



**Community Colleges of Spokane  
Spokane Falls Community College**

**STATE BOARD FOR COMMUNITY  
AND TECHNICAL COLLEGES  
MAY 4 - 5, 2022**

**BACHELOR OF APPLIED SCIENCE  
INTEGRATED BEHAVIORAL HEALTH**

**STATE BOARD, PROPOSAL**  
*SPOKANE FALLS COMMUNITY COLLEGE*

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# Cover Page — Program Proposal

## Program Information

Institution Name: Spokane Falls Community College

Degree Name: Bachelor of Applied Science - Integrated Behavioral Health

CIP Code: 51.2212

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

Degree: Addiction Studies Associate of Applied Science

CIP Code: 51.1501

Year Began: 2011

\*Prior to this, it was called Chemical Dependency Professional Studies and started in 1998.

Degree: Integrated Community Services Associate of Applied Science

CIP Code: 19.0707

Year Began: 2018

\*Prior to this, it was called Social Services and started in 2001.

**Proposed Start Implementation Date:** Fall 2023

Projected Enrollment (FTE) in Year One: 15

Projected Enrollment (FTE) by Year: 50 by year 5

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Hybrid

Off-site: No

Distance Learning: Hybrid

## Program Proposal

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

## Contact Information (Academic Department Representative)

Name: Elodie Goodman

Title: Dean of Social Sciences, Business, and Human Services

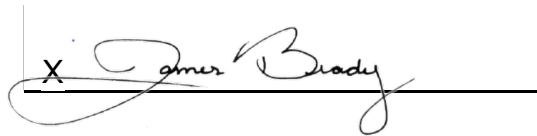
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## Chief Academic Officer signature

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

X  \_\_\_\_\_

Chief Academic Officer

4/14/2022

# Introduction

## Bachelor of Applied Science in Integrated Behavioral Health

Spokane Falls Community College is proposing the development of a Bachelor of Applied Science in Integrated Behavioral Health. This degree would be built upon the current Addiction Studies Associates of Applied Science and the Integrated Community Services Associates of Applied Science programs that Spokane Falls Community College offers. Students from allied disciplines such as psychology, sociology, education, or early childhood education may also be interested in pursuing this degree.

The Bachelor of Applied Science in Integrated Behavioral Health would be a non-cohort entry degree program using the hybrid modality that offers Human Services and other graduates the opportunity to enhance their career options in the high demand field of behavioral health.

With the State of Washington's embrace of Medicaid transformation and the Washington State Department of Health's sunrise review, stakeholders have identified a need for a bachelor's level credential. This sunrise review evaluated the need for a bachelor's level behavioral health professional credential that includes skills required in the treatment of substance use and mental health disorders. The credential would allow for reimbursement in all appropriate settings and be designed to facilitate work in conjunction with master's level clinicians. Clinical functions would include the provision of co-occurring services such as individual and group therapy for co-occurring substance use and mental health disorders, as well as associated case management and social services. These same stakeholders have also identified a bachelor's level credential as a potential career ladder for healthcare and behavioral health professionals.

Recent data from the Employment Security Department (ESD) shows that there are currently over 770 job openings in Spokane County and the demand is predicted to grow by 2 percent annually. A Labor Insights report for Behavioral Health Occupations in Spokane Falls Community College's Service Area from October 2019 through October 2021 shows similar results with 705 job openings in Spokane Falls Community College's service area in the past 12 months. It also reported that 373 of these jobs specifically ask for a bachelor's level candidate. The only other institution offering a similar degree in Spokane Falls Community College's service area is Eastern Washington University. Eastern offers a bachelor's degree in Addiction Studies and averages about 10 graduates per year. While approximately 10 graduates per year are helpful to the community, it still leaves a gap of about 363 open positions.

The need for bachelor's level behavioral healthcare workers is also recognized at the state level. The Healthcare Authority in Washington is now running television advertisements as well as a promotional website to call attention to the required professional growth in behavioral health. Addiction Studies and Integrated Community Services Associate of Applied Science programs are both career-technical programs with a high standard of practical education that is responsive to current industry needs.

This Bachelor of Applied Science in Integrated Behavioral Health fills a gap in options available to students as outlined in Engrossed Second Substitute House Bill 1794 (2005 legislative session) *Expanding access to baccalaureate degree programs* and gives students a pathway to high wage-

earning jobs. According to a 2017 Workforce Report, “Underrepresented minorities, immigrants and refugees, and others from diverse populations often work at the entry level...positions across the healthcare sector.” This statement is mirrored in healthcare inequities seen in the counties served by Spokane Falls Community College as an educational institution and by the many local healthcare providers, including agencies in the behavioral health field. Large employers such as Frontier Behavioral Health have spoken about the lack of skilled employees who can provide services to clients with behavioral healthcare needs. Not only are positions not being filled but the pool of applicants does not reflect the diversity of the client base. Better Health Together has provided feedback to the college about the need for representation of Black, Indigenous, People of Color, and lesbian, gay, bisexual, transgender, queer, intersexual, asexual, and two-spirited persons in clinical positions. Community colleges offer a low barrier path to higher education, and a Bachelor of Applied Science in Integrated Behavioral Health could help to increase diversity in the workforce and serve diverse populations by offering a more affordable route to the bachelor’s degree. Students can stay at Spokane Falls Community College for the entire four years of their education, continuing their pre-established relationships with faculty and staff and utilizing the resources that they are familiar with. The Bachelor of Applied Science in Integrated Behavioral Health will welcome full as well as part-time students. This flexibility acknowledges students’ need to fit their academic career into their complex lives.

## Criteria 1

### Curriculum demonstrates baccalaureate level rigor.

#### 1.1 Program learning outcomes

Current faculty from the existing Addiction Studies and the Integrated Community Services Programs have worked with community members to determine the skills required to work in the behavioral healthcare field at the baccalaureate level. With that information, the program faculty have proposed the following program learning outcomes in alignment with Spokane Falls Community College’s mission to advance student achievement through quality, accessible learning opportunities that embrace diversity, promote equity, and foster global awareness. As part of the Guided Pathways model, the college has made increased equity a priority and this new degree is representative of this effort.

Students will:

- Demonstrate appropriate preparation for graduate education or employment in integrated behavioral health and/or human services settings.
- Provide comprehensive case management as a member of an interdisciplinary team that provides support for clients in developing healthy lifestyle choices.
- Implement professional and ethical standards and strengths-based communication with clients, co-workers, and the community.
- Promote equity and awareness of the needs of underserved populations.

