



Bachelor of Applied Science Integrated Healthcare Management

**Program Proposal
May 2021**

**EDMONDS
COLLEGE** 
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Cover Sheet

New Degree Program Proposal

Program Information

Institution Name: Edmonds College

Degree: BAS Integrated Healthcare Management (BAS-IHCM)

CIP Code: 51.0701

Name of existing technical degree programs that will serve as the foundation for this program:

Feeder Degree: Allied Health AAS-T

CIP Code: 51.000

Year Began: 2017

Planned Implementation Date: Fall 2022

Contact Information (Academic Department Representative)

Name: Karen Townsend

Title: Dean Health and Human Services

Address: 20000 W 68th Ave N

Phone: 425-640-1316

Email: karen.townsend@edcc.edu



2/19/21

Kim Chapman
Chief Academic Officer

Date

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Introduction

As the healthcare industry continues to evolve, movement towards a holistic approach to wellness, diagnosis, and treatment is essential. The need for an integrated system that includes primary care and mental health managed by strong inter-professional teams is increasingly recognized as a best practice to address individuals and communities' needs as they relate to health outcomes. A survey of regional employers and industry experts confirmed this and participants expressed the need to fill this skills gap with graduates with hands on experience and relevant skills in traditional management, as well as interprofessional practice and managing interdisciplinary teams.

Currently, there are few opportunities, none in Snohomish or Skagit Counties, for students in Allied Health programs to obtain the skills and knowledge to advance into supervision or management positions. This proposed degree will provide a pathway for students in a variety of Allied Health programs, including Medical Assistants, Patient Care Technician, Pharmacy Technician, and Clinical Lab Technicians. Students will gain skills in supervision and management, care coordination, inter-professional practice, and behavioral health support in primary care. Graduates will be prepared to work as Clinic Supervisors/Managers, Health Services Director, Health Care Manager, Care Coordination/Navigation, Lead Clinical Lab Assistant, Instructors/Educators, or similar positions. This program, like other applied bachelor's programs, will emphasize the practical skills and knowledge employees need to be successful in the healthcare industry and provide pathways to graduatedegrees.

The team involved in developing this proposed degree has taken many steps to ensure that they received appropriate feedback on the program curriculum. Beginning with a review of employer survey results and published industry research articles, potential content was discussed in small groups with the Allied Health Center of Excellence Director and advisory committee members. It generated a lively discussion and enthusiastic support. Potential content was also sought from faculty teaching in Edmonds College Allied Health Certificate programs and related advisory committees. All participants provided important feedback based on what they were seeing in the industry and how this degree will meet the current and future needs of regional employers. Using this feedback, a set of upper-division classes focusing on inter-professional practice and education and healthcare management were created to address the anticipated changes in US healthcare systems.

Finally, the newly developed upper-division courses (60 credits) were paired with general education courses (60 credits) and technical (proficiency) courses (60 credits) to complete the BAS IHCM degree. The proposed program was reviewed and evaluated by two university-level experts in Healthcare Management and Inter-professional Education and Practice. Finally, the BAS-IHCM degree was presented to Edmonds College Curriculum Committee, Allied Health Advisory Committees, and Board of Trustees (March 11, 2021) for the appropriate approvals.

Edmonds College is very proud to bring forward this proposal for the new Bachelor of Applied Science in Integrated Healthcare Management (BAS IHCM), providing a much-needed pathway into the rewarding field of healthcare management. The program start date is slated for Fall 2022.

Criteria I: Curriculum Demonstrates Baccalaureate Level Rigor

Appropriate Rigor

As a basis for establishing and demonstrating baccalaureate level rigor, the BAS IHCM degree applied the Rigor/Relevance Framework model developed by the International Center for Leadership in Education (ICLE).¹ Figure 1 below illustrates the relationship between the complexity of thinking and flexibility of application. The six levels on the X-axis look at the increasingly deep application of knowledge through action using Bill Daggett's Application Model.² On the Y-axis, Bloom's Taxonomy shows increasingly deep assimilation of knowledge.

Figure 1: Rigor/Relevance Framework

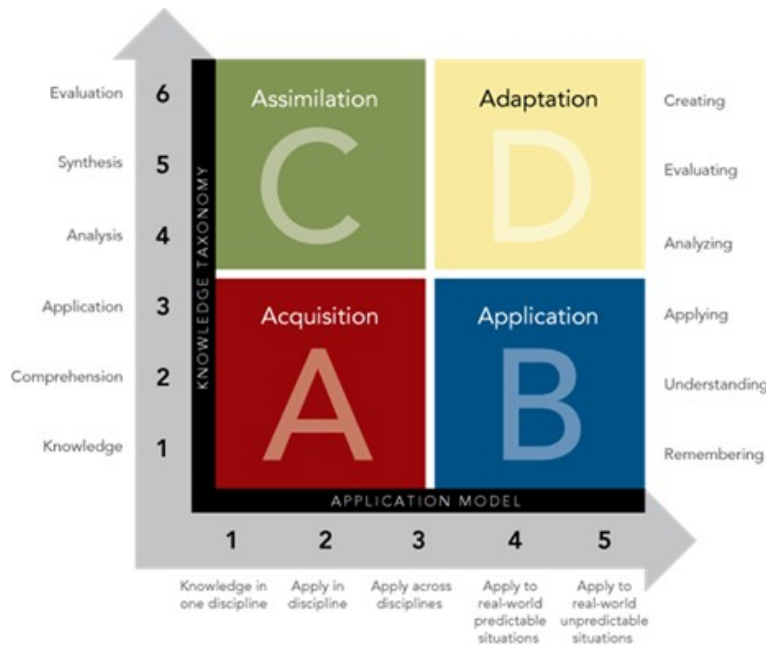


Table 1: Framework Quadrants Defined

A - Acquisition	Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.
B - Application	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.
C - Assimilation	Students extend and refine their acquired knowledge to use that knowledge automatically and routinely to analyze and solve problems and create solutions.
D - Adaptation	Students have the competence to think in complex ways.

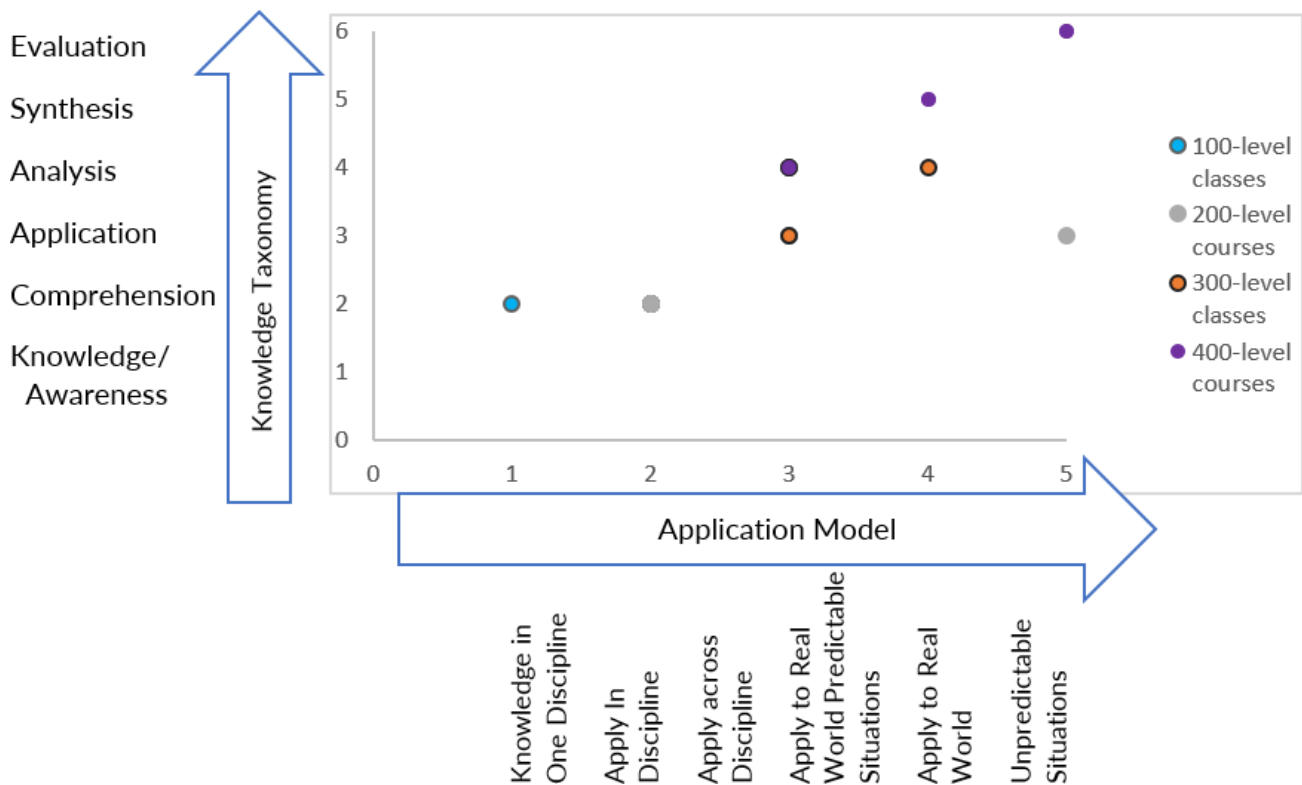
Edmonds College borrowed the Rigor/Relevance Framework adaptation created by Pierce College to demonstrate that the upper-division courses are appropriately rigorous for the 300-400 class range

¹ International Center for Leadership in Education (2014)

² Daggett, B., *If Not Common Core, Then What?: Rigor and Relevance: The Foundation of Effective Instruction*. International Center for Leadership in Education. (2014).

(Figure 2). Following this framework, the faculty evaluated and mapped the upper-division and lower-division classes (100-200 range) to each quadrant. This process ensures that students in 300 and 400 level classes develop skills that fall in Assimilation (quadrant C) and Adaptation (quadrant D). The focus on assimilation and adaptation requires more complex thinking, flexibility in application, and increasingly deep knowledge assimilation. Through Figure 2, the reader can see the lower level classes (100 and 200 level) focus on acquisition and application while the upper-division courses (300 and 400 level) focus on assimilation and adaptation.

Figure 2: IHCM Course Level Outcomes Summary Breakdown by Course Level Using the Rigor Relevance Framework



Program Evaluation Criteria and Process

For the first few years, the entire pathway, 2-year associates to BAS, will be heavily scrutinized as the program is built, tried, and adjusted to achieve the best outcomes for students. Assessment will start with the lead faculty, gathering feedback from stakeholders. Feedback sources may include adjunct faculty teaching in the program, faculty who are teaching general education classes, local employers (once there are graduates), and students in the first few cohorts. In addition to this critical feedback, an advisory committee will be set-up for the program. The committee will frequently meet during the first three years of the program to review course and program outcomes and any feedback gathered by the lead faculty.

After that, Edmonds College has a Program Review process that requires a detailed look at each program on a three-year cycle. The method for assessing programs and program-level outcomes can be

reviewed on the College's Assessment webpage at <http://www.edcc.edu/assessment/>. The table below shows the enhancements made to the program review process for the BAS Degree, with further detail found in Appendix 3.

Table 2: Program review process for BAS

	Standard Edmonds College Program Review Process	Enhanced Review Process for BAS IHCM Program
Course Review	<ul style="list-style-type: none"> • One-third of courses reviewed annually • Updates to course learning objectives and assessment procedures • Involves faculty, division dean, and curriculum committee (if major changes needed) 	<ul style="list-style-type: none"> • All courses reviewed annually for the first three years of the program • Updates to course learning objectives and assessment procedures • Will involve faculty, BAS Manager, division dean, and curriculum committee
Program Review	<ul style="list-style-type: none"> • Every three years • Includes analysis of enrollment trends, industry standards, program learning outcomes, completion rates, and resource allocation • Involves faculty, division dean, curriculum committee, and Executive Vice President for Instruction 	<ul style="list-style-type: none"> • Annually for the first three years of the program • Focus groups of current students will be held annually • Surveys of current students, graduates, and employers will be conducted annually • Will include analysis of enrollment trends, library and student services support, industry standards, program learning outcomes, completion rates, employment data, and resource allocation • Will involve faculty, BAS Manager, division dean, student services, library representative, curriculum committee, and Executive Vice President for Instruction.
Involvement of Advisory Board	Meets twice a year for input and approval	Will meet at least quarterly (or more frequently if needed) for the first three years of the program for input, detailed review, refinement of courses and degree, and approval

BAS Integrated Healthcare Management Degree

The BAS IHCM degree consists of three areas, 60 credits of technical (proficiency) education, 60 credits of general education, and 60 credits of upper-division classes. These areas, including suggested and recommended classes, are outlined in Table 3 and described below. Course development started with the employer survey conducted during the Statement of Need. Employers were asked to rank knowledge and skill on the level of importance concerning the desired occupational outcome. The survey provided feedback from 10 employers. The responses were used to create a list of topics the program should include, which lead to the development of draft course titles, course descriptions, and course learning outcomes. With only 10 responses received, the team decided it was essential to continue to reach out to employers and industry experts for additional feedback. This continued research started with a presentation to the Edmonds College Patient Care Technician (PCT) and Clinical Lab Assistant (CLA) Advisory Committees. The members were presented with a program description and program learning outcomes (PLO's) for review and comment. After viewing the high-level outcomes,

the members were then shown course titles and asked to provide feedback on what topics should be included and what areas the development team might have missed. The advisory committee provided great feedback on specific skills and concepts students should acquire in the program. In addition to the Edmonds College advisory committees, the team reached out to the Allied Health Center of Excellence (AHCOE) Director and their advisory committee to solicit feedback. The team set up a virtual meeting with two members and the AHCOE Director, while other members provided feedback via email. The virtual meeting was facilitated in the same manner as the previous meetings, discussing important topics, course titles, and gaps. Valuable insight was gained, and feedback was easily incorporated into the upper-division coursework. Input from all meetings and emails were recorded on a grid sheet and meeting notes; all documents are included in Appendix 7. In addition, the AHCOE Director provided a letter affirming support and excitement at development efforts, which can be found in Appendix 8.

