



**STATE BOARD FOR COMMUNITY AND  
TECHNICAL COLLEGES  
MAY 2025  
STATEMENT OF NEED  
BACHELOR OF APPLIED SCIENCE  
BEHAVIORAL HEALTH SUPPORT  
SPECIALIST**

*EDMONDS COLLEGE*

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# Cover Page — Statement of Need

## Program Information

Institution Name: Edmonds College

Degree Name: Bachelor of Applied Science Behavioral Health Support Specialist (BHSS)

CIP Code: 51.1501

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

Degree: Edmonds College Social and Human Services -Addiction Studies AAS-T

CIP Code: 51.1501                      Year Began: 2010

Degree: Edmonds College Social and Human Services - Human Services AAS-T

CIP Code: 44000                      Year Began: 2010

Degree: Edmonds College Family Support Studies AAS-T

CIP Code: 440702                      Year Began: 2003

Degree: Edmonds College Social and Human Services - Addiction Studies ATA

CIP Code: 55.1501                      Year Began: 2005

Degree: Edmonds College Social and Human Services - Human Services ATA

CIP Code: 440000                      Year Began: 2007

**Proposed Start Implementation Date (i.e. Fall 2014):** Winter 2026

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year: 25 by 2029

Funding Source: Choose an item.    State FTE: X    Self Support:                      Other:

## Mode of Delivery

Single Campus Delivery: Edmonds College

Off-site: Clinical practicum

Distance Learning: Online, hybrid, flexible delivery

## Statement of Need

Please see criteria and standard sheet. **Page Limit: 20 pages**

### Contact Information (Academic Department Representative)

Name: Karen Townsend M.S., L.M.H.C.

Title: Dean of Health and Human Services

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Telephone: 425 640 1316

Email: karen.townsend@edmonds.edu

### Chief Academic Officer signature

The Statement of Need must be signed. To sign, double-click on the signature line below.

X Kim Chigoma

Chief Academic Officer

Click or tap to enter a date.

# Introduction

In 2016, Washington State began evaluating workforce needs in behavioral healthcare. The Workforce Training and Education Coordinating Board and Health Workforce Council partnered to assess shortages of trained professionals. In a press release, Gov. Inslee emphasized the need to understand service gaps, expand training opportunities, and ensure Washingtonians receive comprehensive, whole-person healthcare.

This effort continued with the formation of the Behavioral Health Workforce Advisory Committee (BHWAC) in 2021. Reports from BHWAC and the Washington Health Workforce Sentinel Network consistently highlight workforce shortages, with substance use disorder professionals ranking among the hardest-to-fill positions since 2016. The Spring 2024 survey added bachelor's-level behavioral health counselors to the list of longest vacancies.

Meanwhile, the University of Washington, funded by the Ballmer Group, developed a competency framework and clinical training program for the new Behavioral Health Support Specialist (BHSS) role. In 2023, the legislature passed SSB 5189, establishing BHSS as a profession, defining its scope, and directing the Department of Health to implement certification rules by January 1, 2025.<sup>1</sup>

To assess regional demand for the proposed Bachelor of Applied Science Behavioral Health Support Specialist (BAS BHSS) degree, Edmonds College conducted a labor market analysis and employer surveys. Since the Behavioral Health Support Specialist (BHSS) credential is new, established SOC codes for Mental Health Counselors and Social and Community Services Managers were used as benchmarks. Lightcast data indicated 1,244 annual openings in key behavioral health occupations, including Substance Abuse, Behavioral Disorder, and Mental Health Counselors, Social and Human Services Assistants, and Mental Health and Substance Abuse Social Workers. Additionally, data from the SBCTC Credentials Awarded Dashboard showed only 48 bachelor-level completions in Human Services at regional colleges (Lake Washington Technical Institute, Seattle Central College, and Highline College) for the 2023-24 academic year.<sup>2</sup> Key data from our employer survey showed 58.3% are currently requesting these skills in their current hiring, 83.3% agree that a bachelor's degree is needed for this type of work, and 91.7% indicated they would hire graduates from this program.

Edmonds College also surveyed regional students to gauge interest in the proposed BAS BHSS degree. Results showed that 75.4% of students expressed some level of interest, citing career advancement and improved earning potential as key motivators. Many also emphasized the importance of location, preferring to continue their education without relocating. The college plans to create seamless pathways from its existing Social and Human Services (SHS) programs into the BAS BHSS degree, equipping students with the necessary skills for career growth and graduate studies while allowing them to remain in the

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<sup>1</sup> <https://doh.wa.gov/licenses-permits-and-certificates/professions-new-renew-or-update/behavioral-health-support-specialist>

<sup>2</sup> <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>

region.

This proposed program aligns with Edmonds College's commitment to closing equity gaps by providing place-bound students with baccalaureate degree pathways, a mission strongly supported by the State Board of Community and Technical Colleges (SBCTC). For these reasons, Edmonds College formally requests SBCTC approval for its proposed BAS in Behavioral Health Support Specialist program, as outlined in this Statement of Need.

## Criteria 1

### Relationship to institutional role, mission, and program priorities.

#### Role and Mission of Edmonds College

Edmonds College's mission is simply "Teaching | Learning | Community." With a focus on the "learning" aspect of its mission, the college's vision is to "transform lives through exemplary, nationally recognized educational and career pathways." Edmonds College has a long history of identifying emerging trends and new occupations within its workforce communities and addressing them through the development of degrees and certificates that create a skilled workforce in the newer occupations and are closely aligned with career pathways to create growth opportunities for the incumbent workforce.

In addition, the college adopted a comprehensive planning approach that strengthens the existing functions (operational planning) while leaning into the future (innovation planning). Operational Planning focuses on four key areas: Access, Student Success, Community Partnerships, and Operational Excellence, each having specific, measurable goals. The proposed BAS BHSS degree directly contributes to accomplishing goals in two areas.

- Access - The College will provide clear and structured areas of study, program maps, online programs, career opportunities, and transfer pathways. Existing Social and Human Services pathways will be strengthened with this degree's development, providing students with additional career opportunities through stackable certificate and degree offerings through the bachelor's degree level.
- Community Partnerships - The College will develop transformational partnerships to deepen industry and community relationships, adding value through programs & services. Community partners will be instrumental in the development of the BAS BHSS degree. They have already helped identify the skills needed and will be further engaged in specific course development. Example: Engaging the community in academic programs (internships) and playing an active role in workforce development in Snohomish County.

## Program priorities

The Social and Human Services (SHS) department has been addressing the needs of the behavioral health industry and the community for nearly two decades, offering certificates and degrees in Addiction Studies, Human Services, and Family Support Studies. The addition of this new degree further enhances our commitment to supporting both our students and the community we serve. The program priorities focus on preparing students for careers in behavioral health through intensive skills training and effective teaching. These programs recognize the diverse and evolving expertise required of career pathways in healthcare and are always looking for opportunities to improve student learning.

In collaboration with regional behavioral health stakeholders and in alignment with the University of Washington Behavioral Health Support Specialist competency framework, Edmonds College has developed the following program outcomes for the BAS Behavioral Health Support Specialist:

Upon successful completion of this program, students will be able to:

1. Deliver comprehensive case management as part of an interdisciplinary team, supporting clients in fostering sound mental health, developing effective coping strategies, building healthier relationships, and achieving sustainable wellness.
2. Utilize evidence-based practices to assess, plan, and implement behavioral health interventions that address the diverse needs of clients and populations.
3. Complete both brief screenings and biopsychosocial assessments to include co-occurring disorders and develop and monitor client-centered treatment plans in the context of family, community, and cultural identities.
4. Identify the structures, functions, and organizations which comprise the local healthcare system with a particular focus on behavioral healthcare organizations.
5. Advocate for equitable access to behavioral health services and address social determinants of health to promote well-being across diverse populations.
6. Demonstrate the ability to adhere to professional, ethical standards, including confidentiality and sensitivity when working with diverse populations within the behavioral health field.
7. Demonstrate clear, concise, and effective written, electronic, and verbal communication skills with clients, families, and interdisciplinary team members to enhance personal centered care and health outcomes.

The proposed BAS Behavioral Health Support Specialist degree aligns with and supports Edmonds College's mission and strategic priorities. This program will extend higher education pathway options for students across numerous certificate and associate degree options and lead to a high-demand behavioral health career, grounded with a family-sustaining wage and opportunities to expand across industries and graduate studies.

# Criteria 2

## Support of the statewide strategic plans.

The 2010 SBCTC Mission Study begins with the title **Our State's Most Urgent Need: Educating more people to higher levels of skill and knowledge.**<sup>3</sup> It provides statistics demonstrating that the United States and Washington State are not keeping pace with other developed nations in educational attainment. There is an acknowledgment that part of this gap comes from underrepresented groups in higher education, particularly “people of color, Latinos, low-wage workers who are raising children, immigrants with limited English, and youth and adults who lack college-level academic skills,” also known as place-bound individuals. The Mission Study recognizes that Washington needs more people with baccalaureate degrees and that community and technical colleges are a major part of the solution. Edmonds College is ready to meet this challenge by closing the statewide skills gap for technically trained workers in the behavioral health field and contributing to the production of more baccalaureate degrees.

The Twenty-Year Action Plan section of the Mission Study depicts several goals to meet the post-secondary education challenges in Washington State. Goal 2 indicates that Washington State colleges need to “close the statewide skills gap for technically trained workers.” It specifically calls for an expansion of programs in high-demand sectors, including the broad field of behavioral health. Edmonds College’s BAS BHSS program addresses this goal by providing additional high-demand training within this sector specifically designed to meet the need for Behavioral Support Specialists.

Goal 4 challenges Washington State colleges to “contribute more to the production of baccalaureate degree programs.” Most jobs in high-paying sectors of the economy require a minimum of a baccalaureate degree because it requires specific skill sets obtained through formal education. It is not surprising that SBCTC would call on increasing baccalaureate degree output. The Mission Study finds that “many transfer students cannot leave their jobs and families behind while they pursue bachelor’s degrees,” which frequently precludes them from employment in sectors with high-wage jobs that could provide for them, their families, and their communities. Edmonds College’s proposed BAS BHSS program would facilitate addressing the educational needs of these place-bound students with post-secondary education options that fit their busy lives.

Finally, Edmonds College has strong, well-established partnerships with the local K-12 school districts, including a skills center. The partnerships contribute to meeting Goal 5 of the action plan, which strives to “work with the P-20 education system to create seamless, easy-to-navigate pathways for students.” The college has worked extensively to create seamless pathways into technical programs for students through dual credit opportunities. Simultaneously, the faculty and outreach team are instrumental in making students aware of

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<sup>3</sup> <https://www.sbctc.edu/resources/documents/about/agency/initiatives-projects/sbctc-mission-study.pdf>



the various opportunities available to them. The proposed BAS BHSS will extend the existing social and human services pathway, providing students the chance to start their career path in high school and finish with an applied bachelor's degree, ultimately reducing their education costs.

### Support of WSAC Strategic Plan

The WSAC 2025 Strategic Plan calls for increasing postsecondary educational attainment to at least 70% among 25-44-year-old students in Washington State.<sup>4</sup> To meet this goal, Edmonds College is ready to take on the challenge by offering an affordable, high-quality pathway into the continually changing behavioral health fields. Regional employers across sectors have indicated that the demand for employees with this skill set is high, aligning perfectly with WASC's strategy of building a talent pipeline that meets regional needs.

Additional strategies to support the WSAC Strategic Plan include:

- Closing the opportunity gap by providing targeted support services to students, including assisting with entry requirements, providing on-going advising, and helping navigate financial aid. Our BAS program managers offer one-on-one support for prospective and current students, providing students with entry advising and connecting students to campus resources. The BAS BHSS faculty will provide ongoing advising to ensure students stay on track and are aware of career opportunities.
- Re-engaging adult learners by working with local employers to identify and upskill the current workforce, preparing them for career advancement in the behavioral health professions. The program also puts graduate programs within reach.

In addition to the SBCTC and WSAC efforts, Washington state has been addressing behavioral health workforce shortages through legislative and policy initiatives. During the 2023 legislative session, the legislature passed SSB 5189, which established the Behavioral Health Support Specialist (BHSS) profession, defined its scope of practice, and directed the Department of Health to collaborate with the University of Washington to implement certification rules by January 1, 2025.

Chapter 246-821 WAC defines the Behavioral Health Support Specialist (BHSS) profession, detailing its scope of practice and requiring a Bachelor's degree for certification eligibility. It also establishes the standards for educational programs and the approval process through the Washington State Department of Health, which is necessary before graduates can apply for BHSS certification. The University of Washington has developed meta-competencies to support the education and scope of practice for the Behavioral Health Support Specialist (BHSS) profession, making them available to all education providers for integration into bachelor-level programs. Program courses are aligned with these meta-competencies and will continue to refine them throughout the program development.

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<sup>4</sup> [https://wsac.wa.gov/sites/default/files/2025.SAP\\_.pdf](https://wsac.wa.gov/sites/default/files/2025.SAP_.pdf)

# Criteria 3

## Employer/community demand for graduates with baccalaureate level of education proposed in the program.

### Defining the Region

For the purpose of this application, Edmonds College is defining the regional area as Snohomish, Skagit and King counties. The rationale for this comes from a 2017 Economic Impact Study completed for us by Economic Modeling Specialist International (Emsi) that, overall, more than 30% of our graduates work in King county and, on review of bachelor-level program options in the behavioral health fields, no programs are available in Skagit county.