#### 1.2 Program evaluation criteria and process

Spokane Falls Community College offers certificates, associates, and bachelor's degrees supporting twenty career technical programs. Each career-technical program conducts a regular assessment of

program outcomes. The college has established a program review process supported by a Program Review Committee that assesses the achievement of program learning outcomes and goals on a three-year cycle. Individual program reports are summarized by an annual report. Data on course success, the program’s equity index, retention and graduation rates, level of student debt, job placement, wages, employment forecasts, alignment of course content with program learning outcomes and other descriptors of programs’ mission fulfillment are included in the individual program reviews. Based on the findings, recommendations are made, and priorities set by program-leading faculty. All reports are shared with appropriate administrators and planning groups. As with all applied baccalaureate programs at Spokane Falls Community College, the Bachelor of Applied Science in Integrated Behavioral Health degree will be included in the review process. Please note that Spokane Falls Community College is reviewing its Program Review process, to shift it from a siloed program review to a holistic one. To that end, the Bachelor of Applied Science program will be reviewed in alignment with the associates of applied science pathway, within our Guided Pathways model, and its equitable wrap-around services for students, including interventions. The college is also adding program reviews for all academic programs and student affairs.

Integrated Behavioral Health faculty will assess program learning outcomes and identify key metrics to ensure that every program outcome is associated with an appropriate measure and threshold. The expectation is that falling below a threshold warrants action. Each program is also provided with an annual program review that examines retention, graduation, program course scheduling practices, employment data, demand data, student financial aid debt, and diversity measures. Finally, feedback surveys are conducted with students early in the program, late in the program and after graduation. The full program review process then informs program faculty, advisory committees, administrators, and college planning efforts as these results will be used to inform and implement changes to courses and programs.

A complete program evaluation will be done every three years, although many components will be assessed on an annual basis. Working in cooperation with the Program Review Committee and department faculty, the advisory committee’s role will be to recommend curriculum improvements, help keep the program abreast of changes in the field, assist in student recruitment and placement and make recommendations for other changes that will keep the program current. Experts from the region’s leading behavioral health employers and higher education will be engaged throughout the full curriculum development and implementation phase to ensure rigor of the content and learning methodologies meet the identified needs.

*Table 1: Program Review Process*

<b>Assessment</b>	<b>Metrics – to be assessed yearly</b>
Learning Outcomes Assessment	Identify outcomes to be assessed, measures, and thresholds.
Review of Webpage and iCatalog	Review to ensure that all information is current and relevant.
Curriculum Review	Evaluate the courses, descriptions, and learning outcomes. Refine and update as needed.
Program Management	Review lab and course fees, partnerships,

	advisory committee, materials and equipment, program highlights, and set program recommendations and priorities.
Student Success Measures	Analyze course success rates, retention rates, graduation rates, financial aid debt, schedule review, diversity indicators.
Employment	Review graduate surveys and current wages data.
Demand	Review regional data on job postings, number employed, mean salary, desired wage, and education level.

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

To enter the Bachelor of Applied Science in Integrated Behavioral Health program, students will need to have the appropriate associates of applied science degree. Students with an Associates of Applied Science in Integrated Community Services or Addiction Studies will be able to enter the program directly with no other courses needed if they meet the minimum program criteria. Faculty/Counselors will design an individual program map for each student entering the bachelor of applied science program to ascertain progression, retention, and completion.

- Associates of Applied Science degree in Addiction Studies, Integrated Community Services, or other closely related degree.
- A cumulative grade point average of 2.5 or higher.
- Completion of 20 credits of college level general education courses with a minimum of a 2.0 grade point average in each course as follows:
  - 5 credits of college-level English, ENGL& 101
  - 5 credits of college-level MATH, MATH& 146 or equivalent.
    - The Addiction Studies Program will add MATH& 146 to its program map and provide advising to students about their options.
  - 10 credits of college-level Psychology, PSYCH& 100, PSYCH& 200

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

Table 2 Required General Education Courses. \*Students will enter the program with 20 of the 60 required credits. Those credits are noted with an asterisk.

Course	Title	Credits
<b>Communication Skills (10 credits)</b>		
*ENGL& 101	English Composition I	5
ENGL 335	Technical & Professional Writing	5
<b>Quantitative/Symbolic Reasoning (5 credits)</b>		
* Math& 146	Introduction to Statistics	5
<b>Humanities (10 credits)</b>		



(AS) CMST& 210 <sup>1</sup> or (ICS) CMST 227 <sup>1</sup>	Interpersonal Communication or Intercultural Communication	5
HUM& 101	Introduction to Humanities	5
<b>Social Sciences (10 credits)</b>		
*PSYCH& 100	General Psychology	5
*PSYCH& 200	Lifespan Psychology	5
<b>Natural Sciences (10 credits)</b> <i>At least 5 credits in physical, biological and/or earth sciences. Shall include at least one laboratory course.</i>		
BIOL 100 (non-Lab) <sup>2</sup>	Environmental Biology	5
ENVS& 101 (lab) <sup>2</sup>	Introduction to Environmental Science	5
<b>Additional general education courses (15 credits)</b>		
PSYCH 300	Motivational Psychology	5
SOC 221	Race and Ethnic Relations	5
SOC &201	Social Problems	5
<b>Total General Education in years 3 and 4</b>		40
<b>Total General Education in all 4 years</b>		60

<sup>1</sup> Students who have already taken CMST& 210, please take CMST 227

<sup>2</sup> Other options may be taken from the AA Science distribution list. At least one science course used for the degree must include a lab. Please see advisor for questions regarding Lab and Non-Lab Science options.

## 1.5 Technical component: Course work needed at junior and senior levels in the baccalaureate program.

Table 3 Required Technical Classes and Course Descriptions

<b>Core Technical Courses and Descriptions (50 credits)</b>		
IBH 325	Organizational Management and Leadership in Integrated Care: This course is designed to familiarize students with systems of care, their policies, and agencies' and organizations' roles within the system. They will be introduced to basic management and business processes. Students will learn to demonstrate collaborative, interdisciplinary communication and leadership skills. Workplace diversity and equity in the provision of services will be examined.	5
IBH 341	Behavioral Health Disorders in Integrated Care: This course is designed to familiarize students with the process of diagnosis and treatment of various behavioral health disorders. It will introduce clinical writing and documentation, common assessment strategies and care options, and assist students in developing the ability to conceptualize and communicate patient needs and choices. Social and individual factors that contribute to the development of behavioral health disorders across the lifespan will be investigated.	5
IBH 342	Trauma, Grief, and Loss: This course will introduce students to the neuroscience of trauma & grief. It will focus on theories related to the experience of trauma, exposure to adverse events,	5

