



**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
MAY 4 - 5, 2022
PROGRAM PROPOSAL
BACHELOR OF APPLIED SCIENCE
IN SOCIAL WORK
WHATCOM COMMUNITY COLLEGE**

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Cover Page — Program Proposal

Program Information

Institution Name: Whatcom Community College

Degree Name: Bachelor of Applied Science in Social Work

CIP Code: 44.0401

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

Degree: Substance Use Disorder Professional

CIP Code: 51.1501

Year Began: 2017

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

Projected Enrollment (FTE) in Year One, Fall 2023: 18

Projected Enrollment (FTE) by Year Two, Fall 2024: 30

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Whatcom Community College, 237 W, Kellogg Rd. Bellingham, WA 98226

Distance Learning: Hybrid

Contact Information (Academic Department Representative)

Name: Carolyn Watson

Title: Associate Dean for Health Professions


Address: 237 W Kellogg Rd.

Telephone: 360.383.3216

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Chief Academic Officer Signature

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

X 

Chief Academic Officer

1/5/2022

Introduction

To meet the growing demand for bachelor's degree attainment, Whatcom Community College proposes to build upon its current Associate of Applied Science degree in Substance Use Disorder Professional to offer a Bachelor of Applied Science in Social Work. Bachelor's level social and community service positions are in high demand across the state and show a significant supply gap. This Bachelor of Applied Science degree will provide a unique focus not found at nearby Western Washington University or other regional two-year colleges. The proposed degree's focus is on social work, versus the theoretical focus of Western Washington University's Human Services degree.

The program's hybrid curriculum accommodates place-bound students and others in Northwest Washington who have limited options to further their education in the field of social work. The degree fills a workforce need identified through Whatcom County Health Department's COVID-19 Community Impact Assessment, which found labor shortages in mental health and crisis intervention sectors were significant issues before, during, and after the pandemic. Filling the behavioral health labor shortage has been recently prioritized in Whatcom County by the Port of Bellingham's economic development division.

In addition to providing a pathway for career advancement in substance abuse, mental health, and residential treatment facilities, upon programmatic accreditation by the Council on Social Work Education, graduates of the program would be eligible to apply for entrance to Master of Social Work in advanced standing programs. These accelerated programs would allow graduates to pursue careers in clinical behavioral health in an accelerated, affordable, and accessible pathway.

Criteria 1

Curriculum demonstrates baccalaureate level rigor.

Program learning outcomes

This degree will provide a pathway for career advancement in substance abuse, mental health, and residential treatment facilities. Further, upon programmatic accreditation by the Council on Social Work Education, graduates of the program would be eligible to apply for entrance to Master of Social Work in advanced standing programs. These accelerated programs would allow graduates to pursue careers in clinical behavioral health in an accelerated, affordable, and accessible pathway.

Graduates from Whatcom Community College's proposed Bachelor of Applied Science in Social Work degree will be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice through practice.
4. Use research to inform practice, and practice experience to inform research.
5. Demonstrate social work policy practice.
6. Engage with individuals, families, groups, organizations, and communities
7. Assess capacities, strengths, and needs of individuals, families, groups, organizations, and communities.

8. Apply interventions with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Apply theories of human behavior within a social environment to inform practice.

Program evaluation criteria and process

At the foundation of Whatcom Community College's new proposed Bachelor of Applied Science in Social Work degree lies a strong program evaluation focus led by its office of assessment and institutional research. In 2011, the College developed a program/discipline improvement process (PIP/DIP), and subsequent refinements have created a meaningful, cyclical, and reflective process to support and continuously improve academic programs. The program will initially undergo an annual review process for the first three years of program implementation before moving to a modified program/discipline improvement process review cycle for the program (with measures then evaluated at a frequency indicated below). Faculty, student support, and administrative staff for the new proposed Bachelor of Applied Science in Social Work program will also meet once per month to review barriers to student progression and enrollment. The program advisory committee will meet three times per year and be available for consultation in between meetings if emergent issues arise.

At Whatcom Community College, the program / discipline improvement process includes that all programs and disciplines are formally reviewed on a five-year cycle and are provided with data – on enrollments and staffing, student demographics, course completion rates, and retention and graduation rates – upon which the program leader is asked to reflect in written and verbal format. Annually, all programs and disciplines are provided with five years of data for their own internal review. The information gathered and reported in this process informs program / discipline plans for improvement in curricular, instructional, student achievement, and budgetary areas. The program/discipline improvement process provides a systematic structure for using data to regularly evaluate the effectiveness of academic programs and to set goals. The process ensures Whatcom Community College will continue to offer high-quality and relevant programs, degrees, and certificates serving its students and the community. The consistency of information gathered, summarized, and reviewed by program and instructional leaders (e.g., dean for workforce education and vice president for instruction) provides a basis for year-to-year individual program comparison as well as comparison across programs. Program data is also shared as appropriate with program advisory committees to inform conversations about program and curriculum improvements or needed changes.

Whatcom Community College uses three types of data – direct indicators, indirect indicators, and institutional data – to assess program effectiveness and student learning at the college, program, and course levels. Direct indicators require students to demonstrate their learning through, for example, essays, capstone projects, demonstrations, and presentations. Indirect indicators ask students to reflect on their learning through surveys, focus groups, and interviews. Institutional data and accreditation evaluation do not directly indicate student learning; rather, they reflect the overall condition and effectiveness of the College and may include course completion, retention, and graduation rates and enrollment trends.

The following three products of Bachelor of Applied Science in Social Work program evaluation will be maintained and applied to improve student success:

1. Direct indicators of student learning (outcomes assessment)

- a. Core learning abilities (CLAs¹, aligned with program improvement process (PIP) cycle)
- b. Program outcomes (annually)
- c. Course outcomes (annually)

2. Indirect indicators of student learning

- a. Graduation surveys (biennially)
- b. Alumni surveys (biennially)
- c. Other student surveys that capture students' perceptions of their learning and educational experiences (e.g., Community College Survey of Student Engagement (CCSSE), quarterly in-program student surveys, student opinion surveys, etc.)
- d. Interviews or focus groups of students (biennially)
- e. Employer surveys (biennially)
- f. Interviews or focus groups of employers (triennially)
- g. Advisory committee / internship host feedback (annually)
- h. Student course feedback surveys (biennially)

3. Institutional data

- a. Enrollment data (annually)
- b. Course completion data (annually)
- c. Retention data (annually)
- d. Graduation data (annually)

Institutional data will be disaggregated – by demographic and related variables such as part-time / full-time enrollment status, veteran status, age, ethnicity, and gender – to determine the program's student audience and whether there are potential gaps in the student population mix. This data will indicate who is enrolling in, progressing through, and successfully completing the program. It will also inform curriculum and/or textbook adjustments and additional elements such as marketing, scheduling, advising, the Americans with Disabilities Act components, and the balance of modalities by which courses are offered to meet student needs and demand.

Systems to gather Bachelor of Applied Science in Social Work program evaluation measures are already in place: processes are institutionalized to assess learning outcomes at the course, program, and college (CLA) levels; most of the surveys are implemented on a regular cycle; and all institutional data is already being generated (displayed in interactive dashboards accessible on Whatcom Community College's public website).

In addition, employers of graduates are regularly surveyed, and the behavioral health program advisory committee provides continual input and review of the social work program and curriculum.

¹ Core learning abilities (CLAs) are overarching skills that are emphasized throughout many courses in all programs at WCC; they define the skills WCC expects its students to develop by the time they graduate (with a certificate or degree).

This committee membership composition is being reviewed and refreshed to ensure that there is appropriate expertise for the new degree level and focus, and the committee will be consulted regularly to provide feedback, make recommendations on, and support the proposed Bachelor of Applied Science in Social Work program at Whatcom Community College. A curriculum mapping effort has already been completed to ensure coursework addresses Core learning abilities and program outcomes. Lastly, the proposed Bachelor of Applied Science in Social Work program has undergone external review by two expert program faculty leaders in the field. Please see external evaluation Criteria 8 for further information.

Course preparation of students transferring with technical associate degrees

The proposed degree would build on Whatcom Community College's existing Substance Use Disorder Professional program. Whatcom Community College will work to develop articulation agreements with other community and technical colleges statewide who offer related human services and substance use disorder professional programs. The degree will also be available to other two-year degree completers with appropriate course preparation who wish to pursue a social work educational pathway, such as students completing degrees with coursework in human services, psychology, sociology, or other related fields.

Students will be eligible to apply to the Bachelor of Applied Science in Social Work program according to the selection and admission process described in Criteria 3 (including the criteria detailed in Tables 6 and 7 in that section). Example foundational curriculum-equivalent requirements from an associate degree are shown in Table 1. Students who are entering or enrolled in Whatcom Community College's Substance Use Disorder Professional AAS degree will be provided guidance from their advisor of strategies for completion of 5 credits of Social Science classes, which are not requirements for the AAS, and are part of the Bachelor of Applied Science in Social Work.

Table 1. Example foundational coursework from associate degree for Bachelor of Applied Science in Social Work (based on Whatcom Community College's Substance Use Disorder Professional Associate of Applied Science degree)

Course	Credits
ENGL& 101 English Composition	5
MATH& 146 Introduction to Statistics	5
PSYC& 100 General Psychology	5
PSYC& 200 Lifespan Psychology	5
PSYC& 220 Abnormal Psychology	5
Any college Humanities class	5
Any college Social Science class	5
Total required	35

General education components

The general education components of the Bachelor of Applied Science in Social Work degree are shown in Table 2.

Table 2: General education requirements for the Bachelor of Applied Science in Social Work degree

Subject	Credits	Course	Typical Level of Completion
Communication Skills	10	CMST& 101 Introduction to Communication OR CMST& 210 Interpersonal Communication OR CMST &220 Public Speaking OR CMST &230 Small Group Communication	Associate
		ENGL& 101 English Composition	Associate
Quantitative/Symbolic Reasoning Skills	5	MATH& 146 Introduction to Statistics	Associate
Humanities	10	CMST 225 Intercultural Communication	Associate or BAS
		Any Humanities Course	Associate or BAS
Social Sciences	15	PSYC& 100 General Psychology	Associate
		PSYC&200 Lifespan Psychology	Associate
		PSYC&220 Abnormal Psychology	Associate
Natural Sciences	10	BIOL& 160 General Biology w/lab OR BIOL& 175 Human Biology w/lab	Associate or BAS
		5 credits in physical, biological, or earth sciences	Associate or BAS
Specialty Requirements, as needed to reach 180 total degree credits	Varies by student	<i>Communication Studies</i> CMST245 Introduction to Organizational Communication CMST&101 Introduction to Communication CMST&210 Interpersonal Communication CMST&220 Public Speaking	Associate or BAS

	<p>ASL&121 American Sign Language I ENGL282 World Literature ENGL&230 Technical Writing ENGL&267 Native American Literature HUM200 The Western Cultural Tradition HUM260 American Cultural Studies HUM270 Studies in Global Culture IDS152 Religion, Society, & Self-Concept IDS161 Literature, Science, & Gender IDS180 Visual Media & Culture PHIL132 Environmental Ethics PHIL140 Introduction to World Religions PHIL&117 Traditional Logic CHN, FRCH, GERM, OR SPAN Any world language</p> <p><i>Social Sciences</i></p> <p>ANTH&206 Cultural Anthropology ANTH&210 Native Peoples of North America ANTH&216 NW Coastal Indians ANTH&225 Psychological Anthropology ANTH&235 Cross-Cultural Medicine ANTH&250 Applied Anthropology CMST205 Gender Communication HIST&148 American History III IDS152 Religion, Society, & Self-Concept IDS161 Literature, Science, & Gender IDS180 Visual Media & Culture IDS 210 Science/economics/politics-sustainable resources POLS&202 American Government PSYC&180 Human Sexuality PSYC&211 Social Psychology PSYC&270 Psychology of Death & Dying SOC120 Marriage & Family SOC220 Contemporary Social Issues SOC250 Multicultural Issues SOC&101 Introduction to Sociology SOC&201 Social Problems</p>	
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These general education components meet Washington State Board for Community and Technical College's minimum requirements as follows: communication skills (10 credits), quantitative/symbolic

reasoning (5 credits), humanities (10 credits), social sciences (10 credits), natural sciences (10 credits), plus additional program-specific specialty requirement credits. In total, 60 general education credits are required, with additional credits from the specialty requirement category to bring the total number of program credits to 180. Students will likely earn approximately 35 of these general education credits as part of their behavioral health-related associate degree, and the remainder as part of the Bachelor of Applied Science in Social Work program. Credits earned at other institutions with different course numbering systems that are equivalent in content will be accepted pending Whatcom Community College's registrar's evaluation and approval.

Upper-Level & Core Requirements

The Bachelor of Applied Science in Social Work degree includes 17 core classes, with 66 upper division credits. Courses at the 300- and 400- level contain appropriate content and outcomes, with higher level expectations of student performance outcomes than in the 100- and 200-level courses. In total, the degree will include at minimum 180 credits, including several elective credits. See Appendix A for course descriptions.

Table 3: Bachelor of Applied Science in Social Work core requirements

Course	Credits
SW 217 Intro to Social Work	5
SW 300 Generalist Practice in Social Work	5
SW 301 Social Work Practice I: Individuals & Families	5
SW 302 Social Work Practice II: Groups	5
SW 303 Social Work Practice III: Macro Level	5
SW 304 Social Work Policy and Advocacy	5
SW 309 Professional Behavior & Ethics	5
SW 400 Social Justice in Social Work	5
SW 401 Engaging Diverse and Marginalized Populations	5
SW 405 Research & Evaluation in Social Work Practice	5
SW 406 Engagement & Assessment of Clients in Context	5
SW 491 Social Work Practicum: Field Experience 1	5
SW 493 Social Work Practicum: Field Experience 2	4
SW 495 Social Work Practicum: Field Experience 3	4
SW 492 Social Work Practicum: Seminar 1	1
SW 494 Social Work Practicum: Seminar 2	1
SW 496 Social Work Practicum: Seminar 3	1
Total Required	71

A sample schedule illustrating suggested Bachelor of Applied Science in Social Work course sequencing is shown in Table 4. The program spans six quarters over two years, with the option to complete general electives during summer quarter.

Table 4. Bachelor of Applied Science in Social Work course sequencing

Year 1					
Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
SW 217	5	SW 300	5	SW 303	5
SW 301	5	SW 302	5	SW 304	5
CMST 225	5	BIOL& 160 or BIOL& 175	5	SW 309	5
Total Credits	15	Total Credits	15	Total Credits	15
Year 2					
Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
SW 491	5	SW 493	4	SW 401	5
SW 492	1	SW 494	1	SW 495	4
SW 406	5	SW 405	5	SW 496	1
Humanities	5	SW 400	5	Science	5
Total Credits	16	Total Credits	15	Total Credits	15

Criteria 2

Qualified faculty

The health professions department has received approval from college leadership to hire a full-time tenured faculty for the behavioral health program, which would include instructional assignments as well as program administration in both the existing substance use disorder professional program as well as the proposed Bachelor of Applied Science in Social Work. This position is currently posted with an expectation of fulfillment by the Fall of 2022.

The behavioral health program currently has two adjunct faculty who have earned master's in social work degrees and are qualified to teach core requirements in the proposed degree program.

Faculty will be supervised by Carolyn Watson, the associate dean for health professions, who has a master's degree in education with a learning and technology concentration, as well as a master's degree in science with a concentration on human movement and performance. She will perform formal faculty evaluations, review faculty professional plans, review course evaluations by students, review self-evaluations by faculty and staff, conduct classroom observations, and ensure that the Bachelor of Applied Science in Social Work faculty stay current in the field. She will also ensure that faculty meet at least minimum qualifications and standards, facilitate student learning at an

appropriate level of rigor, and are active participants in the curriculum development and revision process. The department chair for health professions will additionally provide faculty mentorship and peer classroom observations. General education courses will be taught by existing faculty where appropriate (e.g., for already existing and ongoing courses). The entirely new upper division social work courses in the core requirements will be overseen by the full-time faculty approved for hire.

