



PENINSULA COLLEGE

**STATE BOARD FOR COMMUNITY AND TECHNICAL
COLLEGES**

FEBRUARY 10, 2023

PROGRAM PROPOSAL

BEHAVIORAL HEALTHCARE

BACHELOR OF APPLIED SCIENCE

PENINSULA COLLEGE

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Cover Page — Program Proposal

Program Information

Institution Name: Peninsula College

Degree Name: Bachelor of Applied Science Behavioral Healthcare

CIP Code: 51.1501

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

Degree: Addiction Studies AAS/AAS-T

CIP Code: 51.1501

Year Began: 1995

Degree: Medical Assistant Program

CIP Code: 51.0801

Year Began: 2002, although a similar program (Health Care Assistant Program) began in 1996

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2023

Projected Enrollment (FTE) in Year One: 15 students

Projected Enrollment (FTE) by Year: 30 students by 2024

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Peninsula College, 1502 East Lauridsen Blvd., Port Angeles, WA 98362

Off-site: Possibly via Zoom or similar program at Forks and Port Townsend sites

Distance Learning: All courses will be delivered via Hyflex and/or via online modality option

Program Proposal

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

Contact Information (Academic Department Representative)

Name: Tanya Knight

Title: Associate Dean for Baccalaureate Degrees

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Chief Academic Officer signature

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

A handwritten signature in cursive script that reads "Steven L. Thomas". The signature is written in black ink on a light-colored background.

5/4/2023

New Degree Program Proposal

Program Overview

Peninsula College serves Clallam and Jefferson counties, with a service district covering a large geographical area more than 3,000 square miles that is primarily rural and semi-urban. There are large numbers of place-bound students living in this region.

Peninsula College's mission is to educate diverse populations of learners through community-engaged Peninsula programs and services that advance student equity and success. Peninsula College is a destination of cultural and environmental diversity where the teaching and learning process is at the center of our mission, and academic excellence transforms students' lives and strengthens communities. Peninsula College accomplishes this vision by advancing student success, achieving academic excellence, fostering equity and inclusion, and strengthening communities.

Peninsula College proposes to increase the number of Bachelor of Applied Science (BAS) degrees offered locally, consistent with Peninsula College's mission, vision, and key strategic enrollment priorities. Increased opportunities for local bachelor's degree completion will bridge the gap in baccalaureate offerings and build upon its current Addiction Studies and Medical Assistant degrees by developing and offering a Bachelor of Applied Science (BAS) degree in Behavioral Healthcare.

Equity in access focuses on providing educational programs and services to meet the needs of the local communities, including developing pathways for students to achieve their educational and career goals, and offering students the ability to transition from an associate degree to a bachelor's degree without leaving the area. Equity in achievement is provided to serve large numbers of place-bound students living in this service district and will provide high demand employment opportunities and increased family wages.

This BAS degree in Behavioral Healthcare directly addresses the strong regional need in a diversified and place-bound location with difficult access to the I-5 corridor and universities. Peninsula College can provide an inexpensive hybrid experience for our rural, low-income, and historically underserved students that results in a behavioral healthcare degree, while filling a need on the Olympic Peninsula.

Program Description

Peninsula College is pleased to propose a Bachelor of Applied Science (BAS) degree in Behavioral Healthcare. Peninsula College is a regionally—and nationally—accredited college with a group of faculty and staff who serve students and their families with outstanding dedication and demonstrated expertise. In addition to a BAS degree in Applied Management, Peninsula College also offers associate transfer degrees, professional technical degree programs and training, basic education for adult learners, and a variety of other unique learning opportunities.

The proposed BAS degree in Behavioral Healthcare will meet a need not only for students but also for the community and regional employers. This new program has grown naturally from our efforts to meet employer's and student's needs. This BAS degree will recruit new behavioral

healthcare employees and attract them to the vital profession of behavioral healthcare for both Jefferson and Clallam counties, where employers have voiced a need for applicants with a 4-year degree. Our current and former students also have repeatedly asked for an opportunity to continue their education in this area. The proposed BAS program will be designed to build on and inform students in Addiction Studies and Medical Assistant programs while preparing them to understand and demonstrate foundational critical thinking and leadership skills. Washington continues to experience a significant behavioral healthcare shortage, particularly evident in certain geographic regions. Peninsula College foresees a need that is only expanding, specifically in the college's service area, and is excited and eager to meet this challenge.

Furthermore, Peninsula College's unique geographic and demographic composition means online education is something that the college already does exceedingly well. With a current infrastructure already established, Peninsula College has experience and expertise offering courses in creative, innovative, and robust modalities, and can deliver complex and rigorous curriculum to place-bound, timebound, and traditionally underrepresented individuals in the college's service district and beyond. Offering additional baccalaureate degrees, in combination with accessible modalities, will work towards bridging the gap and supporting underserved and historically underrepresented students. Peninsula College will provide equitable access and the means to achieve employment and earning milestones that can truly enrich lives and advance prospects, including broadening opportunities for transfer into graduate programs.

Peninsula's existing BAS degree in Applied Management is designed to meet the needs of working adults, and Peninsula College is positioned to continue to provide exceptional education, resources, and services, particularly in a multiple modality environment. By adding a BAS degree in Behavioral Healthcare, the college can deliver what students need in the community, stakeholders, and districts in the six tribal nations.

Criteria 1

Curriculum demonstrates baccalaureate level rigor.

Peninsula College Learning Outcomes consist of: Advancing student success, achieving academic excellence, fostering equity and inclusion, and strengthening communities. These four areas constitute Peninsula College's global student learning outcomes which demonstrate our commitment to all students across all college programs. The BAS in Behavioral Healthcare courses will be assessed based on Peninsula College's student learning competencies as well as the program outcomes specific to this degree.

1.1 Program Learning Outcomes

The Substance Abuse and Mental Health Services Administration (SAMHSA) and the Health Resources and Services Administration (HRSA) charged the Center for Integrated Health Solutions (CIHA) to identify and disseminate core competencies on integrated practice relevant to behavioral health and primary care providers. The Substance Abuse and Mental Health Services Administration (SAMHSA) competencies were the foundation used to create the BAS in Behavioral Healthcare program outcomes for Peninsula College. The BAS in Behavioral Healthcare program outcomes reflect the skills students gain throughout the program.

The BAS in Behavioral Healthcare program at Peninsula College is designed for students seeking employment as Behavioral Health or Mental Health counselors, Community and Social Services specialist, Substance Abuse Social Workers, Child, Family & School Social Workers, and Social and Community Service Managers. According to the ESDWAGOV – Labor area summaries, these Behavioral Healthcare job postings are IN DEMAND in Jefferson and Clallam Counties. (<https://esd.wa.gov/labormarketinfo/supply-demand-report>)

Graduates from Peninsula College’s AAS and AAS-T programs in Addiction Studies are provided the opportunity to expand their education, build from their existing skills and experience which will provide promotional opportunities within their existing employers and prepare them to continue their education in graduate programs. This BAS pathway to graduate studies will also provide the opportunity to gain higher level employment opportunities.