Overall, the meetings generated a lively discussion. All committee members expressed excitement about the new program's potential and its ability to provide graduates with the knowledge and skills needed to meet the ever-changing healthcare industry's needs.

Table 3: BAS IHCM Breakdown of Classes

Category	Course	Course Title	Credits	
Proficiency/Technical Classes (from AAS-T)	100 and 200 level	Allied Health courses: Patient Care Tech, Clinical Lab Assist, Pharmacy Tech, Acute Care Nursing Assistant, Medical Assisting, Mental Health Tech, etc. Selective Business courses: Management and Supervision, Leadership, etc.	60	AAS-T
General Education (60 credits from Allied Health AAS-T and IHCM BAS)				
Communication	ENGL&101	English Composition I (required)	5	
Communication	ENGL&102	Composition II (required)	5	
Quantitative Symbolic Reasoning	MATH&146 or MATH&107	Introduction to Statistics (strongly recommended) Or Math in Society	5	
Humanities (choose 10 credits from below or work with advisor to choose courses)				
	ASL&121	American Sign Language	5	
	CMST&210	Interpersonal Communication (strongly recommended)	5	
	CMST&220	Public Speaking (recommended)	5	
	ENGL&111	Introduction to Literature	5	
	ENGL 141	Telling True Stories, I	5	
	ENGL 161	Creative Writing: Fiction I	5	
	ENGL 170	Popular Literature Past and Present	5	

	HUM 108	World Mythology	5	
	MUSC 107	Survey of Jazz History	5	
Natural Sciences (choose 10 credits from below or work with advisor to choose courses; 5 credits must include lab)				
	ANTH&215	Bioanthropology w/Lab	5	
	BIOL&100	Survey of Biology w/Lab	5	
	BIOL& 241	Anatomy and Physiology, I w/Lab	5	
	BIOL& 242	Anatomy and Physiology, II w/Lab	5	
	ENVS&101	Introduction to Environmental Science w/Lab	5	
	GEOL&101	Introduction to Physical Geology w/Lab	5	
	NUTR&101	Nutrition	5	
	PHYS&110	Physics for Non-Science Majors	5	
Social Sciences (choose 10 credits from below or work with advisor to choose courses)				
	ANTH&206	Cultural Anthropology	5	
	DIVST 100	Introduction to Diversity Studies	5	
	PHIL&115	Critical Thinking	5	
	PSYC&100	General Psychology	5	
	SOC&101	Introduction to Sociology (recommended)	5	
	WOMEN 200	Introduction to Women's Studies	5	
General Elective (choose 15 credits from below or work with advisor to choose courses)				
	BUS&101	Introduction to Business	5	
	HIST 106	African-American History from 1945	5	
	PHIL 110	Contemporary Moral Issues	5	
	PSYC&200	Lifespan Psychology	5	
	PSYC 208	Human Sexuality	5	
	PSYC&220	Abnormal Psychology	5	
	PSYC 290	Social Psychology	5	
	SOC 115	The Sociology of Gender	5	
	SOC 150	Health in Society	5	

Upper Division (60 credits from BAS IHCM)				
	IHCM 300	Transition to Management	3	BAS
	IHCM 305	Principles of Human Resource Management	2	BAS
	IHCM 310	Financial Management in Healthcare Facilities	3	BAS
	IHCM 315	Interprofessional Education and Collaboration	2	BAS
	IHCM 320	US Health Systems	5	BAS
	IHCM 325	Trauma-Informed Management	2	BAS
	IHCM 330	Population Health and Community Wellness	3	BAS
	IHCM 335	A Behavioral Health for Primary Care Providers	3	BAS
	IHCM 340	Care Coordination and Navigation	2	BAS
	IHCM 345	Interprofessional Education and Practice Simulation Lab	2	BAS
	IHCM 350	Transition to Practice: Practicum I	3	BAS
	IHCM 400	Leadership and Management of Health and Human Services Organizations	5	BAS
	IHCM 405	Integration of Behavioral Health and Primary Care	3	BAS
	IHCM 410	Managing Interdisciplinary Teams	2	BAS
	IHCM 415	Health Systems Research and Information Literacy	5	BAS
	IHCM 420	Principles and Practice of Healthcare Quality Improvement	3	BAS
	IHCM 425	Quality Improvement in Healthcare Simulation Lab	2	BAS
	IHCM 430	Health Equity, Disparities, and Social Justice	3	BAS
	IHCM 435	Health Equity, Disparities, and Social Justice Simulation Lab	2	BAS
	IHCM 440	Transition to Practice II: Practicum	5	BAS
Total Credits for IHCM BAS Degree			180	

The Program/Degree Outcomes

BAS Outcomes - Students successfully completing the BAS IHCM will be able to:

1. Apply knowledge and principles of effective management and leadership in allied healthcare settings.
2. Effectively assess and implement improvements in clinical care, customer service, and human resource planning in healthcare.
3. Demonstrate the ability to engage in collaborative and interdisciplinary approaches and teamwork for improving population health outcomes.

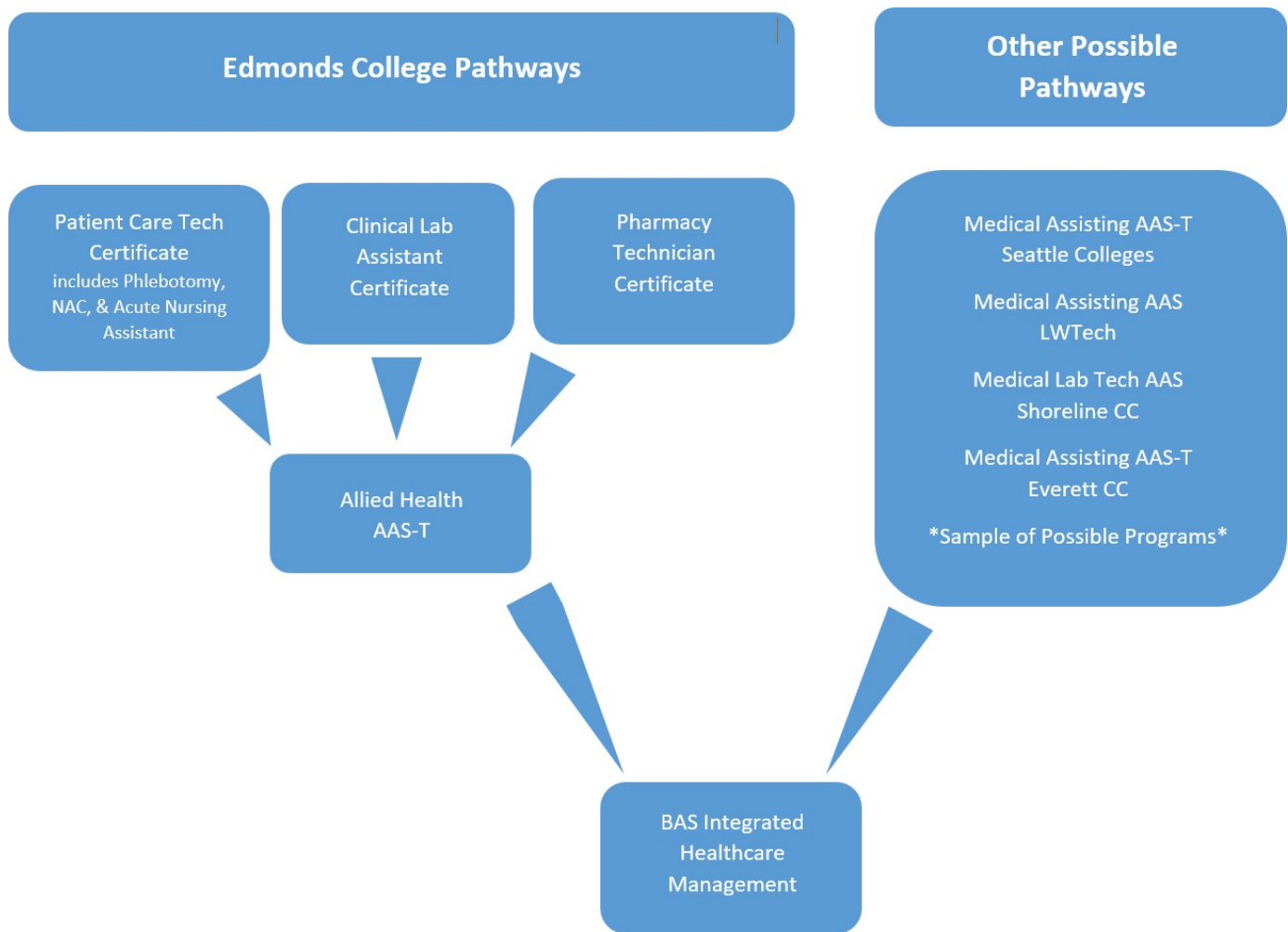
4. Identify the effects of health disparities (i.e. addictions, poverty, mental health parity, socio-economic) on population health and describe interventions/solutions to address targeted disparities.
5. Demonstrate the ability to conduct quantitative, qualitative, or mixed methods involving data collection and analysis.
6. Function as educators or leaders in academic, clinical, or community healthcare.

The BAS IHCM curriculum will also incorporate effective research strategies, appropriate search tools and techniques, and emphasize important legal and ethical issues relating to information use. These topics ensure graduates are equipped with research and information literacy skills to succeed in the workforce.

Technical Associates Degree Course Preparation (Proficiency Requirements)

Students must complete 60 credits of technical (proficiency) credits to prepare for the upper-division courses' content. Although this proposed degree was built upon the Edmonds College Allied Health Associate of Applied Science-Transfer (Appendix 2), students pursuing any allied health degree will be eligible to apply to the program. Opening the program to a wide array of degrees allows students to apply credits in allied health-related courses, such as patient care technician, clinical lab technician, pharmacy technician, medical assisting, or nursing assistant. These courses are built into two-year allied health degree pathways at colleges across the region and are often stackable, allowing students to receive an industry-recognized certification in the process of pursuing a two-year degree. In addition to allied health courses, technical credit requirements can be met with courses in business management, leadership, or social and human services. All of these areas will help prepare students for the upper-division courses in the BAS IHCM program. Figure 3 shows a sample of possible pathways from which students may enter the program.

Figure 3: AAS-T Pathways to BAS IHCM



In addition, a set of prerequisite courses have been identified through the development process. These courses can be completed while students pursue their two-year Associate of Applied Science-Transfer (AAS-T) degree. In the case of students pursuing an Associate of Applied Science (AAS) or Associate of Technical Arts (ATA) degree, additional courses may need to be completed before applying to the program. Students may apply to the program once prerequisites have been completed. Prerequisites include:

- Allied Health Associate Degree (should include 60 proficiency credits)
- ENGL&101 English Composition
- MATH&107 or MATH&146 (strongly recommended)
- Social Science or Humanities
- Lab Science

Students will also need to demonstrate employer identified skills desired for managers and leaders in the healthcare industry. These abilities can be developed directly through employment or indirectly through various alternative careers or educational experiences. Employability skills including:

- Problem Solving: Must be able to think critically and make decisions that lead to solutions to support their employees.
- Communication: Provide open, transparent, timely, and relevant information to their employees.
- Customer-Service: Need excellent customer service skills to answer questions and fix issues.
- Attention to Detail: Ability to achieve thoroughness and accuracy when accomplishing a task.
- Teamwork: Managers effectively collaborate with a diverse group of people.

These foundational abilities can be demonstrated through a completed degree and relevant coursework at the 100 and 200 level at any community or technical college. Students will be asked how their work and education experience have helped them gain the identified skills during the application process.

General Education Requirements

Besides the technical education credits, students are required to complete 60 general education (GE) credits. Students completing any AAS-T in Washington will have a minimum of 20 GE credits to transfer to the BAS degree. Edmonds College builds its AAS-T degree with a total of 30 GE credits, all of which may be used to meet the GE requirements. The distribution area breakdown of the GE credits required for all BAS degrees is:

- 10 credits: Communication
- 5 credits: Quantitative Symbolic Reasoning
- 10 credits: Humanities
- 10 credits: Social Sciences
- 10 credits: Natural World (5 credits must include a lab)
- 15 credits: General Elective (taken from any distribution area listed above)

Through the development process, a list of GE classes has been identified as required or strongly recommended. These classes include English Composition I and II (required), Introduction to Statistics (required), and Interpersonal Communication (strongly recommended). Table 3 above shows how these classes can be used to meet each distribution area. The table also includes other suggested courses students can take to fulfill the requirements. The team understands that students will be applying to the program from regional colleges with a variety of classes that may fulfill GE requirements. Edmonds College will evaluate all transcripts submitted by the student for evaluation, transferring in as many GE credits as possible. Any remaining GE credits, not met with previous coursework, can be completed at Edmonds College alongside upper-division courses. The College offers a robust selection of courses in various instructional modes, meeting students' needs in the program.

At this time, the College does not offer upper-division GE courses. If, in the future, the BAS leadership team finds a specific upper-division GE course is needed or requested by BAS students across multiple disciplines, then a feasibility study will be completed to determine if sufficient resources are available, faculty members exist on campus to teach the course(s), and how the course(s) fit into BAS degrees currently offered.

Upper Division Coursework

The final 60 credits of the BAS IHCM degree are made up of 300 and 400 level coursework, which Edmonds Colleges plans to offer in an evening, weekend, hybrid format. The developed coursework is based on feedback from various sources, including the Allied Health Center of Excellence and local healthcare industry employers. Virtual meetings and online surveys the team conducted helped gain insight into the skills, knowledge, and abilities needed in the industry. Overwhelming agreement regarding the need for this new degree was expressed by everyone involved.

