



**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
FEBRUARY 2024
PROGRAM PROPOSAL
BACHELOR OF APPLIED SCIENCE
PUBLIC SAFETY ADMINISTRATION
*BATES TECHNICAL COLLEGE***

TABLE OF CONTENTS

Cover Page – Program Proposal.....	1
Program Information.....	1
Mode of Delivery	1
Program Proposal.....	1
Contact Information (Academic Department Representative).....	2
Chief Academic Officer signature.....	2
Introduction	3
Institutional Overview	3
Program Overview	3
Criteria 1.....	4
Curriculum demonstrates baccalaureate level rigor.	4
Criteria 2.....	11
Qualified faculty.	11
Criteria 3.....	14
Selective admissions process, if used for the program, consistent with an open-door institution.	14
Criteria 4.....	15
Appropriate student services plan.	15
Criteria 5.....	18
Commitment to build and sustain a high-quality program.	18
Criteria 6.....	19
Program specific accreditation.	19
Criteria 7	20
Pathway options beyond baccalaureate degree.....	20
Criteria 8.....	20
External expert evaluation of program.	20
Summary of feedback.....	20
Appendix A Program Outline.....	22
Required Courses.....	22
Appendix B Course Descriptions	24
Appendix C External Reviewers.....	28

Cover Page — Program Proposal

Program Information

Institution Name: Bates Technical College

Degree Name: Bachelor of Applied Science in Public Safety Administration

CIP Code: 43.0103; 43.0202; 44.0499

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

Degree: Cyber Security AAS/AAS-T

CIP Code: 11.1003

Year Began: 2020

Degree: Fire Service AAS/EMT

CIP Code: 43.0203; 51.0810

Year Began: 1973

Degree: Fire Service Supervision AAS

CIP Code: 43.0203

Year Began: 1973

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2024

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year: 25

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Bates Technical College- South Campus, 2201 S. 78th St., Tacoma, WA 98409

Off-site: Potential internship/capstone

Distance Learning: Web-enhanced, hybrid, online

Program Proposal

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

Contact Information (Academic Department Representative)

Name: Dr. Johnny Hu

Title: Vice President of Instruction


Address: 1101 S. Yakima Ave., Tacoma, WA 98405

Telephone: 253-680-7204

Email: johnny.hu@batestech.edu

Chief Academic Officer signature

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

 Recoverable Signature

X 

Chief Academic Officer

Signed by: 4a380b95-7622-4daa-b8d4-61367e91d7c7

11/7/2023

Introduction

Institutional Overview

Bates Technical College is a leader in technical education in Washington State. Since its founding in 1940, Bates has consistently evolved to meet the needs of students and industry. As part of the state's two-year public college system, Bates offers both an affordable education and quick entry into the workforce.

The college serves approximately 6,000 students on three comprehensive campuses. Its student body is diverse, including large numbers of low-income students, students of color, and students who are the first in their families to attend college. To serve its community, Bates offers degree and certificate programs in a variety of career pathways such as advanced manufacturing, business, hospitality, health science, information technology, fire science, transportation, and the trades. Faculty have close ties with their industries, offering work-based learning and networking opportunities for students and reviewing curriculum for currency with representatives from industry advisory committees. Because of the community it serves and through its close connection with its local industries, Bates Technical College is key to creating a stronger and more inclusive economy in Pierce County.

Because most of the college's programs can be completed in two years or less, students pay less for tuition and fees. Students also enjoy smaller class sizes, hands-on training, and more one-on-one attention from faculty. Forbes Magazine [ranked Bates in the top 20 best technical colleges](#) nationwide, with many of its 45+ career training programs recognized with industry-specific rankings. The college is also [ranked in the top 20 percent](#) of community colleges in Washington state for the highest completion rates and least debt for graduating students.

Program Overview

The proposed Bachelor of Applied Science (BAS) degree program in Public Safety Administration is intended to support the Tacoma and Pierce County communities by educating leaders for an evolving industry. Public safety, long viewed as the sole province of law enforcement and fire service, is an industry undergoing profound change. The reasons guiding businesses, public organizations, cities, counties, and state governments to reconsider their public safety systems are complex, but they can be reduced to two primary causes. First, existing public safety systems have failed to protect communities effectively and equitably. Secondly, the range of threats is steadily increasing, and now includes relatively new issues such as cybercrimes, pandemics, failures of community infrastructure, and major disasters brought on by climate change.

This evolving social context requires leaders—managers and administrators in both traditional safety-related fields as well as emerging areas—who are educated through the baccalaureate level. The tasks in which public safety leaders will engage are challenging, requiring not only a technical background in the area but also a strong understanding of how relationships are created and maintained; a thorough background in management topics such as budget, finance, and personnel management; and a strategic understanding of how different organizations and institutions can work cooperatively.

The proposed Public Safety Administration program is grounded in the need to train these new leaders. It is both the first BAS degree program Bates Technical College will offer and the first program of its kind in Washington State. It supports business and industry by responding to an existing gap in workforce training while also offering an opportunity to adults who work in safety-related fields but are blocked from accessing promotions into administrative positions or salary increases because they lack the requisite education. The program will fill a unique and necessary niche in the Pierce County region. As one city police chief noted during the early stages of the program development process, in mentoring sergeants who wish to move into management but step back from the day-to-day activities of law enforcement, he currently sends these employees to out of state, online baccalaureate programs because no public safety leadership program can be found nearby.

This program provides the community-based degree pathway for which the local chief has been searching. It is designed to accommodate working adults across the array of businesses, community-based organizations, health agencies, and government departments that must act in concert to maintain a community's welfare. The program attempts to remove as many of the barriers working adults face as possible—by accepting credits from the military and from police and fire academies to speed time to degree; by allowing work experience to be combined with academic backgrounds in program admissions; and by offering classes in flexible formats, with many of them delivered virtually. It will also be aligned with graduate degree programs to allow students to continue their education beyond the BAS level.

By the 2028-29 academic year, when the program is expected to be fully enrolled, the college anticipates serving twenty-five students annually.

Criteria 1

Curriculum demonstrates baccalaureate level rigor.

Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the baccalaureate program.

1. Program Learning Outcomes

Students entering the program will possess knowledge of first responder institutions and techniques through prior education and, in many cases, such education combined with related work experience. To further develop the skills entering students possess and educate them through the baccalaureate level, program administrators, faculty, and industry advisors have identified eight outcomes as areas of program emphasis:

- Leadership Tactics: Students will differentiate among leadership styles, evaluate and develop their own leadership skills, and effectively apply those skills in responding to situations commonly encountered in the public safety industry.
- Public Administrative Structures: Students will recognize the roles and cultures of organizations engaged in maintaining public safety, interpret law and policy, manage personnel in accordance with contract, and follow public financing systems and their

accompanying ethical obligations.

- Cooperative Interagency Response: Students will implement a comprehensive definition of public safety, ensuring a collaborative and innovative delivery of public safety services. They will respect the culture and systems of partnering organizations and work as teammates with other governmental and community-based organizations engaged in efforts to improve public safety.
- Community Relationship Development and Management: Students will develop detailed knowledge of the communities to be served, analyze differing needs across segments of a given community, and plan and implement responses that effectively support these communities. They will actively and positively engage with community members.
- Social Justice Implementation: Students will be knowledgeable regarding the historic and ongoing inequities in the public safety system and use their knowledge of social justice principles to rectify systemic biases. They will evaluate plans and generate responses based on perspectives brought by the full spectrum of community members.
- Communication: Students will be skilled in both oral and written communication techniques. They will write accurate and concise reports, demonstrate strong interpersonal skills, and apply strategies that de-escalate challenging situations and lead to resolution.
- Critical Thinking and Research: Students will be capable of implementing response plans and solving immediate problems even in challenging emergency response situations. They will clearly record required data points, develop and analyze data sets, and identify both short-term and strategic, long-term solutions in response to the data available.
- Technology: Students will be skilled and responsible in using standard information technology systems as well as current and emerging technological tools common to public safety efforts, including geographic information systems, drone technology, and digital and video recording systems.

2. Program Evaluation Criteria and Process

The Bates Technical College mission is to enrich the diverse communities it serves “by inspiring student learning, challenging greater achievement, and educating for employment.” Four strategic goals support fulfillment of this mission:

- Workforce Education: Bates is committed to providing high quality training that helps students realize their potential for growth and success through innovative instruction.
- Student Centered: Bates supports students, enabling them to succeed, to aspire to education, to reach their educational goals and transition successfully to further education or employment.
- General Education: Bates recognizes that the skills and knowledge attained through general and related education are essential to success and ensuring well-rounded learners.
- Community Relationships: Strong local and global partnerships with business, industry, labor and the public make the college a respected, effective community resource, contributing to local community vitality.