Standard LMI information from the Washington Employment Security Department was used to identify salaries and projected openings in four SOC classifications. Two occupations at the master level, Substance Abuse and Behavioral Disorder Counselor and Substance Abuse Social Worker, and two at the bachelor level, Social Services Specialist and Community and Social Service Specialist.<sup>5</sup>

*Table 1: Substance Abuse and Behavioral Disorder Counselor and Mental Health and Substance Abuse Social Worker Labor Market Data by County*

Masters Degree Required	Snohomish County	Skagit County	King County
Avg. annual salary (2023)	\$69,144.90	\$71,007.60	\$81,326.67
Avg. annual growth rate (2021 - 2031)	1.74%	0.76%	1.15%
Av. annual total openings (2021 - 2031)	79	53	276

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<sup>5</sup> <https://esd.wa.gov/jobs-and-training/labor-market-information/learn-about-occupation>

Table 2: Social Services Specialist and Community and Social Services Specialist, all other Labor Market Data by County

Bachelor Degree Required	Snohomish County	Skagit County	King County
Avg. annual salary (2023)	n/a	\$54,389.10	\$64,257.21
Avg. annual growth rate (2021 - 2031)	1.83%	2.32%	1.92%
Av. annual total openings (2021 - 2031)	98	49	472

The Washington Workforce Sentinel Network was also referenced, and noted the following in the Spring 2024 Behavioral Health Clinics brief<sup>6</sup>.

- Counselor - Bachelor's prepared emerged for the first time and was rated #3 on the question of "Top occupations cited as having exceptionally long vacancies by date of reporting."
- Changes in priorities for training of the existing and incumbent workforce at the Counselor - Bachelor's prepared level indicate a need for an increase in "crisis and intensive in-home outpatient. Some are around de-escalation; some are burdensome administrative requirements imposed by the Health Care Authority." This is in keeping with the scope of practice for the Behavioral Health Support Specialist.

A search on Indeed.com on January 18, 2025, found over 30 positions requiring a bachelor's degree within a 50-mile radius of Everett, WA. The most common job titles were Mental Health Specialist, Clinical Support Specialist, and Behavioral Health Specialist.

Since the BHSS credential is still new, regional labor market data has yet to fully align with specific occupational groups or capture the expected surge in demand as reimbursement policies take effect. Several standard SOC codes were analyzed to assess current job availability and growth projections, and Table 3 outlines the data found.

<sup>6</sup>[https://wa.sentinelnetwork.org/wp-content/uploads/sites/2/2024/06/WASentinelNet\\_BehavioralHealth\\_Brief\\_2024Spring.pdf](https://wa.sentinelnetwork.org/wp-content/uploads/sites/2/2024/06/WASentinelNet_BehavioralHealth_Brief_2024Spring.pdf)

Table 3: Regional Demand for Relevant Occupations

SOC	Occupation	Projections 24-30	# of Jobs 2024	# of Jobs 2030	Starting Wages
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	13% Growth	5472	6160	\$46K
21-1023	Mental Health and Substance Abuse Social Workers	9% Growth	1584	1730	\$47K
21-1021	Child, Family, and School Social Workers	11% Growth	4157	4625	\$49K
11-9151	Social and Community Services Managers	16% Growth	1668	1937	\$67K

Lightcast Q1 2025 Data Set | [lightcast.io](https://lightcast.io)

An occupation overview for Substance Abuse, Behavioral Disorder, and Mental Health Counselors generated by Lighcast showed regional employment to be higher than the national average (5,472 compared to 4,903), with 998 jobs in Snohomish County and 4,483 jobs in King County. The highest percentage (26.7%) of jobs were found in the Individual and Family Services sector with Outpatient Care Centers a close second at 22.5%. Our regional compensation is higher than the national average, with a \$61,454 median wage compared to a \$53,706 median wage. Job posting activity from January 2024 to December 2024 revealed 1,675 unique job postings, with 248 employers posting jobs for the same time period. The top job titles are included in Table 4.

Table 4: Unique Job Postings for Relevant Occupations

Job Title	Unique Postings
Mental Health Therapists	246
Substance Use Disorder Counselors	189
Licensed Mental Health Counselors	167
Mental Health Counselors	103

Licensed Mental Health Counselors	167
Counselors 7	75
Licensed Professional Counselors	49
Crisis Counselors	43

*Lightcast Q1 2025 Data Set | lightcast.io*

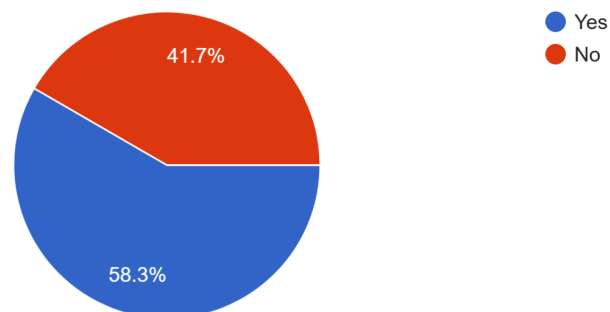
Lifestance Health emerged as the employer with the highest number of unique postings; other employers included Sea Mar Community Health Centers, VOA Western Washington, and Kaiser Permanente.

### Employer Survey

A survey was sent to 30 potential employers in our service area to gauge the need and interest in the BAS Behavioral Health Support Specialist program. It included a question specifically addressing the skills and scope of practice of the Behavioral Health Support Specialist (BHSS) with respondents indicating over 50% of them are looking for these skills in their new hires. The response was encouraging:

While the BHSS position and credential is new, are you currently hiring for positions requiring skills in the subject areas outlined in the UW curriculum model?

12 responses



A follow-up question asked respondents to identify potential job titles for applicants with these skills. Responses included:

- Behavioral Health Specialist
- Student Success Coach
- Care Coordinator

- Case Manager
- Recovery Care Coordinator
- Group Facilitator
- *"In the future, BH/SUD Case Management."*

To the open-ended question, "Is there anything you'd like us to consider as we develop this program?", responses included:

- I think this approach sounds fabulous. There is such a need for BH interventions and many bachelors level staff we hire need to be trained around BH as they come with more generalized degrees- this is a needed certification!
- I'd like to be part of the instruction and course development
- We will always need some MA/MS level staff; however, this BA level would be a great way to provide staff in our outreach-short term service programs as well as triage type positions.

The full list of survey questions and responses can be found in Appendices B and C, respectively.

## Criteria 4

### Baccalaureate program builds from existing professional and technical degree program offered by the institution.

The proposed BAS Behavioral Health Support Specialist degree will build upon Edmonds College's existing AAST and ATA degrees in Addiction Studies and Human Services and the Family Support Studies AAST degree. Each program is supported by an accomplished and committed team of faculty and staff, eager to develop a baccalaureate pathway to bolster career and wage opportunities for their students, and who are currently delivering instruction in hybrid and online modalities. Many of these faculty members have completed training and are incorporating hyflex technology into their classes, providing further flexibility in how students attend and participate.

The enrollment history over the past 5 years shows consistent enrollments in the SHS Addiction Studies ASST and some decline but robust enrollments in the SHS Human Services AAST. Note that it was challenging to track the enrollment numbers in some of the programs for the 2019-2020 academic year due to the shift to ctcLink; however, the data from the 2020-21 through 2023-24 supports extending our pathway to the baccalaureate level in these fields.

Table 5: Annual Social and Human Services Enrollment Data for 5 years

Program Name	Plan/Stack	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Social and Human Services - Addiction Studies AAST	SAAASAAS	33	31	30	33	30
Social and Human Services - Addiction Studies ATA	HSTHSAAS	no data	36	25	12	14
Social and Human Services - Human Services AAST	SAAASAPT	no data	47	30	22	23
Social and Human Services- Human Services ATA	HSTHSAPT	no data	32	18	12	14
Family Support Studies AAST	YSAFSAAS	no data	3	5	4	4

Data Source: State DW dbo.Student\_DW  
Data pulled on 1/8/25

## Criteria 5

### Student demand for program within the region.

Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within the region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in industry standards. Include enrollment projections for each year over the next five years.

A survey was sent to current students in the SHS programs identified as the foundation for this BAS degree in Fall 2024. The results indicate overwhelming support and interest in a baccalaureate pathway of this type. Of the 114 respondents, 75.4% indicated interest in enrolling in the BAS Behavioral Health Support Specialist degree, with 9.6% (11 respondents) responding they would consider enrolling in the first cohort in Winter 2026. This would support a projection of 10 students in a cohort starting in January 2026 and building to a projected cohort of 25 students in 2029 and the following years.

### Are you interested in enrolling in a Bachelor of Applied Science degree program in Behavioral Health?

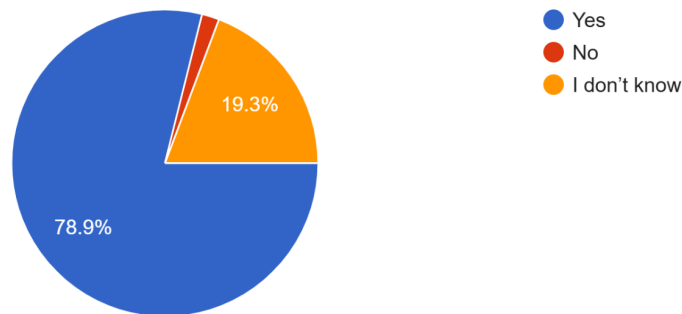
114 responses



When asked if they believed that additional training and education, specifically an applied bachelor's degree, would benefit them through promotion or increased earnings, 78.9% (86) responded in the affirmative.

### Do you believe that additional training and education, specifically an applied bachelor's degree, would benefit you either through promotion or increased earnings (check one)?

109 responses



Based on the strength of the survey results, projected enrollment numbers are as follows:

*Table 6: Five-Year Enrollment Projections*

	2026-27	2027-28	2028-29	2029-30	2030-31
FTES	10	15	20	25	25

In addition to currently enrolled students at Edmonds College and recent alumni of its



Addiction Studies, Human Services, and Family Support Studies programs, Edmonds College would welcome graduates from other institutions.

When asked about preferred learning modes, there was a strong preference for the incorporation of online modes combined with face-to-face meeting times. Interestingly, synchronous online classes were the least preferred option, which may indicate some residual “Zoom fatigue” from the pandemic. The responses suggest a flexible delivery model incorporating hyflex technology will be well accepted and preferred.

The full list of survey questions and responses can be found in Appendices D and E, respectively.

## Criteria 6

### Efforts to maximize state resources to serve place-bound students.

Edmonds College’s proposed BAS Behavioral Health Support Specialist program would provide educational opportunities with reasonable commute times and multiple bus routes directly to campus for students from Edmonds, Lynnwood, Everett, Marysville, Shoreline, and other nearby communities without local options for the same degree. The program would continue Edmonds College’s commitment to serving place-bound students by offering flexible scheduling, including night, online, and hybrid course options. The introduction of “hyflex” technology further supports students with flexible options to attend classes and has been successfully incorporated into a number of courses and programs within the Health and Human Services division over the past three years.

In addition, Edmonds College offers a wide array of campus resources to help students successfully complete their program of study including:

- Services for Students with Disabilities - The office ensures that programs at Edmonds College are accessible and usable by students with disabilities.
- Cultural Diversity and Inclusion Center - Provides all students a safe, welcoming space. The center also provides a free printing program, 4-hour laptop/Chromebook checkout, and emergency food assistance.
- Computer Labs - A variety of computer labs are available across campus for student use.
- Learning Support Center - Offers a variety of tutoring services, strengthening their college-wide abilities in math, the sciences, the humanities, and social sciences.
- Emergency Grants - Provides emergency assistance to students experiencing hardships related to childcare, groceries, housing, utilities, auto/transportation, and health-related expenses.
- Additional support services include on campus child care, a campus food pantry, a 211 navigator and mental health resources.

The closest programs with a similar focus are offered at Lake Washington Institute of

Technology, with their BAS in Behavioral Healthcare, and Seattle Central College, with their BAS in Applied Behavioral Science. Looking further north, Whatcom Community College launched a BAS in Social Work in Fall 2024, while Peninsula College recently added a BAS in Behavioral Healthcare to its program offerings. We believe that a program emphasizing practical skills and clinical experience—designed to meet the state certification requirements for Behavioral Health Support Specialists—will best serve students. Providing easy access to on-campus skills, classes, and facilities for clinical placements will ensure students can meet these requirements effectively.

Karen Townsend, M.S., L.M.H.C., Dean of Health and Human Services, has contacted the following colleges:

- Lake Washington Institute of Technology
  - Responded with no objection and requested further discussions for future collaboration.
- Seattle Central College
  - Replied and asked for further information before responding.
- Skagit Valley College
  - Responded with no objection.
- Everett Community College
  - Responded with no objection.
- Whatcom College
  - Contacted but no response received yet.
- Bellingham Technical College
  - Responded with no objection.
- Olympic College
  - Replied and will respond with any feedback.
- Peninsula College
  - Responded with no objection and expressed willingness to provide consultation.

As noted above, the college has made contact with a number of regional community and technical colleges and has received no objections to our proposal. There are currently no BAS programs focused on behavioral health in Snohomish, Skagit, or Whatcom counties. Beyond that, faculty and staff plan for further collaboration and curriculum sharing, specifically with Lake Washington Institute of Technology in King county and Peninsula College in Clallam county. In addition, the college has connected with Dan Ferguson, from the Allied Health Center of Excellence, and he has expressed support for our proposal. Faculty and staff have also joined the workgroup at the University of Washington, which is where the meta-competencies for the new BHSS credential were developed. The BAS development team will also monitor updated information coming out of the Washington State Department of Health, who will be creating the approval process for colleges training students for the new credential.