As stated previously, the team started with an employer survey conducted during the Statement of Need process. Draft course titles, descriptions, and outcomes were developed based on survey results. The draft courses were presented to the Allied Health Center of Excellence Advisory Committee and Edmonds College Allied Health Advisory Committees. In addition, the team met with Dr. Gwen Halaas, the Washington State University (WSU) Vice-Chancellor of Health Sciences Spokane. Although WSU does not currently have a program in interprofessional practice and education, Dr. Halaas has practical experience and is a leader, teacher, and advisor in the field of interprofessional health education. All participants provided valuable feedback on the draft courses, specifically highlighting the importance of graduates gaining the ability to manage interdisciplinary teams, the integration of primary care and mental health, and interprofessional education and practice. Discussions also highlighted skills and abilities that had not been included initially, such as human resources, effective meeting management, and transitioning from peer to supervisor. All feedback received helped the team build a robust interdisciplinary degree with the skills, knowledge, and abilities employers are looking for now and in the future. A full list of course titles, descriptions, and outcomes can be found in Appendix 4, and a proposed sequence of classes in Appendix 5.

Criteria 2: Qualified Faculty

Edmonds College will open a full-time, tenure-track faculty position to lead and teach in this new degree program, with a minimum educational level of master's degree required. A combination of both education and practical experience is critical, and the dean is optimistic that Edmonds College can draw candidates with both desired qualifications. This new faculty member will teach many of the degree's core courses and further develop the new program.

The BAS faculty member will work with the Director of Allied Health Education and faculty teaching in the career technical education courses to ensure a smooth transition for students from the AAS-T pathway and ensure that the feedback collected during the curriculum development process is honored.

The BAS faculty member will also serve as the department head, which means they will help find and interview part-time faculty, schedule courses, and advise students. Edmonds College provides release time for the lead faculty member to do this work.

The General Education courses listed at the 100 to 200 level will be taught by existing college faculty in the specific discipline. Edmonds College requires that faculty teaching transfer courses hold a minimum of a master's degree. Some of our existing faculty members have earned doctorates. In addition, if any upper-division general education courses are developed, the educational requirements for faculty teaching will be increased to require a doctoral degree.

The initial expectation is for there to be a total of 1.25 FTEF of teaching load needed in the program (including release time for the lead faculty member), increasing to 2.0 with the addition of a second student cohort. This teaching load does not include the faculty teaching General Education courses. Students in the program will be taking these already-existing courses with the regular student population. If there are specific courses that most of the BAS students need and are not available at a convenient time, they will be added to the class schedule as needed.

In addition to the tenure-track faculty mentioned above, Edmonds College intends to hire adjunct faculty who specialize in a particular curriculum-content area (for example, Managing Interdisciplinary Teams and Interprofessional Education and Practice) so that experts teach the students. All faculty members who teach at least 10 credits per quarter will be certified as professional-technical instructors, with a professional development plan on file. All faculty who consistently teach 10 credits per quarter or more in the program, and all administrators of those programs, meet the professional-technical certification standards required in the Washington Administrative Code.

Below is a table showing the credentials and departmental affiliation of some of the current Edmonds College faculty (Table 4) and some of the faculty teaching General Education courses (Table 5).

Table 4: Credentials and Departmental Affiliation of Edmonds College Faculty Who May Teach as Adjunct in BAS IHCM Program

Faculty Name	Credentials	Edmonds College Department	Years of Professional/Teaching Experience
Elizabeth Patterson	<ul style="list-style-type: none"> • BS Diagnostic Ultrasound • Juris Doctorate (JD) • Registered Diagnostic Medical Sonographer (RDMS) • Registered Diagnostic Cardiac Sonographer (RDCS) • Registered Vascular Technologist (RVT) 	Allied Health	25 years
Terri Glazewski	<ul style="list-style-type: none"> • MS Nursing • Registered Nurse(RN) 	Allied Health	5 years
Brent Leithauser	<ul style="list-style-type: none"> • PharmD • Registered Pharmacist(RPh) 	Allied Health	7 years

Erika Ferreri	<ul style="list-style-type: none"> MA Education Phlebotomist (MA-P) 	Allied Health	13 years
Mary Walkinshaw	<ul style="list-style-type: none"> MS Nursing Registered Nurse(RN) PhD 	Nursing / Allied Health	5 years
Kyra McCoy	<ul style="list-style-type: none"> MS Nursing Registered Nurse(RN) Certified Nursing Educator (CNE) 	Nursing	13 years
Ellen Lynch	<ul style="list-style-type: none"> MS Nursing Registered Nurse(RN) Progressive Care Certified Nurse (PCCN) Certified Nursing Educator (CNE) 	Nursing	3 years
Christina Coiro	<ul style="list-style-type: none"> MA Psychology Licensed Mental Health Counselor (LMHC) Substance Use Disorder Professional (SUDP) 	Social and Human Services	6 years
Wendy Bertram	<ul style="list-style-type: none"> MS Licensed Mental Health Counseling Associate (LMHCA) 	Social and Human Services	5 years
Timothy Burdick	<ul style="list-style-type: none"> PhD Licensed Mental Health Counselor (LMHC) Substance Use Disorder Professional (SUDP) National Certified Counselor (NCC) 	Social and Human Services	5 years
Marie Tran	<ul style="list-style-type: none"> MBA 	Business Management	15 years
Claudia Levi	<ul style="list-style-type: none"> MBA Project Management Professional (PMP) 	Business Management	18 years
Ann Paulson	<ul style="list-style-type: none"> PhD Educational Leadership & Higher Education MBA 	Business Management	20 years
Haley Benjamins	MS Library Science	Library	8 years of teaching experience

Table 5: Small Sample of Edmonds College Faculty Teaching General Education Courses

Faculty Name	Credentials	Courses Teaching	Years of Teaching Experience
Rachel Wade	Ph.D.- Education MS - Ocean Physics	Physics	20 years
Thomas Murphy	Ph.D. - Anthropology	Anthropology	16 years
Kathleen Murphy	MA - English	English	30 years
Erin Davidson	MA - Communication	Communication	8 years
Patrick Averbeck	Ph.D. - Math Education MS - Applied Mathematics	Math	24 years
Tom Shelly	Ph.D. - Math MS - Math	Math	4 years

Susanne Meslans	MA - English	Humanities	38 years
Maria Kelly	MS - Hydrologic Sciences	Environmental Science	20 years
Frederick Weitz	MS - Psychology	Psychology	32 years
Jeff Owen	Ph.D. - Chemistry	Chemistry	15 years

The Edmonds College faculty are well-qualified to teach in their current roles, and some would be competitive for teaching individual classes within the BAS program.

Criteria 3: Selective Admission Process

Admissions Philosophy

Admission criteria have been developed to create opportunities for a broad range of applicants, consistent with the open-door admissions policy of Edmonds College while optimizing the potential for successful completion of the BAS IHCM. The College demonstrates its commitment to diversity in the strategic plan goals, including a long-term strategy focusing on attracting a diverse student population.

Edmonds College Strategies:

- Strive to create a welcoming place for all students to thrive in our global and intercultural learning environment.
- Bolster the Adult Basic Education and English as a Second Language infrastructure (technology, staffing, and space) to increased demand.
- Increase access, retention, and success for all students facing cultural bias and educational opportunity gaps.
- Enhance recruitment presence in local communities by adding a bilingual outreach specialist to work with Latinx families and creating a college microsite translated into Spanish.
- Work with industry partners to identify targeted outreach strategies for incumbent workers.
- Create comprehensive marketing materials, print and virtual, for the Outreach and Recruitment Team. Participate in campus and community events to promote the program.
- Create a website promoting diversity and clearly outlining its benefits, admission requirements, and program contact information.
- BAS Manager providing case management style services to prospective and current students. Students will receive one-on-one assistance from the application process through graduation.

In addition to the strategies mentioned above, Edmonds College engages in a high-touch admissions model that includes the involvement of the Health and Human Services (HHS) BAS Manager, student services partners across campus, and faculty teaching in the feeder degree programs. The HHS BAS Manager, described in more detail below, will start engaging prospective students early in their education with presentations in classes that are part of the AAS-T feeder programs. These

presentations also give faculty a chance to learn about the program, including the admission process, program prerequisites, and requirements. The established BAS programs on campus have shown that faculty familiar with the program and admission process are more likely to make referrals to BAS Managers, encouraging their students to pursue the advanced degree. This process allows the faculty to make a soft hand-off directly to the BAS Manager to talk more in-depth about the program. This ensures the student is well informed and that the degree fits into their long-term career goals. The HHS BAS Manager will also work closely with program staff that serve special populations on campus, such as I-CATCH, to promote the new BAS program and provide interested students with the most up-to-date information.

These strategies will be accompanied by activities and events promoted by the Edmonds College Outreach Team. Outreach presentations are facilitated on all programs, including BAS, in a variety of venues. The team partners with community organizations, such as Snohomish County Latino Coalition and Sno-Isle Library, to provide program information to potential students. As campus services have transitioned from in-person to remote, the team now offers virtual presentations to high school students and adult learners.

Once a student is on campus, the focus is turned from enrollment to retention and completion. The Center for Cultural Diversity and Inclusion supports this effort. The center, which serves all students, is focused on ethnically diverse, homeless, female, gay, lesbian, and other gender-diverse students. In addition to promoting cultural awareness and advocacy, the center provides resource assistance to help students with understanding and adapting to college life, connect to a conversation partner program to help second-language speakers with English, access to a resource library with items students can check out for a full quarter, and access to a computer lab with Internet access for students.

This high-touch model is currently being used in Edmonds College's existing BAS programs and has successfully recruited and retained underrepresented students into BAS programs, providing a diverse student cohort. The College is committed to continually reviewing the outreach and recruitment strategies as the program develops to ensure equity is at the forefront of decision making and process improvement.

Admissions Requirements

Keeping with Edmonds College's open-access mission, minimum criteria have been developed for admission into the program. Prerequisite courses are typically built into Allied Health AAS-T degrees offered at any Washington State Community and Technical College (CTC). Students pursuing any other two-year degree, ATA or AAS, may have to complete prerequisites in addition to their degree. Prerequisites include:

- Allied Health Associate's Degree (should include 60 proficiency credits)
- ENGL&101 English Composition
- MATH&107 or MATH&146 (strongly recommended)

- Social Science or Humanities
- Lab Science

In addition to completing prerequisite courses, all applicants must turn in a completed admission packet:

- A completed admissions application for the BAS IHCM Degree Program.
- Copy of unofficial transcripts showing a minimum 2.0 GPA in prerequisite class (listed above) and a minimum overall GPA of 2.0 in an associate degree.
- A resume that describes relevant work and skills and includes internships, work-study, and volunteering activities.
- Statement of Purpose, answering the following questions:
 1. How does this degree fit into your long-term career goals?
 2. How does your experience contribute to the learning experience of your peers in the program?
 3. Employers have identified employability skills that are important in the industry, including problem-solving, communication, attention to detail, teamwork, and customer service. Tell about a time when you demonstrated one or more of these abilities in your work or education.

Conditional admission may be considered on a case-by-case basis for students who are only one or two classes short of an applicable degree. Meeting minimum requirements will not guarantee admission, as the number of applicants may exceed the number of available enrollment spaces, additional information provided in the next section.

Selection Process

If the number of qualified applicants exceeds space availability, the selection committee will evaluate the individual applicants on specific criteria to determine acceptance into the BAS Program. Completed applications meeting all minimum requirements submitted by the priority deadline will receive first consideration. The selection committee will consist of the BAS Manager, two faculty members, a representative from enrollment services, and the division dean.

Before selecting the first cohort, the selection committee will develop specific criteria for use in a scoring rubric that will quantify a final numeric score for each candidate. These criteria will be consistent with the BAS IHCM program's intentions, with consideration of professional career goals, the strength of transcripts, relevance of work experience, and the substance of the statement of purpose. Edmonds College has a strong commitment to increasing equity and inclusion competencies across campus. With this in mind, all selection committee members will be required to complete an Edmonds College equity and inclusion training. Topics to be covered in training include Equity Mindedness, Implicit Bias, Cognitive Errors, and Microaggressions. The training will be held no more than three weeks prior to reviewing student applications, ensuring that concepts are fresh in committee members' minds.

A draft process, listed below, has been developed and will be finalized, along with the scoring rubric, when the full-time faculty is hired.

1. Review of each application and application materials.
2. Committee members will rate each applicant based on the scoring rubric that has been developed.
3. Review and discussion of each applicant by the committee. If disagreement regarding ratings for an applicant occurs, the committee will review the application in question and reach a consensus on the rating.
4. Top candidates identified, based on ratings, sufficient to fill the available spaces. A waiting list will be developed, should not all selected candidates subsequently become enrolled in the program. The waitlist will be in place for the admission cycle and will not carry over to the following year.

Criteria 4: Appropriate Student Services Plan

In spring 2016, a BAS Implementation Team (I-Team) was convened as a task force to make sure that the College hit all the milestones and was well-prepared to offer the new BAS programs once the curriculums and programs have been approved. This team consists of:

- VP of Instruction
- VP of Student Services
- VP of Finance and Operations
- Instructional Deans: BUS, STEM, HHS
- Faculty Representatives from Relevant Instruction Departments
- Dean of SS - Retention and Completion
- Associate Dean of Enrollment / Fin Aid
- Director of Financial Aid
- Director of Advising
- Director of Enrollment Services
- Dean of Library Services
- Director of Institutional Research
- Public Information Officer
- Exec. Director of Grants
- BAS Manager(s)
- Director of Workforce Development and Training

This team was charged with sorting out all the details of bringing bachelor's students onboard and how to serve these students best when they arrive. The I-Team continued to meet after Edmonds College's first BAS cohort began classes until all the policies and procedures related to this new student population were solidified. This team continues to meet twice per year (and as needed) to review and add support services for new and continuing BAS programs.