Program evaluation and measurement of student learning outcomes represent vital parts of the framework set to evaluate achievement of the college mission and strategic goals. The Public Safety Administration program, like all college professional-technical programs, will be evaluated during its first year of operation and once every three years afterwards by a process called the Program Effectiveness Review (PER). This review is conducted jointly by the program advisory committee,

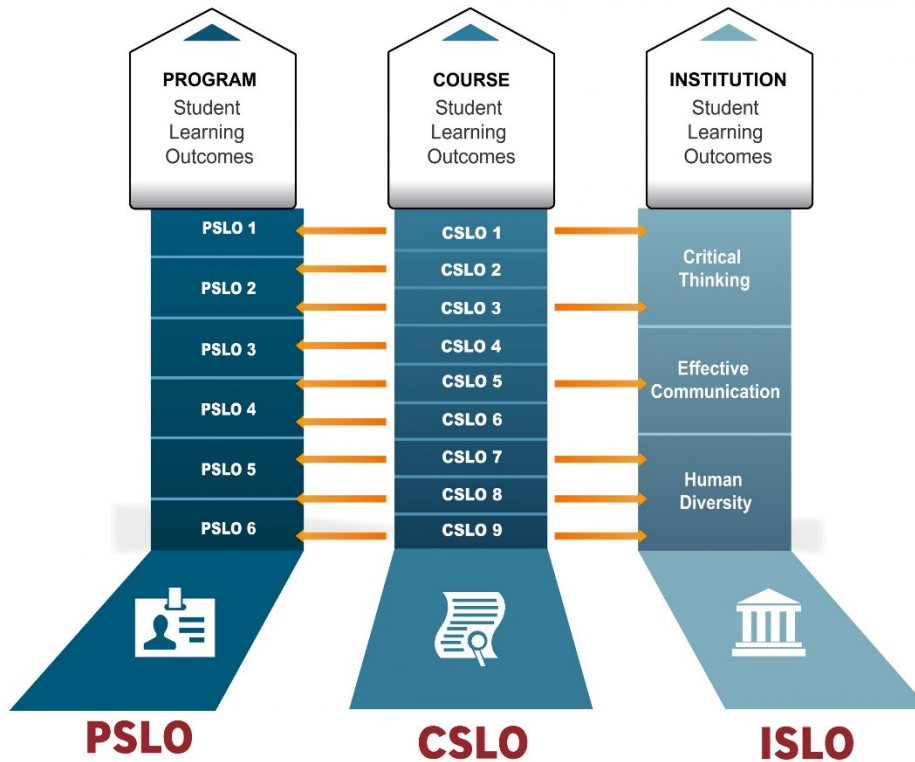
program faculty, and college administration, and it is intended to assure that college career training and academic programs are of high quality, with strengths and challenges identified and with strategies set for continuous improvement. In this way, the program review process supports learners, providing them with more competitive skills, relevant and viable knowledge, and a quality education that leads to employment. A copy of the PER form is located on the [Program Effectiveness Review website](#).

The PER process, as outlined in the faculty negotiated agreement, provides a comprehensive, longitudinal look at both program performance and student attainment of learning outcomes. Data points used in program performance include measures of student enrollment, retention, and completion considered alongside input from external sources such as community involvement through advisory committees and labor market employment projections. In the months during which the college has been developing the Public Safety Administration program, it has already built a solid foundation of information from external sources, having conducted a deep analysis of the labor market and created a network of community support which includes ongoing advice from industry professionals.

In addition to these externally gathered sources, student attainment of learning outcomes, assessed at the course, program, and institutional levels, is a second key measurement area included within the PER process. All three outcome levels are tracked on a chart called the Master Course Outline, which demonstrates the connection among outcomes and identifies how recently each outcome was assessed. The outcome levels are defined as follows:

- Course-level student learning outcomes (CSLOs) guide lesson planning, instruction, and assessment of student mastery of content and skills. CSLOs are the concrete learning objectives through which the learner interacts with the curriculum and instruction, and by which the students' progress toward achieving the outcomes of each pillar is measured.
- Program-level student learning outcomes (PSLOs) are used by career training programs to align the overall program design with knowledge and skills that students need for success in the workforce as well as, if applicable, programmatic accreditation requirements.
- Institutional student learning outcomes (ISLOs) are measured in three areas— Critical Thinking, Effective Communication, and Human Diversity. These outcomes are shared by all career programs and general education courses, and their importance has been heavily emphasized in the input received from the public safety professionals who have assisted the college in program development.

Student Learning Outcomes Alignment



Because all three outcome levels are recorded in Master Course Outlines (MCOs), a unified Master Course Outline [dashboard](#) allows users to see the distribution and synthesis of CSLOs, PSLOs, and ISLOs across all programs.

The combination of the PER process with the distinct but related evaluation system used for the measurement of student learning outcomes achievement will provide information relevant for both analyzing the performance of the Public Safety Administration program and for providing the groundwork that allows the program to evolve and improve over time.

3. Course Preparation Needed by Students Transferring with Technical Associate Degree

Students will qualify for the Public Safety Administration program either by holding a minimum of a two-year degree in a program specifically intended for first responders or by holding a two-year degree that is further supported by relevant work experience in a public safety-related field. Related degrees and work experience will include, but not be limited to, criminal justice, fire services, emergency management, military service, cybersecurity, critical infrastructure protection and operations, public safety, emergency medical services, public health, and community health.

Although students may be provisionally admitted based simply on degree completion, the BAS program is designed with the requirement that students must successfully complete a minimum of 25 credits of generally transferrable academic coursework to earn full admission. These credits

additionally must include successful completion of at least one course in each of the five general education distribution areas (Communication, Quantitative Reasoning, Humanities, Social Science, and Natural Science). Course requirements and recommendations for meeting this standard are given in Table 1 below. Because several of the degree types accepted often require only fifteen credits of general education coursework, not all of which are at the generally transferrable level, some entering students will need to complete academic credits beyond those required for their AAS degree to become eligible for the baccalaureate program. Any additional courses taken to meet admission requirements must receive a minimum of a 2.0 grade.

To improve baccalaureate program access and support students needing need additional general education courses to qualify, the college will design a program entry “bridge” that efficiently packages the academic courses professional-technical program graduates need to enter BAS programs but commonly lack. To further support program access, the college will also retool its advising system to inform current Bates Technical College students, particularly those in its Fire Service, Cybersecurity, and Information Technology programs, about the academic requirements for the BAS degree and the difference between transferrable and non-transferrable general education courses. The Fire Service AAS program, for example, is well-enrolled, and its students have expressed strong interest in the Public Safety Administration program and constitute a target group for BAS program recruitment. As their degree is currently configured, however, students graduate having completed coursework in only three of the five standard distribution areas and also may have taken non-transferable academics in communication and quantitative reasoning. To lessen the barrier the increased number and rigor of academic courses represents for Fire Service students and others in similar situations, one goal of the initial program launch will be to provide students with advising information immediately during their first two years of education and then offer the enhanced academics as conveniently and flexibly as possible.

4. General Education Component

The Public Safety Administration degree is built on a model designed to accommodate students holding AAS or AAS-T degrees. Students must also have completed twenty-five credits in general education coursework, with this total including one course in each of the five distribution areas, each with a grade of 2.0 or higher, as the minimum standard for program admission. The general education courses that meet this requirement are readily available at Bates Technical College and other colleges in the state system, and they are offered in various formats, including fully online. For this reason, they are accessible to working adults and other students with scheduling constraints.

The additional credits needed to meet the state’s general education requirement for BAS degrees are scheduled to be completed in the junior and senior years of the baccalaureate program. The proposed program requires 30 general education credits, obtained through one state common course and five upper-division courses that meet distribution requirements. Taken in total, the general education component of the program is weighted toward coursework in communications and social science, aligning with the recommendations made by numerous industry professionals, almost all of whom have emphasized that leaders in public safety must possess skill in oral and written communication as well as the ability to manage interpersonal and group relationships. The general education requirements for the BAS program are given in Table 1 below.

Table 1: General Education Requirements

SBCTC BAS Requirements	Met by Program Admission	Credits	Completed during junior/senior program years	Credits
Communication Skills (10 credits)	ENGL& 101 (required)	5	ENGL& 235	5
Quantitative Reasoning Skills (5 credits)	MATH& 146 (or any college-level, transferrable, quantitative reasoning course)	5		
Humanities (5 credits)	CMST& 210 (or any approved, college-level, transferrable humanities course)	5		
Social Science (5 credits)	SOC& 101 (or any approved, college-level, transferrable social science course)	5		
Natural Science (5 credits)	ENVS& 101 (or any approved, college level, transferrable natural science course with lab)	5		
Distribution Requirements and Electives (25 credits)			CMST 3XX, Public Safety Communication	5
			PHIL 305 Professional Ethics	5
			SOC 4XX Social and Behavioral Science in Disaster	5
			PSYC XXX Organizational Psychology,	5
			SOC XXX Social Justice and Public Safety Administration	5

5. Coursework Needed at Junior and Senior Levels

The BAS in Public Safety Administration will be a unique offering in Washington State. Lacking a local model to draw on, college faculty and staff designed the initial drafts of the program curricula by reviewing national programs and by speaking with industry experts across the spectrum of agencies engaged in efforts to keep the general public safe. These industry experts came from three police departments, one large college safety department, and a county emergency management unit. These individuals have all supported the BAS program during its year-long development process and will form the basis of the program's advisory committee upon the program's approval.

