



**LAKE WASHINGTON
INSTITUTE OF TECHNOLOGY**

Program Proposal
for a
Bachelor of Applied Science in Public Health Degree

Submitted to the
State Board for Community and Technical Colleges
by
Lake Washington Institute of Technology

September 24, 2013

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Program Name: Bachelor of Applied Science in Public Health
Institution Name: Lake Washington Institute of Technology

Degree: BAS Public Health
Level: Bachelor
Type: Public Health
CIP Code: 51.2201

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Introduction

Lake Washington Institute of Technology (LWIT) is dedicated to workforce education and supports this mission by advancing student pathways, student achievement, external engagement, and college community. Originally Lake Washington Vocational Technical Institute, the college began serving the greater Eastside (Seattle area) in 1949. Lake Washington Technical College officially became part of the new community and technical college system on September 1, 1991. Effective July 22, 2011, our college name was changed to Lake Washington Institute of Technology to reflect our continued dedication to cutting-edge technological education that supports regional workforce needs and provides students a variety of pathways for reaching their goals.

LWIT plans to begin offering a Bachelor of Applied Science in Public Health (BASPH) degree in Fall Quarter 2014 to meet the needs of our growing student population as well as our regional employer needs. A significant number of our student population is enrolled in a health-related degree program. Almost all of those students are obtaining terminal AAS degrees. This bachelor's degree is designed to allow these students to obtain a 4-year degree while using their AAS degree as the first two years of the program. It will take students, on average, two years to complete. The program will be a combination of online/hybrid (one-day-a-week in the classroom) courses to accommodate working and place-bound students.

Lake Washington Institute of Technology's mission statement is "To prepare students for today's careers and tomorrow's opportunities." Part of LWIT's Strategic Plan is to increase the number of bachelor's degrees offered. This is a Board of Trustees' priority and is fully supported from the President through the faculty. The first bachelor's degree offered at LWIT was the Bachelor of Technology in Applied Design (BTAD) launched in 2009. The program has run successfully with institutional support for the program and its students. LWIT will increase its baccalaureate offerings to include the BASPH degree.

The design of this degree is based directly on the core themes identified during both the college's accreditation self-study and strategic planning processes, which involved all campus community members' and college community and business partners' input. There are four core themes that directly support the College's mission: Pathways, Student Achievement, External Engagement, and College Community. As proposed, this degree will provide more opportunities for students and support the College's core theme "Pathways," which reflects LWIT's commitment to offering certificates, transfer degrees, and professional/technical degrees to residents of western Washington to upgrade their skills, transition into new careers, and further their education and training. The College mission, core themes, and strategic plan are available through the college website.

Graduates from this degree program will have significant hands-on technical skills (and most with certification in their respective AAS degree programs) as well as strong public health skills. Twelve on-campus AAS degrees [Appendix A] will serve as the freshman/sophomore years of the BASPH degree. The final two years will include public health curriculum such as epidemiology, public policy, behavioral and cultural aspects of health, program planning, implementation, and evaluation, human disease and prevention, biostatistics, and social determinants of health. Additionally, BASPH concentrations will provide unique opportunities for students in this region and will complement Seattle Central Community College, UW-Seattle, and UW-Bothell offerings. After discussions with representatives from these colleges, LWIT will offer concentrations in epidemiology and community health for students to specialize their skills.

Criteria One

Baccalaureate-Level Curriculum

Curriculum for the BASPH degree meets requirements for a bachelor in applied science for the state of Washington. Program courses were developed and approved by faculty, administrators, the BASPH advisory board, and community stakeholders. Courses in the proposed program offer an interdisciplinary experience. Rigor at the baccalaureate level is achieved by course content that builds on 100/200 level courses, encouraging group and independent research, advanced writing, reading, and comprehension skills, and the expectation that students will be able to bridge theory into application and develop work-ready, practitioner skills. BASPH students will use computers, case studies, active learning, group work, laboratory exercises, and capstone projects to apply their knowledge to curriculum requirements. These activities will mirror real-world scenarios to ready the student for employment.

The following information describes the program's learning outcomes, evaluation criteria and process, general education components, and junior/senior-level coursework. All courses and program outcomes will be reviewed and approved by internal college committees designed to support academic rigor and quality, such as the Curriculum Review Committee (CRC) and the Instructional Council (IC). The BASPH Advisory Board will also review and offer feedback to ensure rigor and relevancy to course content and workforce needs.

Program Learning Outcomes

The BASPH degree prepares students for careers in public health in such areas as epidemiology, biostatistics, public health research, public policy, and community health education.

Graduates of the BASPH program will:

- Apply the fundamental principles of public health to individual, community, and population health issues to study disease incidence and prevalence.
- Explain the etiology and prevalence of chronic and infectious diseases and how it relates to prevention, management, and treatment strategies.
- Explain the impact of health disparities as related to health behavior and outcomes, intervention strategies, public health policy, and healthcare access and quality.
- Investigate concepts in public health ethics and healthcare leadership and management, including the right to health care, public health research/bioethics, social justice, economic impacts, conflict between autonomy and health promotion strategies, and public health theory and practice.
- Consider cultural and behavioral factors that influence health status in individuals and populations.
- Investigate the role that the environment and chemical exposure has on health.
- Apply statistical and other quantitative analysis tools and techniques to issues in public health.
- Develop culturally-tailored health programs and interventions through community assessment, planning, implementation, and evaluation.
- Demonstrate effective communication and critical-thinking skills required for success within the field of public health.
- Evaluate and analyze data as it relates to health outcomes and prevention, management, and treatment strategies.

Program Evaluation Criteria and Process

LWIT has a comprehensive Program Review Process detailed in Appendix B. To ensure student success, the BASPH program will be reviewed annually for the first five years, and then at least every five years thereafter. A panel of professionals forms the BASPH Program Advisory Board [Appendix C] and will continuously monitor the curriculum, along with the program coordinator and administration, to ensure that it provides the current skills and knowledge needed by public health and related professions. Various surveys (primarily student satisfaction, learner outcomes, program effectiveness (via student surveys assessing competency in program objectives), midpoint program evaluation, culminating experience interviews, and employer satisfaction) will also be used for evaluative purposes. Institutional research staff will track wages and career advancement after graduation, as well as job placement and retention at six months and one year, through a custom survey sent to program graduates.