BAS IHCM Support Services

Edmonds College will leverage the existing HHS BAS Manager hired as part of the BAS in Child, Youth, and Family Studies (CYFS) program to help the lead faculty manage the program, adding to current program management duties. The HHS BAS Manager position will help get the program started by assisting with forming the first cohort, developing the program website, and developing outreach/recruitment presentations. The HHS BAS Manager will also review transcripts of all prospective students, including those still in their associate degree programs and students who have

completed an associate degree, ensuring the most seamless transition for each student. As described in Criteria 2, the lead faculty will be charged with ongoing program and career advising for all students accepted into the program.

Once the program is running, the BAS Manager will be in charge of ongoing program marketing and student recruitment and help facilitate articulation agreements with master's degree programs. The HHS BAS Manager's additional responsibilities include meeting with prospective, new, and ongoing BAS students for academic planning, helping with financial aid and scholarship opportunities, assisting with registration procedures, and serving as a resource regarding Edmonds College student services.

Further, it is understood that an effective case management model of this type needs to consider student caseload. A needs assessment will be conducted in the first year of the program to determine the appropriate number of students to be assigned to the BAS Manager. If the caseload reaches or exceeds that number, a second BAS Manager will be hired to provide students' needed services. The BAS Manager is not a faculty member.

In addition to the BAS Manager, students in the BAS IHCM program will have access to all Edmonds College student services, resources, and activities. Examples of student services and resources are:

Advising

Advising is available in partnership with the students at each step of their academic experience. The BAS Manager carries out pre-advising and orientation to college procedures and support services, while the full-time faculty load includes 10 hours/quarter of ongoing student advising. Enrolled students will meet regularly for advising and career planning with faculty advisors in the BAS program, maintaining individualized support and guidance for furthering professional goals and opportunities in the BAS IHCM program. As a matter of best practice, advising is an ongoing process in all programs at Edmonds College.

Enrollment Services

In addition to the BAS Manager's individualized support, the Enrollment Services staff members assist students with information about college resources and procedures in Registration, Assessment, and Enrollment processes. In response to COVID-19, all of these services are available now remotely.

Financial Aid

The BAS students' financial support will be facilitated with the BAS Manager, and specific opportunities for support will be explored in an individualized manner. Once achieved, revenue from the program will support part (.2 FTE) of a Financial Aid specialist position. The addition of the fifth BAS will support a full-time FA Specialist, with each established BAS program contributing an equal amount. The BAS Manager will work closely with the Financial Aid specialist to find the best funding options for students.

Students have access to Financial Aid in the form of scholarships, Worker Retraining funds, grants, and loans.

Learning Support Center

The Learning Support Center provides supplementary academic support to students in strengthening their college-wide abilities in math, the sciences, the humanities, and social sciences. Assistance is available in three ways: drop-in at the Learning Support Center, enrollment in WRITE, a learning support class, and through e-tutoring, available 24/7. Tutors will be hired to help students in the BAS pathway. Tutoring will be offered just before or after classes or via e-tutoring services, depending on the cohort's wishes.

Library

The library has multiple resources that include: books, eBooks, academic searches, and extensive databases that provide access to articles and periodicals in a comprehensive range of subjects appropriate for the BAS students' research and learning process. BAS funds will be used to enhance the collection on an ongoing basis and help pay a librarian's salary. The designated library faculty member will be available for student support throughout the bachelor's program and serves as a research guide for the BAS students' capstone project. Desktop computers are provided in the library, and laptop computers can be checked out. All students have access to the wireless network in the library and throughout the campus. Rooms are available in the library for group projects, video-taping, and study sessions.

Credentials and Evaluation

The BAS Manager and BAS faculty will work with the credentials evaluators to determine appropriate course equivalencies for students coming from other institutions. The credentials staff will conduct official degree evaluations for incoming students where needed.

Other Student Service Offices

In addition to the specific services mentioned, BAS students have access to all campus services areas including, the Diversity Student Center, the Services for Students with Disabilities office (SSD), the Center for Student Engagement & Leadership, the Veterans Resource Center, the Counseling Center, and Academic Computer Services. Each of these offices is robust enough to offer their services to this new population of students without needing additional support, and their service offerings are appropriate for baccalaureate students. As the program proceeds, if a specific need is identified to increase the services in one of these areas to better support baccalaureate-level student's learning, the College is committed to providing the service level needed.

Criteria 5: Commitment to Build and Sustain a High-Quality Program

The College is committed to resourcing this degree appropriately so that the program will be successful. This commitment includes significant investment to date and continuing through until the program becomes self-sustaining. Estimated revenues show that it could reach sustainability in Year 3.

To estimate revenues, we started by defining how many we expect in each cohort and when we expect them to finish:

Table 6: Estimated Number of Students per Cohort

Estimated Number of Students per Cohort					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Cohort 1	15	*12	**2		
Cohort 2		20	16	4	
Cohort 3			30	24	6
Cohort 4				30	24
Cohort 5					30
TOTAL	15	32	48	60	60

Next, we estimated how many students are expected to be taking a full load of 15 credits, how many might be part-time, and how many international students we expect in the program:

Table 7: Estimated Number of Students at Each Credit Load

Estimated Number of Students at Each Credit Load (annual average)					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
# of students taking 10-15 credits/qtr	13	26	42	51	51
# of students at FT non-resident tuition		2	2	4	4
# of students at 5 upper division credits/qtr	2	4	4	5	5
TOTAL	15	32	48	60	60

Using the Tuition Calculator on the State Board's website, the annual tuition revenue for each type of student is recorded. Students pay for upper-division credits 1-10, but after that, the credits are free. So, students taking 10 or more credits pay the same tuition. An assumption was made that tuition will increase once in the five year period, by 3%.

Table 8: Annual Tuition at Differing Credit Load

Tuition at Differing Credit Loads (excluding fees; based on SBCTC 2020-2021 tuition table)					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Annual Tuition - FT resident (10 upper division cr & 0-5 cr lower division)	\$6,331	\$6,331	\$6,331	\$6,521	\$6,521
Annual Tuition - FT non-resident (10 upper division cr & 0-5 cr lower division)	\$18,336	\$18,336	\$18,336	\$18,886	\$18,886
Annual Tuition - PT student (5 cr/qtr)	\$3,133	\$3,133	\$3,133	\$3,227	\$3,227

Finally, we can take the number of expected students of each type and multiply that by the expected annual tuition rate to get an estimate of the tuition revenue for the program in each year:

Table 9: Total Revenue Estimate

Total Revenue Estimate					
Calculation (#students * tuition rate)	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
10-15 credits resident (10 upper division cr & 0-5 cr lower division)	\$82,303	\$164,606	\$265,902	\$322,881	\$322,881
FT non-resident (10 upper division cr & 0-5 cr lower division)	\$ 0	\$36,672	\$36,672	\$75,544	\$75,554
resident 5 credits	\$6,266	\$12,532	\$12,532	\$16,135	\$16,135
TOTAL	\$88,569	\$213,810	\$315,106	\$414,560	\$414,560

Note that this revenue projection is only including tuition revenue. While it is likely that the College will also receive state funding for the enhanced FTEs (Full Time Equivalent Students), that money will be absorbed into the College's operating budget. Estimating revenues in this manner allows the College to look at the additional revenue associated with the program that will come to the College and compare it to incremental expenses. The chart below is a reasonable estimate of the additional expenses the College is prepared to bear related to this program:

Table 10: Projected Expenses

Projected Expenses						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
FT Faculty Salary (Instruction - 1.0 FTE after Year 1)	\$ -	\$35,007	\$72,115	\$74,278	\$76,506	\$78,801
PT Faculty Salary (Instruction - .66 FTE after Year 1)	\$ -	\$48,843	\$26,530	\$27,325	\$28,144	\$28,988
Curriculum/ Program Development	\$20,000	\$ 10,000	\$10,000	\$ -	\$ -	\$ -

BAS Manager Salary -.5 FTE (.5 FTE covered by CYFS BAS)	\$ -	\$ 16,351	\$33,683	\$34,693	\$35,734	\$36,806
Librarian Salary - .2 FTE (.8 FTE covered by other BAS programs)	\$ -	\$16,444	\$16,937	\$17,445	\$17,978	\$18,517
Financial Aid Salary - .2 FTE (.8 FTE covered by other BAS programs)	\$ -	\$11,845	\$12,200	\$12,566	\$12,942	\$13,330
Credentials Salary - .2 FTE (.8 FTE covered by other BAS programs)	\$ -	\$11,845	\$12,200	\$12,566	\$12,942	\$13,330
Total Salary	\$20,000	\$150,335	\$183,665	\$178,873	\$184,246	\$189,772
Benefits (30%)	\$ -	\$45,100	\$55,099	\$53,661	\$55,273	\$56,931
Total Salary and Benefits	\$20,000	\$195,435	\$238,764	\$232,534	\$239,519	\$246,703
Library Resources	\$ -	\$20,000	\$20,000	\$15,000	\$15,000	\$15,000
Goods and Services	\$ -	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Marketing	\$10,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Professional Development, Research, and Travel	\$ -	\$ 3,000	\$3,000	\$4,000	\$4,000	\$4,000
Total Projected Expenses	\$30,000	\$227,435	\$270,764	\$260,534	\$267,519	\$274,703
Salaries are assumed to increase by 3% each year.						

Table 11: Projects Revenue vs. Projected Expenses

Projected Revenue vs. Projected Expenses						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Projected Revenue	\$0	\$88,569	\$213,810	\$315,106	\$414,560	\$414,560
Projected Expenses	\$30,000	\$227,435	\$270,764	\$260,534	\$267,519	\$274,703
TOTAL	(\$30,000)	(\$138,866)	(\$56,954)	\$54,572	\$147,041	\$139,857

Once the BAS IHCM program is approved, the College will hire new personnel starting with one full-time tenure-track faculty one quarter before starting the program. Part-time faculty (presumably several people with specific areas of expertise) will be added as needed depending upon the FT faculty member's expertise, but for sure by Year 2 when the second cohort comes on board. In addition, as stated previously, the new program will leverage the HHS BAS Manager position, adding management of the BAS IHCM program to the staff's responsibilities. This position will be funded 50% from the new IHCM division and 50% from the Child, Youth, and Family Studies division. Other areas heavily impacted by the additional program will also be given extra funds to hire more personnel (financial aid, the library, and the credentials office). Funds and staffing will be leveraged in other areas, such as in the Career Action Center, where the Internship Coordinator will help with the IHCM students' practicums.

The College is prepared to continue to operate this program for the first three years, even if the enrollment is not as high as anticipated. Strong employer demand and Edmonds established employer relationships will be leveraged to develop partnerships that will support the program and boost enrollment. If, after three years, the program is not yet self-supporting, the College will review the program to see if the expenses can be aligned with the revenues or if industry partners could help support the program. The College is committed to resourcing this degree appropriately so that the program will be successful. This commitment includes significant investment to date and continuing

through until the program becomes self-sustaining. The expected demand for this program, and program graduates, is high and estimated revenues show that it could reach sustainability in Year 3.

Criteria 6: Program Specific Accreditation

In January 2019, Edmonds College was granted accreditation to offer bachelor level programming by the Northwest Commission on Colleges and Universities (NWCCU) accreditation board. The BAS IHCM will be the fifth applied baccalaureate degree offered at Edmonds College.

At this time, a specific industry-recognized accreditation will not be pursued. In the future if an industry-recognized accreditation is identified and recommended by our employers and Advisory Committee the faculty will work with the appropriate accrediting body to acquire the needed approval.

Criteria 7: Pathway options Beyond Baccalaureate Degree

Edmonds College faculty and staff discussed the best career advancement opportunities for students completing the BAS IHCM degree. The group looked at universities that offered programs in Business Administration (MBA), Healthcare Management and Leadership, and Interprofessional Practice. Several universities were identified as potential options, including one online program in San Francisco focusing on Healthcare Administration and Interprofessional Leadership. Potential options are:

- Seattle University (SU) -
 - Business Administration Certificate
 - Master of Business Administration
 - Master of Nonprofit Leadership
 - Master of Public Administration
 - Public Administration Certificate
- Pacific Lutheran University (PLU) -
 - Master of Business Administration
- Western Governors University (WGU)
 - Master of Health Leadership
 - Master of Business Administration - Healthcare Management
 - Master of Leadership and Management
- University of Washington Seattle (UW-Seattle)
 - Master of Public Health - various concentrations
- University of Washington Bothell (UW-Bothell)
 - Master of Business Administration - Leadership
- Eastern Washington University (EWU)
 - Master of Public Health
- University of San Francisco (USF)
 - Master of Public Health
 - Master of Healthcare Administration and Interprofessional Leadership

If this degree is approved, Edmonds College administrators will work with each of these universities to discuss the creation of articulation agreements to provide strong pathways for students interested in pursuing graduate-level education. At this time, a statewide articulation with WGU is in effect. This articulation allows all BAS degrees to articulate to their master's programs, and their master's degree programs in Management & Leadership, Healthcare Management, or Healthcare Leadership would be great options for our place-bound students. Finally, the College will continue to look for advancement opportunities based on student interests and career goals.

Criteria 8: External Expert Evaluation of the Program

As part of this application, the BAS IHCM program proposal was reviewed by two university-level representatives; Gwen Halaas, Vice Chancellor of Academic Affairs at WSU Health Sciences Spokane and Jason Madarno, Program Chair of Nursing and Leadership Management at WGU. Both reviewers agreed the proposed degree program is relevant and highly needed in the healthcare industry. Specifically, Jason Madarno stated, "This program is relevant, especially as we shift toward value-based care across the nation. Healthcare organizations will increasingly need trained leaders who can work with interdisciplinary teams to improve the health of individuals and populations." He added, "The proposed program meets the needs of students seeking career advancement, while simultaneously addressing industry gaps in leadership and management." While Dr. Halaas thought, "This is an innovative approach to address a real need in healthcare." These comments align with industry feedback the team received through the development of this proposal.

