



Applied Baccalaureate Degree Program

Respiratory Care

Program Proposal

Forms C and D

NEW DEGREE PROGRAM PROPOSAL

Introduction

The two-year respiratory care degree has been the foundation of the respiratory care profession since its inception in the late 1940's. As the profession has matured, the two year programs have not been able to adequately address the need for graduates with high level leadership training, research skills, advanced clinical diagnostic abilities, and competence in care plan development, protocol administration, disease management and patient education. To address the shift in standards, many programs in the state have moved general education requirements to prerequisites, which has made many two-year programs into three-year programs. In addition to the added time and money toward degree completion, this change has become problematic in that students cannot transfer easily to traditional bachelor's programs.

A Bachelor of Applied Science in Respiratory Care at Highline Community College will address these challenges, delivering a degree to students that meets industry standards, matches the need for this program in our state, and provides an advanced certification that matches students' time commitment.

Criteria 1 Curriculum Demonstrates Baccalaureate Level Rigor

1.1 Program Learning Outcomes and Assessment

Students who complete a BAS in Respiratory Care will be able to

- Apply advanced adult, pediatric and neonatal Respiratory Care concepts and effectively perform treatment plans.
- Demonstrate the fundamental research knowledge to interpret and apply scientific research information in the health care field.
- Demonstrate and practice team collaboration, leadership and management skills in varied health care settings.
- Effectively employ advanced practitioner competencies in the delivery of care in specialty cardiopulmonary areas.
- Deliver care that is culturally responsive, considering and respecting all dimensions of human diversity.
- Demonstrate ethical respiratory care practices.

The assessment of the BAS degree in Respiratory Care will use the same assessment process as other Highline Community College degrees. At HCC, responsibility for assessment of student learning resides squarely with the faculty. This approach allows faculty to focus on student learning outcomes for a specific course or program that are specifically meaningful to them, using assessments derived from their disciplines and pedagogy. The assessment process is supported and facilitated by the Standards, Outcomes and Competencies Committee (SOCC), a standing faculty committee comprised of divisional representatives and library faculty, with *ex officio* representation from instructional deans and the institutional researcher.

The college's assessment processes, guided by SOCC, facilitate a cycle of continuous improvement. Annual reports on assessment activities are submitted by academic department coordinators at the end of every academic year to the vice president for academic affairs, who reviews them before forwarding them to SOCC. The reports follow a structured, consistent format determined by the vice president. Using a common rubric, SOCC members review and evaluate the departmental reports prior to fall quarter. The evaluations are then sent to the vice president and the academic division chairs, as well as the department coordinators early in fall quarter. Departments meet with members of SOCC to review the evaluations and discuss possible improvements to their assessment activities, as well as planning for the current year's assessments. Follow-up contact between SOCC members and departments is available during winter and spring quarters as departments maintain momentum on their assessment activities.

In 2002, Highline Community College adopted a set of college-wide student learning outcomes (CWOs) that represent an integrated set of foundational knowledge, skills, and attitudes that prepare each learner for future academic and career success. These basic competencies create a foundation for a lifetime of self-directed learning, effective communication, and responsible citizenship. Highline's CWOs are:

Think Critically

The ability to identify and summarize assumptions, issues, and salient arguments, as well as to draw logically valid conclusions from statements, images, data, and other forms of evidence relevant to discipline- or occupation-specific content, and to assess the implications and consequences of conclusions.

Reason Quantitatively

The ability to comprehend, analyze, estimate, use, and evaluate quantitative information arising in a variety of situations and involving a combination of words, data sets, graphs, diagrams, and symbols.

Communicate Effectively

The ability to read, write, listen, speak and use visual and other nonverbal means of communication with clarity and purpose while being mindful of audience characteristics; to express original thought, to take a position and defend it using solid evidence and sound reasoning; and to recognize and consider the perspectives and contributions of others.

Demonstrate Civic Responsibility in Diverse and Multifaceted Environments

The ability to understand and interact productively and ethically with others in diverse local, national, and global communities with an informed awareness of contemporary issues, their historical contexts, and their personal relevance.

Develop Information and Visual Literacy

The ability to assess the information requirements of complex projects, to identify potential textual, visual and electronic resources, to obtain the needed information, to interpret, evaluate, synthesize, organize, and use that information, regardless of format, while adhering strictly to the legal and ethical guidelines governing information access in today's society.

Highline's college-wide outcomes are directly linked to course level student learning outcomes across the curriculum, including courses specific to the BAS in Respiratory Care. Further,

program-level outcomes are mapped to both course-level and college-wide outcomes. Continuous assessment of student learning at the course or program level ensures that the CWOs are also assessed regularly, providing the college with data for continuous improvement in all areas.

1.2 Program Evaluation Criteria and Process

Highline has an established process for reviewing AAS degrees that assures comprehensive examination, allows focus on pertinent areas, and requires timely action on recommendations. That process informs the foundation for the institution of regular review of BAS degree programs. A BAS program review will be scheduled every 3 to 5 years. The program review committee includes faculty representation from the department, division, and at large, and the Dean for Instruction for Professional Technical Education. The process includes collaboration with the Institutional Researcher. Unique to BAS degree review is the role of an external reviewer. The committee determines the focus points of the review process which typically include but are not limited to examination of the following information:

- Mapping of degree/program outcomes, college wide outcomes, curriculum and course alignment, and student learning outcomes
- BAS related industry relationships, meeting regularity, program contributions
- Student enrollment, retention and completion
- Surveys and/or focus groups of students determining satisfaction with feedback/recommendations
- Surveys and/or focus groups of BAS alumni determining satisfaction and feedback/recommendations
- Report of student work-based learning/internships, submitted by the student, employer and internship coordinator
- Data tracking employment in the industry post BAS graduation
- Employer satisfaction and feedback regarding graduate preparation, advancement opportunities, wage progression
- Opportunities for pathways to related master's degrees and actual student access

The process includes quantitative data collection, employer-industry, faculty, and student interviews, and student and alumni focus groups. The external reviewer conducts student and alumni focus groups and compiles the findings for the review committee.

The program review committee completes a self-study that includes relevant quantitative and qualitative data, recommendations and a time line for implementation. The external reviewer analyses the self-study and meets with the review team for final suggestions prior to report submission to the Vice President for Academic Affairs.

The program review self-study is submitted to the Vice President for Academic Affairs. The VP for Academic Affairs presents the review to the Executive Staff (President and Vice Presidents). The Executive Staff reviews the report, provides feedback and suggestions to be considered, and assists in identifying resources for implementation.

1.3 Course preparation needed by students transferring with a technical associate degree

Applicants to the BAS Respiratory Care program will possess an associate degree (or equivalent) from a CoARC-approved respiratory therapist program. The general education requirements listed in Table 1 below may be completed as part of their associate degree program OR during the BAS program. Students with related degrees will be considered on an individual basis. If accepted, these students will complete required AAS courses concurrently with the BAS.

1.4 Course work needed at junior and senior levels in the BAS, including general education components

In addition to the core courses that focus on respiratory care, the BAS degree includes general education requirements that stress effective writing, professional ethics, cultural competence, knowledge of global issues, and practical research methods. As previously mentioned, some of these general education requirements may be completed as part of the students' associate degree program OR they may be completed as part of the BAS degree program.

