I-BEST Enhanced FTE Application

College: North Seattle Community College	I-BEST Instruction Start Date: 09/24/2007
I-BEST Program Name: IT for Healthcare	Original Submission Date:
Name/Email of primary contact: Loretta.Ryan@sccd.ctc.edu	Revision #: 1
10/16/07	Plan Approved: ☒ YES ☐ NO

Brief Program Summary: *(Use the space below to provide a 3 or 4 sentence **narrative** description of your program. Describe the length of the program, the certificates and number of credits, the target population (i.e. ABE, ESL, both, etc.). This information will be used on the Program Summaries List to share information about your program both internally and externally.*
North Seattle Community College's I-BEST IT for Healthcare One Year Achievement Certificate is 36-41 credits providing practical training to prepare ESL students for work in the healthcare field. This is a step in a three part career pathway in healthcare and technology focusing on medical fundamentals, program management, statistics, and general informatics topics where students will receive support from ESL faculty while they complete course work.

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
	OVERVIEW		
1. List the professional-technical program title and CIP/EPC code that has been approved by the SBCTC for this I-BEST program.	P-T Program Title <u>IT for Healthcare One Year Achievement Certificate</u> CIP code <u>51.0707</u> EPC code <u>529B</u>	☒ Meets Criteria ☐ Needs Revision	
2. For each integrated course, provide P-T course information, credit equivalency, ABE/ESL hours and anticipated class size using Format 1.	*The program includes CWE 110, which is a 3-credit internship that will not be integrated. AMA 102, AHM 118 and AMA 103 are all 1-credit module classes that will not be integrated. Format 1: P-T course name <u>Introduction to Computer Systems and</u>	☒ Meets Criteria ☐ Needs	(Note: The ESL for Healthcare Professionals course, the extra five credits, are not actually part

		Revision	of the certificate – this is a supplemental ESL course for students working on the certificate.

Separately describe non-integrated ABE/ESL classes that directly support the I-BEST program using Format 2.	Networks
	
	   Dept./Division Business/Business, Engineering & IT
	
	   Course Number IT 100
	
	   P-T course hours 55 credits 5 credit equivalency *8.75*
	                         (total credits x 1.75)
	
	   ABE/ESL hours 27.5 Class size 20-24
	
	P-T course name Using Computers in Business
	
	   Dept./Division Business/Business, Engineering & IT
	
	   Course Number BUS 169
	
	   P-T course hours 55 credits 5 credit equivalency *8.75*
	                         (total credits x 1.75)
	
	   ABE/ESL hours 27.5 Class size 20-24
	
	P-T course name HIPAA and Network Security
	
	   Dept./Division Health and Human Services
	
	   Course Number AHE 234
	
	   P-T course hours 55 credits 5 credit equivalency *8.75*
	                         (total credits x 1.75)
	
	   ABE/ESL hours 27.5 Class size 20-24
	
	P-T course name Introduction to Medical Vocabulary
	
	   Dept./Division Health and Human Services
	
	   Course Number AHI 100
	
	   P-T course hours 33 credits 3 credit equivalency *5.25*
	                         (total credits x 1.75)
	
	   ABE/ESL hours 16.5 Class size 20-24		

P-T course name Introduction to Clinical Software

Dept./Division Health and Human Services

Course Number AHE 232

P-T course hours 55 credits 5 credit equivalency *8.75*
                                        (total credits x 1.75)

ABE/ESL hours 27.5____   Class size 20-24___

P-T course name Project Management Introduction and Overview
    Dept./Division Business/Business, Engineering & IT
Course Number BUS 118

P-T course hours 55 credits 5 credit equivalency *8.75*
                                        (total credits x 1.75)

ABE/ESL hours 27.5   Class size 20-24___

P-T course name Project Management Tools, Techniques and Control
    Dept./Division Business/Business, Engineering & IT
Course Number BUS 229