Table 1: Crosswalk of National Standards to Peninsula College BAS Behavioral Healthcare Program Outcomes

The following are the Substance Abuse and Mental Health Services Administration competencies (Core Competencies for Integrated Behavioral Health and Primary Care (thenationalcouncil.org))	Upon completion of Peninsula College BAS Behavioral Healthcare program students will successfully satisfy the following program outcomes:
A. Interpersonal Communication. The ability to establish rapport quickly and to communicate effectively with consumers of healthcare, their family members and other providers.	Demonstrate clear, concise, and effective written, electronic, and verbal communication skills with clients, families, and interdisciplinary team members to enhance personal centered care and health outcomes.
B. Collaboration & Teamwork. The ability to function effectively as a member of an interprofessional team that includes behavioral health and primary care providers, consumers, and family members.	Demonstrate the ability to function effectively as a member of a multi-disciplinary team in coordinating services and resources to meet the needs of diverse populations.
C. Screening & Assessment. The ability to conduct brief, evidence-based and developmentally appropriate screening and to conduct or arrange for more detailed assessments when indicated.	Effectively analyze, evaluate, and conduct behavioral health research and use to benefit the consumer and family members. Including an abiding hope for recovery for every person.
D. Care Planning & Care Coordination. The	Identify the structures, functions, and

ability to create and implement integrated care plans, ensuring access to an array of linked services, and the exchange of information among consumers, family members, and providers.	organizations which comprise the local healthcare system with a particular focus on behavioral healthcare organizations.
E. Intervention. The ability to provide a range of brief, focused prevention, treatments and recovery services, as well as longer-term treatment and support for consumers with persistent illnesses.	Complete both brief screenings and biopsychosocial assessments to include co-occurring disorders and develop and monitor client-centered treatment plans in the context of family, community, and cultural identities.
F. Cultural Competence & Adaptation. The ability to provide services that are relevant to the culture of the consumer and their family.	Analyze behavioral health concepts such as current trends, theories, approaches, and best practices for the individual consumer and their families.
G. Systems Oriented Practice. The ability to function effectively within the organizational and financial structures of the local system of healthcare.	Recognize institutional and social barriers that impede access, equity, and success for individuals and families within behavioral health systems.
H. Practice-Based Learning & Quality Improvement. The ability to assess and continually improve the services delivered as an individual provider and as an interprofessional team.	Demonstrate the ability to adhere to professional, ethical standards, including confidentiality and sensitivity when working with diverse populations within the behavioral health field.
I. Informatics. The ability to use information technology to support and improve integrated healthcare.	Demonstrate proper use of technologies and processes used to collect and analyze data and easily disseminate to appropriate parties.

The BAS Behavioral Healthcare outcomes start with the foundational knowledge required prior to the implementation and demonstration of skills in classroom and clinical application. This foundational knowledge is critical as the students progress through the program and demonstrate, in-depth, their skills and abilities through the capstone or clinical work experience.

1.2 Program evaluation criteria and process

Upon approval by SBCTC, the Peninsula College BAS in Behavioral Healthcare program will be submitted to Northwest Commission on Colleges and Universities (NWCCU) as an addition to Peninsula College’s BAS accredited inventory. The program will be submitted to the Department of Education for financial aid eligibility. Once approved through external entities the program will integrate fully into the established Peninsula College evaluation processes, including curriculum approval, program review, and program evaluation.

Curriculum Approval

Course outlines developed by faculty specifically for the BAS in Behavioral Healthcare, and not already included in Peninsula College’s course catalog, will be presented to the Curriculum Committee for review and approval. Once approved, courses are added to the college’s inventory and updated in publications such as schedules and catalogs.

Curriculum Review

Peninsula College's Assessment Committee will review the BAS in Behavioral Healthcare program. Peninsula College's BAS in Behavioral Healthcare program will be added to the formal review process for Career and Technical Education courses. The program review process is faculty-directed.

Program Evaluation

The BAS in Behavioral Healthcare will be reviewed across a variety of timelines: quarterly, annually, and biannually to ensure all programmatic components are reviewed continually through the first two cohorts of the program.

Table 2: Program Evaluation Elements

BAS in Behavioral Healthcare Program Evaluations Criteria and Process

Quarterly Student Evaluations	<ul style="list-style-type: none">• Completion of online standard student evaluations on individual courses each quarter (evaluation includes student perspective of content, delivery, instructor availability/communication, resources) Feedback helps inform continuous improvement of course delivery
Quarterly Classroom Observations	<ul style="list-style-type: none">• Lead faculty or division dean will conduct classroom observations of individual courses each quarter (evaluation includes peer/supervisor perspective of content delivery and engagement) Feedback helps inform continuous improvement of course delivery
Quarterly Review of Syllabi	<ul style="list-style-type: none">• Using the approved syllabus checklist, syllabi will be reviewed to ensure content is aligned with accessibility requirements and other college requirements
Quarterly Program Outcomes Assessment	<ul style="list-style-type: none">• Using Canvas, faculty assess completed courses at the program level with student learning/assessments of outcomes Data is used to identify gaps in student achievement of program outcomes and determine revisions needed to curriculum delivery to address the gap(s)

<p>Biannual Program Advisory Committee</p>	<ul style="list-style-type: none"> • Effectiveness of program in meeting community and employer needs • Consultation with membership to evaluate emerging employment needs/internship opportunities. • Evaluation of program relevance and rigor • Guidance for program changes • Reporting of student data <p>Feedback from the advisory committee is used to modify the program courses and program outcomes to ensure students are learning relevant skills</p>
<p>Annual Course Evaluation</p>	<ul style="list-style-type: none"> • Annual faculty meetings to discuss alignment of coursework and student preparedness for practicum and capstone experiences • Topics and sequencing evaluated for greatest impact of foundational knowledge. <p>Assessment is used to modify coursework and course alignment</p>
<p>Annual Program Data Collection</p>	<ul style="list-style-type: none"> • Demographics of students applying for program • Quarterly and annual retention rates • Graduation rates <p>Data is used to determine gaps in access and completion of specific student populations. Data will be used to determine changes needed to address gaps.</p>
<p>Exit Survey</p>	<ul style="list-style-type: none"> • Student exit survey to include effectiveness of skills and knowledge progressions, effectiveness of program and institutional support and resources, and preparedness to enter workforce. <p>Data will be used to identify and modify/add curriculum, support, and resources to improve student readiness</p>
<p>Graduate/Alumni Surveys</p>	<ul style="list-style-type: none"> • Completed annually and includes information regarding employment information, graduate studies, and career advancement/satisfaction <p>Data collected will provide insight to career opportunities and modifications needed to improve employability/readiness</p>

Employer/Externship Surveys	<ul style="list-style-type: none"> Completed at the end of a student’s capstone experience. Externship supervisors will provide ratings and feedback regarding students’ performance and readiness for the workplace <p>Feedback will be used to identify and modify curriculum to improve student readiness</p>
Junior Year Student Survey/Focus Group	<ul style="list-style-type: none"> Completed at the end of year one and includes questions regarding program content, structure, and availability of resources

Data driven decisions

Faculty-led assessment of course objectives and program outcomes will inform curriculum delivery, sequencing and course revisions.