We strongly believe in an interdisciplinary approach to our BAS degree programs in the Health and Human Services division. On review of the meta-competencies outlined in the BHSS Curriculum Map developed by the University of Washington, we identified significant

alignment with the curriculum offered in the Edmonds College BAS in Integrated Healthcare Management program. This curriculum contains courses that uniquely emphasize Team-Based Collaboration, Health Equity, and Care Planning and Coordination—core areas that mirror the BHSS framework while offering a distinctive approach tailored to developing versatile, practice-ready graduates equipped to meet the evolving demands of integrated healthcare. It is our intent to incorporate those courses into both programs creating opportunities for primary care and behavioral health providers to learn together and build the collaborative skills essential for effective teamwork in practice.

We also believe that targeting this program to the new certification of Behavioral Health Support Specialist from the beginning supports the needs of the Behavioral Health and Primary Care communities as they integrate this new level of provider into their day-to-day patient care models.

## Criteria 7

### Promoting equitable opportunities for students, including historically marginalized students.

Edmonds College's admission policies will apply to the BAS Behavioral Health Support Specialist program and will guide the program's selection process. One goal of the selection process is that participants in the BAS Behavioral Health Support Specialist will mirror or exceed the diversity of students in other Edmonds College programs.

The student population at Edmonds College includes American Indian/Alaska Native: 3%, Asian: 24%, Black/African American: 13%, Hispanic/Latino: 19%, Pacific Islander: 2%, White: 56% [SBCTC Field Guide 2024].

Edmonds College will build on proven strategies to recruit diverse students into its BAS programs. This includes an outreach campaign highlighting student testimonials, career-ready job skills, program flexibility, and affordability. The college will focus on recruiting systemically marginalized and low-income students through targeted social media messaging to expand its reach into rural areas of the service district, text message nudges, virtual information sessions, and early, consistent engagement with students in feeder programs. Additionally, clear guidance will be provided on the admissions process and securing financial support, including financial aid, scholarships, and employer tuition reimbursement.

Edmonds College is well-equipped to deliver high-quality, holistic academic and student support services. Dedicated BAS Program Managers, assigned to specific programs, collaborate closely with faculty and staff to ensure seamless onboarding, advising, referrals to campus resources, and career readiness coaching. The BAS BHSS program team will regularly analyze disaggregated data to identify and address systemic barriers affecting access, retention, and degree completion for systemically underserved student groups.

On-campus resources include Academic Support Services, which provides learning assistance, and Technology Support Services, offering tech support and a technology borrowing program to support online and hybrid courses. Additionally, the Resource Hub features a Food Pantry, access to a Community Resource Advocate, and emergency funding to assist students facing life challenges that may impact their academic success.

# APPENDIX

APPENDIX A - BAS Supply/Demand Rubric

APPENDIX B - Employer Survey

APPENDIX C - Employer Survey Responses

APPENDIX D - Student Survey

APPENDIX E - Student Survey Responses

APPENDIX F - Program Requirement Sheets Feeder Programs

APPENDIX G - College Collaboration

## APPENDIX A

### Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

The application needs to show the information below for program approval:

- employers demand\* the level of technical training proposed within the program, making it cost-effective for students to seek the degree;
- lead to high wage-earning jobs; and
- the proposed program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.

College Name: Edmonds College																				
Program Name: Bachelor of Applied Science in Behavioral Health Support Specialist																				
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>																				
If local demand/supply information is available for the specified degree program and target occupation(s),**																				
For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)	Substance Abuse, Behavioral Disorder and Mental Health Counselors in King, Snohomish and Skagit counties. • Social and Human Service Assistants in King, Snohomish and Skagit counties. • Community and Social Service Specialists in King, Snohomish and Skagit counties.  <b>Specific Job Title: Substance Abuse and Behavioral Disorder Counselor</b> <b>SOC # and Title: 21.1023 Mental Health and Substance Abuse Social Workers</b> <b>Last updated: 11/20/24</b>																			
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Snohomish</th> <th style="width: 20%;">Skagit</th> <th style="width: 30%;">Seattle/King</th> </tr> </thead> <tbody> <tr> <td>Avg. annual salary (2023)</td> <td>\$69,144.90</td> <td>\$71,007.60</td> <td>\$81,326.67</td> </tr> <tr> <td>Avg. annual growth rate (2021 - 2031)</td> <td>1.74%</td> <td>0.76%</td> <td>1.15%</td> </tr> <tr> <td>Av. annual total openings (2021 - 2031)</td> <td>79</td> <td>53</td> <td>276</td> </tr> </tbody> </table>					Snohomish	Skagit	Seattle/King	Avg. annual salary (2023)	\$69,144.90	\$71,007.60	\$81,326.67	Avg. annual growth rate (2021 - 2031)	1.74%	0.76%	1.15%	Av. annual total openings (2021 - 2031)	79	53	276
	Snohomish	Skagit	Seattle/King																	
Avg. annual salary (2023)	\$69,144.90	\$71,007.60	\$81,326.67																	
Avg. annual growth rate (2021 - 2031)	1.74%	0.76%	1.15%																	
Av. annual total openings (2021 - 2031)	79	53	276																	

**Specific Job Title: Social Service Specialist****SOC # and Title: 21.1099 Community and Social Service Specialists, All Other****Last updated: 11/08/24**

Education description: According to the Federal Bureau of Labor Statistics (BLS), the typical level of education that most workers need to enter this occupation is: Bachelor's degree.

	Snohomish	Skagit	Seattle/King
Avg. annual salary (2023)	n/a	\$54,389.10	\$64,257.21
Avg. annual growth rate (2021 - 2031)	1.83%	2.32%	1.92%
Av. annual total openings (2021 - 2031)	98	49	472

Source: <https://esd.wa.gov/jobs-and-training/labor-market-information/learn-about-occupation>

An occupation overview for Substance Abuse, Behavioral Disorder and Mental Health Counselors generated by Lighcast showed regional employment to be higher than the national average (5,472 compared to 4,903) with 998 jobs in Snohomish County and 4,483 jobs in King County. The highest percentage (26.7%) of jobs were found in the Individual and Family Services sector with Outpatient Care Centers a close second at 22.5%. Our regional compensation is higher than the national average is \$61,454 median wage as compared to \$53,706 median wage. Job posting activity January 2024 to December 2024 revealed 1,675 unique job postings with 248 employers posting jobs for the same time period. The top job titles included:

Job Title	Unique Postings
Mental Health Therapists	246
Substance Use Disorder Counselors	189
Licensed Mental Health Counselors	167
Mental Health Counselors	103

	<table> <tr> <td>Licensed Mental Health Counselors</td><td>167</td></tr> <tr> <td>Counselors 7</td><td>75</td></tr> <tr> <td>Licensed Professional Counselors</td><td>49</td></tr> <tr> <td>Crisis Counselors</td><td>43</td></tr> </table>	Licensed Mental Health Counselors	167	Counselors 7	75	Licensed Professional Counselors	49	Crisis Counselors	43
Licensed Mental Health Counselors	167								
Counselors 7	75								
Licensed Professional Counselors	49								
Crisis Counselors	43								
For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).	<p>We looked at data from the SBCTC to assess credentials awarded in Human Services at the BAS level and found a total of 69 awarded across the state for the 2023 - 2024 academic year. Totals for the colleges closest to our service region are:</p> <table> <tr> <td>Lake Washington Institute of Technology</td><td>10</td></tr> <tr> <td>Seattle Central College</td><td>22</td></tr> <tr> <td>Highline College</td><td>16</td></tr> </table> <p>Source: <a href="https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard">https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard</a></p> <p>Lightcast data around our target occupations: Substance Abuse, Behavioral Disorder, and Mental Health Counselors, Social and Human Services Assistants and Mental Health and Substance Abuse Social Workers reveals an average of 1244 annual openings.</p>	Lake Washington Institute of Technology	10	Seattle Central College	22	Highline College	16		
Lake Washington Institute of Technology	10								
Seattle Central College	22								
Highline College	16								
OR, if demand information is not available or it is a new/emerging/changing occupation, **									
For demand: Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey</u>	n/a								



<u>requirements are listed below.</u>	
For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u>	n/a
OR, if based on a statutory or accreditation requirement, **	
Select one: Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/>	
For demand: Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor's degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor's or above in the field is needed.	n/a
For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is	n/a

<p>a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u> *</p>	
<p>* Demand is defined by state law as <b>“an occupation with a <u>substantial</u> number of current or projected employment opportunities.”</b></p> <p>**Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).</p>	

## APPENDIX B

### Employer Survey: Bachelor of Applied Science in Behavioral Health program

Edmonds College is considering developing a new Bachelor of Applied Science in Behavioral Health program in our Social and Human Services programs. As an employer in our community who currently hires or may potentially hire Edmonds College students and graduates, your feedback will help us ensure the program aligns with industry standards, addresses community demands, and supports career readiness for our students. We would appreciate your thoughts on the skills, knowledge, and competencies you feel are essential for success in the field of behavioral health.

The coursework will be built around a curriculum model for the [Behavioral Health Support Specialist developed at the University of Washington](#) in subject areas related to health equity, the helping relationship, cultural responsiveness, team-based care and collaboration, screening and assessment, care planning and care coordination, intervention and law & ethics.

This new credential is in the final stages of certification development through the [Washington State Department of Health](#) and a BHSS is defined as a person certified to deliver brief, evidence-based behavioral health interventions under the supervision of a Washington State credentialed provider with the ability to assess, diagnose, and treat mental and behavioral health conditions as part of their scope of practice. A BHSS may not make diagnoses, but will track and monitor treatment response using measurement-based care. Graduates of this program will be eligible to apply for this certification and continue on to a graduate level program if desired.

We are also interested in other positions within your organization that require or would benefit from a larger pool of professionals who have completed bachelor degree programs.

We appreciate your input and are excited about the potential of this new degree option. Please respond to this short survey:

1. What educational credential (s) are you seeking for your behavioral health employees? Please mark all that apply:
  - a. HS Diploma
  - b. College Certificate
  - c. Associate's degree
  - d. Bachelor's degree
  - e. Master's degree

2. While the BHSS position and credential is new, are you currently hiring for positions requiring skills in the subject areas outlined in the [UW curriculum model](#)?
  - a. Yes
  - b. No
3. What are the potential job titles for the applicants with the skills described above?
  - a. Open ended
4. What is the current number of positions for individuals trained to do the positions listed above or similar titles in your organization?
  - a. Open ended
5. Over the next three years, what is the number of anticipated openings for individuals trained for the positions above or similar titles?
  - a. Open ended
6. Is a Bachelor's degree required for this type of work?
  - a. Yes
  - b. Not required, but preferred
  - c. No
7. Over the next 5 years, what level of education do you anticipate requiring to fill positions in your organization (Please select one):
  - a. Primarily associate (2 year) degree graduates
  - b. Significantly more bachelor degree than associate degree graduates
  - c. Bachelor degree graduates exclusively
  - d. Masters degree and above graduates exclusively
8. Would you consider hiring graduates of this proposed program?
  - a. Yes
  - b. No
9. Is there anything you'd like us to consider as we develop this program?
  - a. Short answer
10. Would you be willing to participate in focus groups and discussions to provide input into the development of the curriculum? If yes, please provide your name and contact information
  - a. Short answer
11. Would you or someone in your organization be interested in serving on our advisory board for this program? If yes, please provide your name and contact information.

a. Short answer

If you would like more information about the Behavioral Health degree as it develops, please provide your name and contact information or if you prefer, please contact a member of our team.

Christina Coiro  
[ccoiro@edmonds.edu](mailto:ccoiro@edmonds.edu)

Elizabeth Patterson  
[elizabeth.patterson@edmonds.edu](mailto:elizabeth.patterson@edmonds.edu)

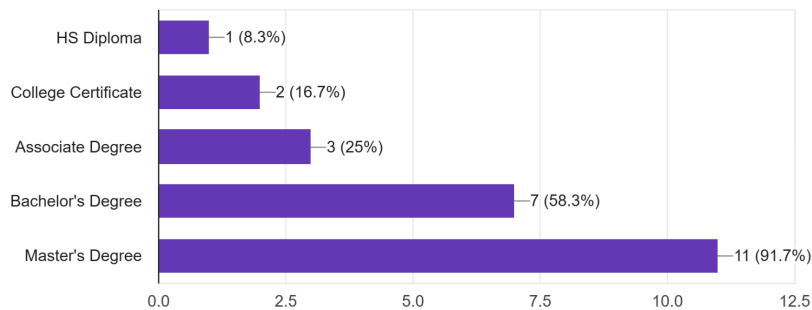
## APPENDIX C

### Employer Survey Responses

#### Question 1

What educational credential (s) are you seeking for your behavioral health employees? Please mark all that apply:

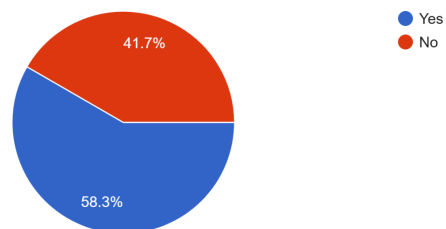
12 responses



#### Question 2

While the BHSS position and credential is new, are you currently hiring for positions requiring skills in the subject areas outlined in the UW curriculum model?