P-T course hours 55 credits 5 credit equivalency *8.75*
                                        (total credits x 1.75)

ABE/ESL hours 27.5   Class size 20-24

P-T course name Portfolio, Job Search and Interviewing
    Dept./Division Professional, Technical, & Workforce Education
Course Number CWE 101

P-T course hours 22 credits 2 credit equivalency *3.5*
                                        (total credits x 1.75)

ABE/ESL hours 11   Class size 20-24

 Format 2:
    ABE/ESL course name and # ESL for Healthcare
Professionals / ESL 069(3 quarters)
    ABE/ESL hours   55   Class size   20-25

3. List specific job titles, median salaries and number of job openings that demonstrate a skill gap in your region for which I-BEST students will qualify. Data may be derived through a variety of sources including traditional labor market, industry, trade association, and other valid resources. Please indicate the data source.	<table><tr><th>Job Title</th><th>Median Salary</th><th>Number of Openings</th></tr><tr><td>1. Surgery Scheduler</td><td>$15.86</td><td>11</td></tr><tr><td>2. Medical Receptionist/Clerk</td><td>$16.26</td><td>126</td></tr><tr><td>3. Patient/Unit Coordinator</td><td>$15.70</td><td>367</td></tr></table> Data source(s): Data source(s): Workforce Explorer, Washington (http://www.workforceexplorer.com/) Upon completion of the program, the students will be qualified for the positions listed above.	☒ Meets Criteria ☐ Needs Revision	
4. Describe how local and regional employers participated in the development of the proposed I-BEST program. Please describe their specific role during and after the I-BEST program.	We have met with working professionals in the healthcare field serving on the technical advisory committee for IT for Healthcare. As part of the program, I-BEST IT for Healthcare students will be completing an internship at various worksites. In conjunction with the college's internship coordinator, we will work with our employment partners to place students in appropriate internship experiences. These internships will help build their resumes and could lead to full-time positions	☒ Meets Criteria ☐ Needs Revision	
5. Specifically describe how local partners other than employers (WDCs, CBOs, labor unions, etc.) will support the I-BEST program.	Agencies such as Work Source North, TRAC Associates, Literacy Source and Asian Counseling & Referral Service will work with us to recruit appropriate students to the program and provide case management for some of the students. The I-BEST coordinator will work with agency case managers to ensure the students' needs are met as completely and smoothly as possible. In addition, North Seattle Community College was just awarded a LEP Pathway Grant from DSHS. This will provide a resource for transitioning LEP students into a vocational training program.	☒ Meets Criteria ☐ Needs Revision	

PATHWAY

6. Describe the **educational and career pathway** that your I-BEST program is part of. Include how the I-BEST program is: a. is part of an **educational pathway** that is at least one year in length (45 college level credits); b. uses proactive measures that inform students and engage them in planning a full **educational pathway** beginning with I-BEST and including stop-in and stop-out points available to them as they progress to a one-year certificate, a two-year degree, and a bachelor's degree, if appropriate; c. provides students the opportunity to advance on the **career pathway** without duplicating courses; d. provides program completers with the requisite education and skills to moving to the next level of certification or instruction leading to a degree; e. provides specific learning supports beyond the federal levels for basic skills students all along the pathway, such as advanced ABE/ESL or credit-bearing developmental education courses;	A. The I-BEST IT for Healthcare program is one year in length. This ensures that students may qualify for financial aid and enables us to help the students smoothly transition from vocational to academic transfer coursework through the support of the basic skills instructors and I-BEST coordinator. The courses included in the IT for Healthcare Short Certificate are included in the one-year program. However, the Short Certificate is intended for working healthcare professionals who wish to improve their IT knowledge and skills. The I-BEST students will get this certificate as part of their training, but it will not qualify them for specific jobs unless they are already qualified for other health care positions. B. From the first contact with I-BEST program, students will be informed of the possible paths their education can take. Information on the different positions available to graduates of the program will be given during recruitment meetings and orientation meetings, including salary and benefit information for each step along the career path. Additionally, the I-BEST coordinator, in conjunction with the advising department and IT for Healthcare faculty, will provide more personalized information for individual students as the program continues. C. All credit-bearing courses within the I-BEST IT for Healthcare program are applicable to the IT for Healthcare AAS-T degree. Should students wish to continue on additional coursework will be required but not duplicated.	☒ Meets Criteria ☐ Needs Revision	