Reviewers also commented that graduates will be well positioned to enter the workforce with the skills necessary to be successful and would provide them with pathways into graduate programs. Dr. Halaas stated the degree is, "A well-rounded curriculum with demonstrable skills and real-world experience will enhance a student's application and interview success." The development of articulation agreements was supported, with Dr. Halaas calling it an "excellent approach." This is encouraging to know that program graduates have choices when moving forward with their careers.

Finally, a couple of suggestions were made to strengthen the application. Dr. Halaas suggested changing the wording of a couple of program outcomes to align better with what was being taught and Jason Madarno suggested adding art courses to the general education humanities options to widen the breadth of classes. Both suggestions were considered and changes were made to the proposal. We appreciate and thank the reviewers for time and comments through this development process. Appendix 1 contains full evaluations and comments from reviewers.

Table 12: External Reviewers Biography

Reviewer	Biography
<p>Washington State University</p> <p>Dr. Gwen Halaas, M.D. Vice Chancellor Academic Affairs - WSU Health Sciences Spokane, Professor of Nursing</p>	<p>Dr. Gwen Halaas is Vice Chancellor for Academic Affairs at Washington State University Health Sciences Spokane and Professor in the College of Nursing. She was formerly Senior Associate Dean for Education at the University of North Dakota School of Medicine and Health Sciences and Professor in the Department of Family and Community Medicine. She has worked as Medical Director at Blue Cross Blue Shield of North Dakota doing medical review and medical policy work and was on the Medical Policy Panel for the national Blue Cross Blue Shield Association. She works as Senior Consultant for Critical Measures preparing evaluation tools and training programs for addressing cultural diversity in health care organizations. Dr. Halaas received her medical degree from Harvard Medical School, family medicine training at the University of Minnesota, and an MBA in Health Care from the University of St. Thomas in Minneapolis, Minnesota. She has worked in medical education since 1986 as faculty, assistant director and program director of family medicine residency programs and director of a rural longitudinal training program for medical students. She has been a leader, teacher and advisor for interprofessional health education. She was awarded Minnesota Academy of Family Physician Teacher of the Year in 2008. Dr. Halaas practiced full spectrum family medicine for many years in St. Paul Minnesota, and has worked in administrative leadership for large health plans, including HealthPartners in Minnesota, and as a consultant in ministerial health and wellness for the Evangelical Lutheran Church in America. She has written books, chapters and articles on professional wellness, medical and interprofessional education. She was profiled for her administrative leadership in Fitzhugh Mullan’s book, <i>Big Doctoring in America: Profiles in Primary Care</i>.</p>
<p>Western Governors University</p> <p>Jason Madrano, DNP Program Chair Nursing & Leadership Management</p>	<p>Jason Madrano, DNP, RN is the Program Chair of the MSN in Leadership & Management at Western Governors University. Dr. Madrano received his DNP from the University of Washington, and was a postdoctoral fellow of the Afya Bora Consortium for Global Health Leadership. He worked in the USA, Botswana, Kenya, Uganda, and Vietnam on mobile health and electronic health projects, and consulted for local, national, and international health organizations. Prior to WGU, he was the nursing director at Columbia Valley Community Health and has been faculty at Wenatchee Valley College and University of Washington School of Nursing.</p>

Conclusion

In closing, Edmonds College is ready to meet the labor market need, as described in the Statement of Need and supported by industry experts and regional employers. The program was developed with extensive feedback from stakeholders, including Edmonds College Allied Health faculty, Allied Health Advisory Committees, and the Allied Health Center of Excellence. This proposal demonstrates the College’s commitment and readiness to offer this innovative pathway to students interested in pursuing advanced careers in the healthcare industry.

Appendix

Appendix 1: External Reviewer Comments

Appendix 2: Allied Health AAS-T

Appendix 3: Program Review Template

Appendix 4: Course Descriptions and Learning Outcomes

Appendix 5: Sample Course Sequence

Appendix 6: Advisory Committee Members

Appendix 7: Advisory Committee Feedback Notes

Appendix 8: Allied Health Center of Excellence Letter of Support

Appendix 1:
External Reviewer Comments

Reviewer: Dr. Gwen Halaas

Professional License or Qualifications: MD, MBA, Professor of Nursing, Vice Chancellor Academic Affairs

Institution: Washington State University

Relationship to Degree: None

Degree: Bachelor of Applied Science Integrated Healthcare Management (BAS IHCM)

College: Edmonds College

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?

Dr. Halaas' Comments:

Yes, this degree program is relevant and uniquely meets healthcare systems needs by combining mental/behavioral health education and interprofessional team skills. Changes in healthcare will demand leadership and management skills, understanding of need for diversity and equity, technology skills, and team-based skills. Individuals who are interested and understand the big picture and who also have skills to implement change will be very valuable in the times ahead. The experience of the pandemic will have lasting changes on individuals' health and on healthcare systems and services. We will need individuals at all levels with the right skills to be flexible and respond to these changes.

Integrating behavioral health with primary care has been a long-term goal but will only be realized with a team approach and education and training to build confidence in the healthcare team members in recognizing and addressing behavioral health issues and challenges. There is strong evidence for the positive impact of primary care on health outcomes and affordability of healthcare services. The next step in extending primary care would be the creation of effective teams. Health professions programs are all providing interprofessional education but the impact is still limited due to the many barriers that exist. Preparing students earlier with the understanding of the value of interprofessional collaboration and with team skills is another step toward changing healthcare.

The inclusion of healthcare financing, US health systems, and interprofessional education and collaboration is essential preparation for management and leadership within healthcare facilities, organizations and systems. Graduates with this knowledge and demonstration of application of the knowledge will fare well. Most employees in healthcare systems do not arrive with this breadth of knowledge which has led to institutions that are slow to change and to address current issues in health and healthcare.

Edmonds College Response:

Thank you for your thoughtful comments. This echoes what we heard from employers and reviewed research. We hope the creation of this degree will help address these current issues in healthcare.

Degree Learning Outcome:

Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

Dr Halaas Comments:

Yes, but I would recommend strengthening these outcomes by adding “demonstrate team-based skills and...” and also “describe interventions or solutions” to address health disparities.

Edmonds College Response:

Great suggestions! The program outcomes have been updated based on your recommendations.

Curriculum Alignment:

Does the curriculum align with the program’s Statement of Needs Document?

Dr Halaas Comments:

The curriculum as designed does align with the program’s Statement of Needs. It follows closely the identified skills determined through surveys with employers and other stakeholders. It is a balanced approach to provide the general education and the advanced skills to enhance their education and/or training in the allied health areas. The addition of upper level courses will give them the foundation of knowledge and skills to work toward management and leadership positions.

Edmonds College Response:

Thank you. Employer and stakeholder feedback are essential in this process to ensure graduates are prepared to advance their careers into healthcare management positions.

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?

Dr Halaas Comments:

The core courses are designed to prepare students with skills and knowledge to be prepared to manage and lead effectively with a good balance of communication and life sciences. The upper division courses mirror the stated needs of stakeholders with electives providing some flexibility depending on the student's envisioned future employment. The inclusion of the demonstration of employability skills is an important outcome to be continually evaluated and updated as the needs demand.

Edmonds College Response:

We plan to create an advisory committee which will help with ongoing evaluation. We also feel this is an important aspect of keeping the proposed degree current and meeting the needs of the industry.

General Education Requirements:

Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?

Dr Halaas Comments:

These requirements appear suitable for a baccalaureate level program. The breadth appears appropriate for healthcare management. The depth is limited by the number of credits for a bachelor degree program. Some students might be advised to take additional statistics or have a particular science focus with the addition of courses such as psychology, public health, etc.

Edmonds College Response:

This is a great suggestion. The development team will be sure to pass the information along to the faculty advisory and program manager. The case management approach will help individualize the general education courses students take depending on their future career/educational goals.

Preparation for Graduate Program Acceptance:

Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?

Dr Halaas Comments:

Generally, yes. As with any bachelor degree program, graduate programs (specifically doctorate level or health professional degrees) may have additional or specific prerequisites that can be accomplished separately prior to application. A well-rounded curriculum with demonstrable skills and real-world experience will enhance a student's application and interview success. The plan for articulation agreements is an excellent approach.

Edmonds College Response:

Thank you! We hope to start working on articulations with master's programs as soon as the program is up and running. Additional articulations will be reviewed based on student interest.

Faculty:

Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

Dr Halaas Comments:

The director position for the program has yet to be hired. General education credits are currently being taught by Edmonds faculty. Adjunct faculty will be necessary to teach in the upper division coursework. Qualifications and tenure of current faculty appear appropriate to teach in this curriculum. The qualifications and experience of the director position will be critical to recruit and hire appropriate expertise to be able to evaluate and continuously improve the curriculum.

Edmonds College Response:

The lead faculty will be hired upon program approval. We feel we will find faculty with the experience and qualifications necessary to build upon the foundation built. The lead faculty will also be supported by the division dean responsible for helping develop the proposed degree.

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?

Dr Halaas Comments:

The BAS Implementation Team has already been engaged in this task and will be very helpful with assuring the same quality of support for a new program. The manager has experience with a previous new program. A plan is in place to determine the needs for the future as enrollment grows. Library services and resources appear adequate but will also need to be evaluated for content relevant to this curriculum. Attention to diversity appears core to Edmonds College. The budget appears realistic and the timeline and sharing of resources is appropriate.

Edmonds College Response:

Thank you for a thoughtful assessment of EC resources.

Membership and Advisory Committee:

Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?

Dr Halaas Comments:

The curriculum was presented to the Allied Health Center of Excellence Advisory Committee and Edmonds College Allied Health Advisory Committees and feedback was given and received.

Edmonds College Response:

We plan on presenting to the Allied Health Advisory Committee again for final approval.

Overall assessment and recommendations:

Please summarize your overall assessment of the program.

Dr Halaas Comments:

This is an innovative approach to address a real need in healthcare. Healthcare institutions are often the largest employer in any community and are essential to the health of a community as has become even more evident in this time of a pandemic. What has also become clear is the need for strong and coordinated leadership and management and the critical need for effective teams. Preparing allied health workers with additional skills and knowledge to meet this need is a well-timed strategy to meet this need. The decision to create a hybrid learning experience with weekend offerings is important for enrollment and successful completion for working health professionals with family obligations. This is the mission and vision of Edmonds College.

Edmonds College Response:

Thank you for taking the time to review our program proposal.

Reviewer: Jason Madrano

Professional License or Qualifications: DNP, RN, Program Chair Nursing Leadership & Management

Institution: Western Governors University

Relationship to Degree: None

Degree: Bachelor of Applied Science Integrated Healthcare Management (BAS IHCM)

College: Edmonds College

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?

Jason Madrano's Comments:

This program is relevant, especially as we shift toward value-based care across the nation. Healthcare organizations will increasingly need trained leaders who can work with interdisciplinary teams to improve health of individuals and populations. The program and course content meet academic expectations, and should provide graduates with a solid foundation to be managers in diverse healthcare settings. Graduates will likely find employment or career advancement as a result of this program.

Edmonds College Response:

Thank you for your comments. This is in line with feedback we received from stakeholders.

Degree Learning Outcome:

Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

Jason Madrano's Comments:

Yes, the PLOs are appropriately aligned with baccalaureate rigor. Applied knowledge, assessment, description, and demonstration of skills put graduates at the expected level of entry to healthcare management practice.

Edmonds College Response:

Fantastic!

Curriculum Alignment:

Does the curriculum align with the program's Statement of Needs Document?

Jason Madrano's Comments:

Yes, the statement of need describes industry and employer support for applicants with skills aligned to this program. In addition, the program provides opportunities for career and educational advancement from a diversity of educational/specialty degree pathways.

Edmonds College Response:

Oftentimes, there are no pathways for folks in allied health professions. We hope to target these incumbent workers, providing an opportunity for career advancement.

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?

Jason Madrano's Comments:

Yes, the core and elective courses address stated employer needs. The advanced courses provide essential skills for graduates in the workforce. I especially appreciate the inclusion of informatics/analytics, ethics, and social determinants of health. Two courses touch on policies in healthcare, and I would encourage expanding this topic throughout the program.

Edmonds College Response:

Thank you for the suggestion. It will be passed along to the lead faculty, once hired.

General Education Requirements:

Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?

Jason Madrano's Comments:

Yes, the GE requirements are appropriate for this level, and I think graduates might benefit from GE electives in the arts to address breadth of knowledge. Social science, natural science, and mathematics are addressed appropriately.

Edmonds College Response:

Great! Thank you for the suggestion. This will be taken into consideration when advising students.

Preparation for Graduate Program Acceptance

Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?

Jason Madrano's Comments:

Yes, I expect graduates of this program would be appropriately prepared to enter into master's level degree programs in a variety of specialties.

Edmonds College Response:

That is great news! We would be interested in discussing possible pathways into graduate programs at WGU. We believe they would provide a fantastic opportunity for graduates.

Faculty

Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

Jason Madrano's Comments:

The faculty qualifications seem adequate for teaching and CQI for the program.

Edmonds College Response:

Thank you.

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?

Jason Madrano's Comments:

Yes, the college provides appropriate evidence of resources adequate to support the program, even in the event of unknown enrollments. Library, electronic, and human-centric support structures are well-defined and already implemented.

Edmonds College Response:

Great!

Membership and Advisory Committee

Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?

Jason Madrano's Comments:

The proposal team appropriately sought feedback from internal and external resources, including advisory committees. The advisory comments are adequately addressed in the proposal.

Edmonds College Response:

We received valuable feedback from our stakeholders. They were all enthusiastic and engaged in the process. We really appreciate their participation.

