



**LAKE WASHINGTON
INSTITUTE OF TECHNOLOGY**

Practical. Purposeful. Promising.

LWTech.edu

**LAKE WASHINGTON INSTITUTE OF TECHNOLOGY
DEPARTMENT OF PHYSICAL THERAPIST ASSISTANT**

11605 132ND Avenue N.E.
Kirkland, WA 98034-8506

May 2021 State Board Meeting

***Bachelor of Applied Science for the Physical Therapist
Assistant
Program Proposal***

Prepared by Dr. Andrea Westman PT, DPT
PTA Program Director
425-739-8223
andrea.westman@lwtech.edu

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution
Name: Lake Washington Institute of Technology

Degree: BAS for the Physical Therapist Assistant CIP Code: 51.0806

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

Degree: <u>AAS Physical Therapist Assistant</u>	CIP Code: <u>51.0806</u>	Year Began: <u>2009</u>
---	-----------------------------	----------------------------

Degree: _____	CIP Code: _____	Year Began: _____
---------------	--------------------	----------------------

Planned Implementation Date (i.e. Fall 2014): Fall 2022

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D.
Page Limit: 30 pages*

Contact Information

Name: Dr. Andrea Westman

Title: Program Director

Address: 11605 132nd Ave NE Kirkland, WA 98034

Telephone: 425-739-8223

Fax: _____

Email: Andrea.westman@lwtech.edu



Chief Academic Officer

Feb. 9, 2021
Date

TABLE OF CONTENTS PROGRAM PROPOSAL

Introduction.....	5
1 Curriculum demonstrates baccalaureate level rigor.....	6
1.1 Program learning outcomes	6
1.2 Program evaluation criteria and process	6
1.3 Course preparation needed by students transferring with technical associate degree	9
1.4 General education component: A minimum of 60 quarter hours of general education courses will be required, to include the following distribution areas:	9
1.5 Course work needed at junior and senior levels in the BAS.....	11
2. Qualified Faculty	13
3. Admission process	15
General.....	15
Information Sessions.....	16
Program Admission Requirements	16
Selection Criteria	16
Table 1 – Weighted Criteria for Selective Program Admission.....	17
4. Appropriate student services plan.....	18
Advising.....	18
Assessment.....	19
Student Development Services - Disability Support Services	19
Workforce Programs - Employment Resource Center.....	19
Financial Aid.....	20
Workforce Development.....	20
Intervention Services – General Student Population	20
TRiO Student Support Services	20
Learning Lab.....	20
Student Programs	20
Library.....	21
Tutoring & Supplemental Instruction	21
5. Commitment of build and sustain a high-quality program	22
5.1 Types of funds to be used to support the program	22
5.2 & 5.5 Projected program expenses and Revenue.....	22

5.3& 5.4 Appropriate facilities, equipment, technology, and instructional resources needed for the program.....	22
6. Program specific accreditation.....	23
7. Pathway options beyond the baccalaureate degree	24
8. External expert evaluation of the program.....	24
Conclusion	27
Appendix A Example Curriculum Assessment Matrix.....	28
Appendix B	34
Program Admission Requirements	34
Appendix C Course Descriptions.....	36
Appendix D External Reviewers.....	37
Appendix E Letter of Support LWTech Faculty.....	47

Introduction

Lake Washington Institute of Technology is centrally located in Washington State's high-technology corridor in King County, near Seattle. As the state's only public institute of technology with its main campus in Kirkland, it serves a diverse student body from throughout the Puget Sound region and countries around the world. Nearly 6,000 students enrolled at the college in 2019-2020. LWTech has served its community since 1949 and has been a member of the Washington State Community and Technical college system since 1991. The Northwest Commission on Colleges and Universities accredits the college at both the associate and baccalaureate degree level.

The college began as Lake Washington Vocational Technical Institute, part of the Lake Washington School District. From initial instruction in a sewing course, the college grew steadily to include vocational programs in trade and industry, adult education, and community services classes. The main campus opened in Kirkland in 1983. In 1991, legislation converted the five vocational-technical institutes in Washington State into technical colleges; making them members of the Washington State Community and Technical College system. The college's scope and character changed significantly during these years, evolving from a vocational training school to an institute of technology with a comprehensive curriculum that includes professional-technical programs, as well as basic skills, academic and continuing education programs. On July 22, 2011, the college officially changed its name to Lake Washington Institute of Technology.

Growth in facilities matches growth in academic and professional-technical programs. New buildings in 1992 and 2002 increased the size of the Kirkland Campus to nearly 400,000 square feet. In 2011, completion of an 83,700 square foot Allied Health Building provided new facilities for programs in health care fields.

LWTech currently offers more than one hundred degree and certification options in forty fields of study. In 2009, following state agency and NWCCU approval, the college opened an applied baccalaureate degree program in Applied Design. The college received a commendation after the Fall 2011 accreditation visit for "...establishing a rigorous and viable Bachelor of Technology degree program in Applied Design..." Ten baccalaureate programs are available to students for Fall 2020, with one more approved and in development.

Today, Lake Washington Institute of Technology proposes its 12th baccalaureate degree, the Bachelor of Applied Science for the Physical Therapist Assistant (PTA) degree. The Bachelor of Applied Science for the Physical Therapist Assistant is intended for those students who have graduated from a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited PTA program and have passed the National Physical Therapy Exam (NPTE) and seeking to advance their careers. Graduates will have advanced leadership, technical and evidence-based knowledge to progress in their current role in the physical therapy field or pursue graduate education at the clinical doctoral level (Doctor of Physical Therapy) from state or regional institutions. Currently, if a PTA wants to pursue a Doctor of Physical Therapy degree, they must have completed a bachelor degree (including specific pre-requisite coursework) to apply to any PT school. There are also two PTA-DPT bridge programs, one located in Ohio the other in Texas, but these also require a bachelor degree to apply. This presents us with a unique opportunity to fill the currently educational gap between the associates and doctoral level. In addition, the Bachelor of Applied Science for the Physical Therapist Assistant (PTA) degree

would also prepare students to continue to graduate education at the master’s level such as public health (MBA) or education (M.Ed.).

Upon approval of the BAS for the PTA degree, short upper level course certificates will be included to meet the need for continuing education course work. Washington state Department of Health requires 24 hours of continuing education coursework every two years for licensed Physical Therapist Assistants.

<p>1. Curriculum demonstrates baccalaureate level rigor.</p>	<p>Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.</p>
--	--

1 Curriculum demonstrates baccalaureate level rigor

1.1 Program learning outcomes

The student from day one in the program will be actively working in industry applying what they are learning in class with goal of mastery of these learning outcomes upon graduation.

Faculty have proposed the following outcomes for the BAS for the PTA. Students will:

1. Create advanced physical therapy interventions for a wide variety of patient population across the lifespan under the direction and supervision of a physical therapist
2. Demonstrate advanced clinical practices skills through the integration of evidence-based practice and analyze patient outcomes
3. Be prepared to engage in leadership roles
4. Analyze cultural and behavioral factors that influence health status for diverse patient populations seen in physical therapy practice
5. Demonstrate critical thinking, cultural humility, teamwork, information literacy, and communication skills

1.2 Program evaluation criteria and process

The LWTech BAS for the Physical Therapist Assistant will prepare students in leadership skills, technical and evidence-based knowledge to progress in their current role in the physical therapy field or pursue graduate education at the Masters or Doctoral level. Student learning assessments will be performed quarterly and program review annually.

The program will be designed to accommodate the needs of working adults who are grappling with the demands of work, family, and educational aspirations. LWTech is uniquely positioned to offer economically and logistically accessible programming that is in high demand. The college has traditionally served a broad demographic base and receives State support for its operations. It therefore offers extensive economic and social support systems that are not available at other colleges. As the first public institute of technology in Washington State, the college has embraced creative and flexible programming that accommodates students reflective of our socioeconomically and culturally diverse community.

The LWTech BAS for the Physical Therapist Assistant Advisory Committee will be composed of leaders from community health partners, representatives of local physical therapy clinics and practitioners. Committee members will review and comment on the program throughout its development.

