

Centralia College



Centralia College Bachelor of Applied Science in Management Degree Program Proposal

"Improving People's Lives through Lifelong Learning"

Form D: Centralia College Bachelor of Applied Science in Management Program Proposal

Criteria 1. Curriculum demonstrates baccalaureate level rigor

Lewis County currently has a poor educational attainment rate with only twenty-three percent of residents holding a two or four-year degree (Lumina Foundation for Education). This is one of the worst rates in the State of Washington causing local employers to reach outside of Lewis County to fill key lower- and mid-level management roles. This educational attainment rate puts Lewis County at an immediate and sometimes significant disadvantage for consideration by employers who are adding or starting new operations and have a choice of locations to consider.

The Bachelor of Applied Science in Management degree is targeted at those individuals needing baccalaureate-level knowledge and skills in the theory and practices of management. Potential students include those possessing strong technical skills developed while earning an ATA or an AAS degree as well as those with the broader, if less technically focused, background obtained through an AA or AS. In either case, this program proposes to augment the student’s educational background and work experience in a way that deepens his or her conceptual understanding of the principles underlying management while reinforcing and strengthening the connections between theory and practice through real-world applications.

The BASM Program is also relevant for those who are on pathways to becoming entrepreneurs. It is well established that startups and small businesses are the engines of job growth in our society and entrepreneurship applies to both the non-profit sector as well as to business. We know that developing entrepreneurs is important to the economic well-being of our region. It is also well-established that most budding entrepreneurs sorely lack a grasp of the breadth of issues and areas that they must address in order to manage a startup. In a later section, we will discuss the courses relevant to a good foundation in entrepreneurship.

The Bachelor of Applied Science in Management degree provides a way in which the college can more comprehensively fulfill its mission of “Improving people’s lives through lifelong learning.” This degree provides a local, affordable option for community members to continue their educations beyond the associate level. And, graduates of the program will have the knowledge, skills, and credentials to enable them to continue their professional and educational development through graduate-level education.

The BAS in Management Program is designed to provide a rigorous educational experience that fulfills the program’s mission:

“To graduate individuals who are well-grounded in management knowledge and ethical values, who possess the requisite skills in communications, teamwork, and business fundamentals, and who are ready to provide leadership and effective decision-making to both existing and startup organizations.”

Program outcomes as well as the curriculum to achieve these outcomes have been developed through a collaborative process involving key program faculty members, the college's instructional design specialist, the BASM executive director, and the vice president for Instruction. Each of these individuals has played a role during the initial design phase of this undertaking.

Executive Director Larry McGee was selected to lead the startup phase of this project because of his strong educational background, 35 years of broad management experience, and well-developed connection to local businesses and non-profit and governmental organizations. By drawing on his personal experiences in management and researching existing applied management programs -- and working closely with Connie Smejkal (MS Management), Lance Wrzesinski (MBA) and Steve Ward (MPA) -- he developed the broad outcomes that define the program and lead to the achievement of the program's mission.

This team, with ongoing input and guidance from the college's instructional designer (Kathy Brooks) and its vice president for Instruction (John Martens), has reduced these program outcomes into a set of course objectives achievable through courses typically offered in these degrees. Sequencing of these courses has been developed to promote concept reinforcement culminating in a set of capstone courses in which students are expected to integrate and apply these concepts. Connie Smejkal will continue to work with the executive director and program faculty to refine course content and sequencing to ensure student concept development is optimal. This work will be completed prior to the faculty institute (discussed under Criteria 2) that is scheduled in late spring.

Describe curriculum including:

(1) Program Learning Outcomes

The BASM Program outcomes are directly linked to and consistent with the established Centralia College learning themes.

Learning Themes

1. **Reasoning.** The ability to extract information from data, develop ideas and solutions, establish logical progression in thinking, and problem solve using such procedures as literary analysis or the scientific method.
2. **Written, Oral, and Visual Communication.** The ability to make oneself understood in public, interpersonal, professional, artistic, and technical arenas.
3. **Exploration—Self and Others.** An awareness of the values, beliefs, customs, and contributions of persons from one's own and other traditions, ethnicities, classes, and genders.
4. **Resourcefulness.** The ability to adapt to change, such as technological innovations or environmental conditions.
5. **Responsibility.** The ability to be accountable to self, society, and the natural world.

Students who successfully complete the Bachelor of Applied Science in Management Program will have demonstrated the ability to accomplish the following:

Communications skills

- Employ effective oral, written, and analytical communication appropriate to organizational settings.

- Recognize communication issues in organizations and apply communication concepts to explain and manage such issues.
- Analyze and apply communication skills in human resource management, negotiations, and small and large group discussions.

Decision-making

- Differentiate among decision-making strategies and their application in management and analyze the institutional resource commitment required by different decisions.
- Apply analytical tools and quality information resources in the decision-making process.
- Design evaluation strategies that will be integrated into business practices to foster continuous improvement.

Diversity

- Articulate the benefits of diverse populations contributing diverse perspectives for better management decisions.
- Access and articulate the key laws and regulations that structure personnel standards and guide management actions.
- Articulate the ethical issues with regard to diverse populations that go beyond legal considerations.
- Articulate how organizations can move from accommodation, to inclusion, to aggressive recruitment to attain a competitive advantage.
- Analyze workplace scenarios to show how careful attention to members of a diverse population can result in significant competitive advantages.

Finance and analysis

- Design statistical models and apply standard statistical techniques to gather and analyze data in support of business decision-making and process refinement.
- Locate information using a variety of media and technologies and evaluate their reliability and usefulness.
- Apply managerial accounting tools in the development and analysis of capital and operating budgets.
- Analyze financing options and avenues to best meet organizational needs.

Global perspectives

- Demonstrate an understanding of the interconnectivity between economies and markets and how overseas events often impact U.S. markets and U.S. businesses.
- Quantify the impacts of currency differences and of currency fluctuations and how those risks are mitigated.
- Articulate the challenges and financial impacts associated with offshore supply of final goods, raw materials and components.
- Articulate the challenges and financial impacts of selling products overseas.

Leadership and management

- Analyze leadership and management practices, roles and styles in business and management situations.
- Work collaboratively in a team setting and identify practices that support and sustain positive team environments.

- Recognize the value of diversity and community involvement in business ventures.

Legal issues and ethics

- Articulate a personal ethical philosophy and explain its application in the workplace.
- Develop and defend a course of action to address ethical issues in the context of business decision-making.
- Analyze the relationship between business ethics, business law, and organizational integrity.
- Evaluate the impact of applicable local, state, and federal laws and regulations to business and management scenarios.
- Apply human resource management laws, principles, and practices in businesses and organizations.
- Analyze the impact of state and federal laws on management behavior and organizational practices.

Operations management

- Integrate operations management theory into the process for delivering goods and services.
- Apply established marketing principles to guide product and service development as well as the development of marketing plans.
- Apply current technologies to increase effectiveness in the practice of management.

Strategic management

- Apply financial management theory and tools in the strategic planning process.
- Use economic theory to explain the influence of local, national, and global economic issues in strategic planning.
- Apply project management concepts to develop a project plan and manage and track a project.

The coursework developed for this program has been designed to ensure graduates have a firm grounding in the fundamentals of management by demonstrating the achievement of the program outcomes. The program outcomes align with the stated Centralia College Learning Themes. Six courses have been identified as foundation courses and these six will be provided during the first three quarters so they are taken at or near the start of the program whether the student is on a two- or three-year track. These foundation courses are:

- BAS 300 Foundations of Management.
- BAS 310 Accounting Principles for Managers.
- BAS 315 Ethics.
- BAS 320 Leadership and Organizational Behavior.
- BAS 330 Professional and Organizational Communications.
- BAS 360 Business Principals, Planning and Strategy.

Three courses have been identified as capstone courses that require the applied integration from the balance of the BASM courses. These three capstone courses are:

- BAS 435 Operations Management.
- BAS 470 Management Internship.
- BAS 490 Strategic Management and Policy.

Each course will have outcomes that directly support the program outcomes which in turn link to the established learning themes of the college.

Appendix C shows those courses that will directly have content that will support the BASM Program learning outcomes.

The application of theory is an integral part of each course. The inclusion of an internship as a capstone course is an important part of this program ensuring students have the opportunity to independently apply their learning prior to graduation.

(2) **Program evaluation criteria and process**

The Bachelor of Applied Science in Management Program evaluation process is modeled after existing program assessment at Centralia College and is designed to ensure the following:

- The program remains aligned with the college's mission and stated learning themes.
- The program continues to meet the expectations of the institutions to which our students transfer and with the businesses, industries, and organizations who employ our students.
- Program outcomes are appropriate, clear, and measureable.
- Course outcomes support and comprise the program outcomes.
- Classroom assessments demonstrate successful students achieve course outcomes at acceptable levels.
- Student retention and completion statistics indicate students succeed at acceptable levels as determined by institutionally defined benchmarks.
- Faculty are engaged in assessment activities leading to improvements in teaching and learning.
- Human resources, technology, and institutional support are sufficient to ensure the successful execution of the program.
- Student admissions and advising are effective in ensuring student preparation and success.
- Program graduates are successful as well as prepared for entry into graduate-level programs.
- Program graduates are successful in securing and retaining employment, and that these jobs provide living-wage incomes commensurate with the prevailing wages for comparable degrees.
- The program is fiscally efficient and self-supporting.

Program evaluation processes

Program evaluation is comprised of three distinct processes:

- **Educational program review** is conducted on a four-year cycle and addresses all criteria listed above. This process involves administrators and faculty and is fundamental in the continuing evolution of the program and its curriculum with the goal of improving teaching and learning.

- **Monitoring reports** are created annually by the program administrator and are presented to the Centralia College Board of Trustees. These reports focus on program outcomes (specifically student progression and post-graduation success in job attainment), retention, and wages.
- **Administrative program review** focuses on program resources, financial viability, and the linkage to institutional and strategic planning. This review is conducted by the program administrator on an annual basis.

These three evaluation elements will continue on the schedule described unless the normal assessment process is revised at an institutional level.

In addition, the program outcomes as well as the program's courses – including scope and sequence – have been reviewed with BASM Advisory Committee members during a series of one-on-one sessions. The Advisory Committee consists of local leaders from the business, non-profit and governmental sectors who will be utilized on an ongoing basis to ensure the program is consistent with the needs of the local organizations as they look to the future. In addition, a number of the BASM Advisory Committee members will be participants in the BAS 370 Practicum and their organizations will also be frequently providing opportunities for the BAS 470 Management Internships. This program will begin grounded in the community and will remain that way through this multi-faceted relationship between the Centralia College BASM Program and these local leaders and their organizations. See Appendix E for Advisory Committee members.

Course evaluation

Because this program is new and the first cohort is not scheduled to graduate until June 2014, data on post-graduation success will not be available for several years. For this reason, early program evaluation will rely heavily on close monitoring of those criteria that can be obtained in real time. Before courses are offered, they will go through an in-house review using the college's "Quality Matters-like" rubric. Program administration will work closely with the program's Advisory Committee to track program performance on a course-by-course basis using tools that have been developed for that purpose. These include the following:

- **Student evaluations** which will be conducted in all courses during each quarter of the first three years. These will be designed to provide information concerning the effectiveness of the pedagogical approach, the usefulness of the course content, and the students' perspective on how well they were prepared for the courses. The evaluations also will include questions directed toward the students' cumulative experience in the program.
- **Administrative observations** which will be conducted in each course on a quarterly basis for the first three years for both the face-to-face and online components. These will provide similar information to that which is obtained from the student evaluations but from an administrative perspective.

- **Faculty team evaluations** which will be conducted on a quarterly basis for three years. It is the intent that faculty teaching in this program operate as a “faculty learning community.” As such, there will be a high degree of coordination among the courses to ensure concepts are being reinforced and outcomes are being met. There also will be a high degree of coordination in the way in which these hybrid courses are being taught. These evaluations will focus on improving the effectiveness of the hybrid teaching modality and ensuring course and program outcomes are being met. Faculty will meet at least three times during the respective quarter with program and instructional office leadership to create a strong integrated awareness of the key concepts being delivered in the respective courses, as well as to assess the progress and/or the lack thereof of the as well as the individual students.

Student evaluations and administrative observations are a normal component of course evaluation at Centralia College and will be continued on an annual basis following the initial three-year evaluation period. The faculty team evaluation is a new evaluation component and if it proves beneficial could provide a template for other programs.