Table 5. Bachelor of Applied Science in Social Work faculty

Faculty Name	Preferred Credentials	Status	Qualified to Teach:
Tory Sandoz	Master of Social Work	Behavioral health adjunct faculty	Lower and upper division
Lex Rivers	Master of Social Work	Behavioral health adjunct faculty	Lower and upper division
Michelle Heitmann	Master of Social Work	Behavioral health adjunct faculty	Lower and upper division
Melanie Zabel	Master of Psychology	Psychology full-time faculty	Lower and upper division
Adjunct faculty	Bachelor’s degree and relevant certifications; master’s degree and relevant industry experience preferred	Adjunct faculty (to be hired in Years 1-2)	Lower and upper division
New Full-time Faculty	Master or Doctor of Social Work	Full-time faculty (to be hired in Year 1)	Lower and upper division

Based on projected initial and increasing enrollment and staffing needs as the Bachelor of Applied Science in Social Work program begins to gain momentum, Whatcom Community College plans to hire a full-time faculty member before year 1, well ahead of the proposed start date of the social work program in Fall 2023. Another full-time faculty member will be sought in year 3 (Fall 2025). Additional adjunct faculty will be hired in years 1 and 2 to assist with growing enrollments. In order to help realize its goal of creating a workforce that increasingly reflects the student population it serves; Whatcom Community College is committed to hiring faculty and staff of color through new strategies to improve hiring practices. Whatcom Community College recently implemented implicit bias awareness training for every search committee and has also trained search advocates to prioritize equitable hiring practices as the foundational approach to achieving this goal. This work is central to Whatcom Community College’s new 2017-22 strategic plan and specifically core theme 3, advancing equity.

Whatcom Community College realizes the importance of providing and hiring high quality faculty for the proposed Bachelor of Applied Science in Social Work program. Whatcom Community College has strict hiring procedures to ensure faculty are qualified for their positions, have appropriate preparation and teaching experience, and possess pertinent discipline-related experiences. The College is committed to hiring faculty at the doctoral or juris doctoral level whenever possible in the recruitment process.

Total faculty full-time equivalent allocated to the program

Through a thoughtful and inclusive process of program planning and enrollment projections, it was determined that the total new faculty full-time equivalent allocated to the program will be anticipated as follows: Years 1 through 3: 1.0 full-time faculty; years 4 and 5: 2.0 full-time faculty, bringing the total to 2.0 full-time behavioral health/social work faculty.

Professional and technical certifications

Whatcom Community College will ensure that all faculty and administrators responsible for professional-technical program courses meet certification requirements for professional and technical administrators and instructors per the Washington Administrative Code, Title 131, Chapter 131-16.

Criteria 3

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

Selection and admission process

All students graduating from behavioral health-related associate degree programs and students with other associate degrees and relevant experience will be eligible to apply to pursue the Bachelor of Applied Science in Social Work degree at Whatcom Community College. Students who meet admission criteria will be welcome to join the Bachelor of Applied Science in Social Work program in a manner consistent with the College's open-door policy. Admission requirements have been designed both to provide access for many and to ensure that prospective applicants are prepared for success once they enter the program. Program eligibility requirements include (1) an associate degree (behavioral health preferred), and (2) cumulative minimum 2.3 grade point average in associate degree and minimum 2.3 grade point average in behavioral health-related coursework. With faculty permission, applicants with a 2.0 grade point average may be admitted. This will be determined on a case-by-case basis and will help to address and close access and equity gaps.

The initial selection process will involve the Whatcom Community College's registrar's office reviewing submitted applications for completeness, transferrable credits, and minimum qualifications. All qualified applications will then be forwarded to the selection committee made up of the social work program coordinator, representation from behavioral health faculty, and a student services/advising staff member. The selection committee will approve admission based upon the following:

- If the program capacity exceeds the number of applicants: all applicants with a completed or pending behavioral health-related associate degree who meet grade point average requirements will be admitted to the program. Applicants with a completed or pending associate's or higher-level degree in a non-behavioral health related field who meet grade

2 Weighting of criteria ranking has not yet been finalized.

point average requirements will be reviewed based on the criteria in Table 7², and those who demonstrate adequate relevant experience to succeed in the program, based on the criteria, will also be admitted.

- Should there be more qualified applicants than there are openings in the program: the

College will first consider offering additional course sections, if feasible. If there are more qualified applicants than openings, but not enough applicants to sustain an additional section, Whatcom Community College will admit students based on applicant ranking by the selection committee as described below and in Tables 6 and 7:

- Seventy five percent of open slots will be awarded based on the criteria and ranking of items outlined in Table 6³.
- Twenty five percent of open slots will be awarded based on the criteria outlined in Table 7. Allowing these additional slots ensures that students with significant relevant prior experience are not excluded from admission consideration.

While Whatcom Community College will develop and implement criteria ranking to be used in tie-breaker situations, the intent of the degree program is to serve as many prospective students as possible who meet the criteria. The program has been intentionally designed to welcome students with a range of incoming GPA and work experience. Those who were not accepted to the initial program course sequence will be placed on a ranked wait list for consideration as slots open.

Table 6: Whatcom Community College's Bachelor of Applied Science in Social Work program admission selection criteria for 75% of program open slots

Criteria	Party(ies) responsible
Submit completed application packet by priority date	Registrar – no ranking
Successful application to Whatcom Community College	Registrar – no ranking
Completed associate degree (minimum) in behavioral health-related field (If no degree has yet been earned, the applicant must indicate the anticipated completion date of earning the degree, and how many additional credits are needed)	Registrar and then to Selection Committee – ranking applies
Résumé showing appropriate industry experience	Selection Committee – ranking applies

³ In the event that less than 75% of qualified applicants have a social work-related degree, all qualified applicants with a social work-related degree will be admitted via the process in Table 6, and the remainder of spots will be determined using the process in Table 7.

Table 7: Whatcom Community College's Bachelor of Applied Science in Social Work admission selection criteria for 25% of program open slots

Criteria	Party(ies) responsible
Submit completed application packet by priority date	Registrar – no ranking
Successful application to Whatcom Community College	Registrar – no ranking
Completed associate degree (If no degree has yet been earned, the applicant must indicate the anticipated completion date of earning the degree, and how many additional credits are needed)	Registrar and then to Selection Committee – ranking applies
Number of that apply to program based on transcripts, prior learning assessment, and other factors	Registrar and then to Selection Committee – ranking applies
Résumé showing appropriate industry experience	Selection Committee – ranking applies

Capacity for face-to-face, hybrid, and online courses will not exceed 24 students. The program will assess the admissions process each year and determine if changes need to be made based on student progress and retention, diversity of applicant pool and admitted students, and other factors as they emerge.

Efforts that will be used to assure that the program serves as diverse a population as possible

The Bachelor of Applied Science in Social Work program will work, through efforts and policies described below, to ensure it serves as diverse a population as possible.

In accordance with the College's affirmation of inclusion:

“Whatcom Community College is committed to maintaining an environment in which every member of the College community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicities, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, faculty, students and staff will:

Treat one another with respect and dignity.

- Promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate.
- Influence curriculum, teaching strategies, student services and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.”

The Career and Academic Advisor-Health Professions assigned to the behavioral health program will play a proactive and critical role in recruiting and retaining students from diverse populations and supporting them through program completion. In collaboration with the College's established outreach

team, this position will visit rural high schools, tribes, and interested employers to conduct outreach, table at college fairs, and work collaboratively with Whatcom Community College's K-12 outreach staff and Hispanic/Latino admissions outreach coordinator to reach diverse audiences. The career and academic advisor will conduct targeted outreach to students in classes at local high schools (Nooksack Valley, Lynden, Lynden Christian, Ferndale, Blaine, and Squalicum) to promote the Bachelor of Applied Science in Social Work pathway. These schools feature higher proportions of rural, low-income, first-generation, and students of color. The career and academic advisor will also promote the Bachelor of Applied Science in Social Work pathway through Whatcom Community College's TRIO Upward Bound program that helps rural, low-income, first-generation high school students prepare for success in college.

Diverse Bachelor of Applied Science in Social Work students will benefit from several college programs, including Achieve-Imagine-Motivate (AIM), the intercultural center, and program elements designed to engage diverse Bachelor of Applied Science in Social Work students specifically.

To ensure equitable access to and participation in the Bachelor of Applied Science in Social Work program, Whatcom Community College will use multiple formats, mechanisms, and venues to accommodate differing learning styles and issues of information accessibility. For example, Bachelor of Applied Science in Social Work application materials and program announcements will be available in print format that is compliant with the American Disabilities Act in both instances (bulletin boards, brochures, publications, etc.) and in electronic format (e-mail, social media, website, list serves, etc.). Marketing will target diverse student populations in area high schools, colleges and working adults, will include closed-caption video promotions on Whatcom Community College's web site, and Whatcom Community College will reach out to behavioral health associate degree program graduates and to relevant area employers who may have interested incumbent employees or employee training needs. The behavioral health program coordinator, the health professions department chair, the associate dean for health professions, the dean for workforce education, the workforce education coordinator, advising, K-12 outreach, worker retraining, veterans' services staff, and the behavioral health program advisory committee will work proactively to support and achieve these aims.

In addition, the associate dean for health professions and the dean for workforce education will be responsible for reaching out to colleges across the state to develop articulation agreements with interested programs for efficient transfer to Whatcom Community College's Bachelor of Applied Science in Social Work. The career and academic advisor will ensure the transfer information is readily available to behavioral health-related associate degree program students and will work to identify any needed mediation issues or support for students who are not sufficiently prepared to enter the Bachelor of Applied Science in Social Work program.

Once students are enrolled, the College will provide assistance and reasonable accommodations to students through Language Acquisition (ELA) courses, tutoring, and other services, utilizing established resources such as the office of access and disability services, intercultural center, and veterans' services office.

Whatcom Community College implemented Starfish online degree planning and early alert strategies several years ago to improve student retention and bolster student success through planning and targeted support. As part of this platform, the early alert support program provides early intervention

and/or a support staff member to help provide strategies for students who are struggling in or have stopped attending courses.

The early alert program will likewise be available to Bachelor of Applied Science in Social Work students. All students receiving an alert are sent a list of support resources and are encouraged to talk with their instructor. In hiring faculty and staff for Bachelor of Applied Science in Social Work positions the college will, in accordance with its policy statement on affirmative action / fair employment practices, “avoid any discrimination in its recruitment, hiring, training, retention and promotion and all other personnel actions of qualified persons because of their race, religion, color, national origin, gender, marital status, age (except where gender or age is a bona fide occupational qualification), handicap due to sensory, mental, or physical reasons or veteran status, which includes Vietnam era and/or disabled veterans.”

Criteria 4

Appropriate student services plan

Services that will be needed by the students admitted to the degree program, and the college plan for providing those services

As declared in the College’s 2017-22 strategic plan, students are the top priority at Whatcom Community College. Whatcom Community College provides a nationally recognized learning environment for students seeking to improve their lives through education. Whatcom Community College proudly embraces and supports its diverse campus community. The College promises to transform lives through education while supporting student growth, respecting student investment, embracing diversity, promoting excellence, and creating opportunities. Whatcom Community College has developed outstanding services and academic resources for student support that are available to every student, including access and disability services, admissions, advising and registration, computer access and tech help, funding and support programs, graduation information, personal counseling, eLearning training and support, online registration, education planning, financial aid, Achieve, Aim, Motivate program (AIM), student coaching, the LGBTQ student success initiative, tutoring / learning center, veterans services, and a cybersecurity center.

The campus community is well attuned to the required services changes involved in becoming a baccalaureate granting institution with two active programs, the Bachelor of Applied Science in Information Technology: Networking-Cybersecurity and the Bachelor of Applied Science in Applied Business Management. Bachelor of Applied Science in Social Work students will enjoy additional campus resources including athletic facilities, tutoring services, dining services, the intercultural center, experiential learning, computing resources, library services, the career and transfer center, the writing center, the testing center, the math center, and the learning center. Whatcom Community College student life offers opportunities for engagement in student leadership, student activities and clubs, and athletics.

This array of services complements the instructional programs to assist students in achieving their academic and career goals. Further, classrooms are well maintained and equipped with teaching stations that support presentations, video, and internet access. The construction of Whatcom’s new learning commons building was completed in 2020, housing the college’s library, academic support services, tutoring, instructional technology stations, a makerspace, and study areas, as well as the

learning, math, and writing centers in a student-centered space. Select student services which directly serve Bachelor of Applied Science in Social Work students are described in greater detail below. As part of the college's ongoing efforts in program improvement, Bachelor of Applied Science in Social Work students, faculty, and staff will be surveyed regularly to determine emerging student service and support needs to be addressed in the future.

Career and academic advising

Whatcom Community College's career and transfer center advisors help students develop career and academic plans using different advising and assessment tools and resources for effective strengths assessment and timely degree completion planning for graduation based on career goals. These efforts identify a behavioral health pathway so it will be evident to students which courses they should take to explore or pursue the new Bachelor of Applied Science in Social Work degree.

Implementation of Guided Pathways will help students complete required coursework in their very first quarters to position them for pathways into Bachelor of Applied Science in Social Work and other options of their choosing. In this way, students are more likely to persist in earning a degree without taking unneeded courses or credits, thus addressing equity gaps in student outcomes.

In addition, the career and transfer center will now include information about higher level behavioral health-related jobs as well as information about graduate programs for Bachelor of Applied Science in Social Work graduates. Representatives from the career and transfer center will attend transfer fairs at Whatcom Community College and other colleges to inform students about Whatcom Community College's new Bachelor of Applied Science in Social Work program. The center also supports students in developing résumé and interview skills and coordinates an annual job fair to support interaction of students and employers with mutual interests. This year, the job fair will be organized by career focus (e.g., health, general business, technology, sciences) to further support evolving guided pathways implementation.

Intercultural center

The intercultural center supports educational equity and academic achievement for diverse student populations by providing access to resources and a safe place to connect through a culture of inclusion and respect. The intercultural center considers community building to be an invaluable component of academic support as well as an important way to work toward social justice. The center encourages students to drop by if they have any questions, need personal or academic support, want to talk, or even simply want a safe and welcoming place to hang out or eat lunch. The center offers drop-in tutoring hours in conjunction with the learning center (currently offering German, French, and math tutoring), laptops to check out for use in the center, workshops, and a social justice library and videos for use in the intercultural center.

The intercultural center supports several student groups on campus, including the Black Student Association. Student groups are a proven way to develop leadership skills, build a resume, and get connected on campus whether a student is brand new or returning.

Associated students of Whatcom Community College clubs

As part of its vision to achieve a dynamic campus environment in which all students are represented

and have an opportunity to participate, the associated students of Whatcom Community College hosts nearly 30 student clubs to enhance the student experience inside and outside the classroom. These clubs provide leadership opportunities, friendship, and fun. Clubs represent a variety of interests and affinity groups, including business, pride (LGBTQ+), Vietnamese student association, sustainability and much more.

English for non-native English speakers

Whatcom Community College offers English Language Learners classes for students who want to improve skills in listening, speaking, reading, and writing English while also learning about American culture and the local community.

Veterans' services

Whatcom Community College welcomes veterans and recognizes and appreciates their service. Services to veterans are designed to provide the tools and resources necessary for a successful educational experience at Whatcom Community College. As part of these efforts, the veteran's safe zone program, developed by Whatcom Community College students and staff, was enthusiastically implemented on campus in 2008. This is an ongoing commitment of support to Whatcom Community College's veterans and current military.

Access and disability services

The office of access and disability services values the diversity students with disabilities bring to Whatcom Community College's campus community. Through intentional programs, services, and reasonable accommodations, the office strives to ensure students with disabilities have equal access to Whatcom Community College and encourages the development of independence and self-advocacy skills while supporting the learning experience.

Whatcom library

The College's library is dedicated to fulfilling the information needs of students, faculty, and staff. The library provides space, instruction, resources, access, and the guidance to use library resources effectively. Guided by the College's mission, the library focuses on developing the information literacy competencies of students. In 2017 when the College's first bachelor of applied science degree launched, the library began offering baccalaureate-level resources, including a research database and numerous, more advanced books. The behavioral health and library faculty have verified that the library currently has resources to support student needs in the new Bachelor of Applied Science in Social Work. In addition, research librarians are available for student support for coursework and research.