Key Formative Outcomes	Assessment Tool	Timing	Associated program outcome
Make judgements in practice that are driven by evidence and based on current best practices in physical therapy in order to provide ethical, safe and evidence-based care to patients/clients.	Coursework and Projects	Quarterly	1,2
Demonstrate awareness of the needs, roles and strengths of the professionals within integrated healthcare teams.	Coursework and Projects	Annually	5
Utilize leadership skills to effectively and efficiently influence management	Leadership coursework	Annually	3
Provide quality physical therapy services to patients/clients irrespective of diverse cultures, values, perspectives and health practices.	Employer survey	Annually	4
Translate the knowledge and skills derived from active practice, didactic courses and clinical experience into means that promote self-determination and progress toward fulfilment of human capacities.	Coursework/ Capstone	Annually	1-5
Key Summative Outcomes	Assessment Tool	Timing	
At least 80% of graduates responding to the Exit Survey will report satisfaction with the program.	Exit Survey	Annually	
At least 70% of graduates responding to the Graduate Satisfaction Survey will indicate affiliation with a professional organization(s) one-year post-graduation	Post graduate survey	Annually	
At least 80% of students who enroll will successfully complete the BAS for the Physical Therapist Assistant program.	Completion rates	Annually	

At least 80% of graduates responding to the Graduate Satisfaction Survey will indicate employment in physical therapy or related field.	Post graduate survey	Annually	
---	----------------------	----------	--

The LWTech mission, program outcomes, and global outcomes provide the foundation for prerequisite course work and the Applied Management curriculum. The college has adopted the following five Global Outcomes as institution-wide student learning outcomes:

Communication

The ability to engage effectively in verbal, non-verbal, written, and/or symbolic expression.

Critical Thinking

The ability to evaluate information, draw inferences, arrive at conclusions, and create solutions based on objective analysis of the evidence.

Information Literacy

The ability to recognize when information is needed, to choose the appropriate tools to locate the required information, and to effectively gather and evaluate the information.

Cultural Humility

The ability to practice lifelong learning and critical self-reflection in order to understand one’s own cultural identity and its impact on being open to and supporting the cultures of others. Cultural humility includes three principles: lifelong learning and critical self-reflection, recognizing and challenging power imbalances, and institutional accountability.

Teamwork

The ability to participate actively and cooperatively in a group to advance a common goal.

LWTech programs evaluate students so that each graduate is competent in all of the five global outcome areas. The Engagement & Learning department oversees the college wide process for implementing, supporting, and assessing global outcomes. Annual data is provided to departments and is used by faculty to inform program improvement plans.

At LWTech, each program performs summative and formative assessments, quarterly and annually. Every program conducts an annual Program Review to assure progression and completion with an equity lens. The assessment model is in alignment with the college’s core themes.

The BASPTA program will also be performing yearly curriculum reviews utilizing a Curriculum Assessment Matrix (see Appendix A for example Matrix). This aligns with the assessment that already occurs at the AAS level on a yearly basis for curriculum review.

1.3 Course preparation needed by students transferring with technical associate degree

Students can enter the BASPTA with 92 credits (successful completion of the PTA AAS program). Once in the program, students will selection from a variety of classes to compete the 101-111 credits depending on their ultimate career tract. Program faculty and the dean understand that credits for the program will be beyond the 90 plus 90 thresholds; however, students wishing to pursue the clinical doctorate of physical therapy degree requires prerequisite coursework.

1. Associate of Applied Science (AAS) in Physical Therapist Assistant or Associate's degree in PTA from a regionally accredited US institution.
2. Licensed Physical Therapist Assistant or capable of achieving licensure in any of the 50 states
3. Minimum cumulative GPA across all college coursework of 2.5.
4. Completion of 26 credits of College-level general education courses with a minimum of a 2.0 GPA in each class as follows:
 - a. 5 credits of college-level Math (MATH&146 or equivalent).
 - b. 5 credits of college-level English (ENGL&101 or equivalent).
 - c. 5 credits of college-level Communication (CMST& 210, 220 or 230).
 - d. 5 credits of college-level Psychology (PSYC&100 or 200).
 - e. 6 credits of college-level anatomy and physiology (BIOL& 241 or equivalent).

1.4 General education component: A minimum of 60 quarter hours of general education courses will be required, to include the following distribution areas:

26 of the 60 credits will be completed with the AAS degree. These are annotated with an asterisk.

Course	Title	Credits
Communication		
*ENGL& 101	English Composition I	5
ENGL& 102	English Composition II	5
	Total Communications	10
Quantitative Reasoning		
*MATH& 146	Introduction to Statistics	5
	Total Quantitative Reasoning	5
Humanities		
*CMST& 210, 220 or 230		5
PHIL 305	Professional Ethics	5
	Total Humanities	10
Social Sciences		

*PSYC& 100 or 200	General Psychology or Lifespan Psychology	5
SOC 401	Behavioral and Cultural Issues in Healthcare	5
	Total Social Sciences	10
Natural Sciences		
*BIOL& 241	Anatomy and Physiology 1	6
BIOL& 242	Anatomy and Physiology 2	6
	Total Natural Science	12
Additional 15 credits of general education needed. See options below.		
Total General Education Requirements		62

Students can choose to take either 15 credits of natural science courses or 10 credits of natural science coursework and 5 credits of social science coursework. We recommend that students who are interested in applying to a DPT program review the required prerequisites to the programs they wish to apply to as they vary from program to program Please review information under the elective section for pre-requisite requirements for local DPT program and one PTA to DPT bridge program to guide selection.

Natural Science		
Course	Title	Credits
BIOL& 160	General Biology with Lab	5
BIOL& 260	Microbiology	5
CHEM& 161	General Chemistry with Lab I	5
CHEM& 162	General Chemistry with Lab II	5
PHYS& 114	General Physics with Lab I	5
PHYS& 115	General Physics with Lan II	5
NUTR& 101	Nutrition	5

Social Science		
Course	Title	Credits
SOC& 101	Introductory to Sociology	5
PSYC& 220	Abnormal Psychology	5
PSYC 330	Wellness, Resilience and Self Awareness	5

1.5 Course work needed at junior and senior levels in the BAS

Course	Title	Credits
General Education Requirements		36
Core Degree Requirements		
PTA 305	Evidence Based Practice for the PTA	5
PTA 346	Advanced Orthopedics I	5
PTA 356	Lifespan	5
PTA 435	Outcome Measure and Billing/ Management	5
PTA 446	Advanced Orthopedics II	5
PTA 456	Advanced Neuro	5
PTA 455	Capstone-Service Learning	5
CSMT 300	Professional Communication	5
PSYC 324	Psychology of Organizations	5
PUBH 305	Determinants of Health	5
PUBH 330	Healthcare Leadership and management	5
BHAV 412	Human Service Ethics	5
Elective(s)		
	Elective courses 5-15 credits	5-15
	Total Credits at Junior and Senior Levels	101-111

The total credits at the Junior and Senior Levels for the PTABAS degree are above the typical 90 credits for a BAS degree. The additional credits are to position students to be ready to apply to a DPT program by having completed the required pre-requisites for the DPT that they are interested in applying to. Having the electives embedded in the program supports students by allowing them to receive financial aid for the courses.

For students interested in applying to the University of Findlay PTA to DPT bridge program, the following electives and/or general education classes are recommended.

CHEM& 161	General Chemistry with Lab I	5
CHEM& 162	General Chemistry with Lab II	5
PHYS& 114	General Physics with Lab I	5
PHYS& 115	General Physics with Lab II	5

For students interested in applying to the University of Washington DPT program, the following electives are recommended.

BIOL& 160	General Biology with Lab	5
BIOL& 260	Microbiology	5
CHEM& 161	General Chemistry with Lab I	5
CHEM& 162	General Chemistry with Lab II	5
PHYS& 114	General Physics with Lab I	5
PHYS& 115	General Physics with Lan II	5
PSYC& 220	Abnormal Psychology	5

For students interested in applying to the University of Puget Sound DPT program, the following electives are recommended.

CHEM& 161	General Chemistry with Lab I	5
CHEM& 162	General Chemistry with Lab II	5
PHYS& 114	General Physics with Lab I	5
PHYS& 115	General Physics with Lab II	5

2. Qualified faculty.	<p>Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.</p> <p>Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.</p>
-----------------------	---

2. Qualified Faculty

Full Time Faculty	
Faculty Name	Qualifications
Andrea Westman PT, DPT	<ul style="list-style-type: none"> • Residency Orthopedic Physical Therapy, Evidence in Motion • Doctorate of Physical Therapy, Regis University • BS in Exercise Science, Gonzaga University • 7 years of collegiate teaching experience, in two college systems- liberal arts college and community colleges
Part Time Faculty	
Faculty Name	Qualifications
Molly Verschuyt PT, MPT	<ul style="list-style-type: none"> • Master of Physical Therapy, University of Washington • BS in General Science/Chemistry, Linfield College • 11 years of collegiate teaching experience at Lake Washington Institute of Technology
Paul Killoren PT, DPT	<ul style="list-style-type: none"> • Doctorate of Physical Therapy, Regis University • BS in Biology/Pre-Physical Therapy, University of Wisconsin-La Crosse • 3 years of collegiate teaching experience • 5 years of teaching physical therapy continuing education courses
Sally Munn PT, DPT	<ul style="list-style-type: none"> • Doctorate of Physical Therapy, AT Still University • BS in Physical Therapy, University of Massachusetts Lowell • 5 years of collegiate teaching experience
Linda Overbay PT, MPT	<ul style="list-style-type: none"> • Master of Physical Therapy, Boston University • BA Asian Studies, Pre-med • 9 years of collegiate teaching experience

We will be recruiting for additional part-time faculty, with the following minimum qualifications:

- Master's or Doctoral degree in Physical Therapy or a related field
- Excellent written and verbal communication skills.
- Sensitivity and ability to successfully interact with diverse populations.
- State licensure as a physical therapist or physical therapist assistant without restrictions.