Institutional data will be disaggregated by student demographics such as gender, age, ethnicity, and socioeconomic status to determine the program’s audience. This data will be used in comparison to the college population to determine if potential gaps exist in the student population mix. Marketing will be adjusted to address identified gaps.

Progression and completion rates will be evaluated based on student demographics to determine if gaps exist. Through the use of student surveys, resources to reduce existing gaps will be identified and implemented.

The Associate Dean for the Baccalaureate programs along with the Program Director, will complete administrative review of the BAS in Behavioral Healthcare program using the guiding questions presented in the Program Viability Analysis as outlined by SBCTC (viabilityanalysis.pdf) (sbctc.edu). The results of this review will be shared with the Vice President of Instruction and program faculty to identify and create a plan to address potential areas for improvement. Action items stemming from the results will be further disseminated through the Instructional Services and Leadership (IS&L) committee and the executive leadership team.

1.3 Course preparation needed by students transferring with technical associate degrees

All interested students meeting the minimum requirements for entrance in the BAS in Behavioral Healthcare program are encouraged to apply. Admissions requirements were carefully developed to ensure students’ preparedness for the program without creating barriers. Applicants must have completed the following coursework prior to admissions:

Completion of a two-year degree, or equivalent junior level standing with a minimum cumulative GPA of a 2.0 or higher.

Completion of foundational coursework with a 2.0 or higher:

1. ENGL& 101 English Composition I (5 credits)
2. College level Math (107 or higher) (5 credits)

1.4 General Education component

To support programmatic and course-level outcomes, students are required to have at least 60 credits of general education coursework upon completion of the BAS in Behavioral Healthcare degree identified in Table 3, below. 60 general education credits are at the associate’s level.

Table 3: General Education Requirements BAS in Behavioral Healthcare

Subject	Credits	Course	Typical Completion (Associate)
Communication Skills	5	ENGL&101 – English Composition 1	Associate
Quantitative	5	Any College level Math class Above 100 (Math&107)	Associate
Social Sciences	5 5 5	PSYC& 100 General Psychology PSYC&200 Lifespan Psychology HSSA 172 Cultural Diversity	Associate Associate Associate
Natural Sciences	5	BIOL& 172 Human Biology w/lab	Associate
Humanities	5	CMST& 220 – Public Speaking	Associate
General Ed Elective	25	Approved General education distribution	Associate
Total Required	60		

1.5 Course work needed at junior and senior levels in the baccalaureate program

Based on research of industry skills, similar educational programs, and advisory board input, Peninsula College will create 85 credits of upper division courses specific to the BAS in Behavioral Healthcare program.

Upper division curriculum will be designed in collaboration with the advisory board. Diversity, equity, and inclusion will be addressed throughout curriculum. It is critical that graduates are prepared to work with diverse clientele that may not reflect their own diversity.

Table 4: Program courses and sequencing

Course	Title	Credits
Quarter 1	ENGL& 325 – Professional Communication	5
	BHAV 321 – Overview of Behavioral Health Disorders	5
	BHAV 332 – Behavioral Health Systems of Care	5
Quarter 2	BHAV 320 Social and Cultural Diversity in Behavioral Health	5
	BHAV 350 Management Information Systems	5

	BHAV 330 Ethics in Behavioral Health	5
Quarter 3	BHAV 300 Research and Statistics methods for non-science Majors	5
	BHAV 450 General Intervention Techniques including Motivational Interviewing	5
	BHAV 400 Care Coordination	5
Quarter 4	BHAV 455 Biology and Neurology of Behavioral health/ Cognitive Psychology/ Understanding Science of Addictions	5
	BHAV 420 Assessment and Golden Thread	5
	BHAV 460 Practicum 1	5
Quarter 5	BHAV 440 Family Systems	5
	BHAV 470 Practicum 2	5
	BHAV 340 Professional Development	5
Quarter 6	BHAV 430 Trauma-Informed Care	5
	BHAV 480 Practicum 3 OR BHAV 490 Capstone Project	5
	Technical Elective – Choose 1 from Public Health, Social & Human Services, or Substance Use Disorder Counseling	5
	TOTAL	90

Table 5: Program Requirements

		Credits
General Education	See General Requirements in section 1.4	60
Associate Level Curriculum – not included in General Education courses	(examples: HSSA 290 – Medical Aspects of Addiction, HSSA 160 Chemical Dependency and the Law, HSSA&101 Introduction to Addictive Drugs, HSSA 115 Counseling, HSSA 135 Family Treatment/CD 1, HSSA 136 Relapse Prevention, etc.	30
BASBH upper division coursework	See detailed courses in section 1.5 above	90
	TOTAL DEGREE CREDITS	180

Those students who are in the feeder programs (AAS-Med Assistance Program or an AAS-T Addictions Studies program for example), will have completed these General Education credits in their course of study, making their BAS in Behavioral Healthcare a total of 180 credits. Students who have earned other AAS degrees may need to take some bridge classes to be prepared for the BAS Behavioral Healthcare Degree program.

Criteria 2

Qualified faculty.

The coursework for BAS in Behavioral Healthcare will be taught by a combination of faculty from the current Psychology, English, Math, Biology, and Sociology faculty, as well as additional faculty hired specifically for the BAS in Behavioral Healthcare program. The faculty hired will have work experience and industry credentials/certification. Current faculty and specifically hired Behavioral Health faculty will teach lower division prerequisite courses and upper division coursework specifically developed for the BAS in the Behavioral Healthcare program.

All faculty will be overseen by the Associate Dean of Baccalaureate Programs and the Program Coordinator and will ensure all faculty hired to teach in the BAS in Behavioral Healthcare program meet minimum hiring and certification standards, facilitate student learning at an appropriate level of rigor, and are actively involved in curriculum development, revisions, and program review.

The recruitment for faculty, both in the community service area and beyond, will have the following minimum qualifications.