With two bachelor of applied science programs already offered, the library has developed the resources needed to support upper-division research. Library staff train faculty on how to incorporate research skills and information literacy into curriculum. They also offer resources for students completing research-based projects. As the curriculum for the new Bachelor of Applied Science in Social Work program is built, content developers will be deliberate in scaffolding library

and information resources into assignments and assessments. The models for this exist at Whatcom Community College in a variety of disciplines including, but not limited to, anthropology, English, and STEM programs. Through the biennial all-faculty survey, the Whatcom Community College library collects data to help shape decisions to better support programs and faculty. In addition, the library will collaborate with Whatcom Community College's office of assessment and institutional research to add questions to end-of-quarter student surveys for Bachelor of Applied Science in Social Work students to better identify successes and gaps. Lastly, systems are in place for the library to regularly evaluate its resources and services. These include institutional surveys, reviews by library staff to identify commonly requested interlibrary loan resources, and tracking requests made by campus stakeholders.

Classrooms and computer labs

The Health Professions Education Center, where many behavioral health classes are taught, was constructed in 2013 and provides over 20,000 square feet of lab and classroom space for health profession students. The building also houses the nursing, physical therapy assistant, medical assistant, and massage therapist programs.

Cybersecurity center

Whatcom Community College has developed a cybersecurity center to provide access to information security and information assurance resources. Whatcom Community College was initially designated a Center of Academic Excellence in Information Assurance Education in 2011, and in 2014 was awarded a new designation through 2021. Whatcom Community College earned this honor from the US Department of Homeland Security and the National Security Agency. This designation indicates that Whatcom Community College security curriculum has met standards set by these agencies, and that campus IT and business policies reflect secure measures. It also requires that the College maintains a virtual and physical cybersecurity center presence, providing timely resources and information to all faculty and students who wish to access them, including Bachelor of Applied Science in Social Work program students.

Financial aid services and academic advising for admitted students

Financial aid services

Whatcom Community College provides an effective and accountable financial aid program consistent with its mission, student needs, and resources. The financial aid staff awards federal, state, private, institutional grants, loans, scholarships, and agency support in accordance with state and federal guidelines. Policies and procedures that guide the disbursement of state and federal aid are reviewed annually in accordance with federal and state regulations and are updated as necessary.

The financial aid staff uses a variety of training tools to ensure that the information and procedures are effective, consistent, accurate, and in compliance.

Bachelor of Applied Science in Social Work students will participate in mandatory financial aid advising as part of the program's mandatory advising requirement, described in greater detail below. Students admitted to the Bachelor of Applied Science in Social Work program will be required to meet the same financial aid deadlines as other Whatcom Community College students and will benefit from

Financial aid application forms and procedures, eligibility requirements, and satisfactory academic progress requirements are provided in the College's catalog, quarterly class schedules, advising materials, and on Whatcom Community College's website. A major focus of the financial aid office is timely communication with students. The financial aid portal, available on the college website, provides students with access to their real-time financial aid information. This supports easy access for students to view their budget, tuition costs, verify that forms have been received, and view their financial aid award.

Additional financial support resources, such as scholarships, may be made available for Bachelor of Applied Science in Social Work students through the College's foundation or other scholarship-funding agencies. Whatcom Community College student services staff actively maintain current information on available scholarships. In addition, Bachelor of Applied Science in Social Work students may be eligible to receive worker retraining funds.

Program advising

The new Bachelor of Applied Science in Social Work program will fall under the responsibilities of a dedicated career and academic advisor proposed for hire in 2023 under the college's Guided Pathways program and currently in the job posting phase, with recruitment starting Spring 2022. In addition to the Bachelor of Applied Science in Social Work program, this position will support students in nursing, physical therapy, massage, and substance use disorder professional programs. Including prospective Social Work students, the position is planned for a caseload of 450 health professions students.

This career and academic advisor will support the development and implementation of outreach, onboarding, first-year experience programs, advising and career pathway practices for new and returning students. This will include in-person and online career and advising strategies and high impact practices, provided individually and in group sessions. The career and academic provider will assist students in the program application process, Whatcom Community College admissions, course selection, scheduling, and other logistical elements of completing the new Bachelor of Applied Science in Social Work degree. Advising will be required of all students in the program. Prior to admission, prospective applicants will receive program information. A career and academic advisor will be available in Spring 2023 to help answer interested students' questions about the application process and program requirements, and to help them develop their academic plan.

The health professions career and academic advisor will also serve to contribute to the integration of a strengths-based, culturally responsive approach to serving WCC's diverse student population. They will support the BASSW program through by developing and maintaining productive working relationships within the campus community, facilitating student support and completion throughout students' time at the College, and continually informing in areas such as the student center (Orca Central), the virtual front desk, advising, customer service, college navigation and resources, and student engagement.

Once admitted to the program, students will participate in a program orientation. In addition to

program-specific information, orientation outcomes include knowledge of campus resources, an awareness of academic advising and decision-making processes, an understanding of college expectations, familiarity with the physical layout of the campus, familiarity with opportunities for student involvement in student clubs and activities, and a personal connection with faculty, staff, and

other students. From this point forward, Bachelor of Applied Science in Social Work students will meet regularly with the health professions career and academic advisor, who will assist them with program advising, help monitor their progress (in concert with the program coordinator and/or director), and guide them to other available student services, described above, to aid in their success both during program enrollment and in their employment search upon graduation. All advisors, not just the health professions behavioral health career and academic advisor, will have access to information about program admissions requirements, career options for graduates, and graduate school options.

Criteria 5

Commitment to build and sustain a high-quality program

Financial plan for the first five years of program operation

Detailed below is a financial plan for the first five years of the Bachelor of Applied Science in Social Work at Whatcom Community College. The College commits to sustaining a high-quality applied baccalaureate program and looks forward to further strengthening the behavioral health workforce in the region and in Washington state.

The implementation timeline assumes that Northwest Commission on Colleges and Universities (NWCCU) approval, as well as veterans' services approval and Department of Education financial aid approval, occurs in 2022-23.

The Bachelor of Applied Science in Social Work will be administratively housed within the behavioral health program. The behavioral health program is part of the health professions department and falls under the instruction umbrella of the institution. Instruction, the largest major unit of the college (the other units are student services and administrative services), shares the institution's sincere enthusiasm and drive to further expand its baccalaureate offerings and has sufficient capacity to accommodate the proposed Bachelor of Applied Science in Social Work at Whatcom Community College.

Types of funds to be used to support the program

Tuition is the long-term anticipated funding source for the new Bachelor of Applied Science in Social Work program, based on enrollment projections explained and shown in Table 8; however, the college is committed to funding the proposed program regardless of whether tuition covers program expenses or not (within a reasonable period of years).

Table 8. Enrollment projections for Bachelor of Applied Science in Social Work

Cohort	Year				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
1st cohort 2 year	13	11			
1st cohort 3 year	5	5	4		
1st cohort 6 year	4	3	3	2	2
2nd cohort 2 year		18	15		
2nd cohort 3 year		7	6	5	
2nd cohort 6 year		5	4	3	3
3rd cohort 2 year			22	19	
3rd cohort 3 year			9	8	6
3rd cohort 6 year			6	5	4
4th cohort 2 year				30	25
4th cohort 3 year				12	10
4th cohort 6 year				8	7
5th cohort 2 year					37
5th cohort 3 year					15
5th cohort 6 year					10
Total students	22	48	68	91	119

Based on current Washington state bachelor of applied science program enrollment trends, Whatcom Community College enrollment trends, and feedback from a Fall 2017 survey of bachelor of applied science interest among current students pursuing a two-year business degree that preceded the implementation of the Bachelor of Applied Science in Business Management, it is anticipated that roughly 60% of enrolled program students will aim to complete the program in two years, while the rest might take more time, perhaps three or even up to six years, given preferences, work schedules, and other personal responsibilities. The college is assuming the trend observed with students in the business program would also be applicable behavioral health students.

With these enrollment estimates in mind, the college has assumed three cohorts: a cohort taking 15 credits per quarter graduating in two years, a cohort taking 10 credits per quarter graduating in three years, and a cohort taking five credits per quarter graduating in six years. These enrollment projections, shown in Table 8, assume an 85% retention rate. The enrollment estimates are partially based on expected student enrollments that mirror the growth of the substance use disorder professional program over time. Prior to the pandemic, the Substance Use Disorder Professional program was growing robustly, averaging 36% growth annually between 2016-2017 through 2019-2020. The program experienced a 27% drop in student enrollment between 2019-2020 and 2020-21, and another 8% decline between 2020-21 and 2021-22. Enrollment estimates were also based

identify level of interest in the proposed Bachelor of Applied Science in Social Work degree. Of the 29 respondents, a total of 21 or 72% responded "yes" to "I would be interested in pursuing a bachelor's degree in social work at Whatcom Community College." Whatcom Community College graduates approximately 14 students annually with a two- year degree in Substance Use Disorder Professional, who may be interested in continuing their studies in the proposed bachelor’s program. Skagit Valley College, located in the county south of Whatcom, offers an associate degree in human services, graduating approximately 30-40 students per year, and may provide a pool of potential enrollees.

As noted above, Whatcom Community College is committed to working with partner institutions to clarify the benefits and distinctions between the various four-year social work degree programs offered at these institutions so that student can make choices that best fit their interests, goals, and other criteria.

Table 9. Revenue projections for Bachelor of Applied Science in Social Work at Whatcom Community College

Tuition by Cohort	Year				
	Year 1*	Year 2**	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Annual tuition @ 15 Credits	\$5,786	\$5,901	\$6,019	\$6,140	\$6,263
Annual tuition @ 10 Credits	\$4,732	\$4,827	\$4,923	\$5,022	\$5,122
Annual tuition @ 5 Credits	\$2,366	\$2,413	\$2,462	\$2,511	\$2,561
# Students enrolled 15 cr/qtr	10	25	37	48	62
# Students enrolled 10 cr/qtr	4	10	19	24	31
# Students enrolled 5 cr/qtr	3	7	12	18	26
Projected FTE	14	34	54	71	91
Total tuition revenue	\$82,787	\$213,866	\$346,761	\$465,993	\$613,447

* Assumes 75% of enrollment projection fulfilled.
 ** Assumes 87% of enrollment projection fulfilled.

Projected revenue based on Bachelor of Applied Science in Social Work enrollment estimates is shown in Table 9. These revenue projections assume that full enrollment is not achieved until year 3. This conservative assumption aims to strike a balance in consideration that it will take time to build full enrollment, and that while the current business program achieves an 87% fill rate, the proposed program is expected to draw from a broader geographic base of northwest Washington state, including adults already working in local small to medium sized behavioral health service providers.

The tuition basis for these estimates reflects the breakdown and proportion of upper and lower division courses put forth in this new degree program proposal. Tuition here includes operating fees only⁴ and uses current tuition rates for the lower and upper division courses as set by Washington State Board for Community and Technical College. In accordance with tuition requirements for bachelor of applied science programs, students will be charged per credit for upper division courses

and lower division courses; tuition and fees must not exceed levels at comprehensive regional universities⁵.

Projected program expenses

Projected program expenses are shown in Table 10. This includes 'year 0' expenses for 2022-23, considered the start-up year for the Bachelor of Applied Science in Social Work program. During this time, the college will begin funding the program director, finalize the weighting of admission criteria ranking, and market the new degree broadly. Curriculum development for the Bachelor of Applied Science in Social Work is scheduled for completion in the Spring 2022, funded through a Career Connect Washington intermediary grant. The proposed program is slated to begin in Fall 2023.

Table 10. Expense projection for Bachelor of Applied Science in Social Work

Expense	Year					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
BAS program lead	\$10,910	\$10,910	\$11,128	\$11,351	\$11,578	\$11,809
Full-time faculty 1	0	\$68,000	\$70,040	\$72,141	\$74,305	\$76,535
Full-time faculty 2	0	0	0	0	\$74,305	\$76,535
Adjunct faculty	0	\$5,676	\$11,579	\$11,810	\$12,046	\$12,287
Benefits	\$3,818	\$29,605	\$32,461	\$33,356	\$60,282	\$62,008
Curriculum Development	\$10,401	\$10,713	0	0	0	0
Equipment	\$4,000	\$4,000	\$500	\$500	\$4,000	\$500
Materials and supplies	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Marketing	0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Travel/conf/pr of dev't	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Facilities and admin.	0	\$6,623	\$17,109	\$27,741	\$37,279	\$49,076
Total expenses	\$34,129	\$145,526	\$152,817	\$166,899	\$283,797	\$298,750
Tuition revenue projection	0	\$82,787	\$213,866	\$346,761	\$465,993	\$613,447
Program income	(\$34,129)	\$(62,739)	\$61,049	\$179,862	\$182,197	\$314,698

* Faculty position, 150 hours/quarter at 35WW rate

⁴ Tuition estimates do not include the 3% innovation fund amount nor the 3.5% state need grant component. Tuition estimates do assume 2% annual escalation.

In these revenue projections, we consider the fact that tuition costs the same for 10 upper division and 15 upper division credits. That means a student taking 10 upper division and five lower division credits in the same quarter (15 credits total) should pay no more than this amount. If they did this for three quarters in the same year, their cost would be as shown in table 9. A student taking 10 credits per quarter might take 10 upper division credits per quarter for two quarters of the year, and 10 lower division credits for the third quarter. A student taking five credits per quarter might take a similar approach. Tuition reflects these assumptions.

As can be seen in Table 10, the program is anticipated to fully sustain itself starting in year 3. While these budget estimates are based on the 300- and 400-level course components of the program, faculty will not begin with full teaching loads at these levels. Some of their teaching responsibilities will fall in the 100- and 200-level courses, but these budget estimates conservatively account for the entire salary within the program. Whatcom Community College has budgeted conservatively in this regard and is committed to funding the proposed program regardless of actual revenue.

Below is a detailed explanation of each expense category projection and function:

Social work program lead

Serves as the Bachelor of Applied Science in Social Work coordinator and will be responsible for:

- Overseeing the Bachelor of Applied Science in Social Work program
- Being the instructional subject matter expert guiding overall program content, curriculum, and program outcomes
- Providing valuable connections to industry and other educational institutions to develop transfer pathways, identify and contribute resources, and to guide directional aspects of the program
- Identifying potential faculty candidates to teach in the program
- Serving on the selection committee for the Bachelor of Applied Science in Social Work program
- Resolving any unanticipated issues that arise during implementation related to acceptance criteria, skills assessment, curriculum, etc.
- Ensuring the continued improvement of the program

FT faculty (instruction; full-time)

This position is responsible for teaching upper and lower division level Bachelor of Applied Science in Social Work courses, and for curriculum revisions to existing courses as needed to the program, once implemented. This position is full time and will be compensated at an initial base rate of approximately \$60,000 per year or more, depending on experience. Salary is projected to increase 3% annually or more, depending on experience, the completion of the tenure process, and participation in professional development. This position should be hired in time to start teaching in Fall 2023 (year 1) with a second, additional full-time faculty member being added in time to start teaching in Fall 2026 (year 3) based on projected increases in enrollment and staffing needs.

Adjunct faculty (starting in year 1)

This person is responsible for:

- Teaching courses at the lower division level in support of program enrollment increases in years 1 through 5

Compensation will be paid at a base hourly rate of \$841.52 per credit. Adjunct faculty will teach one course per quarter in year 1 and two courses per quarter in years 2 through 5.

Curriculum Development

Using a 5-credit curriculum development rate of \$40.07 (35ww) hourly rate base for 2022-23 for 42 hours for each of 6 courses in year 0 and 6 courses in year 1, with 2% salary escalation.

Equipment

New workstations will be needed at \$3,500 each for the following positions:

- Program director (in year 0)
- FT faculty 1 (in year 1)
- FT faculty 2 (in year 4)

In addition, \$500 is budgeted per year for software purchase and replacement costs.

Materials and supplies

Each year \$4,000 is budgeted for materials and supplies. This will include, but is not limited to, paper, pens, printer ink, folders, highlighters, post-its, etc.

Marketing

Starting year 1, \$5000 per year is budgeted for marketing funds to allow for the purchase of radio, print, video, social networking or other advertising mediums needed to inform the community and prospective students about the new Bachelor of Applied Science in Social Work opportunity being offered.

Travel/conference/professional development

\$1,000 each year is budgeted to partially cover the costs of travel, conferences, and professional development courses or industry-based learning that are needed to maintain faculty's currency with evolving content, as well as costs associated with required or desired faculty certifications to maintain program standards. Institutional funding sources will cover most of these expenses. Examples include professional memberships and annual conferences on emerging issues in behavioral health practice. Travel funds will also support the director's outreach activities.