In addition to the above minimum requirements we will seek faculty with the maximum combination of the following preferred qualifications:

- Five years of related work experience.
- Collegiate teaching experience.
- Experience working on multi-disciplinary teams.
- Bicultural and/or bilingual experience.
- Academic and/or clinical expertise in at least one of the PTA core degree course requirement topics listed above

Behavioral and Social Services and Public Health Full-Time Faculty Profiles

Faculty Name	Degree	Distribution Area
Dr. Rex Rempel	DSW	Behavioral and Social Services
Dr. Gayle Shimokura	PhD	Public Health

General Education Full-Time Faculty Profiles

Faculty Name	Degree	Distribution Area
Dr. Wes Mantooh	Ph.D.	English
Phil Snider	MA	English
Elisa Parrett	MA	English
Sue Kuestner	M.Ed.	Mathematics
Dr. William Bricken	Ed.D.	Mathematics
Sherry McLean	MS	Mathematics
Dr. Narayani Choudhury	Ph.D.	Mathematics
Michelle Judy	MS	Mathematics
Jason Sobottka	MFA	Humanities
Christine Turpin	MFA, MS	Humanities
Dr. Laura Toussaint	Ph.D.	Social Science
Dr. Sharon Raz	Ph.D.	Social Science
Priyanka Pant	MS	Science

Dr. Barcin Acar	Ph.D.	Science
Dr. Kimberly McClure	Ph.D.	Science
Michael Rodriguez	MS	Science
Dr. Amber Wyman	Ph.D.	Science

3. Selective admissions process, if used for the program, consistent with an open-door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.
---	--

3. Admission process

Responsibility for the admission process rests with LWTech’s Student Services Division. Recruitment is a shared responsibility between Student Services and Instruction with both units having support staff and faculty involved in recruiting prospective students to the program. The recruiting effort involves faculty and staff working with industry, advisory committees, and feeder programs. In 2018, the college purchased Radius Software to improve the online admission experience for selective admission programs. A minor reorganizing including reclassifying a classified employee into an exempt level role and adding a new Program Assistant II in the enrollment services office in 2019 accommodated the additional processing workload needed for rapid growth in baccalaureate programs.

Students who apply for the program will be evaluated using the admission requirements shown below.

The admission process for the BAS for the Physical Therapist Assistant program closely follows the patterns previously established for LWTech’s eleven other applied bachelor degrees, the first of which began in 2009. Admission criteria reflect an approach that includes the student’s academic record, personal characteristics, and potential to work in the industry.

General

LWTech currently uses selective admissions processes for several programs of study at both the Associate and Baccalaureate level. Our processes meet standards for both community/technical colleges and baccalaureate institutions established by the American Association of Collegiate Registrars and Admissions Officers. The admissions staff members also have extensive experience in community/technical colleges, regional baccalaureates, upper-division, and Masters’ level institutions.

Admissions procedures that serve all selective admission programs include:

1. Admissions office as the central locus of application
2. Comprehensive online application with detailed, step-by-step instructions and clearly communicated timelines for admission
3. Regular day, evening, and online information sessions
4. In-house transfer credit evaluations conducted at the time of application, so students know their exact status regarding admissions
5. Use of an online tool for blind scoring of items like portfolios, essays and recommendations.

Information Sessions

Information sessions will be presented on a regular basis, both day and evening, to provide prospective students with an overview of the BAS for the Physical Therapist Assistant program and to explain the admission process. An online option will also be available through the Admissions office for prospective students who are unable to attend an in-person session.

Program Admission Requirements

1. Associate of Applied Science (AAS) in Physical Therapist Assistant or Associate's degree in PTA from a regionally accredited US institution.
2. Licensed Physical Therapist Assistant or capable of achieving licensure in any of the 50 states
3. Minimum cumulative GPA across all college coursework of 2.5.
4. Completion of 26 credits of College-level general education courses with a minimum of a 2.0 GPA in each class as follows:
 - a. 5 credits of college-level Math (MATH&146 or equivalent) with a minimum 2.0 GPA.
 - b. 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA.
 - c. 5 credits of college-level Communication (CMST& 210, 220 or 230) with a minimum 2.0 GPA.
 - d. 5 credits of college-level Psychology (PSYC&100 or 200) with a minimum 2.0 GPA.
 - e. 6 credits of college-level anatomy and physiology (BIOL& 241 or equivalent) with a minimum of 2.0 GPA or higher
 - f. \$50 non-refundable application fee.

Selection Criteria

Applicants will be selected based on the criteria listed above. Complete applications will be reviewed by an admission selection team (generally the program faculty, dean, director of admissions, and an advising representative).

Currently the college uses a weighted method for selection criteria for all selective programs and anticipates the BAS for the Physical Therapist Assistant program will follow a similar pattern. The final decision on admission to the BAS for the Physical Therapist Assistant program will be made by the admissions selection team with available spots going to the applicants with the most points based on Table 1.

The Bias Response Team reviews all competitive admission applications for implicit bias to assure equity is at the forefront.

Table 1 – Weighted Criteria for Selective Program Admission

Application Requirements	Max. Pts	Notes
Cumulative College-Level Associate Degree in Physical Therapist Assistant GPA	100	Multiply cumulative GPA by 10 to determine total points
TOTAL	100	

Articulation Agreements

Students wishing to transfer to LWTech’s applied bachelor degree program from Whatcom Community College, Spokane Falls Community College, Olympic College and Green River College will have the opportunity through formal articulation agreements between the transfer institutions and LWTech. These four colleges all offer CAPTE accredited PTA programs. These programs all meet the high standards that CAPTE puts forth to educate entry level Physical Therapist Assistants. There is variability in the pre-requisite courses that each school requires compared to the LWTech PTA AAS degree program. The articulation agreements for each institution will address these differences.

The core faculty for all five SBCTC PTA programs meet as a consortium at least twice per academic year to discuss issues/goals that each program is having and to work collaboratively with each other. Having this consortium already created will help with recruitment and outreach efforts to the other four colleges.

Encouraging Diversity

LWTech values and celebrates student diversity in a number of ways including support for an active Equity, Diversity, and Inclusion Council, using Intercultural Appreciation as one of the college’s five global outcomes (Critical Thinking, Intercultural Appreciation, Information and Technical Literacy, Teamwork, and Communication) and focusing on diversity work within its Strategic Plan.

LWTech’s previous 5-year enrollment in the PTA AAS ranged from 19 to 53% student of color and 62-73% female. Outreach for the program will be to students enrolled in a PTA AAS degree at not only LWTech but to the other SBCTC colleges that offer a PTA AAS degree. Additional outreach will be to licensed PTAs across the state of Washington. The program will reach out to both our state (American Physical Therapy Association Washington, APTAWA) and national organization (American Physical Therapy Association, APTA) in our outreach efforts. APTAWA has a special committee for Diversity, Equity and Inclusion with one of their primary goals to improve the involvement of underrepresented minorities at all levels of the profession. The program will reach out to this committee to work collaboratively in the efforts of diversity, equity and inclusion.

Because the BAS for the Physical Therapist Assistant program will use selective admission, LWTech will carefully monitor diversity in the program to determine the extent to which it represents the local community and to determine if action needs to be taken to change the recruitment processes.

<p>4. Appropriate student services plan.</p>	<p>Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.</p>
--	--

4. Appropriate student services plan

These LWTech services for students are available to all BASPTA applicants and regularly-enrolled students. We believe existing services will be sufficient.

Advising

Academic Advising is available for all new and continuing students on both a drop-in and appointment basis. Academic Advising has created dedicated Student Success Navigators (SSN) who provide comprehensive, case-managed advising to prospective and enrolled students in all programs of study. The SSN for this program will also advise for appropriate feeder programs. This ensures students receive consistent and accurate information about courses and transferring as early as possible. It also creates a strong relationship between students and a single point of contact in Student Services for the full associate and baccalaureate experience whenever possible. The SSNs report to the Director of Student Development who reports to the Vice President of Student Services. Hours of work vary among the navigators depending upon program needs.