It is expected that unanticipated issues will arise during this initial phase of program implementation, and it is incumbent upon the program administration to work with the program faculty, program Advisory Committee, and other appropriate college personnel to resolve problems and ensure the continued improvement of the program.

Bachelor of Applied Science in Management

The **boldface** courses below are the BASM foundation courses that will be completed during the first three quarters of both the two-year and three-year tracks. The three *italicized* capstone courses are those that will be taken at the end of the program as they require the application of learning from prior coursework.

General Education Requirements (60 credits)

			Credits
A. Communication (10 credits)			
ENGL&	101	English Composition I	5
BAS	330	Professional and Organizational Communications	5
B. Humanities (10 credits)			
BAS	315	Ethics	5
BAS	325	Legal Issues	5
C. Social Science (15 credits)			
PSYC&	100	General Psychology or other social science course	5
BAS	320	Leadership and Organizational Behavior	5
BAS	305	Managerial Economics	5
D. Mathematical (10 credits)			
MATH	___	College-Level Math	5
BAS	350	Managerial Statistics	5
E. Natural Science (10 credits)			
XXX	___	Physical, biological or earth science	5
BAS	440	Environmental Issues (lab course)	5
Five additional credits in general education in one of the above areas			5
			Subtotal 60
F. Foundation Coursework (65 credits) from Associate's Degree			65
G. Management Core Coursework (55 credits).			
Course		Course Title	
BAS	300	Foundations of Management	5
BAS	310	Accounting Principles for Managers	5
BAS	340	Applied Financial Management	5
BAS	360	Business Principles, Planning and Strategy	5
BAS	370	Practicum	5
BAS	380	Marketing for Managers	5
BAS	410	Project Management	5
BAS	420	Human Resource Management	5
<i>BAS</i>	<i>435</i>	<i>Operations Management</i>	5
<i>BAS</i>	<i>470</i>	<i>Management Internship</i>	5
<i>BAS</i>	<i>490</i>	<i>Strategic Management and Policy</i>	5
			Subtotal 55
Total Credits Required			180

(3) Course preparation needed by students transferring with a technical associate degree

Students entering the program with an ATA or AAS degree in the trades, i.e., Diesel Technology, Construction Technology, and Welding Technology may have to complete several quarters of coursework to meet the 25 credits of general education course prerequisites to enter the program. In total, 60 general education credits are required for the program of which 35 will be earned at the upper division level. Program advisors will work with students to help them chart a pre-admission program.

(4) General education components

Sixty credits are required as identified in the preceding chart. All students must complete English Composition I, General Psychology or another social science course, a natural science course and a math course above the 100 level for which Intermediate Algebra is a prerequisite before beginning the program and an additional five credits in one of the general distribution areas. Students entering the program with an AAS-T will typically have completed these as a part of their degree program.

(5) Course work needed at junior and senior levels in the BASM

The course numbers and titles have been aligned as much as possible with similar BAS in Management Program courses at Peninsula College and Columbia Basin College. Because our sequencing logic, based on skill building from course to course is different, this has resulted in some 400-level courses being offered during the first year and some 300-level courses during the second year. In several cases, courses of the same name at the two colleges had different numbers; in each case we tried to match numbers that aligned with our sequence. The six Foundation courses will introduce the key basic concepts that are applicable. The middle courses will use case studies that involve those concepts from the foundation courses. The three capstone courses will require the application of the theories and concepts to actual opportunities or challenges of local businesses, nonprofits and governmental units.

Given the hybrid approach, it is recognized that this is a new modality for a number of faculty and almost certainly for the students. BAS 101, a non-credit course, is designed to prepare the students for the use of the online tools used to deliver lectures, tests, and to facilitate small group work.

BAS 101 Student Boot camp

It is recognized that not all students are prepared for learning with a hybrid delivery model and we know some students will have been out of school for a few years and may be quite unfamiliar with online and hybrid learning modes. This eight-hour course will introduce and help to prepare students for the cohort experience and for hybrid learning. The focus areas of BAS 101 will include:

- Overview of Centralia College.
- Overview of the BASM Program.
- Meeting BASM faculty and staff.
- Initial cohort-building activities and review of how the cohort will function during the BASM Program.
- Foundations for collaboration working as an individual and on small teams, but in a cohort.

- Use of Angel, Tegrity and Collaborate to access lectures, course materials discussion boards, class communication, tests, and grade books.

Year 1, First Quarter

BAS 300 Foundations of Management

Foundation course that explores organizational theory and introduces the principles and concepts of effective management including organizational structure and control systems; analysis of organizational-environmental relations including inter-organizational relationships; managing organizational technology and innovation; information processing and decision-making; organizational culture, conflict, and power; and human resource management, communication and leadership. Work in small teams will be incorporated in BAS 300 to start building cohort relationships.

BAS 320 Leadership and Organizational Behavior

Foundation course in the actions of individuals, groups and organizations. Relate current theory and research to organizational problems by reviewing advanced concepts in motivation and perception, leadership, decision-making, communication and influence, group behavior, diversity, conflict and cooperation, politics, corporate culture, organizational structure, and environmental influences. Understand the key differences between administration, management and leadership. This course will model the use of teamwork which is pervasive in contemporary organizations.

BAS 305 Managerial Economics

Examines the principles and key elements of economics including the allocation of resources, economic systems, economic institutions and incentives, market structures and prices, productivity, international economics, the global marketplace, aggregate supply and demand, and public policy toward business. Analyzes the impacts that changes in local, national, and global economic factors have on identified and hypothetical businesses and industries. Each student will prepare a report depicting how past changes in economic factors impacted a specific Lewis County business/organization.

Year 1, Second Quarter

BAS 330 Professional and Organizational Communications

Foundation course in communication principles in an organizational setting including the consideration, analysis, and criticism of the role of communication in organizational contexts. Explore various communication topics including public relations and marketing, leadership functions, dispute resolution, coaching and mentoring, global perspectives, and the role of e-communication. Students will learn the steps of a communication audit and techniques for improving organizational communication.

BAS 360 Business Principles, Planning and Strategy

Foundation course in strategic planning for managers, directors and entrepreneurs. Topics include the nature and importance of establishing organizational mission, formal planning, strategy formulation, and implementation. Identify the risks and opportunities facing an organization, and develop goals and objectives to fulfill institutional mission. The final project will be the completion of a high-level strategic plan by teams for a local organization/business incorporating the basic principles of strategic planning. These plans will be presented to the cohort.

BAS 420 Human Resource Management

Examines major trends in human resource management, including problems and issues faced by organizations and individuals in times of change. Learn the responsibilities of a human resources department and the roles that managers play, both as supervisors and as clients of the human resources department. Explore the idea of reward systems, performance management, recruitment, retention, and equal opportunity employment laws. Understand the strengths and drawbacks of the use of temporary and contract employees. Topics include hiring, evaluations, professional development, trainings, conflict resolution in the workplace, and employee separation. A case study will be utilized to address a specific problem or opportunity with complex dimensions.

Year 1, Third Quarter

BAS 310 Accounting Principles for Managers

Foundation course in accounting theory and principles, application and language with emphasis from a manager's perspective for the requirement to measure and control. Analyze balance sheets, income statements and statements of cash flows, cost behavior, financial statement interrelationships, financial analysis, product costing, and budgetary control systems. Topics include information reporting for planning, coordinating, and monitoring the performance of a business or entrepreneurial entity.

BAS 315 Ethics

Foundation course in ethics as applied to businesses and organizations with a focus on ethics related to management issues. Examine the role of ethics and social responsibility in the management of public and private sector organizations and businesses. Explore theoretical concepts in business ethics and apply them to real-world situations based on challenges managers face. Understanding several actual publicized local ethical lapses and the consequences on the affected organizations will be utilized as an integral component of this course. An emphasis on contemporary trends in corporate responsibilities with respect to ethical, legal, economic, and regulatory conditions in the global marketplace will be included.

BAS 370 Practicum

Explore and understand the application of management functions in the Lewis County private sector, public sector, and non-profit sector through the use of direct interactions between students and local managers from these sectors. Examine components from first-year foundation courses including organizational structure, ethics, leadership, organizational behavior, communication, marketing strategies, strategic planning, performance management, legal regulations, and basic economic factors for the region. Students will learn the common themes that exist across the disparate types of local organizations and the management challenges unique to each. Students will have the importance of the BASM coursework reinforced by the local leaders from business, non-profits and governmental units who participate. Students will also be challenged to identify the area of most interest for the capstone internship course.

BAS 325 Legal Issues

An introduction to traditional and emerging legal principles and theories involved in business management. The focus will be on management within the parameters of applicable laws. Emphasis will be placed on preventative law and strategies to resolve workplace conflict without protracted litigation. Explore state and federal laws that affect management behavior and organizational practices including contracts, business organizations, employment law, product liability, safety issues, and environmental regulation. Special attention will be paid to issues surrounding entrepreneurial startups and intellectual property. Students will present an analysis of a selected case study as a final project. The final project will allow students to examine a real-life situation and subsequently learn, understand, and apply the laws that are dominant in the situation and determine an appropriate course of action for the situation while staying within the confines of the applicable law.

BAS 350 Managerial Statistics

An introduction to the science of good decision-making in the face of uncertainty. Common statistical analysis techniques will be examined and applied in case studies involving financial analysis, econometrics, auditing, production, and operations including services improvement and marketing research. Students will examine the difficulties, subjective decisions, and pitfalls when analyzing data and making inferences from numbers. Students will be required to think logically about quantitative evidence and to translate real-world situations into mathematical questions. A group presentation of a statistical analysis with arguments will be required. (Pre-requisite: any 100-level math course that has Math 099, Algebra II, as a pre-requisite)

BAS 380 Marketing for Managers

Develop the marketing knowledge and skills necessary for the successful manager of a profit or non-profit organization, including entrepreneurial startups. Topics include understanding marketing concepts, development and execution of a marketing strategy, and the use of eMarketing. Examine niche, business-to-business, and business-to-government marketing of products and services. The final project will be to develop a marketing plan that will be presented to the cohort. (Pre-requisite: BAS 300)

BAS 340 Applied Financial Management

Application of financial management principles including the analysis of financial statements for planning and control, cash and capital budgeting, risk and return, capital structure, time value of money, and financing for both short- and long-term requirements. Apply the basic tools and techniques used to evaluate small- and medium-sized firms or entrepreneurial proposals as potential investment opportunities. The final project will be a written report applying the analysis factors and concluding whether or not to recommend approval of a loan application for a hypothetical organization. (Pre-requisite: BAS 310)

BAS 440 Environmental Issues

Investigate how environmental pressures (e.g., sustainable development) and environmental problems (e.g., global warming, air pollution, waste disposal) impact corporate mission, competitive strategy, technological choices, product development decisions, production processes, and corporate responsibility. Examine basic concepts of ecology and environmental science as they relate to permitting. Regulations and permitting pertaining to SEPA, NEPA, the Army Corps, archeology, and hydraulics will be studied from the perspective of local planning departments. Students will prepare typical permit applications required for on-the-ground project development in Lewis County including the ever-present issue of dealing with groundwater and wetlands issues. This course will have a lab component which will meet on weekends

BAS 410 Project Management

This course covers the theory and practice of project management in the context of technical, financial and human resource constraints. Planning, organizing, securing and managing the human, financial and physical inputs required to meet project objectives will be covered. An understanding of contemporary techniques will be developed and how technology is used to create visual tools for the monitoring, measurement and management of complex projects. The final project will consist of small teams recommending to the cohort the type of project management technique that is most appropriate for a specific project from a case study. (Pre-requisite: BAS 300)

Year 2, Third Quarter

BAS 435 Operations Management

A *capstone* course in which students investigate the unique aspects of managing and growing small- to medium-sized businesses including strategic and operational planning and the inevitable tradeoffs that must be considered. Evaluation of the operational decision-making management techniques used to improve the processes and productivity in organizations. Topics include quality and outcomes, efficiency, forecasting, work flow processes, working capital management, inventory control, design of goods and services and supply chain issues. The final project will require students to apply techniques of operations management to develop realistic alternatives for a local organization. (Pre-requisite: completion of BAS foundation courses and 30 additional BAS core credits)

BAS 490 Strategic Management and Policy

A *capstone* course which focuses on the key aspects that must be addressed for sustained organizational success, effective problem solving, and the capture of opportunities from the perspective of the general manager or the entrepreneur. Includes strategic issues facing organizations such as: the global economy, regulatory changes, competitive pressures, challenges from non-traditional competitors, and the identification and realization of new services and products. Topics will include financial analysis, decision-making, communications, as well as the leadership required to affect and sustain positive organizational change. Complex case studies of both commercial and non-profit entities will be used to immerse the students in the integrated complexities that general managers face. (Pre-requisite: completion of BAS foundation courses and 30 additional BAS core credits)

BAS 470 Management Internship

A *capstone* course which is a culminating activity which will require the application of the BASM Program learning outcomes. An individualized or small team internship will be conducted with students working (paid or unpaid) for local businesses, entrepreneurs, non-profits, or governmental units in a supervised environment where specific program-related outcomes have been designed and agreed to by the student, the organization providing the internship, the faculty member teaching BAS 470 and the BASM Program director. The internship will use the students' acquired skills to provide meaningful and practical input to the organization involved. Students will work individually or in small teams as is appropriate. The cohort will meet so students can share the nature of the issue, the progress as well as the barriers they are experiencing so students can learn from one another. Students will be graded on the basis of the quality of the deliverable that is provided to the host organization. (Pre-requisite: completion of BAS foundation courses and 30 additional BAS core credits)

The cohort hybrid model

The BAS in Management Program is primarily a cohort hybrid model with most students taking three courses per quarter starting in the fall of each year. Students in the BASM Program are admitted as a group (a cohort) and proceed together in a prescribed sequence of foundation courses. Students in the cohort will take the same foundation coursework together at the same time in the first two years of the program. Students in the three-year track will also share foundation courses with students admitted into the two-year track cohort but will continue with their coursework into a third year.