Overall assessment and recommendations

Please summarize your overall assessment of the program.

Jason Madrano's Comments:

The proposed program meets the needs of students seeking career advancement, while simultaneously addressing industry gaps in leadership and management. Students in this program would find support from a variety of college resources, and graduates would find opportunities in diverse healthcare settings.

Edmonds College Response:

Thank you for taking the time to review the BAS IHCM program proposal.

Appendix 2:
Allied Health AAS-T

Communication (10 credits)		
ENGL&101	English Composition	5
ENGL&102	Composition II	5
Quantitative/Symbolic Reasoning (5 credits)		
MATH&146 or MATH&107	Introduction to Statistics (recommended) Math in Society	5
Social Sciences (5 credits)		
SOC&101	Introduction to Sociology	5
Natural Sciences (10 credits)		
BIOL&175	Introduction to Biology	5
CHEM&121	Introduction to Chemistry (Lab)	5
Program Requirements (60 credits)		
AHE 100	College and Career Success: Healthcare	3
Allied Health Certificate: Pharmacy Tech, Patient Care Technician, Clinical Lab Technician		40-44
Electives (to complete 94 credits)		
BIOL&211	Major Cellular w/Lab	5
BIOL&241	Anatomy and Physiology, I w/Lab	5
BIOL&242	Anatomy and Physiology II w/Lab	5
BIOL&260	Microbiology w/Lab	5
CMST&210	Interpersonal Communication	5
CMST&220	Public Speaking	5
COMM 101	Intercultural Communication	5
NUTR&101	Nutrition	5

PSYC&100	Introduction to Psychology	5
PSYC&200	Lifespan Psychology	5
SHS 132	Introduction to Mental Health Technician	5
SOC 150	Health in Society	5
PHIL&120	Symbolic Logic	5
HLTH 100	Contemporary Health Issues	3
HLTH 105	Emergency Response/CPR	4
MGMT 100	Human Relations in Organizations	5
MGMT 134	Leadership	2
MGMT 165	MS Project	3
BSTEC 260	Supervision and Management	5
Total Credits		94

Appendix 3:
Program Review Template

Program Review for: _____ (instructional unit--department or division)

Program Overview: Please share a short overview of your program/department—who you are and what you do.

Previous Program Goals (add additional rows as needed)

What were your program goals for the last three years?	Describe progress toward those goals--how were they met or why were they not met?	How do your program goals relate to the College Mission and Comprehensive Plan ?

Equity-Minded Review and Assessment of Student Learning

List Program Learning Outcomes (PLOs) and other relevant standards and indicators	Describe areas where students are doing well and where improvements are needed. Please provide evidence/examples	What is being done to address possible equity gaps in this PLO?

Program Analysis for Equity & Excellence

Review and analyze data to identify any trends or patterns in student enrollment, retention, completion, demographics, etc., that might affect your program.

1. How does your instructional unit look at equity in relation to enrollments, completion rates, and retention? Using the data dashboards, discuss how students are doing in your program. In particular, discuss completion and retention rates, identifying any differences among student populations (race and gender).
2. Describe how educational and employment trends might affect your program, students, and community.
3. What additional data would your program like to evaluate student success and to better support equity-oriented goals?

Summary and Action Plan

1. Identify [changes](#) in your program and curriculum based on your assessments of student learning outcomes or other factors.
2. Identify how your program and curriculum responded to community and global needs related to the pandemic, economic downturn, social-justice crises, and protests. What do you now have in place that you will continue to practice? How did these changes have a positive effect on your program? college's mission, strategic plans, and/or other factors.

Appendix 4 Course Descriptions and Learning Outcomes

IHCM 300 - Transition to Management in Healthcare (3 credits)

Essential skills in the direction and management of operations and people for those new to a supervisory role. Includes decision making and communication, best practices for managing diversity in the workplace. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLOs)

Upon successful completion of this course, students will be able to:

1. Differentiate the role of the supervisor from that of a peer, set expectations and establish appropriate boundaries.
2. Identify opportunities and barriers to success for new managers, develop a plan to leverage those opportunities, lessen the impact of the barriers.
3. Summarize the basic functions of management and describe how they support a healthy work environment.
4. Propose organizational changes and build high performance teams.
5. Build communication, meeting coordination, and negotiation expertise.

IHCM 305 - Principles of Human Resource Management in Healthcare (2 credits)

Principles of HR compliance in the healthcare environment including employment law, written documentation and how to use the tools of employee performance management and development. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLOs)

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of key Human Resource issues.
2. Develop leadership, coaching, performance feedback and disciplinary skills to stimulate staff development and performance.
3. Apply employee performance management measures.
4. Explain key legal responsibilities of managers as they relate to HR management in healthcare facilities.

IHCM 310 - Financial Management in Healthcare Facilities (3 credits)

Financial management in healthcare organizations and its impact on patient outcomes and long-term viability of the organization. Covers various financial tools and analysis used to guide decision making at the departmental and institutional level. Prerequisite: Admission to IHCM - BAS program.

Course-level Learning Objectives (CLOs)

Upon successful completion of this course, students will be able to:

1. Evaluate the changing role of healthcare financing including the role of federal intervention and third-party payers.

2. Utilize the tools of budget development, analysis and reconciliation to make informed decisions around departmental staffing, supply/inventory management and capital equipment purchasing.
3. Analyze revenue versus operating expenses to inform short term and long term strategic financial planning that supports organizational goals.
4. Develop knowledge related to the effective management of grant funding and contracts.

IHCM 315 - Interprofessional Education and Collaboration (2 credits)

Framework for deliberately working together with other health professionals to maintain a climate of mutual respect and shared values in today's complex health care environment, with the common goals of providing person-centered care and improving patient outcomes. Prerequisite: Admission to IHCM - BAS program.

Course-level Learning Objectives (CLOs)

Upon successful completion of this course, students will be able to:

1. Discuss the concepts and principles of interprofessional health care and collaboration.
2. Explain the Interprofessional Education Collaborative (IPEC) core competencies framework that guides interprofessional practice and initiatives.
3. Develop awareness of the diversity of expertise that underpins effective interprofessional collaborative teams.

IHCM 320 - US Health Systems (5 credits)

Introduces and examines the main features of the delivery of healthcare in the US. Covers the relationship between health and healthcare, private and public health insurance, providers and services, provider reimbursement, health care reform, and factors affecting health policy. Includes emerging delivery models and shifting trends to interdisciplinary, person-centered care models. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Describe the size and complexity of the US Healthcare system and its impact on healthcare reform efforts.
2. Explain the basic components of the US healthcare system including care delivery, financing, quality and management challenges.
3. Summarize the different types of organizations, services, and personnel and their relationships across the healthcare delivery system.
4. Discuss the role of the Electronic Health Record (EHR) in clinical and operational management.
5. Explore current trends and prospects for the future of healthcare in the US.

IHCM 325 - Trauma Informed Management (2 credits)

Managing through challenges and crises. Focus on interdepartmental and intradepartmental workflow to facilitate optimal patient care, manage patient surges and minimize the trauma impact on staff and patients. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Incorporate the concepts of trauma-informed care into organizational crisis management and disaster planning.
2. Assess current interdepartmental workflow, identify areas such as communication, staffing and supply management that can impact care delivery and draft a plan to manage issues to maintain optimal care and reduce potential harm.
3. Implement strategies, resources, and practices to minimize the physical, psychological, and emotional stresses that can overwhelm staff and patients.

IHCM 330 - Population Health and Community Wellness (3 credits)

Examines how multiple determinants of health (i.e. socioeconomic status, physical environment) impact the health outcomes of populations. Integrates principles of population health, community collaboration, behavior change, and cultural competency, to improve regional health outcomes and address clinical prevention at the individual level. Focus on person-centered care with inclusion of family and community-based organizations in decision making. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Explain the emergence of the population health perspective on the US Healthcare system and its implications for the practice of medicine and medical education.
2. Identify and analyze racial, ethnic, class and other health disparities, their origins, and their remediation.
3. Identify the various determinants of access to care for low-income and vulnerable populations, particularly as related to rural health.
4. Investigate the current health of their local community and develop a plan to make a difference to overall community wellness.

IHCM 335 - Behavioral Health for Primary Care Providers (3 credits)

Overview of common mental health issues such as depression, anxiety, trauma-related and substance use disorders presenting in the primary care environment. Explores the use of quick screening tools to assess mental health status and referrals to behavioral health services as needed. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Summarize the importance of a holistic approach to assessment, prevention and treatment of disease across the health professions.
2. Describe common behavioral health issues encountered in the primary care environment and apply appropriate interventions at the time of care as necessary.
3. Incorporate behavioral health assessment tools designed specifically for primary care providers to integrate into their day to day practice.

4. Communicate with their counterparts in the behavioral health field to ensure appropriate support and continuity of care.

IHCM 340 - Care Coordination and Navigation (2 credits)

Examines the ways in which care coordination can support positive health outcomes, promote the quality of care, and improve cost efficiencies. Overview of healthcare models are incorporated into the larger framework of clinical care oversight. Special emphasis on coordination needs in senior services and behavioral health. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Explain the purpose of care coordination/care management and its correlation to patient outcomes.
2. Assess current systems that create challenges in access to health services and compliance with care plans and develop strategies to work with community partners to overcome them.
3. Identify methods to coordinate services and care transitions to meet client needs in general populations as well as special populations such as seniors and behavioral health clients.

IHCM 345 - Interprofessional Education and Practice Simulation Lab (2 credits)

Apply the concepts of interprofessional collaboration and teamwork real world situations using case studies and tools in a simulated environment. Students work in interprofessional groups with facilitators guiding the discussions / collaborations to create care plans that cross disciplines. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Diagram the relationships among professional roles in the healthcare industry by classifying the core functions of various professional roles within their cohort.
2. Appraise the importance of interprofessional collaboration by correlating the effect of those collaborations to their impact on desired health outcomes and healthcare performance for patients, communities, and healthcare organizations when given case studies.

IHCM 350 - Transition to Practice: Practicum I (3 credits)

Observe, study and participate in the day to day management activities in a healthcare organization. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Describe the roles and responsibilities associated with the day-to-day work of a manager in a healthcare setting.
2. Apply knowledge and concepts learned in the classroom to management functions and problem-solving in real-world environments.

3. Develop interpersonal skills and the professional mindset associated with management level personnel.

IHCM 400 - Leadership/Management in Health and Human Service Organizations (5 credits)

Examines the nature, function, and techniques of administration and leadership in HHS organizations. Topics include the ever-changing healthcare environment, trends impacting leadership competencies, and specific healthcare factors that influence the organization of varying health systems such as hospitals and ambulatory care facilities. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Distinguish between the concepts of leadership and management and identify the contributions that each make to the success of the organization.
2. Analyze different leadership styles, and translate self-assessment into personal plans for improvement of leadership and management skills.
3. Align and motivate individuals, systems and resources toward a common vision, mission and purpose.
4. Identify a leader's role in change including how leaders evaluate the need for change, plan for change, initiate change, communicate the need for change, gain support of others for change, and sustain change.
5. Leverage data analytics and turn data information into the action of effective project management for your team's success.
6. Manage organizational relationships.

IHCM 405 - Integration of Behavioral Health and Primary Care (3 credits)

Covers the benefits of integration of behavioral (mental) health into primary healthcare to improve access to mental health services and treatment of comorbid physical conditions. Includes issues related to treatment planning, reducing the stigma commonly associated with mental health disorders, medication management, and supervision and support of primary healthcare staff across the disciplines. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Explain the rationale and need for integrating behavioral healthcare in primary care settings particularly in rural settings.
2. Identify the behavioral health services that must be integrated into health services delivery to achieve success in population perspectives and develop strategies to embed them into their practice.
3. Describe the program components that operationalize and facilitate successful primary care integration, and demonstrate how these elements are applied to population segments with differing needs for behavioral healthcare involvement.
4. Integrate the guiding principles of person-centered care into programs and care plans.

IHCM 410 - Managing Interdisciplinary Teams (2 credits)

Effectively lead interdisciplinary teams by using knowledge of various health care professions, principles of teamwork pertinent to any setting, and knowledge of teams as they function specifically in health care. Includes strategies to deal with obstacles such as frequent changes in team composition and role conflict or blurring. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Transform a multidisciplinary group into an interdisciplinary team through leadership, microsystem functioning, conflict management, handoffs and communication.
2. Incorporate evidence-based frameworks to improve communication and teamwork skills among health care professionals (*i.e. TeamSTEPPS*).
3. Analyze the positive and negative aspects of interactions between health professionals and patients, families and communities.
4. Integrate the guiding principles of person-centered care by including the person and family in decision making as the care plan is developed and implemented.

IHCM 415- Health Systems Research and Information Literacy (5 credits)

Introduces research design, methods and skills essential to translate evidence into interprofessional practice, leadership and policy. Includes a critique of the scientific and practical merit of research studies including elements of design, sample selection, bias, data collection procedures, metrics, and interpretation of findings. Covers use of the EHR as a data source to manage both clinical care and organizational operations. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Demonstrate a basic understanding of research design and methodology and outline effective strategies for accessing information and performing library-based research.
2. Identify, define, and explain key concepts of healthcare specific methodologies used to design a research project in a scientific manner
3. Design and implement a research project addressing a contemporary healthcare issue.
4. Analyze and critically evaluate research presented in professional journals, texts, and presentations.

IHCM 420 - Principles and Practice of Healthcare Quality Improvement (3 credits)

Broad overview of the principles and tools of quality improvement and patient safety in healthcare with an interprofessional approach. Includes the history of the quality improvement process in healthcare, quality databases and improvement process tools and programs. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Describe the terms and the relationships among quality management, patient safety, risk management, peer review, patient experience and satisfaction, and performance management and improvement in the healthcare industry.
2. Summarize common quality improvement programs and tools including Plan-Do-Study- Act (PDSA) cycle, Six Sigma and Lean Production processes.
3. Assess healthcare practices and identify factors that contribute to medical errors and impact patient safety.