Facilities and administration (indirect costs)

An 8% indirect cost rate will be applied to revenue from tuition. These funds will be used to offset

facilities and administrative costs associated with implementing the applied baccalaureate degree program at the institution.

Appropriate facilities to be used

Whatcom Community College is committed to providing appropriate facilities for its programs. The proposed Bachelor of Applied Science in Social Work program will use the existing facility that houses the current health professions programs, the Health Professions Education Center, until such a time that additional space becomes needed and is made available in the future. Office space is available for the program coordinator and new full-time faculty within the Health Professions Education Center as well as in other buildings on campus. Program students will find a wide range of support services on campus, as described. Students will also enjoy the revitalized career and transfer center, which will provide more resources to students as they explore career and employment opportunities, and cooperative education placements for the two-year students. Whatcom Community College places a high value on effectively maintaining and developing its campus facilities to meet the highest expectations for cleanliness, safety, functionality, aesthetics, accessibility, and customer service with a focus on continuous innovation and improvement. Accordingly, the college's institutional master plan will expand campus buildings to address increased enrollments, its expanding status as a baccalaureate granting institution, and demand for new types of learning facilities.

Equipment, technology, and instructional resources needed for the program

The Bachelor of Applied Science in Social Work program will leverage the substance use disorder professional program instructional resources, which are primarily classrooms and a computer lab. All other instructional resources that might benefit student projects, such as a makerspace and expanded multimedia resources, are available to students via the new learning commons.

The library is dedicated to fulfilling the information needs of students, faculty, and staff. The library provides space, instruction, resources, access, and the guidance to use library resources effectively. Guided by Whatcom Community College's mission, the library focuses on developing the information literacy competencies of students. The library's collection of print, digital, and multimedia provide access to over 10,000 journals, more than 172,000 books/eBooks, and reference works. Computers are available with accessible productivity software for student, staff, and faculty use. They offer access to the library's article and reference databases through networked and wireless internet connections. The online resources are accessible 24/7 with student, staff, and faculty accounts allowing for remote authentication. The library has a dedicated website to helping students and instructors online called "Ask-a-Librarian." Assistance is offered by phone, through email, and through online chat sessions.

Research librarians will provide support essential for program students in finding materials and performing research for classes in general, and specifically for the capstone project. These librarians will support students in understanding requirements and expectations for 300- and 400-level coursework and projects. Recent revisions to the library's research course to match expectations of other universities will also strengthen library support for the new Bachelor of Applied Science in Social Work degree.

The College's ability to sustain the program over time

Whatcom Community College is fully committed and able to sustain the proposed Bachelor of Applied Science in Social Work for the long term. The college is dedicated to funding degree development and implementation, and will also continuously look, with the assistance of its Foundation, for additional funding resources to maintain and update the program as needed, as well as to support scholarships for students. If such funding sources are not available, institutional funds will be used. This program aligns with Whatcom Community College's strategic plan and mission by expanding opportunities for students to achieve their potential and by contributing actively to the vitality of Whatcom County.

Criteria 6

Program specific accreditation

Specialized program accreditation

The proposed Bachelor of Applied Science in Social Work degree at Whatcom Community College requires substantive change approval by Northwest Commission on College and Universities, as it would be the third applied baccalaureate degree offered at Whatcom Community College (the first three require approval).

Whatcom Community College plans to seek additional specialized accreditation for this program through the Council on Social Work Education (CSWE), the sole accreditation.

Plans for accreditation and identify appropriate accrediting body

Whatcom Community College will submit a substantive change proposal to Northwest Commission on College and Universities to offer the new baccalaureate degree. Whatcom Community College will pursue this change in 2022 and expects to achieve candidacy by Fall 2023 to offer the new Bachelor of Applied Science in Social Work degree program.

Current curriculum development processes have been intentionally aligned with Council on Social Work Education accreditation standards. The program will be eligible to receive accreditation through Council on Social Work Education after three years of graduate data has been collected. The accreditation process follows a benchmark model of incremental program development involving an intensive process of annual self-study, three visits (one each year) by commissioners, and Commission on Accreditation reviews to identify areas of compliance, concern, and non-compliance with standards in the following areas: program mission and goals, explicit curriculum (generalist practice and field education), diversity (implicit curriculum / learning environment), student development (admissions, advisement, retention, termination, and student participation), faculty, administrative structure, resources, and assessment of student outcomes. Their educational standards follow a competency-based / outcomes-oriented model in which programs are designed to require students to demonstrate competence in nine sets of skills, knowledge, values, and cognitive and affective processes central to generalist practice in social work. These standards were used as the foundation for design of Whatcom's social work program outcomes and course learning outcomes to create a coherent and integrated curriculum of classroom and field education.

Criteria 7

Pathway options beyond baccalaureate degree

Accreditation with the Council on Social Work Education allows students to become eligible for advanced standing at accredited Master's in Social Work programs, negating the necessity of articulation agreements for students entering accredited master's programs. However, Whatcom Community College is prepared to continue dialogue with universities in Washington state to ensure our students will meet requirements and are well-prepared for these programs of study. In Fall 2021, Whatcom faculty consulted with University of Washington and Eastern Washington University social work faculty, admissions personnel, and leadership for planning our programming around transfer requirements.

Whatcom also facilitated a focus group with representatives from local social work agencies to assess direct employment opportunities for graduates of the bachelor of applied science program. These local professionals affirmed the high demand for employees, increasing availability of bachelor's level positions, and opportunities for mobility within our community.

Opportunities and articulation agreements for the place-bound Bachelor of Applied Science in Social Work graduates to continue their education onto a graduate (Master's) degree program

Place-bound students have the option of evening and weekend programs within Washington state through Eastern Washington University, Seattle University, University of Washington, and Walla Walla University. All four universities provide the opportunity for advanced-standing admissions, reducing the time and cost students spend in the graduate program, and articulation agreements will be pursued with each of these institutions once the proposed Bachelors of Applied Science in Social Work is approved by the State Board of Community and Technical Colleges . Additionally, there are 163 online master's programs across the United States that are accredited by the Council on Social Work Education, 153 of which provide advanced standing admissions to graduates of accredited bachelor's programs. Another 44 online master's programs are in the pre-candidacy or candidacy stage of accreditation.

Criteria 8

External expert evaluation of program

Whatcom Community College had four external experts review the proposed program. The reviewers for the proposal were: Dr. Devyani Chandran PhD, Associate Professor in the Human Services Program housed in the Department of Health and Community Studies in Western Washington University and the Director of the Palliative Care Institute; Michaela Petz, MSW, LMHC, CMHS a Washington State Licensed Mental Health Counselor, Child Mental Health Specialist and an approved clinical supervisor; Amanda Reedy, PhD, MSW, Professor, Chair & Director School of Social Work, Eastern Washington University; Rex Rempel, DSW, MSW, LICSW Director, Behavioral Healthcare program Lake Washington Institute of Technology. Please see Appendix B for program reviews and reviewer profiles.

The evaluators noted a critical need for accredited baccalaureate social work programs in the region and deemed the concept of a bachelor of applied science in social work to be relevant to address existing and forecasted labor market needs. Additionally, the evaluators identified the critical need for the program to qualify for accreditation through the Council on Social Work Education (CSWE), and noted this program appears to be the first baccalaureate program housed at community college to seek Council on Social Work Education accreditation. Identified challenges to gaining accreditation include: robust faculty commitments to program administration, developing and administering field placements for students, and funding the costs of seeking and maintaining programmatic accreditation.

Evaluators found the learning outcomes demonstrated appropriate baccalaureate degree rigor and noted the alignment with the Council on Social Work Education educational policy and accreditation standards. The program's Statement of Needs document was found to align with the curriculum. Core and elective courses were found to align with employer needs and demands and were relevant to industry. The upper-level courses were deemed to demonstrate sufficient academic rigor for a baccalaureate degree, and suggestions were given to create upper-division prerequisites for the field experience courses, to ensure adequate student preparation. General education requirements were found to be suitable for a baccalaureate-level program, in both breadth and depth.

The evaluators acknowledged the program's alignment with Council on Social Work Education standards would likely prepare students for masters of social work programs, which are currently the terminal degree in the field. A suggestion to add opportunities for instructional supervision and/or observation of students' skills at multiple program checkpoints was given, to help reinforce communication skills and crisis management skills before entering field experiences. There are currently four Council on Social Work Education accredited Masters of Social Work in the state of Washington, and since the proposed program is the first Bachelors of Applied Science in this discipline, the evaluators noted there is no existing precedent for transfer agreements or admission criteria to established graduate programs.

Multiple evaluators noted the need for the program to have two full-time faculty members to meet Council on Social Work Education accreditation standards. Whatcom Community College's plan to have one full-time faculty and several adjunct faculty at the onset of the program in 2023, and then expand to two full-time faculty with multiple adjunct instructors in year 3, was deemed adequate. It was suggested the full-time instructors be offered a tenure track to help ensure stability of the program. Evaluators deemed the existing resources of the college to be adequate to sustain and advance the program, including facilities and library services. See Appendix B for full program reviews.

In conclusion, Whatcom Community College proposes to meet the local demand for behavioral health workforce with the Bachelor of Applied Science in Social Work degree. This proposed degree addresses urgent workforce shortages and remedies skills gaps identified and brought to the forefront by industry and economic development partners. The proposed degree will increase employment opportunities and provide higher wages for graduates. Further, it will support behavioral health workforce retention and expansion by providing a flexible local social work education pathway for place-bound students.

Appendix A, Course Descriptions

SW 217: Introduction to Social Work (5 credits)

Course Description:

An introduction to the practice of social work, including the role of social workers in addressing poverty and economic disparity, human rights, and social and economic justice through evidence-based and ethical practice. Course is centered on consideration of these topics through the micro, mezzo, and macro levels.

Course Outcomes:

1. Explain how generalist social work practice promotes well-being at the micro, mezzo, and macro levels.
2. Describe how social work core values and ethics affect practice.
3. Summarize the historical, present, and future concerns addressed by the field of social work.
4. Characterize the role of social workers in addressing human rights and social, economic, & environmental justice.
5. Analyze factors affecting the strengths and needs of particular vulnerable populations, using dimensions of diversity.
6. Engage in self-reflection about the requirements and demands of social work.
7. Apply social work theories and perspectives to evidence-based practice.
8. Describe the ethical use of technology in practice.

SW 300: Generalist Practice in Social Work (5 credits)

Course Description:

Course introduces generalist social work as a multi-system practice. Introduction to skills, knowledge, and tools for micro, mezzo, and macro level practice. Emphasis on planned change, practice across systems, and person-in-environment. Topics include case management, technology use, and documentation. Attention to values, National Association of Social Workers code of ethics, diversity, self-care, and self-reflection.

Course Outcomes:

1. Describe features (e.g., person-in-environment perspective, strengths-based approach) that distinguish generalist social work practice from other helping professions.
2. Describe the framework (theoretical and conceptual) and skills related to multisystem practice.
3. Explain the stages of planned change and the role of social workers throughout the process at the micro, mezzo, and macro levels.
4. Integrate ethical principles into planned change to protect vulnerable groups and communities.
5. Summarize the meaning and purpose of professional use of self and self-reflection.
6. Describe how culture and diversity, professional use of self, and self-reflection affect social worker interactions with clients and other professionals.
7. Identify social work tools (e.g., genograms, ecomaps, interviews, evaluation) utilized in planning, implementation, evaluation, termination, and follow-up.

8. Discuss the way generalist social work crosses fields (education, counseling, brokering, supporting, policy) and levels of practice.

SW 301: Social Work Practice I: Individuals & Families (5 credits)

Course Description:

This course focuses on knowledge and skill development in generalist social work with individuals and families. Centered on research knowledge, values, and ethics. Emphasis placed on skills in engagement, assessment, planning, interviewing, intervening, and terminating.

Course Outcomes:

1. Engage with diverse individuals and families using knowledge of human behavior, theoretical frameworks, and ethics.
2. Engage with individuals and families using empathy, reflection, interpersonal skill and professional demeanor.
3. Collect and organize data from individuals and families using social work tools.
4. Interpret data in context throughout the social work process.
5. Develop and prioritize intervention goals with individuals and families based on assessed strengths, needs, and challenges.
6. Propose intervention strategies for individuals and families based upon assessment, research knowledge, and the values and preferences of clients.
7. Employ transitions and endings that advance mutually agreed-upon social work goals.
8. Use interdisciplinary collaboration to advocate for individuals and families within the context of their system of service and support.

SW 302: Social Work Practice II: Groups (5 credits)

Course Description:

Course focuses on knowledge and skill development in generalist social work with groups in a variety of settings. Group methods and research explored with emphasis on evidence-based and culturally-informed practices. Includes overview of group process elements: stages of group development, guidelines for multicultural practice, group roles, ethical and professional issues.

Course Outcomes:

1. Engage with diverse individuals within groups using knowledge of human behavior, theoretical frameworks, and ethics.
2. Demonstrate professional demeanor and interpersonal skills in engagement with groups.
3. Identify formal and informal group roles and relational patterns.
4. Describe the stages of group development and social work appropriate to each.
5. Collaborate with clients to use critically assessed strengths, needs, and challenges to develop culturally-informed group norms and goals.
6. Employ evidence-based and culturally appropriate strategies to facilitate groups from formation through each stage of engagement and ending.
7. Apply strategies to shift group intervention methods as needed.

8. Document clients' progress and modifications to interventions.

SW 303: Social Work Practice III: Macro Level (5 credits)

Course Description:

Course focuses on knowledge and skill development in generalist social work with organizations and communities. Methods, research, and theory continued with emphasis on evidence-based and culturally-informed practices at the macro level. Includes overview of ethical and professional issues.

Course Outcomes:

1. Engage with diverse communities and organizations using knowledge of human behavior, theoretical frameworks, and ethics.
2. Demonstrate professional demeanor and interpersonal skills.
3. Employ evidence-based and culturally appropriate strategies (e.g., strengths-based, ecological, empowerment) in social work with communities and organizations.
4. Assess a community issue(s), including the strengths and needs of neighborhoods and various population groups.
5. Describe the features of human service organizations (e.g., organizational structure, priorities, culture, power, processes).
6. Explain strategies for how human service organizations and communities can increase cultural competency, multiculturalism and anti-oppression.
7. Describe how to support self-advocacy efforts among consumer and population groups that have experienced marginalization.
8. Apply various evidence-based intervention approaches to community change through a variety of community development practice models.

SW 304: Social work policy and advocacy (5 credits)

Course Description:

Course provides an overview of current structures and history of social welfare policy. Students critically analyze social policy practices and major social legislation. Policy development, reform, and outcomes at micro, mezzo, and macro levels addressed. Students develop strategies to advocate social, economic, and environmental well-being of families, groups, and communities.

Course Outcomes:

1. Describe how social workers advocate for social, economic, and environmental well-being of families, groups, and communities.
2. Explain how policy implementation mediates human rights, social justice, social welfare and services at all levels of government.
3. Describe current and historical structures of social welfare policy.
4. Identify social policies that impact well-being, service delivery, and access to social services.
5. Analyze social policy practices and major social legislation using theories of human need and social justice.
6. Explain policy development, reform, and outcomes.

7. Evaluate how identified social welfare and economic policies impact social service delivery and access at the micro, mezzo, and macro levels.
8. Propose evidence-based and culturally appropriate strategies to improve policy.

SW 309: Professional Behavior & Ethics (5 credits)

Course Description:

Course introduces issues related to professional values, identity, and best practices in social work at the micro, mezzo, and macro levels. Emphasis on respect for diversity, difference, and person-in-context in application of the National Association of Social Workers code of ethics.

Course Outcomes:

1. Identify and assess ethical dilemmas with respect for diversity, difference, and person-in-context framework.
2. Apply NASW ethical standards to practice.
3. Address ethical dilemmas in practice using decision-making frameworks.
4. Explain the role of supervision and consultation in addressing ethical dilemmas.
5. Evaluate self-awareness, self-regulation, and self-care practices in response to ethical dilemmas and professional environments.
6. Demonstrate interprofessional collaboration.

