impacted by program changes. As part of the new *Inclusivo* Strategic Plan, the college has implemented a Liberatory Design model that takes a deliberate and discursive approach to making changes within the college structure and programming to increase equity.

Conclusion

Among the many changes and realizations gained over the past two years of a global pandemic, the Columbia Basin College (CBC) has acknowledged the pressing need for a Bachelor of Applied Science in Community Health locally. Reflections from CBC student surveys have indicated the students want an option for an undergraduate degree in Community Health. Local employer stakeholders have also suggested that students need to have an undergraduate degree for a majority of Community Health positions within the Tri-Cities. CBC is uniquely positioned and qualified to provide additional education needed in this region. With the lessons learned from COVID-19, our administration and faculty have developed a bachelor's program that is robust and relevant to our students and community.

Appendix

Appendix A. New Course Descriptions

The following list outlines descriptions for new courses that will be developed if the Bachelor of Applied Science in Community Health proposal is approved by the State Board for Community and Technical College.

- SOC306: Medical Sociology
 - (Prerequisite: Acceptance into the Bachelor of Applied Science in Community Health Program)
This course examines societal dimensions of healthcare and explores social determinants of health and health access.
- HSCI 301: Foundations of Public Health
 - (Prerequisite: Acceptance into the Bachelor of Applied Science in Community Health Program)
This course presents foundational knowledge of public health, including historical contributions, ethical and moral concepts, organizational structure, and societal, environmental, and behavioral factors that impact health and community health outcomes.
- HSCI302: Epidemiology
 - (Prerequisite: Acceptance into the Bachelor of Applied Science in Community Health Program)
This course explores basic concepts of epidemiology within multiple dimensions of healthcare. Topics include population health, diseases and prevention, distributions of disease, and evaluation of public health data.
- HSCI303: Healthcare Leadership
 - (Prerequisite: Acceptance into the Bachelor of Applied Science in Community Health Program)
This course examines the leadership characteristics and competencies required to plan and implement effective community health programs and systems that meet the needs of diverse populations of patients, individuals, and stakeholders.
- HSCI304: Health Policy
 - (Prerequisite: Acceptance into the Bachelor of Applied Science in Community Health Program)
This course explores health policy and the impact of government on healthcare delivery and access.
- HSCI401: Behavioral & Cultural Issues in Public Health
 - (Prerequisite: Acceptance into the Bachelor of Applied Science in Community Health Program)
This course helps students understand and respond to health discrepancies and issues of health access that persist among vulnerable populations. Students will explore cultural and behavioral factors that influence the management and delivery of community health services.
- HSCI402: Public Health Education
 - (Prerequisite: Acceptance into the Bachelor of Applied Science in Community Health Program)
This course prepares students to promote health and prevent disease among members of the community through educational efforts and programs that respond to factors influencing the multi-dimensional aspects of health.
- HSCI403: Health Systems & Healthcare Delivery
 - (Prerequisite: Acceptance into the Bachelor of Applied Science in Community Health Program)
This course explores the various organizations and patient care settings in which health services are delivered and analyzes related purposes, general functions, delivery methods, and legal/ethical issues.
- HSCI409: Community Health Capstone
 - (Prerequisite: Acceptance into the Bachelor of Applied Science in Community Health Program)
In this course, students will demonstrate their cumulative knowledge in the community health field by designing and implementing a project with a focus on high-level inquiry.

Appendix B. External Expert Review Forms

College Name:	Columbia Basin College	BAS Degree Title:	BAS in Community Health
Reviewer Name/ Team Name:	Dr. Phyllis Eide	Institutional or Professional Affiliation:	WSU College of Nursing, retired
Professional License or Qualification, if any:	RN	Relationship to Program, if any:	none
Please evaluate the following Specific Elements			
a) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment Agree. It is clear from the supplied review materials that the team putting this proposal together did a thorough job in evaluating the market demand, student interest, and overall positive impact to the region for the proposed program. It is also clear that the only two other programs in Eastern Washington that have similar degrees (Eastern Washington University's Bachelor of Science in Public Health, and Central Washington University's Bachelor of Science in Public Health), are offered in locations at least 2 hours from Pasco, and the three programs on the West Side of the state are 3.5 hours away. A majority of the potential student cohorts for the proposed program are currently place-bound due to employment or other factors, thus ruling out the significant commutes that would be involved with enrolling in existing programs.</p> <p>The survey of students surveyed re: interest indicate that 61% of the 105 respondents were interested in the proposed program. Another significant key factor is the employment opportunities for graduates of the new degree program. Here again, the team did an excellent job of surveying employers in a 5-county area to assess local demands for the expertise that graduates of the BAS CH program could offer. The variety of job titles indicate the potential for graduates to be flexible in their search for employment post-graduation. The difficulty indicated by employers in hiring qualified applicants (80% of respondents) is a marker of the need for qualified bachelor's prepared graduates in this field.</p>		
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment Yes. The proposal clearly delineates the assessment model used by Columbia Basin College (CBC) and shows solid linkage to the overall college wide student learning outcomes (n=6). A clear model for tracking these institutional learning outcomes and how the proposed program would fit into those parameters is laid out in the program assessment model (Table 1 of the proposal). Having such connections is an expectation for baccalaureate degree rigor, and in my experience with accreditation processes, is always an expectation of reviewers.</p>		
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment</p>		