The program outline and courses selected for inclusion were developed with members of this advisory group. The group's recommendations have been especially important to the program design process and have been remarkably consistent since the process began. The group's thinking on program needs also aligns closely with that of the instructor Bates selected to guide the curriculum process: Chris Grant, a college fire service/supervision instructor, 36-year firefighter, and administrator in charge of firefighter training for Clark County Fire Department Six. Their recommendations have maintained a primary focus on the program outcomes of communication, critical thinking, and relationship development, with the latter point formed from two components: the relationship between public safety professionals and their communities, as well as relationships across agencies. The program focuses on preparing graduates for work in a system in which comprehensive, multi-agency response to situations involving public welfare is expected.

Table 2 below reflects the results of both national research conducted by the college and many local conversations. As proposed, the program is divided roughly into three sections. Because graduates are entering the program with the desire to move into leadership, the first program element contains a seven-course management core covering basic skills necessary for managers—for example, budgeting and finance, personnel management, and leadership styles.

The second area includes topics more specific to leaders in public safety-related areas. These courses present concepts embedded in the original program vision—including the need for joint planning and response across organizations and the need for public safety professionals to have both the willingness and capability to build relationships with the communities they serve. This second section covers a broad range of topics, moving from the personal and interpersonal—a leader's need for self-awareness and connection with other individuals—to technical topics such as the schema for disaster response found in FEMA guidelines.

The program's third area of emphasis, general education, is outlined in Table 1 above. The courses in this section were again selected with significant input from industry professionals and college faculty, and they support the focus found throughout the program on relationship development and improvement of communication skills.

All of the required courses in the upper division of the BAS program are listed below.

Table 2: Junior and Senior Level Required Coursework

Course	Title	Credits
ENGL& 235	Technical Writing	5
SOC 4XX	Social and Behavioral Science in Disaster	5
SOC 3XX	Social Justice and Public Safety Administration	5
PSYC 3XX	Organizational Psychology	5
CMST 3XX	Public Safety Communication	5
PHIL 305	Professional Ethics	5
PSAD 3XX	Foundations in Public Safety	5
PSAD 3XX	Public Safety Leadership	5
PSAD 3XX	Public Policy and Legal Issues	5
PSAD 3XX	Human Resources and Personnel Management	5
PSAD 3XX	Government and Non-Profit Budget and Finance	5
PSAD 3XX	Inter-governmental and Inter-agency planning and cooperation	5
PSAD 4XX	GIS, Data Analysis, and Emerging Technologies	5
PSAD 3XX	Cybersecurity and System Threats	5
PSAD 3XX	Critical Infrastructure: Security and Resilience	5
PSAD 3XX	Planning Response and Recovery	5
PSAD 3XX	Creating the Public Safety Stakeholder Community	5
PSAD 4XX	Contemporary Issues in Public Safety Administration	5
Total Credits at Junior and Senior Levels		90

Criteria 2

Qualified faculty.

Bates Technical College will begin recruitment for a lead public safety administration faculty member and related academic instructional positions beginning in Winter 2024. This hiring cycle will provide core staff for the BAS program by adding the following positions:

- A full-time program lead and instructor for the Public Safety Administration program
- A full-time instructor qualified to teach courses in both writing and communication studies
- A full-time math instructor
- A part-time faculty librarian to assist with collection development and support BAS program students in research and capstone projects
- Additional part-time faculty per program need

The new program lead faculty position will require a master's degree in public safety or a related field plus a minimum of five years of full-time work experience in a first-responder or emergency management position. All new academic positions will require a master's degree at a minimum, supported by significant prior teaching experience in their assigned area. Additionally, candidates for all new positions will be required to possess excellent oral and written communication skills as well as evidence of successful interactions working with diverse populations.

The new instructional personnel will join existing staff from the college’s career training programs in Fire Service, Information Technology, Cybersecurity, and Emergency Medical Technician and faculty from general education departments. Bates is a guided pathways college, and it has already developed a career pathway in Education and Public Safety. Areas of study include several fire service degree, certificate, and apprenticeship programs in addition to coursework leading to emergency medical technician certification. Degree programs in cybersecurity and information technology, both of which will also engage with the new BAS program, are housed in the college’s STEM career pathway. Faculty from these career training programs have and will continue to assist with program design, curriculum development, and instruction of program courses when applicable.

Currently, the college has full-time academic instructors in math, English, and social sciences. Because the baccalaureate program places an increased emphasis on general education content, the college intends to add new full-time academic faculty as well as a faculty librarian to support this project. All academic faculty, both those currently employed and those to be hired, will be engaged in BAS program curriculum development and may be assigned to teach upper-division program classes.

Because of the breadth of the program’s course offerings, the college anticipates a need to recruit additional part-time academic and public safety administration faculty to provide students with up-to-date, relevant content taught by experts with experience in the field under discussion. All academic faculty positions will require a minimum of a masters’ degree plus teaching experience. Public Safety Administration positions will set minimum qualifications of a BA/BS degree and five years or more of related work experience. Prior experience teaching adults will be a preferred qualification.

The qualifications of current Bates Technical College faculty who will support the program, in both professional-technical and academic areas, are provided in Table 3 below.

Table 3: Full-time faculty profiles

Full Time Faculty		
Distribution Area	Faculty Name	Qualifications
Fire Service	Travis Smith (Starting Winter 2024)	<ul style="list-style-type: none"> MA in Emergency Management, Oklahoma State University BS in Paramedicine, Central Washington University AS, Pierce College; Fire Service Training, Bates Technical College 25 years of firefighter and paramedic experience in US Army and West Pierce Fire and Rescue 14 years of teaching experience
	Adam Cabeza	<ul style="list-style-type: none"> AS in Fire Science, Broward College 24 years of service with Pembroke Pines (FL) Fire Rescue Department 3.5 years of teaching experience NCPERS (National Conference on Public Employee Retirement Systems) Accredited Fiduciary

		<ul style="list-style-type: none"> • FPPTA (Florida Public Pension Trustees Association)
	Brian Wiwel	<ul style="list-style-type: none"> • 20 years of collegiate teaching experience • 30 years of teaching fire classes for King County Fire District 24 • 38 years of industry experience as Captain, Assistant Fire Chief, and Deputy Chief
Cybersecurity	Joseph Kauer	<ul style="list-style-type: none"> • Master of Cybersecurity & Leadership, University of Washington • BS in Cybersecurity & Networking • 6+ years of teaching experience • 10+ years of Cybersecurity/IT industry experience
English/Communication Studies	Mark Wegley	<ul style="list-style-type: none"> • MA in English, Boise State University • BA in English, University of Washington • 22 years of teaching experience
	Josh Eskew (Starting Winter 2024)	<ul style="list-style-type: none"> • PhD in English Language and Rhetoric, University of Washington • MA in English- Rhetoric and Composition, Florida State University • BA in English and Speech Communication, Marian University • 10 years of teaching and tutoring experience
Math	Emilie Pulido	<ul style="list-style-type: none"> • MA in Teaching Mathematics, Western Governor's University • MS in Mathematics Education, University of Manila • BS in Mathematics, Philippine Normal University • 21 years of teaching experience
	Marjorie Rasmussen (Starting Winter 2024)	<ul style="list-style-type: none"> • MS in Mathematics, Western Washington University • BS in Biology, Pacific Lutheran University • AS in Biology, Pierce College • 2 years of teaching experience • 9 years of professional tutoring

Library	Mike Wood	<ul style="list-style-type: none"> • Master of Library and Information Science, University of Washington • BA in Communications, Evergreen State College • AAS in Library Technician, Highline College • Professional Librarian’s Life Certificate, Washington Secretary of State • 15 years of academic librarian experience
Social Sciences	Kurt Schaefer	<ul style="list-style-type: none"> • PhD in History, University of Washington • MA in History, Michigan State University • BA from Albion College • 31 years of teaching experience
	Peter Speelmon	<ul style="list-style-type: none"> • PhD in Education, Washington State University • MS in Educational Technology, DeVry University • MA in English: TESL/TEFL, Central Washington University • BA in Linguistics, University of Washington • 20+ years of teaching experience in higher education

Criteria 3

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

Special Admissions

The college will adopt a special admissions process that honors its open-door mission while ensuring that prospective students meet the more rigorous requirements of baccalaureate study. This process will be jointly administered by the Instruction and Student Services divisions, with admissions requirements set by instructional program administrators and faculty, and transfer credit evaluation and overall credential review conducted through the Office of the Registrar. This review process will be an especially significant component of program admissions given that many adults working in the public safety arena will have earned credits through alternative means, including training earned through the military, fire service apprenticeship programs, and criminal justice academies. To support program access and speed students’ time to degree completion, the college intends to accept these credits from alternative sources as fully as possible, as it does currently for students in

its Fire Services programs.

The process designed to evaluate eligibility for the program is clear, flexible, and simple to administer. To be fully admitted to the program, students must meet the following requirements:

- An AA or AAS degree in public safety or a related field. (Students holding an AA or AAS degree in an unrelated area may also qualify by having work experience in a public safety field.)
- A GPA of 2.0 or higher.
- Twenty-five credits of college-level general education coursework, with at least one course successfully completed in each of the five distribution areas. (Specific course requirements and recommendations are outlined in Table 1 above.)