Required Entrance Courses

Students entering into the BASPH program may come from one of dozens of regional feeder programs or LWIT programs like Dental Assisting, Dental Hygiene, Massage Practitioner, Medical Assistant, Nursing, and Occupational Therapy Assistant. To be considered for entrance into the program, students must have completed at least 30 credits of college-level Academic Core courses with a minimum of a 2.5 GPA in each class as follows:

- Communication Skills (Including English Composition I - ENGL&101 or equivalent) - 10 credits
- Introduction to Statistics (MATH& 146 or equivalent) – 5 credits
- Social Sciences - 5 credits
- Natural Sciences - 10 credits (one course with lab)

General Education Component

To meet the requirements set forth by the SBCTC for General Education for applied baccalaureate degrees, the following distribution will be used for the BASPH. All courses below are required. Students may have already completed some or all of the 100/200 level courses and so will not be required to re-take them. Those courses highlighted in blue are upper division courses.

Communication Skills (15 credits)

1. Any 100/200 level (required for program admission)
2. ENGL& 101: English Composition I (required for program admission)
3. **CMST 4XX: Principles of Public Health Communication**

Quantitative/Symbolic Reasoning Skills (15 credits)

1. Any 100/200 level
2. MATH& 146: Introduction to Statistics (required for program admission)
3. **MATH 3XX: Biostatistics**

Social Sciences (15 credits)

1. Any 100/200 level (required for program admission)
2. **PHIL 3XX: Public Health Ethics**
3. **SOCI 4XX: Behavioral and Cultural Issues in Healthcare**

Natural Sciences (15 credits)

1. Any 100/200 level (required for program admission)
2. Any 100/200 level with lab (required for program admission)
3. BIOL 3XX: Public Health Biology

Junior and Senior Level Coursework

The charts below outline the course work required at the junior and senior level. Students holding a completed AAS will be required to complete an addition 90 total degree credits, with 20 credits of specialization courses taken during the senior year and 25 credits of upper-level Academic Core courses during junior and senior year. The remaining 35 Academic Core credits may be fulfilled by 100/200 level coursework that may have been taken prior to program start or need to be taken in addition to the junior/senior year coursework.

General Program Overview

	Number of credits
AAS Degree Completion, to include:	Minimum 90
MATH& 146 – Introduction to Statistics	
ENGL& 101 – English Composition 1	
Academic Courses (Lower level)	
Academic Courses (Upper level)	25
Technical Courses	45
Specialization Courses	20
Total Credits: 180	

Junior (Third Year) Coursework

Technical Courses (Number of credits)	Academic Core (Number of credits)
PUBH 301: Foundations of Public Health (5)	MATH 341: Biostatistics (5)
ENVS 321: Environmental Health (5)	PHIL 301: Public Health Ethics (5)
PUBH 310: Theories of Health Behavior (5)	BIOL 311: Public Health Biology (5)
PUBH 320: Principles of Epidemiology (5)	
PUBH 330: Healthcare Leadership and Management (5)	
PUBH 340: Global Health Issues (5)	

Senior (Fourth Year) Coursework

Technical Courses (Number of credits)	Academic Core (Number of credits)
PUBH 410: Public Health Research Methods and Design (5)	SOCI 401: Behavioral and Cultural Issues in Healthcare (5)
PUBH 420: Program Planning, Implementation, and Evaluation (5)	CMST 401: Principles of Public Health Communication (5)
PUBH 430: Public Health Policy (5)	
Four Specialization Courses (20)	

Specialization Courses

Epidemiology (credits)	Community Health (credits)
EPID 315: Statistical Research Tools: Data Management and Data Analysis	CHPH 315: Alcohol, Drugs, and Society (5)
EPID 325: Advanced Principles of Epidemiology (5)	CHPH 325: Health Equity and Social Justice (5)
EPID 435: Research Theory, Design, and Methods (5)	CHPH 435: Community Health Issues (5)
EPID 455: Applications of Epidemiology (Capstone, Last Quarter) (5)	CHPH 455: Service Learning in Community Health (Capstone, Last Quarter) (5)

Course descriptions can be found in Appendix D.

Criteria Two
Program Faculty and Staff

A full-time faculty program coordinator will be hired in spring 2014 (prior to program launch) for recruitment, curriculum development, and general program administrative needs. Additional full-time faculty will be hired to aid in program development and recruitment. Current LWIT faculty, as well as outside practitioners with expertise in public health and related disciplines and appropriate credentials to teach at the bachelor’s level, will be considered for course assignment. LWIT intends to employ faculty with more than one area of expertise within public health to teach multiple courses. Full-time faculty will be targeted in the areas of concentrations: epidemiology and community health.

Faculty Profiles

Profiles of current faculty are available in Appendix E. Faculty and administrators responsible for technical courses will meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code WAC [131-16-094](#). The following table includes total faculty, staff, and student FTE projections:

Projected FTE Student, Faculty, and Staff Allocation

	Pre-Program Launch (spring 2014)	Year One (2014-2015)	Year Two (2015-2016)	Year Three (2016-2017)	Year Four (2017-2018)	Year Five (2018-2019)
Projected Enrollment		20	40	40	40	40
Student/Faculty Ratio		20:1	20:1	20:1	20:1	20:1
Faculty Program Coordinator	0.4	1.0	1.0	1.0	1.0	1.0
FT Faculty - Teaching		1.0	2.0	2.0	2.0	2.0
Staff Support		0.25	0.25	0.25	0.25	0.25
Student Services	0.5	0.5	0.5	0.5	0.5	0.5
Librarian		0.25	0.25	0.25	0.25	0.25

Criteria Three
Admissions Process

Responsibility for student services rests with LWIT’s Student Services Division, including admissions, intake, testing, counseling, advising, and intervention. 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. Students who apply for the program will be evaluated using the admission requirements shown below. Information about the admissions process will be posted online for prospective students.

LWIT currently uses selective admissions processes for several programs of study, including the Bachelor of Technology in Applied Design (BTAD) program, which has run successfully at LWIT since 2009. LWIT's processes meet standards for both community/technical colleges and baccalaureate institutions established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). 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 paper application with detailed, step-by-step instructions
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 spreadsheets for easy candidate selection by faculty and administrators
6. Clearly communicated timelines for admissions.

BASPH Admission Requirements

The following are the program admission criteria for the BASPH program:

1. An earned associate degree or equivalent from a regionally accredited institution with a minimum of 90 quarter credits in an allied health field of study. Allied health is defined as "involved with the delivery of health or related services pertaining to the identification, evaluation and prevention of diseases and disorders; dietary and nutrition services; rehabilitation and health systems management, among others" according to the Association of Schools of Allied Health Professions. Students with a degree other than an allied health field of study may be considered upon discretion of the admissions selection team.
2. Minimum cumulative GPA across all college coursework of 2.5. Completion of at least 30 credits of college-level Academic Core courses with a minimum of a 2.5 GPA in each class as follows:
 - a. Communication Skills (Including English Composition I - ENGL&101 or equivalent) - 10 credits
 - Introduction to Statistics (MATH& 146 or equivalent) – 5 credits
 - Social Sciences - 5 credits
 - Natural Sciences - 10 credits (one course with lab)
3. A current resume.
4. One to two page admission essay describing the candidate's interest in the degree, how completion of this degree meets his or her personal education and employment goals, and any other information that may support entry to the program.
5. Two letters of recommendation attesting to the student's ability to succeed at the baccalaureate level, preferably one from an instructor and one from an employer (such as a supervisor).
6. \$60 non-refundable application fee.