- Master's degree (with a doctoral degree preferred) in behavioral healthcare, social work, counseling, psychology, sociology, social and human services, social science, or a related field.
- Faculty teaching in the BAS-BH courses are required to complete and maintain certification as Washington professional and technical college instructors, relevant industry certifications, and relevant work experience.

General education courses in psychology, sociology, English, Math, and biology, will be taught by existing faculty for already existing and ongoing courses. Additional faculty will be hired in conjunction with distribution area's department chair and divisional dean. Minimum qualifications for general education instructors is a master's degree with a doctoral degree preferred. Lower division general education coursework is already offered at the college multiple quarters per year. Dependent on enrollment, additional sections of lower division coursework may need to be offered to support the pathway to the BAS in Behavioral Healthcare program.

A full-time, tenure-track faculty position will be created to specifically support the BAS in Behavioral Healthcare program prior to the start of year two of the program. The full-time faculty member will have teaching and advising responsibilities in the program.

A full-time faculty member is contracted to teach 45 credits annually. The remaining 45 credits in the program will be taught by other current full-time and adjunct faculty as an additional (moonlight) contract in addition to their current teaching load and adjunct faculty hired on a by-quarter basis.

Table 6 outlines current faculty teaching lower division coursework applicable to the BAS in Behavioral Healthcare and planned upper division coursework aligned with qualifications.

Table 6: BAS in Behavioral Health Faculty Profiles

Faculty Name	Credentials	Status	Courses Qualified to Teach
Dr. Alan Lapin	MD	Adjunct Faculty	BHAV 420 Treatment of Behavioral health Disorders
Dr. Brian Hauge	PhD Biology and Zoology (for science majors and non-majors), Anatomy, Physiology, and Pathology	Tenured Full Time Faculty	BIOL 172 Human Biology BIOL 350 Intro to Neurobiology
Beth Fetrow	M.A., Biology Bemidji State University B.S., Botany University of Idaho Cell Biology, Environmental Science, General Biology, and Health and Wellness.	Adjunct Faculty	BIOL 172 Human Biology
Stan Atkins	MSW, LICSW, SUDP, Director of Integrated Behavioral Health at Jamestown Healing Clinic	Adjunct	BHAV 332 – Mental Health Systems of Care BHAV 321 – BHAV systems and Golden Thread BHAV 450 Counseling Techniques – Motivational Interview BHAV 400 Case Management BHAV 460,70,80 Practicum 1,2, 3 BHAV 490 Capstone Project
Kelly Cook	MSW, DCR, LICSW	Adjunct	BHAV 430

	<i>Clinical Director Outpatient Services</i> Peninsula Behavioral Health		Trauma Informed Care BHAV 340 Professional Develop BHAV 400 Care coordination BHAV 460,70,80 Practicum 1,2,3 BHAV 490 Capstone Project
Dr. Stormy Howell	JD, Klallam Counseling Services Treatment Program Manager	Adjunct	BHAV 330 Ethics in Behavioral Healthcare BHAV 460,70,80 Practicum 1,2,3
Dr. Helen Lovejoy	PhD, University of California, Riverside M.A., University of California, Riverside B.A., Scripps College English composition	Tenure Full time Faculty	ENGL&101 – English Composition I
Dr. Matt Teorey	Ph.D., University of New Mexico MA, Central Washington University BA, Northwestern University Technical Writing, Composition	Tenure Full time Faculty	ENGL 325 – Professional Communications
Dr. Paul Mattson	Ph.D. in Experimental Psychology, Washington State University, Pullman, WA. M.S. Experimental Psychology, Washington State University, Pullman, WA. B.A. Philosophy & Psychology, The University of Kansas, Lawrence, KS.	Tenure Full time Faculty	Psych&100 General Psychology Psych& 200 Lifespan Psychology BHAV 300 – Research Methods
Dr. Lara Starceovich	BA - Vassar College MA - Wimbledon School of Art PhD - University of Colorado-Boulder Public Speaking, drama, playwriting	Tenure Full time Faculty	CMST&220 Public Speaking
Dr. Andrea Motyka	Ph.D. in Secondary Education - Mathematics 2002 State University of New York at Buffalo	Tenure Full time Faculty	Math 107 – Math in Society

	B.S. in Mathematics 1991 State University College of New York at Buffalo Statistics, Math		
Dr. Zachary Rutledge	Ph.D. Curriculum and Instruction, Indiana University; M.F.A. Creative Writing, Goddard College; M.A. Mathematics, Indiana University; B.A. Mathematics, Vanderbilt University Statistics, Math,	Tenure Full time Faculty	Math 107 – Math in Society BHAV 300 Research and Statistics Methods
Dr. Tanya Knight	PhD – Northcentral University, Education, MA in Education – Concordia; BA – Management, Information Technology	Exempt	BHAV 350 Management Information Systems

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

- Master's degree in behavioral healthcare, social work, counseling, psychology, sociology, social and human services, social science, addiction studies or a related field.
- Eligibility for Washington State professional-technical certification
- Two years of related work experience in behavioral healthcare, social work, counseling, psychology, sociology, social and human services, social services, or a related field.
- Two years of clinical supervisory experience or teaching experience.
- Strong understanding of behavioral healthcare issues, treatments, and systems of care.
- Support for the values of holistic, client-centered work, abiding hope in recovery for each and every person, and readiness to teach the use of varied intervention strategies
- Excellent written and verbal communication skills.
- Sensitivity and ability to successfully interact with diverse populations.

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
- State licensure as a behavioral healthcare provider without restrictions.
- Familiarity with local behavioral healthcare organizations
- Experience working on multi-disciplinary teams.
- Bicultural and/or bilingual experience

Additional faculty will be hired to teach:

- BASBH 320 Social and Cultural Diversity – with preference given to underrepresented candidates.
- BASBH 440 Family Systems

- Various BASBH classes as needed, depending on the Full-time faculties teaching load for that quarter.

TOTAL FACULTY FTE ALLOCATED to THE PROGRAM

The BAS in Behavioral Healthcare program is projected to offer one cohort per year. In Year 1, 45 credits of coursework will be delivered. In year two and forward, 90 credits of coursework (45 credits for first year students and 45 credits for second year students) will be delivered annually. Year 1: Adjunct faculty equivalent to 1.0 FTE; Year 2 - 5: Full -time, tenure track, faculty, and adjunct faculty equivalent to 2.0 FTE.

PROFESSIONAL and TECHNICAL CERTIFICATIONS

Peninsula College will ensure that all faculty and administrators responsible for technical program courses meet certification requirement for professional and technical administrators and instructors in the Washington Administrative Code.

Criteria 3

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

Peninsula College is an open admission policy institution in accordance with state regulations.