For prospective baccalaureate students, the SSN:

- Answers general inquiry questions
- Participates in information sessions with lead faculty from the program
- Provides one-on-one coaching for completing a competitive application
- Follows up on students who have inquired but not applied.

For enrolled baccalaureate students, the SSN:

- Participates in program-specific orientation prior to quarter start
- Ensures all students are registered quarterly and advises them on course selection
- Provides appropriate referrals for financial aid and support services
- Checks in with all students a minimum of once per quarter to promote success

For faculty, the SSN:

- Attends department and/or division meetings to learn about new curriculum developments and student concerns
- Serves as a single point of contact for faculty questions about student services processes

Given LWTech's size and dual advising model (lead faculty also advise students within their

program), the college strives to keep the SSN to student ratio at or below 1 to 600 FTE (for a full time SSN). Students served by group advising and/or not case managed may exceed this ratio.

While the College is near capacity in Academic Advising in general, especially with the addition of newly developed programs, there is some limited room for growth in the Health Science area before another staff member will be needed.

To ensure strong communication within the department, the Vice President of Student Services:

- Leads monthly division meetings to discuss division and college updates
- Meets weekly with the student services leadership team who in turn share information with their teams
- Emails college and division updates to the full division weekly

The Director of Student Development coordinates a weekly meeting for all employees who provide Academic Advising services to students (SSNs, TRiO, WRT, OG, WorkFirst, BFET, International, High School Programs, etc.) where curriculum changes, services updates, and other information are shared. In our small college, Admissions, Registration, Academic Advising, Workforce Programs, and Financial Aid are all on the same floor and interact continuously to support students. Other student support services (TRiO, the Learning Lab, and Student Programs) are located in different campus locations.

- The college is adding additional advisors with Guided Pathways funds to reduce the advising loads.
- It is true, the college is still over capacity with advisors, but efficiencies are gained by aligning advisors with Schools of Instruction.

Assessment

The Assessment Center provides placement testing, all College Level Examination Program exams, industry certification exams, accommodated testing for students with disabilities, and Washington Online proctoring. The Assessment Center can also proctor tests and quizzes for online classes.

Student Development Services - Disability Support Services

Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. Adjustments provide equal access for students in a classroom setting. Academic adjustments are specific to the student, their disability, and class requirements. Students registered with this office are also eligible to join TRiO (see below).

Workforce Programs - Employment Resource Center

The Employment Resource Center (ERC) provides a comprehensive suite of services focused on individuals' career and professional development at all academic and career levels. The ERC provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the Center assists students in clarifying their career aspirations, developing job readiness skills, and learning job search and job success skills (such as resume and cover letter writing and interviewing techniques).

On-campus employment recruiting is coordinated through the ERC. An online e-career center allows employers to post job notices, and students to search and apply for those jobs or post their resumes.

Financial Aid

The Financial Aid office has successfully processed grant, loan, and scholarship awards for all enrolled students in other LWTech baccalaureate programs since inception in 2008. Services provided by Financial Aid, including FAFSA/WAFSA orientations, Veteran's services, in-person assistance, and scholarship referrals will be made available to students in the BAS PTA program.

Workforce Development

The Worker Retraining program provides individualized support and funding to BAS students that meet eligibility guidelines. Students that are receiving unemployment or have exhausted it in the last 4 years, Veterans discharged in the last 4 years, persons that need additional training to prevent being laid off of their job, and displaced homemakers that have lost their primary source of income may be eligible for Worker Retraining support.

Intervention Services – General Student Population

Students experiencing difficulties making adequate academic progress are assisted through several intervention programs under the direction of the Director for Student Development. Faculty can initiate assistance by raising “flags” in the college’s student success software (Starfish by Hobsons, rebranded as LEGEND on campus) to students having difficulties with attendance, assignment completion, exams, and class preparation. Interventions by staff via email, phone and/or in-person meetings are second and third steps used in this process.

TRiO Student Support Services

TRiO Student Support Services is a federally-funded project established at LWTech for the purpose of assisting students in achieving their post-secondary ambitions. The Student Support Services project is focused on increasing the retention and graduation rates of students with disabilities as well as low-income and first-generation students. This is accomplished by providing supportive services such as academic action plans, individualized and group tutoring, and academic counseling supported by workshops in study skills, motivation, financial aid, stress reduction, test anxiety life skills, and campus resources as well as mentoring and monitoring of student progress.

Learning Lab

The TRiO program also supports the Learning Lab, a drop-in tutoring center. Any LWTech student can ask questions about any course, discover and utilize learning resources, and receive assistance in understanding important course concepts. The Learning Lab also helps LWTech students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, stress management).

Student Programs

LWTech offers all enrolled students a variety of ways to get involved in campus life. BAS PTA students will enjoy the same access to these opportunities including ability to hold student government office, participation in existing clubs, opportunities to form new

student clubs, campus committee representation, volunteering, and the ability to participate in frequent, educational and community-oriented campus life.

Library

LWTech added a full time Librarian focused on upper division education when it started its first baccalaureate degree in 2009. Another half-time librarian has been approved for the 2019-20 year. Library materials will be added with the addition of the BAS PTA program mostly in the form of on-line databases to support the coursework requiring the use of research literature.

- The college added an additional librarian to support BAS degrees. There are now 2.5 librarians on staff.
- The library recently increased its operating budget to cover a variety of databases for the new BAS degrees coming online. Funding for these databases are already embedded in the library budget.

Tutoring & Supplemental Instruction

LWTech provides centralized tutoring services to all students, including those enrolled in its current baccalaureate programs. Managers for that service allocate tutoring support dollars based on student demand. Some of the need for tutoring for baccalaureate students is for required lower division coursework (e.g., lab science or ENGL& 102) that is often included in BAS programs, yet open to all students. LWTech will closely monitor the need for tutoring students enrolled in upper division courses. Supplemental instruction is employed in high enrollment, low pass rate courses and has been a successful initiative at LWTech

- Supplemental Instruction will be provided in classes where it is determined historically marginalized students are struggling at a disproportionate rate.
- All instructional programs at LWTech track disaggregated quantitative data to evaluate the experience of diverse students on an annual basis, and document changes based on the data. The entire instructional division is working on an enhanced quarterly student feedback assessment to track student experiences in the classroom

<p>5. Commitment to build and sustain a high-quality program.</p>	<p>Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue.</p> <p>Document the college’s ability to sustain the program over time.</p>
---	--

5. Commitment of build and sustain a high-quality program

5.1 Types of funds to be used to support the program

The BAS for the Physical Therapist Assistant program will be funded by a combination of tuition and fees. FTEs generated by the program are eligible for state reporting, but the program itself is not dependent on state-funding. The table below projects 5 years of expenses and revenue. LWTech maintains a new program development budget that will cover the small shortfall in Year 1 if realized.

5.2 & 5.5 Projected program expenses and Revenue

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Revenue					
Tuition ^{1,2}	\$104,708	\$209,416	\$215,698	\$222,169	\$228,835
Course Fees	\$2,295	\$4,590	\$4,590	\$4,590	\$4,590
Application fee	\$750	\$750	\$750	\$750	\$750
Total Revenue	\$107,753	\$214,756	\$221,038	\$227,509	\$234,175
Projected Expenses					
F/T Faculty Salaries ³	\$68,500	\$68,500	\$69,870	\$71,267	\$72,693
F/T Benefits	\$23,975	\$23,975	\$24,455	\$24,944	\$25,442
P/T Faculty ³	\$7,000	\$7,000	\$41,104	\$41,926	\$42,765
Curriculum Dev	\$7,350	\$7,350	\$2,100	\$2,100	\$2,100
Goods & Services	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Marketing	\$10,000	\$10,000	\$8,000	\$8,000	\$8,000
Travel & Conf	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Total Expenditures	\$121,325	\$121,325	\$150,028	\$152,737	\$155,500
Balance	(\$13,572)	\$67,383	\$71,010	\$74,772	\$78,675

1-assume 15-person cohort

2-assume 3% tuition increase starting year 3

3-Assume 2% COLA starting year

3

5.3 & 5.4 Appropriate facilities, equipment, technology, and instructional resources needed for the program

The facilities, equipment, technology, and instructional resources needed for the program are currently in place for the AAS Physical Therapist Assistant degree and will be appropriate for the proposed BASPTA program. Utilization of the dedicated classroom/lab space will be scheduled such that it does not interfere with the full time AAS program. The Physical Therapist Assistant program has two dedicated classroom/lab spaces.

Additionally, the college has extensive support programs such as the Library Media Center and Information Technology Services that are available. These services consult with the PTA Program Director and faculty to procure materials or provide services specific to BASPTA. The

Program Director routinely seeks input from faculty and staff regarding budget development, resource identification and evaluation of effectiveness of all resources, facilities, and services. Budget proposals are submitted annually to the Division Dean for approval and administered on a daily basis by the Program Director.