	grief, and loss. It will also examine the impact of trauma on first responders and human service providers.	
IBH 343	<p>Treatment and Care Planning:</p> <p>This course is designed to teach practice skills relevant to working with adults and children in a variety of human services and care settings. Effective screening practices, needs assessments, treatment planning, and documentation using biopsychosocial, multicultural, interdisciplinary, and lifespan perspectives along with intake strategies, discharge planning, and referral will be introduced. Students will examine ethical decision-making in the provision of services.</p>	5
IBH 345	<p>Quality of Life and Health Equity:</p> <p>This course provides an overview of social determinants of health and strategies to improve health outcomes. Collective and individualistic lifestyles and health practices will be explored, and public health concepts introduced. Built environments, social characteristics, and economic conditions will be investigated with a focus on their impact on groups and individuals.</p>	5
IBH 350	<p>Family and Whole Person Care:</p> <p>This course will introduce students to the history and theoretical perspectives of family systems, and generational and cultural considerations in working with families and family members. Students will develop an understanding of family-centered care based on patient and family needs across the healthcare and human services continuum.</p>	5
IBH 435	<p>Application of Evidence Based Practices:</p> <p>This course provides students with a comprehensive overview of evidence-based practices (EBP's) and the skills they will need to implement them in a clinical care or human services settings. Students will analyze current and emerging EBP's and assess which practices are appropriate to use in a variety of contexts. Students will have the opportunity to practice basic skills.</p>	5
IBH 440	<p>Interdisciplinary Teamwork:</p> <p>This course is designed to engage students in learning the necessary skills to practice as part of an interdisciplinary team to help improve treatment outcomes of the people that they serve in the community. Students will acquire a working knowledge of the various roles that healthcare professionals have within a healthcare and human services delivery system of care.</p>	5
IBH 450	<p>Research and Evaluation Methodologies (MATH&amp; 146 prerequisite):</p> <p>This course provides an overview and basic history of qualitative and quantitative research. Students will learn how to evaluate care programs and treatment approaches and become familiar with data analysis, methodology, and study design. The connection between scientific data and practice along with associated ethical issues will be explored.</p>	5
IBH 492	<p>Field Placement:</p> <p>This class provides students with the opportunity to increase competence in delivering integrated behavioral health services in the community. Students will be applying course concepts to their practice in clinical care or human services settings. This course will also assist students with deepening their understanding</p>	5

	of the human services field and increase their awareness of the various career choices that are available.	
<b>Total Core Credits</b>		50

## Criteria 2

### Qualified faculty.

Table 4: Qualified Program Faculty

Full Time Faculty for Technical Courses	
Faculty Name	Credentials
Ursula Heflick	<ul style="list-style-type: none"> <li>• MS, LMHC, SUDP</li> <li>• Master of Science in Applied Psychology: Mental Health Counseling, 2010, Eastern Washington University, Cheney, WA</li> <li>• Bachelor of Arts in Psychology, 2007</li> <li>• Chemical Dependency Professional Studies, 2011</li> <li>• Program Lead of the Integrated Community Services Program at SFCC, 2019 to present</li> <li>• Program Lead of the Addiction Studies Program at SFCC, 2016 to 2019</li> <li>• Adjunct Instructor in the Addiction Studies Program, 2013 to present</li> <li>• Mental health counselor and substance-use disorder professional in inpatient and outpatient treatment, 2011 to 2018</li> <li>• Social services provider for chronically mentally ill adults, 2007 to 2017</li> </ul>
Jared Ozaki	<ul style="list-style-type: none"> <li>• MS, LMHC, SUDP</li> <li>• Master of Science in Applied Psychology: Mental Health Counseling, 2010, Eastern Washington University, Cheney, WA</li> <li>• CACREP accredited</li> <li>• Bachelor of Arts in Psychology, 2007, Eastern Washington University, Cheney, WA</li> <li>• Chemical Dependency Professional Studies, 2011</li> <li>• Spokane Falls Community College, Spokane, WA</li> <li>• Certificate in Primary Care Behavioral Health, 2012</li> <li>• Department of Family Medicine and Community Health</li> <li>• University of Massachusetts Medical School, Worcester, MA</li> <li>• Faculty Instructor in the Addiction Studies Program at SFCC. 2020-Present</li> <li>• Adjunct Instructor in the Integrated Community Services Program. 2016-Present</li> </ul>

KayDee Steele	<ul style="list-style-type: none"> <li>• Ph.D. Educational Leadership – emphasis on co-occurring disorders, 2000, Gonzaga University, Spokane, WA</li> <li>• M.Ed. in Counseling – 1994, Whitworth University</li> <li>• B.A. Psychology/B.A. Spanish - 1991, Gonzaga University</li> <li>• Licensed Mental Health Counselor or equivalent in Washington State since 1997</li> <li>• Substance Use Disorder Professional in Washington State since 1993</li> <li>• Master Addiction Counselor (MAC), National Certification Commission for Addiction Professionals</li> <li>• National Certified Counselor (NCC), National Board of Certified Counselors</li> <li>• Clinically Certified Juvenile Treatment Specialist, American College of Certified Forensic Counselors</li> <li>• Behavioral fields since 1991 in such roles as a residential inpatient counselor, out-patient counselor, psychiatric hospital therapist, Juvenile Parole Counselor/Manager/State Coordinator for Co-Occurring SUD/MH programs for juvenile offenders, and a State Administrator for juvenile programs.</li> <li>• Director for a county behavioral health agency</li> <li>• Adjunct faculty at Whitworth University, Eastern Washington University, and Gonzaga University.</li> <li>• Consultant, mentor, policy and legislative advocate, and more.</li> <li>• Full- time tenured faculty in the Addiction Studies Program at Spokane Falls Community College (9/06-Present).</li> </ul>
<b>Adjunct Faculty for Technical Courses</b>	
<b>Faculty Name</b>	<b>Credentials</b>
Misty Griffith	<ul style="list-style-type: none"> <li>• Master's Degree in Psychology/Counseling with emphasis in College Student Personnel</li> <li>• Bachelor's degree in Criminology/Sociology</li> <li>• Community Justice Counselor (formerly known as Probation Officer) in the City of Spokane's Community Justice Services department (formerly known as Probation Services) since 2009.</li> <li>• Instructor at the Washington State Criminal Justice Training Center in Burien, Washington for the Probation Officer Academy, 2014 to present</li> <li>• Taught a course at SCC (Spokane Community College) in the Criminal Justice program, 2016</li> </ul>
Dan Ruddell	<ul style="list-style-type: none"> <li>• M.Ed. in Adult Education and Training (workforce development)</li> <li>• 24 years of work experience as a program manager with the WA State Department of Social and Health Services</li> <li>• 12 years with the Economic Services Administration (ESA - WorkFirst, TANF, and childcare services)</li> </ul>

	<ul style="list-style-type: none"> <li>• 12 years with the Aging and Long-Term Support Administration (AL TSA – helping low-income disabled and elderly people access long term services and supports in home and community-based settings).</li> <li>• 11 years of teaching experience in the Human Services / Integrated Community Services programs at Spokane Falls Community College.</li> </ul>	
<b>Faculty for General Education Courses</b>		
<b>Faculty Name</b>	<b>Degree</b>	<b>Distribution Area</b>
Ryan Simmons	Ph.D.	English
Katella DeBolt	MA	Psychology / Sociology
Karl Andreasson	Ph.D.	Psychology
Ashley DeMoville	MFA	Communication
<b>Total Faculty FTE</b>		<b>6</b>