Table 1: RC BAS General Education Requirements (60 credits)

Distribution Area	Required Credits	RC BAS Gen. Ed. Requirements	Credits
Communication Skills	10 credits	ENGL& 101 English Composition ENGL& 235 Technical Writing	10 credits
Quantitative/Symbolic Reasoning Skills	5 credits	MATH 346 Statistics: Learning From Data OR MATH146 Introduction to Statistics	5 credits
Humanities	10 credits	PHIL 346 Professional Ethics COMST 320 Presentation Skills	10 credits
Social Sciences	10 credits	PSYC& 100 General	10 credits

		Psychology PSYC& 200 Lifespan Psychology	
Natural Sciences	10 credits	BIOL& 241 Human A&P I BIOL& 242 Human A&P II	10 credits
Additional General Education	15 credits	BIOL& 260 Microbiology CHEM& 121 Introduction to Chemistry HUM 300 Dying and Death; Cultural Influences	15 credits
TOTAL CREDITS	60 credits		

1.5 Coursework for the BAS degree

The RC BAS core curriculum is designed to provide graduate respiratory therapists with the competencies needed to assume new and increasing responsibilities in an ever-changing healthcare system. These competencies include; diagnostics, disease management, evidence-based medicine and respiratory care protocols, patient assessment, leadership, emergency and critical care, and therapeutics.

Table 2: Respiratory Care BAS Core Course Descriptions

BAS CORE COURSES		
Course Title	Credits	Course Description
RC 400: Leadership and Management for the Healthcare Profession	5	An introduction to basic principles of leadership and management and their application in the current healthcare environment. Course content includes: management theory, scope of management, project management, safety science, quality issues, budgeting, personnel issues and evaluation and application of management concepts.
RC 401: Advanced Neonatal and Pediatric Respiratory Care	5	This course is designed to provide the student with advanced knowledge of fetal and newborn cardiorespiratory anatomy, physiology,

		development, pathophysiology and care.
RC 402: Advanced Critical Care	5	This course focus is on the advanced medical and respiratory care of the critically ill adult patient. Emphasis is placed on cardiopulmonary assessment and treatment of trauma, post-surgical, cardiac and renal patients.
RC 403: Scientific Investigation	5	This course will provide the student with the opportunity to gain experience in application of the scientific method. Emphasis will be on literary inquiries, statistical analysis, research design and the preparation of material for publication. The student will develop an independent project on thesis proposal with the aid of a faculty advisor, and prepare and submit a final report prior to graduation.
RC 404: Ethics, Law and Healthcare	4	This course will provide a forum for discussion of current ethical, legal and professional issues. We will refer to historical and emerging controversies in health care and society that influence the patient-patient care giver relationship. The method of instruction will primarily be discussion of current issues.
RC 405: Disease Management	5	This course will provide students with an understanding of the etiology, anatomy, pathophysiology, diagnosis, and treatment of acute and chronic cardiopulmonary diseases. Emphasis will be on developing, administering, and modifying respiratory care plans using evidence-based medicine, protocols and clinical practice guidelines.
RC 406: Home Care/Pulmonary Rehabilitation (Alternative Sites)	3	This course focuses on the interdisciplinary approach to the rehabilitation of the adult pulmonary patient. Emphasis will be placed upon the multidisciplinary assessments, treatments and therapeutic techniques that the pulmonary rehabilitation team provides. The course is designed to prepare the respiratory therapist for practice in a rehabilitation specialty.
RC 407: Education Principles in Healthcare	4	An introduction to principles of education and their application to the current health care environment. Course content includes information on designing a lecture or course for the classroom, as an in-service or in a continuing education program. It focuses on assessing educational needs, organizing instruction, instructional methods and evaluation.
TOTAL CREDITS	36	

Criteria 2: Qualified faculty

Because the BAS in Respiratory Care is built upon the college’s longstanding and high-functioning associate-degree program, the new offerings can take advantage of the faculty expertise and energy that already exist within the department. By design, the new upper-division courses and the existing lower-division assignments will be shared among the department members, both part- and full-time. In this way, the program can align its teaching assignments with particular areas of faculty strength and can maintain full integration of upper- and lower-division studies.

Table 3: Respiratory Care BAS Faculty

Lead Faculty	Credentials
Bob Bonner	MEd, University of Washington; BA, California Lutheran College; RRT
Nicki Bly	BBA, American Intercontinental University; AAS, Highline Community College; RRT-NPS
Kayoko Mozley	MA, California Lutheran University; BA, Wayo Women’s University-Japan; AAS, Highline Community College; RRT
Adjunct Faculty	Credentials
Crisostomo M. Almajose	MD, Iloilo Doctor’s College of Medicine, Iloilo City, Philippines; BA, University of Washington; AAS, Highline Community College; RRT
Chris Henshaw	Professional Development Specialist, Virginia Mason Medical Center; MSN, University of Washington; EdD, Seattle University
Carl Hinkson	Interim Manager, Respiratory Care, Harborview Medical Center; MS, Northeastern University; BS, University of Kansas; RRT-ACCS; NPS
Jon Jahns	Director of Respiratory Care Services and Hemodialysis, Virginia Mason Medical Center; MA, Chapman University; BA, Seattle University; RRT
Kaur, Nirpalinder	Respiratory Therapist, Harborview Medical Center; MA, Punjabi University, Patiala, India; BA, Government College for Women, Punjab, India; RRT
Jim Kumpula	System Manager Respiratory Care Services, Swedish Medical Center; MA, CELL University; BS, University of Phoenix; RRT
John Salyer	Director Respiratory Therapy, Seattle Children’s Hospital; MBA, University of Utah; BS, University of Laverne; RRT-NPS; FAARC
Mary Thomas	Respiratory Care Supervisor, MultiCare Medical Center, Tacoma; MS, Troy University; RRT-NPS
Brett Thomazin	Interim Director of Respiratory Care, Cardiology and the University of Washington Medicine Sleep Center at Harborview Medical Center; MSHA/MBA, University of Colorado-Denver; BS, University of Nebraska-Kearney; RRT

The staffing plan anticipates three-member core faculty, with specialized coursework offered on an occasional basis by adjunct instructors drawn largely from the local healthcare community. Administrative support for the program will be provided by the addition of a BAS Director. In

light of the BAS program’s modest cohort size, the resulting 4.5 full-time equivalent (FTEF) staff is sufficient to maintain an upper-division student-to-faculty ratio of no more than 15-to-1. The particular distribution of faculty duties can be summarized as follows:

Lead faculty (3.0 FTEF, full-time): Highline’s lead instructor in respiratory therapy was recently honored by the Respiratory Care Society of Washington for his years of dedicated service to the field of Respiratory Care. He is tenured and currently holds the position of Respiratory Care Program Director. A Registered Respiratory Therapist, he has accumulated over 40 years of experience in the field, with 31 years of full-time teaching at the college level. He holds a master’s degree from the University of Washington and is active in a variety of professional organizations, locally and regionally. One of his co-instructors is also a Registered Respiratory Therapist and has over 12 years of college teaching experience and 13 years as a practitioner. Another co-instructor is a newly-hired, tenure-track faculty position. She has a master’s degree from California Lutheran University, 8 years of university level teaching experience, and 6 years as a practicing Registered Respiratory Therapist.