One consistent program goal has been to improve baccalaureate degree access to first responders and other working adults who have an interest in building careers in Public Safety Administration. To that end, the college will implement a marketing and recruitment plan that reaches a wide range of prospective students. This plan targets three groups:

1. **Working Professionals in the Public Safety Sector:** Individuals who are already employed in roles related to public safety, and who are seeking opportunities to advance their careers to take on managerial positions within public safety-related agencies, such as firefighting, law enforcement, information technology, emergency management, infrastructure management, community service, community health, and emergency medical services.
2. **Individuals with Military or Law Enforcement Backgrounds:** Those with military or law enforcement backgrounds who are looking to transition into civilian leadership roles within the public safety sector.
3. **Associate Degree Holders:** Prospective students who hold an associate degree in a safety-related area and are eager to further their education and career prospects through the BAS program.

One challenge faced in recruiting professionals in the public safety arena is that of scheduling face-to-face information sessions—individuals in this field work all hours, weekdays and weekends. With that reality in mind, the recruiting plan includes not only in-person sessions but also virtual access to program information and admissions through a dedicated landing page on the college website, an online application process, webinars, and virtual meetings with the Career Advisor assigned to support the program.

Criteria 4

Appropriate student services plan.

Bates Technical College provides a full array of services for students. The college will ensure that all of these services are available for students entering the BAS program.

Advising/Retention

As a guided pathways college, Bates assigns each program an advisor and has mandatory advising for all incoming students. This process is used to ensure all incoming students are provided with a clear understanding of the program they are entering, the requirements of the program, and the courses needed in the program. Mandatory advising is conducted by faculty Career Advisors. Among

other responsibilities, career advisors assist students in navigating the onboarding process. They also monitor the number of students in each program and maintain waiting lists for programs that are full. In the case of the proposed BAS program, one advisor will be assigned to the program and serve prospective and current students, assisting incoming students with the specialized admissions process and monitoring their progress toward degree completion. As is outlined in section 1.3 above, one area of advising emphasis will be on assisting interested students with completing the higher-level academic requirements needed to enter the BAS program, guiding them into taking the generally transferrable academic courses in each of the five distribution areas and in this way helping them avoid the need to repeat credits. All Career Advisor positions report to the Director of Advising and Retention, who in turn reports to the Vice President of Student Services.

As with Career Advisors, the college also assigns a Retention Specialist to each program. These staff also work directly with students, providing assistance and resources that will help students overcome barriers to continued enrollment. These barriers can include issues such as food insecurity, a lack of housing, and needs for tutoring support and study skills development.

These two positions, Career Advisors and Retention Specialists, work closely to ensure students are provided with needed resources and clear and comprehensive program information. Caseloads for these positions are held under 400 students in an effort to provide the best service possible for Bates Technical College students.

The Director of Advising and Retention holds monthly meetings with the advising and retention team. These meetings include department and college updates; communication regarding issues impacting students, the department, and the college; and discussion of topics related to department performance.

Assessment

The college uses multiple measures of assessment to ensure entering students are prepared to take the courses in their program and the supporting general education courses. In 2020, the college discontinued the use of standardized assessment testing, replacing the Accuplacer test with internal [placement processes](#) developed through the Instruction Division, including math bootcamp and English guided self-placement tools. Students' skill levels in math and writing are both assessed through college-developed processes, with results made available to both students and advisors.

Results from both of these assessments are taken to the required first quarter advising appointment for students. Advisors explain assessment results and review both previous college course work students have taken and their high school transcripts to determine placement. The college also uses AP scores, Smarter Balance scores and other placement methods, but use of these are rare with the Bates' student population.

Disability Support Services

Disability Support Services (DSS) works with students to provide the accommodations and academic adjustments necessary to help them meet class and program outcomes. DSS also works directly with instructional faculty to ensure approved accommodations are made available in the varied classroom and lab settings used throughout the college. These support services will be available to students in the BAS program, following the system developed to support associate degree students.

Counseling

Personal counseling for students is a part of the Advising and Retention department. Staff rotate to all three campuses to provide support for students. The goal of the counselor is to provide immediate assistance to students in crisis situations and then help them connect with community resources that will assist them in finding long-term solutions to the issues they are currently facing.

Financial Aid

The Office of Financial Aid processes all grant, loan, work study and scholarship applications and awards for Bates students. The department's goal is to package all student awards prior to enrollment to give entering students a clear picture of their financial commitment before they make the decision to start at the college. The department also partners with the Metropolitan Development Council (MDC) to have a full-time staff member on campus to provide one-on-one assistance with filling out the FAFSA. Additionally, the department has a full-time staff member dedicated to Veteran's services.

Workforce Education Services

The Workforce Education Services (WES) department provides students with access to specific funding and support provided by the state. Four staff members are in this department, each with a specific area of focus. These areas are Worker Retraining, Workfirst, BFET, and Opportunity Grant. Students interested in funding and support in these areas fill out a single application, which is reviewed by all four programs to determine eligibility. Once the application is reviewed, the appropriate staff member reaches out and helps the student move through the specific steps of each program.

Campus Life and Activities

Campus Life and Activities (CLA) has a strong presence on all three campuses of the college. Participation in clubs and activities is available to all students, including the new BAS program. In addition to clubs and activities, CLA is the home of the Associated Student Government (ASG). All programs on campus provide a representative to the ASG. BAS programs will have full participation in ASG as well.

Library

Bates Technical College has libraries at each of its three campuses (South, Central, and Downtown), and library services can be accessed either in-person or virtually. Librarians are available in person at the Central and Downtown campuses from 8:30 am to 4:30 pm and the South Campus from 9:30 am to 5:30 pm. They can also be reached through the librarian chat feature which can be accessed 24 hours a day, seven days a week. In total, Bates' libraries have 11,816 items in the print collection and provide access to 23 databases of research materials. Over one hundred computer workstations are available to students, and students can study individually or in small groups in study carrels or study rooms. Hotspots to support internet access are also available at student request.

The physical libraries are heavily used, with over 24,000 student visits recorded from Spring 2022 to Spring 2023.

Tutoring & Supplemental Instruction

Bates will vigilantly assess the baccalaureate students' tutoring needs and provide accessible tutoring services in upper division courses. Bates Technical College provides in-person and online

tutoring services for students who are currently enrolled. Tutoring is provided in both formats to meet different students' learning needs and scheduling requirements. The in-person tutors welcome walk-in and appointments for one-on-one tutoring sessions at Downtown and South Campus libraries.

To support students who need or prefer online tutoring options, Bates Technical College provides eTutoring services in a wide variety of subjects, including upper division courses and academic subjects such as math, psychology, statistics, communication studies, and computer science. Live tutor services are hired, trained and supervised by local two-year and four-year higher education institutions and the SBCTC. eTutoring services are accessible from 5 am to 11:59 pm every day except federal holidays, ensuring flexibility to meet the diverse learning needs of students.

Criteria 5

Commitment to build and sustain a high-quality program.

Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (5) anticipated revenue. Document the college's ability to sustain the program over time.

1. Types of Funds Used to Support the Program

The BAS in Public Safety Administration will be supported by state funds from the college's operating budget and revenue generated by tuition and program fees. Table 4 shows the financial plan for the first five years of the program. Program revenue accounts for some student attrition over time. Specifically, 10 students in Year 1, 15 students in Year 2, 17 students in Years 3 and 4, and 20 students in Year 5. Salaries anticipate a 3% cost of living increase each year. Benefits are calculated at 35% of salaries.

2. Anticipated Revenue and Program Expenses

Table 4: Five-year projected program revenue and expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Revenue					
Tuition	\$73,860	\$147,720	\$167,416	\$167,416	\$196,960
Course/Program Fees	\$9,000	\$18,000	\$20,400	\$20,400	\$24,000
College Support	\$102,194	\$36,871	\$20,640	\$25,169	\$0
Total Revenue	\$185,054	\$202,591	\$208,456	\$212,985	\$220,960
Projected Expenses					
Full-time Faculty Salaries	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041
Part-time Faculty Salaries	\$45,225	\$62,112	\$63,984	\$65,904	\$67,884
Benefits	\$43,829	\$50,579	\$52,100	\$53,663	\$55,274
Curriculum Development	\$5,000	\$2,500	\$2,500	\$1,000	\$1,000
Goods & Services	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Marketing/Outreach	\$8,000	\$2,000	\$2,000	\$2,000	\$2,000
Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total Expenditures	\$185,054	\$202,591	\$208,456	\$212,985	\$219,198

3. Appropriate Facilities, Equipment, Technology, and Instructional Resources

The facilities, equipment, technology, and instructional resources are currently in place at the college. Courses will be offered via hybrid and online modalities with in-person instruction taking place in a classroom or computer lab located at Bates Technical College, South Campus. Additional equipment and support are available through the Information Technology department or the campus library. As noted in Table 4, the department has a budget to purchase additional items for instruction. Finally, the college's annual supplemental budget process also provides an opportunity for all instructional programs seeking larger funding requests.

Criteria 6

Program specific accreditation.