	<p>Yes. The proposed program will prepare community health workers who will be prepared to enact a variety of roles. The program developers made a clear case for the need of such workers in the area, both now and into the future. The curriculum features not only a core of courses such as epidemiology, public health education, and health policy, but will allow students to select from additional courses in areas including communication behavior, multicultural communication, cultural anthropology, and management principles. This will permit students to develop their own unique portfolio of skills and abilities suitable to the job environment they wish to enter.</p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment Yes. [see also comments in (a)]. The core upper-level courses emphasize areas to be developed such as epidemiology, fundamentals of public health, health systems and health delivery, and health policy. Since these courses are ‘to be developed’ I cannot comment on them specifically, except to say that the proposed array of courses would appear appropriate to the degree sought.</p>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment Yes. The General Education requirements are comprised of 35 upper-level course credits, with the remainder at the lower level. The areas of inclusion appear very relevant: communication, quantitative reasoning, humanities, social sciences and mathematical & natural sciences.</p>
f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment Yes. I believe students who successfully complete this program will be well positioned to consider graduate programs, particularly those that might lead to a Masters in Public Health or similar degree.</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment Yes. The faculty listed are for the general education course area only and appear well qualified by degree (M.A. and PhD), for the general ed courses listed. The proposed criteria for hiring a full-time faculty member to serve as program director include significant education and experience in community health, which is a ‘must’ for this program. The preferred qualification of being bilingual and bi-literate in both Spanish and English connects well with the anticipated student body for the program, and the potential employers of the program’s graduates and the populations they serve.</p>

h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment Yes. The proposal has laid out an appropriate student services plan in response to Criteria 4, including enrollment services, counseling/advising center, academic advising (which is a critical area for students in my experience), academic success center, math center, writing center, drop-in tutoring and etutoring, library services, disability support services, workforce education center, and Veterans education & transition services. These appear more than adequate to support the anticipated students in this new program.</p> <p>Specific to the new program and in conjunction with capstone courses could be the development of a strong mentorship program with the local health care community, including those institutions that may be serving the populations these students will be working with post-graduation.</p>
i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment No. At this point it appears that a program advisory committee is to be formed to engage in "on-going evaluation and feedback related to program quality, curriculum, outcomes (including employment), and resources." It does not appear that there has been an approval process involving an already constituted Advisory Committee.</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment I believe that this proposal represents a well thought out response to community needs and interests of possible students. Though a number of the courses are 'to be developed', I think that the array of courses shows a thoughtful process in determining what content areas would be most useful to support the education of community health workers at the baccalaureate level, and position graduates of the program to seek further education at the master's level and beyond if they so choose.</p>
<p>Reviewer Bio or Resume 1978: BSN from Pacific Lutheran University; 1985: Masters in Public Health from University of Hawaii/Manoa; 1986: Masters in Nursing from University of Hawaii/Manoa, and 2000: PhD in Nursing from University of Colorado Health Sciences Center. Prior to entering academia in 1992, worked at a variety of public and community health positions in southwest WA and Hawaii. Assistant Professor at University of Hawaii/Hilo from 1992 – 2002, Assistant Professor at WSU College of Nursing as of 2002, attaining tenure as Associate Professor in 2008 and continuing in that role until retirement in January 2022, at which time was granted emeritus status. Teaching emphasis on community/public health and other areas such as teaching, theory, and policy. Research area of interest: impact of climate change on human health (particularly examining the role of nursing education in preparing graduates to work with vulnerable populations in a rapidly warming world).</p>	

College Name:	Columbia Basin College	BAS Degree Title:	BAS in Community Health
Reviewer Name/ Team Name:	Dr. Pam Kohlmeier	Institutional or Professional Affiliation:	Prior Eastern Washington University Faculty
Professional License or Qualification, if any:	MD, JD	Relationship to Program, if any:	n/a
Please evaluate the following Specific Elements			
k) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment Yes. The degree program has relevance not only to meet the healthcare needs within the community but also for the students to have employment opportunities upon graduation.		
l) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	Comment Yes.		
m) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		
	Comment Yes.		
n) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?		
	Comment Yes. All upper level courses especially seem relevant.		
o) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?		
	Comment Yes.		
p) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?		
	Comment Yes.		
q) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?		
	Comment I am unsure of the faculty and program for SOC 306 and SOC 401. Although it is a trend in academia to use adjunct faculty, I discourage that temptation.		

r) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment Yes. It appears to.
s) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
	Comment This was unclear to me—it sounds like once to program is approved that process will happen—but has not been assembled.
t) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment I highly recommend that CBC moves forward with offering the BAS CH program. It will help meet the needs of the community and create a solid educational opportunity for students.
Reviewer Bio or Resume Dr. Pam Kohlmeier—currently a Staff Attorney for DOH with the Washington Medical Commission after having served as Lecturer-MPH for Eastern Washington University (taught at EWU for a total of 3 1/3 years—primarily Health Policy & Law, Professionalism in Public Health; Health Law, Regulation & Ethics; and coordinated & taught the MPH internship course). Prior to earning my law degree, I practiced Emergency Medicine for around 15 years as a Board Certified Emergency Physician. I recently published “Coronavirus: The Ethical Necessity of Expanding the Legal Protections Afforded to Healthcare Workers during the COVID-19 Pandemic” in Issues in Law & Medicine, Fall 2021. At EWU, I served on the CEPH Accreditation Committee when we earned accreditation June 2020. I also served on the EWU-MPH program committee and curriculum committee.	

College Name:	Columbia Basin College	BAS Degree Title:	BAS in Community Health
Reviewer Name/ Team Name:	Kawkab Shishani	Institutional or Professional Affiliation:	Washington State University
Professional License or Qualification, if any:	BSN, PhD	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
u) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment: the needs assessment conducted by CBC demonstrates that the proposed program is driven by the community needs. CBC serves the two most rapidly growing counties in WA state. Based on the local demographics, there is an urgent need to supply the community with competent community health workers (CHW). In addition, majority of employers in these counties are demanding graduates with a bachelor's degree for community health related positions. The proposed Bachelor of		

	Applied Science in Community Health (BAS CH) degree is going to fill gap in job market and in meeting health needs of local diverse populations.
v) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment The proposed program learning outcomes are defined clearly and demonstrate skills and competencies that students will achieve after the completion of the degree, and will make them ready to practice community health within the scope of work for CHW upon graduation.</p> <p>The degree learning outcomes meets the recommendations of the report produced under U.S. Department of Education on future of higher education (2006). One of the key findings of the report was producing graduate who are skilled and are able to lead and compete in the 21st-century global marketplace.</p>
w) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment The curriculum fills the gaps identified in the needs assessment document. The curriculum aligns well with CBC's mission, and program outcomes. The study plan demonstrates that curriculum design is rigor and it is need-driven</p>
x) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment Employers in WA state demanded CHW with a bachelor's degree. The courses outlined in the curriculum do meet the scope of practice and job demands for CHW graduates prepared at bachelor's level. Based on my 17 years of teaching in academia, these courses demonstrate standard academic rigor for baccalaureate degrees.</p>
y) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment The general education requirements are suitable for a baccalaureate level program. The courses meet breadth and depth requirements.</p>
z) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment</p>

	Yes
aa) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum? Comment The upper-level courses will be taught by CBC faculty with expertise in the subject matter. Also, the faculty are supportive of the proposed program. CBC is planning to hire another qualified faculty member upon program approval.
bb) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities? Comment The resources available for student success are adequate and there is demonstrated expertise among the faculty.
cc) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations? Comment CBC is planning on assembling a program advisory committee to engage in an on-going evaluation and feedback related to program quality, curriculum, outcomes (including employment), and resources.
dd) Overall assessment and recommendations	Please summarize your overall assessment of the program. Comment The program is going to fill a huge gap in demand and supply in WA state. The program proposal plan is comprehensive and shows that the plan was well conceptualized and developed. All stockholders input was taken into consideration. It is based on needs of the local diverse communities, graduates and employers. CBC is ideally posed to initiate BAS CH that will serve the unique needs of the local communities.
Reviewer Bio or Resume Kawkab Shishani earned a Bachelor of Science in Nursing degree from University of Jordan, Jordan; a Master of Science degree in Nursing Education from Villanova University; and a PhD in Community Health Nursing from University of Pittsburgh. She served as an associate professor at College of Nursing at Hashemite University in Jordan. Currently, Dr. Shishani is serving an associate professor at Washington State University. Her background is in Public Health. She has carried out research in the area of, education, health promotion and prevention. Additionally, she is actively involved with global nursing programs to improve global health. Her 17 years of teaching in higher education in more than five countries (Middle East, Central Asia, and the U.S.) serves well in guiding and mentoring program designs	