If the number of qualified applicants exceeds space availability, the applicants will be ranked based on the admissions rubric scores with the highest scoring applicants admitted first. In the event of a tie and not enough space to accommodate all qualified applicants, the date of application submission will be the tie breaker. The remainder of the qualified applicants will be placed on a waitlist and contacted when space becomes available. If space does not become available, the students will be notified the program is full and provided the application dates for the next available cohort.

Table 7: Admissions Rubric

Criteria	3 points	2 points	1 point	0 points
Applicant's Cumulative Grade Point Average	3.5 - 4.0 Cumulative GPA	3.0 - 3.49 Cumulative GPA	2.0 - 2.99 Cumulative GPA	1.99 or lower Cumulative GPA - Applicant does not currently qualify for admissions
Associate Degree	Applicant has already completed their associate degree or junior level	Applicant is currently working on their associate degree or junior level		Applicant does not have an associate degree or junior level standing and is not currently working towards one. Applicant does not currently qualify for admissions

	standing	standing		
Required Entrance Courses: (English Composition 1, College level Math	Completed both required classes - ENGL&101 -Math107 or higher	Completed 1 of the required courses and has a plan to complete the other prior to cohort start date		Missing the entrance required courses and will be unable to, or does not plan to, complete them prior to cohort start date. Applicant does not currently qualify for admissions.
Work Experience	More than 5 years of full-time equivalent experience working in a related field	More than 3 years and less than 5 of full-time equivalent experience working in a related field	More than 1 year and less than 3 of full-time equivalent experience working in a related field	Less than 1 year or no experience working in a related field

Peninsula College is focused on removing barriers and providing an inclusive learning environment based on a guided pathways framework. Peninsula College is currently in the process of hiring the Vice President of Human Resources and Diversity, and the college has a commitment to equity, diversity and inclusion including serving all historically underrepresented students, including students from six tribal nations. The BAS Behavioral Healthcare program will seek out opportunities to enroll students with diverse backgrounds. The BAS application fee has been waived to help eliminate financial barriers.

The BAS in Behavioral Healthcare will be monitored through our Institutional Research office.

Criteria 4

Appropriate student services plan.

The BAS in Behavioral healthcare will use the same student services plan as the college’s other BAS program through additional resources in some cases have been allocated to account for the additional impacts from this proposed degree.

Peninsula College’s Center for Equity, Learning and Teaching, and the faculty driven Equity committee, are leading the equity work on the campus. Peninsula College is currently in the process of hiring the Vice President of Human Resources and Diversity.

Enrollment Services

Peninsula College's enrollment services department is integral in the application collection, review, and acceptance process. The college's credit evaluator has extensive experience evaluating transcripts from accredited institutions. The credit evaluator team will evaluate application packets for completion of admissions requirement and student records for degree requirements when students near graduation. The credit evaluator will work with the BAS Associate Dean to relate information regarding general education completed and any outstanding general education requirements. Enrollment services works closely with the BAS Associate Dean, students, and faculty advisors to walk students through the application and evaluation process. Students can receive support throughout the process from a point-of-contact they are most comfortable working with.

Faculty Advisor

Students in the BAS in Behavioral Healthcare program will receive quarterly advising from a discipline specific faculty teaching in the program, starting in the second year. The faculty advisor will meet with students quarterly to determine progress, identify if any resources are needed to support the student, plan future courses, and discuss career opportunities. The BAS Associate Dean working with the Program Coordinator, will fill this role for the first year.

BAS Program Recruiter

The BAS Program Recruiter is a point of contact for students interested in the program. This role will help focus primarily on outreach and providing general program, financial aid, and admissions information. Once a student is admitted in the program, the BAS program Coordinator becomes the point of contact. The BAS Associate Dean will assist when needed. The BAS Program Recruiter will attend college fairs, visit high schools and attend other opportunities to advertise the program. The Program Recruiter will seek out opportunities to enroll students from diverse backgrounds.

BAS Program Coordinator

The BAS program Coordinator will assist admitted students through quarterly tracking of progress and assists students with finding resources to help support their education and learning (financial aid, scholarships, tutoring, etc.) The Associate Dean of Baccalaureate programs can assist when needed.

Mandatory Orientation

All students accepted in the BAS in Behavioral Healthcare program will attend a mandatory orientation session prior to the start of classes. This orientation is conducted by lead faculty in collaboration with the BAS Associate Dean. In this session, the expectations and policies of the program will be discussed. The students will receive a BAS handbook which will include policies surrounding the program, student resources, and where to find additional information on the Peninsula College website.

Tutoring and Writing Center

Peninsula College provides a variety of tutoring services to assist students with math, writing, and computer skills. Discipline-specific tutors are arranged for students as needed. Tutoring services are available in-person or online. Peninsula College has placed high value on tutoring as

a critical resource and has dedicated space to ensure students receive the tutoring they need. Additional tutors trained in social sciences and human services will be hired or additional hours assigned as needed. The Writing Center provides an online portal for students to submit papers for review. The consultants in the Writing Center are trained and supervised by a tenured English faculty member. The Writing Center website also provides documents on key writing tips, APA formatting, resume writing and more.

Advising and Counseling Center

Peninsula College's Advising and Counseling Center provides career planning and initial intake for new students. The center also provides short-term mental health support for students and references to community resources when needed. The services are free, voluntary, and confidential for all Peninsula College students. BAS students are eligible to access the advising and counseling center for short-term mental health support and references to community resources. Currently the Advising and Counseling Center does the initial intake for BAS students. Once admitted, BAS students meet with the Associate Dean for baccalaureate programs or Behavioral Healthcare Program Coordinator. BAS students will be assigned to a faculty advisor that will provide advising information each quarter.

Veterans Services

Peninsula College is an approved institution for the education and training of veterans, reservists, and the children and spouses of deceased or 100% total and permanently disable veterans. Services include assistance with the college application and registration process, educational benefit process, notification of and enrollment changes to the VA and assistance with interpreting, explaining and implements VA policies and college regulations. Veterans receive priority registration, which allows all eligible veterans to register to secure their courses prior to other students.

Library

Students have access to the library's print and online resources. Online resources include the library's collection of research guides, databases, e-books, and streaming videos. The databases include articles appropriate for use by BAS students conducting research. Healthcare-related databases to which the library subscribes are CINAHL Nursing and Allied Health, Gale Health and Medicine, Gale OneFile Nursing and Allied Health, EBSCO Health Source: Nursing/Academic Edition, and EBSCO PsycARTICLES. There is additional healthcare article coverage in our multidisciplinary databases, including Academic Search Complete and ProQuest Research Library. The library also makes available high-quality open access health databases, such as PubMed. The library regularly consults program faculty for additional resource recommendations.