Document the college’s ability to sustain the program over time

LWTech has a successful integrated system for recruiting students to its baccalaureate programs. Marketing, Recruiting, and Admissions teams will work together to incorporate recruiting baccalaureate seeking BASPTA students along with students for other Associate’s and baccalaureate programs. In Fall 2019, baccalaureate seeking students represent 6.5% of all students enrolled at LWTech, more than double the ratio for the SBCTC system. LWTech has a 10 years’ experience successfully offering applied baccalaureate degrees.

The demand for physical therapy is expected to increase in response to the aging baby boomers and individuals with chronic conditions. This program provides an alternate pathway for PTAs to prepare for application to a DPT program. This path is likely to have its own sustainability with regard to recruitment for the foreseeable future for the DPT focused track within the BAS PTA degree program.

6. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college’s plan to seek accreditation through NWCCU and/or current status of college’s standing to offer applied baccalaureate degrees.
------------------------------------	--

6. Program specific accreditation

LWTech received accreditation from the Northwest Commission on Colleges and Universities (NWCCU) as a four-year degree granting institution in February 2012. Ten subsequent BAS degrees have been approved by the Commission.

Upon receiving SBCTC approval, the LWTech Accreditation Liaison Officer will apply for NWCCU review of the BASPTA program via the minor change notice.

- Program-specific accreditation is not required by the Commission on Accreditation for Physical Therapy (CAPTE) for BASPTA graduates to be employed in the industry.

7. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master’s) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.
---	--

7. Pathway options beyond the baccalaureate degree

Graduates of the BAS for the Physical Therapist program have many pathways to earn a graduate degree. Graduates will be prepared to apply for graduate programs in Public Health, Behavior Health, university teaching (MIT or M Ed), MBA, Health Care Administration, which could prepare graduates for advanced positions in the health care industry through education, administration/leadership/management, and Public Health – Health Equity. Washington Governor’s University offers Master’s degrees in the Healthcare field and education and accepts all Washington BAS degree graduates via a statewide articulation agreement.

Graduates of the Applied Physical Therapist Assistant program also have a pathway to earn a Doctorate of Physical Therapy Degree. They can either attend a PTA-DPT bridge program or a traditional DPT program. Andrea Westman, the current PTA program Director, reached out to Sally Westcott McCoy, while she was the Head of the Division of Physical Therapy at the University of Washington, to confirm that students graduating with at BAS for the PTA from LWTech would be prepared to apply to a DPT program, including DPT programs in Washington state. The following is the response:

If students have a bachelor degree from a regionally accredited institution and meet the minimum requirements, they could apply to our program.

LWTech is a regionally accredited college with the Northwest Commission on Colleges and Universities thus it meets the standard for an accepted bachelor degree.

8. External expert evaluation of program	<p>The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.</p> <p>In a separate document, provide copies of external evaluators’ report or letters. Summarize the institution’s responses and subsequent modification to the proposal based on evaluator’s recommendations. Attach a short bio of the evaluators.</p>
--	---

8. External expert evaluation of the program

The reviewers for the proposal were Dr. Meryl Roth Gersh, PT, Ph.D. Eastern Washington University Professor Emerita, Retired Chair of the Doctor of Physical Therapy Program and Valerie Short PT, MS VA Puget Sound Health Care System Site Coordinator for Clinical Education and affiliate faculty member for Idaho State University Doctor of Physical Therapy program. Please see Appendix D for program reviews and reviewer profiles.

Response to their feedback

Dr. Gersh’s first recommendation was to change the degree name to Bachelor of Applied Science for the Physical Therapist Assistant. This suggestion of the degree name change was so

that potential applicants do not confuse the degree with the AAS PTA program. This change has been reflected throughout the document. Dr. Gersh stated that Appendix was confusing, I have added that it is an example Matrix. This matrix will be filled out once the curriculum is further developed.

Dr. Gersh also recommended that the program provides ample information of the variety of pathways that this degree would offer in addition to the pathway of obtaining a clinical doctorate in physical therapy. This feedback was incorporated in both the introduction and pathways section of the proposal.

Dr. Gersh recommended that the program include a letter of support from faculty in the Behavioral or public health program to demonstrate that we will work collaboratively in creating possible electives in the BAS BH program. The current proposed curriculum already has courses in both the public and behavioral health programs. This is an important aspect of the curriculum as it allows for interdisciplinary work in the classroom. See Appendix E for letter of support.

Ms. Short's first recommendation was to review the GPA requirements for admissions to the program. This recommendation is based on the highly competitive nature of DPT programs. The program recognizes the competitive nature of DPT programs; however, this is not the only pathway for students who have completed the Bachelor of Applied Science for the Physical Therapist Assistant. The program will not be changing the requirements in the proposal but will assess the admissions process on a yearly basis to determine if changes would need to occur in the future.

Ms. Short recommended for future recruitment of part time faculty would be to consider diversity and inclusion diversity in the selection process. LWTech is committed to increasing its cultural diversity with an emphasis on equity and inclusion among its staff and faculty. We serve a student population of 6,500 that come from a variety of backgrounds. We strongly value diversity and are working to improve access and successful educational outcomes for all students. We are actively seeking applicants that will help to balance our employee workforce to align with our students and community.

Ms. Short provide several suggestions in regard to our proposed curriculum. One suggestion was that we play special attention to geriatrics. As we further develop the curriculum, we will be able to integrate geriatrics topics in both the lifespan and advanced orthopedics courses. The other suggestions were ICU care, lab values and cardio/pulmonary. These topics can also be threaded into the already proposed courses. For example, ICU care would be integrated into the advanced neuro course.

Ms. Short's other suggestion was to consider having a Student Success Navigator that works with a limited number of BAS programs. At LWTech, Student Services area and Advising work closely with all the BAS programs in the college. Every student advisor works with program faculty to get all the up-to-date information on curriculum and career pathways to help the incoming students. The college also has a BAS committee led by the Instructional Deans and

faculty that work with Student Services for the BAS application and admission process. Applying BAS students also have the opportunity to attend information sessions organized jointly by LWTech's student Advising and the program faculty to get all the necessary information to prepare them for the admission process. These wrap-around student services that the college provides to the BAS candidates help the students to succeed in their programs.

Dr. Gersh and Ms. Short commended the proposal in these ways:

- The concept of the BAS PTA (Bachelor of Applied Science for the Physical Therapist Assistant) is sound and warranted. The proposal builds a strong case for this degree program which provides people who have already obtained a Physical Therapist Assistant degree (usually at an Associate Degree level) a variety of alternative pathways for obtaining a bachelor degree, and pursuing graduate education and/or employment advancement through a variety of choices. The intent of this degree program is consistent with the mission, vision, and strategic plan of the SBCTC, WSAC, and Lake Washington Institute of Technology's (LWTech) intent to grow bachelor degree programs.
- The development of a Bachelor of Applied Science (BAS) program for the Physical Therapist Assistant (PTA) provides a great opportunity for the PTA who desires to advance their career and has already completed an Associate of Arts degree. This BAS program would provide the general education and prerequisite coursework that are necessary to qualify for a doctoral program in Physical Therapy. The BAS would also assist the PTA who wants to pursue advanced proficiency in a clinical area such as orthopedics, acute care, or neuromuscular. The degree can provide opportunities for leadership and management positions or can provide opportunities to pursue master's degrees in other fields. Finally, to be able to pursue a BAS degree while maintaining employment, will be very attractive by allowing matriculated students to continue to earn an income while minimizing student loan
- The opportunities for professional and interprofessional development including an understanding of continuous process improvement in organizations will likely be covered in coursework such as Professional Communication, Psychology of Organizations and Healthcare Leadership and Management and will be particular helpful for the graduate of the program whichever direction their career paths lead them
- The proposal lists strong learning outcomes on p. 8. These are general enough to apply to all focus areas in the degree program. They reflect higher order performance based upon Bloom's Taxonomy of Learning Objectives, with a blend of cognitive, psychomotor, and affective domains. They reflect scope and breadth of the degree in general terms and are consistent with expected learning outcomes for bachelor degrees.

Conclusion

LWTech is solidly positioned to offer the state's first Bachelor of Applied Science in Physical Therapist Assistant. We are building on a well-established Associate-level program that has a solid track record of successfully preparing students for the workforce. In the physical therapy industry, there is an inequitable pathway that is preventing qualified individuals from achieving the ultimate degree in this industry – the Clinical Doctorate of Physical Therapy. Through this BAS in Physical Therapist Assistant, students will now have the rare opportunity to earn this achievement without having to pay four years of university-level tuition just to access a doctoral program. In addition to the potential for doctoral-level achievements, graduates of the BAS in Physical Therapist Assistant will have an opportunity for senior-level employment and management in PT clinics.