The Public Safety Administration program will not be required to complete a specialized accreditation process. However, because this will be the first baccalaureate degree ever offered by Bates Technical College, it will be required to submit a major substantive change to the Northwest Commission on Colleges and Universities (NWCCU).

The college has been in contact with the NWCCU since August 15, 2023 so that its submission of the state's program proposal is aligned both in terms of required content and mandatory timelines with the substantive change process. College staff and NWCCU staff met virtually on September 25, 2023 to further refine the process timelines. The college intends to submit documents for review to the NWCCU soon after the SBCTC proposal deadline in early November 2023, with the formal

substantive change process scheduled to begin in early 2024.

Criteria 7

Pathway options beyond baccalaureate degree.

Upon completion of the BAS degree, students intending to continue their education to the masters' degree level will be well-qualified to enter any of the national online offerings available in Public Safety Administration. Because the bachelor's degree focuses heavily on leadership and administration, it is also related to fields such as public administration, public policy, emergency preparedness, and business administration. These programs are readily available locally to students in the Puget Sound area. A non-exhaustive list of local post-baccalaureate opportunities in closely related fields is provided in Table 5 below.

Table 5: Post-baccalaureate opportunities

University	Master's Program
Evergreen College	Master of Public Administration
St. Martin's University	Business and Management
Pacific Lutheran University	Business Administration
University of Washington, Tacoma	<ul style="list-style-type: none">• Business Administration• Community Planning• Cybersecurity and Leadership
University of Washington, Seattle	<ul style="list-style-type: none">• Business Administration• Public Policy and Governance
University of Washington, Bothell	<ul style="list-style-type: none">• Business Administration• Leadership Business Administration• Technology Business Administration• Policy Studies

Criteria 8

External expert evaluation of program.

The following list of external reviewers provided critical feedback on this program proposal. The reviewers represent a broad range of subject matter expertise across four-year universities, community colleges, and industry. Please see Appendix C for program reviews and reviewer profiles.

- Dr. Haley Murphy, Associate Professor and Program Coordinator for the Fire and Emergency Management Administration Masters and PhD programs at Oklahoma State University
- Mark Yokoyama, Academic Dean of Public Safety programs at Rio Hondo College
- Dr. Grant Blume, Associate Teaching Professor and Director of Undergraduate programs at University of Washington Daniel J. Evans School of Public Policy & Governance

Summary of feedback

Dr. Murphy, Mr. Yokoyama, and Dr. Blume offered many commendations to the proposal, highlighting the comprehensive design of the curriculum, quality of faculty, and the foundation outlined in the

proposal. In addition, responses to the evaluators' recommendations follow.

- The degree program is aligned to meet the industry need in Pierce County and surrounding areas because of the extensive work done engaging community stakeholders throughout the developing stages of this program.
- The degree program is contemporary and meets the employer demand for public safety officers and experts growing across the public and private sector and increased hiring in emergency management positions.
- The degree learning outcomes illustrate rigor equal to or greater than other baccalaureate degrees in Public Safety nationally.
- Bates offers adequate resources for advising and retaining students with ample support structures in place including disability support services, financial aid advising, workforce education services, and library services.
- The listed faculty come from a broad range of public safety professions that will provide highly qualified, educated, and experienced professionals to lead these cohorts of students and advance the curriculum.
- Dr. Murphy recommended that the program incorporate discussions of emerging technologies in public safety. This topic has been added to the course descriptions of the two senior-level courses (Appendix A).
- Mr. Yokoyama shared that the current list of faculty members is lacking representatives from law enforcement. The college is aware of this and will plan to hire additional faculty members from this area as outlined in the budget overview (Criteria 2 and 5). However, note that curriculum development captured feedback from across several public safety sectors including local police departments (Criteria 1).
- Dr. Blume recommended that the program provide information about internship or capstone options. This requirement has been added to the Contemporary Issues in Public Safety Administration course (Appendix A). In addition, the department will consult the program's advisory committee members to provide internship opportunities for BAS students.
- Dr. Blume recommended students who wish to pursue graduate programs after earning their degree to be aware that most programs will likely require a college-level statistics and economics course. We include MATH& 146 (Statistics) in the degree plan to satisfy the quantitative reasoning skills requirement for admission. Additionally, students can have the option to take either ECON& 201 (Microeconomics) or ECON& 202 (Macroeconomics) at Bates to fulfill their social science distribution admissions requirement.

Appendix A Program Outline

Bachelor of Applied Science in Public Safety Administration
90 Credits

Public Safety Administration is a management program that educates leaders with a heart for public service and an interest in improving community welfare and safety. The program intent is to provide current practitioners—people who possess prior education or experience in fire services, cybersecurity, law enforcement, infrastructure management, or emergency medical and counseling services—with the skills necessary to move into supervisory positions that oversee the public safety system.

Career prospects in public safety administration are strong across the Puget Sound region. Tacoma and neighboring cities are currently engaged in efforts to improve the effectiveness of their public safety services. Projected job growth in public safety administration is strong over the next decade, and the demand for employees holding baccalaureate degrees far exceeds the number of local graduates.

This program is offered primarily online with some in-person evening coursework required. See course descriptions for more information on course content.

Program Admission Requirements

To be fully admitted to the program, students must meet the following requirements:

- An AA or AAS degree in public safety or a related field. (Students holding an AA or AAS degree in an unrelated area may also qualify by having work experience in a public safety field).
- A GPA of 2.0 or higher.
- Twenty-five credits of college-level general education coursework, with at least one course successfully completed in each of the five distribution areas.

Required Courses

Core Courses: 60 Credits		
Course Code	Course Title	Course Credits
PSAD 3XX	Foundations in Public Safety	5
PSAD 3XX	Creating the Public Safety Stakeholder Community	5
PSAD 3XX	Critical Infrastructure: Security and Resilience	5
PSAD 3XX	Cybersecurity and System Threats	5
PSAD 3XX	Government and Non-profit Budget and Finance	5
PSAD 3XX	Human Resources and Personnel Management	5
PSAD 3XX	Inter-governmental and interagency planning and cooperation	5
PSAD 3XX	Planning Response and Recovery	5

PSAD 3XX	Public Safety Leadership	5
PSAD 3XX	Public Policy and Legal Issues	5
PSAD 4XX	Contemporary Issues in Public Safety Administration	5
PSAD 4XX	GIS, Data Analysis, and Emerging Technologies	5
General Education Courses: 30 Credits		
Course Code	Course Title	Course Credits
ENGL& 235	Technical Writing	5
CMST 3XX	Public Safety Communication	5
PHIL 305	Professional Ethics	5
PSYC 3XX	Organizational Psychology	5
SOC 3XX	Social Justice and Public Safety Administration	5
SOC 4XX	Social and Behavioral Science in Disaster	5

Appendix B Course Descriptions

BAS for the Public Safety Administration program

CMST 3XX Public Safety Communication

5 Credits

Advanced communication course discussing the role effective communication plays in ensuring that first responders and the general public have access to effective and reliable communication in emergency situations. Presents techniques for de-escalating interpersonal interactions and for crafting oral and written communication to first responders, the public, and members of the media. Discusses strengths and weaknesses in the current public safety communications infrastructure and analyzes trends in system development.

Prerequisite: Admission to the Public Safety Administration BAS program

ENGL& 235 Technical Writing

5 Credits

Advanced written communication course emphasizing writing for technical and business purposes, organizing data, using research tools, presenting and submitting technical documents using various media, and effectively collaborating on team projects.

Prerequisite: Completion of ENGL& 101 with 2.0 grade or better

PHIL 305 Professional Ethics

5 Credits

Examines ethical questions that can arise for individuals working in business and other professions. Assists students with identifying the values that inform various professions and with skillfully resolving conflicts that arise between core value concepts.

Prerequisites: Admission to the Public Safety Administration BAS program

PSAD 3XX Creating the Public Safety Stakeholder Community

5 Credits

Explores community relations theory and explains why positive community perception is critical to operational effectiveness during a crisis event. Presents the executive-level core competency of facilitating community risk ownership and analyzes how differing governance structures affect community response. Students will gain the skills necessary to be effective communicators and educators to the public in times of crisis and in their daily role as public safety administrators.

Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 3XX Critical Infrastructure Security and Resilience

5 Credits

Provides the learner with an overview and understanding of what constitutes the critical infrastructure that supports the essential health and safety of a community. Topics include enhancing critical infrastructure resilience; critical infrastructure partners across numerous sectors (i.e., food, finance, information and communication technology, energy and utilities, etc.); and new

threat vectors (e.g., drones, cyberwarfare).

Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 3XX Cybersecurity and System Threats

5 Credits

Presents an overview and understanding of the fundamentals of information security as well as the risks to the confidentiality, integrity, and availability of confidential or sensitive data. Introduces effective organizational policies on confidentiality, authentication, integrity, nonrepudiation, access control, and availability and mechanisms to implement those services. Covers different types of security including telecommunications security, computer security, and network security and discusses current and evolving threats to information systems, including accidental damage, identity thefts, malicious software, “spam” and defensive measures. Business continuity and disaster recovery planning are also discussed.

Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 3XX Foundations of Public Safety

5 Credits

An introduction to public safety organizations and the functions of administrators within these organizations. Identifies key functions of public safety administration and describes the history and current forces and trends facing public safety administrators. The history, development, growth, and future of various interdependent public safety entities is examined from an interdisciplinary perspective. Topics include key responsibilities of administrators in public safety administration.

Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 3XX Government and Non-profit Budget and Finance

5 Credits

Discusses fundamental budgeting, accounting, and financial management concepts and techniques necessary for planning, analysis, and decision making in government and nonprofit organizations. Students also examine the competing values and politics that underlie and impact the budget process and financial decisions.

Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 3XX Human Resources and Personnel Management

5 Credits

Focuses on personnel management and human resources as implemented within public safety agencies and in accordance with local, state, and federal laws. Areas of concentration include employment law, recruitment, training and development, supervision, discipline, labor relations, benefits, and compensation. Discusses the importance of strategically planning future staffing needs in the context of an agency’s budget environment.

Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 3XX Inter-governmental and interagency planning and cooperation

5 Credits

Examines cutting-edge models and approaches to systems thinking for public safety and emergency management. Presents and analyzes methods for coordinating across public, non-profit, and private

sectors to significantly enhance a community's ability to prepare for and manage situations affecting the public welfare, including major emergencies. Identifies and assesses the complex relationships among organizations with competing interests and assists students with developing policies, communication strategies, and processes to better coordinate among interdependent activities. Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 3XX Planning Response and Recovery

5 Credits

Examines the roles of strategic, operational, and tactical planning in public safety administration with an emphasis on the planning process. Demonstrates key skills in public safety planning by assisting students with the successful development of a hazard mitigation plan. Topics include strategic, operational, and tactical planning as well as resource allocation and hazards mitigation.

Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 3XX Public Safety Leadership

5 Credits

Presents and analyzes leadership theories, skills, and techniques used in public safety administration. Defines and explains basic concepts of leadership; analyzes personal leadership knowledge, skills, and abilities; and evaluates leadership performance in the current public safety environment. Topics include leadership, leadership theories and styles, leadership roles, leadership performance, individual leadership skills and plans, effective leadership, and future trends.

Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 3XX Public Safety Policy and Legal Issues

5 Credits

Reviews the U.S and Washington State legal systems and analyzes the applicable laws related to the administration of public safety organizations. Principles of legal obligations, limitations, liabilities, and immunities are examined and discussed, both in general terms and, where applicable, in terms of how they differ in the treatment of public employers and employees. Assists students in developing an appreciation of the legal responsibilities of public safety administrators to their employees and the public at large.

Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 4XX Contemporary Issues in Public Safety Administration

5 Credits

Identifies and analyzes current civic efforts to reimagine public safety systems with the goal of improving both the equity outcomes and effectiveness of the system as it is currently configured. Evolving practices and technologies in policing, fire service, emergency management and public health management are discussed and analyzed, as are barriers to widespread adoption of promising practices. Students will complete an applied capstone project or internship as part of course completion. Prerequisite: Admission to the Public Safety Administration BAS program

PSAD 4XX GIS, Data Analysis, and Emerging Technologies

5 Credits

This course is designed to provide the learner with an overview and understanding of the fundamentals of data analysis and Geographic Information Systems (GIS) and emerging technologies, and their respective contributions to evidence-based decision making in the public safety sector. Introduces and evaluates standard social science research methodologies and delivers the information required to aggregate and analyze data. Includes the contributions of GIS to crime mapping, spatial interpretation, data analysis, municipal planning, policy development, health care systems, business intelligence, paramedic deployment and planning, fire response management systems, border security planning and deployment, and military applications. Prerequisite: Admission to the Public Safety Administration BAS program

PSYC 3XX Organizational Psychology

5 Credits

Focuses on organizational and institutional behavior. Presents and applies psychological theories and principles to interactions among individuals, groups, and broader social organizations. Examines topics such as motivation, leadership, intergroup dynamics, work-related stress, and organizational culture, and prepares students to be successful members and leaders in organizations in which they are employed.

Prerequisite: Admission to the Public Safety Administration BAS program

SOC 4XX Social and Behavioral Science in Disaster

5 Credits

Presents the psychological and sociological theories that explain individual and organizational behaviors in disasters and other emergency situations. Explains the challenges faced by public safety officials when engaging with individuals from diverse backgrounds, many of whom have suffered trauma. Discusses the impact of disaster warnings, evacuation considerations, and long-term disaster effects. Assists students in assessing and predicting disaster-related human behavior and in building individual and community resilience.

Prerequisite: Admission to the Public Safety Administration BAS program

SOC 3XX Social Justice and Public Safety Administration

5 Credits

Examines the role social justice plays in public safety administration as well as the relationship of public safety systems to the diverse communities that they serve. Students will identify and evaluate past and present attempts to remedy historic inequities, identify differences between specific cultures, and learn how to address stereotypes and related issues. Students will examine how cultural differences impact perceptions and relationships. The course will identify barriers to communication and issues related to discriminatory activities. National and international trends will be identified and compared.

Prerequisite: Admission to the Public Safety Administration BAS program

Appendix C External Reviewers

Instructions for colleges submitting a BAS degree proposal:

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

Instructions for External Expert Reviewers:

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

Applied Baccalaureate External Review Rubric

College Name:	Bates Technical College	BAS Degree Title:	Bachelor of Applied Science Public Safety Administration
Reviewer Name/ Team Name:	Haley Murphy, PhD	Institutional or Professional Affiliation:	Oklahoma State University, Fire and Emergency Management Administration
Professional License or Qualification, if any:	Associate Professor Program Coordinator for Fire and Emergency Management Administration Programs	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment</p> <p>The program is appropriate for current employer demands. Employer demand for public safety officers and experts is growing across the public and private sector. Not only will the community demand for police officers, firefighters, and emergency call center operators increase over the next two decades, but hospitals, universities, businesses, churches, and other organizations have also increased hiring of public safety officials since the COVID-19 pandemic and an increase in civil disturbances, mass attacks, and terrorism. Additionally, local, state, and federal agencies are increasing hiring in emergency management positions due to the increase in climate instability and compounding hazards.</p> <p>Many police departments are beginning to require 4-year degrees for incoming officers. Almost all administrative level positions in police and fire departments require a 4-year degree minimum and graduate degree preferred. Entry-level emergency management positions require 4-year degrees, and mid-level emergency management degrees require a Masters degree.</p>		

Applied Baccalaureate External Review Rubric

	<p>This bachelor’s degree would help fulfill the current and future needs for filling new positions in public safety organizations, as well as private and nonprofit organizations. It will also provide a conduit for individuals in Pierce County and surrounding areas to acquire a bachelor’s degree before seeking further graduate education.</p>
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p>
	<p>Comment The degree learning outcomes do demonstrate appropriate baccalaureate degree rigor and are equal to or greater than other baccalaureate degrees in the same or similar fields across the nation. They also are appropriate for preparing students for professional work in the field as well as future post-baccalaureate studies.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program’s Statement of Needs Document?</p>
	<p>Comment The curriculum does align with the statement of needs. A primary need is to fill the demand gap for supervisory jobs in public safety organizations. These supervisory positions require skills in collaboration and inter-agency cooperation, communication, budgeting, managing labor, and building relationships within the community. These are all present in the curriculum for junior and senior level required work. Furthermore, equity and community relationships are an important aim within the public safety community. The curriculum aligns with this community need through specific courses on building stakeholder relationships and social justice. As documented in the Statement of Needs, public safety organizations are coping with the rapid emergency of new technologies, including unmanned aerial systems, artificial intelligence, and geographic information systems. The program curriculum focuses on cybersecurity and critical infrastructure security, as well as GIS and data analysis.</p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p>
	<p>Comment The courses do match current industry needs, including ethics, psychology, leadership, communication, and public administration courses (budgeting and human resources). These courses meet the needs for entry level</p>

Applied Baccalaureate External Review Rubric

	<p>positions, but also place graduates on a solid footing for promotion within their departments (leadership, communications, public administration) and graduate education. The GIS and Data Analysis class is a great addition as well. I would suggest, in the future, designing a class that teaches students to evaluate emerging technologies, as this is a constant stress in public safety. The inclusions of the 400 level Contemporary Issues in Public Safety Administration should cover this need for the years to come.</p>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment I have recently served on a committee to review Oklahoma State University's general education requirements. As part of that committee, I researched and reviewed the general education requirements and systems at a diverse group of institutions across the country. The general education requirements for this program are closely aligned with the requirements at other baccalaureate institutions.</p>
f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment Our program includes a Master of Science in Fire and Emergency Management Administration, and the curriculum and learning outcomes for the proposed baccalaureate degree align with our expectations for successful applicants. The junior and senior level coursework prepares students for the range of courses that are commonly found in graduate programs in public safety administration, emergency management, fire administration, and public administration. I am certain graduates would also be considered well developed for business administration programs. Particularly those with a business continuity or risk management focus.</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment The listed faculty have appropriate degrees for their teaching areas. They all have multiple years of teaching experience, and most of them have over a decade of teaching experience. The faculty in the major areas for the</p>