Selection Criteria

Applicants will be selected based on the criteria listed above. Prior to reviewing applicants, the admissions selection team (minimally comprised of program faculty and/or dean, admissions coordinator, and advising representative) will design comprehensive rubrics for evaluating the resume, admission essay, and references. Evaluation rubrics will ensure that a consistent and rigorous method is applied to each prospective student equally. Evaluation rubrics:

- Candidate resumes will be evaluated for the range of educational and work experiences, clarity and expression.
- Assessment of entrance essays will be based on candidates’ statements of personal and career goals and the educational value to be gained in the baccalaureate program.
- Letters of recommendation will be evaluated based the writers statements about the candidates’ potential to benefit from baccalaureate study and the enhancement of his/her career goals.

LWIT uses a weighted method for selection criteria for all selective programs. The BASPH program will follow a pattern similar to that shown below. Evaluation criteria and maximum points available outlined below will be shared with all applicants. Final admission decisions into the BASPH program will be made by the supervising dean, faculty program coordinator, and program faculty.

Weighted Criteria for Selective Program Admission

Application Requirements	Max. Pts	Notes
Cumulative College-Level Associate Degree GPA	40	Multiply cumulative GPA by 10 to determine total points
Resume	20	Based on evaluation rubric
Entrance Essay	20	Based on evaluation rubric
Letters of Recommendation	20	10 points for each recommendation, based on evaluation rubric
TOTAL	100	

Encouraging Diversity

LWIT values and celebrates diversity in a number of ways, including support for an active campus Diversity Committee and the requirement that students complete class work in Intercultural Appreciation as part of the global outcomes instructional effort. The current draft of the LWIT Strategic Plan specifically addresses the encouragement of diversity as a goal by stating that the college seeks to “develop a campus culture that fully integrates and operationalizes equity and diversity.”

LWIT is recognized by students, businesses, community partners, and peer organizations as the choice for innovative workforce education because it values diversity and welcomes students from all backgrounds and levels of educational attainment. LWIT consistently enrolls greater percentages of students of diverse ethnic and racial backgrounds than is reflected in the surrounding school districts. Excluding students who choose not to report race, LWIT’s fall 2012 enrollment included 34% students of color compared to the surrounding school district average of 29%. Additionally, over 7% of enrolled students report having a disability and the average age of students is 32. This strong enrollment from diverse student populations in existing programs at LWIT will benefit the recruiting opportunities for a new baccalaureate program.

For recruiting, the college consistently reaches out to historically disadvantaged and underrepresented populations by attending Veteran's job and resource fairs, WorkSource resource fairs, LGBTQ education events, and students of color career conferences. Outreach for a new applied baccalaureate degree would occur at all of these events. In addition, recruitment will target existing students and recent graduates from on-campus feeder programs. Because the BASPH program will use selective admission, LWIT will carefully monitor diversity in student enrollment in the program to determine the extent to which it represents the local community and to determine if the recruitment process needs adjustment. Finally, LWIT maintains a diverse faculty and will continue to strive to hire diverse faculty and volunteers to serve and represent the student body.

Criteria Four Student Services Plan

In order to address the needs of BASPH students, many of whom will be working and place-bound adults, the college provides services outside of standard business hours and uses technology to ensure student access to support services. The following advising and retention-related services at LWIT are available to BASPH applicants and regularly-enrolled students:

Assessment

LWIT provides COMPASS placement testing, all College Level Examination Program (CLEP) exams, industry certification exams, accommodated testing for students with disabilities, and Washington Online (WAOL) proctoring. The Assessment Center is open during evening hours on Tuesdays until 6pm for working and place-bound students.

Advising

Advising is available for all new and continuing students. LWIT will provide an overview of the BASPH program via an Information Session each year prior to the admission application closing date. This helpful session will present an overview of the BASPH program, curriculum, and philosophy. Advisors, LWIT advising staff, and program faculty will be available for BASPH students to help with scheduling and general program questions and support. Additional BASPH-only advising resources will support the program. Advising is offered during evening hours on Tuesdays and Wednesdays until 6pm for working and place-bound students. Students may also Skype, email, or call advising for additional contact options.

Counseling

Counseling is available to support all students with short-term issues that might impact retention and academic success. One-on-one, crisis-response, and group counseling services are all available and used as appropriate to support student needs. Counseling has established relationships with community mental health and service-providing agencies that are utilized for both referrals and on-campus assistance with programming around mental health issues.

Disability Support Services

Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. The role of these adjustments is to provide equal access in the classroom. Academic adjustments are specific to the student, his or her disability, and the class requirements. Students registered with this office are also eligible to join TRiO (see below).

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 office provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the office 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 recruiting is coordinated through the ERC. The ERC also offers an online e-career center that allows employers to post job notices and students to search and apply for jobs or post their resumes online.

Financial Aid

Since 2008, the financial aid office has successfully processed grant, loan, and scholarship awards for students in the BTAD program. All services provided by financial aid, including FAFSA orientations, veterans services, in person assistance, and scholarship referrals will be made available to students in the BASPH program. The financial aid office is open during evening hours on Tuesdays and Wednesdays until 6pm for working and place-bound students.

Student Programs

LWIT offers all students a variety of ways to get involved in campus life. BASPH students will enjoy the same access to these services as all other students, including participation in existing clubs, opportunities to form new student clubs, participation in associate student government, and the ability to enjoy frequent educational programming.

Intervention Services – General Student Population

Students experiencing difficulties making adequate academic progress are assisted through several intervention programs under the direction of the Assistant Director for Student Development and Advising. For the general student population, faculty can initiate assistance to students having difficulties with attendance, assignment completions, exams, and class preparation using the FAST (Faculty Advising Support Tools) system. This includes faculty informing Student Development and Advising of the difficulties followed by interventions by staff via email, phone and/or in-person meetings. For first generation, low income and/or disabled students, the TRiO program offers similar services with the same follow up "intrusive interventions" designed to assist student progression towards their educational goals (see below).