This proposed BAS in Physical Therapist Assistant will support all associate level Physical Therapist Assistant programs across the state. Preliminary discussions will assure results in comprehensive articulation agreements, as a strong network of PTA therapy faculty at the state's community and technical college already exists.

Thank you for your consideration of this new, equitable pathway created for the physical therapy industry.

Appendix A Example Curriculum Assessment Matrix

	Required Element		
	<p>The comprehensive curriculum plan is based on information about the contemporary practice of physical therapy, standards of practice, and current literature, documents, publications, and other resources related to the profession, to the delivery of health care services, to physical therapy education, and to educational theory.</p> <hr/> <p><i>Goal:</i> Curriculum will be comprehensive, rooted in best practice, and based on appropriate educational theory</p> <p><i>Threshold:</i></p>	<p>Individual responsible for coordinating this assessment component: Program Director</p> <p>Input from: Core faculty Advisory Committee Dean of Allied Health Employers of graduates Program students and graduates</p>	<p>Timeline: Yearly curriculum review OR Should additional curriculum development and/or revision occur during the year, the curriculum is reviewed by the dean and the curriculum review committee to ensure program and course outcomes and objectives are consistent with the college's and program's philosophy, mission, and vision and to ensure the program curriculum includes relevant educational methodology. The integration of global outcomes and program outcomes is also evaluated during this process.</p>
		Sources of Information &/or Tools Used to Collect Data:	
		<p>Summary of Data Collected</p> <p>Has threshold occurred? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Effect on Program:</p> <p>Is action required? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Suggested action:</p>	
		<p>Is follow-up assessment required from previous year? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Results:</p>	

	Required Element		
	<p>The curriculum plan includes a description of the curriculum model and the educational principles on which it is built.</p> <hr/> <p><i>Goal:</i> The selected curriculum model facilitates preparation of competent, compassionate and certified PTA.</p> <p><i>Threshold:</i> Reviewed every three years</p>	<p>Individual responsible for coordinating this assessment component: Program director</p> <p>Input from: Core faculty Part-time faculty Clinical faculty Dean of Allied Health Program students and graduates</p>	<p>Timeline: Every three years</p>
		<p>Sources of Information &/or Tools Used to Collect Data:</p>	
		<p>Summary of Data Collected:</p> <p>Has threshold occurred? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Effect on Program:</p> <p>Is action required? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Suggested action:</p>	
		<hr/> <p>Is follow-up assessment required from previous year? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Results:</p>	

	Required Element		
	<p>The curriculum plan includes a series of organized, sequential and integrated courses designed to facilitate achievement of the expected student outcomes including the expected student learning outcomes</p> <hr/> <p><i>Goal:</i> Curriculum includes a series of organized, sequential, and integrated learning experiences</p> <p><i>Threshold:</i> Yearly review required</p>	<p>Individual responsible for coordinating this assessment component: Program director</p> <p>Input from: Core faculty Program students and graduates</p>	<p>Timeline: Yearly curriculum review</p>
		Sources of Information &/or Tools Used to Collect Data:	
		<p>Summary of Data Collected:</p> <p>Has threshold occurred? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Effect on Program:</p> <p>Is action required? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Suggested action:</p>	
		<p>Is follow-up assessment required from previous year? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Results:</p>	

	Required Element		
	<p>The curriculum includes organized sequences of learning experiences that prepare students to provide PT to individuals with diseases/disorders involving the major systems, multiple system disorders, and across the lifespan and continuum of care.</p> <hr/> <p><i>Goal:</i> Curriculum will adequately prepare the graduate to implement advanced physical therapy interventions for patients across the lifespan under the direction and supervision of a physical therapist.</p> <p><i>Threshold:</i> < <80% of responses for each question regarding the curriculum will be rated at neutral or higher on the graduate survey</p>	<p>Individual responsible for coordinating this assessment component:</p> <p>Program Director</p> <p>Input from: Core faculty Advisory Committee Program graduates</p>	<p>Timeline: Yearly in the fall</p>
		<p>Sources of Information &/or Tools Used to Collect Data:</p> <hr/> <p>Summary of Data Collected:</p> <p>Has threshold occurred? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Effect on Program:</p> <p>Is action required? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Suggested action:</p> <hr/> <p>Is follow-up assessment required from previous year? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Results:</p>	

Required Element			
	<p>The curriculum plan includes learning objectives stated in behavioral terms that reflect the breadth and depth of the course content and describe the level of student performance expected.</p>	<p>Individual responsible for coordinating this assessment component: Program Director</p> <p>Input from: Core faculty Curriculum committee</p>	<p>Timeline: Notification of CAPTE criteria changes AND/OR Annual review</p>
	<p><i>Goal:</i> Instructional objectives will be stated in behavioral terms that describe the depth and breadth of content and the level of expected student performance, progressing from introductory to entry-level.</p> <p><i>Threshold:</i> Annual review</p>	<p>Sources of Information &/or Tools Used to Collect Data: Course syllabi Bloom's Taxonomy</p> <p>Summary of Data Collected:</p> <p>Has threshold occurred? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Effect on Program:</p> <p>Is action required? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Action:</p> <hr/> <p>Is follow-up assessment required from previous year? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Results:</p>	

Required Element	
<p>The curriculum plan includes a variety of effective instructional methods to maximize learning and based on the nature of the content, the needs of the learners, and the defined expected student outcomes.</p> <hr/> <p><i>Goal:</i> Faculty will utilize a variety of appropriate instructional methodology.</p> <p><i>Threshold:</i> Less than 100% of faculty utilize two or more different strategies in each course.</p>	<p>Individual responsible for coordinating this assessment component: Program coordinator</p> <p>Input from: Core faculty Dean of Allied Health Students</p> <hr/> <p>Sources of Information &/or Tools Used to Collect Data: LWTech faculty observation form</p> <hr/> <p>Summary of Data Collected: All faculty utilize at least two different teaching strategies in each course</p> <p>Has threshold occurred? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Effect on Program:</p> <p>Is action required? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Suggested action:</p> <hr/> <p>Is follow-up assessment required from previous year? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Results:</p>
	<p>Timeline: In accordance with LWTech faculty bargained agreement</p>

Appendix B

Program Outline

Bachelor of Applied Science in Physical Therapist Assistant

101-111 credits

CIP: 51.0806

The Bachelor of Applied Science Physical Therapist Assistant program prepares students in leadership skills and technical and evidence-based knowledge to progress in their current role in the physical therapy field or pursue graduate education at the Masters or Doctoral level.

Program Admission Requirements

1. Associate of Applied Science (AAS) in Physical Therapist Assistant or Associate's degree in PTA from a regionally accredited US institution.
2. Licensed Physical Therapist Assistant or capable of achieving licensure in any of the 50 states
3. Minimum cumulative GPA across all college coursework of 2.5.
4. Completion of 26 credits of College-level general education courses with a minimum of a 2.0 GPA in each class as follows:
 - a. 5 credits of college-level Math (MATH&146 or equivalent) with a minimum 2.0 GPA.
 - b. 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA.
 - c. 5 credits of college-level Communication (CMST& 210, 220 or 230) with a minimum 2.0 GPA.
 - d. 5 credits of college-level Psychology (PSYC&100 or 200) with a minimum 2.0 GPA.
 - e. 6 credits of college-level anatomy and physiology (BIOL& 241 or equivalent) with a minimum of 2.0 GPA or higher
 - f. \$50 non-refundable application fee.

Admission Dates: Fall

Course	Title	Credits
General Education Requirements		36
ENGL& 102	English Composition II	5
PHIL 305	Professional Ethics	5
SOC 401	Behavioral and Cultural Issues in Healthcare	5
BIOL& 242	Anatomy and Physiology 2	6
Additional 15 credits of general education needed. See options below.		
Natural Science		

Course	Title	Credits
BIOL& 160	General Biology with Lab	5
BIOL& 260	Microbiology	5
CHEM& 161	General Chemistry with Lab I	5
CHEM& 162	General Chemistry with Lab II	5
PHYS& 114	General Physics with Lab I	5
PHYS& 115	General Physics with Lan II	5
NUTR& 101	Nutrition	5
Social Science		
Course	Title	Credits
SOC& 101	Introductory to Sociology	5
PSYC& 220	Abnormal Psychology	5
PSYC 330	Wellness, Resilience and Self Awareness	5
Total General Education Requirements		36
Course	Title	Credits
Core Degree Requirements		
PTA 305	Evidence Based Practice for the PTA	5
PTA 346	Advanced Orthopedics I	5
PTA 356	Lifespan	5
PTA 435	Outcome Measure and Billing/ Management	5
PTA 446	Advanced Orthopedics II	5
PTA 456	Advanced Neuro	5
PTA 455	Capstone-Service Learning	5
CSMT 300	Professional Communication	5
PSYC 324	Psychology of Organizations	5
PUBH 305	Determinants of Health	5
PUBH 330	Healthcare Leadership and management	5
BHAV 412	Human Service Ethics	5
Elective(s)		
	Elective courses 5-15 credits	5-15
	Total Credits at Junior and Senior Levels	101-111

Appendix C Course Descriptions

Course Descriptions

BAS for the Physical Therapist Assistant program

PTA 305 Evidence Based Practice for the PTA

5 Credits

This course will focus on Evidence Based Practice (EBP) to improve healthcare quality and patient outcomes. The course will provide the basis for students to be critical consumer of healthcare literature and integrating evidence into clinical decision making.