SW 400: Social Justice in Social Work (5 credits)

Course Description:

Introduction and exploration of diversity, marginalization, and oppression frameworks (theory, knowledge, and values) for social justice in multicultural social work. Beginning skills in self-awareness and use of evidence-based practice models for generalist work with diverse populations at the micro, mezzo, and macro levels. Attention to intersectionality of identity dimensions.

Course Outcomes:

1. Explain the importance of diversity and difference in shaping life experiences at the micro, mezzo, and macro levels.
2. Present themselves as learners and engage others as experts of their own experience.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in social worker role.
4. Explain core concepts of social justice and their roles at the micro, mezzo, and macro levels.
5. Apply core social justice concepts to social movements and historical and political issues.
6. Integrate evidence-based social justice practices throughout processes of assessment, engagement, intervention, and evaluation to promote social work goals at micro, mezzo, and macro levels.

SW 401: Engaging Diverse and Marginalized Populations (5 credits)

Course Description:

This course emphasizes knowledge and skills for working in a diverse society. Analysis of racism, sexism, classism, heterosexism, ageism, ableism, and transgender and religious oppression. Descriptive materials explored for each marginalized population. Emphasis on examination of one's own attitudes and values. Models of evidence-based practice with diverse populations presented.

Course Outcomes:

1. Explain the full range of social oppressions (i.e., racism, sexism, classism, heterosexism, ageism, ableism, and transgender and religious oppression) from a social justice standpoint.
2. Describe the impacts of the full range of social oppressions at the micro, mezzo, and macro levels.
3. Apply models of evidence-based social work practices with diverse populations.
4. Apply population-specific knowledge in practice.
5. Describe the role of relational theory to social work.
6. Demonstrate self-evaluation of attitudes and values.

SW 405: Research & Evaluation in Social Work (5 credits)

Course Description:

This course introduces the logic of the scientific method in social work research and processes of evaluation. Introduces social work research methods - problem formulation, research design, measurement, quantitative and qualitative data collection and analysis. Skill development in critical consumption and application of research using social work ethics and values.

Course Outcomes:

1. Describe a scientific and analytic approach to building knowledge for practice.
2. Describe the evidence-based practice framework for social work.
3. Identify examples of social work research methods throughout the research process.
4. Critically analyze quantitative and qualitative methods in social work research and evaluation.
5. Select and use appropriate methods for evaluation of social work practice and outcomes.
6. Apply social work ethics and values to social work research and evaluation.
7. Apply research and evaluation to improve practice effectiveness at the micro, mezzo, and macro levels.

SW 406: Engagement and Assessment of Clients in Context (5 credits)

Course Description:

Course provides practice in relationship building through interpersonal skills necessary for social work practice, as applied to assessment at the micro level. Emphasis on culturally competent, strengths- and empowerment-based, ecological systems-oriented assessment. Consideration of roles of ethics in the helping process.

Course Outcomes:

1. Demonstrate core interpersonal qualities (e.g., warmth, empathy, respect, genuineness).

2. Apply attending, observing, and active listening skills in assessment processes.
3. Identify client strengths and resources at the micro, mezzo, and macro levels.
4. Describe professionalism and boundaries in social work.
5. Evaluate and respond to client readiness and motivation.
6. Demonstrate self-awareness and self-regulation in assessment practices.
7. Identify the role of culture and diversity in ecological systems-oriented assessment.
8. Relate ethics and values of social work to engagement and assessment.

SW 491: Social Work Practicum Field Experience I; SW 493: Social Work Practicum Field Experience II; SW 495: Social Work Practicum Field Experience III (4-5 credits per course; 14 credits total; 429 hours field experience total)

Course Description:

Practicum provides 165 hours of supervised practice in a social work position. Application of course-based learning and competency development planned by students, agency supervisor, and faculty in individualized learning agreements. Concurrent enrollment in corresponding practicum seminar (1 credit) required.

Course Outcomes:

1. Practice in a social work setting.
2. Apply legal and ethical guidelines in a social work setting.
3. Demonstrate professional behaviors with clients, supervisor, and other team members.
4. Engage diversity and difference in culturally-informed practice.
5. Apply multidisciplinary theoretical (e.g., ecological systems, biopsychosocial, social justice) frameworks in practice.
6. Utilize supervision and consultation to guide professional judgment and behavior.
7. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
8. Translate research evidence to inform and improve social work practice.

SW 492: Social Work Practicum Seminar I; SW 494: Social Work Practicum Seminar II; SW 496: Social Work Seminar III (1 credit each course; 3 credits total)

Course Description:

Seminar promotes integration of course-based learning with practicum field experiences through self-reflection, skill refinement, ethical consideration, and other supportive processes. Students integrate theory and practice, monitor competency progress, and process field experiences. Concurrent enrollment in Practicum Field Experience required.

Course Outcomes:

1. Apply legal and ethical guidelines to social work experiences.
2. Relate diversity and difference to culturally-informed practice.

3. Practice social work using knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks.
4. Use research relevant to practice experiences to inform and improve practice, policy, and service delivery.
5. Engage in self-evaluation and self-reflection toward social work competencies.

Appendix B, External Reviews

This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric

Instructions for External Expert Reviewers:

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

College Name:	Whatcom Community College	BAS Degree Title:	Bachelor of Applied Science in Social Work
Reviewer Name/ Team Name:	Devyani Chandran	Institutional or Professional Affiliation:	Associate Professor, Human Services Program
Professional License or Qualification, if any:	PhD Social Welfare, University of Kansas	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment		

	<p>The degree program will meet current employer demands. According to the program proposal, there is a gap in the number of social and human services professionals who graduate and the need within the state. One of the core strengths of a BSW program is that it provides an accelerated pathway to the MSW which in turn provides social workers who will be specialists in the field. Several job require a Masters qualification the program will meet the need. The program is designed to both provide students with several opportunities to develop their careers and connect with the community where jobs may be available. In addition, it also provides pathways for both students who are place bound as well as those who wish to be more geographically mobile in their careers.</p>
<p>Degree Learning Outcomes</p>	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>The learning outcomes cover the field of individual practice, policy and social work evaluation. As such they meet the needs of students seeking knowledge in both direct and indirect service work. The outcomes provide a broad framework within which classes can be organized to help the student develop skills in a wide variety of areas. The content has already been designed based on CSWE's core standards which make it possible for the program to successfully seek accreditation from CSWE. I have had the opportunity to review courses and the course content clearly aligns with CSWE core competency standards. I believe that the clarity of content and integration of core standards make this a rigorous program.</p>
<p>Curriculum Alignment</p>	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment</p> <p>The curriculum largely aligns with the Statement of Needs document. First this is an entirely new program and does not replicate existing content in human services programs. It addresses an important gap in employment and provides a fast track to the MSW (with a clearly defined BSW content). This is likely to bring in specialized professionals who can take on high earning jobs. The selection criteria and plan for hiring diverse students and its location in a community college will both diversify the workforce and make it possible to raise income for professionals in the field. The only gap I perceive, and I may be mistaken is that there is really only one class SW 300 that appears to provide specific content on counseling and mental health. As the program</p>

	wishes to prepare students to take the certified counselor and advisor exams, please further clarify which course provide the content or if the accredited BSW allows for students to qualify for these exams/
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 upper-level courses align with the high standards of the baccalaureate degrees. The strength of this program is that the content is based on CSWE core standards while being taught and assessed in the Community College environment. The draft may not have the electives in place. Please let me know if I am missing something.</p>
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>The general education requirements are suitable for a baccalaureate level program and meet the breadth and depth requirements. The program will draw students who have completed a 2 year Associates Professional degree in Substance Use Disorder who bring their own skillset and knowledge to the program. In addition, the program proposal lays out a well-planned set of GE credits spanning communication, research methods, mathematics, behavioral health and human development which meet both breadth and depth requirements for future professionals who will work in both direct practice as well utilizing more indirect skills in research and evaluation. I believe the GE requirements will set students for success in higher order classes.</p>
Preparation for Graduate	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Comment

Program Acceptance	The general education, lower and upper-level classes meet the requirements of a BSW program and will allow students to fast track into a one-year MSW as certain core course requirements will be met in their BSW program.
Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p> <p>The program faculty has two faculty who are MSW to teach core courses and have requested a third full time hire. The qualifications for the full time hire requested by the program has been listed a MSW or doctoral both of which are acceptable for teaching at the undergraduate level.</p>
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>Whatcom community college has both the necessary student support services and library facilities to support this program.</p>
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>As of now, the program has set up a process where they can seek the advice of an advisory committee for their evaluation processes. Please clarify if you have advisory committee approval.</p>
Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p>

The program is on solid ground. The classes meet the requirements of the BSW and I see every possibility of a successful accreditation by CSWE. It will clearly meet a community need and I think will raise wages for those who are in helping professionals. It is housed in a community college with clear access to resources, a clear pathway for professional development and job placement and serves a diverse population.

Open door policy

Alignment with CSWE core standards

Meeting the gap, opportunity and mobility in community

Resources and labs and library

Reviewer Bio or Resume

Evaluator, please insert a short bio here

Dr. Devyani Chandran is an Associate Professor in the Human Services Program housed in the Department of Health and Community Studies in Western Washington University and the Director of the Palliative Care Institute. Dr. Chandran received her PhD in Social Welfare from the University of Kansas. Her doctoral dissertation explored the experiences of older adults living with HIV/AIDS. She currently teaches courses on Aging and health, interpersonal and small group systems and diversity and social justice dynamics. Dr. Chandran's research focuses on community based approaches to chronic illness, aging, end of life and palliative care. Her research findings have been published in "Social Work and Health Care"; Journal of Palliative and End of Life Care, Social Work Education, and AIDS and Behavior.

College Name:	Whatcom Community College	BAS Degree Title:	Bachelor of Applied Science in Social Work
Reviewer Name/ Team Name:	Michaela Petz	Institutional or Professional Affiliation:	Washington Coalition of Sexual Assault Programs
Professional License or Qualification, if any:	MSW, LMHC, CMHS	Relationship to Program, if any:	No relationship to the program
Please evaluate the following Specific Elements			
Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>The overall concept of the degree program is relevant and appropriate to current employer demands. It meets academic standards in order to prepare for job placements.</p> <p>COMMENT: I like that there is a theoretical distinction in the social work program versus Western Washington University's Human Services degree. The essence of social work needs to be more prevalent and robust in the documentation. It would be ideal for prospective students to clearly understand what social work is by documenting the mission of the field such as social work services center around the goals to end discrimination, oppression, poverty and other forms of social injustice.</p> <p>SUGGESTIONS:</p> <p style="padding-left: 40px;">Document the mission of social work more clearly and highlight the areas of promoting social justice and social change (refer to the NASW)</p> <p style="padding-left: 40px;">Document the fields of social work: direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education and research and evaluation (refer to the NASW).</p>		
Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p>The degree learning outcomes demonstrate appropriate baccalaureate degree rigor.</p> <p>COMMENT:</p> <p>The learning outcomes demonstrate appropriate baccalaureate degree rigor, however the course descriptions and outcomes are written too vaguely (which may be intentional).</p> <p>SUGGESTION:</p>		

	The outcomes do not sound like they are written by a social worker. They could be more specific and include terms that highlight the values, mission, and implementation of social work.
Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	The curriculum aligns with the program's Statement of Needs Document. COMMENT: The Statement of Needs Document is clear and well written with supportive data.
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?
	The core and elective courses align with employer needs and demands. The upper level courses are relevant to the industry as they highlight the National Association of Social Workers' fields of service. The courses also demonstrate academic rigor. COMMENT: The upper level courses highlight the National Association of Social Workers fields of service: direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education and research and evaluation.
General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	The general education requirements are suitable for the baccalaureate level program and meet the breadth and depth of requirements.
Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	COMMENT: The degree concepts, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs. SUGGESTION: Consider adding opportunities for instructional supervision and/or observation of students' skills in the lower and upper courses. The practicum field experience is one form of supervision and observation, however having more experience prior to the practicum to be interacting and practicing communication skills and crisis management strategies would be valuable.

Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	<p>The program faculty qualifications appear adequate to teach and continuously improve the curriculum.</p> <p>COMMENT: The approach to hire two faculty members to facilitate classes for one year and then evaluate the needs of the program going into the second year and make relevant adjustments is positive. It allows the program to start small and then build over time.</p>
Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	<p>The college demonstrates adequate resources to sustain and advance the program.</p> <p>COMMENT: The position of the health profession navigator is a strong resource to support the success of the students and aid in their completion of the program. This type of personal advocate offers an approachable option for students to be guided through the program and/or be reassured of the steps to take as they go.</p> <p>SUGGESTIONS: <p style="padding-left: 40px;">Consider assigning small cohorts of students within the social work program's student body to add additional support throughout the program. The peer connection and comradery could be highly beneficial.</p> <p style="padding-left: 40px;">Consider how the potential COVID pandemic and online learning modality may fit in this program. Advocating for as much in-person course work as possible would align with the objectives.</p> </p>
Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
	It is unclear to this writer if there has been approval from an Advisory Committee.
Overall assessment and recommendations	Please summarize your overall assessment of the program.
	<p>SUMMARY: A. I like that there is a theoretical distinction in the social work program versus Western Washington University's Human Services degree. The essence of social work needs to be more prevalent and robust in the documentation. It would be ideal for prospective students to clearly understand what social work is by</p>

documenting the mission of the field such as social work services center around the goals to end discrimination, oppression, poverty and other forms of social injustice.

SUGGESTIONS:

Document the mission of social work more clearly and highlight the areas of promoting social justice and social change (refer to the NASW)

The course descriptions and outcomes are written vaguely (which may be intentional). The outcomes do not sound like they are written by a social worker. They could be more specific and include terms that highlight the values, mission, and implementation of social work.

B. Consider the social work program being the foundational program with specialties branching from it (i.e. substance abuse treatment, mental health counseling, etc). Even though the Substance Use Disorder Professional program is already established, the organization of WCC's program needs to be redesigned. If the school is embracing social work the design of the program reflects the understanding of the social work field. Social work does not derive out of substance issues, substance issues are a product of the vulnerability of the human condition which circles back to the definition of social work.

SUGGESTION:

Reference the NASW regarding the practice areas of social work: aging, behavioral health, child welfare, clinical social work, ethnicity and race, health, LGBT and school social work. These areas would provide the systemic structure of the foundational social work program and its subsequent branches of study.

C. Social work can be minimized to two fields of services: 1) direct practice 2) advocacy and policy. Consider courses to stimulate exploration of these services to potentially to guide students toward a natural career fit.

SUGGESTIONS:

Design courses to explore direct practice and advocacy/policy paths

Consider developing surveys or reviews to aid students in choosing their social work practicum field experience in one of the two above areas of practice

D. The proposed program is meeting the standard for academic rigor, preparation for graduate studies and relevancy to the field. Redesigning how the social work program is structured and described within the existing programs at WCC is a priority.

SUGGESTION:

	<p>1) Focus on the structure of the social work program (perhaps make social work the foundational program with multiple branches of study) and revise the detailed content and the written description of the program to reflect the features of social work.</p>
<p>Reviewer Bio or Resume Please refer to the attached resume.</p>	

Michaela Petz, MSW, LMHC, CMHS
1329 N State Street, Suite 209
Bellingham, WA 98225
(360) 306-5523
Mpetz.cmhs@gmail.com

OBJECTIVE:

My commitment is to contribute to the welfare of children, families and communities through mental health service delivery with an emphasis on trauma recovery.