Adjunct faculty (1.5 FTEF): For the BAS program’s start-up year, the college has opted to retain an additional one-year, visiting appointment in the department for 2013-14. This instructor will assist with teaching and clinical supervision in the core associate-level curriculum, allowing the other faculty to take advantage of release-time for the development of the required upper-division courses and processes. Going forward, adjunct instructors will continue to supervise clinical rotations and, where advantageous, to teach specialized courses. The department is fortunate to have a stable, highly-qualified pool of regular part-time faculty who are willing to share their particular areas of expertise.

To its advantage, Highline offers one of the highest full-time faculty salary rates in Washington’s two-year system and was named one of the *Chronicle of Higher Education’s* Best Colleges to Work For in 2013.

In addition to the core faculty within the department, the BAS program will engage instructors from Highline’s liberal arts divisions to teach upper-division general-education and support courses. In most cases, these 300- and 400-level offerings will be taught by tenured faculty who have been reassigned to develop and teach the new coursework, with adjunct instructors serving as replacement faculty at the lower-division level.

Table 4: General Education Faculty

Name	Credentials	Courses
Glen Avantaggio	BA, University of Maine; PhD, University of Hawaii	PHIL 346
Bob Baugher	BA, University of Washington; MA, California State University, Fresno; PhD, Peabody/Vanderbilt University	HUM 300
Helen Burn	BS, The Evergreen State College; MS, Western Washington University; PhD,	MATH 346

	University of Michigan	
Vickie Ropp	BA, California State University, Long Beach; MEd, University of Alaska; PhD, University of Washington	CMST 320

Highline is fortunate to have 35 doctorate-prepared faculty among its tenured ranks. They will be given preference for upper-division assignments. In no case will upper-division courses be taught by anyone with less than master’s-level credentials.

Criteria 3: Selective admissions process, if used for the program, consistent with an open door institution.

As an Achieving the Dream (AtD) college and now AtD Leader College, Highline has been focused on building a scaffold for our Adult Basic Education and English language learning students to become successful college level students and enter our high demand professional and technical programs. Highline offers health care pathways and I-BEST programs that support academic achievement; stackable industry recognized credentials and employability skills; and seamless transitions to and through AAS degrees. Our health care faculty have partnered with ABE/ESL faculty to improve pedagogical approaches and learn about language acquisition to become effective in teaching this student population.

The diversity of students who have completed AAS degrees at our college over the past five years has risen steadily from 34% students of color to 41% students of color.

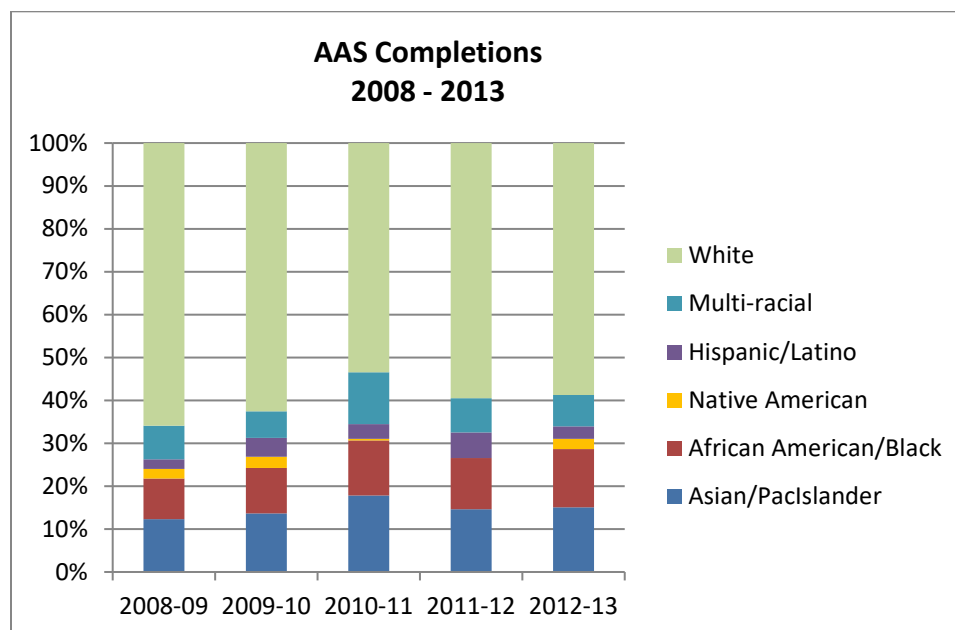


Figure xx. AA Completions at Highline Community College

Highline Community College’s Respiratory Care Associate of Applied Science program mirrors the remarkable diversity of the college in general. HCC is currently over 70% students of color, and the RC cohort is similarly diverse, as indicated in Table 5.

Table 5: Current breakdown of Ethnicity of Respiratory Care Students

	Asian/Pacific Islander	African American/Black	Hispanic/Latino	Native American	Multi-racial	White
Respiratory Care	27%	7%	3%	0%	11%	52%

The diversity in the program is varied and is rich, not only in ethnicity and linguistic backgrounds with the recent graduating cohort fluent in 14 languages, but also in age diversity with students ranging in age from 21 to 55. The program often includes several students who are in Worker Retraining and beginning a second career in mid-life. Each year several veterans complete the program as well as students who have letters of accommodation to provide needed access for identified disabilities.

The BAS in Respiratory Care will provide these students with the opportunity to continue their education in an institution that has already served them well. Because they provide a pathway for students who have received associate degrees in professional technical fields, BAS programs increase access for historically marginalized populations, which include women, people of color, first-generation students and those with limited financial resources.

Highline’s Respiratory Care faculty have partnered with Community Engagement and Outreach Services staff in hosting numerous school visits each year. Literally hundreds of middle and high school students from our exceptionally diverse surrounding school districts have opportunities to participate in active learning experiences with current RC students in the campus laboratory and classroom. 70% of the student population in our service area’s public schools qualify for free and reduced lunch, indicating the low income/poverty status for the majority of students. For many of these school-age students, most of whom will be first generation college students, engaging with our RC students and faculty is their first campus experience.

Highline Community College is home to the Puget Sound Welcome Back Center, in partnership with the California Welcome Back Centers, an entity that serves immigrants and refugees who were health care professionals in their home countries in accessing a health care career in the United States. Highline’s Welcome Back Center has over 800 participants. Respiratory Care is an appropriate pathway for some. Seven physicians trained in other countries have entered and successfully earned AAS degrees in Respiratory Care.

Ensuring a diverse cohort of RC students is key in preparing trained Respiratory Therapists with the needed cultural and linguistic capital to serve today’s increasingly multicultural patient population. The student populations at Tacoma and Seattle Central Community Colleges are also ethnically and age diverse. Given the existing representation of working graduates in the profession, and the continued vigilance in promoting the profession to our diverse communities, we anticipate students with a breadth of diverse dimensions entering the BAS program.