TRiO Student Support Services

TRiO Student Support Services is a federally-funded project established at LWIT for the purpose of assisting students to achieve their post-secondary ambitions, targeted to serve and assist low-income, first-generation college students, and students with disabilities. 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 workshops for students in study skills, motivation, financial aid, stress reduction, test anxiety, and life skills. The TRiO program also runs the Learning Lab, where *any* LWIT 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 LWIT students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, and stress management). In addition, the program offers specialized services such as

career guidance, resume and cover letter writing, and interview sessions; and cultural events to promote personal and educational development.

Criteria Five

College Commitment to the BASPH Program

Lake Washington Institute of Technology's mission statement is to prepare students for today's careers and tomorrow's opportunities. The Board of Trustees has prioritized the development of baccalaureate programs offered on campus to create more opportunities for students. This initiative is fully supported by the President and college faculty and staff. The design of this degree is based directly on the college's core themes identified during both its accreditation and strategic planning processes: Pathways, Student Achievement, External Engagement, and College Community. LWIT has committed to fund the costs associated with program launch through funding from College reserves of \$49,995 in 2013-14, and \$76,024 in 2014-15.

Program Funding

The financial plan assumes the following:

1. Pre-program launch faculty and staff new positions (FTE) for spring and summer 2014:
 - Faculty Program Coordinator - 1.0
 - Staff Support - 0.25
 - Student Services - 0.5
 - Librarian - 0.25
2. 25-30 students will be admitted as a cohort each year, producing an initial enrollment of 20 FTE and then 40 FTE in following years.
3. The BASPH budget is based on state support with the option to convert to self-support depending on overall College FTE generation (unless dedicated baccalaureate funding is obtained).
4. LWIT will support the initial two years of program funding from college reserves as shown in the Projected Program Expenses table under "College Support."
5. Funding is allocated to instruction, student services, instructional administration, and library services at levels generally used by LWIT for all its programs. The distribution also uses the College experience in funding its existing baccalaureate program in Applied Design.
6. Faculty and staff fringe benefits are calculated at an average of 36% (35% for full-time faculty, 29% for part-time faculty, 40% for staff), the current LWIT rates.
7. Six months prior to the program start, a full-time faculty program coordinator will be hired with recruiting, marketing, and program development responsibilities. The program coordinator will be assisted by a 0.5 FTE student services representative to provide additional recruitment and admissions services.
8. Staff Support (0.25 FTE) and library (0.25 FTE) staff for the program will be provided starting in summer 2014. It is anticipated that these positions will also serve other baccalaureate programs with a commensurate increase in work hours.
9. \$2,500 per annualized FTE will be allocated to the BASPH program from the existing State allocation. Tuition revenue assumes 25 students enrolled in 2014-15 with a 15-credit class load and 45 students enrolled from 2015-16 and beyond with a 15-credit class load.
10. 2% per year inflation has been assumed for all operating costs and for all sources of funding.
11. Tuition and fees have been assumed to be \$2,164 per student per quarter based on the 2012-13 resident rates adjusted for inflation.

Facilities, Equipment, Technology, and Instructional Resources

The BASPH program is a hybrid and online program that requires no facilities beyond existing classrooms, computer rooms (computer labs with state-of-the-art computers and software packages are currently available for use by BASPH faculty and students), and library resources at LWIT. We anticipate no additional laboratory equipment needs. Statistical software packages will be purchased for student and faculty use out of program budget and/or student fees. Vital health statistic databases may need to be purchased by the college if not open-access, depending on need. Students will need access to a computer and an internet connection.

Library Support

The LWIT Library–Learning Commons combines traditional library services, academic support services, a computer lab, and technology services in campus two locations (Kirkland and Redmond). The librarians assist LWIT students and faculty with individual research as well as teaching specific information literacy classes concerning plagiarism, citations, use of Web2.0 tools, research, and web evaluation. Additionally, the library supports LWIT students by being open Mondays-Thursday 7:30am - 8:00pm, Fridays 7:30am - 5:00pm, and Saturdays 11am - 5:00pm. These night and weekend hours help working and place-bound students.

Library resources will reflect bachelor-level requirements, including research journal and database access. The following reference collections will be acquired/renewed:

1. Nursing & Allied Health Source (current subscription)
2. Health & Medical Complete (new subscription)
3. CINAHL Plus with Full Search (new subscription)
4. PubMed (new subscription)
5. Science Direct (current subscription)

Additional Staff Support

The following positions will be added as the program grows to specifically support the BASPH program (FTE) and ensure that students have access to additional support and services for success throughout this rigorous and challenging baccalaureate-level education: Faculty Program Coordinator- 1.0; Full time Faculty - 2.0; Staff Support - 0.5; Student Services - 0.25; Librarian - 0.25. Support services will be shared between baccalaureate programs to increase the FTE per position to make them more viable.

Projected Program Expenses

The table below shows the financial plan for spring 2014 plus the first 5 years of the BASPH program operations.

	Spring - 2014	2014-2015	2015-2016	2015-2016	2016-2017	2017-2018
Faculty - Program Coordinator	31944	79860	53506	54576	55668	56781
Faculty - Teaching		79860	162914	166173	169496	172886
Staff Support		14,280	14,566	14,857	15,154	15,457
Student Services	7875	32130	32773	33428	34097	34779
Librarian		17850	18207	18571	18943	19321
Program Development		20000	10,000			
FACULTY & STAFF (Salary & Benefits)	39819	243950	291966	287605	293358	299224
OTHER COSTS						
Goods & Services		10000	5000	5100	5202	5306
Professional Development		2,500	3,500	3570	3641	3714
Equipment		5000	5100	5202	5306	5412
Marketing	5,000	20000	10000	10200	10404	10612
Software		5000	5100	5202	5306	5412
Library Materials		15000	15300	10000	10200	10404
Accreditation Costs				2,500	2,700	3,108
TOTAL OTHER COSTS	5,000	57500	44000	41774	42759	43965
REVENUE						
Tuition		187500	337500	344250	351135	358158
Program Fees (\$15/cr)		5625	10125	10125	10125	10125
Initial College Support	44819	108355	----	-----	----	----
TOTAL FUNDING		301480	347,625	354375	361260	368283
TOTAL COSTS						
TOTAL COSTS	44819	301480	335966	329379	336117	343189
BALANCE	0	0	+11659	+24996	+25143	+25094

Criteria Six Program Accreditation

LWIT is accredited by the Northwest Commission on Colleges and Universities (NWCCU) as a four-year, degree-granting institution. This accreditation was reaffirmed in February 2012. Upon receiving SBCTC approval, the BASPH program will receive NWCCU review via its substantive change process for inclusion in LWIT's catalog of approved degrees and certificates.