As the program enrollment grows, Spokane Falls Community College intends to recruit additional full-time faculty, with the following minimum qualifications:

- Master’s degree in social work, counseling, psychology, addictions studies, sociology, or other closely related field.
- Five years of direct behavioral healthcare, social service, or equivalent work experience.
- Successful teaching/training experience to include such topics as behavioral healthcare issues, use of varied intervention skills and methodologies, treatments, skills, coordination of systems of care, social justice issues, and /or social determinants of health.
- Experience using digital technology in instruction/training.
- Ability to mentor and provide academic consulting to a diverse student population.
- Demonstrated commitment to the values of diversity, equity, inclusion, and social justice.
- Demonstrated effective communication skills

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

- Doctoral degree in social work, counseling, psychology, addictions studies, sociology, or closely related field.
- Two years of clinical supervisory experience.
- Distance learning experience.
- Higher education teaching experience.
- State licensure as a behavioral healthcare provider without restrictions.
- State credentialing as a Substance Use Disorder Professional.
- Experience in writing course curriculum and academic program development.
- Experience/participation in legislation/advocacy in behavioral health or social justice areas.
- Active in national, regional and/or local professional organizations relative to profession.

## Criteria 3

### Selective admissions process, if used for the program,

## consistent with an open-door institution.

Spokane Falls Community College will not be using a selective admissions process for the Bachelor of Applied Science in Integrated Behavioral Health program. As an open enrollment college, the college strives to provide access to all students who meet the minimum program qualifications. If the program meets its capacity, another section will be added.

The college's applied baccalaureate team, marketing, and outreach office work together to recruit a diverse population of students for the bachelor's programs. College representatives attend and share baccalaureate program information at local community events, high school career events, advertising on social media, local business events, advisory committees, sending out press releases, and more. The baccalaureate team reaches out to all areas in our service region to promote our programs as well as pathways into the programs.

Spokane Falls Community College does have a separate application that potential bachelor's students fill out. The application asks for basic demographic information, which program the student is interested in, and which quarter the student would like to start. The student can also attach any unofficial transcripts there if they have not yet sent their official ones. The bachelor of applied science counselor will evaluate the application and transcripts of the student and let the student know what additional steps are needed. Once it is determined that the student meets the program requirements, they create a degree plan for the student that outlines which courses the student needs to take each quarter. The counselor then notifies admissions to code the student into the bachelor of applied science program, financial aid to let them know to process the student's financial aid as a bachelor's student and updates the student's status so that they can register for upper division courses.

## Criteria 4

### Appropriate student services plan.

Spokane Falls Community College is one of two community colleges that serve the Spokane area and the eastern region of Washington State. The college and district's commitment to student success, equity, diversity, and inclusion is embodied in the services provided by student affairs personnel, the support services they manage, and the implemented Guided Pathways model. Spokane Falls Community College's applied baccalaureate students receive dedicated support from the Bachelor of Applied Science programs' coordinator and counselor, as well as from the cross-trained Guided Pathways Advising Team. The capacity to serve this new program exists within the current staffing of the student affairs departments.

### Access to Student Services

The program coordinator and counselor are consistent points of contact for bachelor of applied science students from pre-admission through the completion of their program and onto future endeavors. Bachelor of Applied Science in Integrated Behavioral Health students will have access to numerous services available on campus and through the internet including online registration each quarter, tutoring, access to library resources, extensive research databases suitable for baccalaureate-level research, peer tutoring, counseling, disability access services, testing, and financial aid.

The following services are the most frequently used by baccalaureate students:

- **Counseling and Student Advising:** Student Achievement is a core value at Spokane Falls Community College and ensuring students complete the educational process is a shared responsibility of the faculty and staff. Embedded within the baccalaureate degrees are a dedicated full-time program coordinator and a part-time counselor. These individuals will work one-on-one with students to ensure that students are getting suitable support to be successful in the program. Within the Guided Pathways Advising Team, they will serve as a single point of contact to assist bachelor of applied science students with their educational planning and progress towards degree completion, audit progress toward completion, interventions for retention, and provide general guidance to campus and community resources as needed. These counselors will work with students from all four of the baccalaureate programs with an estimated caseload of 150 students. If the counselor gets to a point where they are not able to meet the needs of all their caseload, we will consider changing the position to full-time. The program coordinator works on tracking the students' grades and progress, policies and procedures, and developing new baccalaureate programs. They also assist students when the counselor is unavailable.
- **Disability Access Services:** The disability access services office provides assessment and accommodation for students with documented disabilities. They provide specialized course materials via E-text, braille, and closed caption; coordinate alternate testing for students; and assist faculty to provide appropriate accommodations.
- **Financial Aid:** The financial aid office prepares and disburses federal, state, and institutional aid for all Spokane Falls Community College students. Students can monitor the status of their application online by accessing their student center. Since baccalaureate programs are not new at Spokane Falls Community College, they already have their system set up to award these students appropriately.
- **Job Placement:** Providing help with career advancement and job placement will be priorities for Bachelor of Applied Science in Integrated Behavioral Health program faculty and career center staff. The advisory committee, comprised of industry professionals, will keep the department and students abreast of employment trends and needs. The college's program review process will monitor demand and employment data. Through the required field placement, students will have the opportunity to develop relationships with potential employers. The college and career center have been successful in helping students find jobs by providing comprehensive career services including career planning and exploration, job search, placement assistance, career fairs, work-study, internships, and service-learning opportunities.
- **Multicultural Services:** Spokane Falls Community College's multicultural office for students actively involved in community provides guidance to historically under-represented student populations. This office builds, implements, and offers student support services to assist students with personal development, academic achievement, and graduation.
- **Library and Other Online Services:** All students have access to a full slate of online services and information. The library has extensive research databases which can support the proposed baccalaureate degree disciplines. The "ask a librarian" online research assistance program allows students access to research and information literacy guidance 24 hours a day, seven days a week. Students have access to some textbooks that were purchased for the Addiction Studies and Integrated Community Services AAS degree students that will still

be used in the Bachelor of Applied Science program such as the Diagnostic & Statistical Manual of Mental Health Disorders by the American Psychiatric Association, and the ASAM Criteria, Treatment Criteria for Addictive, Substance-related, and Co-occurring Conditions, by the American Society of Addiction Medicine. These resources provide the depth and breadth required for baccalaureate level courses. Additional resources will be purchased as needs are identified. This might include the purchase of digital versions of books that allow students who do not attend classes on campus to access the material. The library will also designate one librarian to function as an expert who can guide bachelors' students in their research and will create a library resource guide for them.