EDUCATION:

Arizona State University, Tempe, AZ
Master of Social Work
Bachelor of Social Work

May 2004
May 2003

PROFESSIONAL QUALIFICATIONS:

Approved Clinical Supervisor
Somatic Therapy Training through Dr. Sharon Stanley's
Somatic Transformation program
Washington Coalition of Sexual Assault Programs Therapist Core Training
Division and Harborview Center for
Sexual Assault and Traumatic Stress Advanced Trauma-Focused

May 2021
March 2017-March 2018
September 2007 Washington State Mental Health
July 2007

Cognitive Behavioral Therapy for Parents and Families Washington State Mental Health Division and Harborview Center for Sexual Assault and Traumatic Stress Trauma-Focused Cognitive Behavioral Therapy Training for Children	March 2007-October 2007
Licensed Mental Health Counselor	February 2007
Child Mental Health Specialist	September 2006

PROFESSIONAL EXPERIENCE:

PRIVATE PSYCHOTHERAPY PRACTICE IN BELLINGHAM, WA Child and Adolescent Psychotherapist Out-patient mental health counseling with children, adolescents and families	May 2010-present
CASCARA CENTER, PLLC, BELLINGHAM, WA Child and Adolescent Psychotherapist Out-patient mental health counseling with children, adolescents and families in a private practice setting Group therapy for child and adolescent sexual abuse survivors	September 2008-May 2010
CATHOLIC COMMUNITY SERVICES, BELLINGHAM, WA Mental Health Clinician Out-patient mental health counseling with children and adolescents	July 2006-August 2008
Mental Health Assessor Mental Health assessing for children and adolescents	September 2008-December 2008
COMPASS HEALTH, MOUNT VERNON, WA Mental Health Clinician Out-patient mental health counseling with children and adolescents	August 2004-July 2006
ST. LUKE'S BEHAVIORAL HEALTH CENTER, PHOENIX, AZ Mental Health Clinician In-patient mental health counseling with children and adolescents	May 2003-August 2003
DAYBREAK, VANCOUVER, WA Milieu Counselor Co-facilitated groups and supervised chemically dependent adolescent males in a residential treatment facility	June 2002-September 2002
CLARK COUNTY JUVENILE SERVICES, VANCOUVER, WA Mentor for juveniles completing community service Supervised and transported youth	June 2002-September 2002

VOLUNTEER EXPERIENCE:

WHATCOM DOMESTIC VIOLENCE AND SEXUAL ASSAULT SERVICES,
BELLINGHAM, WA

June 2004-December 2004

Advocate for survivors of domestic violence and sexual assault

TEMPE HIGH SCHOOL, TEMPE, AZ

September 2003-May 2004

CORONA DEL SOL HIGH SCHOOL, TEMPE, AZ

Intern for school social workers with special education students

THOMAS J. PAPPAS ELEMENTARY SCHOOL, TEMPE, AZ

January 2002-May 2004

Mentor for homeless youth

PHOENIX YOUTH AT RISK, PHOENIX, AZ

October 2000-December 2004

Mentor for adolescents

TEENAGE PREGNANCY PROGRAM, TEMPE, AZ

September 2002-May 2003

Intern for the Program Coordinator

January 19th, 2022

External Review Whatcom Community College
Bachelor of Applied Science Social Work Program Proposal

Amanda Reedy, PhD, MSW
Professor, Chair & Director School of Social Work Eastern Washington University

Summary

Overall, the proposed program fills a need in Washington State for affordable and accessible undergraduate education in social work. There is currently a high demand for social workers educated at both the bachelors and masters levels, therefore this degree would likely lead to job placement.

To my knowledge, this would be the first Bachelor of Applied Science Social Work program to be accredited by CSWE. Once implication is that many schools that offer advanced standing MSW degrees may not accept a BAS degree, or at the very least may not have discussed this yet.

Additional notes are below. Please feel free to contact me with any questions. Introduction

Not all Universities allow students with BAS degrees to apply for masters degrees

EWU leaves it up to the program

While our social work program does allow students with a BASW degree to apply for the two year MSW program, we have not yet discussed whether students with a BAS in social work would be eligible to apply for our advanced standing program

Learning Outcomes

The program will likely be evaluated on the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS)

Recommend updating learning outcomes to reflect 2015 EPAS

See <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

Program Evaluation

If the program becomes accredited, may want to move to an eight-year review process to be in alignment with CSWE
CSWE has very specific requirements for accreditation and reaffirmation. Will need to make sure program is meeting those expectations in addition to the institutional requirements

Transfer

We find students are best prepared for the bachelor's degree when they have completed the associate degree. The courses outlined on page 7 seem minimal for major level preparation.

Upper-Level & Core Requirements

It's unclear whether the research & evaluation course contains a data analysis component
We find that the data analysis, in addition to research methods, is helpful for advanced MSW education

Faculty

CSWE requires a minimum of two full-time faculty be assigned to the bachelor's program

My understanding is that two are needed at benchmark 1 for candidacy

See [https://www.cswe.org/CSWE/media/AccreditationPDFs/Candidacy- Benchmark-Grid-NEW_1.pdf](https://www.cswe.org/CSWE/media/AccreditationPDFs/Candidacy-Benchmark-Grid-NEW_1.pdf)

The program must also maintain a student to faculty ration of 1:25

The full-time faculty should have a MSW

I recommend also ensuring that the faculty have two-years post MSW practice experience

A doctoral degree is recommended for full-time faculty

Depending on the number of students and the complexity of an accredited program, only having one or two primary faculty may be challenging

Adjunct will need a lot of support to ensure students are getting a rigorous and consistent education

One of the full-time faculty members will need to be the program director with at 25% assigned time for administrative duties

A field director with at least 25% assigned time will also need to be identified

Admissions

It's unclear to me whether CSWE would allow students to be automatically admitted into the program

My understanding is that there must be some application process in place

Advising

It will be important to have close working relationships with institutions offering the MSW to ensure that students are eligible and prepared for the degree

Pathway options beyond baccalaureate degree

The only conversation I'm aware of with EWU was a request for field materials.
I'm not aware of conversations around transfer requirements in terms of students applying for an MSW degree
We did review the initial submission to the state

Course descriptions

Course outcomes will need to map onto the CSWE EPAS 9 competencies
Field outcomes will need to address the bullets under each competency

Sincerely, Amanda Reedy
Professor, Chair & Director School of Social Work

Amanda R. Reedy
School of Social Work, Eastern Washington University
229 Senior Hall
Cheney, WA 99004
509.359.6486
areedy@ewu.edu

EDUCATIONAL AND PROFESSIONAL HISTORY

Education
2006-2010 PhD, Social Work, The University of Iowa
Degree conferred May 15th, 2010

Dissertation Title: Adolescent co-occurring disorders: Factors related to mental health problems among substance using adolescents

Defended successfully April 12th, 2010

2003-2005 M.S.W., Social Work, The University of Iowa

1998-2002 B.A., Psychology/Speech Pathology, The University of Iowa

Certifications and Memberships

2019- National Association of Deans and Directors

2011- National Association of Social Workers

2010- Council on Social Work Education

Professional Positions

2020-Professor of Social Work

School of Social Work, Eastern Washington University, Cheney

2019- Chair & Director

School of Social Work, Eastern Washington University, Cheney

2018-219 Graduate Program Director

School of Social Work, Eastern Washington University, Cheney

2016- Associate Professor of Social Work

School of Social Work, Eastern Washington University, Cheney

2010-2016 Assistant Professor of Social Work

School of Social Work, Eastern Washington University, Cheney

2010 Instructor-Advanced Research Methods

School of Social Work, The University of Iowa

2009 Instructor- Research Methods

School of Social Work, The University of Iowa

2009 Instructor- Computer Laboratory

School of Social Work, The University of Iowa

2009 Teaching Assistant-Research Methods

School of Social Work, The University of Iowa

2008-2009 Graduate Assistant

School of Social Work, The University of Iowa

2007-2008 Graduate Assistant

Center for Alcohol Research, The University of Iowa

2007-2008 Teaching Assistant-Research Methods
School of Social Work, The University of Iowa
2007-2008 Research Assistant
Pediatrics, The University of Iowa
2007 Instructor- Computer Laboratory
School of Social Work, The University of Iowa

COURSES TAUGHT AT EWU

Graduate Level

Engagement and Assessment with Individuals and Families

Intervention and Evaluation with Individuals and Families

Research I

Research II

Addictions: A Biopsychosocial Approach

Social Work with Veterans and Military Families

Integrative Seminar I, II, III, and IV

Undergraduate Level

Human Behavior in the Social Environment II

Microsystemic Theories for Social Work Practice

Methods I Engagement and Assessment

Senior Capstone

Research Methods I

Social Work with Military Veterans and Families

Introduction to Social Work

SERVICE

University

2021- Institutional Review Board Member (alternate)

2020-2021 Graduate Affairs Council, Chair

2019-2021- Institutional Review Board Member (primary)

2018- FirstStep Faculty Speaker

2017- Graduate Affairs Council

2017-2019 Institutional Review Board Member (alternate)

2015-2017 Research and Scholarship Committee

2014-2016 College of Social and Behavioral Science and Social Work liaison to EWU Veterans Resource Center.

2013- Mentor for EWU Student Research and Creative Works Symposium 2012 Search Committee for Director of EWU Veterans Resource Center 2012-2014 Program Review Committee (responsible for internal evaluation of Electrical Engineering, Management, and MBA programs)

2012- Orals committee member for School Psychology, Creative Writing, Sports Psychology, Counseling Psychology, & Experimental Psychology (multiple committees)

2011-2013 EWU Military Student Advisory Committee

2011 EWU Library Affairs Committee (assisted with survey development)
Department

2018-2019 Chair, MSW Committee

2018- Co-chair MSW Admissions Committee

2018- Co-chair Social Work Unified Curricula Committee

2017-2018 EWU School of Social Work MSW Committee

2017-2018 EWU School of Social Work Big Ideas Group (BIG/strategic planning)

2

2016- EWU School of Social Work Assessment Committee

2015-2017 EWU School of Social Work Personnel Committee

2014-2015 EWU School of Social Work BASW Committee

2013-2014 Chair EWU School of Social Work MSW Admissions Committee

2012-2013 EWU School of Social Work Admissions Committee

2012-2013 EWU School of Social Work BASW Committee

2012 FAP chosen as template for new faculty FAPs

2012 Chair for Interdisciplinary MA student Stephanie Stern- Eastern Washinton University Survey on Disability Issues

2012 Independent Study with MSW student Joel Renna- Screening, Brief Intervention, & Referral to Treatment for Native Alaskans: Barriers and Hope

2010-2012 EWU School of Social Work MSW Committee

2009-2010 U of Iowa School of Social Work Doctoral Studies Committee Student Representative. 2008-2009 MSW Practicum Supervisor for Patricia Cargin, MSW 2009

Community

2019- SNAP Planning Committee Member

2018, 2021- Guardian Ad Litem (GAL) Trainer

2018- Rural Research Workgroup
2016- Health Services Research of Eastern Washington Member
2013- Spokane Veterans Task Force Member
2013 Crosswalk-Guest Speaker Representing EWU School of Social Work
2012 Invited presentation for Spokane County Veterans Affairs
2012 Invited presentation for Spokane County Department of Social and Human Services (DSHS) 2011-2017 Consultant/Program Evaluator for Spokane County Veterans Court
2011-2014 Survival Day Camp Counselor July 2011/2012/2014
2010- Spokane Area Operation Military Kids Local Support Regional Network (LSRN) committee member

Professional

2019- Alliance Executive Team Member
2019- Regional Advisory Group for Alliance (Co-Chair)
2017- Manuscript Reviewer for Death Studies
2015 External Program Reviewer for North Idaho College Social Work Program
2013- Consulting Editor Health & Social Work
2012-2013 Military Child Education Coalition (MCEC) Early Career Researcher
2011- Council on Social Work Education Abstract Reviewer
2011- Manuscript Reviewer for Journal of Social Work in Disability and Rehabilitation

SCHOLARSHIP

Publications

Reedy, A. R. (Forthcoming). Understanding addictive behaviors and co-occurring disorders. In A. Begun & P. Murray (Eds.), Handbook on social work and addiction. Routledge.

Reedy, A. R. (2018). Raising a Secure Child (Book Review). Journal of Baccalaureate Social Work Education, 23(1), 311-313. <https://doi.org/10.18084/1084-7219-23.1.311>

Campbell, E. L., Reedy, A. R., Baird, M. J., & Baird, D. M. (2018). Better together: Co-teaching in undergraduate applied psychology courses. Psychology Teaching Reviews, 24(2), 3-11.

Beecher, B., Reedy, A. R., Loke, V., Walker, J., & Raske, M. (2016). An exploration of social work needs of select rural behavioral health agencies in Washington State. Social Work in Mental Health, 14(6), 714-732.

Reedy, A.R. & Kobayashi, R. (2015). National Guard service members' perceptions of informal and formal supports: An exploratory study. Journal of Social Work in Disability and Rehabilitation, 14(2), 110-123. doi: 10.1080/1536710X.2015.1014534

Reedy, A. R. & Kobayashi, R. (2012). Substance use and mental health disorders: Why do some suffer from both? Social Work in Mental Health, 10(6), 496-517.

Reedy, A. R. & Saunders, J. A. (2013). Peer behaviors and co-occurring disorders among adolescents. Child and Adolescent Social Work Journal, DOI 10.1007/s10560-012-0277-x.

Hall, J. A., Vaughan-Sarrazin M., Huber D., Vaughn, T., Block, R.I., Reedy A. R., & Jang M. (2009). Iowa Case Management for rural drug abuse. *Research on Social Work Practice*, 19, 407-422.

Reedy, A.R. & Hall, J.A. (2008). Treatment issues with substance use disorder clients who have mood or anxiety disorders. *Mental Health and Substance Use: Dual Diagnosis*, 1(1), 44-53.

Hall, J.A., Vaughan-Sarrazin, M., Reedy, A.R. (2008). Comprehensive case management for substance use disorder clients who have mood or anxiety disorders. *Mental Health and Substance Use: Dual Diagnosis*, 2(1), 143-157.

Publications in Preparation

Clute, M. A., Kobayashi, R., & Reedy, A. R. (In Preparation). "A lot of us cried": Children's views of grief camp. *Child and Adolescent Social Work Journal*

Kobayashi, R., Clute, M. A., & Reedy, A. (In Preparation). The role of volunteers in child grief camps.

Monographs & Reports

Reedy, A. R. (2015). Spokane County Veterans Court Program Evaluation: Final Report.

Reedy, A. R. (2013). Report on Preliminary Veterans Court Data.

Saunders, J., Marchik, B., Soyer, K., Jackson, B. & Reedy, A.R. (2009). Social work trends in Iowa. Iowa Chapter NASW.

Hall, James A., Williams, Julie K., Reedy, Amanda R. (2008). Case Management and Drug Courts. Quality Improvement for Drug Courts: Evidence-Based Practices Monograph Series 9, 75-85.

Presentations

Reedy, A. Needs of select rural behavioral health agencies: A qualitative study. Accepted for presentation at the National Rural Social Work Caucus, July 2019.

Reedy, A. Integrating knowledge and practice in a social work senior capstone class. Accepted for presentation at The International Conference on Learning, July 2019.

Reedy, A. Integrating knowledge and practice in a social work senior capstone class. Presented at American Association of Behavioral and Social Sciences Conference, February 2019.

Reedy, A. Mental Health. Title 26 GAL Training. Invited Presentation, Spokane, November 2018. Reedy, A. Trauma and Resiliency. Title 26 GAL Training. Invited Presentation. Spokane. November 2018.

Reedy, A. Social work research with veterans and military families. Invited College Spotlight Presentation at First Step, July 2018

Reedy, A. Social work research with veterans and military families. Invited College Spotlight Presentation at First Step, August 2018

Reedy A. An exploration of needs of select rural behavioral health agencies. Presented at American Association of Behavioral and Social Sciences Conference, February 2018.

Reedy, A. Better together: A collaborative approach to teaching military social work. Presented at the Fourth Annual Military Social Work Conference, September 2016.

Reedy, A. Better together: A collaborative approach to teaching military social work. Presented at Council on Social Work Education Annual Program Meeting, October 2015.

Reedy, A. The impact of parental deployment: Experiences of National Guard kids. Presented at the American Family Therapy Academy Annual Meeting and Open Conference, June 2015.

Reedy, A. & Kobayashi, R. The impact of parental deployment: Experiences of National Guard kids. Accepted for presentation at Council on Social Work Education Annual Program Meeting, October 2014.

Reedy, A., Loke, V., Fawson, P. Teaching Research with "FLAIR": Integrating EBP into Research Methods. Workshop presented at Council on Social Work Education Annual Program Meeting, November 2013.

Reedy, A. & Kobayashi, R. Perspectives of Social Supports among National Guard and Reserve Families. Presented at Council on Social Work Education Annual Program Meeting, November 2012

Reedy, Amanda R. Social Work with Veterans and Military Families. Presented at the National Association of Social Workers Washington Chapter Annual Conference, May 2012

Reedy, Amanda R. & Kobayashi, R. Perspectives of Social Supports among National Guard and Reserve Families and Implications for Social Work Practice. Invited presentation for Spokane County Veterans Affairs, March 2012.