There is currently no established accreditation process for stand-alone public health degrees not housed in a recognized School of Public Health. Public health graduate degree accreditation by the Council on Education for Public Health (CEPH) began in 1974. CEPH is currently developing plans for accreditation for stand-alone baccalaureate degrees not housed in a School of Public Health. The accreditation process is currently in draft review. However, three consensus statements have already been established:

1. Given the rapid growth in undergraduate public health in all types of higher education institutions, accreditation might be necessary to assure quality in baccalaureate-level public health majors.
2. Accreditation is an iterative, collaborative process that takes time and must involve key stakeholder groups.
3. Principles of quality should apply to all baccalaureate-level public health majors, whether in schools of public health, affiliated with graduate public health programs, or in colleges or universities without graduate-level public health training.

LWIT intends to meet the criteria for CEPH accreditation when the standards of accreditation are formalized.

Criteria Seven Pathway Options

The BASPH degree prepares students for entry into the workforce and for continuation into a master's degree program. Specifically, the BASPH feeds into the MPH (masters of public health) degree or MS/MA in a related field. Students have many options both locally and nationally (online or on-campus). Admission into an MPH or related master's program is competitive. We are confident that the BASPH will produce students with an academic background that allows them to be highly considerable for admission into an MPH or related MA/MS program. The University of Washington-Seattle offers an MPH or MS with 33 different concentrations such as epidemiology, biostatistics, global health, environmental health, and community health, although these programs are highly competitive and also require practitioner and/or employment experience to be considered for entrance. We have been in contact with several University of Washington-Seattle advanced degree programs in order to introduce our degree and learn more about admission requirements. Additionally, we have begun to connect with various online masters' level programs for the same.

Additionally, we have identified 34 programs at 9 colleges in the region that are a source for potential BASPH students. [Appendix F –Potential Regional Feeder Programs]. We have initiated conversations with Seattle Central Community College and will continue to explore potential partnerships with other colleges to provide pathways via articulation agreements for all regional students who may want to complete the BASPH at LWIT.

LWIT has developed the BASPH to be rigorous and complementary with many master’s program admission requirements. Students may also wish to complete an advanced degree online. The following are CEPH-accredited online MPH programs:

Online CEPH-accredited MPH Programs

University of Alabama at Birmingham	University of Southern California
University of Florida	University of Nebraska Medical Center
University of Minnesota	San Jose State University
University of California, Berkeley	George Washington University
Johns Hopkins University	University of North Carolina, Chapel Hill
Medical College of Wisconsin	Columbia University

LWIT is committed to the State Board’s goal of providing not just pathway access but also flexibility in course scheduling to help accommodate working adults. The BASPH will be hybrid and online for all 3 and 4 year courses. Our eLearning office is dedicated to state-of-the-art distance learning instruction and is well-configured to support the BASPH. This allows working students, place-bound students, and students with limited ability to physically attend campus the opportunity to earn their 4-year degree.

Criteria Eight

External Expert Program Evaluation

Two external reviewers were selected based on credentials relevant to the BASPH degree as well as their design and management of highly successful programs in the field of public health. The external experts chosen were: Jody Early, PhD, M.S., CHES, from Walden University and Sloane Burke, Ph.D., from California State University – Northridge. Their comments, together with our responses, are summarized below, and their biographies and full comments are available in a separate document. We have incorporated suggestions by both Dr. Early and Dr. Sloane and made changes to this program proposal as applicable. Those changes are noted below in the reply comments.

Summary of Comments from Dr. Jody Early, Expert Evaluator

Overall, I believe the proposed BPH is a strong program: program learning outcomes, curriculum, program faculty and staff, institutional support and infrastructure, student services, experiential learning, and budget allocations are closely in line with ASPH and CEPH recommendations, other baccalaureate-level programs in public health, and national initiatives. However, there are a few areas of recommendation which may strengthen this proposal further: I have expounded on these below:

1. I do not see a humanities outlined as part of the BPH and would need to be added and number of electives could be reduced to 30 (six courses) vs. 35 (seven courses).
 - Students who graduate with an AAS are required to take at least 5 credits of humanities as part of their AAS degree. We will look into whether CEPH requires the humanities component to be upper-level.
2. The BPH covers [Role and Importance of Data in Public Health] content in several courses, but I recommend to emphasize the development of “evidence based approaches” to the PUBH 420 Program Design, Planning, and Evaluation course description... Also, I recommend Changing the title to “Program Planning, Implementation, and Evaluation” to cover the missing element of implementation and include this in the course description as well. Also the description for PUBH 420 could also be changed to read, “This course introduces the phases of health education and promotion programs: community needs assessment, planning, implementation, and evaluation.
 - We agree and have changed the title and description as suggested.

3. My recommendation is to add socio-ecological factors that impact health and health disparities as a cross-cutting theme throughout the program and add the socio-ecological model to the PUBH 310 core course.
 - We will be sure to cover this in our course.
4. In my experience of teaching assessment, planning, implementation, and evaluation to undergraduate students, I highly recommend separating planning from evaluation so that you cover these areas in two courses vs. one. The added time is necessary for UG students to process information especially in a hybrid or online classroom. Assessment alone could take weeks, so evaluation is better covered in a separate course. You could add this to the technical core and delete an elective.
 - We will take into advisement splitting these topics in order to adequately cover them.
5. Providing students at least a cursory understanding of GIS and community mapping is an important aspect of assessment—for both specializations. I recommend integrating at least one activity relating to this (using Google Maps, for example) in the assessment and planning course.
 - We will include this topic into the course.
6. Most of the BPH students will have an allied health background and will most likely have taken this course. However, consider requiring a healthcare system intro course for non-Allied health applicants as a prerequisite to the program or elective.
 - PUBH 330 Healthcare Leadership and Management will address this information.
7. In order to better “engage the community” (which is part of LWIT’s goal), consider how you will partner with (or exclude) local agencies and organizations who already work with the University of Washington’s School of Public Health. Unique partnerships and opportunities for the BPH should be explored so that community partners and sites are not saturated with interns beyond need or bandwidth to manage.
 - We are eager to create these partnerships and continue to grow those we have already started.
8. Service learning could be aspects of the core courses such as PUBH 301, ENVS 321, or CMST 401.
 - We will be sure to include this in our curriculum.
9. These cross-cutting themes to the left are themes evident across the BPH curriculum. However, I would add the term “leadership” to the title of PUBH 340 and include leadership skills to the course description. Leadership and management go together, but one can manage and not be a leader. Therefore, it’s important to mention leadership distinctly from management in the curriculum. Furthermore, if you are creating a new course for this program, and not using an existing course, I recommend changing the title of the PUBH 330 course to “Leading and Managing Public Health Programs and Services” to make it more applicable to public health vs. a course in a healthcare management program.
 - We have changed the course title in order to reflect this need to include leadership to: PUBH 330: Healthcare Leadership and Management. Since CEPH requires background in the healthcare system we believe a separate course would be best to address this, and aspects of leadership will be included and the title has been updated to reflect this.
10. In addition, I would include the element of working in teams or a team project in at least one of the required technical courses—perhaps in assessment, planning, and implementation?
 - Many of our courses will require teamwork as this is a Global Outcome for LWIT.
11. The proposal is not clear about types of instructional methods beyond just hybrid/online. For examples, will case studies, community mapping/GIS, group work, simulations, active learning, or community-based methods be used? Explaining instructional strategies would also help to underscore the uniqueness of the BPH from other programs in public health.
 - This has been updated in the proposal to reflect more specificity in this regard.
12. As the BPH program grows, LWIT and BPH faculty and leadership may want to consider adding other specializations which may draw from existing programs or coursework offered at the 100-