- The eLearning office provides comprehensive technology assistance and student services for all online students.
- Peer Tutoring Center: The Peer Tutoring Center assists students in successfully completing their college courses through one-on-one and group tutoring, workshops, classes, and open labs in a variety of subjects including reading, writing, math, accounting, biology, and business technology. Students may also access enhanced services including eTutoring and KHAN Academy. Students can be tutors in any class that they receive a 3.5 grade point or higher. Baccalaureate students can reach out to the tutoring center to find a tutor that will be able to assist them.
- Veterans Services: The Veterans Services Office assists prior service personnel, veterans, reservists, dependents, and current active-duty personnel. Relevant military credit is awarded once a student has earned 10 college-level credits and has applied for assessment through the established applied credit for prior learning process.
- Applied Credit for Prior Learning: The applied credit for prior learning coordinator works as a liaison among students, program faculty and admissions. Students who have acquired significant levels of college-level learning based on job training and competencies experienced on the job may choose to petition program faculty for college credit. The applied credit for prior learning coordinator will guide the student through the petitioning process. Baccalaureate students often come in with previous education and experience. The option for earning prior learning credits is advertised on the website, through our baccalaureate programs counselor, and faculty.

## Criteria 5

### Commitment to build and sustain a high-quality program.

#### 5.1 Types of funds to be used to support the program

Spokane Falls Community College's Bachelor of Applied Science in Integrated Behavioral Health program will be funded in several ways. The program received a \$25,000 grant through the college's foundation. This grant will cover startup, training, and course development costs. The program faculty are also working closely with community members through various groups and committees and are looking to obtain more grants. Spokane Falls Community College's proposed baccalaureate program has been identified as a high priority for helping to meet the behavioral health needs of the community and a potential recipient of a local nonprofit organization's community funding.

In addition, the Bachelor of Applied Science in Integrated Behavioral Health will generate ongoing



revenue through tuition and fees as well as state funds appropriations.

## 5.2 & 5.5 Projected program expenses and revenue

Table 5: Five Year Expense and Revenue Projections

Category	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Revenue (Based on projected FTE)		15	35	40	45	50
Welty Grant	\$25,000					
Community Grant		\$35,000	\$35,000			
Tuition* and Fees		\$150,694	\$351,619	\$401,850	\$452,081	\$502,313
Total Revenue	\$25,000	\$185,694	\$386,619	\$401,850	\$452,081	\$502,313
Projected Expenses						
FT Faculty Salaries				\$55,913	\$59,804	\$59,804
FT Faculty Benefits				\$13,774	\$13,774	\$13,774
PT Faculty Salaries		\$35,022	\$35,022	\$11,674	\$11,674	\$11,674
PT Faculty Benefits		\$11,557.26	\$11,557.26	\$3,852.42	\$3,852.42	\$3,852.42
Proposal, Curriculum Development, and Support (Library, etc.)	\$12,600	\$4,900	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
Goods & Services	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Marketing	\$4,000	\$4,000	\$1,000	\$1,000	\$1,000	\$1,000
Travel		\$5,990	\$3,000	\$3,000	\$3,000	\$3,000

Indirect Administrative Costs (8%)	\$2,000	\$14,856	\$18,874	\$20,093	\$24,111	\$28,130
SFCC BAS program Coordinator, counselor, and Curriculum Advisor (for all BAS programs)	\$30,792	\$30,792	\$30,792	\$30,792	\$30,792	\$30,792
SFCC BAS Support benefits	\$10,161	\$10,161	\$10,161	\$10,161	\$10,161	\$10,161
Total Expenditures	\$19,600	\$77,325	\$72,453	\$112,306	\$120,216	\$124,234
Balance	\$5,400	\$309,294	\$302,110	\$277,489	\$319,810	\$366,023

\*Tuition and fees are calculated based on 10 upper credits and 5 lower credits per quarter per year. Projected student FTE: 1st year: brand new students only; subsequent years: brand new and continuing students.

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

The facilities, equipment, technology, and instructional resources needed for the Bachelor of Applied Science in Integrated Behavioral Health program are currently in place and will be appropriate for the proposed new program. Utilization of the dedicated classroom space will be scheduled such that it does not interfere with other programming.

Additionally, the college has extensive support programs such as the library, and Information Technology Services that are available. These services consult with the lead program faculty to procure materials or provide services specific to behavioral health. The Dean routinely seeks input from faculty and staff regarding budget development, resource identification and evaluation of effectiveness of all resources, facilities, and services. Budget proposals are submitted annually for approval.

### Sustainability over time

Spokane Falls Community College has a successful integrated system for recruiting students to its baccalaureate programs. Marketing, Recruiting, and Admissions teams will work together to incorporate recruiting baccalaureate seeking behavioral health students along with students for

other Associate's and baccalaureate programs. The college has over seven years of experience successfully offering applied baccalaureate degrees.

The demand for behavioral health services is increasing in the region and is anticipated to keep growing by 2 percent each year. The current workforce does not have the capacity to address the demand. This Bachelor of Applied Science program provides a pathway for associate level Addiction Studies and Integrated Community Services students to further their education and help meet the needs of the community.

SFCC is committed to the sustainability of its high-quality BAS programs. To that end, SFCC currently employs a BAS Program Coordinator (Professional Exempt IV) and a dedicated faculty counselor. As we continue to implement Guided Pathways, to provide the wrap-around services for the BAS students, Cabinet may authorize the hiring of a Curriculum Advisor dedicated to our BAS students. The costs for this team will be divided into the different BAS programs. Table 5 indicates the costs of this support as equitably shared by all BAS programs (divided into 5.)

## Criteria 6

### Program specific accreditation.

At this time, Spokane Falls Community College is looking into seeking specialized program accreditation from the Council on Social Work Education. The college has had its regional accreditation reconfirmed as of July 2021 through the Northwest Commission on Colleges and Universities. This accreditation indicates that the college meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. As an accredited college it has the necessary resources available to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity also is addressed through accreditation.

## Criteria 7

### Pathway options beyond baccalaureate degree.

Graduates of the Bachelor of Applied Science in Integrated Behavioral Health program who are interested in obtaining a graduate degree will have several options. Local demand for employees in the behavioral health field is projected to grow. With 43 percent of behavioral health positions in the field requiring a bachelor's level degree, these graduates will be qualified to attain employment in their area of interest.