12 responses



Question 3: What are the potential job titles for the applicants with the skills described above?

12 responses

Behavioral Health Specialist

We provide outreach services that would be appropriate for this level of credential

Addictions Counselor

WISe Therapist (Bachelor's level)

For now, we only hire MA's. We can't diagnose at the CRC so I'm not sure they would have the right supervision.

Director, & Student Success Coach

MHP

Care Coordinator, Case Manager, Recovery Care Coordinator, in the future BH/SUD case management

Peer counselor, Case manager, counselor

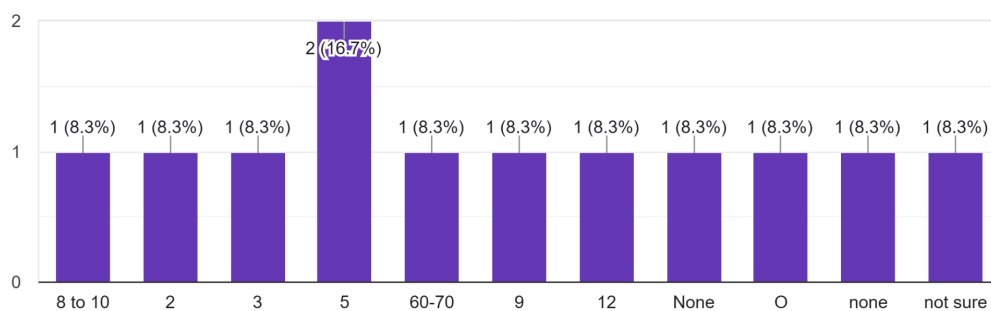
Group Facilitator

Behavioral support specialist

#### Question 4:

What is the current number of positions for individuals trained to do the positions listed above or similar titles in your organization?

12 responses



Question 5: Over the next three years, what is the number of anticipated openings for individuals trained for the positions above or similar titles?

12 responses

10?

unknown

8

0

1

2

10

5

multiple

Approx.5

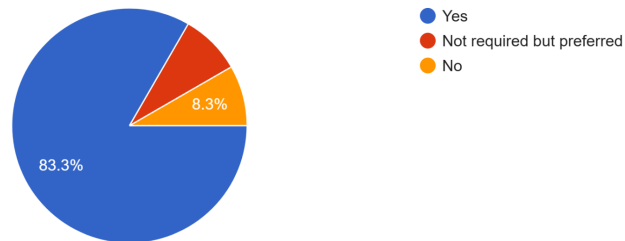
2-3

3-6

## Question 6

Is a Bachelor's degree required for this type of work?

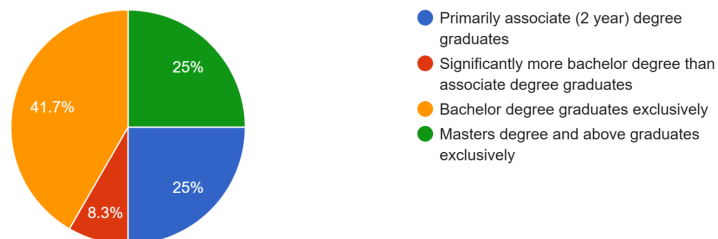
12 responses



## Question 7

Over the next 5 years, what level of education do you anticipate requiring to fill positions in your organization (Please select one):

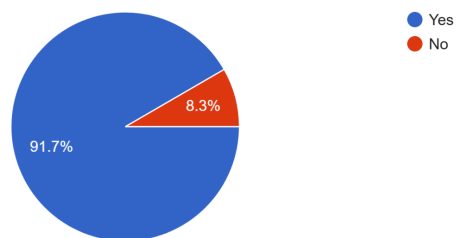
12 responses



## Question 8

Would you consider hiring graduates of this proposed program?

12 responses





Question 9: Is there anything you'd like us to consider as we develop this program?

9 responses

We will always need some MA/MS level staff however this BA level would be a great way to provide staff in our outreach-short term service programs as well as triage type positions.

no

Robust practicum, clear explanation of what is and what is not within the scope of a bachelor's level therapist and why, focus on a few evidence-based practices in-depth is better than just a little of a lot.

I think if we were full in the counseling center and we needed someone to sticky due assessments, maybe, but we have a robust internship program with four interns every year (MA) and I don't foresee us having the resources to have more trainee's 😞

N/A

Not sure

I'd like to be part of the instruction and course development

I think this approach sounds fabulous. There is such a need for BH interventions and many bachelors level staff we hire need to be trained around BH as they come with more generalized degrees- this is a needed certification!

No

Question 10: Please share the name of your organization. We need this in order to use the important information you have shared above. This information will be aggregated and included in our proposal.

12 responses

Therapeutic Health Services

A Positive Alternative

Center for Human Services

Edmonds Counseling and Resource Center

Edmonds College TRIO SSS

CCS Recovery Center

King County Sheriff's Office Therapeutic Response Unit

Northwest Regional Council

Evergreen Recovery Centers, Legacy Lodge

Question 11: Would you be willing to participate in focus groups and discussions to provide input into the development of the curriculum? If yes, please provide your name and contact information.

10 responses

6 yes; 2 maybe; 2 no

Question 12: Would you or someone in your organization be interested in serving on our advisory board for this program? If yes, please provide your name and contact information.

8 responses

3 yes; 2 maybe; 3 no

## **APPENDIX D**

### **Student Interest Survey: Bachelor of Applied Science in Behavioral Health program**

Edmonds College is considering developing a new Bachelor of Applied Science in Behavioral Health program and as a current student in our Social and Human Services programs, we would like to know your level of interest in completing your bachelors program with us. This BAS degree is designed to build upon an AAST in Human Services and Addition Studies. Those completing ATA degrees could qualify for admission by taking some distribution credits before applying. We are targeting a winter 2026 start and the program would incorporate a flexible learning model using online, face-to-face, and hybrid classes to meet the needs of students. Courses with required attendance (either online or in person) would be scheduled weekdays, evenings and Saturdays to support students' schedules.

In response to the increasing demand for Behavioral Health professionals in Washington State, a new credential - Behavioral Health Support Specialist has been passed in the state legislature and completion of this degree will allow graduates to apply for licensure as a Behavioral Health Support Specialist. There is also a documented need for bachelor's degrees for positions in social and human services leading to employment as a patient advocate, crisis intervention specialist and health educator among others.

The coursework will be built around a curriculum model developed at the University of Washington in subject areas related to health equity, the helping relationship, cultural responsiveness, team-based care and collaboration, screening and assessment, care planning and care coordination, intervention and law & ethics.

Full-time tuition, with fees and books is estimated to be approximately \$8,000 per year. The program could be completed in two years with full-time attendance or over a longer time if part-time. Financial aid would be available for those who qualify. The completed BAS degree would provide the ability to apply to a related master's degree program.

We appreciate your input and are excited about the potential of this new degree option. Please respond to this short survey (7 questions):

1. Are you interested in enrolling in a Bachelor of Applied Science degree program in Behavioral Health?
  - a. Yes, in winter 2026
  - b. Yes, After I finish with my AA, ATA or AAST Degree
  - c. Yes, concurrent with my current program
  - d. Sometime in the future
  - e. No
2. What is your availability for attending college classes? (Check all that apply)

- a. Morning
  - b. Afternoon
  - c. Weekday evening
  - d. Weekend days
3. What is your preferred learning mode for courses?
- a. Online, no scheduled meeting times (asynchronous)
  - b. Online, with scheduled meeting times via Zoom (synchronous)
  - c. Hybrid, online with scheduled face to face meeting times
  - d. Any combination of the above
4. Do you believe that additional training and education, specifically an applied bachelor's degree, would benefit you either through promotion or increased earnings (check one)?
- a. Yes
  - b. No
  - c. I don't know
5. Please identify which program you are currently enrolled in or have graduated from.
- a. Addiction Studies
  - b. Human Services
  - c. Family Support Studies
6. If you would like more information about the Behavioral Health degree as it develops, please provide your name and contact information or if you prefer, please contact a member of our team.

Christina Coiro  
[ccoiro@edmonds.edu](mailto:ccoiro@edmonds.edu)

Elizabeth Patterson  
[elizabeth.patterson@edmonds.edu](mailto:elizabeth.patterson@edmonds.edu)

## APPENDIX E

### Student Survey Responses

#### Question 1:

Are you interested in enrolling in a Bachelor of Applied Science degree program in Behavioral Health?

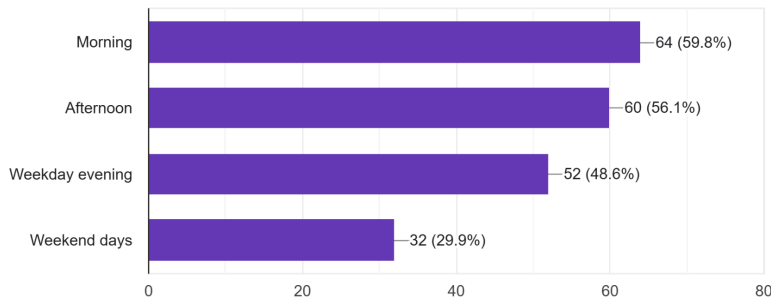
114 responses



#### Question 2:

What is your availability for attending college classes? (Check all that apply)

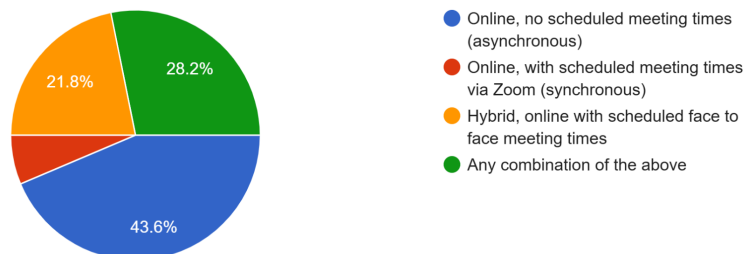
107 responses



#### Question 3

What is your preferred learning mode for courses?

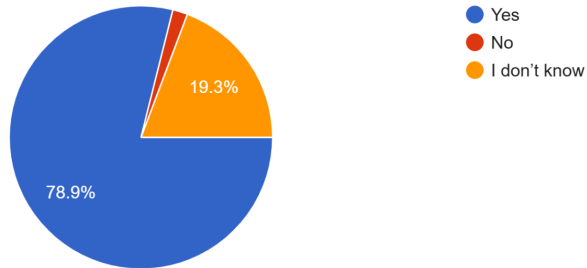
110 responses



#### Question 4:

Do you believe that additional training and education, specifically an applied bachelor's degree, would benefit you either through promotion or increased earnings (check one)?

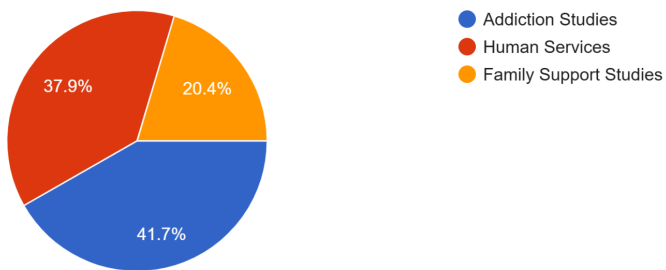
109 responses



## Question 5

Please identify which program you are currently enrolled in or have graduated from.

103 responses



## APPENDIX F

### Program Requirement Sheets: Feeder Programs



Student ID: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Advisor Name: \_\_\_\_\_

Catalog: 2024-2025 Undergraduate Catalog  
Program: Social and Human Services -  
Addiction Studies Associate in Applied  
Science-T Degree  
Minimum Credits  
Required: \_\_\_\_\_

### Social and Human Services - Addiction Studies Associate in Applied Science-T Degree

**Program Description** This program of study provides the foundation, knowledge, and skills to effectively work with individuals and families experiencing difficulties resulting from drug use, misuse, or dependency, and behavioral addictions. Successful completion of this degree will enable the graduate to satisfy the state of Washington's educational requirements for substance use disorder professionals and to transfer to colleges having specific bachelor's degree programs that accept the AAS-T degree. This degree requires successful completion of a **minimum of 93 credits** as outlined.

**Advising Note** This program requirement sheet is not a substitute for meeting with an academic advisor. Meeting the requirements to graduate with an Edmonds College certificate or degree is ultimately the responsibility of the student.

### General Education Requirements (15 credits)

#### Communication Skills (10 credits)

**OUTCOME: Communicate** and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.

Course Name	Credits	Grade	Qtr. Taken
ENGL& 101 - English Composition I	5.0 Credits		
ENGL& 102 - Composition II	5.0 Credits		

#### Quantitative Analysis/Symbolic Reasoning Skills (5 credits)

**OUTCOME: Reason** clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze, and solve problems.

Course Name	Credits	Grade	Qtr. Taken
MATH& 107 - Mathematics In Society	5.0 Credits		
<b>OR</b>			
MATH& 146 - Introduction to Statistics	5.0 Credits		

## Cultural Diversity Skills

**OUTCOME:** Explore and apply multiple perspectives in order to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings.

Cultural Diversity Course List

\_\_\_\_ Cultural Diversity Requirement met

## Distribution Requirements (15 credits)

### Natural Sciences and Mathematics (5 credits)

**OUTCOME:** Use scientific and mathematical methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science concepts and insights.