f. informs students of employment opportunities in their **career pathway** as they continue their education and also allows students to be employed at the conclusion of the I-BEST program.	D. Upon graduating the I-BEST IT for Healthcare program, students will have completed several 200 level college courses. During the program, students will acquire the basic skills, academic skills and confidence to continue on to the next level. Students will be supported through the program with decreasing levels of assistance, assuring that students are developing the skills they need to continue their educations independently. E. Students entering the program will be advanced ESL students (levels 5 and 6) and will continue to receive basic skills and developmental education instruction throughout the program. In addition to the ***Washington State Adult Learning Standards for ESL and ABE*** and ***Professional-Technical Competencies,*** instruction will include many of the ***Washington State College Readiness outcomes.*** F. As required in the IT for Healthcare program, students will be completing coursework in business communication and job search skills, as well as completing an internship where they will be working in the field with area employers. Ample opportunity will be provided for students to develop their job search skills through the basic skills instruction. The I-BEST coordinator will also keep students informed of job fairs and job opportunities as they arise.		
7. On a separate page, provide a pathway diagram that illustrates both the **educational** and **career pathways** described in question 6. *For an example, see Appendix C in the Guidelines and Process.*	*See appendix A*	☒ Meets Criteria ☐ Needs Revision	
8. Check the description below that best matches your I-BEST	The program meets the criteria stated in section B. As stated in the answer to question 3, students will be qualified for positions	☒ Meets	The positions they are qualified for upon

		Criteria	completion of the 1-year certificate are as listed on the diagram: Surgery Scheduler, Patient Coordinator, Unit Coordinator, Medical Records Clerk, Medical Receptionist.
program. If you select A, please provide the additional required information: _____ a. Describe how you will ensure that I-BEST completers are <u>given priority status</u> in the advanced professional-technical program. If I-BEST completers need to meet specific assessment scores or other criteria, such as prerequisites, to get priority status, explain how you will prepare students <u>during the I-BEST program</u> to meet the specific assessment scores or other criteria; OR _____ b. The labor market data provided in response to P-3 shows evidence of available high wage jobs for I-BEST program completers at a minimum of $12 per hour—with the exception of King County which is $14 per hour. Job titles and associated wages for completers are also listed in question 3.	with median salaries paying more than $15.70/hr.	☐ Needs Revision	
			Those students who do not enter the IT for Healthcare program through I-BEST are required to take English 101, Keyboarding, and Intermediate Algebra as prerequisites. These requirements are waived for our I-BEST students.

SUCCESS STRATEGIES			
9. Describe strategies and processes used to recruit and screen a cohort of basic skills students into the I-BEST program. Describe the eligibility requirements, including but not limited to the ESL and/or ABE levels at which students are	Eligibility requirements: 　　ESL Listening Level 5 and Reading Level 6 as determined by CASAS tests. 　　ESL Writing Level 6 as determined by North Seattle's internal writing placement. Students will be recruited from North Seattle's own ESL student	☒ Meets Criteria ☐ Needs Revision	