IHCM 425 - Quality Improvement in Healthcare Simulation Lab (2 credits)

Apply the principles and tools of quality improvement and patient safety in healthcare through completion of a simulated quality improvement project in a healthcare organization. Prerequisite: Admission to IHCM - BAS program.

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Working in interprofessional teams, Identify and / or select a quality improvement opportunity from current practice or list of opportunities provided by faculty.
2. Develop specific project objectives including, but not limited to, the use of appropriate tools, identification of measurable aims and evaluation methods.
3. Present sustainable recommendations for process improvement and document a comprehensive report of findings and recommendations.

IHCM 430 - Health Equity, Disparities and Social Justice (3 credits)

Concepts of health equity with a broad overview of health disparities in the United States. Analyzes the relationship of health disparities to the structure of the health system in the United States and examines historical issues, theories and data that inform health equity and disparities in today's healthcare environment. Prerequisite: Admission to IHCM - BAS program.

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Evaluate the cultural factors of a society that contribute to health disparities and identify frameworks to examine health disparities.
2. Draw upon methods from social epidemiology to describe and analyze the determinants of health disparities for particular groups.
3. Appraise the components of programs and interventions to determine their systematic effectiveness in addressing health disparities and cultural factors
4. Generate ideas for programs and policies that promote health equity.

IHCM 435 - Health Equity, Disparities and Social Justice Simulation Lab (2 credits)

Working in interprofessional teams, students will complete a simulated intervention targeted to promote health equity and reduce a health disparity. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Summarize the evidence regarding a specific health disparity (topic and population of their choice) and develop an intervention proposal to promote health equity.

IHCM 440 - Transition to Practice II: Practicum (5 credits)

Capstone experience that provides the opportunity to exercise hands-on responsibility for a project that is: a) representative of a current healthcare issue (s) and b) relevant/of value to the site organization. Students may choose to apply knowledge across the broader IHCM framework or select target areas of professional / career development interest. Prerequisite: Admission to IHCM - BAS program

Course-level Learning Objectives (CLO's)

Upon successful completion of this course, students will be able to:

1. Develop a project targeted to improving a process, solving a work issue and present project design to practicum sitestakeholders.
2. Working with site personnel, design and execute an intervention / performance improvement and analyze the outcome.
3. Submit a formal report to stakeholders and faculty advisor.

Appendix 5:
Course Sequence

BAS IHCM Year 1

Fall	Winter	Spring
IHCM 300 (3)	IHCM 320 (5)	IHCM 335 (3)
IHCM 305 (2)	IHCM 325 (2)	IHCM 340 (2)
IHCM 310 (3)	IHCM 330 (3)	IHCM 345 (2)
IHCM 315 (2)		IHCM 350 (3)

BAS IHCM Year 2

Fall	Winter	Spring
IHCM 400 (5)	IHCM 415 (5)	IHCM 430 (3)
IHCM 405 (3)	IHCM 420 (2)	IHCM 435 (2)
IHCM 410 (2)	IHCM 425 (3)	IHCM 440 (5)

Appendix 6:
Advisory Committee Members

Name	Agency	Advisory Committee
Maribeth Culpepper	Providence Health Services	Patient Care Technician
Bob Glazewski	Swedish Hospital	Patient Care Technician
Kathy Katzenberger	Evergreen Health Hospice	PCT
Jeff Motto	NW Hospital	PCT
Brenda Neuman	Swedish Hospital	PCT
Robert Serpas	Swedish Hospital	PCT
Terry Wilson	Cedar Creek Memory Care Community	PCT
Karen Aderson	Swedish Hospital	Clinical Lab Assistant
Alice Cabe	Overlake Hospital Medical Center	CLA
Kiley Delacruz	Edmonds Family Medicine	CLA
Gerald Harmon	Kaiser Permanente	CLA
Sue Seegers	Shoreline Community College	CLA
Souriyo Souvannakhanty	Edmonds Family Medicine	CLA
April Williams	Edmonds Family Medicine	CLA
Mary Bordenave-Birchfield	University of Washington	Pharmacy Tech
Linda Cho-Nakaoka	Bartell's Snohomish	Pharm Tech
Matt Haley	CVS Health	Pharm Tech
Marvin Livermont	Kaiser Permanente, Everett Medical Center Pharmacy	Pharm Tech
Melodie McLaughlin	University of Washington Medical Center	Pharm Tech
Alan Powell	Walgreens	Pharm Tech
Dan Ferguson	Allied Health COE	Allied Health COE
Joe Rozak	Kitsap Mental Health Services	Allied Health COE
Kimberly Washburn	Virginia Mason Memorial	Allied Health COE

Appendix 7: Advisory Committee Feedback Notes

Clinical Lab Assistant Advisory Committee 12/3/2020 -

Proposed Courses for Edmonds College BAS degree in Integrated Healthcare Management (300-400 level)

Program Description

The Bachelor of Applied Science with a concentration in Allied Health is a completion degree for licensed or license eligible allied health professionals where no discipline specific degree exists. This degree allows two-year health degree students the opportunity to advance in their chosen health profession or continue into a graduate program.

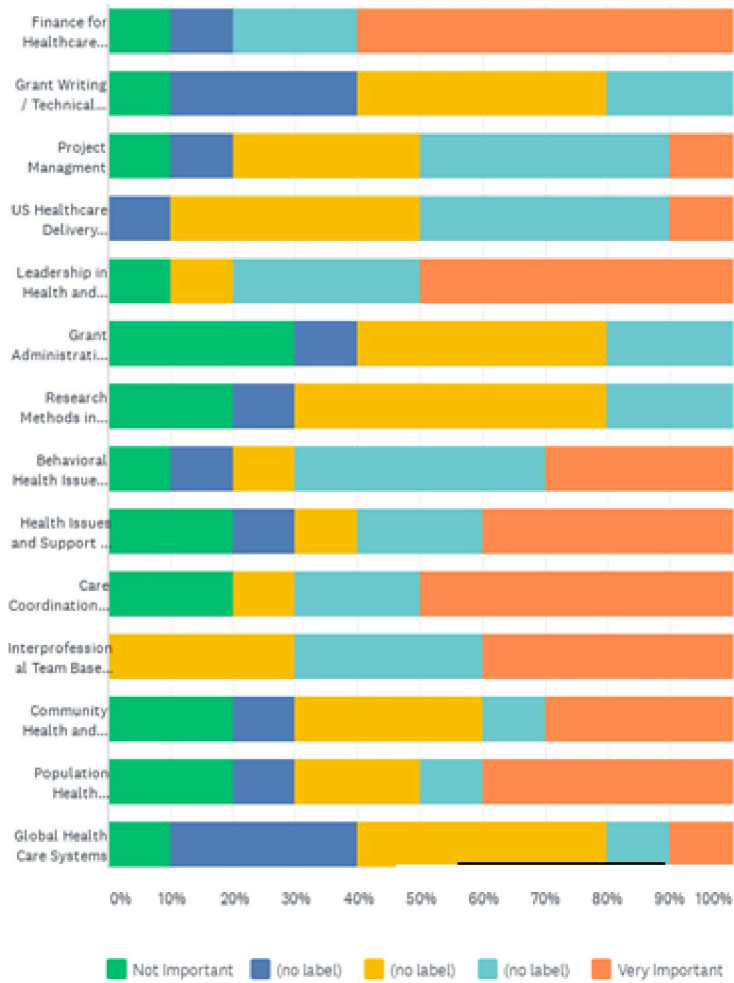
Program Learning Outcomes

PLO's

1. Apply knowledge and principles of effective management and leadership in allied healthcare settings.
2. Effectively assess and implement improvements in clinical care, customer service, and human resource planning in healthcare.
3. Explain how a team approach that is coordinated, comprehensive, and continuous facilitates successful treatment outcomes.
4. Identify and describe the effects of health disparities (i.e., addictions, poverty, mental health parity, socio-economic) on population health.
5. Demonstrate the ability to conduct quantitative, qualitative, or mixed methods involving data collection and analysis.
6. Function as educators or leaders in academic, clinical, or community healthcare.

The chart below shows the results of an employer survey where they were asked to rate the importance of skills and concepts to be included in the degree curriculum. From there course titles have been developed and we would like to get further input on specific skills and concepts to include in the specific topic area. Sample suggestions from other groups have been included to help begin the conversation.

Q10 Please rate the importance of each skill listed:



Q11. Please list any important skills that have not been listed above.

Answered: 6 Skipped: 4

RESPONSES

- 1 None
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Course area/title	Specific skills or concepts that students should learn
Transition to Management	<p>Peer vs. supervisor, building teams, delegation, communication -</p> <p>Additional course (1 credit) Electronic health records,</p> <p>Coaching for performance improvement - supporting mission / vision of agency</p> <p>Data</p> <p>Principles of lean organizations for workflow and inventory - productivity for process improvement - relationships with people</p> <p>HR - basics / solid foundation of everything related to HR -</p>
Introduction to Financial Management in Healthcare Facilities	<p>Operating vs. capital budgets -- performance / productivity impact; payer systems,</p> <p>ethics of financial management, intimate understanding of how scheduling impacts budget, how the hospital functions - how often they allow for capital requests is tracked by front line supervisor, inventory systems, patient volumes ...</p> <p>Crunch data - validate new instrumentation, validate data, Excel / spreadsheets - macros</p>
US Health systems	organizational change, models of health care - current / emerging,
Integration of Behavioral Health and Primary Care	Care coordination/ Cultural differences -

<p>A Behavioral Health Primer for Primary Care Providers</p>	<p>Stigma - look at their own understanding, empathy, and approach to mental health; dehumanizing terminology;</p> <p>Recognizing signs of anxiety, simple things to avoid triggers, transferred</p> <p>Tools for quick assessment - patient question, depression, anxiety</p>
<p>Trauma Informed Management or Managing Through Crisis</p>	<p>Building resilience in the workplace, empathetic listening,</p> <p>Communication - filtering down ... communicating to team - clear ... to be safe and successful ... departmental specific instructions ...</p> <p>Swedish Incident command - "huddle" in the lab every day</p>
<p>Transition to Practice – Practicum I</p>	<p>Include rotation through HR (make sure they are healthcare HR people)</p>
<p>Leadership and Management of Health and Human Service Organizations</p>	<p>Leadership vs. management, Executive functioning; Purpose, mission, vision, strategic planning - regional strategic plan</p> <p>Supervisor vs. manager -- day to day supervising team / manager -- bigger programs ...</p>
<p>Population Health and Community Wellness</p>	<p>Social services issues, community health disparities, access (both urban, rural),</p> <p>Swedish Edmonds - have a department - required to provide services ... volunteers from all departments, volunteer.</p>
<p>Introduction to Interprofessional Education and Practice</p>	<p>Team based care - person centered, value of interprofessional culture, what can we learn from each other</p>

<p>Managing Interdisciplinary Teams</p>	<p>Respect; collaboration; "turf" battles; emotional intelligence, Challenge noted</p>
<p>Applied Research Methods and Information Literacy</p>	<p>Managing information that changes daily, weekly, monthly [Project - data analytics - ACH's to develop strategies</p>
<p>Transition to Practice – Practicum II</p>	<p>Look for opportunities to join an interprofessional team / attend interprofessional Project related to population health of their communities - service learning projects (Verdant, VOA) Scheduling, Q/A, quality metrics, root cause analysis for a problem - use lean skills, suggest, mock inspection if lab background, lab safety</p>
<p>Other? (add other skills or concepts that might not fit above categories)</p>	<p>Quality of care; how do you know when you need to make changes; Lab safety, QA / tracking items ... needle sticks ... (environmental safety) ...</p>

Patient Care Tech Advisory Committee discussion 11/12/2020

Proposed Courses for Edmonds College BAS degree in Integrated Healthcare Management (300-400 level)

Program Description

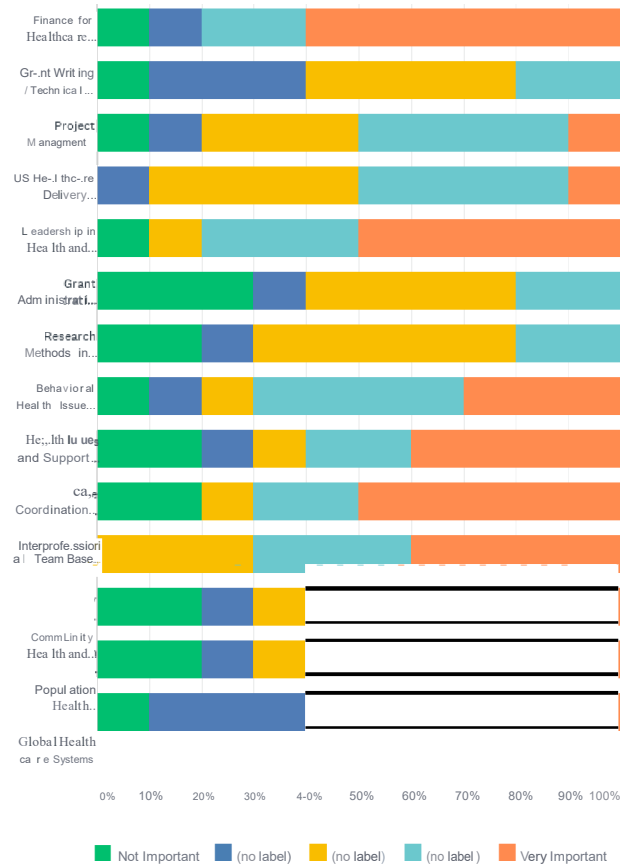
The Bachelor of Applied Science with a concentration in Allied Health is a completion degree for licensed or license eligible allied health professionals where no discipline specific degree exists. This degree allows two-year health degree students the opportunity to advance in their chosen health profession or continue into a graduate program.