Reedy, Amanda, R. Military Families. Invited presentation for Spokane County Department of Social and Human Services (DSHS), November 2011.

Reedy, Amanda R. The Unequal Divide: Measuring Co-occurring Disorders Dichotomously and on a Continuum. Presented at the Council of Social Work Education Annual Program Meeting, October 2011

Reedy, Amanda R. Sustainable Environments for Adolescents: The Impact of Peer Behaviors On Co-Occurring Disorders. Presented at the Council on Social Work Education Annual Program Meeting, October 2010.

Saunders, Jeanne, Reedy, Amanda R., & Marchik, Billie. Maintaining a Sustainable Workforce: Results From a Study of Mid-Western Social Workers. Presented at the Council on Social Work Education Annual Program Meeting, October, 2010

Reedy, Amanda R. Co-occurring Disorders in Adolescents: Bridging a Gap for Students and Practitioners. Presented at the Council on Social Work Education Annual Program Meeting, November 2009.

Reedy, Amanda R., Saunders, Jeanne, & Marchik, Billie. The Social Work Profession in Iowa: Exploring the Challenges. Presented at Iowa Chapter NASW Annual Symposium in Des Moines, Iowa, April 2009.

Smith, Douglas C. & Reedy, Amanda R. Adolescent Comfort with Online Counseling. Presented at Society for Social Work Research 11th Annual Conference in San Francisco, January, 2007.

Reedy, Amanda R. Adolescent Comfort with Online Counseling. Presented at James F. Jacobson 9th Annual Conference in Iowa City, March 2007.

GRANTS AND AWARDS

U.S. Department of Justice, Bureau of Justice Assistance Enhancement Grant. Evaluating the Spokane Municipal Veteran's drug Court BJA Enhancements. Co-investigators Amanda Reedy and Ed Byrnes. Applied in May 2016. Unfunded.

U.S. Department of Justice, Bureau of Justice Assistance. Evaluating the Spokane Municipal Veteran's Drug Court Program. Co-investigators Amanda Reedy and Ed Byrnes. Applied in April, 2016. Unfunded.

Eastern Washington University Faculty Research Grant. Awarded \$7,500 for 2013-2014.

Empire Health Foundation, 2012. Rural Behavioral Health Training and Education Needs in Eastern Washington. \$6,000.00. Co-investigators: Blake Beecher, PI, Martha Raske, Amanda Reedy, Kim Stansbury, Vernon Loke

Military Child Education Coalition Research Training Symposium Early Career Researchers Stipend 2012. Awarded \$2,000 for travel to symposium and development of manuscript.

Eastern Washington University 2011 Graduate Faculty of the Year Award

Eastern Washington University Faculty Research Grant. Awarded \$10,000 for 2011-2012

The University of Iowa Executive Council of Graduate and Professional Student Professional Advancement Grants Travel Award. Awarded \$200 for CSWE APM 2009

The University of Iowa Graduate Student Senate Travel Award. Awarded \$300 for CSWE APM 2009 Presentation The University of Iowa School of Social Work Travel Grant. Awarded \$600 for CSWE APM 2009 Presentation The University of Iowa Graduate College Summer Fellowship. Awarded \$3,000 for summer 2009 The University of Iowa Graduate College Dissertation Fellowship. Awarded \$7,500 academic year 2008-2009 The University of Iowa Student Government Scholarly Presentation Travel Funds. Awarded \$100 January 2007 The University of Iowa School of Social Work Travel Grant. Awarded \$500 January 2007

Rex Rempel
Director, Behavioral Healthcare program Lake Washington Institute of Technology 11605 132nd Ave NE
Kirkland, WA 98034

Carolyn Watson
Associate Dean for Health Professions Whatcom Community College
237 W Kellogg Road Bellingham, WA 98226

January 24, 2022

Re: External review of Whatcom Community College's proposed Bachelor of Applied Science degree in Social Work, dated January 11, 2022

Dean Watson,

Thank you for the opportunity to review your BASSW proposal. I appreciate your expression of trust in me and the peer review process, given the seriousness of your work on this proposal. I hope that my comments will encourage and assist you in your work. I remain available to you and your colleagues should you have further questions or wish to seek further collaboration.

Rex Rempel, DSW, MSW, LICSW

Applied Baccalaureate External Review

College: Whatcom Community College

BAS degree title: Social Work

A note about the proposal documentation: Whatcom Community College (WCC) provided me a Statement of Need and Program Proposal marked as a draft. WCC personnel indicated that they were awaiting confirmation of final budget calculations but that all elements for my review were ready for review.

Reviewer: Rex Rempel

Institutional affiliation: Lake Washington Institute of Technology

Qualification: Doctor of Social Work; Licensed Independent Clinical Social Worker Relationship to Whatcom Community College: Our colleges have negotiated an articulation agreement between the associate of applied science degree in the Substance Use Disorder Professional program at Whatcom Community College into the Baccalaureate of Applied Science in Behavioral Healthcare program I supervise at Lake Washington Institute of Technology. There is no direct financial relationship.

Notes about the reviewer's discipline expertise: I hold an LICSW, MSW, and DSW. In the past six years, I have developed and put into operations a BAS in a related discipline (Behavioral Healthcare) at a technical college in Washington state. To date, my 2019 doctoral dissertation, *Reconsidering the Social Work Education Continuum: Social Work Education at Community Colleges in the United States*, represents the most complete examination of the relationship between social work and community colleges in the United States and the only scholarly study of current social work programs at American community colleges.

Reviewer's CV: following the review

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?

The discipline and profession of social work have a century-old history. Social work is well established and well-accepted as an effective means to meet individual and community needs, some of which would otherwise go unaddressed. Governments and community organizations readily look to social workers to staff their human service/social service programs; further, social workers are the primary staff members for behavioral healthcare organizations (including those designated as mental health, crisis services, and/or counseling). Most such organizations currently report being understaffed. Before the current public health emergency, service providers reported vacancy rates approaching 26%. That rate is now 30-60%.

The discipline is likewise well-established within the academy, much more so than the more nebulous—less rigorous and generally

undefined—Human Services identity of many community college programs and two nearby universities. Social work is a respected discipline whose programs are generally well-received within their home institutions and other institutions of higher education to which graduates may matriculate (as discussed below, concerning educational pathways).

Further, as noted in the Statement of Need, many employers are now open to hiring baccalaureate-credentialed applicants for positions previously restricted to those with graduate degrees. Some describe their labor shortages in this field as “desperate.”

Commendations

There is a strong job market for graduates of accredited baccalaureate social work programs, approaching a level of emergency. The proposed degree is clearly relevant to the local labor market. Graduates of a high-quality baccalaureate social work degree have great likelihoods for employment in living-wage jobs.

Bachelor of Applied Science degree in Social Work (BASSW) graduates with Substance Use Disorder Professional/Trainee (SUDP/T) credentials will be especially well-received as job applicants. People of color with BASSW credentials will also be greatly welcomed by employers in this field, who are well aware of the demographic disconnects between their existing staff and clientele.

Concerns

The proposal refers to place-bound and remote students, to campus cohorts and hybrid offerings. It is unclear whether degree completion requires on-campus learning or it can be completed fully online.

The proposal is silent on the planned schedule for courses. The choice of daytime or nighttime/weekend will impact which students enroll.

Program-specific accreditation: Is the degree program likely to qualify for relevant accreditation?

Since 1974 the Council on Social Work Education (CSWE) has accredited baccalaureate social work (BSW) programs in the U.S. CSWE accreditation is widely accepted by practitioners, governments, institutes of higher learning, and academic associations as the measure of a BSW program. Few BSW programs operate without CSWE-accreditation.

Graduates of a non-accredited BSW (or BASSW) program risk not being accepted by Master’s in Social Work (MSW) programs, state licensing boards, and some employers. Failure to gain CSWE accreditation risks program failure.

CSWE’s current Educational Policy and Accreditation Standards (EPAS) were published in 2015. Updated standards will be

published later this year; a second draft is available for public review.

CSWE EPAS demand a generalist practice focus for baccalaureate programs. The EPAS further mandate that programs develop nine competencies in their students: ethical and professional behavior; engagement of diversity and advancement of justice; engagement of diversity and anti-racism; practice-research integration; policy practice; clinical engagement; assessment; group intervention; and practice evaluation.

Roughly half of EPAS standards for baccalaureate programs are objectively defined, allowing for significant accurate self-assessment of compliance. Others require more nuanced consideration and comparison with other schools' programs.

The EPAS make several stipulations about faculty qualifications. The majority of faculty should be MSWs, and all social work practice classes must be taught by faculty members holding an MSW and two years post-MSW practice experience. The faculty-student ratio cannot exceed 1:25.

The 2015 EPAS state that a BSW program needs “no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program” (CSWE, 2015, p. 16). This requirement was dropped from the current draft of the 2022 EPAS, however. What CSWE will recognize as sufficient minimal faculty numbers remains to be determined.

The program will need considerable faculty commitments for program administration and the direction of fieldwork. In addition to the typical responsibilities of student recruitment, student advising, faculty mentoring, budgeting, and program review those directing the BASSW must also seek and maintain program accreditation as well as field placements for students. Each of those roles can easily require at least a half-time position. Most social work programs have dedicated fieldwork director positions.

Commendations

Whatcom Community College is wise to seek CSWE accreditation and plan accordingly.

WCC's ability to work towards meeting CSWE EPAS will reflect the program's ability to provide a widely-accepted curriculum and meet high standards for rigor.

The decision to directly align the program objectives with CSWE EPAS competencies will drive curricular decisions in helpful directions, facilitate assessment, and ease the application for program accreditation.

Concerns

CSWE holds exacting standards for faculty, resources, finances, curriculum, admissions, field education, and more. CSWE accreditation is a serious, time-consuming, and expensive—but necessary—undertaking for any college or university's acceptance by the social work community as a valid baccalaureate social work program.

If successful, Whatcom Community College's BAS in Social Work will be the only baccalaureate social work degree program at any American community college. My scholarly research, including publication of the first catalog of social work programs at community colleges in the United States, has found no other such program as of 2019. CSWE leaders know well that they have never accredited a community college program. My review of their internal (archival) documents reveals a history of suspicion about the academic rigor and qualifications of community colleges. As such, Whatcom Community College should anticipate serious scrutiny—including biased perspectives—from program accreditors. A strong application is essential. Failure to gain CSWE accreditation risks program failure.

The creation and maintenance of a CSWE-accredited social work program may require active CSWE participation. Minimally, the program director will need to attend CSWE's Annual Public Meeting; greater activities by multiple members may well be warranted. \$1,000/year may not suffice for travel, conferences, and professional development for all program personnel.

Depending on how the curriculum is taught (the explicit and the implicit curricula), the focus on a respect for diversity may not meet CSWE's new expectations for anti-racist practice to address White supremacy.

Suggestions

Seven universities in the state currently offer BSW/BASW degrees. Four of those also offer MSW degrees, making them natural destinations for WCC alumni interested in graduate school. Developing collegial relationships with these existing CSWE-accredited programs (at both levels) could be advantageous for WCC in its efforts to gain formal and informal acceptance.

This review is insufficient to judge the adequacy of WCC's planning for accreditation application. I would encourage WCC to contract with personnel experienced in the CSWE accreditation process within two to three years, to prepare appropriate assessments and recommend any needed program adjustments.

Degree learning outcomes: Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

Whatcom Community College articulates ten program learning outcomes, adopted from CSWE EPAS.

Commendations

WCC is smart to adopt the discipline's most widely accepted set of competencies as its BASSW program objectives. This will provide well for appropriate academic rigor and program relevance.

The planned curriculum rightly recognizes the importance of developing students' knowledge, values, skills, and practices. All play important parts in the competent provision of social work services.

Suggestion

The use of CSWE tools explicitly focused on these competencies can guide course development and ease program assessment.

Curriculum alignment: Does the curriculum align with the program's Statement of Needs document?

The State of Needs recognizes unmet needs in behavioral healthcare, mental healthcare, crisis services, counseling services, and social services.

Commendations

The planned coursework aligns with these needs.

The curricular content and focus will help students develop the skills, practices, knowledge, and values necessary for success in social work.

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?

Behavioral healthcare, mental healthcare, crisis services, counseling services, and social service organizations need employees with critical thinking skills, familiarity with behavioral health conditions, client engagement skills, understanding of social problems, familiarity with community resources, eligibility for state-issued professional credentials, baccalaureate degrees, and practical experience. They also need employees with the ability to persist in their roles, to reduce current problems in staff turnover.

The proposal outlines 35 required credits in foundational coursework and 70 credits of core coursework. Sixty-five of those are upper-division credits. This includes three quarters of senior- year field experience.

WCC hopes to admit as many students as are eligible: those with an associate degree and a 2.3 grade point average (or possibly lower, with faculty permission).

The program proposal does not indicate the extent or nature of elective courses. The proposal is also silent on pre-requisites for upper-division courses.

Commendations

The stipulated coursework matches closely the explicit curriculum of most BSW programs. The content is likely very relevant and sufficiently rigorous. This curriculum as described can be expected to produce the cognitive skills, knowledge, interpersonal skills, and values sought by employers.

Behavioral healthcare, mental healthcare, crisis services, counseling services, and social service organizations will give serious consideration to job applicants with a BASSW.

The curriculum mandates sufficient fieldwork to develop the skills of an entry-level generalist social worker (and satisfy program accreditation).

The attention given to equity, diversity, inclusion, and justice helps this serve as a true social work program and fosters readiness for employment.

I applaud the gradual move toward a more competitive admission process, should applications exceed openings.

Suggestions

Students will enter the program as juniors, with significant differences in prior education and professional experience. The only guarantee will be the completion of 35 general education credits and a minimum of 90 total credits before admission. Within one year, however, such students may be admitted to fieldwork, placing them in front of vulnerable populations seeking critical services. WCC will have a responsibility for the competence of such students, even potential liability for harm they may cause to themselves, clients, or organizations hosting them. Therefore I strongly recommend, based on my own program's experience, that WCC make SW 301, SW 302, and SW 303 all pre-requisites for SW 491. This provides a safeguard against ill-prepared students entering fieldwork.

Similarly, SW 491 and SW 492 should be prerequisites for SW 493, and SW 493 and SW 494 should be prerequisites for SW 495. Students should be required to successfully complete each quarter of fieldwork and seminar before admission into the following

quarter's fieldwork.

As noted in the Statement of Need, one cause of the demand for additional social workers is the rate of staff turnover in local behavioral healthcare and social service organizations, a problem that has only increased during the pandemic. Competence in social work requires resilience. I encourage focused attention on helping students develop the cognitive traits, emotional skills, and wellness practices necessary for sustained employment in a challenging profession. This is a central component of their professional development, not at all adjunct to the formal curriculum.

General education requirements: Are the general education requirements suitable for a baccalaureate-level program? Do the general education courses meet breadth and depth requirements?

This proposal indicates BASSW students would be required to complete English, Communications, Statistics, Psychology, Humanities, Social Science, and Natural Science coursework totaling 60 credits. WCC anticipates that many may be filled in lower-division courses.

Commendations

The general education coursework appears sufficiently broad, deep, and rigorous. They suffice for baccalaureate academic quality, employment readiness, and preparation for graduate studies.

Many MSW programs require students take a Statistics class. Completing this coursework during undergraduate studies may help students who wish to continue their studies.

Suggestions

Though it is a 100-level course, Introduction to Statistics challenges many social work or behavioral health students, who often shortsightedly label themselves as “people people” rather than “numbers people.” Tutoring support can be particularly valuable for this course, particularly in a program with an open-door policy and intentions to attract a diverse group of students.

While many behavioral healthcare students excel in interpersonal communication, writing skills can lag. It may behoove students to encourage the selection of Technical Writing as an elective. This is particularly true for those who intend to continue into graduate studies. Faculty can frequently direct all students to the writing center.

Proficiency in a foreign language can set a job seeker apart in this profession. Students should also be encouraged, as possible, to

develop their abilities in languages other than English.

Preparation for graduate program acceptance: Do the degree concept, learning outcomes, and curriculum prepare graduates to enter and undertake suitable graduate degree programs?