200 level. Based on current degrees listed on the LWIT website, future concentrations unique to LWIT could be: health promotion & wellness (from personal trainer program), early childhood education and health, industrial hygiene, and nutrition and culinary arts.

- We will consider new specialties to meet regional employment needs as the program grows. These are great suggestions that would absolutely fit well with our current student population.
13. Finally, in reference to my previous comments concerning the need to plan for an internship coordinator, additional allocation of funding may be needed to hire a part-time or full-time internship coordinator specific to public health. As the program grows, it may not be manageable for the program coordinator or full-time faculty budgeted to oversee all of the interns in the field in addition to their teaching, administrative, and service requirements.
- We will add an internship coordinator to meet the growing demands of the program as needed.

Summary of Comments from Dr. Sloane Burke, Expert Evaluator

1. Let's double check with CEPH that the common term or term they are not advising is not BASPH. Dear Grace: I did check and it seems CEPH does list and describe the BASPH specifically. Not sure if you want to consider this for your degree acronym or perhaps this is not feasible due to "Applied" in title.
 - This is a solid suggestion and we have changed the acronym to BASPH.
2. I would insert a brief paragraph about the college and its history (beyond just the program history). Often reviewers want to see the fit of the proposed program with other programs in an org chart or simple diagram for quick interpretation.
 - We have included a brief history of the college in the introduction
3. From CEPH – this may be nice to include: "Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development. Description of how the mission, values, goals and objectives are made available to the program's constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance."
 - We included this information in the initial Statement of Need (A&B) and reiterated a portion of it again in this Full Proposal (C&D).
4. CEPH recommended for us to have an BASPH/MPH advisory council, a mid-point program evaluation (qualitative and quantitative), student and alumni surveys, evaluations from preceptors and review of fieldwork and culminating experiences. Using words such as systematic, cohesive methodology – etc.
 - We have added these specifically into the proposal and will certainly be thorough with our assessment and evaluation to meet LWIT and CEPH requirements.
5. More and more we are seeing curriculum request to omit "Introduction" in course titles over 100 level. So this course name would simply be, "Biostatistics."
 - This is a good suggestion and we have made changes to reflect this trend.
6. Include in narrative how the two specialization tracks were chosen. Based on workforce needs? Feasibility analysis, etc.
 - We included this information in the initial Statement of Need (A&B) and reiterated a portion of it again in this Full Proposal (C&D).
7. Does each specialization have a culminating experience or internship? This may be an important consideration if/when going up for CEPH accreditation (once CEPH starts accrediting UG programs) If internship - need total number of hours required specified.
 - We have not yet determined what the format of their cumulating experience will be. It will depend on our relationship with local and regional agencies as to what will be available to our students. We will strive to meet CEPH guidelines for this experience.

8. This information is highly important but seems to appear late in the document. I would duplicate and move up so it is very clear to reviewers early on this is an online/hybrid program. May also need to include student's access to technological resources such as a web portal, will need their own computers, etc.
 - We have clarified this component earlier in the document as well as stated additional student needs.

Conclusion

LWIT has the unique opportunity to provide a bachelor's degree in public health that is workforce and skills-based in its design and competencies. LWIT is the only school in the region that will combine certification in existing allied health programs with curriculum that provides rigorous education to support the field of public health. Future graduates will be public health practitioners with certifications in other health fields, making them highly sought after for employment in western Washington. Additionally, LWIT will offer the degree program as online/hybrid, allowing more students to achieve their educational goals than a traditional face-to-face degree may provide. The College and its partners [Appendix G – Letters of Support] are proud to support a workforce education mission and is excited to provide skilled, highly-trained public health workers to preserve and promote the health and wellness of all Washingtonians.

Appendix A – LWIT BASPH Feeder Programs

The following allied health and social service AAS, AAS-T, or direct transfer degrees are currently offered at LWIT and are considered a BASPH feeder program:

	Program Start Date	Yearly Enrollment (# of students)				
		2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Dental Assisting	1993	80	93	100	92	88
Dental Hygiene*	1996	87	108	125	166	151
Energy & Science Technician*	2002	18	21	28	24	10
Fitness Specialist/Personal Trainer*	1996	12	20	31	41	28
Funeral Service Education*	2010	53	45	35	17	0
Massage Practitioner	1995	29	30	22	17	0
Medical Assisting*	1996	163	141	131	101	53
Nursing RN*	2002	261	296	352	471	408
Occupational Therapy Assistant*	2008	60	51	47	27	0
Physical Therapist Assistant*	2007	77	62	64	41	22
Pre-Nursing DTA*	2010	393	367	277	0	0
Social & Human Services	2002	66	79	83	52	43

* designates program meets science/math requirements for admission into BASPH.

These programs are supported by 36 full-time and over 145 part-time faculty. They are also supported by Academic I-BEST initiatives and other developmental education grants and programs designed to optimize student achievement and success. Each department has a rich and historical relationship with regional stakeholders in allied health and their respective disciplines.

Appendix B – Program Review Process

LWIT conducts systematic program reviews of all instructional programs. College Policy 6.P.47 requires that all instructional programs conduct a formal program review every five years or as directed by the Vice President for Instruction. The purpose of program review is to:

“...assess the effectiveness and viability of its instructional programs. Program review helps determine how well the College meets its mission and goals (and) helps ensure that high quality instruction, facilities, and student support are assisting students in achieving their educational goals.”

It incorporates evaluation of the following components:

- Total state and contract funded enrollments for the program
- Student FTE
- Faculty FTE
- Student/faculty ratio
- Student demographics including ethnicity, gender, age
- Course-level student success (course completion rates)
- Program-level student success rates including retention, progression and completion rates across courses
- Program facilities, technology, and equipment
- External engagement including industry partnerships, internship opportunities, and review of the Advisory Board
- Pathways including communications about the program as well as articulation agreements
- Employment opportunities
- Student support services

Student learning will also be assessed in terms of course outcomes, program outcomes, and the college’s Global Outcomes.