Course Name	Credits	Grade	Qtr. Taken
ANTH& 215 - Bioanthropology w/Lab: CD <b>OR</b>	5.0 Credits		
BIOL& 100 - Survey of Biology w/Lab	5.0 Credits		

### Social Sciences (5 credits)

**OUTCOME:** Use social science theories and methods to reason, communicate, apply insights, solve problems, and to develop a critical understanding of the diversity and interdependence of peoples and cultures.

Course Name	Credits	Grade	Qtr. Taken
PSYC& 100 - General Psychology <b>OR</b>	5.0 Credits		
SOC& 101 - Introduction to Sociology: CD	5.0 Credits		

### Humanities (5 credits)

**OUTCOME:** Use humanities-based methods to reason, communicate, make meaning, solve problems, and/or create or perform cultural works for diverse audiences and purposes.

Course Name	Credits	Grade	Qtr. Taken
CMST& 210 - Interpersonal Communication: CD	5.0 Credits		

### Career and College Success (3 credits)

**OUTCOME:** Develop professional and academic skills and strategies for career and college success.

\_\_\_\_ Career and College Success Requirement met

**Note:** The Career and College Success course should be completed within the first two quarters. Students who transfer in 30 or more college-level credits with a cumulative GPA of 2.0 or higher may be exempt from the Career and College Success course; see faculty advisor.

Course Name	Credits	Grade	Qtr. Taken
SHS 100 - Career and College Success: Human Services	3.0 Credits		



## Program Requirements (60 credits)

### OUTCOMES:

1. Demonstrate an understanding of the nature and treatment of addiction, including knowledge of the motivation of change, physiology of addiction, and professional issues.
2. Demonstrate the ability to effectively work with consumers using communication skills, group interaction, problem-solving, ethical procedures, and crisis management techniques.
3. Describe a range of evidence-based practice methods, including principles, strategies, and techniques used to assist consumers in reaching their service goals.
4. Demonstrate ability in case management tasks such as assessment, treatment planning, documentation, and referral procedures.

**\*See Program Requirement Notes for additional information.**

Course Name	Credits	Grade	Qtr. Taken
SHS 104 - Introduction to Addiction Studies	5.0 Credits		
SHS 113 - Law and Ethics for Addictions and Human Services	3.0 Credits		
SHS 114 - Counseling and Interviewing Skills	5.0 Credits		
SHS 117 - Crisis Intervention	3.0 Credits		
SHS 185 - Human Growth and Development: CD	5.0 Credits		
SHS 218 - Survey of Mental Illness	5.0 Credits		
SHS 219 - Working With Diverse Populations: CD	3.0 Credits		
SHS 222 - Pharmacology of Psychoactive Drugs	5.0 Credits		
SHS 225 - Group Counseling for Substance Use Disorders	5.0 Credits		
SHS 226 - Addiction and Youth and Family Systems	5.0 Credits		
SHS 227 - Assessment and Diagnosis In Addiction Treatment	3.0 Credits		
SHS 228 - Case Management In Addiction Treatment	3.0 Credits		
SHS 229 - Addiction Counseling and Relapse Prevention	5.0 Credits		
SHS 271 - Addiction Studies Practicum	5.0 Credits		

## Program Notes

The program code for this degree is **SAAASAAS**. For financial aid, advising, and other reasons, students should work with their advisor to ensure that this code is properly recorded on their academic record.

- **Grade Requirements:** Students must achieve a minimum 2.0 grade in all courses in Program Requirements.
- This degree is a professional-technical degree with a core of general education courses commonly accepted in transfer. In general, professional-technical degrees are not designed for transfer to other colleges or universities. This degree will articulate to Bachelor of Applied Science (BAS) degrees, such as the BAS in Child, Youth, and Family Studies at this college or related BAS degrees at other community colleges. (Students are encouraged to check entrance requirements as they are subject to change.)
- Students seeking to transfer to degree programs other than those specifically designed for the AAS-T should consider associate in arts or associate in science degrees, which are specifically designed for transfer to four-year colleges and universities.
- **Special Note:** A Washington State background check is required for entrance into this vocation and some limitations are in effect for those with former felony or other convictions. If you have questions about this, please contact a department advisor or the Department of Health directly.
- Toward the end of their coursework, students have the opportunity to put their knowledge and abilities into practice during a field practicum in a certified addiction treatment agency under the supervision of a substance use disorder professional. A Substance Use Disorder Trainee (SUDP-T) certificate is required to enroll in field practicum.
- Not all courses are offered every quarter. Students are strongly urged to consult with their faculty advisor regarding their career objectives, interests, and schedule planning.
- Completion of SHS 104, SHS 106, and an additional 5 credits of specific electives also meets the requirements for the Prevention Specialist Certificate of Completion, which covers the educational component of the state of Washington's Associate Prevention Professional (APP) credential.
- For students interested in earning a Bachelor of Applied Science degree or continuing on to a related Master's degree, MATH& 146 may be a preferred option as future degrees may require Research Methods and/or Statistics as a prerequisite course. Each academic program varies and it is best to speak to a program advisor for further guidance.

### The department advisor for this program is:

Cathy Dominguez | [cathy.dominguez@edmonds.edu](mailto:cathy.dominguez@edmonds.edu) | 425.640.1242

### The faculty advisors for this program are:

Timothy Burdick | [timothy.burdick@edmonds.edu](mailto:timothy.burdick@edmonds.edu) | 425.640.1633

Christina Coiro | [ccoiro@edmonds.edu](mailto:ccoiro@edmonds.edu) | 425.640.1981

Roxanne Green | [roxanne.green@edmonds.edu](mailto:roxanne.green@edmonds.edu) | 425.640.1595

Mika McAfee | [mika.mcafee@edmonds.edu](mailto:mika.mcafee@edmonds.edu) | 425.640.1452

**Department Website:** Social and Human Services | [www.edmonds.edu/shs](http://www.edmonds.edu/shs)

## Associate in Applied Science-Transfer General Information

**Program of Study Outcomes** Edmonds College's four General Education Outcomes (Communicate, Act Responsibly, Reason, and Explore) are promoted throughout the college's programs. Instructional programs of 45 credits or more foster learning in all four General Education Outcomes.

Student achievement is assessed in the general and program specific outcomes via the courses and course objectives that align with those outcomes. More information about program outcomes and course objectives can be found on the Using Program Requirement Sheets page.

**Credit/Grade Requirements** A minimum of 30 credits or one-third of the required college level (100-level or above) credits, whichever is less, must be earned at Edmonds College. Students are required to maintain a minimum cumulative grade point average of 2.0 in all college level courses.

### Students Are Advised To:

- Plan your schedule several quarters in advance in order to accommodate courses that are offered only once or twice a year;
- Review the college catalog for required course prerequisites and include these in schedule planning;
- Communicate with an academic advisor and/or a faculty advisor; and
- At least three quarters before you plan to graduate, contact any college(s) where you have earned credits and have your official transcript(s) sent to Edmonds College. Then, submit an Evaluation Request - Transfer Credits Form (available in Enrollment Services) to activate the process of transferring credits to Edmonds College.

**Graduation Application** A completed Graduation Application form must be submitted online by the **10th day** of the quarter in which the student expects to graduate. Note: Applications for summer quarter are due by the **8th day** of the quarter.

### Transferring to Another University or College

- Admission application deadlines vary, students must meet the deadline for the university or college to which they plan to apply for admission to transfer.
- Consultation with the appropriate department or an advisor at the intended transfer school is highly recommended.

**Common Course Numbering** Please refer to [www.edmonds.edu/ccn](http://www.edmonds.edu/ccn) for more information.

**Cultural Diversity Requirement** All students earning a degree or certificate of 45 credits or more must meet a cultural diversity (CD) requirement by taking at least five (5) credits of CD courses. To learn more, go to Academic Information – Cultural Diversity Requirement in the online academic catalog.

### College Resources

- College Website | [www.edmonds.edu](http://www.edmonds.edu)
- How to Enroll | <https://www.edmonds.edu/es/>
- Transfer Center | [www.edmonds.edu/transfer](http://www.edmonds.edu/transfer)
- College Bookstore | <https://edmonds.edu/bookstore>
- Advising Appointments | 425.640.1458 | [advising@edmonds.edu](mailto:advising@edmonds.edu)

## Internal Coding

PLAN/STACK - SAAASAAS

TC - 93

CIP - 511501

Last revised - 2024/06/06

### Notes:



Student ID: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Advisor Name: \_\_\_\_\_

Catalog: 2024-2025 Undergraduate Catalog  
Program: Social and Human Services -  
Addiction Studies Associate of Technical Arts  
Degree  
Minimum Credits  
Required: \_\_\_\_\_

## Social and Human Services - Addiction Studies Associate of Technical Arts Degree

**Program Description** The Addiction Studies Associate of Technical Arts Degree provides the foundation, knowledge, and skills to effectively work with individuals and families experiencing difficulties resulting from drug use, misuse, or dependency, and behavioral addictions. Successful completion of this degree will enable the graduate to satisfy the state of Washington educational requirements for substance use disorder professionals. This degree requires successful completion of a **minimum of 90 credits** as outlined.

**Advising Note** This program requirement sheet is not a substitute for meeting with an academic advisor. Meeting the requirements to graduate with an Edmonds College certificate or degree is ultimately the responsibility of the student.

### General Education Requirements (15 credits)

#### Communication Skills (5 credits)

**OUTCOME: Communicate** and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.

Course Name	Credits	Grade	Qtr. Taken
ENGL& 101 - English Composition I	5.0 Credits		

#### Human Relations (5 credits)

**OUTCOME:** Act responsibly in applying professional and academic standards associated with success in educational, workplace, community, and group settings.

Course Name	Credits	Grade	Qtr. Taken
SHS 225 - Group Counseling for Substance Use Disorders	5.0 Credits		

#### Quantitative Analysis/Symbolic Reasoning Skills (5 credits)

**OUTCOME: Reason** clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze, and solve problems.

Course Name	Credits	Grade	Qtr. Taken
BUS 130 - Business Mathematics <b>OR</b>	5.0 Credits		
ECE 120 - Mathematics for Early Childhood Education <b>OR</b>	5.0 Credits		
Any five-credit, college-level transferable math course			

## Cultural Diversity Skills

**OUTCOME:** Explore and apply multiple perspectives in order to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings.

Cultural Diversity Course List

\_\_\_ Cultural Diversity Requirement met

## Career and College Success (3 credits)

**OUTCOME:** Develop professional and academic skills and strategies for career and college success.

\_\_\_ Career and College Success Requirement met

**Note:** The Career and College Success course should be completed within the first two quarters. Students who transfer in 30 or more college-level credits with a cumulative GPA of 2.0 or higher may be exempt from the Career and College Success course; see faculty advisor.

Course Name	Credits	Grade	Qtr. Taken
SHS 100 - Career and College Success: Human Services	3.0 Credits		

## Program Requirements (55 credits)

### OUTCOMES:

1. Demonstrate an understanding of the nature and treatment of addiction, including knowledge of the motivation of change, physiology of addiction, and professional issues.
2. Demonstrate ability to effectively work with consumers using communication skills, group interaction, problem solving, ethical procedures, and crisis management techniques.
3. Describe a range of evidence-based practice methods, including principles, strategies, and techniques used to assist consumers in reaching their service goals.
4. Demonstrate ability in case management tasks such as assessment, treatment planning, documentation, and referral procedures.

### \*Program Notes

Course Name	Credits	Grade	Qtr. Taken
SHS 104 - Introduction to Addiction Studies	5.0 Credits		
SHS 113 - Law and Ethics for Addictions and Human Services	3.0 Credits		
SHS 114 - Counseling and Interviewing Skills	5.0 Credits		
SHS 117 - Crisis Intervention	3.0 Credits		
SHS 185 - Human Growth and Development: CD	5.0 Credits		
SHS 218 - Survey of Mental Illness	5.0 Credits		
SHS 219 - Working With Diverse Populations: CD	3.0 Credits		
SHS 222 - Pharmacology of Psychoactive Drugs	5.0 Credits		
SHS 226 - Addiction and Youth and Family Systems	5.0 Credits		
SHS 227 - Assessment and Diagnosis In Addiction Treatment	3.0 Credits		
SHS 228 - Case Management In Addiction Treatment	3.0 Credits		
SHS 229 - Addiction Counseling and Relapse Prevention	5.0 Credits		
SHS 271 - Addiction Studies Practicum	5.0 Credits		

## Program Electives (take a minimum of 17 credits to complete 90 credits)

Course Name	Credits	Grade	Qtr. Taken
SHS 103 - Introduction to Human Services: CD	5.0 Credits		
SHS 106 - Introduction to Family Support and Prevention	5.0 Credits		
SHS 108 - Introduction to Re-Entry Services: CD	5.0 Credits		
SHS 116 - Cognitive and Behavioral Skills	3.0 Credits		
SHS 118 - Conflict Resolution	2.0 Credits		
SHS 122 - Racialized Trauma	3.0 Credits		
SHS 126 - Counseling Theories	5.0 Credits		
SHS 132 - Introduction to Mental Health Technician	5.0 Credits		
SHS 145 - Intro to Disabling Conditions	3.0 Credits		
SHS 151 - Creative Activities	3.0 Credits		
SHS 170 - HIV/AIDS for Health, HS and ACD Professionals	1.0 Credits		
AHE 115 - AHE Healthcare Provider: CPR	1.0 Credits		
CMST& 210 - Interpersonal Communication: CD	5.0 Credits		
FSS 195 - Advocacy and Community Partnerships	5.0 Credits		
PSYC& 100 - General Psychology	5.0 Credits		
SOC& 101 - Introduction to Sociology: CD	5.0 Credits		

## Program Notes

The program code for this degree is **SAAASAPT**. For financial aid, advising, and other reasons, students should work with their advisor to ensure that this code is properly recorded on their academic record.