There are several reasons why the cohort model was selected for the BASM Program. First, individuals in both public and private organizations are expected to work as team members. The cohort model puts emphasis on this collaborative environment. Second, the cohort model provides a strong social support system for students as they move through the program. Third, a growing body of literature in educational research supports the theory that the cohort model provides students with enriched collective learning experiences that enhance knowledge and technology skill building. Please see Appendix D for more information on the cohort model.

Each course has a two hour face-to-face component each week with the remainder of the course conducted online. Students enrolled full time will take two courses Tuesday evening and one course Thursday evening. A three-year sequence has been designed for students not able to complete the program in two years. Those students will only attend the two courses on Tuesday evening. Individual courses can be taken by qualified individuals on a space-available basis. Groups of four to six students will be given assignments and projects that will require collaboration and the execution of tasks outside of the classroom time. The results of these assignments will be presented to the cohort. Established tactics will be used to stay in touch with students and require efforts during the week as contact with students once per week is clearly inadequate to maintain attention and motivation. This technique has been shown to be effective by faculty experienced with the hybrid approach. The decision to use the cohort approach is motivated by the potential for enhanced student learning and retention through increased student interaction and the coordination of course content by the faculty who share these students. The Higher Education Coordinating Board's Master Plan points out that the hybrid model is the best educational model to date. The Centralia BAS in Management Program will be the only BAS program in the state to begin as an entirely hybrid program.

Entrepreneurship

The program is not designed to be a comprehensive entrepreneurship training program, but it will provide a strong foundation for those who are on the path to become one or who have already made that commitment. Courses with content directly relevant to entrepreneurship are:

- BAS 310 Accounting Principles for Managers.
- BAS 325 Legal Issues.
- BAS 340 Applied Financial Management.
- BAS 360 Business Principles, Planning and Strategy.
- BAS 435 Operations Management.
- BAS 490 Strategic Management and Policy.
- BAS 470 Management Internship.

These courses will be structured such that students interested in entrepreneurship will work with successful local entrepreneurs. The incorporation of SCORE business planning outlines in this internship will be most useful as SCORE is America's predominant organization coaching and mentoring entrepreneurs. The BASM executive director is a certified SCORE counselor.

Criteria 2. Qualified faculty

Provide the total faculty FTE allocated to the program

The student enrollment for forecasting purposes is 30, 54, and then 62 for the balance of the five year forecasting period. To support this number of students, the program will need one full-time equivalent faculty (FTEF) in year one, increasing to two FTEF in the second year and beyond.

Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, and continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

Faculty teaching in the degree program will be required to hold a minimum of a master's degree, or a bachelor's degree with a professional certification such as a CPA or JD. College-level teaching experience and significant managerial work experience is preferred. All program personnel will meet the standards established in WAC 131-16-80 and WAC 131-16-91 as applicable. Faculty members are responsible for developing and teaching courses in their areas of expertise. They will work as a team to share best practices with the goal of continuous improvement in and integration of the program's curriculum. Faculty will also assess student learning outcomes, maintain current knowledge and skills in their areas of assignment, demonstrate a strong commitment to student success, and foster a positive, caring learning environment where diversity and strong leadership are valued.

Faculty members will be chosen for their depth of education and managerial experience. The proposed BASM faculty includes a mixture of tenured faculty members who will typically have teaching assignments at both the lower and upper division level within the college; adjunct faculty members recruited to provide expertise in specific fields and a connection to the real world; and a director/faculty lead who provides administrative oversight but also participates in the delivery of the curriculum. The college believes this mixture will work well as it provides a stable faculty core and continuity between the BASM and feeder programs within the college. Faculty members will bring specific expertise and experiences drawn from local businesses and organizations. And, a program lead with a strong background in applied management, and the insights derived from teaching within the program, will foster the program's continued development.

A hybrid delivery model will be used for course delivery throughout this program and faculty members will be expected to develop the requisite expertise to make effective use of supporting technologies including Angel, Tegrity and their successors. Technical assistance will be available to all faculty as they become proficient in this mode of instruction.

In addition, faculty must be willing to work on an ongoing basis in a far more collaborative mode in a learning community than is typically required so they can approach the students knowing what key concepts are being covered in the concurrent courses being taught by their peers. This will provide opportunities for a more integrated approach as will be expected when students are in managerial roles in organizations where virtually all important decisions and key acts of leadership cut across various skill sets and areas of responsibility. The faculty will mutually assess the progress toward stated program outcomes of the cohort and individual students during the course of each quarter. To prepare the faculty for program delivery in a hybrid mode and for the collaborative approach that will be utilized for the BASM Program, a BASM faculty institute will be conducted in late spring 2012, and on an annual basis thereafter. This session will act to ground the faculty on the communications processes and assessments that will be used to create a learning community. The institute will also feature the strategies and tactics documented to successfully keep students who are physically seen once per week fully engaged in their coursework and in their cohort. As an example, participation in online discussion threads will comprise a portion of the student's grade. The use of small teams within the cohort to analyze case studies and then mutually present the results of their studies to the cohort will generate peer expectations as well as teamwork.

Faculty members designated "F" below are full-time employees of Centralia College who will teach one or more courses. A "P" designation indicates they are not permanent college employees but will be employed to teach part time. A number of faculty members are qualified to teach many of the courses being offered. The assignment of courses in a given quarter will be determined by the vice president of Instruction in consultation with the program's executive director and the faculty. All junior- and senior-level courses, even those in the general education category, will have the BAS designation, thus requiring each faculty member to meet WAC certification requirements. The following chart provides a profile of the faculty identified to support the program. A "C" designation indicates the individual is currently certified; the "C*" designation indicates the faculty member meets the WAC 131-16-091 requirements for teaching personnel and that records will be on file for each of these instructors each quarter. Detailed faculty member resumes indicating appropriate work experience and potential courses they are qualified to teach are attached as Appendix A.

Faculty Profile

Faculty Name	Credentials	Status	Courses Qualified to Teach
Belden, Tadd D.	MPA, Local Government Administration; BS Criminal Justice.	F C	BAS 315, 320, 370
Braun, John E.	MBA; Master of Engineering in Manufacturing; BS, Electrical Engineering.	P C*	BAS 305,350,410,360
Carlson, Lisa	PhD in Ecosystems Analysis; MS, Environmental Science	F C*	BAS 440
Hueckel, Gregory J.	MS, Fisheries; BS, Fisheries Science; Certificate, Public Administration.	P C*	BAS 440
Ledford, Julie	JD; BA, Communications, Media and the Law.	F C*	BAS 320, 325,420
MacNamara, Atara C.	PhD, Social Psychology; MS, Social Psychology; BA, Psychology.	F C*	BAS 320, 350
McGee, Larry S.	MBA; BS, Industrial Engineering; Executive Education in Marketing, Finance, and Human Resources.	F C*	BAS 300, 320, 360, 420, 435, 490
McQuarrie, Jeff	MS, Corporate and Organizational Management (July 2012).	F C*	BAS 330
Mitchler, Sharon J.	ABD, English (in dissertation, fall 2012 graduation); MA, English; MA, Humanities; BA, English – Minor, Secondary Education.	F C*	BAS 315, 330
Mvundura, Mercy	PhD, Economics; MA Economics; BSc Economics	P C*	BAS 305
Neal, Sandra	PhD, Industrial/Organizational Psychology; Master of Divinity; MS, Psychology; BA, Psychology.	F C*	BAS 320
Smejkal, Connie	MS, Management; BS, Applied Management.	F C	BAS 300, 360, 380, 410, 420
Ward, Stephen L.	Master of Public Administration; BA, Accounting and Management; AA; CPA.	F C*	BAS 305, 310, 340,360, 410
Wrzesinski, Lance	MBA; BS, Economics/Business Administration; ATA, Marketing/Management; Certification - Director of Career & Tech Ed.	F C	BAS 300, 305, 360, 380,

Criteria 3. Student enrollment

Provide enrollment projections for each year over the next five years

The Bachelor of Applied Science in Management Program is designed around the principle of “high tech-high touch” and will target an incoming class of 30 students. The targeted class size accommodates the hybrid teaching pedagogy, particularly in ensuring effective interaction in the group discussion for the on-campus class sessions. It also is consistent with the estimated availability of ongoing high-quality internships that would allow meaningful application of concepts and theories gained as a result of the coursework.

For purposes of enrollment management and conservative fiscal projections, an incoming class of 30 students per year with an attrition rate of 20 percent was assumed. The program, however, is geared to minimize attrition through a selective admissions process, orientation, and ongoing retention services. Two scenarios have been developed, one with a mix of two-thirds two-year students and a second with a mix of one-third two-year students. Financial projections are based upon the lower revenue producing scenario, the two-thirds two-year mix. These two scenarios are:

Headcount estimated with 20 two-year and 10 three-year entering classes (cohorts)

	2012-13	2013-14	2014-15	2015-16	2016-17
1st cohort 2 year	20	16	0	0	0
1st cohort 3 year	10	8	8	0	0
2nd cohort 2 year	N/A	20	16	0	0
2nd cohort 3 year	N/A	10	8	8	0
3rd cohort 2 year	N/A	N/A	20	16	0
3rd cohort 3 year	N/A	N/A	10	8	8
4th cohort 2 year	N/A	N/A	N/A	20	16
4th cohort 3 year	N/A	N/A	N/A	10	8
5th cohort 2 year	N/A	N/A	N/A	N/A	20
5th cohort 3 year	N/A	N/A	N/A	N/A	10
Total 2 and 3 year students	30	54	62	62	62

Headcount estimated with 10 two-year and 20 three-year entering classes (cohorts)

	2012-13	2013-14	2014-15	2015-16	2016-17
1st cohort 2 year	10	8	0	0	0
1st cohort 3 year	20	16	16	0	0
2nd cohort 2 year	N/A	10	8	0	0
2nd cohort 3 year	N/A	20	16	16	0
3rd cohort 2 year	N/A	N/A	10	8	0
3rd cohort 3 year	N/A	N/A	20	16	16
4th cohort 2 year	N/A	N/A	N/A	10	8
4th cohort 3 year	N/A	N/A	N/A	20	16
5th cohort 2 year	N/A	N/A	N/A	N/A	20
5th cohort 3 year	N/A	N/A	N/A	N/A	10
Total 2 and 3 year students	30	54	70	70	70

Describe how the program will serve place-bound working adults

In order to reach place-bound students, instructional delivery will be via a hybrid pedagogy which will deliver lecture, class materials, and other information on a Web-based learning management system. Students will be expected to attend face-to-face classes once a week for each course to interact with faculty, fellow students, and guest presenters. Two courses will be offered Tuesday evenings and one course Thursday evenings. The remainder of the instruction will occur online. There will be team projects and discussion forums online allowing students to develop and apply learned concepts with fellow students over large distances. The once-a-week evening class format will permit working students to pursue their academic goals while meeting work and personal obligations.