Admissions

Our plans anticipate modestly-sized cohorts. We will employ a selective admissions process. Our admissions department will coordinate the admissions processes required for entry into the BAS program. Highline will use minimal admissions criteria, using criteria that ensure students are prepared for upper-division coursework. This reflects our continued commitment to both student access and success.

For the BAS in Respiratory Care, the admissions criteria include:

- a. General admission to HCC, which means that students are at least 18 years of age or have completed high school.
- b. Paid admission application fees.
- c. Completed BAS-RC application submitted to the admissions office.
- d. Professional certification as a Registered Respiratory Therapist (RRT) from the National Board of Respiratory Care.
- e. An associate degree from a CoARC-approved, regionally accredited respiratory therapist program.
- f. An overall grade point average (GPA) of 2.5 (on a 4.0 scale) for college course work is required to be eligible to apply. In addition, student transcripts must document an individual course grade of no less than "C" on each prerequisite course in math, chemistry, physics and biological sciences.
- g. A minimum of one year of employment as a Respiratory Therapist. Documentation from employer indicating length of employment must be provided.

Offers of admission will be made to the first 24 qualified candidates who have submitted a complete application by the published deadline. Additional students will be placed on a waitlist.

Criteria 4: Appropriate student services plan.

For our students in the BAS program, we have employed a full-time director. His main responsibility will be to act as a point of contact with students, helping them to navigate the enrollment and funding process. He will work closely with each BAS faculty coordinator and with student services, including admissions, financial aid, advising, veteran's services and registration. The BAS director will also help with outreach to prospective students and prospective employers. He will track all BAS students through the startup process as they complete their application packet, develop a funding plan, formulate a long term plan for classes, and register for classes. He will also facilitate support services when needed during their training. In addition to this director, the college will fund an additional half time position in student services in order to provide even more support in admissions and financial aid for BAS students.

As part of the network of customized services that the director and his assistant will offer BAS students, the college has planned specific resources to support student success.

Academic Advising

Advising availability and accuracy are critical to BAS student success:

- During the academic year, there will be information sessions for prospective BAS students. These faculty-led sessions will cover the admissions requirements for each BAS program, application deadlines, learning format, funding sources, and other pertinent program information.
- Drawing from what has proven to be a successful strategy with our two-year professional-technical programs, BAS students will be assigned a faculty advisor in the BAS program. Faculty advisors in the professional-technical departments review and approve initial applications for graduation. With a faculty advisor, BAS students will consistently receive the most complete, accurate and current information not only on graduation requirements, but also on industry trends and connections. Further, this faculty-driven advising model leverages classroom relationships between students and their instructors, providing yet another avenue for engagement and retention.
- Our BAS students will also have the seamless support made possible by the Educational Planning and Advising Center (EPAC). While faculty will handle in-program student advising, EPAC will work closely with the instructional department in order to offer advising to students when faculty are away from campus as well as support students who are seeking admission into the program.

- *Career Advising*

Highline is prepared to serve BAS students with resources and guidance to support their transition:

- Our Transfer Center will identify appropriate resources for BAS candidates whose intentions are to continue further on their academic path, including bridges to Masters level programs. This center will serve as a resource for BAS students who are exploring options for future graduate studies. The Center will identify appropriate resources for BAS students whose intentions are to continue further on their academic pathway, including bridges to Masters-level programs.
- Highline's BAS faculty will develop articulation agreements with specific graduate programs and communicate the information to the Transfer Center. As with all of our transfers, the faculty advisors will guide the students in what classes they need to focus on for their chosen career path.
- RC-BAS students will already be employed, and in most cases, looking to upgrade their skills to advance in their current positions or in similar positions at other medical facilities. To successfully assist program graduates with placement, our counseling center is acquiring resources about placement opportunities relevant to these new career pathways. These resources will be available in individual sessions and in curriculum for career exploration courses.

BAS students tend to be older students with more challenges and needs than traditional student populations. Along with the general services for BAS support, we will provide care for students in the BAS program who are struggling and for special populations that might need additional attention. Toward this end, the BAS director will meet one-on-one with students who need special consideration. If needed he will set follow-up appointments with faculty, counseling, access services and/or veteran's services. Along with our director's response to students in need, we have designated several services to address retention and success for our BAS cohorts:

- *Academic Early Alert*

Our program design emphasizes close contact between the students and their lead instructors, who will act as the students' academic advisors. At the midterm of the first quarter, a grade check will go to each student and primary faculty advisor. Students who have earned below a 2.5 in any of their core classes will be required to meet with their advisor. An appropriate plan for additional support will be developed between student and advisor. In addition, regardless of their GPA, all students will also be required to meet with their advisor at the end of their first quarter, as well as at their 45-credit threshold, to assess their progress.

- *Academic Support Center*

The HCC tutoring center will assist BAS students in both general education courses and core courses through a variety of tutoring techniques, addressing individual needs in a constructive environment. The department will work closely with the tutoring center to have peer tutors available for students in the program, as we do with many of our existing programs. BAS students may use the HCC Writing Center for help with writing in any class or see one of the math support tutors for assistance with quantitative literacy in any of their courses.

- *Veteran's Services*

In Enrollment Services, Veterans Services is the liaison between the federal Veterans Affairs (VA) and veterans and dependents, helping veterans use their VA benefits for their education at Highline. This office connects students with on and off-campus resources to meet needs that may be affecting their academic performance. Students can also access one-on-one counseling or support in a group setting through Dropzone, which is an informal social gathering of veterans, dependents, and allies to discuss anything of concern or interest to the students. A veterans club through Student Leadership will provide more opportunities for advocacy and community-building. Counseling Services supports veterans by providing ongoing counseling for issues related to adjustment to college, PTSD symptoms, stress management, and symptom management. Our counseling department also provides referrals to appropriate long term services such as VA, counseling for serious impairments and other specialized support.

In addition to the services focused toward creating a robust support system for our BAS students, other student services will change to serve the new BAS cohorts.

- *Financial Aid*

Highline will provide a comprehensive financial aid package to all admitted and eligible BAS students. Financial Aid will work to ensure that students have access to as wide a variety of funding options as possible and will consider the unique needs of special populations, such as veterans. Required documents and deadlines will be consistent for all Highline students. Aid will be packaged based on eligibility and availability of funds. The Financial Aid Office will make available orientations, workshops and advisor appointments. The Financial Aid Director and her staff are committed to helping students understand the financial aid application process and guidelines. Our Financial Aid office is preparing for the unique needs, experiences and situations of the BAS

student. Our Financial Aid Office has been in contact with the Department of Education and Department of Veterans' Affairs. We are prepared to submit the required program updates to those entities as soon we receive approval of our Substantive Change Prospectus from the Northwest Commission on Colleges and Universities (NWCCU).

- *Library*

A critical part of student success is access to appropriate and plentiful resources for research. The library has several databases, specifically *Science Direct* and *Academic Search Complete*, that will provide full-text access to evidence based literature in health sciences professional and scholarly journals. The library's interlibrary loan service provides relatively fast access (2-4 days) for articles not immediately available in full-text, such as those found using *Medline*. The Library reference staff has experience in working with students conducting research at the undergraduate and graduate levels, including doctoral work. Specifically for health sciences, if the library staff finds its current training and experience insufficient to meet students' needs, it is quite open to bringing in medical librarians for training purposes, and investigating partnerships with health sciences libraries.