- **Grade Requirements:** Students must achieve a minimum 2.0 grade in all courses in Program Requirements.
- A Washington state background check is required for entrance into this vocation and some limitations are in effect for those with former felony or other convictions. If you have questions about this, please contact the department advisor or the Department of Health directly.
- Toward the end of their coursework, students have the opportunity to put their knowledge and abilities into practice during a field practicum in a certified addiction treatment agency under the supervision of a chemical dependency professional. A Substance Use Disorder Professional Trainee (SUDP-T) certificate is required to enroll in field practicum.
- Not all courses are offered every quarter. Some elective courses are offered only once a year. Students are strongly urged to consult with their faculty advisor regarding their career objectives, interests, and schedule planning.
- Completion of SHS 104, SHS 106, and an additional 5 credits of specific electives also meets the requirements for the Prevention Specialist Certificate of Completion, which covers the educational component of the state of Washington's Associate Prevention Professional (APP) credential.

### The department advisor for this program is:

Cathy Dominguez | [cathy.dominguez@edmonds.edu](mailto:cathy.dominguez@edmonds.edu) | 425.640.1242

### The faculty advisors for this program are:

Timothy Burdick | [timothy.burdick@edmonds.edu](mailto:timothy.burdick@edmonds.edu) | 425.640.1633

Christina Coiro | [ccoiro@edmonds.edu](mailto:ccoiro@edmonds.edu) | 425.640.1981

Roxanne Green | [roxanne.green@edmonds.edu](mailto:roxanne.green@edmonds.edu) | 425.640.1595

Mika McAfee | [mika.mcafee@edmonds.edu](mailto:mika.mcafee@edmonds.edu) | 425.640.1452

**Department Website:** Social and Human Services | [www.edmonds.edu/shs](http://www.edmonds.edu/shs)

## Associate of Technical Arts General Information

**Program of Study Outcomes** Edmonds College's four General Education Outcomes (Communicate, Act Responsibly, Reason, and Explore) are promoted throughout the college's programs. Instructional programs of 45 credits or more foster learning in all four General Education Outcomes.

**Student achievement** is assessed in the general and program specific outcomes via the courses and course objectives that align with those outcomes. More information about program outcomes and course objectives can be found on the Using Program Requirement Sheets page.

**Credit/Grade Requirements** A minimum of 30 credits or one-third of the required college-level (100-level or above) credits, whichever is less, must be earned at Edmonds College. Students are required to maintain a minimum cumulative grade point average of 2.0 in all college level courses.

### Students Are Advised To:

- Plan your schedule several quarters in advance in order to accommodate courses that are offered only once or twice a year;
- Review the college catalog for required course prerequisites and include these in schedule planning;
- Communicate with an academic advisor and/or a faculty advisor; and
- At least three quarters before you plan to graduate, contact any college(s) where you have earned credits and have your official transcript(s) sent to Edmonds College. Then, submit an Evaluation Request - Transfer Credits Form (available in Enrollment Services) to activate the process of transferring credits to Edmonds College.

**Graduation Application** A completed Graduation Application form must be submitted online by the **10th day** of the quarter in which the student expects to graduate. Note: Applications for summer quarter are due by the **8th day** of the quarter.

### Transferring to Another University or College

- **This degree is not designed to transfer to another university or college.**
- If you are interested in a four-year degree, you should discuss the need for additional requirements with an advisor from the transfer institution.

**Common Course Numbering** Please refer to [www.edmonds.edu/ccn](http://www.edmonds.edu/ccn) for more information.

**Cultural Diversity Requirement** All students earning a degree or certificate of 45 credits or more must meet a cultural diversity (CD) requirement by taking at least five (5) credits of CD courses. To learn more, go to Academic Information – Cultural Diversity Requirement in the online academic catalog.

### College Resources

- College Website | [www.edmonds.edu](http://www.edmonds.edu)
- How to Enroll | <https://www.edmonds.edu/es/>
- Transfer Center | [www.edmonds.edu/transfer](http://www.edmonds.edu/transfer)
- College Bookstore | <https://edmonds.edu/bookstore>
- Advising Appointments | 425.640.1458 | [advising@edmonds.edu](mailto:advising@edmonds.edu)

## Internal Coding

PLAN/STACK - SAAASAPT

TC - 90

CIP - 511501

Last revised - 2024/06/06

### Notes:



Student ID: \_\_\_\_\_

Student Name: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

Catalog: 2024-2025 Undergraduate Catalog

Program: Social and Human Services - Human  
Services Associate in Applied Science-T

Degree

Minimum Credits

Required: \_\_\_\_\_

## Social and Human Services - Human Services Associate in Applied Science-T Degree

**Program Description** The Human Services Associate in Applied Science-T Degree program provides the foundation, knowledge, and skills for effective work with individuals and families experiencing a variety of life issues and challenges. The focus of this degree is to equip students to successfully compete for entry-level positions assisting and empowering consumers served by human services programs and to transfer to colleges having specific bachelor's degree programs that accept the AAS-T degree. This degree requires successful completion of a minimum of 99 credits as outlined.

**Advising Note** This program requirement sheet is not a substitute for meeting with an academic advisor. Meeting the requirements to graduate with an Edmonds College certificate or degree is ultimately the responsibility of the student.

### General Education Requirements (15 credits)

#### Communication Skills (10 credits)

Course Name	Credits	Grade	Qtr. Taken
ENGL& 101 - English Composition I	5.0 Credits		
ENGL& 102 - Composition II	5.0 Credits		

#### Quantitative Analysis/Symbolic Reasoning Skills (5 credits)

**OUTCOME:** Reason clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze, and solve problems.

Course Name	Credits	Grade	Qtr. Taken
MATH& 107 - Mathematics In Society OR	5.0 Credits		
MATH& 146 - Introduction to Statistics	5.0 Credits		

#### Cultural Diversity Skills

**OUTCOME:** Explore and apply multiple perspectives in order to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings.

Cultural Diversity Course List



___ Cultural Diversity Requirement met			
<b>Distribution Requirements (15 credits)</b>			
<b>Natural Sciences and Mathematics (5 credits)</b>			
OUTCOME: Use scientific and mathematical methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science concepts and insights.			
Course Name	Credits	Grade	Qtr. Taken
ANTH& 215 - Bioanthropology w/Lab: CD OR	5.0 Credits		
BIOL& 100 - Survey of Biology w/Lab	5.0 Credits		
<b>Social Sciences (5 credits)</b>			
OUTCOME: Use social science theories and methods to reason, communicate, apply insights, solve problems, and to develop a critical understanding of the diversity and interdependence of peoples and cultures.			
Course Name	Credits	Grade	Qtr. Taken
PSYC& 100 - General Psychology OR	5.0 Credits		
SOC& 101 - Introduction to Sociology: CD	5.0 Credits		
<b>Humanities (5 credits)</b>			
OUTCOME: Use humanities-based methods to reason, communicate, make meaning, solve problems, and/or create or perform cultural works for diverse audiences and purposes.			
Course Name	Credits	Grade	Qtr. Taken
CMST& 210 - Interpersonal Communication: CD	5.0 Credits		
<b>Career and College Success (3 credits)</b>			
OUTCOME: Develop professional and academic skills and strategies for career and college success.			
___ Career and College Success Requirement met			
Note: The Career and College Success course should be completed within the first two quarters. Students who transfer in 30 or more college-level credits with a cumulative GPA of 2.0 or higher may be exempt from the Career and College Success course; see faculty advisor.			
Course Name	Credits	Grade	Qtr. Taken
SHS 100 - Career and College Success: Human Services	3.0 Credits		
<b>Program Requirements (56 credits)</b>			
OUTCOMES:			
<ol style="list-style-type: none"> <li>1. Demonstrate ability in case management tasks such as assessment, treatment planning, documentation, and referral procedures.</li> <li>2. Describe a range of evidence-based practice methods, including principles, strategies, and techniques used to assist consumers in reaching their service goals.</li> <li>3. Demonstrate the ability to effectively work with consumers using communication skills, group interaction, problem-solving, ethical procedures, and crisis management techniques.</li> </ol>			
*See Program Requirements Notes for additional information.			

Course Name	Credits	Grade	Qtr. Taken
SHS 103 - Introduction to Human Services: CD	5.0 Credits		
SHS 104 - Introduction to Addiction Studies	5.0 Credits		
SHS 107 - Emotional Wellness	2.0 Credits		
SHS 113 - Law and Ethics for Addictions and Human Services	3.0 Credits		
SHS 114 - Counseling and Interviewing Skills	5.0 Credits		
SHS 115 - Interpersonal and Groupwork	4.0 Credits		
SHS 117 - Crisis Intervention	3.0 Credits		
SHS 121 - Case Management and Community Resources	3.0 Credits		
SHS 145 - Intro to Disabling Conditions	3.0 Credits		
SHS 185 - Human Growth and Development: CD	5.0 Credits		
SHS 218 - Survey of Mental Illness	5.0 Credits		
SHS 219 - Working With Diverse Populations: CD	3.0 Credits		
SHS 231 - Social Services Practicum	5.0 Credits		

### **Program Electives (take a minimum of 10 credits to complete 99 credits)**

**\*\* See Program Electives Notes**

Course Name	Credits	Grade	Qtr. Taken
<b><i>General Human Services Electives</i></b>			
SHS 118 - Conflict Resolution	2.0 Credits		
SHS 122 - Racialized Trauma	3.0 Credits		
SHS 161 - Aging In America	3.0 Credits		
SHS 165 - Working with Bereavement	3.0 Credits		
SHS 249 - Globalization and Social Services: CD	5.0 Credits		
HLTH 105 - Emergency Response/CPR	3.0 Credits		
<b><i>Family Support and Prevention</i></b>			
SHS 106 - Introduction to Family Support and Prevention	5.0 Credits		
SHS 112 - Child and Family Welfare	3.0 Credits		
SHS 186 - Youth and Emerging Adult Development: CD	5.0 Credits		
FSS 124 - Working With Parents	5.0 Credits		
FSS 128 - Supporting Families in Schools and Other Systems	3.0 Credits		
FSS 195 - Advocacy and Community Partnerships	5.0 Credits		
FSS 215 - Family Systems: CD	3.0 Credits		
<b><i>Mental Health Technician</i></b>			
SHS 132 - Introduction to Mental Health Technician	5.0 Credits		
SHS 151 - Creative Activities	3.0 Credits		
AHE 115 - AHE Healthcare Provider: CPR	1.0 Credits		
NURS 101 - Certified Nursing Assistant: Basic Patient Care	3.0 Credits		
NURS 102 - Certified Nursing Assistant: Basic Skills Lab	2.0 Credits		
NURS 103 - Certified Nursing Assistant: Clinical Externship	2.0 Credits		
<b><i>Addiction Studies</i></b>			
SHS 126 - Counseling Theories	5.0 Credits		

SHS 222 - Pharmacology of Psychoactive Drugs	5.0 Credits		
SHS 225 - Group Counseling for Substance Use Disorders	5.0 Credits		
SHS 226 - Addiction and Youth and Family Systems	5.0 Credits		
SHS 227 - Assessment and Diagnosis In Addiction Treatment	3.0 Credits		
SHS 228 - Case Management In Addiction Treatment	3.0 Credits		
SHS 229 - Addiction Counseling and Relapse Prevention	5.0 Credits		
<i>Reentry Navigator</i>			
SHS 108 - Introduction to Re-Entry Services: CD	5.0 Credits		
SHS 116 - Cognitive and Behavioral Skills	3.0 Credits		

## Program Notes

The program code for this degree is **HSTHSAAS**. For financial aid, advising, and other reasons, students should work with their advisor to ensure that this code is properly recorded on their academic record.

- **Grade Requirements:** Students must achieve a minimum 2.0 grade in all courses in Program Requirements.
- This degree is a professional-technical degree with a core of general education courses commonly accepted in transfer. In general, professional-technical degrees are not designed for transfer to other colleges or universities. This degree will articulate to Bachelor of Applied Science (BAS) degrees, such as the BAS in Child, Youth, and Family Studies at this college or related BAS degrees at other community colleges. (Students are encouraged to check entrance requirements as they are subject to change.)
- Students seeking to transfer to degree programs other than those specifically designed for the AAS-T should consider earning an associate in arts or associate in science degree, which are specifically designed for transfer to four-year colleges and universities.
- Toward the end of their coursework, students have the opportunity to put their knowledge and abilities into practice during a field practicum in a community setting under the supervision of professionals in the student's area of interest.
- Upon completion of this degree, students may seek employment in a range of private and public agencies in areas such as case management, prevention, mental health services, senior services, advocacy, and assessment and evaluation services.
- For students interested in earning a Bachelor of Applied Science degree and continuing on to a related Master's degree, MATH& 146 may be a preferred option as future degrees may require Research Methods and/or Statistics as a prerequisite course. Each academic program varies and it is best to seek a program advisor for further guidance.