Describe how you will recruit and facilitate student articulation and transition from regional community and technical colleges with similar programs

Recruitment

Centralia College has been in continuous dialog with its neighboring colleges (Grays Harbor, South Puget Sound, and Lower Columbia) since the inception of this project. All of the colleges have signed letters of support. Centralia College is committed to providing opportunity to all qualified applicants in the Southwest Washington area. Program entrance requirements take into consideration the programs of those institutions. Centralia College also will use qualified faculty from these sister colleges when feasible.

As a member of the Washington Council for High School-College Relations (WCHSCR) program for college fairs, Centralia College will staff a table at these college fairs and conduct on-campus presentations, similar to other four-year programs which provide information in accordance with the rules and guidelines of WCHSCR.

The director of our program plans to meet with the professional advising staffs of these colleges to explain the program and to set up two-way communications to ease the transition of students through the admission process. Centralia College plans to provide print and electronic information to assist these advising professionals and students. We also plan to advertise in the quarterly class schedules of our neighboring colleges.

In all print and electronic communications, specific information about admissions requirements, financial aid processes, and admissions and financial aid deadlines will be provided. In addition, professionals and students at these colleges will have the direct phone number and email address of the director of the program.

Articulation

Articulation is provided through the usual and customary process for transfer of courses and recognition of degrees within the community college system. Centralia College recognizes the degrees and courses from the neighboring community colleges and will transfer in all applicable coursework consistent with SBCTC policies and the accreditation standards of the Northwest Commission of Colleges and Universities.

Prior learning assessment of incumbent workers

For the purposes of this section, "prior learning" means the knowledge and skills gained through formal and informal work and life experience and through military training. In accordance with ESSHB 1795, section 28, passed by the Washington State Legislature, the HECB convened a work group to determine processes for awarding prior learning experience. Centralia College plans to adopt these protocols for all of its programs including this Bachelor of Applied Science in Management degree.

Student groups from which we will primarily recruit students for this program, and the college’s plan for outreach to these groups of students:

MAJOR TARGET MARKETS	OUTREACH TACTICS
Currently enrolled Centralia College students.	Postcards, online course management system, Web, email, Facebook, in-person presentations, faculty advisors, posters, college and job fairs.
Previously enrolled students and graduates of Centralia College.	Postcards through alumni association, Web, local media, college fairs, job fairs.
Current Centralia College employees.	Regular employee meetings, email, Web, posters, individual letters of invitation, on-campus presentations.
Latino Community.	Direct mail to students who attended the Latino Youth Summit, contacts with Latino Community through the Hispanic Roundtable, Hispanic community organizations, churches and non-profits, booth at the Hispanic Festival, Web, contact with local Latino-owned businesses, the Latinos Unidos student organization.
Other traditionally underserved populations, e.g., displaced homemakers, unemployed, and people with disabilities.	Collaborate with WorkSource Centers, the college’s Worker Retraining Office, the Pacific Mountain Workforce Development Council, other local government agencies and CBOs to promote the program and to obtain referrals. Attend job fairs and use local media.
People employed in business and industry within the greater Lewis County commuting area.	Director of program will work with the Chamber of Commerce, Economic Development Council, Downtown Business Associations and local service clubs as well as promote the program in the local media and on the Web.
Graduates of Lower Columbia Community College, South Puget Sound Community College, Grays Harbor Community College and other neighboring colleges	Radio and TV media mix, newspaper, college fairs, job fairs.
Native American Community.	Contacts through the education officer of the local native nations, Web, local media.
Veterans	Local veteran organizations, Education Center at Joint Base Lewis McCord, Vet Corps outreach, Web, job fairs.

Criteria 4. Selection and admission process consistent with an open door institution

Describe the selection and admission process

Admission

As part of its cohort model, the college will accept 30 students into the program each fall quarter. Students can enroll in the two year or three year sequence. Application forms will be available on the college Web site and can be submitted electronically.

Selection

Selection into the program is merit based, with a strong academically based threshold for entrance into the admissions pool. In order to be placed into the admissions pool, applicants must complete or submit the following:

- An earned associate's or higher degree from a regionally accredited college or university.
- Successful completion of each of these required courses with a minimum 2.0 grade:
 - English 101 – English Composition (5 credits).
 - College-level math course for which intermediate algebra is a prerequisite (5 credits).
 - Social science course (5 credits).
 - Natural science course (5 credits).
 - Five additional general education requirements.
- A minimum cumulative grade point average of 2.5 in the above listed required courses.
- A personal essay/statement to include, but not limited to, previous experience, career goals, application of the degree to career advancement.
- Evidence of a minimum of the equivalent of six months of full-time work experience.
- Resume.
- Transcripts from previous colleges.
- Two non-family references.

Additional admissions consideration will be given to applicants in the admissions pool who have successfully completed (2.0 grade minimum) these recommended courses:

- English 102 – Research and Argumentation (5 credits) or English 230 – Technical Writing (5 credits).
- Speech 110 – Principles of Speech Communications (5 credits) or Speech 220 – Theory and Practice of Public Speaking (5 credits).

The selection process will be conducted by a committee that includes the BASM executive director and at least one faculty member from the BASM Program. The Centralia College admissions department will first review each application packet to identify those who meet the minimum admissions criteria for placement into the admissions pool.

Because it is anticipated that the number of academically qualified applicants will exceed space availability, the selection committee will then proceed to a process of evaluating the individual applicants on specific criteria — reducing the admissions pool to spaces available. This process will include:

- A thorough review of each application, including transcripts, admissions forms, essays, resumes, and other available documentation.
- Quantified ratings of each applicant by each member of the selection committee based upon predetermined specific dimensions. These dimensions will include the number of recommended classes taken (English and speech), and may include relevant work experience, strength of the personal statement, and diversity of work experience. Prior to selection of an initial cohort, these selection dimensions will have been identified, definitions developed, a rating scale developed, and committee members trained to use the dimensions in a reliable and valid manner.
- Review and discussion of the ratings of each applicant by the committee. Where significant disagreement exists regarding ratings for an applicant, the committee will review the applicant's data and reach a consensus on the rating.
- Identification of the top candidates, based on the ratings, sufficient to fill available spaces. A waiting list of candidates also will be developed in case not all of those selected subsequently enroll in the program.
- Students, who wish to take only one course per quarter, may be allowed to register for that course if the student meets the minimum admissions criteria and there is space available. This decision will be made each quarter and only on a space available basis.

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

The following actions will take place to assure as diverse a population as possible:

- See section in Criteria 3 on target markets.
- Recruit people of color and other traditionally under-represented populations who are Centralia College graduates or graduates from nearby community colleges.
- Engage in targeted marketing, working with our Latino Unidos and other diverse organizations on our campus as well as organizations at nearby colleges.
- Work with industry and professional organizations to develop additional strategies to attract a diverse student body from workers in their employment ranks.
- Regularly assess recruitment/retention efforts with regard to under-represented populations and continually monitor the level of participation and report to the Board of Trustees through annual monitoring reports.
- Work with Centralia College Foundation to create scholarships to support diverse students in the BAS in Management Program.

Criteria 5. Appropriate student services plan

Describe services that will be needed by the students admitted to the degree program and the college plan for providing those services. Include a description of financial aid services and academic advising for students admitted into the program.

As a community college, one of Centralia College's strengths is the variety of student-focused support services that help students achieve success in accomplishing their goals. Students in the BAS Program will be supported by the same high-quality student services that all students receive.

The following services will be those most frequently used by baccalaureate students.

- **BASM-specific support.** The executive director of the BASM Program and/or the coordinator will provide coverage for the Tuesday and Thursday class periods and will be available both before and after those class periods on campus. They will provide coverage from 3 p.m. to 10 p.m. on Tuesdays and from 5 p.m. to 9 p.m. on Thursdays. By altering the hours of these two individuals, students will have ready access twice per week at a time where they are already on campus without the need to schedule a meeting.
- **Student advising, retention and success:** The program's executive director will assist students with their educational planning and progress toward degree completion while supporting the faculty who conduct academic advising. Each student will have an individualized schedule and advising plan. Students can use degree planning worksheets to assess their progress. Student retention and student success are the college's top priorities. Centralia College was commended by the NWCCU accrediting association in October, 2010 —“The College is to be commended for its student-centered focus toward retention and success as exemplified in the faculty-led advising model.” Students appreciate and respond to having a specific person they can go to for assistance. Program faculty will work with students who need additional assistance to develop personalized student success strategies.

The one thing certain about working with students is that no matter how firm their plans and intentions are, they change. In the best of all possible worlds, full-time students would be in the two-year cohort with their academic schedule planned and sequenced for the full two years, and part-time students would be in the three-year cohort similarly prescribed. As full-time students change to part time, as part-time students change to full time, and as some students need to stop for a quarter or two, life and academic planning become complicated. The director and advisors in the program will assist students in navigating between cohorts as life plans change.

Initial program planning for students will take place in a group setting as part of their initial mandatory orientation. Students will be introduced to all of the student and academic support services available to them as part of this orientation. The director of the program will maintain routine evening hours to provide information and advising to evening students and applicants. At least three of the faculty members teaching in the BASM Program will be full-time faculty members of Centralia College and, as part of their assigned and contracted duties, will serve as advisors for students in the program. They will be available evenings. All support offices will make themselves available for evening appointments upon request. Lecture capture will be an integral part for the delivery of course content and thus students will have 24/7 access to the lecture components of the program. Online tutoring service also will be available 24/7.

- **Credentials evaluation:** Credentials evaluators with extensive experience will evaluate transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and student records for all degree requirements when students near graduation. The college's credentials evaluators, in consultation with program faculty, will evaluate all transfer or prior learning requests for core courses.
- **Center for Disability Services (CDS):** The CDS provides accommodations for students with documented disabilities. It provides course materials in alternate formats, reduced distraction-testing, adaptive technology aids, and assists faculty in providing appropriate accommodations.
- **Financial aid:** The Financial Aid Office prepares and disburses federal, state, and institutional aid for all Centralia College students. Students can monitor the process of their applications online. Eligible students will be able to apply for student employment.
- **TRiO:** Students who are first-generation college, low-income, or have a documented disability receive academic and personal support. Services include tutoring, study skills, and advocacy. Mentoring will be available evenings. The Department of Education has approved extension of this program to all bachelor's degree students who fit eligibility criteria.
- **Veteran's Administration programs:** The Veterans Affairs Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students. The BASM degree will be eligible for VA-approved student funds.
- **Tutoring:** On-campus tutoring services are available for mathematics, statistics, English, and accounting. Online tutoring is available 24 hours a day, seven days a week. See <https://www.etutoring.org/login.cfm?institutionid=193> and <http://owl.waol.org/>.
- **eLearning support:** An orientation will be included for first-year students and ongoing technical support will be provided. This orientation will address skill building in using online course materials and technology. In addition, one of the strengths of a hybrid program is that the initial courses in each cohort will provide classroom instruction and practice in accessing online materials and resources. Technical assistance will be made available to students via online access, email, telephone, and in-person.
- **Internet access:** The college has computer labs, staffed with assistants, which are available Monday through Thursday evenings through 8 p.m. The main computer lab hours will be extended on Tuesday and Thursday for one hour beyond the class periods, to 10 p.m. and 9 p.m. respectively. It is noted however, that students increasingly use personal laptops and the college's widely available Wi-Fi in lieu of the labs. The campus is Wi-Fi enabled. Students are given their own e-mail accounts and have access to the campus Wi-Fi network continuously. The two major academic buildings on campus are open evenings until 10 p.m. and have Wi-Fi access.

- **Library support:** The library has a two-pronged vision in support of the college mission. One, provide access to information and technology resources that support teaching and enhance student learning. And two, foster an environment in which students acquire the information literacy skills and computer competencies that support independent inquiry and lifelong learning.

To fulfill this vision, the library provides multiple services for students, faculty and staff. These include development and maintenance of collections in support of the college curriculum, information literacy instruction, reference service, circulation services, course reserves, inter-library loan, instructional equipment, student technology support, college archives, and copyright guidance. Library instruction and collection development is conducted by professional librarians, each with a specific liaison area in the college's academic and technical programs. Support of the Bachelor of Applied Science in Management Program will fall to the librarian responsible for the college's current business program. This position will be budgeted a .2 FTE increase to provide additional services in the evening.