accepted into the program and the ESL and/or ABE level required for students to be accepted into the next level of the pathway or certificate program.	population, as well as the community at large. The Advising, Counseling, Workforce Education, and Women's Programs departments will work with the I-BEST coordinator to determine interest in and aptitude for the program. Information will be shared with the community social service agencies and community-based organizations as to the availability of the program and how they can work with the I-BEST coordinator. During the I-BEST program, we will work with the students on building their basic skills to help them reach the level they need to continue on to the AAS-T. Those students who have not yet attained college-level math and English skills may need to complete developmental math and English courses to meet prerequisites for degree requirements. (such as Math 098, English 95/96, 97/98). Students will be advised as to their best course of action and informed of other services which will help them in the completion of these courses (such as math and English labs).		
10. What strategies do you have in place to assist students in acquiring the financial means for entering the program and continuing it to completion?	The I-BEST IT for Healthcare program qualifies for federal financial aid programs, and all students will be encouraged to apply for this funding, they will also be encouraged to apply for the **PROCURA scholarship fund that is available only to IT for Healthcare students,** as well as any scholarship opportunities and other available funding. Worker Retraining, Women's Programs and WorkFirst funding may be used if students are eligible.	☒ Meets Criteria ☐ Needs Revision	Good.
11. Describe specific strategies to retain all cohort members to completion of the I-BEST program. Include the proactive measures that will be used to inform I-BEST students how to access the range of support services available to them as college students (library, computer	North Seattle is a strong believer in having a single point of contact. Throughout the course of the program, the I-BEST coordinator will work with students to ensure that they have access to the support services they need. The first day of the program will be dedicated to informing the students of the wide-range of campus resources available to them on campus through activities such as scavenger hunts and guest speakers.	☒ Meets Criteria ☐ Needs Revision	

labs, disability support, counseling, child care, etc.)			

INSTRUCTION			

12. List program (student) learning outcomes that illustrate integrated professional-technical skill development and basic skills (ABE or ESL) gains. The outcomes must be integrated. Use the ***Washington State Adult Learning Standards for ESL and ABE*** and ***Professional-Technical Competencies*** that are appropriate as the backbone for developing integrated outcomes. The ESL and ABE standards are available online at: http://www.sbctc.ctc.edu/ABLE/Docs/learningSTDS/WAStateAdultLearningStandards.pdf	Read with understanding assigned information technology and medical terminology/healthcare materials. • Decipher meaning from context of unfamiliar information technology vocabulary and medical terminology. • Apply various reading strategies to enhance comprehension of computer systems and software applications. • Locate key information in computer, healthcare, and business texts. • Read for detail in patient documents such as explanations of patient history, medications, and so on. • Follow specific directions in the application of legal and ethical healthcare practices. • Follow specific directions in the use of electronic medical records and business software. • Demonstrate familiarity with medical terminology. • Interpret charts, tables and graphs pertaining to healthcare or computer systems • Use technology to compile information on patient documentation and for project management topics. Compose formal and informal written email and patient documentation communications. • Determine the purpose and audience for written communications and network security needed. • Apply appropriate formality, tone and use of medical terminology to writing tasks. • Produce written documents, including charts and graphs, appropriate for the electronic medical record. • Edit for grammar (e.g., verb tense forms), spelling, sentence structure, word choice, and text structure in written email or patient documentation communications.	☒ Meets Criteria ☐ Needs Revision	

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	• Produce written summaries of HIPAA and network security principles, identifying main ideas and key concepts. • Use technology to schedule patient appointments and bill patient visits. • Compose electronic and written reports regarding patient documentation as assigned. Comprehend oral communication as related to medical terminology, healthcare, and information technology • Apply listening strategies for clarification, and give feedback appropriate to the situation, the audience and the purpose of the communication in healthcare environments. • Identify main ideas and supporting details in lectures and discussions. • Apply effective note-taking strategies including outlining, mapping, questioning and collaboration. • Listen and respond to oral directions with regard to course assignments and job duties. • Recognize tone, intent and level of formality in speech and respond accordingly. Use appropriate verbal and non-verbal language to relay information in academic and healthcare situations. • Use appropriate medical terminology and information technology terminology in spoken communications. • Explain HIPAA and Network practices and principles with clarity, using an appropriate terminology for the audience (clients vs. co-workers). • Verbally demonstrate comprehension of information technology practices and principles. • Give verbal accounts and summaries of scheduling, billing, coding, and patient documentation duties. • Organize and deliver formal Project Management presentations. • Apply a variety of speaking strategies (paraphrasing, questioning, hesitations, non-verbal communication, etc.) to		