The BASPH program will be reviewed annually for the first five years, and then at least every five years thereafter.

Appendix C – BASPH Advisory Board Members

Advisory Board Members:

Erin J. Aiello Bowles, MPH. Research Associate, Group Health Research Institute

David G. Allen, RN, PhD. Dean - Nursing and Health Studies, University of Washington Bothell

David Fleming, M.D. Director and Health Officer, Public Health — Seattle & King County

Jeff Friedman, MHA, FACHE. Vice President of Professional Services, Evergreen Health

Dorene Hersh, MN, RN. Chief of Nursing, Public Health — Seattle & King County

Antje Hoerin, PhD. Chief Scientific Officer, Cancer Research And Biostatistics

Ksenia Koon, MS. Director of Arts, Culture and Civic Engagement (ACCE), Edmonds Community College

Tao Sheng Kwan-Gett, MD, MPH. Director, Northwest Center for Public Health Practice

Collaborative Partner:

Sara Mackenzie, MD, MPH. Assistant Dean for Undergraduate Public Health, University of Washington-Seattle

LWIT Representatives:

Amy Goings, MPA. President

Doug Emory, MA. Dean of Academic Core, Hospitality, and Service Programs

Maria Macedo, M.Ed. Dean of Allied Health Programs

Grace Lasker, PhD, CN. Tenured Faculty - Academic Science; Energy & Science Technician

Appendix D – Course Descriptions

Junior Year

1. BIOL 311: Public Health Biology (5 credits)
This course will provide an introduction to the biological foundations of public health. Topics include human chronic and hereditary diseases and disorders (such as obesity, diabetes, heart disease, cancer, etc), infectious disease and host response, diagnostic and predictive tools, and human physiology.
2. PHIL 301: Public Health Ethics (5 credits)
This course focuses on ethical issues in public health and health care policy. This includes health care rights, resource allocation issues, individual autonomy versus population health promotion, privacy and human subjects protection in public health data and research, and the use of summary measures to drive policy.
3. MATH 341: Biostatistics (5 credits)
Introduction to statistical analysis of biological data. Topics include experimental design and hypothesis testing, descriptive statistics, probability, validity, reliability, chi-square distribution, confidence intervals, power, sample size, and introduction to various parametric and non-parametric tests.
4. ENVS 321: Environmental Health (5 credits)
This course investigates the role of environment in personal and population health. Includes investigating current environmental public health issues and topics in environmental health sciences (threshold, toxicology, risk assessment). Includes overview of global health threats such as climate change, pollution, food supply issues, etc.
5. PUBH 301: Foundations of Public Health (5 credits)
This course introduces the five core public health disciplines (environmental health, biostatistics, epidemiology, social and behavior sciences, and health management and policy) and provides an historical context to the development and existence of public health around the world.
6. PUBH 310: Theories of Health Behavior (5 credits)
This course will introduce various health behavior theories (personal, social, and population-based) and their roles in health education, research, and intervention.
7. PUBH 320: Principles of Epidemiology (5 credits)
An introduction to epidemiological investigations of disease (infectious and noninfectious). Includes introduction to study design for investigating disease etiology, mode of transmission, and pathogenesis.
8. PUBH 330: Healthcare Leadership and Management (5 credits)
This course presents core concepts of healthcare leadership and management, including organizational design as it relates to workplace diversity, managing versus leading professionals, and overall system function.
9. PUBH 340: Global Health Issues (5 credits)
This course surveys current global health issues such as disease burden and distribution, health inequality and disparity, global health policy, and global health interventions.

Senior Year

1. CMST 401: Principles of Public Health Communication (5 credits)
This course introduces fundamental aspects of public health communication and education. Topics include general marketing principles, the role of social and mass media, interpersonal, organizational, and cultural aspects of communication, and communication technology.
2. SOCI 401: Behavioral and Cultural Issues in Healthcare (5 credits)
This course introduces behavior and cultural issues that impact individual and population health and their relationship to public policy development and public health intervention programs.
3. PUBH 410: Public Health Research Methods and Design (5 credits)
This course focuses on research methodology and design. Students will collect and analyze data to evaluate programs related to public health and healthcare issues.

4. PUBH 420: Program Planning, Implementation, and Evaluation (5 credits)
This course introduces the phases of evidence-based approaches to educational and promotional programs: community needs assessment, planning, implementation and evaluation. Students will also learn about the competitive grant process and component necessary for writing successful proposals.
5. PUBH 430: Public Health Policy (5 credits)
This course examines public health policy at the local, state, and federal level. It investigates the many factors that influence public policy such as institutional, economic, social, ethical, and political factors.

Epidemiology Specialization

1. EPID 315: Statistical Research Tools: Data Management and Data Analysis (5 credits)
This course introduces statistical analysis software packages typically encountered in epidemiological research. Students will develop data analysis techniques for dataset analysis for the various software packages. PREREQ: MATH 341: Introduction to Biostatistics
1. EPID 325: Advanced Principles of Epidemiology (5 credits)
This course is designed to train students to apply epidemiological principles to determine disease etiology as well as evaluate prevention and intervention programs. It will do so in the context of the five areas of epidemiology: (environmental health, biostatistics, epidemiology, social and behavior sciences, and health management and policy). PREREQ: PUBH 320: Principles of Epi.
2. EPID 435: Research Theory, Design, and Methods (5 credits)
The course introduces students to the importance of theory-based research and the process of research design. Quantitative, qualitative, and mixed-method research designs and the methodology behind each type will be introduced. Students will design a research plan to address a public health issue. PREREQ: PUBH 410: Public Health Research Methods and Design
3. EPID 455: Applications of Epidemiology (Capstone, Last Quarter) (5 credits)
This course is designed to serve as an epidemiology capstone experience. Students will work with local agencies and health departments engaged in health surveillance and monitoring on projects that may include data analysis and application, using GIS mapping tools and related software, field observations, and community assessment. Students will also participate in a weekly meeting with students in other capstone courses from the other specializations to collaborate and share information and knowledge gained. PREREQ: Instructor Permission