PREREQ: Admission to the BASPTA program

PTA 346 Advanced Orthopedics I

5 Credits

This course will focus on musculoskeletal management of the upper extremity and cervical/thoracic spine. This course will include a lab component focusing on advanced manual therapy techniques.

PREREQ: Admission to the BASPTA program

PTA 356 Lifespan

5 Credits

This course will focus on movement and function across the lifespan.

PREREQ: Admission to the BASPTA program

PTA 435 Outcome Measure and Billing/Management

5 Credits

This course will provide the PTA with utilizing and reporting of outcomes measures as well as fiscal management in regard to billing and coding.

PREREQ: Admission to the BASPTA program

PTA 446 Advanced Orthopedics II

5 Credits

This course will focus on musculoskeletal management of the lower extremity and lumbar spine. This course will include a lab component focusing on advanced manual therapy techniques.

PREREQ: PTA 346

PTA 456 Advanced Neuro

5 Credits

This course will focus on advanced therapeutic interventions skills for patients with common neurologic conditions.

PREREQ: Admission to the BASPTA program

PTA 456 Capstone-Service Learning

5 Credits

This course will focus on the integration of prior coursework into the student's clinical practice.

PREREQ: PTA 305, 346, 356, 435, 446 and 456

Appendix D External Reviewers

Instructions for colleges submitting a BAS degree proposal:

1. As part of completing a program proposal, colleges must select two external experts to review the program.
2. Reviews should be completed by an independent, third-party person or team with subject/discipline expertise.
3. At least one, preferably two, of these external expert reviewers should come from a university level institution, i.e. departmental professor, academic dean or department head.
4. A second external expert reviewer may be a professional/practitioner who works for a private or public organization other than the university.
5. External Expert Reviewers should be instructed by colleges to address the criteria listed in this rubric.

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criteria listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

College Name:	Lake Washington Institute of Technology	BAS Degree Title:	Bachelor of Applied Science Physical Therapist Assistant
Reviewer Name/ Team Name:	Meryl Roth Gersh, PT, PhD	Institutional or Professional Affiliation:	Eastern Washington University, Professor Emerita, Doctor of Physical Therapy Program
Professional License or Qualification, if any:	Licensed Physical Therapist, Professor Emerita of Physical Therapy, Retired Chair of DPT Program at EWU. [Washington Physical Therapist License: PT 00002560]	Relationship to Program, if any:	
Please evaluate the following Specific Elements			
a) 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?		
	<p>Comment</p> <p>The concept of the BAS PTA (Bachelor of Applied Science for the Physical Therapist Assistant) is sound and warranted. The proposal builds a strong case for this degree program which provides people who have already obtained a Physical Therapist Assistant degree (usually at an Associate Degree level) a variety of alternative pathways for obtaining a bachelor degree, and pursuing graduate education and/or employment advancement through a variety of choices. The intent of this degree program is consistent with the mission, vision, and strategic plan of the SBCTC, WSAC, and Lake Washington Institute of Technology's (LWTech) intent to grow bachelor degree programs.</p>		

I suggest that the degree is named BAS FOR THE Physical Therapist Assistant, so that potential applicants don't confuse the degree with the AAS PTA, the degree that provides physical therapist assistant education and training. The BAS PTA is designed for the licensed physical therapist assistant who wishes to advance his or her education and employment opportunities.

The proposal and statement of need indicates that in the next 10 years, there will be a significant increase in demand for physical therapists (Doctors of Physical Therapy, DPT) specifically in King and Snohomish counties that will not be filled by the graduates from the currently accredited DPT programs in the state (University of Washington, University of Puget Sound, Eastern Washington University). The predicted increase in need for physical therapists in these counties is 1207, while the total DPT graduates in these programs is 121/year. Thus, the BAS PTA offers physical therapist assistants (PTAs) a pathway to complete the required bachelor degree and the prerequisite coursework to apply to DPT degree programs in WA and across the country. The proposed curriculum is offered predominantly online, with an occasional face-to-face laboratory weekend component, and may be completed through distance learning, while the student is able to work full-time as a PTA. Such a format is most appealing to PTAs from both a professional and economic perspective, and would be accessible to PTAs locally, regionally and nationally.

The BAS PTA offers other options for professional growth and employment advancement as well. Students will advance clinical skills in orthopedic and neurologic physical therapy treatment. They may elect to complete the BAS and then pursue graduate education (Masters degrees) in public health, behavioral health, business or hospital administration, if they do not wish to pursue a DPT degree. These fields of employment are rich with opportunity. In discussion with Dr. Westman, I suggested that an education track be considered as well. There is a great demand for faculty in AAS PTA programs throughout the country; thus a graduate from the BAS PTA program who perhaps takes some elective education courses, could apply for a Masters degree in Education or Teaching, thus growing a much-needed faculty pool for PTA programs nationwide. Finally, the proposal indicates that some courses would be available to non-matriculated PTAs who wish to complete continuing education credits/hours which are required for licensure every two years.

b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>The proposal lists strong learning outcomes on p. 8. These are general enough to apply to all focus areas in the degree program. They reflect higher order performance based upon Bloom’s Taxonomy of Learning Objectives, with a blend of cognitive, psychomotor, and affective domains. They reflect scope and breadth of the degree in general terms and are consistent with expected learning outcomes for bachelor degrees. The formative and summative indicators listed in tables on pp. 9-11 are appropriate for general program assessment, and are consistent with the College’s global evaluation criteria. More specific curricular and course assessment would be forthcoming as the curriculum is developed.</p> <p>The Evaluation Matrix in Appendix A is a bit confusing. I am not sure if this is provided simply as an example for curriculum assessment, since some elements were already “filled in,” while others generated questions regarding the actual performance benchmarks. I have indicated my specific questions directly on the proposal.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>Comment</p> <p>The curriculum aligns well with the statement of need and the intent of the program particularly for students focused on the end-goal of preparation for application to DPT programs. This appears to be the major focus in the statement of need and the proposal for the BAS PTA. However, I believe that this degree can offer expanded knowledge, clinical skills, and professional and employment advancement for PTAs who do not choose to become Doctors of Physical Therapy. The Core Degree Requirements (p. 14) offer a limited number of courses in non-physical therapy focus areas, including general education courses, management, communications, psychology, public health, and behavioral health, and requires only 1-3 elective courses beyond these core requirements. The proposal points out the opportunity to collaborate with other BAS programs at LWTech, and I believe you could</p>

	take greater advantage of these offerings, especially for students in the program who would like to pursue graduate education and careers in public health, behavioral health, business or hospital administration, or PTA education.
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>The Core Degree requirements align well for students who wish to advance their clinical skills for their careers as PTAs. The upper level courses are relevant to physical therapy practice, and reflect the major breadth of the orthopedic and neurological treatment responsibilities for the PTA. The core requirements and suggested basic science electives will prepare graduates from the program to apply to DPT programs within WA and nationally. However, as I indicated in “c” above, the course offerings, both required and elective, for the other tracks in the BAS PTA are thin and would benefit from further development and collaboration with appropriate departments at LWTech.</p> <p>The limited course descriptions in Appendix C indicate that these courses have the potential to demonstrate and demand academic rigor consistent with a bachelor degree. However, it is difficult to ascertain this from the limited course descriptions provided.</p>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <p>The General Education Requirements (pp. 11-14) appear suitable and consistent with expectations for a bachelor degree. They represent a breadth and depth of knowledge across a wide variety of content areas, particularly with the 26 General Education credits being carried forward from the Associate Degree level. They compare favorably with the general education requirements of one of the Washington regional universities which offers bachelor and</p>