	monitor and convey information in formal and informal healthcare settings. • Demonstrate use of appropriate assertiveness techniques in healthcare and academic settings.		
13. Based upon your integrated program (student) learning outcomes, describe how professional-technical and basic skills faculty members will jointly create, plan, measure, and deliver: a. integrated learning experiences that support these outcomes, including curricula and instruction; AND b. integrated assessment processes and tools that inform instruction and ensure opportunities for students to see progress toward meeting the integrated learning outcomes. Also include CASAS testing, reporting in WABERS, and appropriate professional-technical assessments.	A. During the development of this I-BEST IT for Healthcare program, the I-BEST coordinator met several times with IT for Healthcare faculty to discuss how best to prepare students for jobs in the healthcare field using information technology skills. Prior to the beginning of each quarter, the ESL and professional-technical instructors will meet to outline course activities and assignments that reinforce healthcare and IT practices while developing basic skills and cultural knowledge. These activities will provide ample opportunity for students to practice their communication skills while demonstrating their knowledge of healthcare and IT principles. Sample activities include formal and informal oral reports of assignments completed, e-mails and memos containing explanations of HIPAA laws, role plays of client interactions, etc. During this planning period, the instructors will outline their roles during overlap time for each unit, and will meet weekly to fine-tune the instruction. The ESL faculty will also attend IT for Healthcare department meetings to report on and discuss the students' and the program's progress. B. Students will be CASAS testing prior to admission, during, and at the completion of the program. These scores will be reported to WABERS and will be used to determine language gains. Assessments for individual courses will be determined jointly by ESL and professional-technical instructors prior to the start of each course. These will be used by the professional-technical faculty to assess students' knowledge of accounting and business	☒ Meets Criteria ☐ Needs Revision	

	principles and by the ESL faculty to determine progress in basic skills.		
14. Specifically describe how and when each I-BEST course within the program will provide a minimum of 50% overlap of instruction between professional-technical and basic skills faculty members so that readers can see where the overlap occurs.	The I-BEST IT for Healthcare program will have a dedicated ESL instructor who will provide both overlap and non-integrated ESL instruction. Each course in the program with the exception of CWE 110, AMA 102, AHM 118, and AMA 103 will be integrated at 50%. CWE 110 is a 3-credit internship where students will be gaining work experience in the healthcare field using information technology. During the non-integrated ESL course, the ESL instructor will debrief the students to ensure that the internships are going smoothly and will address any issues that may arise. AMA 102, AHM 118 and AMA 103 are module classes that are self paced during the quarter. During these non-integrated ESL courses, the ESL instructor will ensure that the students are completing the courses in a timely manner and address any issues that may arise.	☒ Meets Criteria ☐ Needs Revision	
15. Specifically describe how internal college partners have participated in the development of the I-BEST program, including financial aid, advising, counseling, registration, general student services, etc.	Several meetings were held over the course of the last few months to obtain input from staff in student services, including financial aid, advising, counseling, registration, and workforce programs. Leads in these departments, as well as key staff, will act as an advisory committee to the I-BEST programs which will meet quarterly during the course of the program and more frequently as needed during the initial stages to address any issues that arise. Faculty and staff from these departments will also represent the college at statewide I-BEST trainings and events.	☒ Meets Criteria ☐ Needs Revision	

I-BEST Enhanced FTE Application

Signature Page

Please submit original under separate cover <u>upon approval of the I-BEST application.</u>

College: North Seattle Community College

Program Title: IT for Healthcare

Proposed Start Date: Fall 2007

Signature:

_____   _____

Workforce Administrator   Basic Skills Administrator

Other team members:

Name	Position	Email	Phone Number
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