Remote assistance through email or telephone is available for students needing help when off campus. Peninsula College librarians work with program faculty to fully integrate library services in specific programs. Peninsula College's librarians support the other BAS program and have the skills, knowledge, and ability to support the BAS in Behavioral Healthcare. Librarians will support the BAS in Behavioral Healthcare program by teaching classes on database searches, APA formatting, online resources, one-on-one research consultations, and other topics as requested. BAS in Behavioral Healthcare students will consult with librarians to discuss research needs for a variety of research projects throughout the program. Librarians work closely

with faculty to develop diverse curriculum reflective of student and/or client populations. The College library is organized under the Center for Equity in Teaching and Learning, also supports faculty professional development and assists them in finding, evaluating, and using quality Open Education Resources (OER). The use of OER can significantly reduce textbook costs for students.

Disability Services

Peninsula College is committed to providing access to all students. Disability Services provides services and reasonable accommodations to currently enrolled students with disabilities who are otherwise qualified to enroll in courses. A collaborative process is initiated when the student contacts the director of Disability Services. The director communicates reasonable accommodations to faculty and provide assistance to faculty with implantation of accommodations if needed.

Financial Aid & Scholarships

Peninsula College's financial aid office assists students in the completion of financial aid applications which allows students to access financial assistance through grants, work-study, and scholarships. The college provides a quarterly payment plan to assist students with out-of-pocket expenses. The Peninsula College Foundation also provides scholarships for students and works with the community to ensure scholarships dedicated to bachelor degree students.

Criteria 5

Commitment to build and sustain a high-quality program.

Detailed below is a financial plan for the first five years of the BAS in Behavioral Healthcare program at Peninsula College. The college commits to sustain high-quality bachelor degree programs a which will further strengthen the college's offerings, serve place-bound and historically underrepresented students, and graduating highly skilled graduates to meet the workforce needs in the service district.

The implementation timeline assumes that Northwest Commission on Colleges and Universities (NWCCU) approval, as well as veteran's services approval and Department of Education financial aid approval, occur in 2023.

The BAS in Behavioral Healthcare program will be administratively housed within the existing BAS programs that falls under the Instruction umbrella of the institution. The Arts and Science division and the Career and Technical Education division fully support, develops and provides instruction for upper division general education courses.

5.1 Types of funds to be used to support the program

Tuition is the primary long-term funding source for the BAS in Behavioral Healthcare program, based on enrollment projections explained and shown in Table 8; however, the college is committed to funding the BAS in Behavioral Healthcare program from reserves generated from current offerings whether tuition covers the full expenses or not.

Based on the need for place-bound students in the Addiction Studies programs, and employees in the field who would like to earn their BAS in Behavioral Healthcare, it is anticipated that full cohorts will start in Fall 2023 and continue to fill the enrollment allotment for the next several years. The new Jamestown S’Klallam Healing Campus, including the Medication Assisted Treatment facility and counseling services, will provide dozens of higher paying jobs for our graduates. The Jamestown Tribe newsletter stated that they will have 17,000 patients. This will require more behavioral healthcare workers in our community. Currently, 12 graduates from the Addiction Studies program have reached out and expressed interested in continuing Fall 2023 with their BAS in Behavioral Healthcare, and another 10 from the community that are already employed in the field, have also expressed interest in enrolling.

With enrollment projections, we have projected one cohort of full-time student to begin annually. Students will complete 15 credits per quarter, graduating in two years. The cohort can accommodate slots for part-time students completing 10 credits per quarter graduating in three years. The enrollment projections, shown in Table 8, assume an eighty-five percent retention rate and are conservative considering the survey results of students interested in a fall 2023 start.

Table 8: Five Year Enrollment Projections

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Full-time students	15	17	19	22	26
		13	15	17	19
TOTAL	15	30	34	39	45

5.2 Projected program expenses

Projected revenue is based on the enrollment estimates in Table 7, above. The revenue projections assume full-time enrollment. Tuition includes operating fees only and uses current tuition rates for lower and upper division courses as set by SBCTC. In accordance with tuition requirements for BAS programs, students will be charged per credit for upper division courses and lower division courses up to the full-time tuition allowed. Revenue projections in Table 9, below, are conservative and do not consider tuition revenue to be gained in lower division admissions pre-requisites or required general education.

Table 9: Five Year Revenue Projections

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Annual Tuition for 45 Credits/ Total Per year	\$107,145	\$214,290	\$242,862	\$278,577	\$321,435

5.3 Appropriate facilities – program expenses

Projected program expenses are shown in Table 9. This includes startup expenses for 2022-23. Table 10 shows the cumulative projected budget. The college is projected to invest from local funds to sustain the program while enrollments trend to capacity, if necessary. By the second year, the BAS Behavioral Healthcare will be self-supported and will hire a Program Coordinator, BAS Recruiter, and pay stipend current faculty for proposal and curriculum development,

finalize admissions documents and marketing of the new program. The proposed BAS in Behavioral Healthcare is slated to begin in fall 2023. The budget estimates are based on the 90 credits of coursework prescribed in the BAS Behavioral Healthcare program, with 45 earned each year. Currently full-time faculty or new adjunct faculty will teach BAS coursework as moonlight/adjunct contracts in year 1. Prior to the start of year 2, a full-time faculty dedicated to BAS in Behavioral Healthcare will be hired.

Table 10: Five Year Expense Projections

<u>EXPENSE</u>	Start-up	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		2023-24	2024-25	2025-26	2026-27	2027-28
<u>Full-Time Faculty</u>			\$69,785	\$69,785	\$69,785	\$69,785
<u>Adjunct Faculty</u>		\$37,825	\$37,825	\$37,825	\$37,825	\$37,825
<u>BAS Prog. Coordinator</u>	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<u>BAS Recruiter</u>		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
<u>Benefits</u>		\$19,267	\$27,190	\$27,190	\$27,190	\$27,190
<u>Total Salary & Benefits</u>		\$82,092	\$159,800	\$159,800	\$159,800	\$159,800
Curriculum Development	\$2,000	\$1,500	\$1,500.	\$1,500.	\$1,500.	\$1,500.
Marketing	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
External Reviews	\$2,000					
Library		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Travel & Training		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Materials & Supplies		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
TOTAL EXPENSES	11,000	\$91,592	\$169,300	\$169,300	\$169,300	\$169,300

5.4 Equipment, technology, and instructional resources needed for the program

Peninsula College has facilities to support the BAS in Behavioral Healthcare program. Classrooms in each building contain appropriate instructional equipment, including instructor computer, Wi-Fi, document readers and projectors. Classroom spaces provide outlets for student laptops and all students have access to the college's Wi-Fi. The BAS in Behavioral Healthcare will also hold classes in the evening when classroom use is at a minimum. The BAS in Behavioral Healthcare program leverages current equipment, technology, and instructional resources. The program does not require any additional or program specific equipment or technology. The college has budgeted \$2,000 annually to provide additional library resources, i.e. subscriptions for electronic databases and books.