Applied Baccalaureate External Review Rubric

	<p>degree also have extensive experience in the field that is beneficial to both students and the organizations that will hire the program's graduates.</p> <p>The list of positions that will be added to the faculty strengthen the overall faculty and expertise.</p>
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment The college has developed a list of faculty and budgetary resources that are adequate for providing the classes required for students in the program. Furthermore, the college has proposed the hiring of additional library staff for technical help with research and capstone projects. The college has adequate resources for advising and retaining students with one career advisor and one retention specialist assigned to the program.</p>
i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment I do not have the necessary information to comment on this section.</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment Bates college has provided me with their Statement of Need and Degree Proposal for the BAS Degree in Public Safety Administration. After reviewing the documents, I believe that Bates College has designed a comprehensive BAS program that will help fulfill the industry needs in public safety organizations. The learning objectives and program outcomes are aligned with industry needs. The curriculum is appropriate for a Baccalaureate-level degree, and will likely lead to the goals of helping entry-level public safety officials to become supervisors. The degree program is particularly well-aligned with the needs of Pierce County, Washington and surrounding areas. I believe this is because of the extensive process the administration and faculty went through to engage</p>

Applied Baccalaureate External Review Rubric

	<p>community stakeholders in the development and design of this program. I do recommend that faculty and administration continuously review emerging technologies in the field and integrate them into the curriculum. I believe that the program, through its assessment procedures and connections with professionals in the community is prepared to do this.</p>
<p>Reviewer Bio or Resume Evaluator, please insert a short bio here I received my PhD in Political Science with focus in Public Administration from the University of Oklahoma in 2014. I currently serve as an Associate Professor and Program Coordinator for the Fire and Emergency Management Administration Masters and PhD programs, as well as the undergraduate minor in emergency management at Oklahoma State University. I was also recently named the OSU Masonic Chair for the Interdisciplinary study of men, masculinity, and gender norms for my research on public safety organizational culture and its effects on recruiting, retention, and mental health in public safety organizations. My research also examines individual decision making and household adjustment to hazards as well as public management and organizational behavior in times of stability and instability. I have prior experience assessing new program proposals in the fields of public safety, and I serve on the advisory board for the OSU-OKC Fire Protection Program.</p>	

Applied Baccalaureate External Review Rubric

College Name:	Bates Technical College	BAS Degree Title:	Bachelor of Applied Science Public Safety Administration
Reviewer Name/ Team Name:	Mark Yokoyama	Institutional or Professional Affiliation:	Rio Hondo College, Whittier, CA
Professional License or Qualification, if any:	Academic Dean	Relationship to Program, if any:	External reviewer
Please evaluate the following Specific Elements			
a) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment Yes. Overall, the BAS in Public Safety Administration program proposal for Bates Tech College is a relevant and appropriate degree program that has accepted academic standards for students who are interested in a career in public safety leadership in Washington State and elsewhere. The BAS program is designed to lead to job placement, advancement, and professional growth. Job placement rates can vary depending on the specific program and the region, but the personal and professional growth of those currently employed is an added value for the high expectations for future leaders. Educational attainment for the broad spectrum of public safety agency personnel has increased over the years with higher expectations and demand from the public. One such example is in California mandating educational requirements for entry level police officers. For many state and federal public safety employment jobs bachelor's degrees are already minimum educational requirements.</p>		

Applied Baccalaureate External Review Rubric

<p>b) Degree Learning Outcomes</p>	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment Yes, the learning outcomes of a Bachelor of Applied Science (BAS) degree program are designed to demonstrate appropriate baccalaureate degree rigor. The eight Program Learning Outcomes (PLO) are well thought out and directly correlate to the needs of the Public Safety industry. The PLO's are contemporary, progressive and are on par with baccalaureate programs. Overall, the outcomes are aligned with generally accepted standards.</p>
<p>c) Curriculum Alignment</p>	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment Yes, the program's comprehensive curriculum is relevant and appropriate to current employer demands as well as to accepted academic standards and does align with its Statement of Needs.</p>
<p>d) Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment Yes. The core courses in the program provide students with a foundation in the principles of public safety administration, such as leadership, management, budgeting, policy analysis, and contemporary issues all areas that have historically been lacking in many job seekers and/or those seeking supervisory, management, or advancement opportunities in the industry. Yes. The upper-level courses in the BAS in Public Safety Administration program are relevant to include topics that are essential for public safety leaders, including strategic planning, public safety ethics, crisis management, performance management, public safety finance, and public safety research. These are all areas lacking in education or professional development for candidates. Such training would typically be found with on-the-job training or provided by private entities. Employers would be better served by having candidates with a knowledge base and educational attainment prior to employment into a position. Yes. The upper-level courses demonstrate standard academic rigor for baccalaureate degrees. The courses are challenging and require students to think critically and apply their knowledge to real-world problems/challenges.</p>

Applied Baccalaureate External Review Rubric

<p>e) General Education Requirements</p>	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment Yes. The general education requirements are designed to provide students with a broad foundation of knowledge in the arts, humanities, social sciences, and natural sciences that is in line with baccalaureate level programs. The general education courses listed cover a wide range of subjects, including the arts, humanities, social sciences, and natural sciences and specifically communications and social science that align recommendations made by numerous industry professionals and also provide students with in-depth knowledge of specific subjects. The credits needed to meet the state's general education requirement for BAS degrees and scheduled to be completed in the junior and senior years of the baccalaureate program.</p>
<p>f) Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment Yes. The program's comprehensive learning outcomes are designed to ensure that graduates have the knowledge and skills they need to be successful in graduate degree programs in public safety administration and related fields. The program's degree concept, learning outcomes, and curriculum are designed to ensure that graduates have the knowledge and skills they need to be successful in graduate study and in their careers.</p>
<p>g) Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment Yes, the program faculty qualifications are more than adequate to teach and continuously improve the curriculum. The faculty come from a very broad range of public safety professions, are highly qualified, educated, and experienced professionals in the field of public safety and committed to providing students with a high-quality education. This broad spectrum of faculty will allow cross-sharing of experiences and knowledge that will provide growth in instruction and program success. While it includes Fire Service representation it is lacking law enforcement representation at this time.</p>

Applied Baccalaureate External Review Rubric

h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment Yes, the Public Safety Administration program proposal provides a detailed student services plan that supports students and has a history of doing so under existing models provided college-wide, including those necessary to support student and library services, as well as facilities. Budgetary plans have also been put in place to develop and sustain the program.</p>
i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment Yes. The program outline and courses selected for inclusion were developed after multiple conversations with members of this ad hoc advisory group. This review is conducted jointly by the program advisory committee, program faculty, and college administration, as well as with the Northwest Commission on Colleges and Universities (NWCCU) which is a demonstration of commitment to the advancement of higher education practices.</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment Overall, the BAS in Public Safety Administration program is a contemporary, comprehensive, well-designed and rigorous program that prepares students for leadership roles in public safety organizations. The program's curriculum is aligned with current employer needs and industry standards, and the faculty are highly qualified and experienced professionals in the field of public safety. The program also provides students with a variety of support services, a well-stocked library, state-of-the-art facilities, and affordable tuition rates. The BAS in Public Safety Administration will be supported by state funds from the college's operating budget and revenue generated by tuition and program fees.</p>

Applied Baccalaureate External Review Rubric

Reviewer Bio or Resume

I am currently an Academic Dean of Public Safety programs at Rio Hondo Community College offering courses in eight academic areas and offering degrees and certificates of achievement Programs also include regional Police, EMT, Fire Academies and a Homeland Security Training Center. Prior to serving as the Dean, I spent 30 years in law enforcement, 8 of which were as a Police Chief and an additional 2-years as a City Manager and have 25 parallel years as a community college adjunct faculty member. I have a bachelor's degree in public administration, a master's degree in behavioral science and a master's in public policy-executive leadership.

Applied Baccalaureate External Review Rubric

College Name:	Bates Technical College	BAS Degree Title:	Bachelor of Applied Science Public Safety Administration
Reviewer Name/ Team Name:	Grant Blume, PhD Associate Teaching Professor	Institutional or Professional Affiliation:	Daniel J. Evans School of Public Policy & Governance, University of Washington
Professional License or Qualification, if any:	See bio at end of document	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
<ul style="list-style-type: none"> • Concept and overview 	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment:</p> <p>The proposed BAS degree in Public Safety Administration meets the academic standards for a bachelor's degree and responds to demand at both the employer and student level. This BAS proposal, as discussed below, represents a carefully planned curriculum that is accessible, rigorous, and designed to open up professional growth opportunities for the individuals who complete the proposed baccalaureate degree.</p> <p>Employers need staff with baccalaureate degrees because most entry and mid-level management positions in public organizations require a bachelor's degree. As the proposal notes, however, access to such a degree program is difficult for professionals who work in the field of public safety, especially when factors such as degree cost and accessibility are considered. The proposed BAS degree responds to this need through offering a baccalaureate degree at Bates Technical College that will be affordable, accessible, and designed with professional skills in mind.</p> <p>The proposal also notes that students who earn extant credentials in public safety fields are eager to continue their education beyond an associate degree. This twofold demand, from employers and from students, suggests the proposed degree program will be relevant and appropriate in meeting such demand and highly likely to lead to successful job placement for program completers.</p>		

Applied Baccalaureate External Review Rubric

<ul style="list-style-type: none"> • Degree Learning Outcomes 	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment:</p> <p>The proposed program identifies eight learning outcomes that were developed in partnership with program administrators, faculty, and industry advisors:</p> <ul style="list-style-type: none"> • Leadership Tactics • Public Administrative Structures • Cooperative Interagency Response • Community Relationship Development and Management • Social Justice Implementation • Communication • Critical Thinking and Research • Technology <p>These degree learning outcomes represent a comprehensive set that are appropriate for a baccalaureate degree. The proposal contains clear course descriptions which demonstrate how these outcomes map onto the proposed BAS curriculum.</p> <p>The current proposal would be strengthened by adding additional details about internships or capstone project options that will be available to students in this BAS program. An internship or capstone project would likely provide important opportunities for developing professional skills, but core and elective coursework as currently described in the proposal do not explain where such experiential learning would take place (except that the part-time librarian to be hired as program staff is noted as having duties related to student research and capstone projects).</p>
<ul style="list-style-type: none"> • Curriculum Alignment 	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>Comment:</p> <p>Three key factors demonstrate how the curriculum is intentionally designed to meet the regional needs of western Washington:</p> <ul style="list-style-type: none"> • First, the curriculum is intentionally designed around three core areas that comprise management skills, public safety knowledge, and foundational general education concepts. These core areas represent an effective curricular mix that constitute a rigorous baccalaureate education.

Applied Baccalaureate External Review Rubric

	<ul style="list-style-type: none"> • Second, the proposal notes that industry perspectives have been, and will continue to be, well represented throughout the design process (and forthcoming implementation and evaluation phases of the degree program). This demonstrates an ongoing commitment to align the BAS curriculum with current, relevant labor market needs of employers. • Third, the curriculum effectively balances the need to provide specific skills to students enrolled in the program, such as in areas of finance and personnel management, while also cultivating the kind of critical thinking skills that are essential for public leaders (e.g. coursework in leadership, ethics, and social justice). <p>The proposal contains ample evidence that the program curriculum is intentionally responsive to the need for a baccalaureate degree in public safety administration.</p>
<ul style="list-style-type: none"> • Academic Relevance and Rigor 	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment:</p> <p>The BAS proposal contains descriptions of upper-level courses that specifically reflect not only employer needs and demands but also the broader trends that are shaping the field of public safety administration. In terms of employer needs, such upper-level courses include:</p> <ul style="list-style-type: none"> • Public Safety Communication • Technical Writing • Government and Nonprofit Budget and Finance • Human Resources and Personnel Management <p>However, proposed upper-level coursework also acknowledges trends in the field that will inevitably shape the future work undertaken by students in this program as they manage and lead organizations focused on public safety in the decades ahead. Examples of this upper-level coursework that focus on trends and the future of public safety administration are:</p> <ul style="list-style-type: none"> • Creating the Public Safety Stakeholder Community • Cybersecurity and System Threats • Public Safety Policy and Legal Issues • GIS and Data Analysis • Social Justice and Public Safety Administration <p>These courses in aggregate reflect a rigorous baccalaureate curriculum that balances employers' current needs with the trends that will shape the field of public safety administration in the future.</p>

Applied Baccalaureate External Review Rubric

<ul style="list-style-type: none"> • General Education Requirements 	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment:</p> <p>The proposal describes 55 credits that comprise general education requirements. These 55 credits are a mix of SBCTC BAS requirements which will be achieved through admission requirements and 30 credits completed once the student is enrolled in the BAS program at Bates Technical College.</p> <p>The initial 25 credits, as part of SBCTC BAS requirements, are through by program admission requirements:</p> <ul style="list-style-type: none"> • Quantitative reasoning: MATH&146 or other college-level transferable quantitative reasoning course • Humanities: CMST&210 or other college-level transferable humanities course • Social Science: SOC&101 or other college-level transferable social science course • Natural Science: ENV&101 or other college-level transferable natural science course with lab <p>The additional 30 credits, which fulfill distribution requirements and electives, are completed during the junior/senior years in the program:</p> <ul style="list-style-type: none"> • ENGL&235: Technical Writing • CMST 3XX: Public Safety Communication • PHIL 305: Professional Ethics • PSYC 3XX: Organizational Psychology • SOC 3XX: Social Justice and Public Safety Administration • SOC 4XX: Social and Behavioural Science in Disaster <p>In aggregate these credits are suitable for a baccalaureate level program and meet general education requirements that aspire to balance breadth and depth.</p>
<ul style="list-style-type: none"> • Preparation for Graduate Program Acceptance 	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment:</p> <p>Yes, the degree concept, learning outcomes, and curriculum adequately prepare students who complete this BAS program for a graduate degree program. The curriculum's general education requirements and thoughtfully designed core curriculum provides a level of rigor that will leave program completers ready for a master's degree in a related field. Worth noting, however, is that of the graduate programs listed in the program proposal (e.g. Master of Public Administration, Master of Business Administration, Master of Arts in Policy Studies), most will likely require a college-level statistics course and at least one economics course. This</p>

Applied Baccalaureate External Review Rubric

	<p>information would be valuable to communicate to students in the BAS program so that students can potentially complete these courses as electives and thereby increase their odds of successful admission to a graduate program if such a graduate program ultimately aligns with their academic and professional goals.</p>
<ul style="list-style-type: none"> Faculty 	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment:</p> <p>A strength of the program proposal is that existing faculty at Bates Technical College will play a central role in course instruction. These areas where existing faculty will step into roles in the BAS program include:</p> <ul style="list-style-type: none"> Fire Services Cybersecurity Communications Math Social Science <p>The proposal also identifies faculty roles that will comprise core staff for the BAS program:</p> <ul style="list-style-type: none"> A full-time instructor and program lead A full-time instructor in writing and communication studies A full-time math instructor A part-time faculty librarian to assist with program development and support in research and capstone projects <p>In aggregate the current faculty and forthcoming faculty hires will provide a robust instruction staff that are able to teach and continuously improve the curriculum.</p>
<ul style="list-style-type: none"> 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>Bates Technical College has extensive resources that will optimize the likelihood for student success in the proposed BAS program. Most notably, the College’s previous work on developing and implementing guided pathways means that an extensive framework for advising, assessment, and continuous quality improvement is already in place.</p> <p>The project proposal describes the extensive student-focused resources of Bates Technical College, which include a robust advising staff able to support students’ academic and career pursuits along with their socio-emotional needs; disability support services; financial aid advising, workforce education services (WES) in</p>

Applied Baccalaureate External Review Rubric

	<p>partnership with state support; and robust library services that appear well utilized across the college's three campuses.</p>
<ul style="list-style-type: none"> 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>Unlike other professional fields, the field of public safety administration does not have – at the national, state, or regional level – a formal, specialized accreditation process or professional advisory body in place. However, the program proposal notes that extensive consultation has occurred with stakeholders external to Bates Technical College. The proposal also notes on multiple occasions that in addition to local and regional stakeholders, extensive research on public safety administration programs has informed the BAS program's development and design. Based on this information the proposed BAS program appears to be firmly grounded in local needs with industry best practices as core design principles.</p>
<ul style="list-style-type: none"> Overall assessment and recommendations 	<p>Please summarize your overall assessment of the program.</p> <p>Comment:</p> <p>The Bachelor of Applied Science in Public Safety Administration proposed by Bates Technical College is a baccalaureate degree that responds to local labor market needs and comprises an intentionally designed curriculum that is both accessible and rigorous. Bates Technical College demonstrates in this proposal that the college has robust institutional resources to support this inaugural Bachelor of Applied Science degree and has invested careful thought into the degree's admissions requirements and curriculum. The degree's orientation toward practical, market-driven skills also suggests that program completers will have extensive opportunities in the public safety job market, both in terms of entry-level management positions and ongoing career progression.</p> <p>Based on my professional and academic experience in undergraduate postsecondary education, career and technical education, Washington State's community college system, and the field of public administration in general, I believe this is a strong BAS program proposal that warrants approval and support from the State Board of Community and Technical Colleges. This proposed Bachelor of Applied Science in Public Safety Administration has the potential to expand career opportunities for public safety professionals throughout western Washington while simultaneously equipping these professionals to navigate the uncertain and unforeseen public safety challenges our communities will face throughout the 21st century.</p>

Applied Baccalaureate External Review Rubric

Reviewer Bio or Resume

Evaluator, please insert a short bio here

Dr. Grant Blume is an associate teaching professor and serves as Director of Undergraduate Programs at the University of Washington's Daniel J. Evans School of Public Policy & Governance. Dr. Blume has also held teaching appointments at Seattle University's public administration department and within the SBCTC system at Cascadia College's political science department. From 2019 to 2023 he served as Principal Investigator on an Advanced Technical Education (ATE) research grant (#1902019) funded by the National Science Foundation that examined the use of student outcomes data in CTE programs among community college faculty in Washington State. Dr. Blume also serves as an external research consultant and independent evaluator for numerous NSF grants at community colleges in Washington State.