- *Instructional Computing*

Recognizing that the right tools are critical for academic success, HCC has invested significant resources in technology. Our college has a dedicated instructional computing department (IC). Separate from our administrative technology department, the focus of IC is centered on the needs of the student. This department ensures that we have quality facilities, technical support, equipment, systems and resources adequate for the high-demand technology needs required for student success. Open extended hours and featuring 15 classroom labs and 3 drop-in labs areas, the Instructional Computing Center makes both computing resources and human expertise readily available to all students. This ICC is in addition to 13 classroom or open labs throughout campus and other satellites both on- and off-campus.

Coupled with the eLearning platform, the integrated myHCC system gives students the mobility they need to work in any location. From financial aid status to educational progress, online services provide transparency and protected access to student record information. Specifically in anticipation of the BAS students and their needs, HCC is preparing by adding additional equipment and resources, including staffing. BAS students will receive comprehensive and extensive technology access and support services from HCC.

- *Access Services*

A core value of HCC is *access* and that is just what BAS students will receive from the skilled staff in this department. Access Services supports and assists students who have disabilities with campus and classroom accommodations. Reasonable accommodations include services like interpreting, transcription, alternate format textbooks and alternative testing.

- *Registration & Records*

BAS students will receive attentive registration services and accurate and safe record-

keeping from our Registration & Records department. To prepare for our BAS programs, course adoption forms will be authored and submitted, and permissions for programs and degrees obtained. All systems will be updated from degree audit to SMS to ensure that BAS students are served and included. BAS students can go to Registration & Records for any needs related to transcript evaluation, degree posting and transcript generation.

- *Campus Community*

We are prepared to offer the BAS student an experience that extends beyond the classroom. The co-curricular and extra-curricular activities we offer will work in unison with the classroom experience to ensure BAS student success and retention. Our college is well-regarded among our peer institutions and recognized as a leader in the area of student leadership and engagement. In our most recent accreditation visit, we received compliments for our innovative and exemplary programming in this area. We are excited to provide this experience to our incoming BAS students and welcoming them into our campus community through opportunities for:

- Service: student governance, advocacy, leadership jobs
- Engagement: clubs, organizations, Intercultural Center (a physical space with resources to explore and celebrate culture and diversity)
- Formal Learning: First Fridays Leadership Institute, Winter Leadership Retreat, MLK Week, Unity through Diversity Week, Students of Color Conference

Criteria 5: Commitment to build and sustain a high quality program.

As noted earlier in this application, Highline Community College has kept sustainability at the center of its BAS development. The institution's plans are intentionally modest and conservative. The college's goal is to offer the BAS opportunity to a limited number of students in a manner that is highly efficient, making extensive use of the existing infrastructure, faculty expertise, and curricular resources of the longstanding AAS Respiratory Care program.

Financial projections: The college's financial model for its BAS programming is built on a projecting funding mix of roughly 50-percent tuition income and 50-percent institutional base-budget investment. Currently, BAS tuition rates in Washington average roughly \$7,500 per annual full-time equivalent (FTE) student, a planning figure that Highline intends to match locally dollar-for-dollar, bringing the annual support to \$15,000 per FTE. This 50-50 funding ratio roughly approximates the institution's current mix of state and local funding streams for its other, existing programs and arguably represents a generous allocation of base-budget funds, given the heavy dependence on tuition revenue at the state's other baccalaureate institutions.

Target enrollments have been set conservatively at 15 FTE, yielding a modest overall program budget of \$225,000 annually (15 FTE enrollments at \$15,000-per-FTE).

Because the program can utilize the existing laboratory facilities and instructional technologies associated with the existing AAS-level curriculum — and because the organizational home for the degree will remain within established departmental structures — the projected, new expenditures for the BAS option are almost entirely in direct-service personnel. The remainder of the program's expenditures will primarily be in additional paraprofessional lab assistants,

part-time faculty, supplies and materials, marketing, and professional development. Effective July 2013, Highline appointed a full-time, mid-level manager (\$90,000 annual salary and benefits) to oversee the start-up administration of the college's four planned BAS offerings. For budgeting purposes, that position's costs have been distributed proportionately (0.25 FTE each) among the suite of BAS programs.

Table 6: Five-year projection of expenditures and revenues for the BAS start-up phase

Highline Community College Financial Projections--BAS, Respiratory Care						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	
<u>Revenues:</u>						
State Support	\$ 75,000	\$ 78,833	\$ 77,700	\$ 77,700	\$ 77,700	\$ 77,700
Local Support	\$ 24,875	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees	\$ 78,600	\$ 143,350	\$ 164,250	\$ 164,250	\$ 164,250	\$ 164,250
Total Revenue	\$ 178,475	\$ 222,183	\$ 241,950	\$ 241,950	\$ 241,950	\$ 241,950
<u>Expenditures</u>						
Full-time faculty position	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Part-time Faculty	\$ 11,100	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000
BAS Director (.25 of 1.0 FTE)	\$ 15,225	\$ 15,225	\$ 15,225	\$ 15,225	\$ 15,225	\$ 15,225
Student Services support position	\$ 19,250	\$ 19,250	\$ 19,250	\$ 19,250	\$ 19,250	\$ 19,250
Paraprofessional Lab Assistant	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Benefits	\$ 39,975	\$ 44,075	\$ 44,075	\$ 44,075	\$ 44,075	\$ 44,075
Professional Development	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500	\$ 1,500
Supplies	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500
Library Materials	\$ 4,375	\$ 4,375	\$ 4,375	\$ 4,375	\$ 4,375	\$ 4,375
Equipment	\$ 2,450	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Marketing	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
Equipment Replacement Reserve	\$ -	\$ 30,158	\$ 48,425	\$ 49,925	\$ 48,425	\$ 48,425
Total Expenditures	\$ 178,475	\$ 222,183	\$ 241,950	\$ 241,950	\$ 241,950	\$ 241,950

Because the planning effort has been integrated with routine processes and governance structures of the college, no other significant expenditures have been associated with the development of the new degree.

The institution's non-tuition, base-budget support —\$112,250 annually— will be drawn from local reserves in Year 1. The college has identified sufficient opportunities for base-budget reductions, going forward, to reallocate the \$112,250 from curtailed low-enrollment programming by Year 2. The long-term budgetary and financial implications for the entire institution are therefore expected to be minimal.

Criteria 6: Program specific accreditation.

Highline's AAS Respiratory Care program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). The program successfully completed its accreditation renewal in

October 2013. While there is currently no programmatic accreditation available for post-professional degree respiratory care programs, CoARC accreditors were extremely supportive and encouraging of the College's plans for developing a BAS-RC degree pathway.

Criteria 7: Pathway options beyond baccalaureate degree.

Multiple master's degree pathway options within our geographic area as well as designed to serve the working student are available for graduates of the BAS in RC.