5.5 Anticipated Revenue

Table 11: Projected Cumulative Budget

PROJECTED BUDGET	Start-up	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Total Revenue		\$107,145	\$214,290	\$242,862	\$278,577	\$321,435
Total Expenses	\$11,000	\$91,592	\$169,300	\$169,300	\$169,300	\$169,300
Profit (Loss)	(\$11,000)	\$15,553	\$44,990	\$73,562	\$109,277	\$152,135

5.6 Peninsula College's ability to sustain the program over time

Peninsula College is fully committed and able to sustain the BAS in Behavioral Healthcare program, long-term. The BAS in Behavioral Healthcare program will work with an advisory board to regularly review and ensure curriculum remains current and relevant to local employers. The program will provide informational sessions and actively market to ensure student interest.

Criteria 6

Program specific accreditation.

Peninsula College will not be seeking specialized program accreditation for the BAS in Behavioral Healthcare at this time.

Upon approval of the BAS in Behavioral Healthcare by the state board, Peninsula College will submit a substantive change application and proposal to the Northwest Commission on Colleges and Universities (NWCCU).

NWCCU has reaffirmed accreditation for Peninsula College and to offer applied baccalaureate degrees.

Criteria 7

Pathway options beyond baccalaureate degree.

Peninsula College has had preliminary discussions with University of Washington regarding possible pathways from the BAS in Behavioral Healthcare to their Behavioral Health Support Specialist (BHSS) Certification and Behavioral Health program. A BHSS will be a new provider type in Washington and may be a helpful career pathway for future Peninsula College graduates.

Grand Canyon University offers a fully online master's degree in Addiction Counseling. This degree would align with the coursework completed in the BAS in Behavioral Healthcare program, particularly for students who entered the BAS from Peninsula College's AAS or AAS-T in Addiction Studies.

Evergreen State College offers a Master of Public Administration. This program would provide a viable pathway from the BAS in Behavioral Healthcare for Peninsula College's graduates with career goals of administrative positions in government entities that support mental health, social services, and counseling services.

The Associate Dean for the Baccalaureate Programs at Peninsula College is continuing to research pathways for students to obtain master's degrees in Behavioral Healthcare through additional institutions.

Criteria 8

External expert evaluation of program.

Peninsula College has selected and provided this proposal and SBCTC's proposal review rubric to two external reviewers. The selected faculty are experts in the coursework proposed in the BAS in Behavioral Healthcare.

Peer evaluator 1: Dr. Rex Rempel, Professor and Department Director for Behavioral Health School of Health Sciences at Lake Washington Institute of Technology.

Peer evaluator 2: Dr. Mary Amanda Graham, Professor and Department Director of School Counseling Program in the College of Education at Seattle University.

Summary of feedback:

Commendations:

- A BAS degree in Behavioural Healthcare like the one proposed here will better prepare students and therefore provide much stronger applicants for employment.
- The Proposal demonstrated employers and student's interest.
- Planned curriculum is in line with the occupations listed in the Statement of Need and the program objectives.
- Commended inclusion of 2-3 quarters of practicum, inclusion of coursework in counselling techniques, motivational interviewing, case management and trauma-informed care, and early inclusion of writing course.
- Among the stronger applicants for graduate programs in social work, counselling psychology, marriage and family therapy, addiction treatment, and rehabilitation counselling.
- This is a much-needed pathway for marginalized communities and lays the foundation for students to obtain a master's degree in this area.
- Learning outcomes are consistent to BAS degree programs and demonstrate DEI throughout.
- If students can demonstrate a high GPA in this program and have behavioural health experience [through practicum], they will be highly sought after from graduate schools.
- Overall, the program appears to be strong foundationally and much needed.
- It is my opinion that the proposed program is not only needed but will be successful.
- Peninsula College has been thoughtful in its construction of the program and the fidelity of the curriculum.

Subsequent modifications to the proposal based on evaluator's recommendations.

- Peninsula College has worked with stakeholders in the community to indicate types of workplaces or jobs targeted by this program for local jobs.
- Peninsula College will work with the advisory committee to update program outcomes to reference: care coordination, mental health disorders, substance use disorders, goal

setting, and resource acquisition as core components. (The Addiction Studies Program has courses specifically in SUD/Addictions. These classes will be offered as electives for students who have not completed a two-year degree in Addiction Studies).

- Peninsula College revised BHAV 420 and removed the phrase, “formulate mental health diagnoses” as it is not within the scope of practice of BA level professional.
- Peninsula College will clarify that admission requirements are minimal for those completing a 2-year degree in Addiction Studies, and students without this background may require more classes to complete the BAS degree.
- Peninsula College will clarify that the intended modality will accommodate student needs through Hyflex or in person options.
- Peninsula College will clarify that faculty qualifications will include minimum a master’s degree and review with the advisory committee if two years clinical experience is sufficient.
- Peninsula College’s mental health counsellor will not be an instructor but will act as a tutor for the program director role until a full time tenure tract faculty position can be acquired.
- Peninsula College will increase advisory committees’ involvement in reviewing outcomes and curriculum during the first three years and will serve as support, mentors, and partners.
- Campus resources will be available to all students. APA style guide will be taught in ENGL 325.

Like the external evaluators have said, Peninsula College has the ability to make any necessary changes to strengthen the planned program, providing a pathway for students to advance their skills and answer the community need.

APPENDIX A

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:	Peninsula College	BAS Degree Title:	BAS in Behavioral Healthcare
Reviewer Name/ Team Name:	Dr. Mary Amanda Graham	Institutional or Professional Affiliation:	Seattle University
Professional License or Qualification, if any:	LMHCA, ESA, RTC, NCC	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
a) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment There is a current crisis regarding the availability of behavioral healthcare and services in Washington State. This crisis was exacerbated by COVID. The State of Washington is in dire need of postsecondary programs that will train individuals in behavioral healthcare. The proposed program will not only provide the training for individuals to serve in these much needed roles but will act as a pathway for obtaining clinical/Master's degrees in mental health fields in the future. The proposed program directly addresses the lack of educational opportunities to non-traditional and marginalized communities. It not only offers those communities the opportunity to have access to postsecondary education, but it will serve as a pathway to diversify the field of behavior health support staff. Individuals seeking support with behavioral health are not often represented or served by individuals with similar identities. The proposed program will act to close this gap. The program will not only serve communities without access to educational opportunities but will provide a service to agencies providing services to these communities. The proposed project indicates it will be delivered in a hybrid model to support non-traditional students and rural communities. It is unclear as the percentage of classes that will be provided online/asynchronous. This would be an important aspect to map out prior to the launch the program as some classes may lend themselves to the online format while others may not. It will be important to be clear about the expectations prior to student enrollment so students have the opportunity for planning around educational expectations.</p>		