The library's collections consist of both print and online resources. The monograph collection alone includes over 70,000 titles, half of which are in e-book collections. The library collections budget to support the BASM degree includes initial funding to augment the current monograph collection and purchase additional online databases. The library currently subscribes to several major full-text periodical databases with access to thousands of titles in management and business. A review of university library collections revealed two major databases required to support the program. The budget includes the subscription cost for these two resources (via the Orbis Cascade Alliance) and estimated cost increases.

In addition to collections, the library provides instruction and reference support. Reference service is available 24/7 through a state and national cooperative. Professional librarians, including librarians in university settings, assist in providing this service.

Criteria 6. Appropriate staff and administration

Describe the administrative and staff FTEs allocated to the program.

The Bachelor of Applied Science in Management Program will be administered by a combination of current and new staff. The primary responsibility for the program will lie with the executive director who will report to the vice president of Instruction. The executive director will teach three courses per year. Supporting the administrator will be an program coordinator at three quarter time (.75 FTE) during year one, and full time from then on. Additional administrative support will be provided by the office of the vice president of Instruction, the dean of Workforce Education, and Student Services on an as-needed basis. The BASM office will be co-located in the office of the vice president of Instruction in order to obtain both technical program support and to maximize access for students. The dean of Libraries and eLearning, the IT Department, as well as the college's business office and the counseling staff will also be instrumental to the success of the program. While the additional support requirements have been identified, it is assumed they will be absorbed by the departments as would any increase of approximately 30-60 FTES.

Administrative Staff and allocated FTE		
	Year 1	Year 2 on
Executive Director (full time, one-third teaching load)	0.67	0.67
Program Coordinator	0.75	1.00
Librarian (staffing increase)	0.20	0.20

Executive director position

The executive director will be responsible for recruiting the participants for the BAS 370 Practicum and the BAS 470 Management Internship. This means the agreements and MOUs that formalize the requirements that these internships have measurable outcomes that are dependent upon the application of course and program outcomes to real-world opportunities or challenges in local organizations or with local entrepreneurs. The physical and logistical elements of the internship will involve support from the program coordinator and the assigned BAS 470 faculty member who will be responsible for the specific outcomes, the establishment of teams where appropriate, the cohort learning during the internships, and, with the support of the program coordinator and the organization hosting the internship, the assessment of the work performed.

Mr. Larry S. McGee has been recruited to serve as the executive director of the program during its startup phase. He has a bachelor's of science degree in Industrial Engineering from Millikin University; a master's degree in Business Administration from Shippensburg University; executive education in marketing, finance, and human resources from Columbia University, Penn State, and the University of Michigan, respectively. Mr. McGee has 25 years of experience with PPG Industries which included starting three and managing two glass manufacturing plants. He also has been a general manager responsible for sales and manufacturing, the director of Commercial Product Development and the HR director for the Glass Group of PPG. The Glass Group, with 15,000 employees, had plants in Asia, Europe and North America. The commercialization role was responsible for generating a higher return on research and development (R&D) investments by accelerating or stopping major R&D activities to achieve salable product or licensing revenues. The HR role included salary administration, contract management, management development, and safety, health and environmental activities in all Glass Group facilities. Mr. McGee also provided consulting services as a member of IBM's Global Services for 11 years regarding human relations aspects of complex projects and was responsible for large scale sales. He is a certified SCORE counselor and primarily deals with entrepreneurs and small businesses and non-profits either struggling to start operations, sustain operations or attempting to grow and capture opportunities. A primary responsibility of this role involves the education of clients on the use of fact-based business planning. Mr. McGee also has experience managing various boards and has involvement in a large number of community and public activities. Mr. McGee also has 10 years of experience as an executive board member and past chair of the Foundation for Private Enterprise that operates all of the Washington Business Week programs in our state which involve weeklong education of several thousand high school students per year regarding free enterprise, business, teamwork and ethics. He chairs the all-volunteer Chehalis Renaissance Team that received Governor Gregoire's award for implementation excellence in 2010. He is a trusted, well-respected business person in our community.

Mr. McGee was asked to lead this team during the crucial startup phase because of his reputation and connections in the community. His affiliation with the college will bring community respect and community participation for the program. This participation will be in the forms of financial support and participation in the BAS 370 Practicum and in the critical BAS 470 Internships. Our expectation is that his work with local businesses, his leadership in a number of key non-profits and his solid relationships with government leaders will build high quality internships. The BAS in Management Program will take advantage of his years of SCORE experience, his understanding of sound management practices, and his extensive personal work experience that will be shared with students. Mr. McGee's office is located in the vice president of Instruction's suite where he will have access to both the VPI and his office's administrative support staff. Although his background is not in education, he has adapted to the environment quickly. Moreover, he is surrounded by a high quality team of experienced faculty, staff, and administrators who provide the educational expertise when needed.

Criteria 7. Commitment to build and sustain a high quality program

Provide a financial plan for the first five years of program operation.

The Bachelor of Applied Science in Management Program is a critical step that enables the college to support the community need for both post-secondary education and economic development. An in-depth analysis has resulted in this becoming the highest priority in the college's current strategic plan.

Financial Plan

This plan should include:

(1) Types of funds to be used to support the program

Due to the significant state budget constraints the program will, by necessity, be self-supporting. There will be start-up costs that will be covered by monies contributed by business and industry in the community. Thereafter, all program costs will be covered by tuition. Costs for increased student services, library and eLearning, cashiering, and technology will be borne by the college until such time as enough revenues can be generated to begin supporting those services similar to other increases in student enrollment. The only exception to this approach is increasing a pro-rata librarian from .5 FTEF to .7 FTEF to provide additional evening assistance to the estimated 30-60 BASM students.

Tuition calculations are based on the currently published SBCTC rates, with a 12 percent increase applied for 2012-13, 10 percent for the 2013-15 biennium, and 8 percent for the biennium following

The chart on page 29 shows the expected revenue to support the program.

Because the actual increases for the next two biennia are not certain, the expense budget was conservatively calculated in order to allow for those adjustments and fluctuations in enrollment.

(2) Projected program expenses

The financial planning for the program includes two phases: the start-up costs for the pre-enrollment and program development period and the program sustainability budget commencing with the 2012-13 fiscal year. It also addresses the primary elements the college considers critical to developing and maintaining a quality program, excellence in instructional delivery, and effective student support/retention practices.

Start-up period

A key principle in the effort to develop and sustain a high-quality program is the underlying concept of “high tech and high touch.” The BASM Program will rely on infrastructure and models that currently exist on the campus for incorporation into the hybrid instructional delivery model. The college intends to deliver course content with a combination of seasoned, tenured faculty and adjunct faculty who are proven, experienced content experts. In order to produce a coordinated curriculum that allows students to transition through the course sequence with minimal adjustment, an initial budget for hybrid curriculum development, learning management system adaptation and faculty training cost has been established. In addition, funding for an executive program director to begin well in advance of the opening of classes has been identified, along with other required program development costs (library, marketing, travel, etc.). During this initial start-up period, technical and office support will be provided by existing college staff. Because this program is so important to Lewis County, and because it is evident that this is a means to relieve the county’s economic depression, all of the start-up monies have now been raised from community contributions. To date, approximately 25 individuals, businesses and industries have made contributions covering the entire \$100,000 needed to begin the program. In addition, the Centralia College Foundation is now receiving scholarship donations to support the initial and future cohorts of students.

Budgeted Start-up Costs	FY 2012 @ 3 months	FY 2012 @ 6 months
Program Director	\$ 20,430	\$ 42,085
Instructor costs	na	na
Office Staff (in-house)	na	na
Curriculum Development (Gross costs at \$1k ea.	16,000	16,000
Admission, F/A (In-house)	-	-
Marketing	5,000	5,000
Hybrid/IMS Development	15,000	15,000
On-line Specialist (In-house)	-	-
Program software/hardware	5,000	5,000
External Review (est 2@ \$5k)	10,000	10,000
Distance Learning/Licensing	na	na
Library	3,000	3,000
Travel	1,000	2,000
Program Materials/Costs	1,000	1,000
Office Equipment	3,000	3,000
Total	\$ 79,430	\$ 102,085

Program Sustainability

As noted earlier in the enrollment section of this application, the college utilized a conservative approach in the development of program enrollments, revenues, and expenditures. That approach utilized the following assumptions:

- Student enrollment will be 30 per year, with a first year attrition rate of 20 percent. This scenario has been used for financial projections because it produces less revenue.

Headcount estimated with the more conservative revenue generated by 20 two-year and 10 three- year entering classes (cohorts)

	2012-13	2013-14	2014-15	2015-16	2016-17
1st cohort 2 year	20	16	0	0	0
1st cohort 3 year	10	8	8	0	0
2nd cohort 2 year	N/A	20	16	0	0
2nd cohort 3 year	N/A	10	8	8	0
3rd cohort 2 year	N/A	N/A	20	16	0
3rd cohort 3 year	N/A	N/A	10	8	8
4th cohort 2 year	N/A	N/A	N/A	20	16
4th cohort 3 year	N/A	N/A	N/A	10	8
5th cohort 2 year	N/A	N/A	N/A	N/A	20
5th cohort 3 year	N/A	N/A	N/A	N/A	10
Total 2 and 3 year students	30	54	62	62	62

- Program funding will be based on tuition collections and the net of mandatory fees according to the currently published SBCTC schedule, with a 12 percent increase for 2012-13, 10 percent for the 2013-15 biennium, and 8 percent for the 2015-17 biennium. (All tuition increases beyond this biennium are our estimates.)

Revenue Assumptions (30 students annually with 80% retention)

(Published SBCTC rate +12% for Year 1, 10% years 2-3, 8% years 4-5)

(Operating Fee collections per student same for 10-18 credits, or 2 versus 3 year track)

	Year 1	Year 2	Year 3	Year 4	Year 5
Students (@10-15 credits/quarter)	30	54	62	62	62
Tuition Rate (annualized)	\$ 6,730	\$ 7,403	\$ 8,143	\$ 8,958	\$ 9,674
Total Tuition Revenues	\$ 201,902	\$ 399,767	\$ 504,891	\$ 555,380	\$ 599,810
State Funding Per FTE	\$ -	\$ -	\$ -	\$ -	\$ -
Total State Funding	\$ -	\$ -	\$ -	\$ -	\$ -
Total Program Revenue	\$ 201,902	\$ 399,767	\$ 504,891	\$ 555,380	\$ 599,810

- Program expense calculation considered the director teaching a one-third load, utilization of existing tenured faculty, current and new adjuncts at the maximum benefit rate allowable, and office staff increasing to support a 30-60 FTES enrollment level. Director and instructor costs for year two and beyond assume a 3 percent increase in salary and benefits. These increases are for modeling purposes only since this is legislatively directed.

Cost Assumptions

- Director: .67, .33 pro-rata teaching three sections of five credits, direct admission/advising (w/benefits) 3 percent annual increase in salary and benefits from year two on.
- Instructor Costs: Maximum possible benefit costs, 10 percent premium for upper division (adjunct/pro rata), 3 percent annual increase in salary and benefits from year two on.
- Program coordinator: year one at 75 percent, full time (100 percent) thereafter (w/benefits). This line item has been increased from previous submissions.
- Curriculum Development: Completed during start-up, review thereafter of one-third of the BASM courses each year on an ongoing basis.
- Fixed schedule of classes from second year on.
- Hybrid/LMS: Development and maintenance, program specific (TBD).
- Marketing: Program specific work plan.
- Program Review: Initial and ongoing evaluation for adequacy and appropriateness – may be external.
- Library: Collections/database, program specific, increase of pro-rata position from .5 to .7 for BASM support.
- Travel: Estimated for intern site visits/employer recruitment/SBCTC/HECB/NWCCU.
- Software: Program specific, reviewed and updated annually.
- Office Equipment: Years one and two allocated stations from existing labs, year three hardware replacement.
- Other Administration: Financial aid, facilities part of transitioning to baccalaureate status.
- Inflation of 3 percent per year used

The following schedule details those assumptions over a five-year expenditure schedule:

Detailed Costs	Year 1	Year 2	Year 3	Year 4	Year 5
Program Director	\$ 81,718	\$ 84,170	\$ 86,695	\$ 89,296	\$ 91,974
Instructor Costs	39,000	40,170	41,375	42,616	43,895
Tenure (track) Faculty	N/A	75,300	77,559	79,886	82,282
Program Coordinator	55,000	56,650	58,350	60,100	61,903
Curriculum Dev./Maintenance	1,000	6,000	\$ 6,180	\$ 6,365	\$ 6,556
Admission, F/A (In-house)		-	-	-	-
Marketing	6,000	6,000	\$ 6,180	\$ 6,365	\$ 6,556
Hybrid/IMS	1,000	1,500	\$ 1,545	\$ 1,591	\$ 1,639
Hybrid technologies specialist	6,000	12,000	18,000	18,540	19,096
Program software/hardware	2,000	2,000	\$ 2,060	\$ 2,122	\$ 2,185

External Review	1,000	1,000	2,500	\$ 2,575	\$ 2,652
Distance Learning/Licensing	n/a	n/a	n/a	n/a	n/a
Library	6,000	7,500	8,000	8,500	\$ 8,755
Travel	1,500	5,000	\$ 5,150	\$ 5,305	\$ 5,464
Program Materials/Costs	1,000	2,000	\$ 2,060	\$ 2,122	\$ 2,185
Office Equipment	-	-	5,000		
				-	-
Total Projected Costs	201,218	299,290	320,653	325,383	335,144
Net	\$ 684	\$ 100,477	\$ 184,237	\$ 229,997	\$ 264,666

The net revenue from the BASM Program will be used to:

- Enhance the BASM Program so it is the best that can be offered.
- Realign the two year business AAS degree program to provide direct alignment to the BASM.
- Strengthen the balance of the two year programs throughout the college.
- Fund the startup of further BAS degrees that are highly needed in the local community.

(3) Appropriate facilities to be used

The college has experienced significant upgrades to the instructional facilities over the past decade, designing space that is flexible in both configuration and pedagogical delivery methods. It has also kept pace with technological advancements in instructional delivery, with the vast majority of teaching space current with “smart classroom” standards and implementation of lecture capture. This program will be delivered in the hybrid teaching style, utilizing a combination of online and Web-based applications with weekly face-to-face classroom sessions. The on-campus class sections will be taught in the evening when the college has more than sufficient classroom delivery capacity. A review of the computer lab resources indicates that the additional BASM students can easily be accommodated. The college has a history of successful interactions with several baccalaureate institutions that utilize the campus facilities in a similar fashion.

(4) Equipment, technology, and instructional resources needed for the program

Centralia College takes full advantage of system-licensed, cloud-based instructional technologies. As such, the college has incurred no local hardware costs or licensing fees associated with our current learning management system. Students are charged a fee of \$4 per student per quarter, which is equivalent to the amount the college is billed by Washington Online for support of the platform. In addition to our learning management system, we make extensive use of system-licensed lecture capture technology and Web-based conferencing tools.

Criteria 8. Program specific accreditation

Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accrediting body.

The college will not seek specialized program accreditation. There is no program specific accreditation for this occupational degree.

Criteria 9. Pathway options beyond baccalaureate degree

Describe opportunities and articulation agreements for the place-bound BAS graduates to continue their education onto a graduate (masters) degree program.

Discussions are underway with The Evergreen State College, Brandman University (a private not-for-profit university), St. Martin's University, Western Governor's University and City University for opportunities and articulations beyond the baccalaureate degree. We will be working with the regionals and universities to seek articulation with their programs.

Faculty and administration from The Evergreen State College Master in Public Administration Program have reviewed the Centralia College BAS in Management Program and believe MPA prerequisites have been met and that there should be no problems with articulation. Moreover, the feeling was expressed that the BASM will meet a critical need in Southwest Washington.

In a meeting with representatives from Brandman University, three master's degree programs were identified as well-aligned with the BASM degree. Students who graduate with the proposed BAS in Management would be able to complete a master's degree in Organizational Leadership or in Human Resources with one year of full-time coursework (12 courses). Any BASM graduate would be able to complete a Master of Business Administration degree in three semesters (18 credits). Students who had completed Principles of Accounting and both Macro and Micro Economics as a part of their preparation (typical of business AAS students) could actually reduce their MBA time to graduation to one year as well. Brandman University representatives indicated they would be willing to form a master's cohort on our campus with as few as eight BASM graduates.

A draft of the proposed BAS in Management Program has been forwarded to St. Martin's University, but no response has yet been received, and a meeting has been proposed with representatives from City University. Talks with Western Governor's University are still in the preliminary stages.

Criteria 10. External expert evaluation of program

The institution selected two external experts to review the program.

In a separate document, provide copies of external evaluators' reports or letters. Summarize the institution's responses and subsequent modifications to the proposal based upon evaluator's recommendations. Attach a short bio of the evaluators.

See HECB “Program and Facility Approval Policies and Procedures” for specific requirements related to external evaluation.

Dr. Joan McBee, associate professor, Southern Oregon University, and Deborah Meadows, dean, Columbia Basin College, agreed to provide the external expert evaluation of this proposal. As a courtesy we asked Dr. Ed Jaramillo, BAS director, Peninsula College, to share his advice on our program proposal. Peninsula College developed the first BAS in management in the state four years previously. He was gracious in sharing his thoughts which are also included in a separate document.

Dr. Joan McBee is an associate professor in the School of Business at Southern Oregon University and the coordinator of the Degree Completion Program. Joan joined the university in 1997 to implement a program for working adults to return to college to finish their degrees in the evening and online. Prior to that, Dr. McBee taught for four years at Southwestern Oregon Community College and for two years at Rogue Community College. Experience in both the community college environment and the university environment provided her with a better understanding of the barriers students face upon transfer. In 2009, she received approval from the Oregon University System to offer the state's first Bachelor of Applied Science degree.

Deborah Meadows is dean for the Business & Information Technology Division, Social Science & World Language Division, and eLearning Department at Columbia Basin College. Deborah has administrative responsibility for instructional departments including: campus eLearning, the BAS degree in Business, Administrative Office Technology, Business, Economics, Computer Technology, Anthropology, Criminal Justice, Geography, History, Intercultural Studies, Philosophy, Political Science, Psychology, Sociology, World Languages and Women’s Studies. She teaches a distance learning class each quarter and has been supervisor of the Small Business Development Center since May 2009.

Each reviewer provided valuable information and thoughts for consideration as we reworked our proposal. All thought the program was well-formulated and wished us well in our implementation. As a result of these reviews we have completed the following:

- The program learning outcomes were rewritten using stronger descriptors more indicative of upper division courses.
- All three individuals indicated we needed to re-evaluate the general education requirements and two recommended we bring them in line with state board requirements. This was done and now aligns with state requirements.
- The financial explanations were reworked to more clearly show that this program can be done via self-support.
- Admission requirements were clarified.
- Additional clarification was added in addressing the role of student services.
- Many small changes were implemented as the reviewers challenged us to think about the “what-ifs” of a fully implemented program.

Appendix A: Faculty Abbreviated Resumes

Tadd D. Belden, MPA

EDUCATION

- Master of Public Administration, Local Government Administration from Western Michigan University.
- Bachelor of Science in Criminal Justice from Western Michigan University.

PROGRAM RELATED EXPERIENCE

- **Assistant Professor of Criminal Justice at Centralia College:** Developed and implemented two separate two-year online associate degrees in Criminal Justice for a fully accredited college in Washington State. Currently develops and teaches college-level criminal justice courses online, in the classroom, and in a hybrid mode for both an associate of arts degree and an associate of technical arts degree in Criminal Justice. Has taught Introduction to Criminal Justice, Constitutional Case Law, Introduction to Law Enforcement, Introduction to Corrections, Criminal Procedures, Criminal Interview and Interrogations, Juvenile Justice, Critical and Current Issues, Intro to Victimology, Felony Investigations, and Introduction to Forensic Science, Community Policing, Criminal Justice Ethics, Community Corrections, and Crime Scene Photography.
- **Hearing Panel Member for the Washington State Justice Training Commission, Burien, WA:** Serves as hearing panel member to hear cases and determine issues of continuing certification, decertifying, or recertifying licensed peace officers in the State of Washington. Proceedings are brought before the commission in a formal adjudicatory setting where panel members act as the jury for the proceedings.
- **Bioterrorism & Emergency Preparedness Coordinator:** Managed a comprehensive Federal Centers for Disease Control and Prevention of bioterrorism and emergency preparedness. Developed department protocols, policies, and procedures toward ensuring a coordinated and effective agency response for public health emergencies.
- **Law Enforcement as Sergeant, Detective, Patrol Officer, and Non-Commissioned Officer of Military Police Soldiers:** Supervised shift patrol, directed patrol and investigative resources to achieve agency objectives. Developed department policy and procedures. Ensured subordinates complied with policies rules, and procedures. Trained junior team members. Conducted narcotic and drug trafficking enforcement and investigations. Conducted proactive and reactive patrol activities in a racial, ethnic, and socioeconomic diverse community.

John E. Braun, MBA

EDUCATION

- Master in Business Administration from the University of Michigan, graduated with high distinction with an emphases in Finance and Operations Management.
- Master of Engineering in Manufacturing, University of Michigan.
- Bachelor of Science in Electrical Engineering from University of Washington, College of Engineering.

PROGRAM RELATED EXPERIENCE

- **President of Braun Northwest, Incorporated:** Currently manages all operations of a 150 employee specialty emergency vehicle manufacturing business. From 1999 to 2006, Mr. Braun acted as the General Manager/Vice President of Braun Northwest, Inc. Led revenue growths of 235 percent and operating profit growths of 240 percent.
- **Vice President of JLT Holding, Incorporated:** Manages real estate development and construction in support of Braun Northwest, Inc.
- **United States Navy:** Two years as Flag Lieutenant, CSG-8/CSM in Naples Italy - Executive Assistant to a two-star U.S. Navy Admiral in charge of all U.S. and NATO submarines in the Mediterranean. Created a strategic plan to strengthen alliance relationships and supervised a 10-person multinational military and civilian staff. Four years as Division Officer in Honolulu, Hawaii, supervised 5-22 personnel in the safe operations and maintenance of weapons on a nuclear submarine. He is a Certified Nuclear Engineer by the U.S. Department of Energy.
- **United Parcel Service of America, Incorporated:** Supervised 10-25 personnel unloading, sorting, and loading 40,000 to 80,000 packages per day.

Lisa Carlson, PhD

EDUCATION

- PhD in Ecosystems Analysis from College of Forest Resources, University of Washington.
- Masters of Science in Environmental Sciences, University of Virginia.
- Bachelor of Arts in Environmental Studies and Biology from Macalester College graduating Magna cum laude.

PROGRAM RELATED EXPERIENCE

- **Associate Professor in Biological Sciences at Centralia College:** Currently responsible for the development and instruction of the Survey of Botany, Systematic Botany, Dendrology, Principles of Biology, Principles of Ecology, Introduction to Natural Resources courses, and Introduction to Environmental Sciences both face-to-face and fully online. Advises students in these program areas.
- **Lecturer, University of Washington, Tacoma:** Taught course in plant biology and ecology.
- **Graduate Fellow and Research Assistant, Forest Resources, University of Washington:** Research focus on fossil pollen and stomate analysis, quantitative techniques, and computer modeling to understand patterns of migration and population dynamics of white and black spruce across Alaska under changing environmental conditions, 1992-1999.
- **Graduate Teaching Assistant University of Washington and University of Virginia:** Taught courses in dendrology and autecology, trees in our environment, general biology.
- **Research Natural Area Database Developer, Forest Sciences, and Oregon State University:** Developed and promoted program for long-term monitoring of ecological and geophysical properties of RNAs, including data management.
- **Memberships:** Technical Advisory Committee for the Chehalis River Basin Land Trust, the City of Centralia Tree Committee, Centralia Stream Team, and the Friends of Seminary Hill Natural Area.

Gregory J. Hueckel, MS

EDUCATION

- Master of Science, Fisheries from University of Washington.
- Bachelor of Science, Fisheries Science from University of Washington.
- Certificate of Completion, Public Administration from Cascade School of Government, University of Washington.

PROGRAM RELATED EXPERIENCE

- **Deputy Director Department of Fish and Wildlife in charge of the Habitat Division:** Supervised 100+ employees. Responsible for habitat assessment and permitting for the state hydraulics code.
- **Adjunct Faculty Centralia College and Washington Department of Fish and Wildlife:** Extensive knowledge and career experience in the field of natural resources, environmental studies, fisheries, biology, zoology, botany, chemistry, physics, oceanography, and statistics.

Julie D. Ledford, JD

EDUCATION

- Juris Doctor Degree from Western State University College of Law.
- Bachelor of Arts, Communications: Media and the Law from Washington State University.
- Washington State Bar Admission, California Bar Admission.

PROGRAM RELATED EXPERIENCE

- **Vice President of Human Resources and Legal Affairs, Centralia College:** Currently serving as the college's Human Resources and Legal Affairs officer. Oversees all aspects of the college's human resources functions and serves as a strategic partner for the president and president's cabinet. Provides administrative direction and legal counseling regarding the interpretation of rules, regulations, and policies involving a wide variety of personnel actions. Advises and recommends to the president, and other appointing agents, on issues related to hiring of personnel as well as providing independent judgment in overseeing all aspects of the college's human resource functions. Serves as Affirmative Action, EEO, ADA, and TITLE IX compliance Officer for the institution. Serves as training officer and resource person for conducting rule-making hearings. Facilitates resolution of interpersonal disputes.
- **Associate Attorney, The Cronin Law Group, California:** Responsible for drafting legal documents from memorandums of points and authorities, appellate briefs, discovery requests/responses, and correspondence related to litigation matters. Made court appearances, advocated on behalf of clients both written and oral. Legal research and problem solving. Advocacy and counseling.

Atara C. MacNamara, PhD

EDUCATION

- PhD in Social Psychology from University of Utah.
- Master of Science in Social Psychology from University of Utah.
- Bachelor of Arts in Psychology from Eastern Washington University graduating summa cum laude with departmental honors.

PROGRAM RELATED EXPERIENCE

- **Associate Professor of Psychology at Centralia College:** Develops and teaches introductory courses in psychology including Lifespan Psychology, Social Psychology, and Personality Theories including fully online courses.
- **Teaching Fellow/Graduate Instructor University of Utah:** Developed and taught a broad variety of undergraduate courses. Exercised independence in the selection of teaching materials and developing a personal teaching style.
- **Special Lecturer, Boise State University:** Prepared and taught courses in Personality Theories, Psychological Measurement, and Social Psychology. Advised students in those areas.

Larry S. McGee, MBA

EDUCATION

- Master in Business Administration from Shippensburg University.
- Bachelor of Science, Industrial Engineering from Millikin University.
- Executive Education in Marketing from Columbia University, Executive Education in Finance from Penn State University, and Executive Education in Human Resources from the University of Michigan.

PROGRAM RELATED EXPERIENCE

- **PPG Industries- General Management, Director of Human Resources, & Quality Management:** Twenty-five years of experience which included starting up three, and managing two, glass manufacturing plants. Direct responsibility for up to 700 employees. Acted as market manager for the first introduction of low-emissivity glass to the American sash and door industry, now a product standard. Also acted as general manager responsible for sales and manufacturing, the director of Commercial Product Development, and the Human Resources director for 15,000 employees with plants in Asia, Europe, and North America. Commercialization role was responsible for generating a higher return on R&D investments by accelerating or stopping major R&D activities to achieve salable product or licensing revenues. HR role included contract negotiations, salary administration, management development, and ensuring the safe, healthy, work environment.
- **STR Corporation – Part Owner:** Twenty-person consulting firm primarily involved with operations research and advanced modeling for the military.
- **IBM Global Services:** Provided manufacturing consulting services related to human relations aspects of complex projects, purchasing effectiveness and related assignments to major U.S. clients.
- **Certified SCORE Counselor:** Provides consultation to entrepreneurs, small businesses and non-profits either struggling to start operations, sustain operations or attempting to grow and capture opportunities.
- **Boards and Memberships:** Executive board member and past chair of the Foundation for Private Enterprise that operates all Washington Business Week programs in Washington State involving a weeklong education of several thousand high school students per year regarding free enterprise, business, teamwork, and ethics. Chair Chehalis Renaissance Team, Membership chair of Timberline Council of the Boy Scouts of America.

Jeff McQuarrie

EDUCATION

- Washington State University: BA in Communication from Edward R. Murrow School of Education
- Northeastern University: Graduate Certificate in Online Learning Administration – will complete by mid-summer 2012, 4.0 GPA.
- South Puget Sound Community College: Internship with the Director of eLearning; trained faculty on technology in the classroom (Jan/Feb/March 2011).
- Northeastern University: M.S. Corporate & Organizational Communication (July 2012), 4.0 GPA. NU “#2 best up-and-coming university” by *US News & World Report*.
- Pearson Education: Faculty Advisor: One of six nationally-chosen instructors to train college professors how to use the online components for Pearson textbooks.
- Washington Online Angel Faculty Training: Completed three-week training course in online teaching for Washington community college instructors (2011).

PROGRAM RELATED EXPERIENCE

- **Adjunct instructor and Online Course Designer at Centralia College, Centralia, WA** – Currently teaching Speech Communication, Introduction to Mass Media (designer/instructor), and Speech 220 (designer/instructor).
- **Adjunct instructor at Lower Columbia College, Longview, WA**- Currently teaching Small Group Communication (2011 – present).
- **Instructor at Northwest Christian High School (2008-2011) - Film production & Communication (part-time)**. Won Faculty Gratitude Award in 2009. Film students produce TV commercials, music videos, and short documentaries and learn video journalism. Communication students learn eMarketing, Web/graphic design, PR and mass communications.
- **Owner of McQuarrie Creative LLC (2004-2010)** – specializes in branding, PR, eMarketing, Web & graphic design, and video production. Clients included Suzuki, Washington State University, Young Life, and Washington Secretary of State. Produced highly acclaimed six-hour documentary film “Legends of the Palouse” for WSU, with narration by ABC’s Keith Jackson and ESPN’s Collin Cowherd.
- **President and Marketing Director for SASA, Incorporated, Ketchikan, AK (1989 – 2004)** –Company hosted incentive trips (world-class fishing vacations to our resort in Alaska. Personally secured client relationships with General Electric, Nissan, Volvo, Neutrogena, Upjohn, Coleman, and PGA star Phil Mickelson. Designed all printWeb marketing pieces and devised PR campaigns that secured feature shows on ESPN2, FOX, and TNN. Managed \$3 billion annual budget, submitted weekly and annual sales reports to board of director, performed payroll and payroll tax duties. Supervised 31 employees, oversaw HR, performed bulk mailings, managed databases, and scheduled guest travel arrangements nationwide.
- **Longtime member of Olympia Communicators Group**
- **Volunteer:** YMCA Big Brother, Thurston Co. Food Bank, Homeless Shelter, Sunday School teacher, Ibsen Adoption Agency, longtime youth baseball coach.

Sharon J. Mitchler, ABD

EDUCATION

- ABD, English from the University of Washington, June 2010 – currently in dissertation, expected graduation fall 2012.
- Master of Arts in English from Fayetteville State University.
- Master of Arts in Humanities from California State University, Dominguez Hills.
- Bachelor of Arts in English with a minor in Secondary Education from Iowa State University.
- Additional Graduate level coursework in English, History, Reading Education K-12, U.S. History, Journalism, and Curriculum Development.

PROGRAM RELATED EXPERIENCE

- **Associate Professor at Centralia College:** Currently teaches CC 101 – Freshman Orientation, Composition I Expository Writing, Composition II Argumentation and Research, Technical Writing, Introduction to American Literature, Non-Western World Literature, Introduction to Film, Introduction to Humanities, Ethical and Cultural Values, and Survey of Film Studies. Served as English Department chair from the fall of 2001 to the fall of 2003.
- **Instructor Fayetteville Technical College, Central Texas College, & Panama Canal College:** Taught composition and technical writing courses, Western World Literature via internet, World Literature via classroom and internet, speech, and grammar courses.
- **High School Teacher at Cape Fear High School, Fayetteville, NC and Escuela Americana, San Salvador, El Salvador, Central America:** Taught English, world history, United States history, psychology/sociology and composition courses. Served as English Department head, supervised, organized and motivated nine-member secondary English staff at Escuela Americana.

Mercy Mvundura, PhD

EDUCATION

- PhD in Economics, Georgia State University, Atlanta GA, August 2007.
- Dissertation Title: Menopause Transition and Labor Market Outcomes.
Brief review of research: The research sought to explore the effect of reproductive health on women's labor market outcomes, using data from the US. The data analysis was done using STATA.
- MA in Economics, Georgia State University, Atlanta GA, 2004.
- MSc in Economics, University of Zimbabwe, Zimbabwe, 1997.
- BSc in Economics, University of Zimbabwe, Zimbabwe, 1995.

PROGRAM RELATED EXPERIENCE

Teaching Experience:

- 5 years teaching experience.

Courses taught

- Microeconomics, business statistics, quantitative methods, public finance, and industrial economics.

Thesis supervisor

- Thesis supervisor for two masters level dissertations.

Research and Other Professional Experience:

- Publications in peer reviewed journals.
- Research focus in labor and health economics.
- Expert in econometric modeling and statistical analysis.
- Excellent software skills: proficient in STATA, SAS, @Risk, TreeAge and MS Excel.
- Excellent presentation skills.
- Excellent verbal, written, and communication skills.

Sandra Neal, PhD

EDUCATION

- PhD in Industrial/Organizational Psychology from the University of Akron.
- Master of Divinity from Eden Theological Seminary.
- Master of Science in Psychology from Eastern Washington State College.
- Bachelor of Arts in Psychology from Eastern Washington State College.
- Certificate in Gerontology from the Institute of Life-Span Development and Gerontology, University of Akron.

PROGRAM RELATED EXPERIENCE

- **Assistant Professor of Psychology at Centralia College, Lower Columbia College, University of Akron & Kent State University:** Has taught, and teaches, courses in psychology, child and adolescent developmental, lifespan psychology, environment law, human relations/psychology of adjustment, industrial and organizational psychology, juvenile delinquency, organizational behavior, psychology of motivation, quantitative methods, and social psychology. Psychology courses have been taught fully online.

Connie Smejkal, MS

EDUCATION

- Master of Science in Management, from the University of Phoenix.
- Bachelor of Science in Applied Management from National American University.

PROGRAM RELATED EXPERIENCE

- **Adjunct Instructor, Business Department, Centralia College:** Development of Human Relations class in a mixture of hybrid and online offerings. Development of fully online Introduction to Business class. Instruction of up to 40 students per section quarterly. Assessing students learning of class objectives through assignments, exams, and projects. Developed an online course structure for business program.
- **Director of Workforce and Continuing Education & Program Coordinator Instruction Office:** Recruiting instructors for continuing education program. Review course proposals for approval, interview instructors, evaluate classes for content and achievement of student expectations. Recruiting and retention of continuing education students through promotion of classes aimed to fulfill lifelong learning needs. Promoting customer service in the registration process to make the entire experience of continuing education a positive experience. Tech Prep director including development of marketing material, attending events to promote the program to students and parents, development of articulation agreements between college and 13 consortium high schools. Work with high school teachers and counselors to promote Tech Prep opportunities in high schools and providing a seamless pathway for students into the community college system
- **Customer Service Supervisor – Correspondence Department Green Tree Servicing:** Supervised 12 data entry employees. Responsible for processing all correspondence and reports for approximately 120,000 active loan accounts per year. Monitored quality and productivity levels of staff to meet department goals. Achieved 99 percent accuracy and 99.48 percent productivity levels in 2004. Participated in corporate directive to consolidate data-entry functions from multiple departments to one centralized correspondence department. Initiated “Insurance Imaging Project,” which reduced operating expenses by over \$400,000 per year. Reduced department turnover. Was responsible for hiring, training, disciplinary actions, and firing. Supported staff with ongoing coaching and educational opportunities.

Stephen L. Ward, CPA

EDUCATION

- Master in Public Administration from Evergreen State College.
- Bachelor of Arts in Accounting and Management from Saint Martin's University.
- Associate of Arts in General Studies from Centralia College.
- Certified Public Accountant.

PROGRAM RELATED EXPERIENCE

- **Vice President of Finance and Administration, Centralia College:** Oversees operations, financial, and administrative affairs for the college. Responsible for fiscal and budgeting functions for general and capital funds. Supervises technology, facilities, auxiliaries, payroll, fiscal services, and institutional research/external funding departments. In charge of the Centralia College Foundation which includes annual funding, scholarship programs, endowments, planned giving, and capital campaigns.
- **Adjunct Faculty for Business Department, Centralia College:** Teaches hybrid and Web-enhanced courses in finance and investments.
- **Assistant Comptroller for Northern Arizona University:** Supervised approximately 50 staff in the sponsored projects, student business affairs, accounts payable, payroll, and property control. Provided financial oversight for construction and bond projects.
- **Boards and Memberships:** American Society of Certified Public Accountants, Board of Directors for the Chehalis Rotary, Providence Centralia Hospital Board, National Association of College and University Business Officers, SBCTC Business Affairs Commission, Washington Society of Certified Public Accountants, and Society of College and University Planning.

Lance Wrzesinski, MBA

EDUCATION

- Master in Business Administration from St. Martin's University.
- Bachelor of Science, Economics/Business Administration from Rocky Mountain College.
- Associate in Technical Arts, Marketing/Management from South Puget Sound Community College.
- Certificates: Washington Continuing Secondary Education Certificate in Business Education with Endorsements in Marketing, Continuing Washington Vocational Education Certificate in Business Education, Director of Career and Technical Education Certificate, Master Teacher – Intel Teach to the Future.

PROGRAM RELATED EXPERIENCE

- **Associate Professor in Business Administration, Centralia College:** Develops and teaches business, marketing and management, accounting, and finance classes. Has taught accounting, personal finance, computer applications, and introduction to business, business math, and business administration classes including online courses. Advisor for the Rotaract Club. Experienced in teaching online courses and actively involved in Business Week.
- **Business Education Instructor, WF West High School:** Developed and taught classes in computer applications, accounting, keyboarding, marketing, and economics. FBLA Advisor, promoted and coordinated student participation at local, regional, state, and national conferences and competitions.
- **Accountant I & II, Secretary II, Clerk Typist II:** Billed federal accounts and reconciled monthly, managed Correctional Superintendent's Office, front desk duties and office coordination.
- **Owner/Operator Country Western Dance Classes:** Managed all aspects of business from planning, finances, marketing and operations.

Appendix B: Course Descriptions and Outcomes

Course Number:	BAS 300
Course Name:	Foundations of Management
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input checked="" type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

Foundation course that explores organizational theory and introduces the principles and concepts of effective management including organizational structure and control systems; analysis of organizational-environmental relations including inter-organizational relationships; managing organizational technology and innovation; information processing and decision-making; organizational culture, conflict, and power; and human resource management, communication and leadership. Work in small teams will be incorporated in BAS 300 to start building cohort relationships.

Course Outcomes

Students who successfully complete this course will have demonstrated they can:

- Describe and differentiate among common organizational structures.
- Explain the impact of organizational structure on human resource planning and staffing.
- Differentiate among the different possible controls and explain the relationship between planning and controlling.
- Apply sound decision-making principles in case-study scenarios.
- Discuss the manager's role in change management; and demonstrate the ability to project and plan for the organizational change brought about by technology or other innovation.
- Analyze a case-study on organizational conflict and develop a plan for determining the sources of the conflict and possible resolution.
- Discuss role of diversity in organizational health. Analyze the impact of diversity on organizational policies.

Course Number:	BAS 305
Course Name:	Managerial Economics
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input type="checkbox"/> 1. Communications skills <input type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input checked="" type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

Examines the principles and key elements of economics including the allocation of resources, economic systems, economic institutions and incentives, market structures and prices, productivity, international economics, the global marketplace, aggregate supply and demand, and public policy toward business. Analyzes the impacts that changes in local, national, and global economic factors have on identified and hypothetical businesses and industries. Each student will prepare a report depicting how past changes in economic factors impacted a specific Lewis County business/organization.

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Assess the impact of external economic and political factors can have on an organization's output.
- Analyze and distinguish marketplace dynamics in constructing product production and pricing.
- Evaluate various risk models for application and establishment of policies and rules in risk management decisions.
- Apply demand and financial criteria to capital budgeting decisions for production and marketing investments.

Course Number:	BAS 310
Course Name:	Accounting Principles for Managers
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input type="checkbox"/> 1. Communications skills <input type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input type="checkbox"/> 9. Strategic management

Course Description

Foundation course in accounting theory and principles, application and language with emphasis from a manager's perspective for the requirement to measure and control. Analyze balance sheets, income statements and statements of cash flows, cost behavior, financial statement interrelationships, financial analysis, product costing, and budgetary control systems. Topics include information reporting for planning, coordinating, and monitoring the performance of a business or entrepreneurial entity.

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Explain the primary relationship between the balance sheet, income statement, and statement of cash flows.
- Evaluate the statement of cash flows and internal information reporting for financing demands and decisions.
- Apply accounting and financial factors to budgeting, product costing, and planning decisions.
- Evaluate organizational performance based on accounting and financial results.
- Develop pro-forma or projected scenarios for differing situations or environments.
- Create the financial section of a business plan for a hypothetical organization.

Course Number:	BAS 315
Course Name:	Ethics
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input checked="" type="checkbox"/> 3. Diversity <input type="checkbox"/> 4. Finance and analytics <input checked="" type="checkbox"/> 5. Global perspectives <input type="checkbox"/> 6. Leadership and management <input checked="" type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

Foundation course in ethics as applied to businesses and organizations with a focus on ethics related to management issues. Examine the role of ethics and social responsibility in the management of public and private sector organizations and businesses. Explore theoretical concepts in business ethics and apply them to real-world situations based on challenges managers face. Understanding several actual publicized local ethical lapses and the consequences on the affected organizations will be utilized as an integral component of this course. An emphasis on contemporary trends in corporate responsibilities with respect to ethical, legal, economic, and regulatory conditions in the global marketplace will be included.

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Articulate a personal ethical philosophy and explain its application in the workplace.
- Develop and defend a course of action to address ethical issues in the context of business decision-making.
- Analyze the relationship between business ethics, the law, and the integrity of an organization.
- Articulate the actual impacts on organizations that suffer from ethical lapses.
- Based on analyses, determine an appropriate course of action for an ethical dilemma, and apply it to the situation at hand.
- Apply one's own ethical philosophy to a situation in conjunction with applicable state legal and regulatory requirements.
- Evaluate one's own ethical philosophy against that of others to determine an appropriate course of action for real-world workplace challenges.

Course Number:	BAS 320
Course Name:	Leadership and Organizational Behavior
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input checked="" type="checkbox"/> 3. Diversity <input type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input type="checkbox"/> 9. Strategic management

Course Description

Foundation course in the actions of individuals, groups and organizations. Relate current theory and research to organizational problems by reviewing advanced concepts in motivation and perception, leadership, decision-making, communication and influence, group behavior, diversity, conflict and cooperation, politics, corporate culture, organizational structure, and environmental influences. Understand the key differences between administration, management and leadership. This course will model the use of teamwork which is pervasive in contemporary organizations.

Course Outcomes

Students who successfully complete this course will have demonstrated they can:

- Explain the components of an organizational behavior model and defend the proposition that organizational management, decision-making and leadership benefit from the application of principles that derive from such a model.
- Discuss the intrinsic and extrinsic factors that influence individual behavior and demonstrate how different behavior modifications strategies can be used to influence employee behavior.
- Contrast rational, bounded rational and intuitive decision-making and demonstrate the interplay between perception and decision-making.
- Trace the development of contemporary motivational theories and demonstrate how these can be applied.
- Organize an effective team to complete a project and evaluate the team's performance at the completion of the project.
- Understand and explain why ad hoc teamwork and the ability to manage and/or participate effectively on such teams are crucial.
- Compare and contrast transactional leadership and transformational leadership and analyze the actions of specific leaders to classify their leadership types and styles.
- Demonstrate the application of the two types of bargaining in a mock negotiation.
- Analyze and characterize the structure of an organization.
- Explain the major approaches to managing organizational change and construct change scenarios to demonstrate the application of each approach.

Course Number:	BAS 325
Course Name:	Legal Issues
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input type="checkbox"/> 4. Finance and analytics <input checked="" type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input checked="" type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input type="checkbox"/> 9. Strategic management

Course Description

An introduction to traditional and emerging legal principles and theories involved in business management. The focus will be on management within the parameters of applicable laws. Emphasis will be placed on preventative law and strategies to resolve workplace conflict without protracted litigation. Explore state and federal laws that affect management behavior and organizational practices including contracts, business organizations, employment law, product liability, safety issues, and environmental regulation. Special attention will be paid to issues surrounding entrepreneurial startups and intellectual property. Students will present an analysis of a selected case study as a final project. The final project will allow students to examine a real-life situation and subsequently learn, understand, and apply the laws that are dominant in the situation and determine an appropriate course of action for the situation while staying within the confines of the applicable law.

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Analyze the impact of state and federal laws on management behavior and organizational practices.
- Apply applicable state and federal laws to case studies to facilitate dispute resolution and avoid litigation.
- Analyze and apply basic legal concepts to basic business principles, including requirements to form a contract, environmental rules, types of business entities, and legality of business policies.
- Evaluate the impact of applicable local, state, and federal laws and regulations to various business scenario and organizational practices.
- Evaluate legal issues that would affect an entrepreneur starting a new business.

Course Number:	BAS 330
Course Name:	Professional and Organizational Communication
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input type="checkbox"/> 2. Decision-making <input checked="" type="checkbox"/> 3. Diversity <input type="checkbox"/> 4. Finance and analytics <input checked="" type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input type="checkbox"/> 7. Legal issues and ethics <input checked="" type="checkbox"/> 8. Operations management <input type="checkbox"/> 9. Strategic management

Course Description

Foundation course in communication principles in an organizational setting including the consideration, analysis, and criticism of the role of communication in organizational contexts. Explore various communication topics including public relations and marketing, leadership functions, dispute resolution, coaching and mentoring, global perspectives, and the role of e-communication. Students will learn the steps of a communication audit and techniques for improving organizational communication.

Course Outcomes:

Students who successfully complete this course will have demonstrated that they can:

- Demonstrate effective written and verbal communication skills across organizational, professional, and social settings.
- Integrate knowledge of theoretical foundations and applied techniques to expand comfort level with communication choices across various settings.
- Display critical thinking processes by understanding, analyzing, and evaluating communication within organizations and as part of external professional situations.
- Utilize creativity in constructing, assessing, and/or managing problem solving, decision-making or conflict processes and interactions.
- Recognize the nature and needs of group/team processes as they relate to and operate within organizations.
- Incorporate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups.

Course Number:	BAS 340
Course Name:	Applied Financial Management
Credits:	5
Pre-requisites:	BAS 310 (Accounting for Managers)
Program Outcomes Addressed:	<input type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input type="checkbox"/> 6. Leadership and management <input type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

Application of financial management principles including the analysis of financial statements for planning and control, cash and capital budgeting, risk and return, capital structure, time value of money, and financing for both short- and long-term requirements. Apply the basic tools and techniques used to evaluate small- and medium-sized firms or entrepreneurial proposals as potential investment opportunities. The final project will be a written report applying the analysis factors and concluding whether or not to recommend approval of a loan application for a hypothetical organization. (Pre-requisite: BAS 310)

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Analyze the financial statements of an organization to determine its fiscal strengths and weaknesses.
- Research and compare the financial statements of competing organizations in similar industries for long-range and strategic planning.
- Apply financial concepts of return on investment and time value of money in investing and allocating resources and capital budgeting.
- Incorporate financial management principles in evaluating financing options.
- Analyze a potential financial investment from the standpoint of an investment banker or angle investor.

Course Number:	BAS 350
Course Name:	Managerial Statistics
Credits:	5
Pre-requisites:	Any 100 level math course that has Math 099 (Algebra II) as a prerequisite
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input type="checkbox"/> 6. Leadership and management <input checked="" type="checkbox"/> 7. Legal issues and ethics <input checked="" type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

An introduction to the science of good decision-making in the face of uncertainty. Common statistical analysis techniques will be examined and applied in case studies involving financial analysis, econometrics, auditing, production, and operations including services improvement and marketing research. Students will examine the difficulties, subjective decisions, and pitfalls when analyzing data and making inferences from numbers. Students will be required to think logically about quantitative evidence and to translate real-world situations into mathematical questions. A group presentation of a statistical analysis with arguments will be required. (Pre-requisite any 100-level math course that has Math 099, Algebra II, as a pre-requisite)

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Select the proper common statistical analysis technique to analyze and assess an issue for improved decision-making.
- Improve skills in critical thinking and logical reasoning.
- Analyze arguments and find their strengths and weaknesses.
- Use statistical analysis as a tool to improve strategic and operations management.
- Understand and discuss the ethical issues around the use of statistical data.
- