



Community Health
Applied Baccalaureate Degree Program
Program Proposal

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Tacoma Community College

Degree: **Community Health** CIP Code: 51.2201

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

Degree: Diagnostic Medical Sonography	CIP Code: 51.0910	Year Began: 2001
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Degree: Radiologic Science	CIP Code: 51.0907	Year Began: 1974
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Degree: Respiratory Therapy	CIP Code: 51.0812	Year Begun: 1975
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Degree: Emergency Medical and Health Science	CIP Code: 51.0804	Year Begun: 1985
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Planned Implementation Date (i.e. Fall 2014): **Fall 2018**

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

Contact Information

Name: Tod Treat

Title: Executive Vice President for Academic and Student Affairs

Address: 6501 South 19th Street, Tacoma, WA 98466

Telephone: 253.566.5022

Fax: 253.566.5378

Email: ttreat@tacomacc.edu



Chief Academic Officer

2/22/2017
Date

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Introduction

Tacoma Community College (TCC) is proposing a Bachelor of Applied Science (BAS) degree in Community Health (CH) with the option for areas of specialization. The focus of this proposed degree will be on enhancing the education of current health professionals who already possess an Applied Associate Degree in an allied health field, such as respiratory therapy, radiology technology, diagnostic medical sonography, and paramedicine. TCC will focus on community based behavioral health, population health, community based primary prevention, community based patient education (such as smoking cessation), quality improvement, cultural competence, community assessment, equality and social justice, outreach, community health system navigation, and community-based public health systems. To begin, we will also offer three specialized areas of focus, 1) paramedicine, designed specifically for current paramedics to allow them to take advantage of the opportunities provided by Washington State's newly passed House Bill SSB 5591, 2) advanced respiratory care, designed specifically for respiratory therapists who wish to serve their community through patient education and promotion of healthy habits, and 3) Community Health Professional, designed to further the work of the community health education in areas such as trauma informed services, family dynamics, and environmental health.

Tacoma Community College's BAS in Community Health will be built upon existing Associate of Applied Science (AAS) degrees in allied health. By offering a Bachelor of Applied Science degree to graduates of our applied science allied health programs we are able to pair clinical background with community health theory to provide clinicians who can make an immediate impact in their local communities. The Community Health BAS degree will take clinical knowledge and augment it with the addition of community health factors to include population health, primary prevention, patient education, and quality improvement. Enhancing graduates education with these topics will create a well-rounded, holistic individual who will possess not only clinical knowledge, but will understand the larger issues surrounding the health of the local community to include social issues, legislation and reimbursement (population health), education of the public (primary prevention and patient education), and improving the quality of care (quality improvement) for our community health partners. These professionals will be an asset to many different types of organizations to include hospitals, home health agencies, governmental agencies, public and community health agencies, insurance agencies, large physician practices, and private practice

The BAS in Community Health meets the expressed needs of community college students seeking access to a bachelor's degree. Historically, the allied health technical degrees have not been transferable, making it is difficult for graduates to progress to a bachelor's degree. The BAS in Community Health at TCC is intended as a progression degree; this degree will provide a true pathway for associate degree level health professionals to progress to a bachelor degree.

Providing the BAS in Community Health as an online accessible degree will allow us to leverage the experience gained from TCCs many years of online course and degree offerings. With the Community Health BAS degree, TCC can provide current working professionals access to bachelor level education. The online delivery of the CH BAS will also allow us to serve place bound students who play critical roles in the health of our community, bringing a higher level of knowledge and expertise to all areas of the state.

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

TCC has worked to purposefully create curriculum that will build on the current skills of the allied health professionals entering the program while introducing the knowledge and skills required to appreciate the concepts related to community health and employ the strategies necessary to contribute to the health of our local populations.

1.1 Program Learning Outcomes and Assessment

TCC's Community Health BAS will impart the fundamentals of community health, case management, epidemiology, communication, cultural diversity, health policy, law, and ethics, essentials of health behaviors, program planning, patient/public education, and research. TCC's Community Health program is writing intensive with significant technical writing expectations sufficient for preparation for master's programs.

All Program Level Outcomes also align with TCC's Degree Learning Outcomes. TCC has six measurable outcomes that all degree recipients are expected to meet.

- Core of Knowledge (COK): Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences; or, as applicable, specific Professional/Technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.
- Communication (COM): Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
- Critical Thinking & Problem Solving (CRT): Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.
- Information & Information Technology (IIT): Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
- Living & Working Cooperatively/Valuing Differences (LWC): Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.
- Responsibility & Ethics (RES): Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

Upon successful completion of the Community Health program students should be able to:

1. Analyze and critique the influences of community health policies and practices on past, present, and future critical health issues of society. ([COK](#), [CRT](#))
2. Evaluate the fundamental principles of community health to individual, community, and population health issues as well as disease incidence and prevalence. ([COK](#), [CRT](#))
3. Examine the causes and prevalence of chronic and infectious diseases and **evaluate** prevention, maintenance, and treatment strategies. ([COK](#), [CRT](#))
4. Examine the role of theory in health promotion, research, and practice to understand and change environmental and behavioral factors. ([COK](#), [COM](#), [CRT](#), [IIT](#))
5. Analyze and critique the impact of health disparities in health behaviors, intervention strategies, community health policies, and access to quality healthcare. ([COK](#), [CRT](#), [LWC](#))

6. Critique cultural, legal, policy, and ethical factors that influence health status of individuals and populations. ([COK](#), [CRT](#), [LWC](#), [RES](#))
7. Use appropriate research and statistical tools and techniques to evaluate community health data related to outcomes, prevention, management, and treatment approaches. ([COK](#), [COM](#), [CRT](#), [IIT](#), [RES](#))
8. Examine culturally sensitive approaches to health communication with individuals, groups, communities, and populations. ([COK](#), [COM](#), [IIT](#), [LWC](#), [RES](#))
9. Develop and appraise community programs and interventions through assessment, planning, implementation, and evaluation. ([COK](#), [COM](#), [CRT](#), [RES](#))
10. Practice team collaboration, leadership, and management skills in a variety of settings. ([COK](#), [COM](#), [LWC](#), [RES](#))
11. Use effective written and oral skills to communicate with different populations within a given community. ([COK](#), [COM](#), [CRT](#), [IIT](#), [LWC](#), [RES](#))
12. Create and deliver patient/client/community education. ([COK](#), [COM](#), [CRT](#), [IIT](#), [LWC](#), [RES](#))

In addition to the 12 program learning outcomes for the Community Health Professional, students graduating from the Community Health Paramedicine Specialty Specialization will be able to:

1. Demonstrate professional communication, teamwork, ethics, inquiry, and analysis, quantitative literacy, and diversity in pre-hospital practice. ([COK](#), [COM](#), [CRT](#), [IIT](#), [LCW](#), [RES](#))
2. Apply advanced professional medical practices in pre-hospital settings. ([COK](#), [COM](#), [CRT](#), [LCW](#), [RES](#))

In addition to the 12 program learning outcomes for the Community Health Professional, students graduating from the Community Health Advanced Respiratory Specialization will be able to:

1. Demonstrate behavior consistent with advanced-level respiratory therapists ([COK](#), [COM](#), [CRT](#), [LWC](#), [RES](#))
2. Apply and evaluate clinical information relevant to the role of an advanced-level respiratory therapist ([COK](#), [COM](#), [CRT](#), [IIT](#), [LCW](#), [RES](#))

1.2 Program evaluation Criteria and Process

The evaluation of TCC's CH BAS program will take place on a number of different fronts. See [Table 1](#).

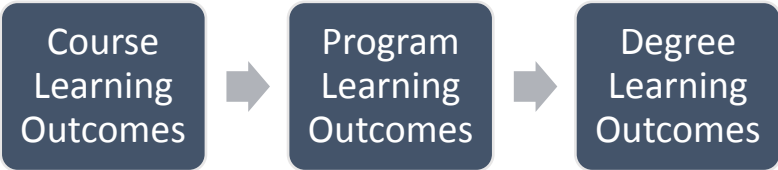
Table 1. Program Evaluation and Criteria Process		
Assessment Tool	Metric(s) Being Measured	Timeline
Curriculum Committee	Course, Program, and Degree Learning Outcomes	At course creation, course revision, and every 5 years
eLearning Instructional Design	Online course construction.	At course creation and major course revision, upon request
Course Surveys	Student perspective on course/curriculum	Quarterly to Yearly

Graduate Surveys	Graduate Satisfaction, impact on employment	Yearly
Employer Surveys Advisory Committee	Employer Satisfaction Effectiveness of program and curriculum relevancy.	Yearly Bi-annually
Outcomes Review	Program Learning Outcomes	Yearly
Program Reviews	Gaps and Gains	Yearly
BAS Steering Committee	College-wide impact	Quarterly

Curriculum Committee

Courses, certificates, and degrees at Tacoma Community College all align with three sets of outcomes: 1) Course Learning Outcomes (CLOs), 2) Program Learning Outcomes (PLOs), 3) Degree Learning Outcomes (DLOs). The CLOs are aligned with the PLOs and then PLOs are aligned to the DLOs. (See [Figure 1](#))

Figure 1 Outcome Alignment



To ensure the alignment of these three levels of outcomes, all new courses, degrees and certificates are vetted by the Curriculum Committee. Current courses go through the Curriculum Alignment Process (CAP) with the Curriculum Committee every five years to ensure the outcomes are still aligned and appropriate. As an advisory council to the Executive Vice President for Academic & Student Affairs, the Curriculum Committee reviews, evaluates, and recommends action on all matters related to the curriculum of the college.

The proposed courses for the CH BAS have been reviewed through TCC’s Curriculum Committee to ensure the courses have measurable course level outcomes, that the courses have the appropriate pre-requisite requirements to support student success, and that the CLOs align with the PLOs. The courses were recommended for approval by TCC’s Curriculum Committee during the December 2016 meeting. This recommendation for approval has been forwarded to the Executive Vice President for Academic & Student Affairs for action pending approval of the courses by the State Board of Community and Technical Colleges (SBCTC) and the Northwest Commission on Colleges and Universities (NWCCU). After the initial approval of all courses, any updates to credits, outcomes, prerequisites, or alignment with PLOs will be submitted to Curriculum Committee for recommendation of approval. Every course in the BAS program will be reviewed by the Curriculum Committee every five years through the CAP process to ensure continued alignment and relevance.

The BAS degree was submitted through TCC's Curriculum Committee to ensure 1) degree alignment with TCC's DLOs and 2) course sequencing is logical and appropriate. The BAS degree will return to Curriculum Committee for review if any changes are made to the degree. Every five years the degree will be reviewed by the Curriculum Committee through the CAP process to ensure continued alignment and relevance.

TCC's eLearning Instructional Design Team

The BAS program will be developed as an online degree. The development of online courses is supported by the Instructional Designer & Open Educational Resource Coordinator. The design and development process is based on the Quality Matters standards and is a collaborative effort that incorporates technical support, multimedia production, and peer review. In cooperation with the Organizational Learning & Effectiveness Division, the eLearning department offers faculty learning communities that explore topics such as blended course design, inclusive excellence, studio learning, flipping the classroom, and improving practices in teaching, learning, and institutional stewardship.

Course Surveys

Students are provided with the opportunity to review courses on a quarterly basis. End of course surveys are the student's chance to provide anonymous feedback to the instructor/program about aspects of the course that they felt worked well and areas for suggested improvement. The student course surveys collect both quantitative and qualitative information. End of course surveys are Likert scale surveys that also provide the opportunity for students to provide detailed comment on each question. (see [Appendix C](#)).

Graduate Survey

It is the practice of professional technical programs at TCC to send graduate surveys six to nine months after graduation to assess a student's experience with the course content and how their degree completion has impacted their employment. Graduate surveys are anonymous surveys that collect both quantitative and qualitative information. Surveys ask Likert Scale questions with the opportunity to provide further information through open ended questions. Graduate surveys are reviewed on a yearly basis to determine student satisfaction and impact on job placement. (see [Appendix D](#)).

Employer Survey

Once graduate surveys are received and indicate which employers have hired our graduates, employer surveys are sent to collect data on their satisfaction with our graduates. Employer surveys are reviewed on a yearly basis to determine employer satisfaction and areas for improvement.

Advisory Committee

Professional technical programs employ an advisory committee to provide ongoing support and program review. Advisory committee members are asked to comment on the effectiveness of the program in meeting the expectations of the field to include reviewing the curriculum for relevancy, inclusion of trends and up to date technologies, as well as any needs for continuing education of program graduates. Advisory committees meet bi-annually.

The Respiratory Therapy, Ultrasonography, Radiologic Science, and Emergency Medical and Health Services Associate Degree Advisory Committees have all discussed and given approval for the proposal of this degree. TCC convened a Developing a Curriculum (DACUM) to discuss the Community Health aspects of this degree. The DACUM was queried on the relevancy of this degree and unanimously indicated that professionals with the qualities indicated in the DACUM review would be employable as well as welcome additions to the community health professional community.

The Community Health BAS will create a new Advisory Committee that will include membership from professionals in community health, including members from our DACUM, as well as membership from paramedicine and respiratory care specialties.

Outcomes Reviews

Coordinated by our Organizational Learning and Effectiveness Division, TCC annually conducts assessments on course, program and degree learning outcomes. Individual programs perform assessment on the effectiveness of each of their program learning outcomes every five years. The entire campus participates in assessment of a specified degree learning outcome each year to assess for student success in learning. Finally, the college uses faculty surveys to collect information on the performance of course learning outcomes assessment and the achievement of student learning.

Program Review

TCC requires all programs to complete a yearly program review to be assessed by the Division Dean and the Executive Vice President of Instruction. Through the annual review, programs identify gaps and gains realized in the previous year and set program goals for the upcoming year to address those gaps or build on the gains. Program reviews are used to identify additional resources needed as well as to show best practices.

BAS Steering Committee

The TCC BAS Steering Committee will meet quarterly to address any impact on college processes. The committee will be representative of affected departments/programs on campus and includes representation from enrollment, financial aid, advising, tutoring, library, elearning, accreditation, faculty, curriculum committee, marketing, business office, administration, and Workforce.

1.3 Course Preparation Needed by Students Transferring with a Technical Associate Degree.

The CH BAS will provide access to a wide range of students while ensuring that those who gain entry are prepared for baccalaureate level rigor. Preparation needed to enter TCC's CH BAS will require a health related background and will include the requirement for a completed associate of applied science degree, or equivalent, in an allied health related field, or completion of an associate degree, or equivalent, with a year of healthcare experience, or students with 70 or more credits in health related courses plus 20 college level distribution or elective courses.

Entrance Requirements:

- A health related background demonstrated in one of the following ways:
 - AAS-T/AAS degree or equivalent degree/credits in a health related field from an accredited institution with a cumulative GPA of 2.5 with a minimum 2.0 GPA in all college level courses.
 - AA or AS degree or equivalent credits with a cumulative GPA of 2.5 with a minimum 2.0 GPA in all college level courses and one year health related experience
 - 70 college level credits in an allied health related field
- Courses should include at least 20 credits of general education:
 - 5 credits of Composition (English 101)
 - 5 credits Humanities
 - 5 credits Social Science
 - 5 credits Natural Science w/lab
- Eligibility for (or completion of) Math& 146 or another approved statistics class
- Eligibility for (or completion of) 5 credits in Medical Terminology

1.4 General Education Requirements

Within the 180 credits required to earn a Bachelor of Applied Science Degree, students will take a minimum level of General Education Requirements as directed by the State Board of Community and Technical Colleges:

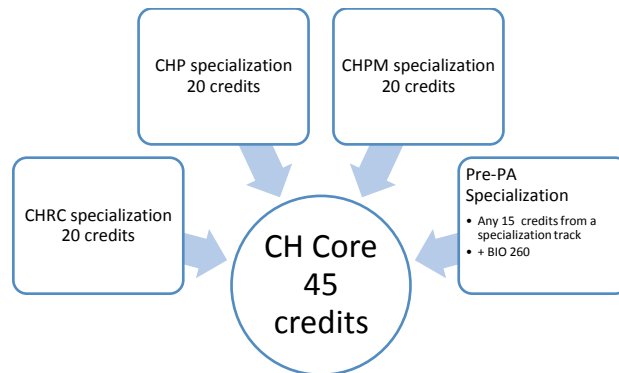
- I. Students must earn a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. The general education courses will include courses earned at either/both the associate degree and/or applied bachelor's degree level, based on the total required 180 quarter hours of credit.
- III. A minimum of 60 quarter hours of general education courses will be required, to include the following distribution areas:
 1. Basic Requirements
 - a. Communication Skills (10 credits)
 - (a) Written Communication (English 101)
 - (b) Additional 5 credits in approved Communication Distribution
 - b. Quantitative/Symbolic Reasoning Skills (5 credits)
 - (a) College level math statistics course (such as MATH& 146 or MATH136)
 2. Distribution requirements
 - a. Humanities (10 credits)
 - (a) Any 10 credits from the approved Humanities distribution course list
 - b. Social Sciences (10 credits)
 - (a) Any 10 credits from the approved Social Science distribution course list
 - c. Natural Sciences (10 credits) (5 credits must have a lab)
 - (a) 10 credits from the Natural Science approved distribution list
 - (i) Must include at least 5 credits from a Human Biology course such as:
 1. BIOL& 241 and 242 OR
 2. BIOL& 175
 3. Electives (15 credits)
 - a. From any of the distribution areas listed in #1 and 2 above.

1.5 Course Work Needed at Junior and Senior Levels in the BAS

Tacoma Community College convened a Developing a Curriculum (DACUM) meeting on August 25, 2016 consisting of local community health members to help determine the curriculum needs for the core community health courses. DACUM participants included thirteen community members from a variety of organizations such as the Washington State Department of Health, SeaMar, Healthy Generations, Molina, New Connections, and the Community Health Worker Collaborative (see [appendix J](#)). Key areas identified by the DACUM for the community health core curriculum included case management/care coordination, promotion of health communities, planning and program development, system advocacy, community partnerships, administrative duties, and professional development (see [appendix K](#)). These key areas have all been incorporated into the CHP core and specialty courses. Curriculum requirements for the Respiratory and Community Paramedicine specialties were derived from industry and credentialing specific requirements.

The Community Health BAS degree program will have multiple pathways to and will begin with 1) Community Health Professional (CHP), 2) Advanced Respiratory Care (CHRC), and 3) Community Paramedicine (CHPM). In addition, TCC is working closely with the University of Washington Seattle, Tacoma, Spokane WA and Anchorage AK MEDEX Physician Assistant (PA) program to align our curriculum to ensure graduates are eligible to make application to the Physician Assistant Master Degree program. All of the Community Health BAS specializations share a 45 credit core curriculum at the 300 level. Each specialization then includes an additional 20 credit specialization option at the 400 level (see [figure 2](#))

Figure 2 CH BAS Overview



Careful thought was given to ensure that all instruction is delivered in an appropriate sequence of didactic, laboratory, and professional activities. As noted previously, all new courses are reviewed by the TCC Curriculum Committee for recommendation of approval.

The CH BAS Core courses will be offered in an online format to meet the needs of our student population. The specialization tracks will also provide online courses with the exception of courses that require student presence in order to practice/demonstrate skills that are hands on (such as with patient care). Students may be required to attend the campus or specific designated site in order to meet these skill requirements. Whenever possible, sessions that require students to attend in person will be scheduled to meet the needs of our population and will include nontraditional alternatives, such as weekend and/or night options. In order to ensure success for students new to an online learning environment, students will be encouraged to take OLL 101, CU 101, or an equivalent course prior to beginning the CH BAS program.

Students who enter the CH BAS will have experience or education in a health related field. The CH BAS courses build on the skills learned at the Associate Degree Level and/or the experience in the health related field. The CH BAS courses can be taken in any order.

The BAS program will have a capstone and internship or field experience that is designed and supervised to reinforce didactic instruction and include program coordinated experiences at professional practice site(s). Some of the internship or clinical experience may consist of simulation activities. TCC credits for the internship is a ratio of 33:1, which translates to thirty-three hours of professional practice for every one credit. Internships provide the opportunity for students to interact with professionals in the field and complete activities as directed. TCC credits for the field experience is a ratio 55:1. Field experience would include things such as direct patient/client care.

The CH BAS will consist of 25 credits in general education, 45 credits of community health core courses, and 20 credits of specialty courses. (see [Table 2](#))

Table 2		
<i>CH BAS Program Requirements</i>		
Course	Course Title	CR
Associate Degree Requirement		
AAS-T/AAS degree or equivalent degree/credits in a health related field from an accredited institution with a cumulative GPA of 2.5 with a minimum 2.0 GPA in all college level courses.		
OR		
AA or AS degree or equivalent credits with a cumulative GPA of 2.5 with a minimum 2.0 GPA in all college level courses and one year health related experience		
OR		
70 credits in allied health courses and 20 credits of general education courses		
90		
General education courses should include:		
<ul style="list-style-type: none"> • 5 credits of Composition (English 101) • 5 credits Humanities • 5 credits Social Science • 5 credits Natural Science w/lab 		
Entry into the Community Health Paramedicine and Community Health Advanced Respiratory tracks require additional specialized industry credentials.		
Baccalaureate Requirements		
*General Education Requirements		
Communication - Choose one of the following:		
ENGL& 102	Composition II: Argument and Persuasion	
ENGL 103	English Composition 3	5
CMST 110	Multicultural Communication	
CMST& 220	Public Speaking	
Humanities		
Choose any 5 credits from the approved distribution course list		
http://www.tacomacc.edu/catalog/15-16catalog/approved-distribution-course-list.htm		
5		
Social Science		
Choose any 5 credits from the approved distribution course list		
http://www.tacomacc.edu/catalog/15-16catalog/approved-distribution-course-list.htm		
5		
Natural Science		
Choose any 5 credits from the approved distribution course list		
http://www.tacomacc.edu/catalog/15-16catalog/approved-distribution-course-list.htm		
5		
Quantitative Skills – Choose one of the following		
MATH& 146	Introduction to Statistics	
MATH 136	Inferential Statistics	5

General Education Electives		
Additional 15 general education requirements from any of the distribution areas listed above (Communication, Humanities, Social Science, Natural Science, or Quantitative Skills)		15
General Education Total		40
Note: *For those considering application to the Physician Assistant programs through MEDEX see table 2 For specific distribution requirements		
Core Program Requirements		
CHP 300	Introduction to Community Health	5
CHP 305	Community Health Advocacy	5
CHP 310	Community Health Communication and Informatics	5
CHP 315	Health Policy, Law, and Ethics	5
CHP 320	Introduction to Epidemiology	5
CHP 325	Population Health and Wellness	5
CHP 330	Program Planning and Evaluation	5
CHP 335	Healthcare Research and Statistics	3
LS 301	Library Science	2
CHP 340	Disaster Preparedness	5
Core Total		45
Specialty Tracks		
Choose one of the following specialty tracks		
Community Health Professional	<p>CHP 490 Community Health Professional Capstone (5)</p> <p>Choose three of the following courses:</p> <ul style="list-style-type: none"> • CHP 400 Environmental Health (5) • CHP 410 Trauma as a Community Health Issue (5) • CHP 420 Families as Social Systems (5) • CHP 430 Epidemics and Prevention (5) • CHP 440 Health, Culture, and Diversity (5) • CHRC 410 Leadership for Healthcare Professionals • CHPM 400 EMS Ethics and Leadership 	20
Community Paramedicine	<p>CHPM 490 Community Paramedicine Capstone (5)</p> <p>Choose one of the following four tracks:</p> <p>1) Critical Care</p> <ul style="list-style-type: none"> • CHPM 450 Critical Care Transport (10) • CHPM 460 Critical Care Transport Internship (5) <p>2) Community Paramedicine</p> <ul style="list-style-type: none"> • CHPM 430 Community Paramedicine (10) • CHPM 440 Community Paramedicine Internship (5) <p>3) EMS Leadership</p> <ul style="list-style-type: none"> • CHPM 400 EMS Ethics and Leadership (5) • CHPM 410 Emergency Management (5) • CHPM 420 Injury Prevention (5) <p>4) Physician Assistant Application Preparation **(see table 2)</p>	20

	<ul style="list-style-type: none"> • One CHPM course from any of the above tracks (5) • BIO 242 (5) • BIO 260 (5) 	
Respiratory Care	CHRC 490 Advanced Respiratory Care Capstone (5)	20
	Choose one of the following two tracks:	
	1) Advanced Respiratory Care (choose three of the following courses)	
	<ul style="list-style-type: none"> • CHRC 400 Tobacco and Nicotine Treatment (5) • CHRC 410 Leadership for Healthcare Professionals (5) • CHRC 420 Education in Healthcare (5) • CHRC 430 Advanced Patient Care (5) 	
	2) Physician Assistant Application Preparation ***(see table 2)	
	<ul style="list-style-type: none"> • Any two CHRC courses • BIO 260 	
Specialty Track Total		20
Total Credits		
Associate Degree Total		90
Baccalaureate Degree Total		105
Grand Total		195
Note:		
* see Physician Assistant application track Table 3		
** requirement based on completion of science courses required in TCC's Respiratory Therapy degree		
*** requirements based on completion of science courses required in TCC's Emergency Medical and Health Services Degree		

Table 3	
<i>Physician Assistant Application to MEDEX</i>	
Students considering application to Physician Assistant Training through MEDEX at the University of Washington Seattle, Tacoma, Spokane, or Anchorage should take these specific general education requirements into consideration when fulfilling the general education requirements for the Community Health BAS degree:	
Required	<ul style="list-style-type: none"> • Two (2) Human Anatomy & Physiology courses – 10 quarter/6 semester credits <ul style="list-style-type: none"> • Courses can be combined A&P courses or individual human anatomy and human physiology • One (1) General Biology course – 5 quarter/3 semester credits • One (1) Microbiology course – 5 quarter/3 semester credits • One (1) Chemistry course – 5 quarter/3 semester credits • One (1) Statistics course – 5 quarter/3 semester credits • Two (2) English courses – 10 quarter/6 semester credits <ul style="list-style-type: none"> • At least one of these must be a Composition course.

	<ul style="list-style-type: none"> Both courses must be 100 level or higher and be completed within the English department.
Recommended	<ul style="list-style-type: none"> Biochemistry Genetics Social Sciences <ul style="list-style-type: none"> Sociology Psychology Anthropology
Clinical Experience Prerequisites	Per MEDEX, “Applicants must have no less than one (1) year – equivalent to 2,000 hours – of paid, recent experience. It is strongly recommended applying with 4,000 hours (2 years) clinical experience to be more competitive, as our accepted students average 6.5 years in clinical fields.”

Junior and Senior level course listings are found in [table 4](#) below. A complete listing of the proposed course descriptions and outcomes for the Junior and Senior Level courses is available at: http://www.tacomacc.edu/userfiles/servers/server_6/file/him/CHBAS/CourseDescriptionsOutcomes.pdf

Table 4		
<i>BAS Course Work</i>		
Junior Level (300)		
Course No	Title	Credits
CHP 300	Introduction to Community Health	5
CHP 305	Community Health Advocacy	5
CHP 310	Community Health Communication and Informatics	5
CHP 315	Health Policy, Law, and Ethics	5
CHP 320	Introduction to Epidemiology	5
CHP 325	Population Health and Wellness	5
CHP 330	Program Planning and Evaluation	5
CHP 335	Healthcare Research and Statistics	3
LS 301	Library Science	2
CHP 340	Disaster Preparedness	5
Senior Level (400)		
Course No	Title	Credits
Community Health Professional Pathway		
CHP 400	Environmental Health	5
CHP 410	Trauma as a Community Health Issue	5
CHP 420	Families as Social Systems	5
CHP 430	Prevention	5
CHP 440	Health, Culture, and Diversity	5
CHP 490	Community Health Professional Capstone	4-5
Community Paramedicine Pathway		
CHPM 400	EMS Ethics and Leadership	5
CHPM 410	Emergency Management	5
CHPM 420	Injury Prevention	5

CHPM 430	Community Paramedicine	10
CHPM 440	Community Paramedicine Internship	5
CHPM 450	Critical Care Transport	10
CHPM 460	Critical Care Transport Internship	5
CHPM 490	EMS Capstone	4-5
Advanced Respiratory Care Pathway		
CHRC 400	Tobacco and Nicotine Treatment	5
CHRC 410	Leadership for Healthcare Professionals	5
CHRC 420	Education in Healthcare	5
CHRC 430	Advanced Patient Care	5
CHRC 490	Advanced Respiratory Care Capstone	4-5

Course Offerings

Course offerings will be phased in over a period of three years to allow for proper creation of content, growth of the program, and the ability to meet student needs. The first year we would offer 30 credits in our CHP core courses credits ([see appendix E](#)). The second year we will offer 75 credits in our CHP core courses and specialty courses, 20 credits in our CHPM specialization courses, and 20 credits in our CHRC specialization courses (see [appendix E](#)). By the third year we will offer each of our courses at least once a year with 75 credits in our CHP courses, 25 credits in our CHPM specialization, and 25 credits in our CHRC specialization (see [appendix E](#)).

Student Schedule

Students can attend this program full or part time. Full time students typically take 15 credits each quarter and can complete the program in six quarters (excluding summers). A full time schedule is intended to provide students with the most efficient path to completing their degree. Because the CH BAS courses build on the requisite skills learned at the Associate Degree level instead of courses building on each other, the CH BAS courses can be completed in any order (see [appendix F](#)). Students who enroll in fewer than 15 credits complete the program in nine or more quarters depending on their quarterly load (see [appendix G](#)). All students will work closely with their advisor to ensure proper progression and completion of program goals.

Criteria 2: Qualified Faculty

The CH BAS is comprised of three tracks, 1) Community Health Professional, 2) Advanced Respiratory Therapy, 3) Community Paramedicine. Each track will have dedicated faculty as well as program chair support. The CH BAS will draw from faculty in multiple disciplines and specialties. Commensurate with standards of similar programs in 4-year institutions, faculty teaching at the 300 and 400 level in the Community Health BAS will be required to hold a minimum of a Master's Degree **and** appropriate industry recognized credential. TCC's BAS in CH builds on the strengths of the long-standing allied health associate-degree programs, therefore, the program can take advantage of the faculty expertise that already exists within the college (see [appendix H](#)).

Specialized Credentials

In addition to requiring a minimum of a Master's Degree to teach in the community health core courses, additional industry recognized credentials may be required to teach courses in our specialization tracks (see [Table 5](#)).

Table 5		
<i>Specialized Credentials Required</i>		
Course		Specialized Credential Required
Community Paramedicine Courses		
CHPM 400	EMS Ethics and Leadership	Nationally Registered Paramedic (NRP)
CHPM 410	Emergency Management	NRP preferred
CHPM 420	Injury Prevention	NRP preferred
CHPM 430	Community Paramedicine	NRP
CHPM 440	Community Paramedicine Internship	NRP
CHPM 450	Critical Care Transport	Various health disciplines advanced credential
CHPM 460	Critical Care Transport Internship	NRP
CHPM 490	EMS Capstone	NRP
Advanced Respiratory Care Courses		
CHRC 400	Tobacco and Nicotine Treatment	Prefer Certified Tobacco Treatment Specialist (CTTS)
CHRC 410	Leadership for Healthcare Professionals	Registered Respiratory Therapist (RRT)
CHRC 430	Advanced Patient Care	RRT-Neonatal/Pediatric Specialty (NPS) and/or RRT-Adult Critical Care Specialty (ACCS)
CHRC 490	Advanced Respiratory Care Capstone	RRT

Criteria 3: Admissions

Tacoma Community College provides access to education for our community that is inclusive and equitable. TCC is committed to providing pathways to individuals with a wide variety and level of skill and need. With access in mind, the TCC CH BAS degree will seek to provide admission to this degree to as many in our community who would benefit from it, while ensuring that those entering the process are prepared to complete courses at a baccalaureate level. TCC will work to minimize the barriers to baccalaureate education that have previously kept our associate degree graduates from advancing their education. Courses will be available to students in an online format to enable working and place bound students to access the program. Admission to this program will occur three times a year, fall, winter, and spring quarters on a space available basis.

The admission process will be moderately selective. The admission criteria were carefully chosen to ensure that students are properly prepared for the rigor of a baccalaureate program, while also allowing for a variety of previous student experience. The CH BAS will have three specialty tracks, 1) Community Health Professional, 2) Advanced Respiratory Care, 3) Paramedicine. The initial admission requirements are the same for all three specialties. Students will be required to have completed a minimum of 90 college level credits from a regionally accredited college. These credits can be completed through a number of different avenues. Admission will be granted to those who have completed an Associate of Applied Science Degree in a health related field, those who have completed an Associate of Science or Associate of Arts and also have a year or more of healthcare experience, and those that may not have completed or applied for an Associate degree, but have 70 college level credits in allied health related courses and 20 credits of general education. Students who gain admission to the CH BAS will have completed 20 credits in general education courses, to include areas such as communication, natural science, humanities, and social science.

Students who wish to enter into the Advanced Respiratory specialty will also be required to possess an active Registered Respiratory Therapy (RRT) credential. Students who wish to enter the Paramedicine specialty will need to possess an active Nationally Recognized Paramedic (NRP) credential (see [Table 6](#))

Table 6 <i>Admission Requirements</i>	
Entrance into the Community Health Bachelor of Applied Science program	
Community Health Professional	<ul style="list-style-type: none"> ✓ AAS-T/AAS degree or equivalent credits in a health related field from a regionally accredited institution with a cumulative GPA of 2.5 with a minimum 2.0 GPA in all college level courses. <li style="text-align: center;">OR ✓ AA or AS degree or equivalent credits from a regionally accredited institution with a cumulative GPA of 2.5 with a minimum 2.0 GPA in all college level courses and one year health related experience. <li style="text-align: center;">OR ✓ 70 college level credits in an allied health related field from a regionally accredited institution with a cumulative GPA of 2.5 with a minimum 2.0 GPA in all college level courses allied health related courses ✓ 20 credits of general education, including: <ul style="list-style-type: none"> ○ 5 credits of Composition (English 101) ○ 5 credits Humanities ○ 5 credits Social Science ○ 5 credits Natural Science w/lab
Advanced Respiratory Specialty (CHRC)	<p>In addition to admission requirements for Community Health Professional:</p> <ul style="list-style-type: none"> ✓ Students must also hold an active Registered Respiratory Therapy (RRT) Credential
Advanced Paramedicine Specialty (CHPM)	<p>In addition to admission requirements for Community Health Professional:</p> <ul style="list-style-type: none"> ✓ Students must also hold an active Paramedic (NRP) credential

Qualified applicants can enter the CH BAS during any quarter (excluding summer) on a space available basis. It is anticipated that there will be more applicants to the BAS program than there are available positions. Therefore if a student meets the requirements for a completed application, **it does not guarantee admission in to the program**. Candidates may be considered for admission based on a

number of factors, to include additional advanced healthcare credentials, additional coursework completed in college level STEM, leadership/management/human relations, and communication courses, number of years of work or volunteer experience in healthcare, military status, and college level GPA. If there are more qualified applicants than there are openings, but not enough to feasibly add additional sections, the college will place the remainder on a wait list. In the instance when additional spots open prior to the start of the term, students on the wait list will be added based on their order of completed application. After the start of the quarter, students on the wait list will be added to any course where a spot opens due to another student dropping the course through the first three days of the quarter. Any student still on the wait list after the quarter has begun will be offered priority registration for the following quarter.

The BAS Director, program chair(s), and Student Success Navigator will work in conjunction with marketing, advising, enrollment, and outreach to assist the program in drawing from a wide and diverse applicant pool. Representatives of the BAS program will attend appropriate recruitment events aimed to reach potential students who are appropriate to this program.

Student Enrollment

Given the three specialty paths for this degree, we estimate that we will have 116 students and graduate 50 per year by the fifth year of the program, AY2022-2023. New students will enter the CH BAS program each quarter based on space availability. We estimate that any attrition that occurs during the quarter will be negated by allowing new students to enter into any vacated seats. Even so, we did account for attrition in the graduate numbers (see [Table 7](#)). We will reevaluate our budget projections if we find that we find that our student enrollment predictions are not met.

Table 7 Projected Student Enrollments					
	Year 1 FY2018-19	Year 2 FY2019-2020	Year 3 FY2020-2021	Year 4 FY2021-2022	Year 5 FY2022-2023
Student Type					
New To program					
CHP BAS	10	15	20	20	20
CHPM BAS	5	15	15	18	20
CHRC BAS	10	15	15	18	20
Total	25	45	50	56	60
Headcount	25	70	95	106	116
Graduates*		23	40	45	50
<i>*Note: Graduates account for 10% yearly attrition</i>					

Criteria 4: Student Services Plan

Tacoma Community College is committed to increasing the continued education of our community. It is vital to our mission that we provide opportunity for education to a diverse body of students as well as empowering students with the tools they need to ensure their success. To this end, we provide a robust menu of student-focused services to help students achieve success and accomplish their goals.

Academic Advising

TCC has a shared advising model. Once students have declared their major and are prepared to begin their major they move from general advising to a program faculty advisor. Students will be assigned a faculty advisor upon entry to BAS program as they will be declared and prepared. Students will meet quarterly with their faculty advisor to ensure they are following proper course sequencing. Student advising can be done in person, on the phone, over email, or over teleconference, whichever best meets the student's needs. There will be a quarterly advising meeting that will include updates, problem solving, and process improvement. This group meeting will be attended by the BAS director, the Student Success Navigator general advising, and faculty advisors for the BAS program.

Early Alert

TCC has an Early Alert system that is intended to promote student success. The intention of the Early Alert System is to identify struggling students early on so they can be offered guidance to help them be successful. At the tenth day of instruction, the course faculty will initiate an Early Alert for any student who falls below the course minimum passing score, or is close to falling below. The Early Alert goes to the student and the advisor and into the student's electronic file. The Early Alert includes information regarding the student's performance, what resources are available to the student, and encourages them to speak with the course faculty immediately for guidance. The student's advisor will then also check in with the student to see if any additional resources are needed. The BAS program will also use the Early Alert system at midterm as a way of staying in touch with students who are in jeopardy of failing the course. Providing multiple ways to communicate progress to a student is important. We look at the student holistically and find that a partnership between the student, faculty, and advisor is vital to student success.

Online Learning OLL 101

Through the work of a faculty learning community, TCC offers OLL 101, which is a course in online learning. The course is currently run as a 2-credit course, taught in both online and hybrid formats, each quarter. The course exposes students to best practices in learning in an online environment. Students new to online learning will be encourage to take OLL 101.

Career Advising

The Career Center assists students with the Career search process as it relates to their education at TCC, assists students with resume writing, interviewing, basic job search and internship search.

Veteran's Services

TCC has been identified as a Military Friendly School. TCC has both a Veterans Services Coordinator and a Veterans Navigator to assist students. TCC is approved by the US Veterans Administration for attendance by students in multiple VA education programs to include: Chapter 30, 31, 33, 35, 1606, 1607, and Section 901 of Title 10 & Title 31 U.S.C.

Financial Aid

TCC's Financial Aid department is staffed by experienced and knowledgeable professionals who are committed to serving students and guiding them through the financial aid application process. TCC Financial Aid professionals are experienced working with distance learning

students and as such distance students will receive the same access to services as local campus students. Students can complete their FASFA and apply for aid online. Students also have access to all financial aid documents through their web-based student portal. TCC is currently approved to offer financial aid to bachelor students.

TCC offers a wide range of financial aid, including grants, loans, and scholarships from a variety of sources. In addition to the helpful and detailed information found on the Financial Aid pages of the TCC student portal and TCC website, TCC offers workshops on “Ways 2 Pay 4 College” to help students navigate their funding choices. TCC’s Workforce Department also provides students with connections to funding sources.

Counseling/Resources

TCC offers confidential personal, academic, and career counseling for students. In addition, TCC’s Workforce Department supports students by providing access to community resources.

MECA

TCC’s Center for Multi-Ethnic and Cultural Affairs (MECA) provides program and support services designed to promote the academic persistence, success, and graduation of our diverse student body. Programs and services through MECA include financial aid & scholarship research, transfer advising & research, instructional lab including tutoring & computers, emergency book loans, peer monitoring, advocacy, campus and community resource information, student leadership development, and cultural events & activities.

Access Services

TCC’s Access Services department works with students to assist with access and accommodation needs. TCC offers a variety of accommodation solutions, unique to each student depending on their disability. Some example of services include direction to alternative text & study resources, assistance with taping lectures, assistance utilizing note-takers or interpreters, alternate testing arrangements, tutors, counselors, class and career advising, use of computer adaptive equipment, and referral to outside agencies.

TCC Learning Network

TCC’s Learning Network is an online support center that provides students access to a variety of support from anywhere in the world. From the TCC Learning Network launch page, students can receive support for our Learning Management System, Information Systems, Media Production, Enrollment Services, Institutional Research, the TCC library, Business Ed Center, Math Advising & Resource Center, Writing and Tutoring Center, and Study Spaces.

Library

The TCC Library provides timely and responsive academic support for students, faculty, and staff in academic, developmental, transfer, and professional programs by teaching and promoting information literacy, collecting relevant materials in the most useful formats, and providing access to educational technology. Librarians teach library research workshops; teach online and hybrid two-credit LS courses; and create online learning objects such as LibGuides and video tutorials to support specific research assignments. Librarians also provide research assistance at the reference desk, via e-mail or phone, and via our 24/7 Chat service. Features of the library

include study rooms; a variety of print and online books, scholarly journal articles, magazine and newspaper articles, and films; a "SuperSearch" discovery tool that provides students the ability to search across 20+ research databases and the library catalog in one Google-like search; and a computer lab with 85 desktop PCs and 20 laptops available for check-out. The CH degree includes a library science course taught by our library educators. With TCC's long history of allied health education, we already have extensive databases available currently (see [Table 8](#)). We plan to add the Cochrane Database of Systematic Reviews.

Table 8						
TCC Currently Held Databases						
Database	Cinahl	Academic Search Premier	Science Direct	Proquest	Open Access Journals	Open Access Content
Example Journals	American Journal of Public Health	Journal of Public Health Research	Population Health	Journal of General Internal Medicine	Pubmed	JHSPH Open
	Public Health Nursing	Quality of Life	Journal of Adolescent Health	Congressional Documents & Publications	Public Library of Science	OER Commons
	Morbidity & Mortality Weekly Report (MMWR)	Critical Health	Social Science and Medicine	Journal of Healthcare for the Poor and Underserved	Public Health Open Journal	Open Trials (clinical trials)
	Journal of Law, Medicine, & Ethics	BMC Public Health	The Lancet Global Health	BMJ Open	International Journal of Public Health	Epidemiology Cases from the CDC

eLearning

TCC has been a community college leader in online and hybrid courses, offering our first online course more than 16 years ago. TCC is an experienced online course provider and has ample support in place to provide support for additional BAS students. The eLearning department provides technical support, multimedia production support, and Instructional Design support in a team-based, collaborative approach. The eLearning technical support team is located in the Information Commons computer lab. The computer lab has 86 computers available, as well as equipment available for checkout. The help desk support staff are available Monday through Saturday. Students and faculty also have 24/7 access to self-help and can submit support requests directly to our support team through our Parature support site. There are over 1,000 knowledgebase articles that are revised and added based on student and faculty questions. TCC offers students many options for test proctoring, both online and in person.

Tutoring

TCC's writing and tutoring center supports student's academic success by providing tutoring services that supplement the student's classroom instruction. Tutoring is available in a wide variety of subjects. The BAS program includes a number of general education and distribution courses, all of which the Writing & Tutoring center are already adept at handling. Tutoring is available in many settings, including one-on-one sessions, group tutoring, drop-in tutoring and online tutoring. TCC is also a member of the Northwest eTutoring Consortium, along with many other colleges in western states. eTutoring is available for math, science, and writing assignments. For local students, the Writing & Tutoring Center has student computers available on campus for students to draft papers and do research.

The TCC Writing & Tutoring Center along with the Computer Assisted Learning Lab (CAL) has also worked to create LearnDotTacomacc (<http://learn.tacomacc.edu/>). LearnDotTacomacc is a website with a host of online, open education resources to help students with "do it yourself" learning. From this website students can participate in open resources on a multitude of subjects, including, but not limited to, English, grammar, science, math, and even keyboarding.

Math Advising Resource Center (MARC)

The MARC provides students with resources for success in math courses. The MARC has an open student area and computer lab on campus with drop in tutoring available as well as math advising. The MARC provides students with access to reference books, whiteboards, textbooks, calculators, rulers, and headphones.

Business Education Center (BEC)

TCC's BEC provides tutoring support for students enrolled in accounting, computer user, business math, business, economics, and statistics courses.

Enrollment Services

Enrollment Services maintains Documentation for student admission, advisement, counseling, and evaluation. Grades and credits for courses are recorded on the student transcript and permanently maintained by TCC in a safe and accessible location. Students can apply to TCC with an online application. All enrollment functions (add/drop/withdrawal) can be performed either by visiting campus in person or online through the enrollment services staff. TCC enrollment services are experienced professionals in transcript review. Students can request official TCC transcripts in person or online through their student services portal.

Transcript Evaluation

Credential evaluators are experienced in assessing incoming transcripts for applicable credits towards degree. Upon evaluation, transferred credits are reported to the student as well as loaded into ctcLink for access to appropriate staff and advisors. Consideration for prior learning for military training/experience is assessed through transcript evaluation and crosswalk with the ACE Military Guide.

Bookstore

Students can purchase required texts from the TCC bookstore on campus or online. The bookstore stocks all required texts for courses as noted by the course faculty. When possible, the TCC bookstore will provide the option of buying used books for students to decrease costs. The TCC bookstore also offers textbook rental when possible for required textbooks. Students who purchase their books online can have them shipped to their home.

Student Life

TCC's Student Life provides students with access to cultural, educational, recreational, and social learning opportunities. Through TCC's Student Life, students can participate in Student Government, student clubs, and the student newspaper. TCC Student Life coordinates the Artist & Lecture Series, which consists of 3-4 professional speakers and presentations per quarter. Visitors to the college through the Artist & Lecture series provide students with presentations that expand what students are learning in the classroom.

Early Learning Center

For local students, TCC's offers students the Early Learning Center for their children. The Early Learning Center is located on the Main Campus at TCC. The program is staffed by early childhood professionals. Care is available for full or half days for children ages one month to five years.

BAS Specific Services

In addition to the vast array of services the college provides as a whole, the CH BAS program will implement additional services to further ensure student and program success.

Director of Applied Baccalaureate Programs

The Director of Applied Baccalaureate Programs provides administrative leadership for Bachelor of Applied Science (BAS) degree programs, serves as the primary contact for community, and faculty regarding the college's BAS programs, and plays a key role in advancing the college's priority to develop and deliver high quality BAS degree programs. The Director is responsible for leading and managing the development of new BAS degree programs as well as coordinating and maintaining current BAS programs through collaboration with faculty, deans, administrators, and the community

BAS Program Chair

The program chair will be responsible for the organization, administration, continuous program review, planning, development, and general effectiveness of the program. The program chair will be involved in curriculum development and evaluation, counseling of students, program management and administrative duties within the institution. The BAS program chair will be a point person for student advising and will communicate regularly with student services regarding issues of advising.

Student Success Navigation

The Student Success Navigator (SSN) will provide outreach to former, current, and future students interested in the CH BAS program. The SSN will work directly with students as a partner in their success. The SSN will assist students in application to the program, enrollment and registration. They will work with students to develop an academic plan ensuring that they are able to meet their academic goals. The SSN will assist with Financial Aid, Washington State Opportunity Grant, and access to other grants, scholarships, and provide referrals to local community-based and government resources. The SSN will provide referrals to appropriate college services such as Workforce, counseling, tutoring, Veteran's services, etc. The SSN will meet regularly with student to track progress and provide intervention and retention strategies. The BAS program chair will be a point person for student advising and will communicate

regularly with student services regarding issues of advising The SSN will assist students with internships, employment searches, and job placement.

BAS Program Dedicated Lab Space

The BAS program will be housed in the Harned Center for Health Careers. The BAS program will share dedicated lab space in this building. The labs can be used for study groups, peer tutoring, presentations, small course seminars, and quiet studying. Students will have access to program specific resources either in the labs or through the library.

Advisory Committee

The BAS program will have an advisory committee representative of its communities of interest that will meet at least bi-annually. The Community Health BAS will create a new Advisory Committee that will include membership from professionals in community health, including members from our DACUM, as well as membership from paramedicine and respiratory care specialties. The committee responsibilities will include assisting the BAS program faculty and TCC personnel with the development and revision of program goals and curriculum, monitoring program needs and expectations, and ensuring program responsiveness to change. The BAS advisory committee will meet twice a year.

Criteria 5: Commitment to Build and Sustain a High Quality Program

Tacoma Community College has planned for and designed the Applied Baccalaureate in Community Health to ensure sustained institutional support using four strategies: integration and scaffolding with TCCs existing high quality allied health programs, leveraging of existing institutional staff expertise and resources, investment in ongoing development of faculty and staff, and modest initial targets coupled with slow growth. Together, these strategies limit initial sunk costs and assured feasibility to allow tuition revenues to build to where revenue exceeds expenses over a three year period.

The presence of established, accredited, and high quality allied health programs at TCC has allowed TCC to build staff and infrastructure upon which the applied baccalaureate will rely. TCCs proven ability to provide the local healthcare industry with highly skilled allied health professionals has led to close partnerships between the college and the local healthcare entities. TCCs established record with our community partners will allow us to leverage those relationships as we integrate graduates from this new degree into our community.

As noted elsewhere in the proposal, existing TCC staff are qualified to teach junior and senior level courses in the proposed BAS. Clerical, technical, and administrative staff are already familiar with the goals and outcomes of the current allied health programs and will be able to transition easily to supporting the BAS. TCCs professional, committed faculty are experienced in the highly specialized curriculum development required in allied health career fields. Faculty are experienced with providing creative and thoughtful delivery modes to allow students to leverage their knowledge while maintaining their work life balance.

Using dedicated local funds, TCC will ensure ongoing professional development of the faculty and staff in this program as it has previously for the associate degree allied health programs. Dedicated dollars in the budget ensure sufficient support for faculty development, but in areas of curriculum as well as continuing education in delivery of online course work.

Funding

This BAS degree has three specialty tracks, CHP, CHPM, and CHRC. Initial enrollment targets for the combined degree is 25 total students, 10 CHP, 5 CHPM, and 10 CHRC. All students will share the 300 level CHP prefix courses and will then separate out into their specialties after the first year of CHP course work. The anticipated first cohort of 5-10 students into each specialty is a realistic expectation given the interest of existing students and the growth plan anticipates scaffolding the addition of students until all three specialties are full with a cohort of 20 students in the fifth year (see [table 7](#)). While these modest initial enrollment targets do not cover program costs, TCC is committed to use of local funds to support the program's continued growth and quality. TCC is not expecting the program to enroll sufficient numbers of students to fully support the program until the 3rd year.

Estimated program expenses and income are detailed in [Appendix I](#). Annual tuition is calculated based on the a rate of \$200.94 per credit hour and 30 credit hours earned in the first year and \$200.94 per credit for 35 hours in the second year (including prorating per state tuition schedule) multiplied by the number of registered students. In the first year of the program, TCC will run only one cohort and expects twenty five total students to register (10 CPH, 5 CHPM, 10 CHRC). In year two, TCC will complete the first cohort of twenty five students and welcome a new cohort of 45 (15 CHP, 15 CHPM, 15CHRC), continuing to add additional students per new cohort each year until all specialty tracks enter 20 students (see [table 7](#)). Given the high completion rates of the existing allied health program, TCC does not expect significant attrition and has incorporated a 10% rate. At capacity, TCC expects to generate \$699,271.00 in tuition annually.

TCC will add a total of 3.0 FTE faculty dedicated the CH BAS program. TCC will phase these positions in with 1.0 FTE hired in year one to serve as chair and faculty for the CHP core program. An additional 2.0 FTE full-time faculty will be hired in year two, one dedicated to the CHRC specialization and one to the CHPM specialization. TCC will add a dedicated .33 FTE to each specialty track for program chair duties, and sufficient part time instruction to address education requirements. TCC has budgeted for .5 FTE for a BAS director (the other .5FTE was requested during the creation of the Health Information Management BAS which began Fall 2016). In addition TCC will provide comprehensive student support, including advising, library, and student navigation. Finally, TCC has budgeted for equipment, supplies, professional development, and administrative support to ensure program quality. Finally, a funded marketing program will ensure student awareness and interest in the program to meet enrollment projections.

Sustainability

Conservative minimum enrollment targets and budgeting projections will help ensure successful BAS implementation. TCC has committed \$399,888 over the first three years of the program to allow the program to reach enrollment targets and sufficient revenue to offset costs. TCC projects that this BAS will be self-sustaining in its third year with a net projection of \$106,226. If enrollment targets exceed expectations, TCC may begin to recoup costs earlier than the expected Year 3 of the program.

Criteria 6: Program Specific Accreditation

In August 2015 Tacoma Community College submitted a substitutive change request proposal to offer a Health Information Management Bachelor of Applied Science Degree. TCC was granted *candidacy* status at the baccalaureate level by the Northwest Commission on Colleges and Universities

(NWCCU) for its in February 2016. TCC will submit an Ad Hoc Report during the Spring 2017 visit for the institutions regularly scheduled Mid-Cycle Report to provide an update on the implementation of the BAS degree program in HIM.

TCC will seek accreditation by the NWCCU for this Bachelor of Applied Science Degree in Community Health.

Criteria 7: Pathway Options Beyond Baccalaureate Degree

Healthcare is a diverse field, as such graduates of the BAS program will have a wide variety of pathway choices into a master’s degree program. Based on conversations with our advisory committee and other educational institutions, we have highlighted nine major options for master’s degrees for graduates of the BAS in Community Health (see [figure 3](#))

Respondents to TCC’s initial survey of interest in a BAS program indicated the overwhelming need for online courses as most, if not all, indicated they are place bound and/or working. With this in mind the pathways outlined are those accessible in an online format or offered on campus in the Tacoma/Pierce County area.

Students who complete the CH BAS are eligible for application into multiple Master’s programs. The BAS program specifically meets the entrance requirements for the programs detailed in [figure 3](#). Unless otherwise specified, these programs are available 100% online. There are many more eligible programs out there than are listed.

In addition, TCC has had one-to-one discussions with and have confirmation from each of the following institutions that students who complete this BAS degree will meet the requirements to apply to master’s degrees at the following institutions, University of Washington MEDEX Seattle, Tacoma, Spokane, and Anchorage, Oregon Health and Science University, University of Illinois at Chicago, University of Cincinnati, Brandman, and Western Governors University (see [figure 3](#)).

Figure 3

Master Public Health	Master Health Informatics	MBA	Organizational Leadership/Human Resource	Masters Education
<ul style="list-style-type: none"> • University of Arizona • University of Colorado Denver • George Washington University • University of North Texas Health Science Center • University of Washington - Community Oriented Public Health (campus) 	<ul style="list-style-type: none"> • Oregon Health and Science University • University of Illinois at Chicago • University of Cincinnati • University of Louisiana Tech University • Marshall University • University of Mississippi • Washington (campus) 	<ul style="list-style-type: none"> • Brandman • Healthcare focus • WGU • Healthcare Management • George Washington University • Healthcare Management 	<ul style="list-style-type: none"> • Brandman • MA in Organizational Leadership • MS in Human Resources 	<ul style="list-style-type: none"> • WGU • MEd Instructional Design • MEd Learning and Technology • WGU • MEd Learning and Technology • University of Cincinnati • MHE Master's in Health Education

Physician Assistant	Entry Level Master of Science in Nursing	Human Services	Respiratory Care
<ul style="list-style-type: none"> • MEDEX University of Washington-Tacoma (campus) • MEDEX University of Washington Seattle (campus) • MEDEX University of Washington Spokane (Campus) • MEDEX University of Washington - Anchorage AK • Heritage University (Yakima campus) 	<ul style="list-style-type: none"> • Pacific Lutheran University (on campus) • Seattle University (campus) 	<ul style="list-style-type: none"> • Walden • Capella • Liberty University • Concordia University Nebraska • University of Roclies 	<ul style="list-style-type: none"> • Samford University - Alabama • Georgia State University • Rush University Medical Center • Bellarmine University • St. Alexius Medical Center /University of Mary • University of Texas Health Science Center

Criteria 8: External Expert Evaluation of Program

TCC received input from a wide variety of external reviewers. As this degree is multifaceted and touches on many different areas of health, we asked for guidance from professionals with a number of different expertise. Our reviewers included clinicians, educators, clinician-educators, and policy makers. Their complete comments and biographies are available in [Appendix A](#). Our reviewers included:

Betty Stewart, PA-C
Physician Assistant & Clinical Coordinator-
University of Washington MEDEWX Northwest
Physician Assistant Program

Keren H Wick, PhD
Associate Professor – Director of Research and
Graduate Programs MEDEX Northwest Physician
Assistant Program, University of Washington

Jonathan C. Jahns, MA, RRT
Director, Respiratory Therapy, IV Therapy, Critical
Care M.D. Intensivist Group and Dialysis Virginia
Mason Medical Center
Respiratory Care Society of Washington State
President

Scott Carlson
Community Health Training System Program
Manager Washington State Department of
Health Office of Healthy Communities.

Clark Waffle, MD
County Emergency Medical Services Medical
Director Oversight
F.A.C.E.P.

Curt S. Muhammad, MSW, RRT
COPD Case Manager Harborview Medical Center,
University of Washington

Sharon Henderson Callahan, EdD
Tenured Professor, Director of Doctor of Ministry
Seattle University
Previous accreditation reviewer for NWCCU,
WASC, and ATS

The overwhelming response when asked about the program relevancy, appropriateness to current employer demand and accepted academic standards and potential for leading to job placement was resoundingly positive. Reviewers commented on the relevancy of and movement towards community health strategies for practitioners currently. Dr. Clark Waffle, County Emergency Medical

Services Medical Director noted that in particular, paramedicine is “evolving from being thought of as a trade to being recognized as a profession with more opportunities to specialize.” Curt Mohammad, MSW, RRT COPD Case Manager for Harborview Medical Center noted, “The move toward an integrated approach to providing quality healthcare has accelerated the need for trained public health professionals in the field of community health.” Jonathan Jahns, MA, RRT Director of Respiratory Therapy, IV Therapy, Critical Care M.D. Intensivist Group and Dialysis for Virginia Mason noted that, “Trends in healthcare are leading more to preventative care and case management.” Scott Carlson with the Department of Health (DOH) Community Health Worker (CHW) Training Systems noted that, “there is flexibility built into the structure of the training to allow it to align effectively with the evolving public health field. While the TCC BAS CH proposal focuses on work in community health in the nonprofit sector, Betty Stuart, PA-C Clinical Coordinator from the University of Washington MEDEX Physician Assistant programs encouraged us to also consider the application of this program to more traditional hospital based groups, such as Multicare, Group Health, and Catholic Health Initiatives as the graduates of this program will have a “breadth of academic exposure” that current staff may not possess. Dr. Keren Wick, Associate Professor and Director of Research and Graduate Programs MEDEX Northwest Physician Assistant Program, University of Washington noted how important it will be for us to advocate for our students by making sure that employers understand the skill levels that our graduates will have. To this end, we plan to hold an open house with our local employers to fully explain the skills gained by completion of the degree. We will also work with marketing to create a fact sheet to share with our local community to ensure that there is widespread understanding about the benefits of hiring graduates with this degree.

Our experts were in agreement regarding the rigor of our baccalaureate level course work. Dr. Sharon Callahan, Associate Professor from Seattle University with experience in NWCCU accreditation noted that there are, “several outcomes to measure, but they are appropriately tied to the desired employability of the graduates”. In regards to curriculum alignment, again our experts were pleased with the proposal. Mr. Muhammad noted, “These twelve learning outcomes that focus on imparting the basic principles of holistic public health includes, but is not limited to, community-based behavioral health, population health, patient education, cultural competence, social justice, and outreach, when effectively interlaced with TCC’s six measurable outcomes (i.e. Core of Knowledge, Communication, Critical Thinking, Valuing Differences, and Ethics), will ensure that graduates demonstrate the expertise and competence required at the baccalaureate degree level.” Dr. Waffle indicated, “The program’s elective courses and its upper level courses will effectively prepare the student for the relevant industry”. Scott Carlson with the DOH indicated, “The 300 level courses represent recognized competencies in the public health field. 400 level courses offer flexibility to pursue specific tracks based on student’s and employer’s needs.”

Our expert evaluations also made some suggestions regarding the curriculum. Betty Stuart, PA from the University of Washington indicated the importance for us to focus on integrated care models as well as medical sequelae of homelessness. It was our intent in our Program Learning Outcomes to capture integrated care models under our Program Outcome #2, Identify fundamental principles of community health to individual, community, and population health issues as well as disease incidence and prevalence. However we did not explicitly state this in our outcome. We do also have some course outcomes that cover this important topic in our CHP 300, 305, and 325 courses. We feel that we have integrated care models covered in the curriculum, but we will evaluate these courses after one year to

determine if we need to change our outcomes to more explicitly use the term integrated care models. PA Stuart also noted the need to include more broad based addiction medicine in addition to the course outcome we have on smoking cessation. We agree that addiction medicine is a vital piece of the community health curriculum. We have covered the more broad based addiction topic in CHP 325 as this is a core course that all students will take rather than the elective CHRC 400 course on tobacco cessation which only the Advanced Respiratory Care students would take. Our course outcomes do not explicitly mention addiction medicine however so we will revisit this topic after one year to determine if a more explicit outcome is warranted.

We also received comments surrounding the need for cultural competence. Mr. Muhammad noted, "In light of the growing awareness of the need for cultural competence as reflected in our current political climate, I believe there could be more focus on diversity and equity in the general education and upper core portion of the curriculum, especially around issues of rural versus urban health issues." We also agree that the need for topics surrounding culture are vital to the success of community health. We have spread cultural diversity throughout multiple courses to ensure it is infused throughout the program. We have course outcomes in numerous courses to support this. We also received comments regarding the addition of a human resources track. After discussion it was determined that we would allow students from any track to take CHRC 410 Leadership for Healthcare Professionals, which includes the human resource components. We have updated the proposal to reflect this. We will reevaluate this tactic after a year to see if it is meeting our program needs.

In regards to the general education requirements our experts were again in agreement that curriculum laid out was suitable for a baccalaureate level program. Dr. Keren Wick from the University of Washington MEDEX program noted, "General distribution requirements appear to be equivalent to those at UW and most four-year institutions."

When evaluating for preparation for graduate program acceptance, our panel of experts all indicated that the program and curriculum laid out in the proposed degree was appropriate. Betty Stuart, PA with the University of Washington PA program indicated that "Graduates would be adequately prepared to (with the exception of paid healthcare experience) to apply to any of the UW MEDEX PA education sites."

Our experts were in agreement regarding the overall appropriateness of our faculty qualifications. We did receive feedback that the program may benefit from having more than one faculty with a Master's of Public Health (MPH) degree. When we are hiring for new faculty to teach in this degree program we will list MPH as one of our preferred qualifications. It was also noted by our evaluators that engaging the local medical community as guest lecturers could benefit the program. We will explore opportunities for this and hope to bring in guest lecturers on a regular basis.

Our evaluators felt our resources were appropriate. It was noted that the advising could become quite complicated as courses can be completed any order and there were questions about the training for advisors and how students would work with the Student Success Navigator. We will have extensive training for our general advising staff, however the majority of advising will be handled by program faculty and the Student Success Navigator. Our evaluators also brought up a question regarding outreach and whether we will focus on underserved populations. We will work with marketing to provide culturally sensitive marketing as it will be important given the multiethnic populations we have in our county and where Community Health Workers (CHW) are already providing

services. We had questions regarding the budget with the professional development monies projected versus the number of faculty. While we have multiple faculty on campus who are qualified to teach in the program, there will be three full time faculty dedicated to the program and that is where our professional development funds will be focused. There was also a question about the increased amount of monies for equipment noted in the second year. Those monies are for a simulator for our respiratory care and paramedicine specialties. The programs would share the equipment. Finally, there was a question regarding the monies allotted to the library, questioning if it would be enough. As we currently have many allied health programs, the library already has a large number of appropriate titles available to us. Our librarian director has done a thorough review of additional resources needed and has determined that the cost for those online database would be covered for our projected amount of \$10,000.

The overall impression noted by the external reviewers confirmed the comments made throughout the reviews. Betty Stuart, PA-C noted, "This proposed degree will offer a level of academic advancement for an evolving health care workforce," and, "I am excited to see your graduates apply to MEDEX." Dr Keren Wick noted that "This bachelor's degree program will serve a growing need for increase degree levels for allied health professionals," and "The degree program also provides educational access to those seeking advanced health education in the longer term by providing undergraduate degrees required to apply to master's-level programs". Dr. Clark Waffle commented that, "This program is a much needed asset to the Community Health Care field. It will provide advanced education and skills to ensure that the best possible people are available to agencies providing these services. It will foster an environment which will advance the specialty areas in Community Health and allow for future development. This program will allow individuals to pursue a higher level of academic excellence in an area of medicine that will only continue to grow in the future." Kurt Muhammad indicated, "My overall assessment of the BAS program is that it will have immediate and sustainable impact on the overall health of the surrounding community. In fact, in a county (Pierce) that offers four four-year universities and colleges and four community and technical colleges of which none offer a Baccalaureate degree in either Public Health or Community Health, the BAS program will be instrumental in TCC developing critical partnerships with community stakeholders around the issues of population health, equality and social justice and expanding community-based public health systems." Scott Carlson with DOH noted, "In my opinion, the program has been thoroughly researched and planned for in meeting a specific need / bridging educational gaps for working health professionals in the south Puget Sound Area. I feel it will indeed provide increased job opportunities for those who complete the curriculum." Dr. Sharon Callahan commented, "I think this is a creative and necessary response to the changing needs in the US today. It is particularly helpful to people who are increasingly needing Bachelor degrees to be employed and to grow in their employment. The combination of practical employment opportunity, internships and theory assure graduates they can make changes in their lifelong employment trajectory. The inclusion of courses such as teamwork and leadership assist graduates in thinking through opportunities that will allow them to grow into new challenges." Finally, Jonathan Jahns that graduates from this degree, "will be prepared to take healthcare to the next level which is preventative medicine and telehealth."

Appendix A: External Reviews

Thank you for agreeing to review our program proposal. We are looking for critical feedback regarding our proposed plan. We welcome any comments that address potential concerns or criticisms as well as any pieces of our plan that you applaud or wish to acknowledge. This review will help TCC ensure that we have built a program that is credible, appropriately designed for the workforce, is relevant, has appropriate rigor, and will be effective. As you review our curriculum, please consider its congruency and consistency with current research, academic thinking, and industry standards in your area of specialization.

We have provided a rubric for you to use as you review our program. We ask you to review as many criteria as you feel prepared to adequately address. If there is an area that you do not feel qualified to address then please feel free to just bypass that area. We have provided you a template for your review, however please feel free to either type directly into the template or create your own narrative. Whatever manner you feel more comfortable providing the information to us is acceptable. The important thing for us is not the format that you use to provide us a review, but instead that you review the specific criteria listed in the review rubric (or as much criteria as you feel prepared to review).

College Name:	Tacoma Community College	BAS Degree Title:	Community Health
Reviewer Name/ Team Name:	Keren H Wick, PhD	Institutional or Professional Affiliation:	MEDEX Northwest Physician Assistant Program, UW
Professional License or Qualification, if any:	Associate Prof., Director of Research & Graduate Programs	Relationship to Program, if any:	Oversight of master's-level PA curriculum at UW, would be admitting BAS graduates
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment</p> <p>The overall concept is appropriate, and meets evolving expectations for increasing degree levels for these health professionals. Job placement is likely assuming the employers are aware of advanced and expanded skill sets and offer job descriptions that take advantage of those skills. TCC can be an advocate for its graduates in this regard.</p>		

b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>Based on the basic course and program descriptions, coursework appears to reach an appropriate academic tone.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>Comment</p> <p>Overall the curriculum aligns with the Statement of Need.</p> <p>In order to serve community needs well, there should be some indication within the coursework that additional topics would be covered:</p> <ol style="list-style-type: none"> 1) medical sequelae of homelessness 2) medical and psychological contributors to and consequences of addiction
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>This appears to be at the appropriate level.</p> <p>Detailed notations:</p> <ol style="list-style-type: none"> 1) It would be helpful on p. 5 to direct the reader to the key to abbreviations. 2) It seems that page 5 numbered objective 5 should also link to LWC. 3) Page 6 should correct the second iteration of the additional Paramedicine objectives to say RT (which aligns with the items that follow). 4) Some potential students will be former military medical personnel. P. 22 transcript evaluation: will this include consideration of training listed on the military transcript? 5) Some course descriptions include evaluation methods. P. 29: will HP 340 include an opportunity for a simulated disaster with interdisciplinary student response teams?

e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <p>General distribution requirements appear to be equivalent to those at UW and most four-year institutions.</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</p> <p>The degree program(s) described should prepare students to enter and succeed in graduate-level programs.</p> <p>Detailed notations:</p> <ol style="list-style-type: none"> 1) P. 10 chart: should include an asterisk with footnote to Table 2 in the PA box. 2) P. 14: The PA program at UW would consider graduates at any campus, so we recommend listing all campuses (Seattle, Tacoma, Spokane WA and Anchorage AK). All four campuses will be master's level by the 2019 entering cohort. 3) Please use "application to" rather than "pathway to" in order to meet UW legal guidance on verbiage. 4) P. 25-26: last line on p 25 and heading paragraph for chart: please use "application requirements" and "apply for" to meet UW legal guidance on verbiage. 5) Please list all four MEDEX campuses.
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p> <p>The faculty listing has good representation from nursing, health IT, social work, paramedicine, etc. Does the program utilize guest lecturers? Would it be helpful to enlist the participation of one or more MD or PA EMS medical directors, or a general internist or family practice MD/PA to review or deliver content on the context for community paramedicine chronic disease management tasks?</p>

h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p> <p>Overall, resources appear to be appropriate. It is unclear from the budget listing whether some basic administrative services, such as admin staff, are covered specifically by this program budget or the college overall.</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>N/A, we do not have the Committee's recommendations at hand.</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>This bachelor's degree program will serve a growing need for increasing degree levels for allied health personnel. It places TCC in a position to join the small but growing field of community paramedicine. The degree program also provides educational access to those seeking advanced health education in the longer term by providing undergraduate degrees required to apply to master's-level programs. The degree committee collaborated with several of these master's-level programs to facilitate a smooth transition for its graduates.</p> <p>page 16, fourth line under Criterion 2: It appears that the first word of the sentence should be "commensurate" rather than "commiserate".</p>
<p>Reviewer Bio or Resume Evaluator, please insert a short bio here</p>	

Dr. Wick has been with the MEDEX Northwest Physician Assistant Program since 1998, and is the Director of Research Graduate Programs. She oversaw the creation, approvals and implementation of the master’s-level PA curriculum, which took in its first students in 2009. She maintains oversight of the master’s-only curriculum, maintains communication with the UW Graduate School, and oversees accreditation review activities. She delivers some of the graduate curriculum and works with 8-10 students per year on capstone projects. She has been the key contact point for the PA program’s military and veteran outreach activities.

College Name:	Tacoma Community College	BAS Degree Title:	Community Health
Reviewer Name/ Team Name:	Betty Stewart PA-C	Institutional or Professional Affiliation:	University of Washington-MEDEX Northwest Physician Assistant Program
Professional License or Qualification, if any:	Physician Assistant & Clinical Coordinator-MEDEX Northwest	Relationship to Program, if any:	Member of MEDEX admissions team-will likely review these students applications to our PA program
Please evaluate the following Specific Elements			
k) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment: I believe the answer is yes. Although there are likely going to be changes to the ACA, keeping the degree focused on Community Health will help keep it relevant.</p> <p>The proposal has pointed out numerous non-profit employment opportunities. There are many more potential positions in our local hospital groups of MultiCare, Group Health and CHI Franciscan that are currently being staffed by mid-level nursing professionals that likely do not have the breadth of academic exposure this degree proposes. Slight enhancements mentioned below could even improve this.</p>		
l) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	Comment		

	Yes.
m) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	<p>Comment</p> <p>Yes, in general the curriculum seems appropriate. A couple of keys areas to consider: Integrated care models that encourage behavioral health be included at the primary care location has required practices to consider screening, referral and employment of these professionals. Beefing up this part of the curriculum should be a priority. This should also include more broad based "addiction" medicine into the "smoking cessation" curriculum this would add a more holistic approach.</p>
n) 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?
	<p>Comment</p> <p>The core requirements are consistent with employer demands. However, perhaps some minimal enhancements in the program and or a separate track to include HR policies and basic budget management might open up additional opportunities?</p> <p>Also as above, recognizing the trend for integrative medical practices that employee professionals who can navigate and refer to community resources for: behavioral health, addiction medicine, chronic care management will enhance this degree.</p>
o) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	<p>Comment</p>

p) 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 Graduates would be adequately prepared (with the exception of paid healthcare experience) to apply to any of the UW MEDEX PA educational sites (Seattle, Tacoma, Spokane, Anchorage)</p>
q) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment If I am correct, I only see one faculty member with an MPH. I believe the program would benefit from hiring at least 1 additional experienced healthcare professional with an MPH degree.</p> <p>Additionally, the director, chair, student navigator will need resources to engage and educate the local health care entities about the new degree and it's graduates through career fairs etc.</p> <p>Engaging the local medical community as quest lecturers would enhance and provide exposure of this program.</p>
r) 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 The student suite of services appears appropriate</p>
s) 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>Please summarize your overall assessment of the program.</p>

t) Overall assessment and recommendations	<p>Comment</p> <p>This proposed degree will offer a level of academic advancement for an evolving health care workforce. Before applying to PA school, I was a Respiratory Therapist. This degree would have eliminated additional course work and prepared me sooner for the next step in my career. I am excited to see your graduates apply to MEDEX.</p>
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Reviewer Bio or Resume
 Evaluator, please insert a short bio here
 Betty Stewart PA-C is a graduate of the UW MEDEX PA program and has worked in the field of Hematology/Oncology in King, Pierce and Kitsap counties for 18 years. Now employed by MEDEX, Betty is responsible for clinical site development and placement of PA students throughout the WWAMI (Washington, Wyoming, Alaska, Montana & Idaho) region, including Hawaii. She is co-chair for MEDEX's Alumni and Communications committees and is a member of the MEDEX admissions team that annually reviews 1500-2000 PA applicant files each year.

College Name:	Tacoma Community College	BAS Degree Title:	Community Health
Reviewer Name/ Team Name:	Clark M. Waffle, MD	Institutional or Professional Affiliation:	F.A.C.E.P.
Professional License or Qualification, if any:	MD	Relationship to Program, if any:	County Emergency Medical Services, Medical Director oversight

Please evaluate the following Specific Elements

u) 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</p> <p>The program meets all academic standards for Community Health. It will provide the education needed for the graduate to become the type of individual that will excel at agencies providing these services. Of particular note is that Emergency Medical Services is evolving from being thought of as a 'trade' to being recognized as a 'profession, with more opportunities to specialize as well as into management of health care.</p>

v) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment This education program sets a very high bar for its graduates. It meets and/or exceeds all baccalaureate degree standards.</p>
w) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment Yes. Clearly, the Program Development Team has recognized the delivery of healthcare is becoming more diverse, and this curriculum aligns well with the program's Statement of Needs.</p>
x) 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 program's elective courses and its upper level courses will effectively prepare the student for the relevant industry. The upper level courses meet the standard of rigor for a baccalaureate degree.</p>
y) 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 curriculum provides a great depth and breadth of educational training and exceeds the requirement for a baccalaureate level program drawing from a variety of disciplines and higher learning.</p>
z) 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 This program will provide advanced training and education which will allow any of the graduates to continue onto advanced graduate training. This entire program is excellent as it prepares individuals for entry level professional jobs, as well as being a platform for them to seek other career opportunities.</p>
aa) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p>

	The faculty members are exemplary. Their background experience, training, and passion are what will make this program continue to advance into the future.
bb) 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? Comment The college has all the necessary resources to make this program a success for many years to come. The new Harned Center is an exceptional facility where all aspects of healthcare can easily collaborate. As new technologies come about, I do believe there exists the ability to expand the Center's capabilities.
cc) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations? Comment Yes. TCC faculty has kept the EMS Program Advisory Committee apprised of this program's development and included committee members' suggestions into the program development. The Allied Health General Advisory Committee overwhelmingly agrees with this program genesis as well.
dd) Overall assessment and recommendations	Please summarize your overall assessment of the program. Comment This program is a much needed asset to the Community Health Care field. It will provide advanced education and skills to ensure that the best possible people are available to agencies providing these services. It will foster an environment which will advance the specialty areas in Community Health and allow for future development. This program will allow individuals to pursue a higher level of academic excellence in an area of medicine that will only continue to grow in the future.
Reviewer Bio or Resume Evaluator, please insert a short bio here  CV Fully Redacted.pdf	

College Name:	Tacoma Community College	BAS Degree Title:	Community Health
Reviewer Name/ Team Name:	Curt S. Muhammad	Institutional or Professional Affiliation:	Harborview Medical Center, University of Washington American Association for Respiratory Care
Professional License or Qualification, if any:	Master of Social (MSW) Registered Respiratory Therapist (RRT)	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
ee) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment</p> <p>Yes, in my estimation the overall concept of the degree program is relevant and appropriate to current employer demands. In fact, the increasing need to improve health and healthcare while keeping pace of the rapid changes occurring in our healthcare landscape has created many challenges for employers. In this unpredictable time of accelerated change, it is more important than ever for Tacoma Community College (TCC) and other institutions committed to meeting the needs of stakeholders seeking qualified staff to continue to innovate and develop high quality products such as the Bachelor of Applied Science degree program (BAS). The move toward an integrated approach to providing quality healthcare has accelerated the need for trained public health professionals in the field of community health. Consistent with TCC’s mission “to create meaningful and relevant learning, inspire greater equity, and celebrate success in our lives and our communities”, employers are seeking to find and develop strong relationships and partnerships with area colleges and universities to produce highly motivated and skilled staff.</p> <p>Current academic standards require that graduates in the field of community health be capable of possessing sound clinical patient care knowledge combined with a foundational understanding of</p>		

	<p>patient education, population health and disease prevention. As noted in the Community Health Applied Baccalaureate Degree Program proposal, TCC has assembled a diverse and highly skilled array of healthcare professionals and educators to teach junior and senior level courses designed around established academic standards. Furthermore, “TCC’s professional, committed faculty is experienced in the highly specialized curriculum development required in allied health career fields. Faculty are experienced with providing creative and thoughtful delivery modes to allow students to leverage their knowledge while maintaining their work life balance.” This staff expertise combined with other program specific accreditation such as accreditation by the Northwest Commission on Colleges and Universities (NWCCU) for this Bachelor of Applied Science Degree in Community Health will enhance TCC’s ability to meet and maintain accepted academic standards.</p> <p>In terms of job placement, according to Worksource statistics, Pierce County “would benefit from an increased number of applied baccalaureate program in order to compare favorably with the rest of the state”. By offering a Community Health degree that focuses on community based patient education, quality improvement in community health organizations, cultural competence, community assessment, equality and social justice, outreach, community health system navigation, and community-based public health systems, graduates of TCC’s BAS should be well positioned to negotiate entry into the broad field of public health. Data from Employment Security reflecting 2015 Labor Market Supply/Demand suggests that Pierce County employers looking to fill positions requiring the skills of a Community Health professional had a supply deficit of approximately 600 employees just for the months of January – November 2015. These and other workforce statistics combined with the growing emphasis for the promotion of community and population based services delivered by specifically trained health professionals will create exciting opportunities for graduates of the BAS degree program.</p>
ff) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>TCC has built a solid reputation in partnership with other stakeholders of creating accredited, widely respected allied health programs that the proposed BAS program will benefit from. “By offering a Bachelor of Applied Science degree to graduates of our applied science allied health programs we are able to pair clinical background with community health theory to provide clinicians who can make an immediate impact in their local communities.” TCC has outlined twelve program learning outcomes</p>

	<p>that are intended to “build on the current skills of the allied health professionals entering the program while introducing the concepts related to community health necessary for graduates of the BAS program to contribute to the health of our local populations”.</p> <p>These twelve learning outcomes that focus on imparting the basic principles of holistic public health includes, but is not limited to, community-based behavioral health, population health, patient education, cultural competence, social justice, and outreach, when effectively interlaced with TCC’s six measurable outcomes (i.e. Core of Knowledge, Communication, Critical Thinking, Valuing Differences, and Ethics), will ensure that graduates demonstrate the expertise and competence required at the baccalaureate degree level.</p>
<p>gg) Curriculum Alignment</p>	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>Comment</p> <p>The BAS program’s Statement of Needs highlights the significant impact the Affordable Care Act (ACA) of 2010 has had on the delivery of healthcare products and services and demand for more highly skilled, specialized community health professionals. The ACA “calls for the promotion of community and population based activities” that focus on the development of public health professionals, i.e. persons “educated in public health or a related discipline who is employed to improve health through a population focus”. The curriculum of the BAS program is designed to utilize the clinical background of public health professionals and provide them with relevant, evidence-based public health theory that will ensure that graduates “can make an immediate impact in their local communities”. Consistent with the Washington State Board for Community and Technical Colleges Strategic Plan, the Statement of Needs recognizes that all stakeholders, from students to employers to institutions, are seeking to create greater inclusion and opportunity with the development of more baccalaureate and graduate degree programs. Furthermore, more specifically, “the BAS in Community Health meets the expressed needs of community college students seeking access to a bachelor’s degree”.</p> <p>In fact, the Washington Student Achievement Council (WASAC) analyzed data on three core measures of high school completion, postsecondary enrollment and postsecondary completion and came away with the key finding that there has been a “marginal’ increase in the rate of educational attainment by Washington adults in recent years. Furthermore, they concluded “reaching our attainment goals will</p>

	<p>require continued investments.....and a heightened focus on emerging areas of need”. “The BAS in Community Health meets the expressed needs of community college students seeking access to a bachelor’s degree.....The BAS in Community Health at TCC is a progression degree....a true pathway for associate degree level health professionals to progress to a bachelor degree.” The WASCA 2015 Roadmap concludes that “further action is needed across the spectrum of...postsecondary education...and by making the necessary investments, we will be able to accelerate progress toward our state’s educational attainment”. The curriculum created for the BAS aligns nicely with the statement of needs documents by ensuring that allied health professionals graduating from the program will possess the knowledge and skills necessary to effectively apply the concepts related to community health and utilize evidence-based strategies to contribute to the overall wellbeing of the community.</p>
<p>hh) 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>Comment</p> <p>In order to ensure success for students in meeting the immediate needs of employers, TCC collaborated with stakeholders from a diverse cross section of the community to convene a Developing a Curriculum (DACUM) taskforce to identify key areas for upper level courses that would be responsive and relevant to area employers. Additionally, the “Curriculum requirements for the Respiratory and Community Paramedicine specialties were derived from industry and credentialing specific requirements” to ensure that those specialization tracks would be relevant to current employment demands. “A BAS in Community Health that allows for areas of specialization will allow current clinicians to take advantage of a bachelor level education that builds on the skills and the workforce needs today, as well as, building for the needs of tomorrow”. Also, TCC’s Advisory Committee showed great insight by meeting with business stakeholders to solicit public comments from a variety of industry partners to further identify and refine key areas of upper level course focus in critical areas of case management/care coordination, promotion of healthy communities, planning and program development, system advocacy, community partnerships, administrative duties, and professional development, all of</p>

	<p>which reflect a high regard for appropriate academic rigor at the baccalaureate level. TCC can or will demonstrate baccalaureate degree academic rigor in the following ways:</p> <ul style="list-style-type: none"> • Demonstrating that the proposed BAS program will always remain true to TCC’s mission of remaining focused and committed to student learning and student achievement at the baccalaureate academic level. • Demonstrating that TCC is aware of and responsive to the baccalaureate level skills that employers are seeking. • Routinely evaluating the baccalaureate program through ongoing assessment of the curriculum and program outcomes. • Remaining focused on established and specified student learning outcomes that reflect depth expected in higher education at the baccalaureate level. • Effectively differentiate the competencies acquired by a graduate with a baccalaureate degree as distinguish from graduates from allied science programs. • Ensure that the instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to content commonly expected among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate degree level. <p>Finally, the BAS program will reflect appropriate academic rigor by building on the skills learned at the Associate Degree level and combining those skills with upper core course work/skill building and a capstone/internship or field experience that will reinforce professional practice at the baccalaureate level.</p>
<p>ii) 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>Comment</p> <p>The general education requirements are suitable for a baccalaureate level program. As the committee knows, general education is the area of the curriculum that ensures that students can demonstrate:</p> <ul style="list-style-type: none"> • Broad knowledge and understanding of the humanities

	<ul style="list-style-type: none"> • An ability to demonstrate critical thinking • Effective verbal and written communication skills • Proven awareness and understanding of multicultural studies • Basic understanding of human wellbeing. <p>Having said that, the general education requirements offers adequate foundational learning that covers the breadth and depth of introductory course work expected at the baccalaureate level. In my opinion, the BAS program offers students sufficient basic understanding and skill sets that will allow students to take that information and put it into a wider frame of reference for application at the upper level of study.</p>
<p>jj) Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment</p> <p>Yes, as mentioned earlier, TCC has pursued and developed relationships and partnerships with multiple strategic partners to ensure that the BAS concept, learning outcomes and curriculum successfully prepares students for high demand graduate degree programs, including:</p> <ul style="list-style-type: none"> • Master Public Health • Master Health Informatics • MBA • Organizational Leadership/Human Resource • Masters of Education • Physician Assistant • Entry Level Master of Science in Nursing • Human Services • Respiratory Care

	Furthermore, the Capstone and/or clinical experience will support student acceptance into graduate programs related to the field of practice in which the project or experience is completed.
kk) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment Yes, in my opinion, program faculty qualifications are adequate to teach program curriculum. Generally speaking, the abilities of faculty must be assessed by looking at a number of factors, including:</p> <ul style="list-style-type: none"> • Professional credentials and certifications • Teaching effectiveness • Communication skills • Education • Ongoing professional development <p>It is important that faculty be capable of continuously making improvements to the curriculum by having the breadth and depth to cover all curriculum areas of the program. Generally speaking, faculty will be able to achieve this through ongoing professional development and constant student outcome assessment. It is my hope that the Director of Applied Baccalaureate Programs and BAS Program Chair will ensure that faculty members have sufficient responsibility and authority to constantly review educational goals and student outcomes and make improvements to curriculum based on training, research and existing evidence-based teaching strategies.</p>
ll) 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 Sorry, this question is outside the scope of my expertise, experience and/or practice.</p>
	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?

<p>mm) Membership and Advisory Committee</p>	<p>Comment</p> <p>Quite impressively, the BAS program has been well vetted and will be evaluated on a ongoing basis on multiple levels that has included and/or will include:</p> <ul style="list-style-type: none"> • TCC’s eLearning Instructional Design Team • Student Course Evaluations • Graudate/Employer Surveys • TCC’s Curriculum Committee • TCC yearly outcomes reviews • TCC’s yearly program reviews • BAS Steering Committee • Advisory Committee <p>With that in mind, advisory committees for Radiologic Science, Ultrasonography, Respiratory Therapy and Emergency Medical and Health Services Associate Degrees have all given approval for the BAS program. Furthermore, the Developing a Curriculum taskforce has also given unanimous support for the proposed program. To my knowledge, all advisory committee recommendations have been satisfactory addressed.</p>
<p>nn) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>Our healthcare delivery system is changing dramatically in response to the Affordable Care Act of 2010. With the change in the healthcare system, more attention is being focused on improving healthcare outcomes and controlling costs. Community Health education has been identified as having the potential for impacting this transformation of healthcare by providing skilled public health professionals that provide “the right care in the right place”. Furthermore, “an applied baccalaureate in Community Health in Pierce County is particularly in demand as 14% of Pierce County’s employees work in healthcare”. While at the same time, “Pierce County...lags in baccalaureate attainment”.</p>

TCC is strategically located in the vicinity of diverse healthcare providers and has proven its ability to “meet the demands of a steady healthcare workforce”. My overall assessment of the BAS program is that it will have immediate and sustainable impact on the overall health of the surrounding community. In fact, in a county (Pierce) that offers four four-year universities and colleges and four community and technical colleges of which none offer a Baccalaureate degree in either Public Health or Community Health, the BAS program will be instrumental in TCC developing critical partnerships with community stakeholders around the issues of population health, equality and social justice and expanding community-based public health systems.

Based on a recent employer survey, there appears to be overwhelming employer support for the BAS program where 60% of employers participating in this survey responded “yes” that a BAS in Community Health would benefit their respective organizations. Additionally, professional societies such as the American Association of Respiratory Care have recently released position statements emphasizing the importance of accredited respiratory care education programs offering bachelor degrees or the equivalent to ensure that RTs maintain industry and community standards.

Having said that, I’d like to share a few comments and questions for the committee to consider.

- In light of the growing awareness of the need for cultural competence as reflected in our current political climate, I believe there could be more focus on diversity and equity in the general education and upper core portion of the curriculum, especially around issues of rural versus urban health issues.
- Since, historically, case management and community outreach has been traditionally assigned to those possessing training in social work or nursing, does the Advanced Respiratory Care track reflect what employers would consider the minimum required qualifications for a RT graduate of the BAS program to possess in order to be hired for case management/community outreach rather than a social worker or RN?
- Will the course content be applicable to different healthcare systems? i.e. Community-based outreach from large institutions versus community-based outreach from smaller, non-profit organizations or smaller, community-based clinics?

- Since the BAS program allows for courses to be completed in any order, will program advisors be adequately trained to counsel such a wide variety of pathways to degree completion?
- How closely will Student Success Navigators work with Program Advisors to maximize student success?
- Will outreach marketing strategies be culturally sensitive and focus on identifying and recruiting underserved students from area junior and high schools?

In closing, the environment in which healthcare professionals must practice is more diverse and complex for meeting the needs of all our deserving clients. Furthermore, the increase in the prevalence of chronic illness as a result of an increasingly older adult population has accelerated the demand for more public health professionals, particularly with an expertise in Community Health. TCC has designed a Baccalaureate in Community Health program that I believe will be well positioned with qualified staff, infrastructure and resources to successfully produce graduates who will be an immediate asset to various stakeholders in our healthcare community.

Reviewer Bio or Resume

Evaluator, please insert a short bio here

Curt S. Muhammad, RRT, MSW

COPD Case Manager, Harborview Medical Center

My great passion is bringing healing to people who have been through or are going through stressful, life crisis either directly or indirectly from their challenges with chronic lung disease or COPD. I help my clients to find better health and improved quality of life as they navigate the changing journey of life while coping with chronic lung disease. I know that no single approach is the right one for every client and so I attempt to consistently apply the guiding principle of “the right care at the right time for the right client in the right place”.

My educational background includes a Master of Social Work and Bachelor in Business Administration (marketing) from the University of Washington, and an Associate of Science in Respiratory Therapy from Seattle Central Community College. I have enthusiastically practiced Respiratory Care at Harborview Medical Center for the past 18 years and for the past year, I have participated in the groundbreaking development of a COPD Case Manager Program at Harborview Medical Center. Our COPD Case Manager program is an innovative program that combines inpatient patient education with outpatient case management/outreach to community and home settings with a focus on reducing preventable hospital admissions/resource utilization and improving the satisfaction and quality of life for all our deserving clients.

I am a member of the American Association for Respiratory Care and have a growing interest in Palliative Medicine and am a member of the Center to Advance Palliative Care.

Works Cited

American Association for Respiratory Care. (2015). Position Statement: Respiratory Therapist Education.
 Community Health Applied Baccalaureate Degree Program: Program Proposal
 Community Health Applied Baccalaureate Degree Program: Statement of Need
 Employment Security Department (2015). Quarterly Census of Employment Wages 2014.
 Washington Student Achievement Council, 2015 Roadmap Update. (www.sbctc.edu/resources)
 Accrediting Commission for Community and Junior Colleges (www.accjc.org/wp-content)

College Name:	Tacoma Community College	BAS Degree Title:	Community Health
Reviewer Name/ Team Name:	Sharon Henderson Callahan, EdD	Institutional or Professional Affiliation:	Seattle University
Professional License or Qualification, if any:	Professor, Director of Doctor of Ministry	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
oo) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		

	<p>Comment</p> <p>Yes. The Statement of Need document clearly articulates the research that preceded this proposal. The staff looked at key indicators such as Department of Employment statistics, the overall employment of health related professionals (14% of the total workforce in the Tacoma-Pierce County area), the presence of major employers in the area- two of the top five of which are medical / healthcare related facilities, and one of which also houses a complete medical facility.</p> <p>Inclusion of statistics related to prior graduates, the lack of such programming in the area, and the stated desire of graduates surveyed suggest that the program is desirable and will lead to job placement.</p> <p>The systematic intentionality of the faculty and staff in extending relationships with other institutions also indicates both a desire of those institutions to cooperate in further education and in hiring as well as the commitment of TCC personnel in expanding networks to ensure opportunities for its graduates.</p>
pp) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>The learning outcomes seem quite comprehensive. Several outcomes to measure, but appropriately tied to the desired employability of the graduate. As I reviewed the Statement of Need, it seemed that most of the positions cited as open required some level of team work, potential supervision of others, and leadership. It is especially important that these competencies as well as those related to culture and health are included.</p> <p>When examining the additional learning outcomes for two specializations, I noted that the second set of additional outcomes was titled the same as the first (p. 6 of the Program Proposal). I believe the second set of additional learning outcomes are related to the specialization in Advanced Respiratory Care.</p>
qq) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment</p> <p>On page 16, there seems to be a type, The sentence starts Commiserate with standards in relation to faculty. I believe it should read Commensurate with standards.</p>

rr) 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 Looking at the course titles and selections, and realizing that the faculty consulted with an advisory board, the curriculum committee and experts in the field, I am convinced in the appropriateness of the curriculum.</p>
ss) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <p>This entire area seems to be a little confusing to an outside reader. I affirm the multiple charts and the significant attempts to clarify a pretty complex arrangement of courses and diverse backgrounds of preparation with at least three areas of potential completion. This is necessarily complex.</p> <p>At the same time, I'm unclear whether there is a stated number of credits that are expected to be met upon transfer. I'm assuming while reading that the completed AAS degrees are accepted in toto into this new BAS. In reading of the differential between hours completed in the various disciplines/ professional certificates, it could be stated even more clearly that all will be required to demonstrate at least 70 hours completed in their AAS related certificates, and that the particular humanities course (I think I count 20 credits assumed in that AAS program of study) will be counted toward the final 180 credits. However, at 70 credits hours, the additional 20 of a specialization, 45 of the Community Health Core, and 25 of general education equals the additional 90 credits implied in the degree. This only adds up to 160 credits. I'm having trouble locating the other 20 credits. There is a chart on pp 9-10 that speaks to the overall general education credits as reaching 60 credits. This 60 plus the 20 for specialization and 45 for the core adds to 125, which is more than is needed to reach the final 180. You can see my dilemma. There is yet another chart that speaks about 20 general education credits, I'm thinking this is subsumed into the 70 transferred into the degree from the Associate degree. But this complicates matters by making the 60 on pp 9-10 actually 40 additional to the Associate degree. But the 40 remaining does not appear in General Education under the Junior/ Senior level status of courses required to</p>

	<p>complete the degree, rather that total is represented as 25 general education credits. I'm sure by now you can see my dilemma.</p> <p>In the admissions area, the credits are explained as 70 credits for the Associate degree and an additional 20 credits in general education courses. This makes the 90 course credits needed to add to the Junior/ Senior year requirements. Further clarification earlier in the proposal will make a big difference in understanding.</p> <p>I have no doubt you are requiring 180 credits. I also assume through the excellent description that you are taking in the entire Associate degree, and that you are requiring of all graduates for the BAS 45 credits in the Community Health Core and 20 credits in Specialization areas. The General Education credits need more clarity in the text.</p>
<p>tt) Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment</p> <p>The level of requirement seems consistent with other professional related Bachelor programs. Thus, I would assume the BAS prepares adequately for people who wish to pursue additional education at the Master's level. This would obviously depend on the institution granting the MA or MS degree, and the type of degree the graduate wished to pursue.</p>
<p>uu) Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p> <p>The list of faculty (Appendix H) seems comprehensive. The faculty seem to bring a deep commitment to practical application of knowledge in field based work. There are a few Doctorally prepared faculty in those areas that seem to be more theory based. Without full CV's it is not possible to say what their actual areas of research and ongoing exploration have produced, especially in the area of Community Based Health. The list, however, seems to comprehensively include a wide variety of areas of expertise- as needed by the proposed curriculum. There is a very small faculty development budget in the budget provided, especially in relation to the numbers of faculty listed in Appendix H.</p>

vv) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p> <p>As I looked at the budget, it is hard to say exactly. First, it seems that the faculty development money is quite low in relation both to the number of faculty listed and in relation to the expansion of curriculum that is included in the proposal. Second, the equipment expenditure is not explained – as it balloons in the third year (2nd year of student presence). Third, I would assume that there would be additional library resources needed in the areas of Community Health and leadership, I’m not sure \$10,000 a year covers the building of a new set of resources.</p> <p>The inclusion of a success navigator, a program chair and a director are helpful budget inclusions to ensure success of students entering the program. The marketing budget seems quite low, but perhaps that is included in other cost centers.</p>
ww) 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>It appears the program has received approval from the advisory committee, the curriculum committee, and other committees as required by the process.</p>
xx) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>I think this is a creative and necessary response to the changing needs in the US today. It is particularly helpful to people who are increasingly needing Bachelor degrees to be employed and to grow in their employment. The combination of practical employment opportunity, internships and theory assure graduates they can make</p>

changes in their lifelong employment trajectory. The inclusion of courses such as teamwork and leadership assist graduates in thinking through opportunities that will allow them to grow into new challenges.

The program has been vetted, carefully constructed and demonstrates a thorough understanding of the field of healthcare and its particular impact in the Tacoma/ Pierce County demographic. I believe it will draw people from other geographic locations because it is offered online and during times people can make campus meetings from anywhere in the Puget Sound area.

There were a few areas of question that I raised in other boxes, but I think this proposal is an excellent piece of work and if finally approved by all decision-makers will no doubt exceed the somewhat conservative projection of student application and completion. I congratulate the faculty and staff who have envisioned, drafted, and pursued this degree opportunity. It seems that it offers a key group of people the opportunity to meet the increasing demands of healthcare services in the area.

Reviewer Bio or Resume

I have served as Associate Dean for the School of Theology and Ministry at Seattle University for 21 years and as Professor and Director of the Doctor of Ministry degree for three years. As such I have completed five separate accreditation reviews for our primary accrediting agency, The Association of Theological Schools. I have also completed accreditation reviews for NWCCU. In addition I have served on one WASC accreditation team, and on seven or more ATS accreditation teams. I have had the chief responsibility for assessment of all our degrees from 2001-2015. As a tenured professor, I have passed all the criteria for publication and leadership in my field.

Appendix B Course Descriptions

This appendix lists all course descriptions for the CH BAS degree. For a full listing of outcomes please see: http://www.tacomacc.edu/userfiles/servers/server_6/file/him/CHBAS/CourseDescriptionsOutcomes.pdf

Community Health Core Courses

CHP 300 Introduction to Community Health (5 credits)

Description: This course will explore the theories, past and present evidence, and application of key concepts related to understanding and improving community and population health. Learners will apply these concepts to health and wellness issues with a focus on social, political, economic, environmental, and biomedical aspects of the field. Health disparities and inequities will be examined and potential solutions will be discussed. Secondary trauma, compassion fatigue, and burnout will also be investigated.

CHP 305 Community Health Advocacy (5 credits)

Description: This course will examine the procedures and protocols for chronic health screenings, navigation of health insurance and healthcare systems, and the fundamentals of confidentiality. Case management and advocacy principles as they apply to community and population health will be explored. Students will learn basic mental health first aid as well as the signs and symptoms of chronic and preventable health issues.

CHP 310 Community Health Communication and Informatics (5 credits)

This course will focus on three primary areas: the ability to collect, manage, and organize data to produce meaningful exchange of information; to gather, process, and present information to different audiences in person, through technology or other media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

CHP 315 Health Policy, Law, and Ethics (5 credits)

Description: This course will cover healthcare policies, laws, ethics, and social mores as they relate to the application of community health goals of protecting the public from threats of infectious disease, preventing chronic illnesses and injuries, and promoting healthy life styles. The balance between population welfare and individual rights and liberties will be examined from various perspectives. Ethical decision making strategies will be integrated throughout the course.

CHP 320 Introduction to Epidemiology (5 credits)

Description: In this introductory course, students will learn and apply basic concepts of epidemiology to multiple domains of public health. We will illustrate and practice using epidemiology to better understand, characterize, and promote health at a population level. The class will engage the students in active and collaborative learning through team activities, individual projects, case studies, group discussion, and individual projects.

CHP 325 Population Health and Wellness (5 credits)

Description: This course provides an overview of the connections between prevention, wellness, and behavioral health with healthcare quality and safety, disease prevention, patient education, and behavior change across the life span. Students will learn to use theories and the four pillars of population health to understand human motives, cultural influences, and the relationship between health and behaviors. The signs and symptoms of chronic health issues will also be examined.

CHP 330 Program Planning and Evaluation (5 credits)

Description: This course will present a framework for developing, implementing, and evaluating strategies to improve the way healthcare and health promotion efforts are implemented in the community. Evidence based models will be used to bring together resources, logistics, plans, and people to ensure programs are functional and methods of data collection are effective.

CHP 335 - Healthcare Research and Statistics (3 credits)

Description: Introduction to the fundamentals of research and basic statistical analyses applied to literature related to health care practice. Emphasis is placed on critical review of medical literature and its integration into clinical practice through the use of lectures and student presentations.

CHP 340 Disaster Preparedness (5 credits)

Description: Effective emergency planning is the key to surviving natural and man-made disasters. Risk analysis and the formulation of a comprehensive plan, followed by a vigorous and continuing testing program, are essential elements to surviving an emergency. Topics covered include threat assessment, risk analysis, formulating a response plan, staffing an emergency operations center (EOC), interagency coordination and liaison, managing an actual incident and conducting effective follow-up analysis.

Community Health Elective Track

CHP 400 Environmental Health (5 credits)

Description: This course will examine the role of environmental health in contemporary society through the domains of water and air quality, food safety, solid and liquid waste disposal, occupational health and injuries, agents of disease, and exposure to toxic elements. Environmental policies and regulations and the role of regulatory agencies will also be explored.

CHP 410 Trauma as a Community Health Issue (5 credits)

Description: This course will introduce students to the Public Health and Social-Ecological Models of Trauma. Students will learn to identify risk and protective factors related to trauma as well as the individual, relationship, community, and societal influences that create trauma and influence the reaction to it.

CHP 420 Families as Social Systems (5 credits)

Description: This course will explore the many definitions of “family” as it applies to health and wellness. Students will learn concepts for understanding family processes and how social and cultural contexts shape family development. Students will examine methods and interventions to be applied to the routine of daily family living, families in crisis, and families living with adversity. Focus will include the five areas of health: physical, emotional, psychological, intellectual, and spiritual.

CHP 430 Prevention (5 credits)

Description: This course will examine the complex nature of epidemics, the role of healthcare workers in dealing with epidemics, and the costs and benefits of prevention and interventions. The need for long term emergency preparedness and clearly delineated responsibilities among government and non-government agencies in responding to epidemics will also be explored.

CHP 440 Health, Culture, and Diversity (5 credits)

Description: The focus of this course will be to explore ways in which an awareness of the culture-health relationship can inform and strength community health work. What is meant by culture, the ways in which culture intersects with health issues, and how community health efforts reduce health disparities will also be examined.

CHP 490 Community Health Professional Capstone (4-5 credits)

Description: This is the capstone for the Community Health Professional concentration for the BAS degree

Advanced Respiratory Care Elective Track

CHRC 400 – Tobacco & Nicotine Treatment (5 credits)

Description: Course focuses on the skills needed to effectively treat tobacco dependence. This course will cover: neuropharmacology of nicotine, optimization of pharmacologic management, conducting a basic counseling session, motivational interviewing and other counseling approaches, and application of treatment of tobacco dependence to people with co-morbid conditions.

CHRC 410 - Leadership for the Health Care Professional (5 credits)

Description: An extensive examination of current practices/trends of techniques used in the leadership of the health care environment. Emphasis will be placed upon specific skill sets necessary for effective supervision and leadership in a health care environment.

CHRC 420- Education in Healthcare (5 credits)

Description: An interactive course designed to provide health care professionals with the skills needed to provide effective peer, student and client education.

CHRC 430 - Advanced Patient Care (5 credits)

Description: This comprehensive course gives Respiratory Care Practitioners the opportunity to enhance their knowledge and critical thinking skills in the areas of: adult critical care, neonatal/pediatric critical care and emergency room environments. With content geared toward respiratory critical care and general critical care, this course is a comprehensive orientation to the respiratory therapist's role in caring for the critically ill patients. This course is designed to prepare the practitioner for their specialty credentials in adult critical care and neonatal/pediatrics.

CHRC 490 – Advanced Respiratory Care Capstone (4-5 credits)

Description: Provides the student with a capstone course integrating activities and responsibilities related to clinical processes in one of the specific advanced practice specialties: critical care, neonatal, pediatrics, management or education.

Community Paramedicine Elective Track

CHPM 400 EMS Ethics and Leadership (5 credits)

Description: This course will explore the intersections of the concepts of ethics and leadership from a wide range of contexts as it applies to EMS. Students and the course facilitator together will explore questions such as: How are values and ethics established in individuals and organizations? Is ethical leadership desirable and necessary? How does ethical leadership apply to me? What are some helpful approaches to ethical questions? What are the responsibilities of leaders to establish ethical climates in their organizations and communities? What are the tensions between ethics and leadership? Are there universal values and ethical principles in leadership? How does culture influence ethics and leadership?

CHPM 410 Emergency Management (5 credits)

Description: This course will introduce students to the vocabulary and core components of Emergency Management. We will discuss the importance of this growing field that is changing rapidly as a result of an increase in frequency, complexity, and severity of man-made, natural, and technological disasters. We will examine historical events that have changed the nature of the field, and introduce students to the leadership and management roles that have emerged as a result of these events taking place.

CHPM 420 Injury Prevention (5 credits)

Description: The purpose of this course is to provide an overview of the major issues in health promotion and disease and injury prevention. This includes an introduction to strategies for promoting health and wellness, the major causes of premature mortality and morbidity, behavioral and environmental contributions to illness and injury, as well as strategies for risk reduction. Health promotion raises a number of economic, public policy, and ethical issues that cut across the society. This course will address a number of these issues.

CHPM 430 Community Paramedicine (5 credits)

Description: A Community Paramedic (CP) is an advanced paramedic that works to increase access to primary and preventive care and decrease use of emergency departments, which in turn decreases health care costs. Among other things, CPs may play a key role in providing follow-up services after a hospital discharge to prevent hospital readmission. CPs can provide health assessments, chronic disease monitoring and education, medication management, immunizations and vaccinations, laboratory specimen collection, hospital discharge follow-up care and minor medical procedures.

CHPM 440 Community Paramedicine Internship (5 credits)

Description: Clinical internship for Community Paramedicine

CHPM 450 Critical Care Transport (5 credits)

Description: Critical Care Transport class is designed to prepare the paramedic for advanced critical care on ground and air transports. This includes providing advanced clinical patient assessments and providing invasive care beyond the standard scope of advanced pre-hospital care. Upon completion of this series the student may take the *Certified Flight Paramedic (FP-C)* and/or the *Certified Critical Care Paramedic (CCP-C)* exams held by the *International Board of Specialty Certification (IBSC)*.

CHPM 460 Critical Care Transport Internship (5 credits)

Description: The second in the series for students to step into clinical rotations with "hands-on" specialized ICU care rotation, and specialized practice.

CHPM 490 EMS Capstone (4-5 credits)

Description: Provides the student with a capstone course integrating activities and responsibilities related to clinical processes in one of the specific advanced practice specialties: critical care, community paramedic, or EMS leadership.

Appendix C: Student End of Course Survey Questions

Student End of Course Surveys are anonymous. The first 18 questions are asked using a Likert Scale ranging from 1-4 with 4 being the best. Students are also given a text box to give comments. The last two questions open ended essay. There are 20 questions in all:

1. Progression through this course was user friendly, logical, and consistent.
2. I received a syllabus or one was available online within the first week of class.
3. The instructor was enthusiastic about the class.
4. The instructors had high expectations of his/her students.
5. The instructor gave clear directions on how I was to communication with him/her.
6. The instructor created an environment of mutual respect for all students and their opinions.
7. The instructor was prepared for class.
8. The instructor explained new and difficult concepts in a variety of ways.
9. The students were free to ask questions and encouraged to listen to others.
10. The instructor provided clear directions for class activities and assignments.
11. The instructor was accessible and responsive to assist students during office hours and with other modes of communication.
12. The instructor used a variety of class activities that helped me learn.
13. The instructor used a variety of materials that helped me learn.
14. The instructor clearly outlined the ways in which I would be assessed and the criteria used for grading.
15. The instructor graded/returned assignments, projects, tasks, or group work in time to be useful for future assignments.
16. The instructor provided opportunities for students to work together to help me learn.
17. The instructor provided opportunities for me to use course concepts in my life.
18. I receive information about college learning support services to assist my learning.
19. What did the instructor do that helped you learn?
20. What specific changes can the instructor make to improve learning in the future?

Appendix D: Graduate Survey Questions

This survey is designed to help the program faculty determine the strengths and area for improvement for our program. All data will be kept confidential and will be used for program evaluation purposes only.

DEMOGRAPHICS

1. Graduation Year:
2. Are you presently employed in the field of your BAS degree? Please check the category or categories that reflect(s) your status at the time of this survey:
 - a. Full-time
 - b. Part-time
 - c. Employed in another field
 - d. Not employed
3. How long after graduation did you receive your first job offer?
4. If presently employed in another field, what field?
5. If employed in another field, is it full-time or part-time?
 - a. Full-time
 - b. Part-time

INSTRUCTIONS: For the rest of the following questions, choose the rating that indicates the extent to which you agree with each statement. Consider each item separately and rate independently of all others. Please do not skip any rating. If you do not know about a particular area, please choose N/A.

5 = Strongly agree

2 = Generally Disagree

4 = Generally Agree

1 = Strongly Disagree

3 = Neutral (acceptable)

N/A = Not Applicable

KNOWLEDGE BASE

1. Helped me acquire the knowledge necessary to function in my current job.

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Prepared me to be able to recommend appropriate procedures relevant to my job.

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Enabled me to think critically, solve problems, and develop appropriate action steps.

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROFESSIONAL PRACTICE (CLINICAL) PROFICIENCY

1. Prepared me with the skills to perform as a professional

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. My professional practice experiences were valuable in reinforcing my skills.

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEHAVIORAL SKILLS

1. Prepared me to communicate effectively within my work setting.

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Prepared me to conduct myself in an ethical and professional manner.

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Taught me to manage my time efficiently with functioning in my current job.

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Prepared me to work effectively as a team member.

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OVERALL RATING:

1. Please rate and comment on the OVERALL quality of your preparation in the BAS program.

0	1	2	3	4	5
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Appendix E Course Offerings

<i>1st Year Offerings</i>		
Course Number	Title	Credits
<u>Fall</u>		
CHP 300	Introduction to Community Health	5
CHP 305	Community Health Advocacy	5
<u>Winter</u>		
CHP 310	Community Health Communication and Informatics	5
CHP 315	Health Policy, Law, and Ethics	5
<u>Spring</u>		
CHP 320	Introduction to Epidemiology	5
CHP 325	Population Health and Wellness	5

<i>2nd year offerings</i>		
Course Number	Title	Credits
<u>Fall</u>		
CHP 300	Introduction to Community Health	5
CHP 305	Community Health Advocacy	5
CHP 330	Program Planning and Evaluation	5
CHP 335	Healthcare Research and Statistics	3
LS 301	Library Science	2
<u>Winter</u>		
CHP 310	Community Health Communication and Informatics	5
CHP 315	Health Policy, Law, and Ethics	5
CHP 340	Disaster Preparedness	5
CHP 400	Environmental Health	5
CHP 430	Prevention	5
CHP 440	Health, Culture, and Diversity	5
CHRC 400	Tobacco and Nicotine Treatment	5
<u>Spring</u>		
CHP 320	Introduction to Epidemiology	5
CHP 325	Population Health and Wellness	5
CHP 410	Trauma as a Community Health Issue	5
CHP 420	Families as Social Systems	5
CHP 490	Community Health Professional Capstone	4-5
CHRC 410	Leadership for Healthcare Professionals	5
CHRC 420	Education in Healthcare	5
CHRC 490	Advanced Respiratory Care Capstone	4-5
CHPM 450	Critical Care Transport	10
CHPM 460	Critical Care Transport Internship	5
CHPM 490	EMS Capstone	4-5

<i>3rd year offerings</i>		
Course Number	Title	Credits
<u>Fall</u>		
CHP 300	Introduction to Community Health	5

CHP 305	Community Health Advocacy	5
CHP 330	Program Planning and Evaluation	5
CHP 335	Healthcare Research and Statistics	3
LS 301	Library Science	2
Winter		
CHP 310	Community Health Communication and Informatics	5
CHP 315	Health Policy, Law, and Ethics	5
CHP 340	Disaster Preparedness	5
CHP 400	Environmental Health	5
CHP 430	Prevention	5
CHP 440	Health, Culture, and Diversity	5
CHRC 400	Tobacco and Nicotine Treatment	5
Spring		
CHP 300	Introduction to Community Health	5
CHP 320	Introduction to Epidemiology	5
CHP 325	Population Health and Wellness	5
CHP 410	Trauma as a Community Health Issue	5
CHP 420	Families as Social Systems	5
CHP 490	Community Health Professional Capstone	4-5
CHRC 410	Leadership for Healthcare Professionals	5
	Education in Healthcare	5
CHRC 490	Advanced Respiratory Care Capstone	4-5
CHPM 450	Critical Care Transport	10
CHPM 460	Critical Care Transport Internship	5
CHPM 490	EMS Capstone	4-5

Appendix F Full Time Student Schedule Sample

<i>Full time Students (15 credits/qtr.)</i>		
Fall		
Course Number	Title	Credits
CHP 300	Introduction to Community Health	5
CHP 305	Community Health Advocacy	5
Quantitative Skills	(Math& 146 or Math 136)	5
Winter		
CHP 310	Community Health Communication and Informatics	5
CHP 315	Health Policy, Law, and Ethics	5
Natural Science Distribution	See approved list	5
Spring		
CHP 320	Introduction to Epidemiology	5
CHP 325	Population Health and Wellness	5
Social Science Distribution	See approved List	5
Fall		
CHP 330	Program Planning and Evaluation	5
CHP 335	Healthcare Research and Statistics	3
LS 301	Library Science	2
CMST 110	Multicultural Communication	5
Winter		
CHP 340	Disaster Preparedness	5
CHP 400	Environmental Health	5
Humanities Distribution	See approved list	5
Spring		
CHP 410	Trauma Informed Services	5
CHP 420	Family Dynamics	5
CHP 490	Community Health Professional Capstone	5
<i>Note: The CH BAS Community Health Professional Track program runs six quarters, excluding summer</i>		

Appendix G Part Time Student Schedule Sample

Table 8			
<i>Part Time Students</i>			
Summer *OLL 101 * CU 101	Fall CHP 300 MATH& 146	Winter CHP 310 Natural Science	Spring CHP 320 Communication
Summer Humanities	Fall CHP 305 Social Science	Winter CHP 315 HCP 340	Spring CHP 325 CHP 420
Summer None	Fall CHP 330 CHP 335	Winter CHP 400 CHP 340	Spring CHP 490 CHP 430
<i>Note: assumes part time at 10 credits/quarter</i>			

* students new to online learning encouraged to complete OLL 101 or CU 101

Appendix H Faculty Expertise

Table 9				
Current TCC Faculty Qualified to teach in the Community Health Program				
Faculty	Credentials	Department	Status	Courses qualified to teach
Adams, Melissa	M.L.I.S	Library	FT	Library Science
Agpoa Ryder, Bridgette	M.A	Human Services	FT	Community Health Professional Core Courses and Community Health Professional Specialty Courses
Albright, Gavan	M.S.	Biology	FT	Epidemiology
Arzola, Megan	M.N	Nursing	FT	Community Health Professional Core Courses
Bruskas, Delilah	Ph.D, M.N.	Nursing	FT	Community Health Professional Core Courses
Carroll, James	M.A.	Human Services	FT	Community Health Professional Core Courses and Community Health Professional Specialty Courses
Carter, Gregory	M.Ed, RRT	Respiratory Therapy	FT	Community Health Professional Core courses and CHRC Advanced Respiratory Courses
Cmiel, Sherry	M.S.L.S.	Library	FT	Library Science
Comeau, Bernard	Ph.D	Philosophy	FT	Biomedical Ethics
Cordero, Carrie	MHA	Health Information	Adjunct	CHP 300, 315, 335
Costa, Pamela	Ph.D	Psychology	FT	Research and Statistics
Cowden, Craig	Ph.D	Psychology	FT	Research and Statistics
Cunningham, Anna	Ph.D	Biology	FT	Epidemiology
Cushman, Heather	Ph.D	Biology	FT	Epidemiology
Dalby, Rebekah	M.L.I.S.	Library	FT	Library Science
Dunn, Dee	M.A. Psychology	Human Services	Adjunct	Community Health Professional Core Courses and Community Health Professional Specialty Courses
Eastabrooks, Jonathan	MBA,	Health Information	FT	CHP 300, 315, 335
Edwards, Jillian	ARNP	Nursing	FT	Community Health Professional Core Courses
Freyre, Marie	MD	Health Information	Adjunct	CHP 300, 320
Gillanders, Heather	M.FA.	Library	FT	Library Science
Gore, Charlene	M.Ed,	Health Information	FT	CHP 300, 315, 335
Green, Pattie	Ph.D	Biology	FT	Epidemiology
Guilford, Ella	M.A.	Nursing	FT	Community Health Professional Core Courses
Harrington, Kim	M.S.	Biology	FT	Epidemiology
Harrison, Kristen	M.S.	Biology	FT	Epidemiology
Henderson, Shaun	Ph.D.	Biology	FT	Epidemiology

Hinkson, Elizabeth	M.N.	Nursing	FT	Community Health Professional Core Courses
Hoffert, Joseph	RN, BC, MS	Health Information	Adjunct	Community Health Professional Core Courses
Iverson, Joanne	M.N.	Nursing	FT	Community Health Professional Core Courses
Lee, Kimberly	M.Ed,	Health Information	FT	CHP 300, 315, 335
Lopes, Ruth	M.N.	Nursing	FT	Community Health Professional Core Courses
McConico, Shalahna	M.N.	Nursing	FT	Community Health Professional Core Courses
Miller, John	M.N.	Nursing	FT	Community Health Professional Core Courses
Mixdorf, Michael	M.Ed.	Radiologic Sciences	FT	Community Health Professional Core Courses
Peterson, Barbara	Psy.D.	Human Services	FT	Community Health Professional Core Courses and Community Health Professional Specialty Courses
Pimpleton, Kenneth	M.S.W	Human Services	FT	Community Health Professional Core Courses and Community Paramedicine Specialty
Schrepfer, Steffi	Ph.D.	Psychology	FT	Research and Statistics
Snoek-Brown, Jennifer	M.L.S.	Library	FT	Library Science
Stoddard, Melissa	MPH, NRP	Emergency Medical & Health Services	FT	Community Health Professional Core Courses and Community Paramedicine Specialty
Tagulianoa, Mary Anne	MSN	Nursing	FT	Community Health Professional Core Courses


Appendix I Budget

	Year 0 FY17-18	Year 1 FY18-19	Year 2 FY19-20	Year 3 FY20-21	Year 4 FY21-22	Year 5 FY22-23	Total
Revenues:							
Student Type							
CHP BAS		10	15	20	20	20	85
CHPM BAS		5	15	15	18	20	73
CHRC BAS		10	15	15	18	20	78
Total		25	45	50	56	60	236
Headcount		25	70	95	106	116	412
Total Revenue	\$	\$150,705.00	\$421,974.00	\$572,679.00	\$638,989.20	\$699,271.00	\$2,483,618.20
	-						
Expenditures							
BAS Director .5 FTE		\$40,000	\$40,600	\$41,209	\$41,827	\$42,455	\$206,091
Full-time faculty (2.0 fte) CHPM/CHRC			\$120,000	\$121,800	\$123,627	\$125,481	\$490,908
BAS Chair release (.33 x 2)		\$40,000	\$40,600	\$41,209	\$41,827	\$42,455	\$206,091
Full-time faculty/Chair 1.0 FTE CHP		\$60,000	\$60,900	\$61,814	\$62,741	\$63,682	\$309,136
Success Navigator		\$50,000	\$50,750	\$51,511	\$52,284	\$53,068	\$257,613
Benefits (estimate 34%)		\$44,200	\$85,663	\$86,948	\$88,252	\$89,576	\$394,639
Professional Development		\$10,000	\$8,000	\$6,000	\$6,000	\$6,000	\$36,000
Supplies		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
Library Materials		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Equipment		\$5,000	\$67,000	\$5,000	\$5,000	\$5,000	\$92,000
Student Support Services (Tutoring)		\$1,000	\$1,500	\$2,000	\$2,500	\$3,000	\$10,000
Financial Aid		\$2,000	\$2,500	\$3,000	\$4,000	\$5,000	\$16,500
Marketing	\$ 5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
Accreditation	\$1,000	\$ -	\$-	\$ -	\$-	\$-	\$1,000
Stipends/Curriculum Development	\$70,000	\$50,000	\$-	\$ -	\$-	\$-	\$120,000
Indirect Costs		\$7,535	\$23,209	\$33,432	\$37,642	\$42,704	\$144,522
Total Expenditures	\$76,000	\$326,235	\$515,112	\$465,625	\$476,508	\$487,180	\$2,346,659
Revenue less total Costs	\$(76,000)	\$175,530)	\$(93,138)	\$107,054	\$162,482	\$212,091	\$136,959

Appendix J: DACUM Participant List

Name	Organization	Email
Theresa Power-Drutis	New Connections	Director@nctacoma.org
Mitzi Hamp	SeaMar Community Health Center	mitzihamp@seamarchc.org
Dee Dunn	Marriage and Family Therapist Trauma Specialist Partnership Council for Juvenile Justice	deedunn59@yahoo.com
Tricia Pace	SeaMar Location Support	triciapace@seamarchc.org
Rana Amini	Health Advocacy Manager International Community Health Services	ranaa@ichs.com
Cristal Connelly	DOH Marijuana Prevention and Ed Coordinator	cristal.connelly@DOH.WA.GOV
Andrea Lopez-Diaz	Healthy Generations	adread@healthygen.org
Shantel Davis	NW Needle Exchange	shantel@nasen.org
Scott Carlson	Washington State Department of Health Office of Healthy Communities Access, Systems, and Coordination	scott.carlson@DOH.WA.GOV
Pamm Silver	Molina Healthcare	pammsilver@gmail.com
Emily Van Dyke	Seamar	EmilyVanDyke@seamarchc.org
Janet Runbeck	Community Health Worker Collaborative	janetrunkbeck@gmail.com
Valupemaua Anitema	Healthy Generations	lupetalamoni@gmail.com

Appendix K: DACUM

Community Health Professional Occupational Profile	<u>Developing A Curriculum</u> (DACUM) Workshop: Aug. 25, 2016 Bachelor of Applied Science in Community Health	Community Health Professionals....(language from TCC)	
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DUTIES↓	←TASKS→						
CASE MANAGEMENT / CARE COORDINATION	A	Enroll clients into programs A1	Conduct intake to assess client needs A2	Develop a client care plan A3	Provide resources to client A4	Promote family and community engagement A5	Prepare and record case documentation A6
PROMOTE HEALTHY COMMUNITIES	B	Understand social determinants of health B1	Coordinate social media (newsletters & ecommunication) B2	Support and promote community voices B3	Promote early interventions B4	Organize health events B5	Conduct community presentations B6
PLANNING AND PROGRAM DEVELOPMENT	C	Develop budgets C1	Perform community mapping C2	Develop project work plans C3	Identify evidence based programs and intervention practices C4	Identify and write grants C5	Identify appropriate outreach C6
SYSTEM ADVOCACY	D	Monitor and disseminate legislative, budgetary and regulatory issues D1	Empower client self-advocacy D2	Advocate on behalf of system reform D3	Promote civic engagement D4	Testify at city and county counsel meetings D5	
COMMUNITY PARTNERSHIPS	E	Coordinate social media (newsletters & ecommunication) E1	Develop and maintain strategic relationships E2	Collaborate with outside agencies E3	Participate in community projects and meetings E4	Participate/lead taskforces and committees E5	
ADMINISTRATIVE DUTIES	F	Develop weekly work plans F1	Establish annual professional performance targets F2	Conduct performance evaluations F3	Participate/manage day to day integrated multidisciplinary teams F4	Participate in required meetings F5	Coordinate recognition events F6
PROFESSIONAL DEVELOPMENT	G	Maintain CPR certification G1	Mentor and develop peers and supervisors G2	Attend/present at trainings and conferences G3	Coach others in self-care management G4		
PARTICIPANTS							
Andrea Lopez-Diaz Cristal Connelly, Dept. of Health Dee Dunn, Council for Juvenile Justice		Emily Van Dyke, Seamar Janet Runbeck, UW Tacoma Mitzi Hamp, Seamar		Pamm Silver, Molina Healthcare Rana Amini, Community Health Services Scott Carlson		Shantel Davis, NW Needle Exchange Theresa Pozer-Drutis, New Connections Tricia Pace, SeaMar Valupemaua Anitama	

DUTIES↓	←TASKS→					GENERAL KNOWLEDGE
CASE MANAGEMENT / CARE COORDINATION	A	Lead support groups A7	Monitor client progress A8			Leadership development (Levels and types of e.g. distributed leadership) Community based participatory research methods Behavioral change, biopsychosocial, lifespan models Racial ethnic disproportionality (understanding barriers) "isms" Institutional, structural, individual, race, class, gender...etc Policy and procedures (Agency, importance of) HIPPA and PREA Confidentiality requirements of multiple agencies Community awareness/resources/organizing and coalition building Faith based schools/diversity of community services Professional practice (internships) Social determinants of health Understanding of complex systems CHW taskforce recommendations Trauma informed care Environmental scanning Management – types Sustainability
PROMOTE HEALTHY COMMUNITIES	B	Enhance community awareness and resources B7	Participate in outreach B8	Provide health education B9	Increase public health awareness of trending issues B10	
PLANNING AND PROGRAM DEVELOPMENT	C	Coordinate program evaluation C7		SKILLS AND ABILITIES Ability to provide constructive feedback Ability to address language barriers Communication skills-written (charting), interpersonal, public speaking Motivational interviewing Team building / Facilitation skills Organization / time management skills Capacity building skills		
SYSTEM ADVOCACY	D					
COMMUNITY PARTNERSHIPS	E					
ADMINISTRATIVE DUTIES	F	Record data and submit reports F7	Assist with client file audits F8	Cultural literacy Advocacy skills Health coaching Crisis intervention/De-escalation Observation skills Street smarts Program evaluation MS Office Suite/Database management		
PROFESSIONAL DEVELOPMENT	G					

ORGANIZERS	BEHAVIORS (TRAITS & CHARACTERISTICS)			FUTURE TRENDS	
Facilitator: Erik Tingelstad DACUM Specialist Recorders: April Davis & TCC Staff Coordinators: Char Gore & Barbara Peterson TCC Faculty	Collaborative / team player Independent worker Cultural humility Open mindedness Ethical Coach/mentor Relationship builder	Self-care Lifelong learner Confidentiality/ Trustworthiness Persistence Seeks constructive feedback Professionalism Adaptability (technology)	Compassionate Self-reflective Critical thinker Active listener Consistency Problem solver Supportive	Population Health/PSE Strategies Healthier Washington Initiative Re-entry from incarceration Obesity in children/diabetes ACES Trauma informed services	Holistic patient care/ Telemedicine Community based para medicine Social determinants of health Urban Restops Homeless encampments

ACRONYMS

CHW - Community Health Worker

CHP - Community Health Professional

DOH - Department of Health

DOC - Dept of Corrections

DSHS - Dept of Social & Health Services

CPO - Community Placement Organizations? (i.e. Good will)

HCA - Health Care Authority

DPS - Child Protective Services

WIC - Women, Infants & Children

CBPR - Community Based Participatory Research

ACES - Adverse childhood experiences

PREA - Prison Rape Education Act

HIPAA - Health Insurance Portability and Accountability Act

PSE - Policy System Environment

ACA - Affordable Care Act

ACH – Accountable Communities for Health?

FQHC – Federally Qualified Health Center?

MCO - Managed Care Organization

Appendix L: Acronym Chart

AA – Associate of Arts and Science

AAS – Associate of Applied Science

AAS-T – Associate of Applied Science - Transfer

ACCS – Adult Critical Care Specialist

ARNP – Advanced Registered Nurse Practitioner

AS – Associate of Science

BAS – Bachelor of Applied Science

CAP - Curriculum Alignment Project

CH – Community Health

CHP – Community Health Professional

CHPM – Community Health: Community Paramedicine

CHRC – Community Health: Advanced Respiratory Care

CLO – Course Learning Outcomes

COK – Core of Knowledge

COM – Communication

CRT – Critical Thinking & Problem Solving

CTTS – Certified Tobacco Treatment Specialist

CU – Computer User

DLO – Degree Learning Outcomes

GPA – Grade Point Average

IIT – Information & Information Technology

LS – Library Science

LWC – Living & Working Cooperative/Valuing Differences

M.A. – Master of Arts

MBA – Master of Business Administration

M.Ed. – Master of Education

M.FA – Master of Fine Arts

MHA – Master Health Administration
MICP – Mobile Intensive Care Paramedic
M.L.I.S. – Master of Library and Information Science
M.N. – Master of Nursing
M.S. – Master of Science
M.S.L.S. – Master of Science Library Science
M.S.W. – Master of Social Work
NRP – Nationally Registered Paramedic
NWCCU – Northwest Commission on Colleges and Universities
OLL – Online Learning
PA – Physician’s Assistant
PhD - Doctorate
PLO – Program Learning Outcomes
PM - Paramedic
PSY.D – Doctor of Psychology
NPS – Neonatal Pediatric Specialist
RES – Responsibility & Ethics
RN – Registered Nurse
RRT – Registered Respiratory Therapist
SSN – Student Success Navigator
TCC – Tacoma Community College