Community Health Specialization

1. CHPH 315: Alcohol, Drugs, & Society (5 credits)
This course investigates the history and theories surrounding human substance use/abuse. Introduces topics of diagnosis, treatment, prevention, and social/cognitive/behavioral/natural causes of substance use/abuse. PREREQ: PUBH 310: Theories of Health Behavior
2. CHPH 325: Health Equity and Social Justice (5 credits)
This course analyzes issues related to health disparity, and issues related to social justice, such as healthcare access, unequal treatment based on ethnicity, race, income, and strategies for supporting diverse populations to reduce disparity and influence public policy. PREREQ: PHIL 301: Public Health Ethics
3. CHPH 435: Community Health Issues (5 credits)
This course addresses issues in community health. It introduces strategies to reduce health risks, health disparity, and introduces resources for community intervention and prevention programs. PREREQ: SOCI 401: Behavioral and Cultural Issues in Healthcare
4. CHPH 455: Service Learning in Community Health (Capstone, Last Quarter) (5 credits)
This course is designed to serve as a service learning experience. Students will collaborate with local agencies to develop a community health program. Students will also participate in a weekly meeting with students in other capstone courses from the other specializations to collaborate and share information and knowledge gained. PREREQ: Instructor Permission

Appendix E – Academic Core and Technical Program Faculty

Academic Area	Name	Degree(s)	Year Hired
Technical Courses	Lasker, G.	B.S./M.S. University of Nebraska-Lincoln Ph.D. Walden University – Public Health - Epidemiology Certified Nutritionist	2006
	Carter, S.	B.S. University of Georgia M.S. University of AL - Birmingham Ph.D. University of Washington – Industrial Hygiene Certified Industrial Hygienist	2009
	Dalich, G.	B.S. Oregon State University M.S. Oregon State University Ph.D. Oregon State University – Pharmacology A.S.C.P. U.S. Army	2006
	Costarella, L.	B.A. University of CA-Irvine N.D. Bastyr University – Naturopathic Medicine Naturopathic Doctor WA	2002
	Sen, A.	B.S. University of Calcutta MS.C. University of Calcutta Ph.D. Bowling Green State University – Biological Sciences MPH Candidate- University of Washington	2013
Communication Skills	Snider, P.	B.A. University of California-Davis M.A. University of British Columbia – English	2005
	Mantooth, W.	A.A. Peninsula College B.A. University of Washington M.A. Utah State University Ph.D. George Washington University – American Literature	2005
	Lake, M.	B.A. La Sierra University M.Ed. Eastern Illinois University – English	2004
Quantitative/Symbolic Reasoning Skills	Bricken, W.	B.A. University of California-Los Angeles M.S. Stanford University Ph.D. Stanford University – Statistics Education (Math)	2006
	Kuestner, S.	B.S. Ohio University; M.Ed. Montana State University – Secondary Education	1995
Natural Sciences	Nelson, J.	B.S. Longwood College; M.Ed. Western Washington University – Exercise Science American College of Sports Medicine	2000
	Dalich, G.	B.S. Oregon State University M.S. Oregon State University Ph.D. Oregon State University – Pharmacology A.S.C.P. U.S. Army	2006
Social Sciences	Shepherd, H.	B.A. University of Wisconsin M.Ed. Seattle University – Education	1986
	Toussaint, L.	B.A. Eastern Washington University M.A. American University Ph.D. American University – Sociology	2009
Humanities	Sobottka, J.	A.A. Grays Harbor College B.F.A. Fine Arts, University of Montana M.F.A. Fine Arts, University of Minnesota – Fine Arts Certified Behavioral Assessment Expert	2008

Appendix F – Potential Regional Feeder Programs.

Seattle Central Community College	Dental Hygiene
	Nursing (R.N.)
	Surgical Technology
	Respiratory Care
North Seattle Community College	Medical Assisting
	Pharmacy Technician
Edmonds Community College	Social and Human Services - Alcoholism and Chemical Dependency Counseling
Everett Community College	Dental Hygiene
	Medical Assistant
Shoreline Community College	Health Information Technology
	Dental Hygiene
	Medical Lab Technology
	Nursing - RN
Bellevue College	Nursing - RN
	Radiologic Technology
	Radiation Therapy
	Diagnostic Ultrasound
	Electroneurodiagnostic Technologist
	Nuclear Medicine Technology
Renton Technical College	Dental Assistant
	Massage Therapy Practitioner
	Medical Assistant
	Surgical Technologist
	Phlebotomy Technician
	Ophthalmic Assistant
Highline Community College	Nursing - RN
	Chemical Dependency Professional
	Community Health & Wellness
	Medical Assistant
	Personal Fitness Trainer
	Polysomnographic Technology
	Respiratory Care
Green River Community College	Occupational Therapy
	Physical Therapist Assistant

Appendix G – Letters of Support



August 7, 2012

Grace Lasker, PhD, CN
Faculty, Academic Science; Energy & Science Technology
Lake Washington Institute of Technology
11604 132nd Ave NE
Kirkland WA 98034
425-739-8163
grace.lasker@lwtech.edu

RE: LWIT Bachelors of Public Health degree

I am writing to offer my strong support for your new Public Health degree. As you know, Nursing and Health Studies also offers a Bachelor's in Health Studies with a public/global health focus. There is no question about both the demand and need for more programs oriented to creating a public health workforce. With the Affordable Care Act adding some 40 million individuals to the health care system—many from under-represented communities—there will be increased demand for skilled, knowledgeable workers to support care transitions and develop/staff health promotion activities. In addition, like most health care fields, the public health profession is facing significant retirements.

I believe the program you have developed is well designed to match the needs of your students with the existing and emergent demands in the field of public health. I am happy to be on your advisory board and look forward to developing a deeper collaborative relationship.

Sincerely,

David Allen RN PhD

Director and Professor



Group Health Cooperative
Group Health Research Institute
1730 Minor Ave
Suite 1600
Seattle, WA 98101

www.ghc.org

July 31, 2013

Grace Lasker, PhD, CN
Lake Washington Institute of Technology
11605 132nd Ave NE
Kirkland, WA 98034

Dear Dr. Lasker,

I am pleased to offer my support to the proposed Bachelor of Public Health Program at the Lake Washington Institute of Technology. I know of no other technical colleges in the Seattle region that offer such a program. While the University of Washington has a similar program, your program will be a great option for those students who prefer an alternative to a 4-year college, while still offering a degree program that meets extremely high academic standards. One of the strengths of the program at Lake Washington Institute of Technology is that it will teach skills that are particularly important to those working in the public health field, such as research project coordination, budget management, and grant development. These skills are typically learned by trial and error once an employee is hired. I can't emphasize enough how valuable these skills are to public health employers. I know I would prefer to hire a new graduate that already had some training in these areas over one that didn't!

I wish you the best of luck with the application. If funded, I look forward to serving on the advisory board and helping shape this program into one that is truly worthwhile for both students and their potential future employers.

Best,

A handwritten signature in cursive script, appearing to read "Erin J. Aiello Bowles".

Erin J. Aiello Bowles, MPH,
Senior Research Associate