<p>b) Degree Learning Outcomes</p>	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment The learning outcomes are consistent to baccalaureate degree training programs. This specific program will require students to complete general education credits and advanced training credits that are specifically geared toward behavioral health. The proposed program takes into consideration training based on HRSA and SAMSHA core competencies and frameworks. Some areas of consideration would be to indicate specific ethical guidelines and principles that would be adhered to and integrated in training. The applicant mentions ethical practice but clear and specific ethical guidelines and governing bodies for best practices in this field should be named. The learning outcomes and objectives demonstrate and integration of DEI throughout. The proposed program should consider making a separate objective connected to and about working through a lens of anti-racist practices, multicultural competencies/ cultural humility and social justice advocacy. The focus on this work provides a foundation to what practitioners do and should be considered a standalone foundational objective for the program and integrated throughout. It is commendable that the program proposes to integrate DEI throughout the curriculum.</p>
<p>c) Curriculum Alignment</p>	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment The proposed curriculum does align with the statement of needs provided. However, based on knowledge in the field and the high rate of individuals with co-occurring disorders, a focus on addictions is greatly needed. The understanding of SUD/Addictions as a standalone component would be recommended versus the choice of an elective. A better understanding of what BHAV 450 Advanced Counseling Techniques including Motivational Interviewing class includes would be helpful. The proposed program doesn't offer a basic counseling techniques class, so the offering of an advanced counseling techniques seems to be out of place in the proposed curriculum. It would also be important to clarify in some way that taking behavioral health courses does not align with being a therapist. Ethics and scope of practice are always something to consider.</p>

d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment The proposed program has outlined a course sequence that is rigorous and meets the demands of the field in many areas including systems, cultural diversity, and case management. Consider moving BHAV 320 Social and Cultural Diversity in Behavioral Health to the first quarter to lay the foundations of the program and the work. Also consider requiring an addictions studies class first quarter as this skill will be foundational to graduates work. Practicums and field work are an essential component of training. The proposed program recommended 15 credits of work in the field/practicum. Given this is a bachelors program the academic rigor and course sequencing is relevant and appropriate. It also clearly lays the foundation for students to enter Masters level programs in a variety of helping fields.</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 The general education requirements are consistent with the expectations of other associate degree programs. The reader doesn't feel there is a need to emphasis behavioral health in general education as that is the focus of the specialty classes.</p>
f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment Absolutely! Having been a graduate faculty for the past fifteen years in a counseling program (school and clinical mental health) I can attest that students coming out of school with this degree would be highly sought after by many graduate programs in a variety of social service fields. I think something to consider is the</p>

	focus of fieldwork for students engaged in the program. If students can demonstrate a high GPA and have behavioral health experience, they will be highly sought after from graduate schools.
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment Faculty qualifications that match program objectives and curriculum are essential for student preparation and program success. Faculty teaching coursework designed for BAS in behavioral science must have expertise and experience in the specific content area teaching. It is recommended that faculty not teach out of their scope of practice especially in behavioral health content areas. The reader has concerns about a recommended faculty also serving in the role of faculty counselor. Consideration should be taken around roles and dual roles (if any) to mitigate possible ethical concerns. It is noted that the Associate Dean for the Baccalaureate programs will complete administrative review of the BAS in Behavioral Healthcare program. It would be helpful if the Associate Dean for the Baccalaureate programs was familiar and/or has some connection with the field of behavioral health. Faculty mentorship and guidance will be essential for this program and it's fidelity.</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 Peninsula College has provided adequate resources and budgetary allotment for the support of this program. Peninsula college will have the support of a BAS Navigator/Recruiter and BAS Program Coordinator. These will be important roles for program growth and student support. It is unclear if this is a long-term position.</p>
i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment</p>

	<p>Per the proposal the program has been vetted and approved through the advisory committee. It is unclear if the program has responded to advisory committee recommendations. The advisory committee consists of experts in the field. The advisory board members could also serve as future supports, mentors and partners.</p>
<p>j) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>Given the huge needs of individuals with mental health concerns and the lack of providers/qualified providers and/or accessible services, it is my opinion that the proposed program is not only needed but will be successful.</p> <p>Peninsula College has been thoughtful in its construction of the program and the fidelity of the curriculum. The accessibility and affordability of the program is to be commended. The program can also serve as a seamless pipeline to graduate studies. It is recommended that Peninsula College solidify multiple partnerships with universities. Peninsula college should consider the requirement of addictions studies as a part of the program. Peninsula college should consider moving courses to better align with work from a social justice lens. The program should re-examine objectives and ensure match to the needs in the field. The program provides a strong foundation for systems work and collaborative case management. Close attention should be paid to field work. Considerations around vetting sites, site supervisors and student support should be made. Close supervision of fieldwork will be important to student and program success. The program should clearly outline the delivery method. It is unclear as to how much of the program is hybrid and implications for non-traditional students. The BASBH program appears well supported through resources and allotted budget. Close attention should be paid to faculty expertise and experience. This area of the program proposal should be examined. The program provides an evaluation plan. This plan should be developed. One of the benchmarks is classroom observation. It is unclear as to what data will be collected through classroom observation or how it will be used for program improvement. Data should be collected following each practicum experience by the student and practicum site supervisor. This can be used as an evaluation tool of the practicum student's performance and to vet if the site for appropriate placement and fit. The program should ensure that student support is offered in the program through formats and hours that are accessible for non-traditional students and hybrid learning. Overall the program appears to be strong foundationally and much needed.</p>
<p>Reviewer Bio or Resume</p>	

Evaluator, please insert a short bio here

Dr. Mary Amanda Graham has been in the field of counselor education for fifteen years. Her career has spanned two universities. She was at Indiana University of Pennsylvania and currently at Seattle University. She was promoted to full professor at Seattle University where she has been a faculty member for fourteen years. Dr. Graham is currently the Program Director of the School Counseling Program in the College of Education at Seattle University. She is a certified school counselor in the Washington and has practiced at the K-12 level, as well as internationally. Dr. Graham is also a practicing licensed mental health professional in Washington State with a focus on children and adolescents. Dr. Graham is passionate about school counseling, diversity equity and inclusion. She is focused on provided practical applications for school counselors in the field as they emerge as systemic change agents. She has recently published a co-edited text book on comprehensive school counseling.