### \* Program Electives Notes

- Not all courses are offered each quarter. Some elective courses are offered only once a year.
- Students may choose from any of the courses in any combination from the Electives list. Those wishing to also complete one of the certificates in Social and Human Services should choose electives from that specific cluster. Additional courses may be required to complete the certificate. See a faculty advisor.
- Completion of SHS 104, SHS 106, and an additional 5 credits of specific electives also meets the requirements for the Prevention Specialist Certificate of Completion, which covers the educational component of the state of Washington's Associate Prevention Professional (APP) credential.

The department advisor for this program is:

Cathy Dominguez | [cathy.dominguez@edmonds.edu](mailto:cathy.dominguez@edmonds.edu) | 425.640.1242

The faculty advisors for this program are:

Timothy Burdick | [timothy.burdick@edmonds.edu](mailto:timothy.burdick@edmonds.edu) | 425.640.1633

Christina Coiro | [ccoiro@edmonds.edu](mailto:ccoiro@edmonds.edu) | 425.640.1981

Roxanne Green | [roxanne.green@edmonds.edu](mailto:roxanne.green@edmonds.edu) | 425.640.1595

Mika McAfee | [mika.mcafee@edmonds.edu](mailto:mika.mcafee@edmonds.edu) | 425.640.1452

## Associate in Applied Science-Transfer General Information

**Program of Study Outcomes** Edmonds College's four General Education Outcomes (Communicate, Act Responsibly, Reason, and Explore) are promoted throughout the college's programs. Instructional programs of 45 credits or more foster learning in all four General Education Outcomes.

Student achievement is assessed in the general and program specific outcomes via the courses and course objectives that align with those outcomes. More information about program outcomes and course objectives can be found on the Using Program Requirement Sheets page.

**Credit/Grade Requirements** A minimum of 30 credits or one-third of the required college level (100-level or above) credits, whichever is less, must be earned at Edmonds College. Students are required to maintain a minimum cumulative grade point average of 2.0 in all college level courses.

### Students Are Advised To:

- Plan your schedule several quarters in advance in order to accommodate courses that are offered only once or twice a year;
- Review the college catalog for required course prerequisites and include these in schedule planning;
- Communicate with an academic advisor and/or a faculty advisor; and
- At least three quarters before you plan to graduate, contact any college(s) where you have earned credits and have your official transcript(s) sent to Edmonds College. Then, submit an Evaluation Request - Transfer Credits Form (available in Enrollment Services) to activate the process of transferring credits to Edmonds College.

**Graduation Application** A completed Graduation Application form must be submitted online by the 10th day of the quarter in which the student expects to graduate. Note: Applications for summer quarter are due by the 8th day of the quarter.

### Transferring to Another University or College

- Admission application deadlines vary, students must meet the deadline for the university or college to which they plan to apply for admission to transfer.
- Consultation with the appropriate department or an advisor at the intended transfer school is highly recommended.

**Common Course Numbering** Please refer to [www.edmonds.edu/ccn](http://www.edmonds.edu/ccn) for more information.

**Cultural Diversity Requirement** All students earning a degree or certificate of 45 credits or more must meet a cultural diversity (CD) requirement by taking at least five (5) credits of CD courses. To learn more, go to Academic Information – Cultural Diversity Requirement in the online academic catalog.

### College Resources

- College Website | [www.edmonds.edu](http://www.edmonds.edu)
- How to Enroll | <https://www.edmonds.edu/es/>
- Transfer Center | [www.edmonds.edu/transfer](http://www.edmonds.edu/transfer)
- College Bookstore | <https://edmonds.edu/bookstore>
- Advising Appointments | 425.640.1458 | [advising@edmonds.edu](mailto:advising@edmonds.edu)

## Internal Coding

PLAN/STACK - HSTHSAAS

TC - 99

CIP - 440000

Last revised - 2024/02/06

Notes:



Student ID: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Advisor Name: \_\_\_\_\_

Catalog: 2024-2025 Undergraduate Catalog  
Program: Social and Human Services - Human  
Services Associate of Technical Arts Degree  
Minimum Credits  
Required: \_\_\_\_\_

## Social and Human Services - Human Services Associate of Technical Arts Degree

**Program Description** The Human Services Associate of Technical Arts Degree program provides the foundation, knowledge, and skills for effective work with individuals and families experiencing a variety of life issues and challenges. The focus of this degree is to equip students to successfully compete for entry-level positions assisting and empowering consumers served by a variety of human services programs. All students take a core set of foundational requirements related to employment in social services. This degree requires successful completion of a minimum of 90 credits as outlined.

**Advising Note** This program requirement sheet is not a substitute for meeting with an academic advisor. Meeting the requirements to graduate with an Edmonds College certificate or degree is ultimately the responsibility of the student.

### General Education Requirements (14 credits)

#### Communication Skills (5 credits)

**OUTCOME:** Communicate and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.

Course Name	Credits	Grade	Qtr. Taken
ENGL& 101 - English Composition I	5.0 Credits		

#### Human Relations Skills (4 credits)

**OUTCOME:** Act responsibly in applying professional and academic standards associated with success in educational, workplace, community, and group settings.

Course Name	Credits	Grade	Qtr. Taken
SHS 115 - Interpersonal and Groupwork	4.0 Credits		

#### Quantitative Analysis/Symbolic Reasoning Skills (5 credits)

**OUTCOME:** Reason clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze, and solve problems.

Course Name	Credits	Grade	Qtr. Taken
BUS 130 - Business Mathematics OR	5.0 Credits		

ECE 120 - Mathematics for Early Childhood Education OR	5.0 Credits		
Any five credit, college level transferable math course			

## Cultural Diversity Skills

**OUTCOME:** Explore and apply multiple perspectives in order to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings.

Cultural Diversity Course List

\_\_\_\_ Cultural Diversity Requirement met

## Program Requirements (50 credits)

**OUTCOMES:**

1. Demonstrate the ability to effectively work with consumers using communication skills, group interaction, problem-solving, ethical procedures, and crisis management techniques.
2. Describe a range of evidence-based practice methods, including principles, strategies, and techniques used to assist consumers in reaching their service goals
3. Demonstrate ability in case management tasks such as assessment, treatment planning, documentation, and referral procedures.

\*See Program Requirements Notes

Course Name	Credits	Grade	Qtr. Taken
SHS 103 - Introduction to Human Services: CD	5.0 Credits		
SHS 104 - Introduction to Addiction Studies	5.0 Credits		
SHS 107 - Emotional Wellness	2.0 Credits		
SHS 113 - Law and Ethics for Addictions and Human Services	3.0 Credits		
SHS 114 - Counseling and Interviewing Skills	5.0 Credits		
SHS 117 - Crisis Intervention	3.0 Credits		
SHS 121 - Case Management and Community Resources	3.0 Credits		
SHS 122 - Racialized Trauma	3.0 Credits		
SHS 145 - Intro to Disabling Conditions	3.0 Credits		
SHS 185 - Human Growth and Development: CD	5.0 Credits		
SHS 218 - Survey of Mental Illness	5.0 Credits		
SHS 219 - Working With Diverse Populations: CD	3.0 Credits		
SHS 231 - Social Services Practicum	5.0 Credits		

## Career and College Success (3 credits)

**OUTCOME:** Develop professional and academic skills and strategies for career and college success.

\_\_\_\_ Career and College Success Requirement met

**Note:** The Career and College Success course should be completed within the first two quarters. Students who transfer in 30 or more college-level credits with a cumulative GPA of 2.0 or higher may be exempt from the Career and College Success course; see faculty advisor.

Course Name	Credits	Grade	Qtr. Taken
SHS 100 - Career and College Success: Human Services	3.0 Credits		

## Program Electives (take a minimum of 23 credits to complete 90 credits)

**\*\*See Program Electives Notes**

Course Name	Credits	Grade	Qtr. Taken
SHS 118 - Conflict Resolution	2.0 Credits		
<b>General Human Services Electives</b>			
SHS 122 - Racialized Trauma	3.0 Credits		
SHS 161 - Aging In America	3.0 Credits		
SHS 165 - Working with Bereavement	3.0 Credits		
SHS 249 - Globalization and Social Services: CD	5.0 Credits		
HLTH 105 - Emergency Response/CPR	3.0 Credits		
<b>Family Support and Prevention</b>			
SHS 106 - Introduction to Family Support and Prevention	5.0 Credits		
SHS 112 - Child and Family Welfare	3.0 Credits		
SHS 186 - Youth and Emerging Adult Development: CD	5.0 Credits		
FSS 124 - Working With Parents	5.0 Credits		
FSS 128 - Supporting Families in Schools and Other Systems	3.0 Credits		
FSS 195 - Advocacy and Community Partnerships	5.0 Credits		
FSS 215 - Family Systems: CD	3.0 Credits		
<b>Mental Health Technician</b>			
SHS 132 - Introduction to Mental Health Technician	5.0 Credits		
SHS 151 - Creative Activities	3.0 Credits		
AHE 115 - AHE Healthcare Provider: CPR	1.0 Credits		
NURS 101 - Certified Nursing Assistant: Basic Patient Care	3.0 Credits		
NURS 102 - Certified Nursing Assistant: Basic Skills Lab	2.0 Credits		
NURS 103 - Certified Nursing Assistant: Clinical Externship	2.0 Credits		
<b>Addiction Studies</b>			
SHS 126 - Counseling Theories	5.0 Credits		
SHS 222 - Pharmacology of Psychoactive Drugs	5.0 Credits		
SHS 225 - Group Counseling for Substance Use Disorders	5.0 Credits		
SHS 226 - Addiction and Youth and Family Systems	5.0 Credits		
SHS 227 - Assessment and Diagnosis In Addiction Treatment	3.0 Credits		
SHS 228 - Case Management In Addiction Treatment	3.0 Credits		
SHS 229 - Addiction Counseling and Relapse Prevention	5.0 Credits		
<b>Reentry Navigator</b>			
SHS 108 - Introduction to Re-Entry Services: CD	5.0 Credits		
SHS 116 - Cognitive and Behavioral Skills	3.0 Credits		

## Program Notes

The program code for this degree is HSTHSAPT. For financial aid, advising, and other reasons, students should work with their advisor to ensure that this code is properly recorded on their academic record.

- **Grade Requirements:** Students must achieve a minimum 2.0 grade in all courses in Program Requirements.
- Toward the end of their coursework, students have the opportunity to put their knowledge and abilities into practice during a field practicum in a community setting under the supervision of professionals in the student's area of interest.
- Upon completion of this degree, students may seek employment in a range of private and public agencies in areas such as case management, prevention, mental health services, senior services, advocacy, and assessment and evaluation services.

### \*Program Electives Notes

- Not all courses are offered every quarter. Some elective courses are offered only once a year. Students should work with their faculty advisor regarding their career objectives, interests, and schedule planning.
- Students may choose from any of the courses in any combination from the Electives list. Those wishing to also complete one of the certificates in Social and Human Services or Family Support Studies should choose electives from that specific cluster. Additional courses may be required to complete the certificate. See a faculty advisor.
- Completion of SHS 104, SHS 106, and an additional 5 credits of specific electives also meets the requirements for the Prevention Specialist Certificate of Completion, which covers the educational component of the state of Washington's Associate Prevention Professional (APP) credential.

The department advisor for this program is:

Cathy Dominguez | [cathy.dominguez@edmonds.edu](mailto:cathy.dominguez@edmonds.edu) | 425.640.1242

The faculty advisors for this program are:

Timothy Burdick | [timothy.burdick@edmonds.edu](mailto:timothy.burdick@edmonds.edu) | 425.640.1633

Christina Coiro | [ccoiro@edmonds.edu](mailto:ccoiro@edmonds.edu) | 425.640.1981

Roxanne Green | [roxanne.green@edmonds.edu](mailto:roxanne.green@edmonds.edu) | 425.640.1595

Mika McAfee | [mika.mcafee@edmonds.edu](mailto:mika.mcafee@edmonds.edu) | 425.640.1452

Department Website: Social and Human Services | [edmonds.edu/shs](http://edmonds.edu/shs)



## Associate of Technical Arts General Information

**Program of Study Outcomes** Edmonds College's four General Education Outcomes (Communicate, Act Responsibly, Reason, and Explore) are promoted throughout the college's programs. Instructional programs of 45 credits or more foster learning in all four General Education Outcomes.

Student achievement is assessed in the general and program specific outcomes via the courses and course objectives that align with those outcomes. More information about program outcomes and course objectives can be found on the Using Program Requirement Sheets page.

**Credit/Grade Requirements** A minimum of 30 credits or one-third of the required college-level (100-level or above) credits, whichever is less, must be earned at Edmonds College. Students are required to maintain a minimum cumulative grade point average of 2.0 in all college level courses.

### Students Are Advised To:

- Plan your schedule several quarters in advance in order to accommodate courses that are offered only once or twice a year;
- Review the college catalog for required course prerequisites and include these in schedule planning;
- Communicate with an academic advisor and/or a faculty advisor; and
- At least three quarters before you plan to graduate, contact any college(s) where you have earned credits and have your official transcript(s) sent to Edmonds College. Then, submit an Evaluation Request - Transfer Credits Form (available in Enrollment Services) to activate the process of transferring credits to Edmonds College.

**Graduation Application** A completed Graduation Application form must be submitted online by the 10th day of the quarter in which the student expects to graduate. Note: Applications for summer quarter are due by the 8th day of the quarter.

### Transferring to Another University or College

- This degree is not designed to transfer to another university or college.
- If you are interested in a four-year degree, you should discuss the need for additional requirements with an advisor from the transfer institution.

**Common Course Numbering** Please refer to [www.edmonds.edu/ccn](http://www.edmonds.edu/ccn) for more information.

**Cultural Diversity Requirement** All students earning a degree or certificate of 45 credits or more must meet a cultural diversity (CD) requirement by taking at least five (5) credits of CD courses. To learn more, go to Academic Information – Cultural Diversity Requirement in the online academic catalog.

### College Resources

- College Website | [www.edmonds.edu](http://www.edmonds.edu)
- How to Enroll | <https://www.edmonds.edu/es/>
- Transfer Center | [www.edmonds.edu/transfer](http://www.edmonds.edu/transfer)
- College Bookstore | <https://edmonds.edu/bookstore>
- Advising Appointments | 425.640.1458 | [advising@edmonds.edu](mailto:advising@edmonds.edu)

## Internal Coding

PLAN/STACK - HSTHSAPT

TC - 90

CIP - 440000

Last revised - 2024/02/06

Notes:



Student ID: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Advisor Name: \_\_\_\_\_

Catalog: 2024-2025 Undergraduate Catalog  
Program: Family Support Studies - Associate  
in Applied Science-T Degree  
Minimum Credits  
Required: \_\_\_\_\_

## Family Support Studies - Associate in Applied Science-T Degree

**Program Description** Family Support Studies coursework provides training and instruction in best practices in family support to students currently working or planning to work with people using a strengths-based approach within a framework of prevention. The approach nurtures healthy development of families through the processes of accentuating family strengths, connection to positive community resources and nurturing self-efficacy and agency for family members. Students develop skills in communications, education of parents, and working with systems to support family growth and development. The degree can also transfer to colleges having specific bachelor's degree programs that accept the AAS-T degree. This degree requires successful completion of a minimum of 90 credits as outlined.

**Advising Note** This program requirement sheet is not a substitute for meeting with an academic advisor. Meeting the requirements to graduate with an Edmonds College certificate or degree is ultimately the responsibility of the student.

### General Education Requirements (15 credits)

#### Communication Skills (10 credits)

**OUTCOME:** Communicate and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.

Course Name	Credits	Grade	Qtr. Taken
ENGL& 101 - English Composition I	5.0 Credits		
ENGL& 102 - Composition II	5.0 Credits		

#### Quantitative Analysis/Symbolic Reasoning Skills (5 credits)

**OUTCOME:** Reason clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze, and solve problems.

Course Name	Credits	Grade	Qtr. Taken
MATH& 107 - Mathematics In Society OR	5.0 Credits		
MATH& 146 - Introduction to Statistics	5.0 Credits		

## Cultural Diversity Skills

Outcome: Explore and apply multiple perspectives in order to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings.

Cultural Diversity Course List

\_\_\_\_ Cultural Diversity Requirement met

## Distribution Requirements (15 credits)

### Natural Sciences and Mathematics (5 credits)

OUTCOME: Use scientific and mathematical methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science concepts and insights.

Course Name	Credits	Grade	Qtr. Taken
ANTH& 215 - Bioanthropology w/Lab: CD OR	5.0 Credits		
BIOL& 100 - Survey of Biology w/Lab	5.0 Credits		

### Social Sciences (5 credits)

OUTCOME: Use social science theories and methods to reason, communicate, apply insights, solve problems, and to develop a critical understanding of the diversity and interdependence of peoples and cultures.

Course Name	Credits	Grade	Qtr. Taken
Select 5 credits from the following			
ANTH& 206 - Cultural Anthropology: CD	5.0 Credits		
PSYC& 100 - General Psychology	5.0 Credits		
SOC& 101 - Introduction to Sociology: CD	5.0 Credits		

### Humanities (5 credits)

OUTCOME: Use humanities-based methods to reason, communicate, make meaning, solve problems, and/or create or perform cultural works for diverse audiences and purposes.

Course Name	Credits	Grade	Qtr. Taken
CMST& 210 - Interpersonal Communication: CD	5.0 Credits		

## Program Requirements (47 credits)

OUTCOMES:

1. Apply a strengths-based approach and demonstrate best practices in family-serving programs.
2. Demonstrate the ability to effectively work with individuals and families using communication skills, group interaction, problem-solving, and ethical procedures.
3. Identify local, regional, and state services that are available to families.
4. Apply knowledge of community collaborations and identify barriers to services.
5. Demonstrate leadership skills and techniques including partnering with family members to achieve family-identified goals
6. Demonstrate a knowledge of family systems and governmental, social, and political systems that affect families.

Course Name	Credits	Grade	Qtr. Taken
FSS 124 - Working With Parents	5.0 Credits		
FSS 128 - Supporting Families in Schools and Other Systems	3.0 Credits		
FSS 195 - Advocacy and Community Partnerships	5.0 Credits		
FSS 215 - Family Systems: CD	3.0 Credits		
SHS 106 - Introduction to Family Support and Prevention	5.0 Credits		
SHS 107 - Emotional Wellness	2.0 Credits		
SHS 112 - Child and Family Welfare	3.0 Credits		
SHS 113 - Law and Ethics for Addictions and Human Services	3.0 Credits		
SHS 115 - Interpersonal and Groupwork	4.0 Credits		
SHS 117 - Crisis Intervention	3.0 Credits		
SHS 121 - Case Management and Community Resources	3.0 Credits		
SHS 185 - Human Growth and Development: CD	5.0 Credits		
SHS 219 - Working With Diverse Populations: CD	3.0 Credits		

### Career and College Success (3 credits)

OUTCOME: Develop professional and academic skills and strategies for career and college success.

\_\_\_\_ Career and College Success Requirement met

Note: The Career and College Success course should be completed within the first two quarters. Students who transfer in 30 or more college-level credits with a cumulative GPA of 2.0 or higher may be exempt from the Career and College Success course; see faculty advisor.

Course Name	Credits	Grade	Qtr. Taken
SHS 100 - Career and College Success: Human Services	3.0 Credits		

### Program Electives (Choose a minimum of 10 credits to complete 90 credits)

\*See Program Electives Notes

Course Name	Credits	Grade	Qtr. Taken
EDUC& 203 - Exceptional Child	3.0 Credits		
SHS 103 - Introduction to Human Services: CD	5.0 Credits		
SHS 104 - Introduction to Addiction Studies	5.0 Credits		
SHS 114 - Counseling and Interviewing Skills	5.0 Credits		
SHS 122 - Racialized Trauma	3.0 Credits		
SHS 151 - Creative Activities	3.0 Credits		
SHS 161 - Aging In America	3.0 Credits		
SHS 165 - Working with Bereavement	3.0 Credits		
SHS 226 - Addiction and Youth and Family Systems	5.0 Credits		
SHS 231 - Social Services Practicum	5.0 Credits		

## Program Notes

The program code for this degree is YSAFSAAS. For financial aid, advising, and other reasons, students should work with their advisor to ensure that this code is properly recorded on their academic record.

- **Grade Requirements:** Students must achieve a minimum 2.0 grade in all courses in Program Requirements.
- This AAS-T degree is professional-technical degree with a core of general education courses commonly accepted in transfer. In general, professional-technical degrees are not designed for transfer to other colleges or universities. This degree will articulate to some Bachelor of Applied Science (BAS) degree programs, such as the BAS in Child, Youth, and Family Studies at this college, and to some four-year colleges and universities that have specific bachelor's degree programs that accept the AAS-T degree including: Evergreen State College, Antioch University, Seattle Pacific University, University of Phoenix, and City University.
- Students seeking to transfer to degree programs other than those specifically designed for the AAS-T, should consider associate in arts or associate in science degrees, which are specifically designed for transfer to four-year colleges and universities.
- For students interested in earning a Bachelor of Applied Science degree and continuing on to a related Master's degree, MATH& 146 may be a preferred option as future degrees may require Research Methods and/or Statistics as a prerequisite course. Each academic program varies and it is best to seek a program advisor for further guidance.

### \*Program Electives Notes

- Not all courses are offered each quarter. Some elective courses are offered only once a year. Students should work with their faculty advisor regarding their career objectives, interests, and schedule planning.
- Students wishing to also complete one of the Social and Human Services certificates should consult with a faculty advisor for elective choices. Additional courses may be required.
- Completion of SHS 104, SHS 106, and an additional 5 credits of specific electives also meets the requirements for the Prevention Specialist Certificate of Completion, which covers the educational component of the state of Washington's Associate Prevention Professional (APP) credential.

The department advisor for this program is:

Cathy Dominguez | [cathy.dominguez@edmonds.edu](mailto:cathy.dominguez@edmonds.edu) | 425.640.1242

The faculty advisors for this program are:

Timothy Burdick | [timothy.burdick@edmonds.edu](mailto:timothy.burdick@edmonds.edu) | 425.640.1633

Christina Coiro | [ccoiro@edmonds.edu](mailto:ccoiro@edmonds.edu) | 425.640.1981

Roxanne Green | [roxanne.green@edmonds.edu](mailto:roxanne.green@edmonds.edu) | 425.640.1595

Mika McAfee | [mika.mcafee@edmonds.edu](mailto:mika.mcafee@edmonds.edu) | 425.640.1452

Department Website: Social and Human Services | [edmonds.edu/shs](http://edmonds.edu/shs)

## Associate in Applied Science-Transfer General Information

**Program of Study Outcomes** Edmonds College's four General Education Outcomes (Communicate, Act Responsibly, Reason, and Explore) are promoted throughout the college's programs. Instructional programs of 45 credits or more foster learning in all four General Education Outcomes.

Student achievement is assessed in the general and program specific outcomes via the courses and course objectives that align with those outcomes. More information about program outcomes and course objectives can be found on the Using Program Requirement Sheets page.

**Credit/Grade Requirements** A minimum of 30 credits or one-third of the required college level (100-level or above) credits, whichever is less, must be earned at Edmonds College. Students are required to maintain a minimum cumulative grade point average of 2.0 in all college level courses.

### Students Are Advised To:

- Plan your schedule several quarters in advance in order to accommodate courses that are offered only once or twice a year;
- Review the college catalog for required course prerequisites and include these in schedule planning;
- Communicate with an academic advisor and/or a faculty advisor; and
- At least three quarters before you plan to graduate, contact any college(s) where you have earned credits and have your official transcript(s) sent to Edmonds College. Then, submit an Evaluation Request - Transfer Credits Form (available in Enrollment Services) to activate the process of transferring credits to Edmonds College.

**Graduation Application** A completed Graduation Application form must be submitted online by the 10th day of the quarter in which the student expects to graduate. Note: Applications for summer quarter are due by the 8th day of the quarter.

### Transferring to Another University or College

- Admission application deadlines vary, students must meet the deadline for the university or college to which they plan to apply for admission to transfer.
- Consultation with the appropriate department or an advisor at the intended transfer school is highly recommended.

**Common Course Numbering** Please refer to [www.edmonds.edu/ccn](http://www.edmonds.edu/ccn) for more information.

**Cultural Diversity Requirement** All students earning a degree or certificate of 45 credits or more must meet a cultural diversity (CD) requirement by taking at least five (5) credits of CD courses. To learn more, go to Academic Information – Cultural Diversity Requirement in the online academic catalog.

### College Resources

- College Website | [www.edmonds.edu](http://www.edmonds.edu)
- How to Enroll | <https://www.edmonds.edu/es/>
- Transfer Center | [www.edmonds.edu/transfer](http://www.edmonds.edu/transfer)
- College Bookstore | <https://edmonds.edu/bookstore>
- Advising Appointments | 425.640.1458 | [advising@edmonds.edu](mailto:advising@edmonds.edu)

## Internal Coding

PLAN/STACK - YSAFSAAS

TC - 90


CIP - 440702



Last revised - 2024/03/16

Notes:

## APPENDIX G

### College Collaboration

College	Dean	Title	Email sent	Response	Outcome	✓
Everett	Joyce Belcher Renuka Prabhakar	Dean for STEM and the Health Professions	1/22	1/22; forward to Associate Dean of Nursing and Allied Health, Jose Reyes; approve.	 BHSS c...	✓
Skagit	Shelley Price	Dean of Nursing and Allied Health	1/22	1/22; approve.	 BHSS c...	✓
Whatcom	Carolyn Watson; Elizabeth Johnson	Associate Dean for for Health Professions; Dean for Health/STEM	1/22	No response. Looking for another contact. 2/11 sent to Elizabeth.	 BHSS c...	
Bellingham	Julie Samms	Dean for Nursing and Allied Health	1/22	1/22; approve, forward to Matthew Santos, the Dean of Allied Health; approve.	 BHSS c...	✓
Seattle Central	Barry Robinson Pat Russell	Executive Dean for PE, Healthcare & Human Services	1/22	1/22; sent to Melissa Martinez and Chris Sullivan; forward to Dr. Pat Russell. 2/6 sent second email. Responded, asked for more details. 2/11 sent follow up	 BHSS c...	
LWIT	Lisa Meehan	Interim Dean of Instruction,	1/22	1/22; sent to Rex; forward to	 BHSS c...	✓

	Rex Rempel Jenny Rogoff	Health Sciences		new Dean of Health Sciences, Jenny Rogoff. Approve; suggested meeting.		
Olympic	Martin Cockroft	VPI	2/6	2/6 responded; will collect info from others and get back to us.	 BHSS c...	
Peninsula	Christian Bruhn	Interim Associate Dean of Baccalaureate Programs	2/6	2/6 approved; suggested meeting.	BAS	✓
AHE COE	Dan Ferguson	Director	2/11	2/12; will support and assist if needed	 File	