	<p>master's degrees. The proposal provides some flexibility in the choices for fulfilling General Education requirements.</p>
<p>f) Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment</p> <p>The BAS PTA is well designed to provide specific preparation for students who wish to apply to DPT programs upon achieving this degree. The program should consider that many DPT programs also require at least 1 or 2 science courses taken at the “upper division” level – Genetics, microbiology, upper division A and P, for example. I do not see these course options listed as available for students and I am not sure that they are available through the Biology department at LWTech. The science courses are all 100 and 200 level courses. How will you satisfy these upper division science requirements for the students applying to DPT programs (like EWU) that have this type of requirement? I’m not sure that the upper division PTA courses in Neuro or Ortho will suffice.</p> <p>While the degree certainly provides students the opportunity to complete a bachelor degree and the prerequisite coursework required to apply to most DPT programs, the chances of acceptance into a DPT program remain highly competitive. By way of example, the Eastern Washington University DPT program receives approximately 600 applicants for 38 spaces each year. This is typical of most DPT programs nationally. Thus, even if a student is highly successful in completing the BAS PTA degree, they may not be accepted into a DPT program.</p> <p>This consideration highlights the importance of emphasizing other opportunities in the program that can lead students toward graduate education and employment in related fields including public health, behavioral health, hospital or business administration, or professional program (PTA) teaching. The general education requirements and electives from the departments of psychology, sociology, behavioral health, public health, and business as presented in the proposal are limited in number and perhaps could be expanded in order to provide adequate</p>

	preparation for students to apply to these types of graduate programs (MBA, M Ed, MIT, MPH, MS or MA in Psychology) upon completion of the BAS PTA degree.
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p> <p>The physical therapy faculty listed with their academic credentials and background appear to be prepared to teach the PTA core courses listed. All have significant academic teaching as well as clinical experience and are prepared to evaluate, revise, and advance the curriculum as required. The program plans to hire additional part-time faculty in the future. I have provided a few comments regarding these faculty members' required and preferred qualifications on the proposal document.</p> <p>The proposal provides a listing of faculty from other departments who may contribute to teaching courses in the basic, natural, and social sciences, as well as in public and behavioral health. These faculty members' credentials and experiences are not provided, so it is difficult to assess their qualifications to teach the specific courses listed in their departments. In addition, it would be helpful to have some sort of "letter of intent" from these faculty or their department heads, committing to participating in the elective and core classes that you anticipate them teaching. These could be in an appendix, but simply listing faculty from other departments does not guarantee their interest, availability or commitment, especially if a particular department found itself short faculty for a given term.</p>
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p> <p>The program appears to have adequate resources, budget planning, and College support services to sustain and advance the program and to support students. The College provides an impressive array of student support services, including advising, academic support, tutoring, social services support, financial aid, health and wellness programs.</p>

	<p>Programs provide additional within-department academic and tutoring support. The program does not require additional space or physical resources beyond what is already in place for the AAS PTA degree, because it will be a predominantly on-line, distance education program. With this in mind, the BAS PTA may require significant IT support and services for its courses. Will the current level of IT support suffice?</p> <p>With regard to library resources and online research databases, it would be helpful to provide examples (PUBMED (NLM), Pedro, etc.) that the program will require if the library does not already subscribe to these. Institution subscriptions are expensive so be sure to have a commitment for spending in this area if these databases are not already part of the LWTech library resources.</p>
<p>i) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment</p> <p>The program has not convened an Advisory Committee for this program yet. The proposal mentions "The LWTech BAS Physical Therapist Assistant Advisory Committee is composed of leaders from community health partners, representatives of local physical therapy clinics and practitioners. Committee members will review and comment on the program throughout its development," (p.9), but my understanding is that Dr. Westman has not submitted this proposal for review by this Advisory Committee yet.</p>
<p>j) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>Thank you for the opportunity to review this thorough proposal for the BAS PTA degree at LWTech. The concept of the BAS PTA (Bachelor of Applied Science for the Physical Therapist Assistant) is sound and warranted. The proposal builds a strong case for this degree program. The degree program provides people who have already</p>

obtained a Physical Therapist Assistant degree (usually at an Associate Degree level) a variety of alternative pathways for completing a bachelor degree, and preparing to pursue graduate education culminating in a Doctor of Physical Therapy degree or other graduate degrees, and/or employment advancement through a variety of career choices. I have provided specific recommendations throughout the proposal in the track changes format directly on the proposal document. I believe the following overall recommendations will clarify and strengthen the proposal:

1. Name the BAS PTA degree the Bachelor of Applied Science FOR THE Physical Therapist Assistant. This will clarify that this degree is for people who already are physical therapist assistants, not those wishing to pursue a PTA education/degree.
2. Provide ample information and examples of the variety of pathways that this degree offers, rather than focusing as strongly on the specific preparation of students to apply to DPT programs upon achieving this degree. While the degree certainly provides students the opportunity to complete a bachelor degree and the prerequisite coursework required to apply to most DPT programs, the chances of acceptance into a DPT program remain highly competitive. By way of example, the Eastern Washington University DPT program receives approximately 800 applicants for 38 spaces each year. This is typical of most DPT programs nationally. Thus, even if a student is highly successful in completing the BAS PTA degree, they may not be accepted into a DPT program. The proposal and degree would be strengthened by emphasizing the other pathways to career choices and advancement that are available through the degree: Master's degrees in behavioral health, public health, business or hospital administration, higher education (Master's in Teaching or M Ed) for preparation to teach in PTA programs across the country, for example.
3. Expand elective course choices to reflect these additional tracks – perhaps opportunity to take upper division courses in other BAS programs at LWTech – public health, behavioral health, education (if available), business administration or similar. Provide evidence of coordination and collaboration with these other programs, beyond simply listing their faculty. Perhaps a letter from these departments' chairs that commits to the collaborative effort with the BAS PTA program. Or select a few faculty members from other programs whose areas of expertise are a particularly good fit for a PTA who is interested in behavioral or public health, for instance, and provide a short paragraph with this information. This could be done in an appendix format so as not to “crowd” the proposal.

Once again, thank you for this opportunity to review and provide comments on the BAS PTA proposal. I learned a lot about the possibilities of continued education, advanced clinical skills development, and employment advancement as I considered the various aspects of your proposal.

Reviewer Bio or Resume	
Evaluator, please insert a short bio here	
<p>Meryl Roth Gersh, PT, PhD is Professor Emerita (2018) and Chair (2010-2017) of the Department of Physical Therapy at Eastern Washington University (EWU) in Spokane, WA. She has been a member of the faculty since the inception of the B.S. in Physical Therapy Program in 1985. Dr. Gersh assisted in the development of the B.S. in Physical Therapy, facilitated the transition of the program to the Master of Physical Therapy degree in the 1990's, and to the Doctor of Physical Therapy (DPT) degree program in 2005. The DPT Program at EWU was the first doctoral degree offered at a regional university in Washington. Dr. Gersh participated in numerous accreditations of the program by the Commission on Accreditation in Physical Therapy Education (CAPTE) during her tenure at Eastern and led the most recent self-study and accreditation process in 2016-2017. She retired from EWU in August 2017.</p>	
<p>Within the Doctor of Physical Therapy curriculum at Eastern, Dr. Gersh taught the areas of professionalism and ethics, cultural competence, electrophysiologic evaluation and electrophysical agents, wound healing, and management of multiple systems disorders. She served as a research advisor on student case reports and has a special interest in qualitative research methods. Dr. Gersh served as a third member on graduate committees for students throughout the university. Dr. Gersh has received recognition for her professional and academic service, including the Award for Excellence from the Section on Clinical Electrophysiology, the Lucy Blair Service Award from the APTA, and the Trustees' Medal from Eastern Washington University.</p>	
<p>Professor Gersh has served as Vice President of the Section on Clinical Electrophysiology of the American Physical Therapy Association (APTA), and is currently the president of APTA WA, the Washington Chapter of the APTA. She has spoken extensively and provides clinical consultation on the topics of electrophysiology, electrotherapy, and pain management, and is the author of numerous articles on these subjects, as well as the editor of the text, Electrotherapy in Rehabilitation, published by F.A. Davis Company.</p>	

Appendix E Letter of Support LWTech Faculty



11605 132nd Avenue NE | Kirkland, Washington 98034
p: (425) 739-8100 | f: (425) 739-8298 | LWTech.edu

February 10, 2021

*Dr. Andrea Westman PT, DPT
Professor
Program Director
Physical Therapist Assistant Program*

Dr. Westman,

As Faculty Director the Public Health program here at LWTech, I am writing a letter of support for the BAS PTA program here at LWTech. I look forward to collaborative projects with faculty and students in the PTA program. Students in the BAS-PTA program are welcome to take courses offered from the Public Health program.

Best wishes,

Gayle Shimokura

*Gayle Shimokura PhD, Faculty Director
Associate Professor, Faculty Director
Lake Washington Institute of Technology
Kirkland WA 98034*