Most colleges in the region and across the country will accept these students into their graduate programs. Eastern Washington University in Cheney, for instance, requires a bachelors from an accredited college for their social work, public health, and psychology master's degrees. They also specify classes such as statistics as prerequisites. The same is true for Central Washington University, which mentions bachelor's degrees from related fields in their prerequisites but focus more on course work such as statistics and research. Whitworth College and Gonzaga University, two local universities, require a bachelor's degree from a regionally accredited institution but does not specify requirements beyond that. The State Board of Community and Technical Colleges' bachelor

of applied science programs have an articulation with Western Governors University. Spokane Falls Community College's baccalaureate graduates qualify for admission into Western Governors University's graduate programs with a 5 percent tuition discount for the first year. This allows graduates to continue their education for leadership and advancement opportunities. With the growth, popularity, and respect that applied baccalaureates have achieved over the years, most universities will accept graduates from these programs. This gives students the opportunity to find employment in their field and/or continue their education.

## Criteria 8

### External expert evaluation of program.

Garret McQuesten and Travis Arnold were able to review the program proposal for the Bachelor of Applied Science in Integrated Behavioral Health. Mr. McQuesten is a licensed independent clinical social worker and mental health professional, and a full-time lecturer in the social work department at Eastern Washington University. He also maintains a small private practice providing counseling services to the Spokane community.

Mr. Arnold is a licensed independent clinical social worker, substance-use disorder professional, mental health professional, child mental health specialist, and Washington State Department of Health approved supervisor for Mental Health and Substance Use Disorder treatment. He is currently an Integrated Care Coordinator for the Spokane County Behavioral Health Organization. Please see Appendix B for expert reviews and full reviewer profiles.

### Response to their feedback

Reviewers' feedback centered on the list of classes, both in the technical and general education selections. One reviewer indicated the need to teach thorough understanding of abnormal psychology and how it is treated in outpatient and inpatient settings. This need will be met in the *Behavioral Health Across the Lifespan* course, but the course title could have been more descriptive. As a result, the name was changed to *Behavioral Health and Mental Illness Across the Lifespan*.

Another change that was made in response to a reviewer's comment is the elimination of *Advanced* from the title of the *Advanced Field Placement* course.

A suggestion was also made about general education classes. To allow students to see a clear path to completion, the above classes were chosen. Students do have the option, however, to take alternative courses that meet program learning outcomes after consultation with their faculty advisor. Further, individualized program maps will be designed with the student and the faculty to ascertain chosen courses align with their professional goals.

In response to one reviewer's question about staff and faculty diversity, the faculty would like to emphasize Spokane Falls Community College's commitment to diversity and inclusion in the hiring process. The college has added trained search advocates to all search committees. These advocates help committees to be aware of biases and follow equitable practices. Since equity considerations and pursuing equity goals are central to this degree, the recruitment process of future faculty will follow those principles.

Overall, feedback was very positive and the shortage of staff in the behavioral health field was emphasized. The inclusion of trauma-informed care and focus on integration of services was commended by several reviewers. The reviews will be immensely helpful in shaping the specific course learning outcomes and course content.

The Bachelor of Applied Science in Integrated Behavioral Health aims to educate students to care for the whole person and address a wide range of problems that are interconnected. Students will find employment in behavioral health, social work, services, and primary care settings.

## Conclusion

Spokane Falls Community College is pleased to have the opportunity to offer a Bachelor of Applied Science in Integrated Behavioral Health program. The college is building on two well-established associate-level programs, Addiction Studies, and Integrated Community Services, which have a proven records of successfully preparing students for the workforce. Spokane Falls Community College is excited to be able to provide this opportunity for students within our Guided Pathways model to learn the skills to attain higher wage positions as well as providing much needed qualified applicants for employers.

# Appendix A

## Bachelor of Applied Science in Integrated Behavioral Health Typical Student Schedule

### Integrated Behavioral Health BAS Spokane Falls Community College

#### FALL 2023 - Proposed

State Approval Date: TBD      CIP: 51.2212    EPC: TBD      Academic Plan: TBD

The BAS-IBH would provide well-trained graduates to meet the needs of the community and provide opportunities for a more diverse workforce. Graduates of this program would be able to provide integrated care and services such as whole person care for co-occurring behavioral health disorders and associated case management and social services.

Within the four years of an applied baccalaureate degree, general education credits must include a minimum of:

- Ten (10) credits of communication skills, including one English composition course, e.g., ENGL& 101
- Five (5) credits of quantitative/symbolic reasoning skills
- Ten (10) credits of humanities
- Ten (10) credits of social sciences
- Ten (10) credits of natural science, including at least five (5) credits in physical, biological and/or earth sciences, including at least one course with a lab
- 15 credits of remaining general education courses to achieve the required 60 credits

Typically, at least 20 general education credits are satisfied at the associate degree level as confirmed by entrance pre-requisites, and the remaining 40 credits are satisfied with courses in quantitative skills, humanities, social sciences, and natural sciences. General education requirements and course recommendations are outlined in the following table.

#### Learning Outcomes:

- Demonstrate appropriate preparation for graduate education or employment in an integrated behavioral health and/or social services.
- Provide comprehensive case management as a member of an interdisciplinary team that provides support for clients in developing positive lifestyle choices.
- Implement professional and ethical standards and professional communication with clients, co-workers, and community.

**Offered at:** Spokane Falls Community College

Students must first complete an AA or AAS degree in order to be admitted to a BAS program.

AA or AAS Degree	90
A. Program Courses (all required)	50
B. General Education / Program Support (all required)	30

C. Lab & Non-Lab Science Courses (10 credits)	10
<b>Total</b>	<b>180</b>

**180 credits are required for the BAS**

**A. Program Courses (all required)**

IBH	325	Organizational Management and Leadership in Integrated Care	5
IBH	341	Behavioral Health and Mental Illness Across the Lifespan	5
IBH	342	Trauma, Grief and Loss	5
IBH	343	Treatment and Care Planning	5
IBH	345	Quality of Life and Health Equity	5
IBH	350	Working with Families and Whole Person Care	5
IBH	435	Application of Evidence Based Practices	5
IBH	440	Interdisciplinary Teamwork	5
IBH	450	Research and Evaluation Methodologies <sup>1</sup>	5
IBH	492	Field Placement	5

**B. General Education / Program Support (all required)**

CMST&	210	Interpersonal Communication <sup>2</sup>	5
ENGL	335	Technical and Professional Writing	5
SOC	221	Race and Ethnic Relations	5
HUM&	101	Introduction to Humanities	5
PSYC	333	Motivation	5
SOC&	201	Social Problems	5

**C. Lab & Non-Lab Science Courses (10 credits) <sup>3</sup>**

ENVS&	101	Introduction to Environmental Science	5
BIOL	100	Environmental Biology	5

<sup>1</sup> Prerequisite of MATH& 146, Statistics, is required.

<sup>2</sup> Students who have already taken CMST& 210, please take CMST 227

<sup>3</sup> Other options may be taken from the AA Science distribution list. At least one science course used for the degree must include a lab. Please see advisor for questions regarding Lab and Non-Lab Science options.