Program Learning Outcomes

PLO's

1. Apply knowledge and principles of effective management and leadership in allied healthcare settings.
2. Effectively assess and implement improvements in clinical care, customer service, and human resource planning in healthcare.
3. Explain how a team approach that is coordinated, comprehensive, and continuous facilitates successful treatment outcomes.
4. Identify and describe the effects of health disparities (i.e., addictions, poverty, mental health parity, socio-economic) on population health.
5. Demonstrate the ability to conduct quantitative, qualitative, or mixed methods involving data collection and analysis.
6. Function as educators or leaders in academic, clinical, or community healthcare.

Q10 Please rate the importance of each skill listed:



Q11. Please list any important skills that have not been listed above.

Answered: 6 Skipped: 4

#	RESPONSES	DATE
1	None	5/31/2020 11:12 AM
2	na	5/19/2020 7:54 AM
3	I like the degree, I think it would be very beneficial.	5/18/2020 1:20 PM
4	Human resources, personnel management , effective meeting skills	4/27/2020 10:08 AM
5	na	4/23/2020 7:36 AM
6	Leadership Skills, working with Diverse Teams, Equity and Equality, Scheduling Staff, Motivating Employees	4/22/2020 3:26 PM

Course area/title	Specific skills or concepts that students should learn
Transition to Management	<p>Peer vs. supervisor, building teams, delegation, electronic health records / EHR's that don't talk to each other, conflict management, performance improvement / staff development, hiring, managing change, helping your team adapt to change, supporting staff in stressful situations, scheduling, rescheduling</p> <p>Possible course level outcomes</p> <ol style="list-style-type: none"> 1. Differentiate the role of supervisor from that of a peer and establish appropriate boundaries within a new working relationship. 2. Develop / improve essential supervisory skills: delegation, communication, coaching, performance improvement feedback. 3. Analyze key characteristics of high-performance teams apply and apply conflict management skills when needed.
Budget Development and Management	Operating vs. capital, staffing, reconciliation, supply chain management, understand budget impact on individual departments.
US Health systems	Electronic health records, organizational change, models of health care - current / emerging
Leadership and Management of Health and Human Service Organizations	Standards of care; quality improvement; human resources management including union collaboration; collaboration, listening, disaster planning (pandemic) - how does it change practice, how do you continue to deliver care to all, maintaining care, supply chain management, organizational change, information management - who needs to know what, when? (i.e. layoffs) transparency
Introduction to Integrated Primary Care	Behavioral health issues and supports for primary care providers, care coordination

Creating a Trauma Informed Organizational Culture	Psychological PPE, caring for your staff, keeping your team together, resiliency, resiliency programs for staff -- to benefit patients / health outcomes
Population Health and Preventive Care	Social services issues, understanding health insurance to coordinate care, community health disparities, telehealth
Introduction to Interprofessional Education and Practice	Electronic health record, Team based care - person centered - interprofessional disciplines, staff development
Managing Interdisciplinary Teams	Respect; manage the experts; collaboration; resiliency
Applied Research Methods and Information Literacy	Managing information that changes daily, weekly, monthly
Practicum I ("junior" year)	
Practicum II ("senior" year) & capstone	
Other? (add other skills or concepts that might not fit above categories)	Quality of care; how do you know when you need to make changes;

Industry discussion 11/24/2020 -

Attendees: Joe Rosak - Kitsap Mental Health - Executive Director; Kimberly Washburn - Yakima Valley Memorial Hospital - Organizational Development; Dan Ferguson - AHE COE - Director

Program Description

The Bachelor of Applied Science with a concentration in Allied Health is a completion degree for licensed or license eligible allied health professionals where no discipline specific degree exists. This degree allows two-year health degree students the opportunity to advance in their chosen health profession or continue into a graduate program.

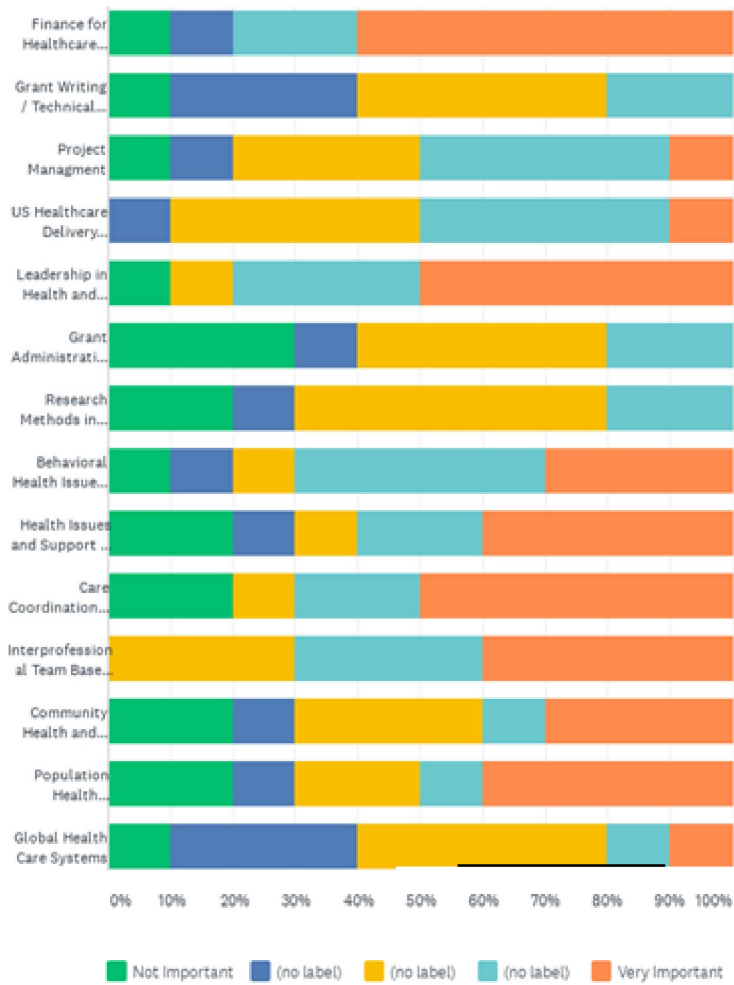
Program Learning Outcomes

Apply knowledge and principles of effective management and leadership in allied healthcare settings.

1. Effectively assess and implement improvements in clinical care, customer service, and human resource planning in healthcare.
2. Explain how a team approach that is coordinated, comprehensive, and continuous facilitates successful treatment outcomes.
3. Identify and describe the effects of health disparities (i.e., addictions, poverty, mental health parity, socio-economic) on population health.
4. Demonstrate the ability to conduct quantitative, qualitative, or mixed methods involving data collection and analysis.
5. Function as educators or leaders in academic, clinical, or community healthcare.

The chart below shows the results of an employer survey where they were asked to rate the importance of skills and concepts to be included in the degree curriculum. From there course titles have been developed and we would like to get further input on specific skills and concepts to include in the specific topic area. Sample suggestions from other groups have been included to help begin the conversation.

Q10 Please rate the importance of each skill listed:



Q11. Please list any important skills that have not been listed above.

Answered: 6 Skipped: 4

RESPONSES

- 1 None
- 2
- 3 I e ihe . lih 11 would be verybefllffc.3J.
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- 4/13/20i10 7:JG AM
- 4m.t2020 3:26 P

Course area/title	Specific skills or concepts that students should learn
Transition to Management	<p>Peer vs. supervisor, building teams, delegation,; communication -- performance/disciplinary, setting expectations, listening, understanding their role/ boundaries, manage the performance of the team, HR skills - scheduling, time cards - logistical pieces, employee recognition/retention/engagement, types of supervision - clinical/standards of care, performance / HR admin, supervision vs. therapy/"lonely", regulatory issues around leave, separation of managing performance vs. managing health issues, referrals to HR</p> <p>Additional course (1 credit) Electronic health records, client vs. clinical supervisor, manager- focus on behaviors, performance, productivity, scheduling - move to centralized scheduling to maximize productivity - collaborative documentation - expedites performance efficiency</p> <p>Coaching for performance improvement - supporting mission / vision of agency</p> <p>Additional course HR for new managers the basics - big hole; know when to refer - employment related laws WA state (1 credit)</p> <p>Managers who understand HR</p>
Introduction to Financial Management in Healthcare Facilities	<p>Operating vs. capital budgets -- performance / productivity impact; role of CMS, payer systems, federal legislation; different models based on type of facility, DRG's APC's; fee for service up to fully capitated risk services; different levels of contracting - determines what you're held accountable for; penalties for overbilling - up billing, ethics of financial management</p>
US Health systems	<p>organizational change, models of health care - current / emerging, economic feasibility - payment drives services, alternatives i.e foundations,</p> <p>Telehealth - benefits / limitations - CMS now reimburses</p> <p>mergers/acquisitions - success vs. potential failures, impacts on regional care; values clash (particularly secular vs. non-secular), serving your community,</p> <p>current case and status of rural hospitals - financial stability / viability, finding the right partner, migration of specialty care to big cities; "awareness" - regional / geographic differences in payment and policies</p>

<p>Integration of Behavioral Health and Primary Care</p>	<p>Care coordination/ Cultural differences - time oriented – 15-minute sessions vs. taking the time needed to work through treatment plan that addresses immediate physical need and speaks to ongoing behavioral health needs</p>
<p>A Behavioral Health Primer for Primary Care Providers</p>	<p>Stigma - look at their own understanding, empathy, and approach to mental health; dehumanizing terminology;</p> <p>Treatment is successful but not accessed as much as they could be;</p> <p>Tools for quick assessment - patient question, depression, anxiety</p>
<p>Trauma Informed Management or Managing Through Crisis</p>	<p>Building resilience in the workplace, empathetic listening, referral to resource, building self-care plans</p>
<p>Transition to Practice – Practicum I</p>	<p>Include rotation through HR (make sure they are healthcare HR people)</p>
<p>Leadership and Management of Health and Human Service Organizations</p>	<p>Leadership vs. management, Executive functioning; ethics of financial management; practice management - ethics and mismanagement</p> <p>Purpose, mission, vision, strategic planning - regional strategic plan</p> <p>role of philanthropy to support care services</p> <p>AI/ Data analytics - business intelligence - QA / productivity, meeting metrics for contractual negotiation</p>
<p>Population Health and Community Wellness</p>	<p>Social services issues, community health disparities, access (both urban, rural), health equity, reaching communities of color, interpretive services, health literacy, recruitment equity for service providers, data analytics - ACH's to develop strategies</p>

<p>Introduction to Interprofessional Education and Practice</p>	<p>Team based care - person centered, value of interprofessional culture, what can we learn from each other</p> <p>Core competencies of IPE; professional identity / development; emotional intelligence, listen communicate, be empathetic to collaborate in an effective way</p>
<p>Managing Interdisciplinary Teams</p>	<p>Respect; collaboration; "turf" battles; emotional intelligence,</p>
<p>Applied Research Methods and Information Literacy</p>	<p>Managing information that changes daily, weekly, monthly</p> <p>[Project - data analytics - ACH's to develop strategies</p>
<p>Transition to Practice – Practicum II</p>	<p>Look for opportunities to join an interprofessional team / attend interprofessional</p> <p>Project related to population health of their communities - service learning projects (Verdant, VOA)</p>
<p>Other? (add other skills or concepts that might not fit above categories)</p>	<p>Quality of care; how do you know when you need to make changes;</p>

Comments / feedback received following the discussion

Joe Roszak <joer@kmhs.org>

Tue, Nov 24,
2020, 4:25 PM

to Kimberly, Dan, Elizabeth, Karen, Kristi

I enjoyed the discussion and thinking. I'm quite impressed with this endeavor and truly wish the utmost success upon implementation. Disclosing that I do have a vested interest in its success! Happy to be available if needed in the future.

Happy Turkey Day all!

Joe Roszak
Chief Executive Officer
Kitsap Mental Health Services
5455 Almira Drive NE
Bremerton, WA 98311
joer@kmhs.org
W: 360-373-5422
C: 360-535-9565
F: 360-377-0458

Message from one member unable to attend the meeting on 11/24. Follow up discussion with Suzanne occurred on 12/8 and her input was added.

Swadener, Suzanne (HCA) <suzanne.swadener@hca.wa.gov>

Tue, Nov 24,
2020, 4:06
PM

to Dan, elizabeth.patterson@edcc.edu, Rhonda

I think it is fantastic that Joe and Kimberly gave an industry perspective. This is an interesting new program and merits discussion with experts like them as well as a perspective on how to establish a program and practicum experiences in a variety of settings with the rapidly changing system under the pandemic and other transformation initiatives. I think getting this grounding at a BA and with an applied bachelor's degree is a good start for folks interested in health management/administration. My MHA shows me that there is a need for management expertise and knowledge gain that is not focused on an executive level position but instead on the daily operational roles that make the system tick – including how to take this curriculum to practicing professionals who may not afford or want to invest in a master's track. I'm happy to go any direction that you and Elizabeth decide.

Appendix 8:
Allied Health Center of Excellence
Letter of Support



Yakima Valley College • South 16th & Nob Hill Blvd. • PO BOX 22520, Yakima, WA 98907-2520
509.574.6863 • www.yvcc.edu/coe

January 14, 2021

Re: Edmonds College IHCM - BAS degree

To whom it may concern,

I am writing this letter to affirm that the Center of Excellence is excited to support Edmonds College's efforts to develop the BAS in Integrated Health Care Management. The development of this degree and its content is supported by industry, health care delivery partners, and national level organizations representing emerging trends in health workforce policy. The Center believes this degree will meet a growing demand for a workforce trained in integrated care delivery systems and management. The development of the degree was supported and informed by industry experts known to the Center, which enhances its credibility.

I look forward to seeing the progress of this degree program and its impact to the community.

Sincerely,

Dan Ferguson, Director
Allied Health Center of Excellence