Central Washington University will offer a new Master's Degree in Administrative Management beginning fall 2014. This degree will be offered at the Des Moines location, co-located with Highline's campus. Lorie Stehle, CWU's Director of Online Learning has reviewed the curriculum for the BAS in Respiratory Care and stated that graduates of that program would be well prepared candidates for Central's Master's in Administrative Management. CWU intends to use a hybrid delivery with evening classes catering to working professionals. This master's pathway option will be attractive for place bound graduates seeking to continue their higher education.

Dr. Christopher Johnson, the expert reviewer from the University of Washington's College of Public Health, stated that UW's Executive Masters in Health Administration (EMHA) would be an excellent choice for BAS RC graduates. The cohort meets once a month on a weekend (Thursday, Friday, and Saturday) and is generally composed of people with full time employment working in a health care setting. They have students from many clinical portions of the health care system in the EMHA Program.

Dr. Christine Henshaw, expert reviewer and Professor Emeritus from Seattle Pacific University, stated that BAS RC graduates would be well prepared to enter that university's education, healthcare administration, business administration, and public health master's degree programs. Dr. Steven Rude, professor of biology at Bastyr University reviewed the BAS RC curriculum for potential articulation and reported that graduates of our program would be good candidates for any of Bastyr University's masters programs (MA and MS) in the School of Natural Health Arts and Sciences or School of Traditional World Medicines, or for the doctoral program (ND) in the School of Naturopathic Medicine.

Criteria 8: External expert evaluation of program.

Two doctoral level expert reviewers were consulted to review the program proposal: Dr. Christine M. Henshaw and Dr. Christopher Elliott Johnson.

Our first reviewer, Dr. Christine Henshaw, earned her doctorate in educational leadership and has worked as a nurse for the past 25 years. She is currently an educator for new nurses at a large urban medical facility. She has also worked as an instructor for a respiratory care program for the past ten years. In addition to participating in numerous accreditation activities, she has been a program chair for a nursing program in a community college and as associate dean for undergraduate nursing in a university.

Dr. Henshaw believes that our program will “help respiratory care practitioners become better prepared to meet the demands of the field into the future,” especially when compared to the general bachelor’s degrees that have not focused on this specialized field: “This program is a complementary blend of advanced respiratory knowledge and knowledge in supportive disciplines such as leadership and ethics.”

She praised our program’s response to a growing need in the field and commended our outcomes and plans for program assessment. She felt the general education requirements would provide a strong foundation and that the core curriculum was well-rounded.

Dr. Henshaw commended our commitment to diversity in both our admissions criteria and in our current associate’s degree program. She praised the elements of the program that were geared to student success: small class sizes, close faculty student interaction, a BAS director, support staff and commitment to relationships with graduate schools.

Dr. Henshaw recommends several changes to the proposal:

- She would like to see us change the program outcome concerning research because she feels that students at this level can’t independently conduct research, though they should have the skills to be able to interpret scientific evidence, to base practice decisions on evidence, and to participate in research projects. In response to her concerns, we changed the wording of this outcome in question to stress that research is used in terms of interpretation and application.
- She would like to see inclusion of safety science in RC 400 because this content is essential in preparing high-level practitioners of the future. She added that if the intention is already there, we should emphasize this information. We changed the course description to highlight the presence of this content.

Dr. Henshaw also recommended that we clarify the library resources that relate specifically to our respiratory care BAS students and we have done so in this application.

Our second reviewer, Dr. Christopher Elliot Johnson, is an Associate Professor of Health Services, Director of the Graduate Program in Health Services Administration, and the Austin Ross Chair in Health Administration in the Department of Health Services in the School of Public Health at the University of Washington. Dr. Johnson is known for work that seeks to understand how health care organizations and communities impact health care outcomes for veterans, underserved populations, and the elderly. He has worked extensively in developing healthcare programs at the masters and doctoral level, procured funding for and led national research consortia, and worked in quality assurance in healthcare. He is currently a Fellow for the Commission on the Accreditation of Healthcare Management Education.

Dr. Johnson echoes the need for respiratory therapists to earn advanced certification, and he complemented many key aspects of the program proposal. He felt that students would be well prepared for graduate healthcare management programs at the University of Washington because of aspects of our proposed program that fit nicely with expectations they have of their own students, particularly in relation to the competency-based focus and because of our outcomes concerning leadership and management skills. In addition, he complemented our comprehensive program assessment plans and the impressive diversity of our current programs.

In terms of suggestions, Dr. Johnson recommended several curriculum alternations:

- He suggested that students take a basic accounting, finance or economics course because these would fit into the administrative roles that our BAS graduates will be competitive for. From our planning meetings with representatives of respiratory therapists at management levels working in medical centers and with respiratory therapists working in clinics and home care, the resounding need was for a foundation in statistics to support understanding about and appropriate use of scientific data. The respiratory therapists entering this BAS program will have completed accounting or business mathematics in their AAS degree.
- He suggested the addition of a standalone quality improvement course in the curriculum (instead of as a part of the leadership and management course), given the importance of this topic in terms of patient care and reimbursement. However, because the issues of quality assurance are addressed in additional courses like Ethics, Law and Healthcare and Professional Ethics as well as integrated in each RC advanced medical knowledge course, a standalone quality assurance class is not necessary. Our approach to incorporating quality with the principles of management and leadership is aligned with the approach used by successful bachelors of applied science in RC at another state university (University of Kansas).
- Dr. Johnson wondered why RC 407 (Education Principles in Healthcare) was included. RC 407 includes curriculum development and teaching methodology because management level respiratory therapists are responsible for professional development of their colleagues and related staff. For some positions, this is a focus so preparation in the area of adult learning and teaching is pertinent.

In terms of career advising, Dr. Johnson wanted to be sure that we would offer career advice as far as post graduate opportunities. Given the demographics of our student body, he felt that if they are encouraged and offered opportunities for graduate school examination prep/help (GRE, GMAT, etc.), our BAS students will be very attractive to graduate programs. He stressed the difficult time his program has finding qualified and competitive minority and/or lower socioeconomic status students. In order to discuss these opportunities at an early stage in their degree process and to inform students about the opportunities that graduate education provides, we will have a Career Development Center for students. We will also have support for the GMAT and GRE at our Transfer Center for BAS students. In addition, our respiratory care faculty are well-versed in advising students on pathways to higher education.

Appendix A. Expert Reviews (Full Text)

Reviewer's Qualifications

Your full name Christine M. Henshaw, EdD, RN

Bachelor degree Washington State University, BS, Nursing

Master's degree University of Washington, MN, Nursing

Please provide a brief biography highlighting your expertise in this field. Two to four paragraphs.

As a registered nurse for 35 years, I have worked closely with respiratory care practitioners. I taught nursing for 25 years in associate, bachelor, and master's degree programs in community colleges and universities. I have held leadership positions in education, having served as program chair for a nursing program in a community college and as associate dean for undergraduate nursing in a university. I have also been an adjunct instructor in respiratory care for about 10 years, teaching cardiac and emergency response content. My current position is as an educator in a major urban medical center where I work with new nursing staff in critical care and step-down units, again working closely with respiratory therapists in providing care to patients and in providing training opportunities for new nursing staff.

I have participated in and been responsible for a number of accreditation activities, both for institutional accreditation as well as specialized accreditation. I have been involved in a number of curriculum development and revision processes, and have consulted internationally on nursing curriculum development. I have provided workshops to nursing faculty at regional nursing programs on a variety of issues, and have authored textbook chapters and articles on issues in nursing education.

Overall Summary

Please provide an overview of your opinion of the proposed BAS. Be sure to include whether or not the graduates of the program would be good candidates for your Masters or Doctoral programs. This should be ½ to 1 page in length.

The Bachelor of Applied Science in Respiratory Care degree at Highline Community College is a well-considered program that is in alignment with the College's mission, matches the College's core themes, and meets the needs of learners in the community. The program will be appealing to busy health care practitioners who are interested in advancing their education. As healthcare becomes more complex, educational requirements are increasing in a variety of healthcare fields, and this program will help respiratory care practitioners become better prepared to meet the demands of the field into the future. In the past, respiratory therapists have had to seek generic bachelor's degrees that have not focused on their specialized field. This program is a complementary blend of advanced respiratory knowledge and knowledge in supportive disciplines such as leadership and ethics. This allows therapists to advance their careers while staying close to their field of interest.

Because this degree builds on the strong foundation of the existing associate degree in respiratory care at Highline Community College, it will enjoy the reputation and success of the current program. Building on the same faculty, while adding specialists to supplement, ensures consistency and continuity in an already successful program.

Evidence shows respiratory care will continue to be an occupation in demand. Providing therapists with advanced education will prepare leaders for respiratory care into the future. Highline's history of providing excellent education to a diverse student body makes Highline an ideal location for this new degree.

Although I am no longer employed in a university, I believe this program will well prepare graduates for master's level programs in a range of disciplines. Education, healthcare administration, business administration, and public health are all possible target degrees for graduates of the BAS.

I believe this program fills a growing need and will be very popular. The curriculum is in line with other health-related bachelor's programs and will prepare graduates with important competencies in the health care environment of the future.

Specific Commentary

In this section please provide feedback, specifying page and paragraph of items you

- **Especially like**
- **Would like to see changed**
- **Additions you think would enhance the program**
- **This section can be as long as needed**

What I especially like about this program:

1. Pages 3-4, outcomes assessment: The existing outcomes assessment process appears to be strong and thorough, and is appropriate for the BAS degree. Matching the assessment processes for associate and bachelor's degrees is an advantage in that it minimizes variability across programs and ensures all programs are held to the same, and presumably high, standards. The college-wide outcomes are clearly defined and amenable to assessment; they are comparable to outcomes for universities.
2. Page 5, program assessment: As above, the program assessment process matches the associate degree process which allows for consistency across the campus. A thorough process for assessing students, graduates, employers, test scores ensures a quality program that meets the needs of students, employers, and the community.
3. Page 7, general education: The general education requirements for the program represent a wide range of knowledge areas that provide a strong foundation for baccalaureate study. Strong science courses augmented by communications, philosophy, and humanities will help prepare learners for advanced courses.

4. Pages 7-8, BAS core curriculum: The BAS Core Curriculum is well-rounded and addresses the needs of the bachelor's prepared health care professional. Coursework in leadership, education, scientific investigation and health-care ethics are standard in other bachelor degree programs. The remaining coursework is specific to respiratory care and will expand the practitioner's knowledge base and competency in providing care to patients.
5. Page 10, addition of BAS director and use of existing faculty to staff the program: The current faculty have a proven track record of preparing excellent graduate and will serve as the core of the new program, providing continuity with the BAS program. The use of strategic adjunct faculty will supplement their knowledge and expertise. Highline has an excellent reputation in the community and can draw on many colleagues to provide the specialized knowledge necessary to meet the bachelor's level competencies needed.
6. Page 12, diversity. The diversity of students in the associate's degree respiratory care program is impressive. The opportunity to build on that diversity, and to provide diverse students with advanced degrees will strengthen the college and the community.
7. Page 13, admission criteria. Having few admission criteria will make the program accessible to a diverse group of students. Small enrollments will ensure close faculty-student interaction, promoting student success.
8. Page 14-15, support staff. Additional, targeted support staff will promote student success. Relationships with graduate schools will further open opportunities for students to continue their education and advance their careers.

What I would like to see changed:

1. Page 3, program outcome on research: I don't believe the bachelor's level allows sufficient time to acquire the skills needed to conduct research. I do think bachelor's prepared practitioners should acquire the skills to be able to interpret scientific evidence, to base practice decisions on evidence, and to participate in research projects, but not to independently conduct research.
2. Page 7, RC 400: I would like to see inclusion of safety science in this course. The Institute of Medicine and various regulatory agencies have called on healthcare to eliminate health care defects and ensure patient safety. Inclusion of content in this area is essential in preparing high-level practitioners of the future. Perhaps the intention is to include that information already; I recommend calling it out specifically.

Recommended enhancements:

1. Page 16, library services: Collaboration with librarians, specifically for scientific investigation, will be crucial for the BAS students. Additional training for librarians may be necessary to ensure access to evidence-based literature for health care, and support as students learn and apply research techniques. Partnership with other health sciences libraries, if not already in place, may be beneficial.

Reviewer's Qualifications

Your full Name Christopher Elliot Johnson

Bachelor degree *United States Naval Academy, History*

Master's degree *NA*

Doctoral degree *University of Minnesota, Health Services Research, Policy, and Administration*

Christopher E. Johnson, Ph.D. is currently an **Associate Professor of Health Services, Director, Graduate Program in Health Services Administration, and the Austin Ross Chair in Health Administration in the Department of Health Services** in the School of Public Health at the University of Washington. Dr. Johnson is best known for work that seeks to understand how health care organizations and communities impact health care outcomes for veterans, underserved populations, and the elderly. Dr. Johnson and colleagues at the Department of Veterans Affairs Rehabilitation Outcomes Research Center of Excellence studied the impact of community and Veterans Affairs nursing homes on the provision of care to residents diagnosed with stroke and the general quality of care for veterans within the long-term care system. Dr. Johnson was in the first group to be awarded a Veterans Affairs Health Services Research & Development Merit Review Entry-level Program Career Development Award, a non-clinical Ph.D. highly competitive multi-year grant designed to assist new researchers transition to mid-career success.

Dr. Johnson's early work focused on the provision of care within medical groups within managed care environments, which resulted in two national best paper awards, including one from the AcademyHealth. Dr. Johnson previously evaluated three different Medicaid demonstration programs (Provider Service Networks and Minority Physician Networks) as well as studying the impact of Health Services and Resources Administration's Community Access Program on the availability of insurance and health services to underserved populations in South Florida. He examined quality indicators and the impact of litigation on nursing homes in Florida and in the United States. This research was crucial in the passing of a long-term care reform bill in Florida that addressed concerns about decreasing quality and the impact of litigation on the financial viability of the long-term care system. This work in Florida continues and The Commonwealth Fund funded the follow-up examinations of nursing home staffing. He has led and participated in grants funded by the National Science Foundation, The Commonwealth fund, Robert Wood Johnson Foundation, Agency for Healthcare Research and Quality, Veterans Affairs Health Services Research & Development, State of Florida's Agency for Health Care Administration, Novartis, and HealthGrades, Inc. He was a founding member of the National Science Foundation's Center for Health Organization Transformation, a national Industry/University Cooperative Research Center. This partnership with Texas A&M University, Georgia Tech University, Penn State University, Northeastern University, Rush University, and University of Michigan brings together 20 large health systems around the United States together for applied research projects in their settings.

Dr. Johnson is a member of the Editorial Board of the journal Health Care Management Review, is an officer in the Health Care Management Division of the Academy of Management, and currently serves as a Fellow for the Commission on the Accreditation of Healthcare Management Education.

Overall Summary

The Bureau of Labor Statistics believes that respiratory therapists will be in demand. There is an expected 28% growth in the number of positions available for this job during 2010 – 2020 and the growth rate is higher than other occupations in the economy. This higher than average growth is fueled by the increasing numbers of middle aged and elderly that will populate hospitals and nursing homes and require respiratory therapists' services. The clear advantage of a Bachelors in Respiratory Care over an Associates Degree in the same field is that some institutions are moving toward this as the required degree when hiring new employees. I was also able to find evidence that the field is moving toward requiring a Bachelors degree for new graduates. Therefore, this new BAS fits nicely within the strategic vision of where the field is headed in the future.

I direct a series of degrees relate to healthcare management – a Master of Health Administration (MHA) and Executive Master of Health Administration (EMHA). I also contribute to the oversight of the Master of Health Informatics and Health Information Management (MHIHIM) program. The MHA has a two-year traditional “day” structure. This degree is probably not the best fit for BAS graduates who must maintain employment while in school. Working full time will conflict with courses that are offered during working hours. The two degrees that BAS graduates might find interesting are the EMHA and MHIHIM degrees. Both are structured with the expectation that the students enrolled in the programs are full time employees. The students in the EMHA program have roughly an average of eight years of health care or management experience while it varies a bit more in the MHIHIM program. Good portions of the EMHA students have clinical experience of all types, so they would feel comfortable within the classroom. A number of MDs and nurses take our Certificate Program in Medical Management and transfer those courses to our EMHA (when they enroll).

The admissions decision process is very different in our EMHA program because there is no GRE or GMAT requirement. Admissions decisions are made based on academic record, work experience, personal statements, and recommendations. I can see BAS graduates enrolling in this program. The courses are taught over the weekend once a month.

The Department of Health Services offers a PhD in Health Services Research. This is a very quantitatively focused degree that is designed for students interested in learning how to succeed in the multi-disciplinary health services research field. Since it is a quantitatively rigorous degree, BAS graduates might need extra coursework in statistics, health economics, and advanced mathematics in order to be properly prepared for this degree. This is not to say that BAS graduates should not consider this as a degree option. However, the way the proposed

degree is structured, it would more than likely require that BAS graduates take additional coursework in order to be successfully admitted into the program.

I make more specific comments below, but overall I think this is an interesting degree proposal that will fill a need and also provide potentially new students for my programs. I find nothing in the proposal that would prevent its successful implementation. I wish you the best of luck in this interesting endeavor.

Specific Commentary

“Demonstrate and practice team collaboration, leadership and management skills in varied health care settings.” Page 3, paragraph 4: These are skill sets that fit nicely with the expectations that we have in our University of Washington healthcare management programs. We look for students that possess these skills so the graduates of the BAS could potentially be a good source of students for our programs. Our degree programs use a team-based learning cohort model and we look for applicants that can demonstrate that they have been exposed to a team work environment.

“In 2002, Highline Community College adopted a set of college-wide student learning outcomes (CWOs) that represent an integrated set of foundational knowledge, skills, and attitudes that prepare each learner for future academic and career success. These basic competencies create a foundation for a lifetime of self-directed learning, effective communication, and responsible citizenship.” Page 4, paragraph 2: It was nice to see that these students will be coming from a competency based education experience. We use the same approach in our graduate degree programs so BAS graduates would feel at home within our National Center for Healthcare Leadership competency model.

“The committee determines the focus points of the review process which typically include but are not limited to examination of the following information:” Page 5, paragraph 2: I thought this was an excellent and comprehensive list of information that will be gathered as part of the continuous improvement process. We gather similar information about our programs and many changes to our curriculum and administrative processes were the result of these data gathering efforts.

“In addition to the core courses that focus on respiratory care, the BAS degree includes general education requirements that stress effective writing, professional ethics, cultural competence, knowledge of global issues, and practical research methods.” Page 6, paragraph 3: If students are considering pursuing a more administrative role within respiratory care, might they not take a basic accounting or finance or economics course as part of their curriculum? Given the current health care environment, understanding how accounting, finance, and/or economics work might

be helpful for your students. I understand that there is a basic management course included in the degree, but it might strengthen this BAS if practical management issue were stressed a bit more in the curriculum.

“The RC BAS core curriculum is designed to provide graduate respiratory therapists with the competencies needed to assume new and increasing responsibilities in an ever-changing healthcare system.” Page 7, paragraph 1: Lumping quality improvement into a leadership and management course probably is not the best idea given the importance of quality improvement both in terms of patient care and how quality impacts reimbursement within the health care sector. I do not know where you would add this, but I would expect that there would be a standalone quality improvement course somewhere in the curriculum. There seems to be quite a bit lumped together in RC 400, but it is 5 credits so perhaps it can accomplish its mission. Also – I am not certain why RC 407 is included as part of this curriculum. I know very little about respiratory care as a profession, but it is not clear to me why BAS students need to know how to design a lecture or a course.

“Because the BAS in Respiratory Care is built upon the college’s longstanding and high-functioning associate-degree program, the new offerings can take advantage of the faculty expertise and energy that already exist within the department.” Page 9, paragraph 1: The faculty for this program contains a nice mix of real world relevance and academic rigor. This is something that the students in my healthcare management programs seek and I expect that the new BAS students will find this experience mix rewarding.

“The diversity of students who have completed AAS degrees at our college over the past five years has risen steadily from 34% students of color to 41% student of color.” Page 11, paragraph 3: This is a very impressive statistic!

“Highline is prepared to serve BAS students with resources and guidance to support their transition:” Page 14, paragraph 4: Do you plan on offering career advice as far as post graduate opportunities for students with this degree? Given the demographics of your student body, if they are encouraged and offered opportunities for graduate school examination prep/help (GRE, GMAT, etc.) they will potentially be very attractive to graduate programs. We have a difficult time finding qualified and competitive minority and/or lower socioeconomic status students. I have found that unless these opportunities are discussed/encouraged at an early stage in their degree process, most students simply do not understand the opportunities that graduate education provide. I would encourage that you include this as part of the advising/career guidance that is provided to the students.

“Central Washington University will offer a new Master’s Degree in Administrative Management beginning fall 2014.” Page 19, paragraph 4. I think you are limiting the degree options available to your students. There are a number of executive degree programs that your students could potentially qualify for and may be interested in applying to. Since your students seem to be working and older, our Executive Masters in Health Administration (EMHA) meets

once a month on a weekend (Thursday, Friday, and Saturday) and these are generally people with full time employment working in a health care setting. We have students from many clinical portions of the health care system in the EMHA Program.