# Appendix B

## External Reviewers

### *Instructions for colleges submitting a BAS degree proposal:*

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

### *Instructions for External Expert Reviewers:*

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program’s curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criterion 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.

Table 6 External Review by Garrett McQuesten

<b>College Name:</b>	Spokane Falls Community College	<b>BAS Degree Title:</b>	Bachelor of Applied Science in Integrated Behavioral Health
<b>Reviewer Name/ Team Name:</b>	Garret McQuesten	<b>Institutional or Professional Affiliation:</b>	Eastern Washington University is my current employer.

<b>Professional License or Qualification, if any:</b>	LICSW, MHP	<b>Relationship to Program, if any:</b>	None
Please evaluate the following Specific Elements			
Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<b>Comment</b> After reviewing the program proposal, I have no doubt this program will be effective both in support students interested in entering the workforce as behavioral health professionals, but also in regard to the significant community need that has been apparent over the past several years.		
Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<b>Comment</b> As a whole the learning outcomes seem appropriate. I especially believe that the need for post-graduate degrees/licensing is of particular need, so establishing this as the first learning outcome is apt.		
Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		
	<b>Comment</b> As far as I can tell from the provided information it does appear that the curriculum aligns with the Statement of Needs Document.		
Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper-level courses, in particular, relevant to industry? Do the upper-level courses demonstrate standard academic rigor for baccalaureate degrees?		
	<b>Comment</b> Absolutely. Because I see a trauma-informed course, another on documentation, an evidence-based practice course, one on interdisciplinary continuity, and a field placement, I think it looks great.		
General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?		
	<b>Comment</b> From my perspective it looks perfect.		
Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?		
	<b>Comment</b>		

	As mentioned above, I personally think the program has some of the most important foundational concepts being addressed through trauma-informed approaches as well as evidence-based practices. Furthermore, the field placement is an absolutely invaluable part of the process that will prepare students for practicums and advanced field placements in post-graduate programs.
Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	<b>Comment</b> The list of faculty and experience looks superb.
Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	<b>Comment</b> As far as I can tell from the included material it does.
Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
	<b>Comment</b> As mentioned, if there is true outside, expert-level evaluation of the program that will likely be one of the most important parts in maintaining such a program effectively.
Overall assessment and recommendations	Please summarize your overall assessment of the program.
	<b>Comment</b> I wish I had better feedback to provide as far as areas of improvement or clarification, but the proposed program looks thorough and ideal for the Spokane community. It's encouraging!
<p>Reviewer Bio or Resume</p> <p>Evaluator, please insert a short bio here</p> <p>My name is Garret McQuesten. I am a licensed independent clinical social worker and mental health professional (LICSW, MHP) living in Spokane, WA. I received my Master of Social Work in 2014 from EWU and then went on to work at Frontier Behavioral Health as a counseling clinician for over 5 years before moving over to Community Health Associates of Spokane (CHAS) as a behavioral health provider doing counseling and general medical social work. I recently shifted into a full-time lecturer position within the social work department at EWU while maintaining a small private practice providing counseling services to the Spokane community. I am also a licensed clinical supervisor in the state of WA.</p>	

Table 7 External Review by Travis W. Arnold

<b>College Name:</b>	Spokane Falls Community College	<b>BAS Degree Title:</b>	Bachelor of Applied Science - Integrated Behavioral Health
<b>Reviewer Name/ Team Name:</b>	Travis W. Arnold	<b>Institutional or Professional Affiliation:</b>	Spokane County Regional Behavioral Health - Administrative Services

			Organization
<b>Professional License or Qualification, if any:</b>	LICSW: LW60286982 SUDP: CP60081305 Mental Health Specialist Child Mental Health Specialist	<b>Relationship to Program,if any:</b>	None
<b>Please evaluate the following Specific Elements</b>			
Concept and Overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p><b>Comment</b> As to the overall concept of the degree and program relevancy, I strongly believe this Integrative Behavioral Health model is a fresh look at the way our education system is preparing future providers to meet current required standards of care within our ever-evolving system. If this program is implemented properly, it could be the catalyst to help current employers meet the requirements of an Integrated Behavioral Health care model. This approach has been discussed for years as the ideal model. Historically, providers were not taught integrated methodology while in college, therefore, a small subset of providers were learning how to provide an integrated care methodology only via continuing education courses. This made it difficult to implement widespread integrated care into the work environment. As students graduate from this program, I believe they will have the knowledge and understanding to bring this model of integrated care into our/their system of care. As for the academic standards, it is difficult to speak to this without seeing all of the course's descriptions, coursework, and syllabus. From a very rudimentary level, I feel the classes listed in the proposal table 2 General Education Requirements, will more than meet the required standards.</p>		
Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p><b>Comment</b> I believe Spokane Falls Community College faculty has demonstrated a strong connection with the current community members within our system of care. Because of this relationship, the college understands the knowledge and abilities baccalaureate level candidates need to effectively enter the workforce. The faculty has also done a great job of outlining their program so that students who want to seek graduate level degrees once they have completed their baccalaureate are poised to do so. Again, without seeing the entirety of each and every course, it is difficult to provide a solid answer to this question.</p>		
Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		
	<p><b>Comment</b> After a review of table 2 in the General Education Requirements Proposal, I am comfortable stating the course topics do align with the Statement of Needs. However, what is missing from the Statement of needs and the Proposal is coursework that prepare students to work at a higher level of</p>		

	<p>care other than outpatient Mental Health and Substance Use Disorder and residential Substance Use Disorder settings, such as: at Eastern State Hospital, Inland Northwest Behavioral Hospital, Evaluation and Treatment (E&amp;T) that hold long term care beds AKA 90/180 beds, Adult residential facilities (ARTF) with and without stepdown facilities, Assisted Living, Adult Family Homes, Semi-independent living programs, and child and adolescent programs ranging from outpatient to Children’s Long-term Care Programs (CLIP). I would also like to point out that the Managed Care Organizations are seeking highly educated baccalaureate level workers that need to understand medical necessity and case management. From my experience, these programs require a higher level of understanding of topics such as: Abnormal psychology, advanced abnormal psychology, psychopathology for adults and children/adolescents, and systems of care. The course work should include extensive coverage of topics such as: differential diagnoses, medical necessity, imminent danger for placement, and involuntary treatment act vs. voluntary treatment. The program should also have strong components on Discharge planning and when to start Discharge planning, scope of practice for other medical providers on a multidisciplinary treatment team not limited to: Speech therapist, Occupational Therapist, acupuncturist, and so on. Moreover, I feel it would be extremely beneficial for the program to offer guidance on the types of credentialing the students will qualify for once they have completed the Bachelor of Applied Science - Integrated Behavioral Health. This should include the scope of practice and limitations of said credentialing. Along with the aforementioned credentialing, I feel some guidance should be given to the credentialing offered at different Masters levels and PhD levels and the requirements to keep any credentialing.</p>
<p>Academic Relevance and Rigor</p>	<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><b>Comment</b></p> <p>I would simply reiterate my recommendations from section C above, adding that I would suggest a list of potential elective courses be added in the future, as the program grows. These elective courses might even cross over into other programs to help drive different perspectives from students with different educational goals. For example, when I was working on my baccalaureate degree, the students in the physical therapy program were required to acquire a minor in psychology. Later in my career, this helped me when I was on multidisciplinary teams with physical therapists and other disciplines. This happens more often than one would think. Some of the identified classes and course work may have already been addressed in the AAS degree, but I do not have the course work from the AAS degree to confirm that. I would like to think that as the program grows and progresses, the course work in the current AAS program will be reviewed to ensure it provides students with appropriate knowledge and skills they can build upon.</p>
<p>General Education Requirements</p>	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p>

	<p><b>Comment</b> I would agree the general education requirements are suitable for a baccalaureate level program. Along with the general education courses that have been identified.</p>
Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	<p><b>Comment</b> Once again, without seeing the entirety of each course it is difficult to make a solid determination. That being said, it looks to me like there is a strong framework to build upon and it seems the faculty is willing to put in the effort to ensure the quality and integrity of this program while keeping in mind the needs of our community and their students.</p>
Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	<p><b>Comment</b> After examining the identified faculty and their credentials in table 4 Qualified Program Faculty, it appears all of the identified faculty are more than qualified to adequately teach and continuously improve the curriculum.</p>
Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	<p><b>Comment</b> The proposal more than demonstrates adequate resources to sustain and advance this program in all of the above-mentioned ways.</p>
Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?
	<p><b>Comment</b> Yes, the proposal clearly identifies in four different places the ongoing use of an Advisory Committee.</p>
Overall assessment and recommendations	Please summarize your overall assessment of the program.
	<p><b>Comment</b> In conclusion, I would say the faculty has demonstrated a high level of research and dedication to the implementation of the Bachelor of Applied Science - Integrated Behavioral Health. The written proposal clearly demonstrates how the Statement of Needs was used to construct the proposal to better meet the needs of their students and the local system of care. I only saw a few pieces that I would expand upon, such as how they are preparing students to work with individuals with a higher-than-average behavioral health need. One of the largest Behavioral Health employers in our local system of care is Inland Behavioral Health Hospital. The faculty will need to work with students to help them understand how the managed care system works within our current system of care. It would also be helpful for the program to assist students in securing employment with one of the Managed Care Organizations. Overall, I truly believe this program will prepare students to utilize the integrated care model which fills a much</p>

	<p>needed gap in our system of care. Students that successfully complete the Bachelor of Applied Science - Integrated Behavioral Health will have the tools necessary to shape how their employers approach care and which will be a positive influence on our community.</p>
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**Reviewer Bio or Resume**  
Travis Arnold

- BA Psychology 2008
- MA Social Work 2010
- Minors/Certifications
  - Alcohol and Drug Studies
  - Counseling, Educations, and Developmental Psychology
  - Sociology in Family Violence
  - Co-Occurring Disorders
- Licensures
  - Social Worker
  - CDP (Chemical Dependency Professional)
  - Mental Health Professional
  - Child Mental Health Specialist
  - WSDH approved supervisor for Mental Health and Substance use disorders.
- Career Experience since 2008
  - Integrated Care Coordinator – Spokane County Behavioral Health Organization (Current)
  - Senior Care Advocate– Behavioral Healthcare Options Inc.
  - Therapist, Supervisor, Coordinator - Partners with Families and Children
  - Co-Facilitator – The Mediation Center of Spokane
  - Co-Occurring Adolescent Therapist – Healing Lodge of the Seven Nations
  - Stabilization Technician – Spokane Mental Health

# Appendix C

## Letters of Support

Jeff Thomas – CEO Frontier Behavioral Health

Hello Dr. Hogan,

I had a chance to look over the document you sent and have a few comments that I hope you will find helpful:

1. As I indicated in my response to the survey sent out a couple months ago, I am very pleased that SFCC is working to pursue this as I see that there will be a growing need for bachelor level staff working in community behavioral health settings (most certainly within our organization, which is the largest provider by far in the Inland NW). In fact, while I can understand the limitations in terms of numbers of students in the program, I strongly suspect that in the years ahead there will be job opportunities for far more than the projected enrollment numbers (15 in year 1; 50 by year 5).
2. I think the required coursework looks really good (at least the titles, which is what I was able to see) – both the general education requirements and the required technical classes.
3. In my opinion, based on the needs of provider agencies and the types of jobs that will be available for graduates from a program such as this, the reference made on Page 4, paragraph 3 which states “*This mid-level clinical function could provide co-occurring services such as individual and group therapy for co-occurring substance use and mental health disorders and associated case management and social services*” – recognizing that it is not intended to be an exhaustive description – is too narrow. By that I meant that I think graduates from this program, in addition to working in co-occurring treatment programs, could also be a tremendous asset to programs providing mental health services only that are not labeled as “co-occurring treatment” (recognizing, of course, the prevalence of comorbidities that exists).
4. I see that the curriculum includes a 5-credit “Advanced Field Placement”, but unless I missed it, I’m not seeing a precursor to that (i.e., a “non-advanced” field placement). I think having a field placement/internship component would be a strength, and perhaps having an option for students to earn more than 5 credits would be even better.
5. Finally, I would be remiss not to make mention of the impressive faculty listed. Specifically, I have known and worked with Jared, KayDee and Ron over the years and know them to be extremely competent, dedicated, well-respected and knowledgeable about the “real-world” issues, challenges and skills needed in community behavioral health.

I hope my comments are of some benefit to you.

Thanks, Jeff



Hi Lenaya,

Thank you for the opportunity to review! I'm assuming an email response is acceptable-please let me know if you need a different format. A couple of items that I would note:

- The current Behavioral Health workforce shortage is having significant impact on access to services for our communities. I would recommend adding more substantive data around workforce, access, and equity (or lack thereof). There's lots of data from DOH around how lack of BH access is impacting individuals' wellbeing.
- I would also share that our community is missing BIPOC and Impacted Community (LGBTQ2+) representation and that if we really want to impact access and whole person wellness in our community the workforce needs to be a diverse one. This can't be just a token statement or effort but a sincere and thoughtful approach.
- As our health care system continues to embrace whole person care these students will be asked as professionals to understand the criticalness of social determinants of health, and health care not just behavioral health.
- Our provider community is asking for students with wide-applicable knowledge that are not going to require extensive training.

I don't know that this is helpful, but these are the points I continue to share with everyone as we all are forced to confront the current BH challenges.

Charisse Pope M.B.A., M.A., LMHC