The MSW presently represents the terminal degree in social work. Most BSW/BASSW alumni seeking a graduate degree will turn to MSW programs. A minority may apply to graduate programs in counseling psychology, marriage and family therapy, addictions studies, or sex education. Admissions qualifications for those programs are typically similar to—though slightly lower than—those for MSW programs.

Graduates from CSWE-accredited BSW programs are typically well prepared for MSW programs and welcomed warmly.

Commendations

Graduates of CSWE-accredited baccalaureate programs are preferred applicants for MSW programs and eligible for Advanced Standing. Such students may be the first admitted and able to complete an MSW in only four quarters of full-time study. Should WCC obtain CSWE accreditation its BASSW graduates will have good access to graduate programs.

WCC is sensible to liaise with the University of Washington's and Eastern Washington University's MSW programs. Those are natural destinations for WCC alumni interested in graduate school. WCC is also correct that students may be interested in the various fully-online MSW programs across the country.

As noted above, the inclusion of Introduction to Statistics in the core coursework strengthens BASSW students' candidacies for graduate schools.

Suggestions

I would encourage WCC to create and maintain cordial relationships with all four CSWE-accredited MSW programs in Washington state: Eastern Washington University, Seattle University, the University of Washington, and Walla Walla University. This could include making their materials available to BASSW students, holding joint graduate school fairs/information sessions, and inviting them to the campus.

Students intending to continue into graduate studies will need strong writing skills. Students must be repeatedly coached on APA style, and Technical Writing should be promoted as a valuable elective.

Faculty: Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

In addition to sufficient faculty to teach new upper-division courses, the program will need considerable faculty commitments for program administration and the direction of fieldwork. In addition to the typical responsibilities of teaching, mentoring faculty, budgeting, and program review those directing the BASSW must also seek and maintain program accreditation. Staff must also provide for students' field placements. Both program director and field director roles can easily require at least a half-time dedicated position.

Whatcom Community College proposes having one full-time faculty member and several adjunct faculty members at the outset, with a goal of hiring an additional full-time faculty member in year 3. WCC has budgeted 150 hours/quarter for a program director. The Health Professions Navigator will also provide recruitment, advising, and student support services.

Commendations

The proposed number of faculty is likely adequate to teach the required courses.

The faculty identified (including intended hires) would have appropriate educational degrees.

The Health Professions Navigator will play an important role in both program and student support.

Concerns

The existing staffing model may not be sufficient to meet the range of non-teaching program needs such as program administration and direction of students' fieldwork.

The practice experience, content/subject matter expertise, and teaching expertise of the proposed faculty are undetermined.

Suggestions

To ensure program stability, I recommend that successful full-time instructors be given opportunities to seek tenure.

Fieldwork is the discipline's "signature pedagogy," an essential and primary component of social work education. I recommend WCC add a part-time fieldwork director position, to develop relationships with potential internship sites, assess sites, conduct pre-placement background checks on students, place students, respond to the concerns of organizations that accepted student interns, supervise

students, and evaluate results.

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?

WCC reports the availability of TRIO, veterans services, tutors, disability support services, an intercultural center, a library, tech services, financial aid, LGBTQ+ student supports, athletics, dining facilities, career advising, writing services, and mandatory advising.

Commendations

The equipment, library, resource, materials, and marketing budgets appear sufficient or better. The marketing budget is particularly robust; it may well boost enrollment.

The academic facilities should suffice nicely.

Placing social work faculty and staff within the Health Professions Education Center (and the program within the health professions department) may promote appropriate interprofessional collaboration with allied disciplines.

Mandatory advising for new BASSW students is prudent.

Concern

As noted above, the creation and maintenance of a CSWE-accredited social work program may require active CSWE participation. Minimally, the program director will need to attend CSWE's Annual Public Meeting; greater activities by multiple members may well be warranted.

\$1,000/year may not suffice for travel, conferences, and professional development for all program personnel. Funds might be reallocated from the library and materials budgets, as both may be more than necessary.

Suggestions

Social work and behavioral healthcare students self-report high rates of trauma and behavioral health conditions. BASSW students should be informed early and reminded often of available counseling services, on- and off-campus. This need may re-double when students enter fieldwork. Campus counselors should be visible to BASSW students and faculty members should readily make

referrals.

The valuable campus resources and student services noted above must be available to all students. Should an evening cohort be enrolled in this (or any) program, all such services should be available during evening hours.

Attention to the wellness of these students will be central to student retention and degree completion.

Membership and advisory committee: Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?

No information was made available about the composition, expertise, involvement, or guidance of the program's Advisory Committee.

Concern

An SUDP-focused Advisory Committee may be inadequate to meet the needs of a BASSW. A social work degree program will need a social work-focused Advisory Committee.

Suggestions

Many (if not most) Advisory Committee members should hold social work degrees.

Catholic Community Services of Western Washington is the largest social service employer west of the Cascade Mountains. It could be advantageous to include CCS personnel, in particular, on the committee.

Representatives of the Lummi Nation and/or Nooksack Tribe could enrich the Advisory Committee's perspective.

Other: Additional observations and comments not covered above. Some of these have minimal bearing on the assessment of the program.

Commendations

There is a natural-enough progression from an Associate of Applied Science degree in Substance Use Disorder Professional to a BASSW. SUDP graduates should be perfectly able to succeed in this BAS program. Further, WCC's SUDP AAS has sufficient enrollment to support a relevant BAS.

Increasing the number of community college graduates in social work will help diversify the profession. WCC's BASSW would likely bring more people of color and people with lived experience of poverty into the local social work workforce.

WCC astutely recognizes that students may complete their degree in two to six years. That awareness may reduce advising concerns.

Concerns

My BAS program struggled (failed) to meet early enrollment projections. It took a few years to develop adequate student awareness and interest. WCC enrollment projections may also be overly optimistic for a new program.

As WCC notes, this new program would have “a unique focus.” While there should be great synthesis between the fields of social work and substance use disorder counseling, there are differences in focus and cultural differences persist. These differences may give rise to some challenges for faculty and students moving between WCC’s AAS and BAS programs.

Suggestions

As WCC noted, students of Skagit Valley College’s Human Services AAS program are natural BASSW recruitment targets. Other possibilities include AAS in Social Work students at Shoreline Community College and Big Bend Community College, as well as students from human service and SUDP programs at Edmonds College, Everett Community College, and Seattle Central College. It might benefit WCC to pursue articulation agreements with some of these.

Typically students move from the general to more focused studies as they matriculate up. That might not be the case here, however. The existing SUDP AAS has a specific focus, whereas BSW/BASW/BASSW programs should be generalist in nature, per CSWE. This is not a problem, per se, but it could lead to some challenges. Likewise, social work has a more activist, social justice orientation. Program faculty should be aware so that they may emphasize relevant values and maintain a broad scope.

I encourage the intentional use of Open Educational Resources. Education can help students develop information literacy skills relevant to their professional and personal lives. Increasingly, at home and at work, we all use electronic information sources. This is true for social workers as well. Practicing professionals are now more likely to turn the internet than the bookshelf. The use of well-chosen Open Educational Resources in school can help students develop those information literacy skills. In addition, doing so typically reduces expenses for students and the college.

Overall assessment and recommendations

Like the rest of our state, the northwest corner of Washington suffers from poverty, homelessness, mental illness, addiction, racism, and other social problems. Solutions exist for these treatable, even preventable problems. Unfortunately, those providing the needed

services cannot find sufficient employees. Whatcom Community College's proposed Bachelor of Applied Science degree in Social Work can help.

This program would help Washington meet some urgent employer needs for qualified personnel. Employers Whatcom, Skagit, San Juan, and Island counties will welcome this program. It would fill a unique role, not only as the only social work program north of Seattle but also as the nation's first BASSW. It would contribute to the vitality of the local community, provide academic and job advancement opportunities for students, meet local employer needs, and lead to living-wage jobs and graduate school options. Further, the BASSW would accomplish these ends at costs below that of our universities.

The BASSW is an idea whose time has come. Social work is a well-established discipline, with nearly 1,000 baccalaureate programs in the United States. Community colleges in our state, meanwhile, have proven themselves capable of providing baccalaureate education. WCC already offers two.

WCC has wisely based this program on established standards for the discipline, taken directly from accreditation standards. Social work educators in Minnesota, New Jersey, and Kansas would find the curriculum familiar and approve the outcomes. By pushing themselves to obtain program accreditation, WCC will achieve appropriate rigor and establish program credibility. Achieving accreditation will be of utmost importance.

The BASSW requires very few material resources; what they will need is a team of qualified educators to teach and to administer the program. Oversight of field education may call for additional staff time than has been allocated. The academic facilities will suffice. The enrollment projections appear optimistic in light of recent declines in the Substance Use Disorder Professional associate degree program which will serve as the primary source of BASSW students. The considerable marketing budget should attract students, however, leading to a budget-positive degree program in time.

I hope that Whatcom Community College becomes an integrated part of social work education. I believe its success in doing so would benefit students, vulnerable members of our community, employers, and the profession of social work. I will certainly watch closely.

Curriculum Vitae

Rex J. Rempel, DSW, LICSW, MSW

Professor | Department Assignments: Baccalaureate and Associate
Behavioral and Social Services Lake Washington Institute of Technology
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(425) 739-8285 | Rex.Rempel@LWTech.edu

Education

2019 Doctor of Social Work (DSW): Education as Practice

University of St. Thomas—St. Catherine University

Dissertation: Reconsidering the Social Work Education Continuum ~ Social Work Education at Community Colleges in the United States

2009 Post-Graduate Certificate in Field Education

University of Washington School of Social Work

2002 Master of Social Work (MSW)

Summa Cum Laude University of Washington

1993 Bachelor of Philosophy

Summa Cum Laude, Honors Program University of Notre Dame

2016- Professor, Department Chair, Department Director

Behavioral Health and Social Services, baccalaureate and associates programs Lake Washington Institute of Technology, Kirkland, Washington.

2015-2016 Lead Faculty in the Social and Human Services associates program Lake Washington Institute of Technology, Kirkland, Washington.

2012-2015 Adjunct Instructor in the baccalaureate psychology program
College of Social and Behavioral Sciences, Northwest University, Kirkland, Washington.

Academic Appointments

Professor in the Baccalaureate and Associate Programs, Behavioral and Social Services, Lake Washington Institute of Technology (2019-)
Associate Professor in the Baccalaureate and Associate Programs, Behavioral and Social Services, Lake Washington Institute of Technology (2016-2019)

Lead Faculty in the Associate Programs, Social and Human Services, Lake Washington Institute of Technology (2015-2016)

Baccalaureate Department Director (2018-)

Department Chair (2015-)

Field Practicum coordination (2015-2017, 2019-)

Creation of Baccalaureate of Applied Science in Behavioral Healthcare

Curriculum revision, Associate of Applied Science in Behavioral & Social Services

BHAV 411, 421, 431: Field Practicum 1, 2, 3

BHAV 331: Professional Development

BHAV 321: Assessment and Goal Planning

SOC 311: Poverty in America

BHAV 311: Treatment of Mental Health Disorders

BHAV 251: Case Studies in Mental Health Disorders

SHSV 222: Multicultural Counseling

SHSV 212: Introduction to Chemical Dependency

BHAV 210: Group Work

BHAV 151 Peer Counselor Certification

BHAV 141 Harm Reduction

SHSV 140: Disability Issues and Practice

SHSV 138, 218, 238: Field Practicum I, II, III

SHSV 136: Leadership Development & Ethics
BHAV 130: Therapeutic Skills
BHAV 120: Case Management
SHSV 111: Does Harry Potter have PTSD? Introduction to the DSM
BHAV 110: Introduction to Behavioral and Social Services

Adjunct Faculty, Northwest University, College of Social and Behavioral Sciences (2012-2015)
SOCl 2133: Social Problems

Field Instructor, School of Social Work, University of Washington (2008-2015)
Supervised graduate students seeking field experience in clinical practice and clinical supervision.
Completed learning plans and assessment of assigned students.

Academic Service

Faculty Senate development workgroup
Lake Washington Institute of Technology (2019-2022)

Chair, Faculty Member, tenure committees
Lake Washington Institute of Technology (2019-)

Faculty Member, JED taskforce to enhance mental health and reduce suicide Lake Washington Institute of Technology (2016-2019)

Chair, subcommittee to revise the all-college course schedule Lake Washington Institute of Technology (2017)

Faculty Member, Taskforce to revise new program development procedures Lake Washington Institute of Technology (2017)

Faculty Advisor, Social and Human Services Club Lake Washington Institute of Technology (2016-2017)

Faculty Member, Hiring committee for Coordinator of Disability Support Services Lake Washington Institute of Technology (2016)

Academic Awards & Scholarly Honors

- 2018 President's Commendation for Excellence in Student Enrollment
 Lake Washington Institute of Technology
- 2017 President's Commendation for Excellence in Student Completion
 Lake Washington Institute of Technology
- 2012 Affiliate Instructor
 School of Social Work, University of Washington

Research Interests

Social work education at community colleges in the United States
Faculty responses to students' behavioral health issues
Critical pedagogy
Student evaluations of teaching

Peer-Reviewed Publications

Rempel, R. J. (2020). Truth in labeling? An initial evaluation of Associate in Social Work programs. *Journal of Baccalaureate Social Work*, 25, 65-88. <https://doi.org/10.18084/1084-7219.25.1.65>

Rempel, R. J. (2020). The forgotten history of CSWE's shift away from community colleges. *Social Work Education*. <https://doi.org/10.1080/02615479.2019.1662896>

Rempel, R. J. (2019). Reconsidering the Social Work Education Continuum: Social Work Education at Community Colleges in the United States [Doctoral dissertation, University of St. Thomas]. Sophia. <https://sophia.stkate.edu/dsw /42>

Rempel, R. J. (2018). The validity and utility of student evaluations. *Perspectives on Social Work*, 14(1), 33-43.
https://www.uh.edu/socialwork/academics/phd/doctoral-journal/perspectivesonsocialwork_summer2018r82918.pdf

Manuscripts in Development

1. Rempel, R. J. (2021). Just what is appropriate? Guidelines for clinical faculty members' support of students with behavioral health problems.

Journal Review Experience

Reviewer, *Journal of Comparative Social Work* (2021)

Editorial reviewer, *Perspectives on Social Work* (2016-2017)

Peer-Reviewed Regional and National Conferences

Rempel, R. J. (2018). Factors leading to the exclusion of community colleges from the Council on Social Work Education. Council for the Study of Community Colleges, Dallas, TX.

Rempel, R. J., Buchanan, S., & Burnison, M. (2014). Integrating case management & housing: Bringing out-patient work into client's homes. 2014 Housing First Partners Conference, Chicago, IL.

Rempel, R. J., Fay, N., & Ward, L. (2013). Integrating case management & housing: bringing out-patient work into client's homes. 2013 Washington Behavioral Healthcare Conference, Yakima, WA.

Rempel, R. J., & Andrus, G. (2007). Beyond Treatment Plans: Recovery focus through consumer participation in goal planning. 2007 Washington Behavioral Healthcare Conference, Yakima, WA.

Professional Practice Experience

Licensed social work supervisor

Independent contractor, Kirkland, WA (2006-2015, 2021-).

Consultant

Local organizations serving those experiencing homelessness (2015-2018).

Home Health Medical Social Worker

Gentiva, Bellevue, WA (2015).

Project Manager, Crisis Diversion Facility

Downtown Emergency Service Center, Seattle, WA (2013-2015).

Clinical supervisor

Downtown Emergency Service Center, Seattle, WA (2005-2013).

Interim Site Manager, Social Worker

ElderHealth Northwest, Seattle, WA (2003-2005).

Mental health case manager

Downtown Emergency Service Center, Seattle, WA (2002-2003).

Administration Intern

ElderHealth Northwest, Seattle, WA (2002).

Therapist intern

Community Psychiatric Clinic, Seattle, WA (2001-2002).

Case manager

Spokane Mental Health, Spokane, WA (1997-2000).

Case manager

ElderHealth Northwest, Seattle, WA (1996).

Interim supervisor, information & referral counselor

Downtown Emergency Service Center, Seattle, WA (1993-1995).

Professional Designations

Licensed Independent Clinical Social Worker (LICSW) LW00009184, Washington; first issued September 15, 2006

Approved supervisor for LICSW, LASW, and LMHC applicants

Mental Health Professional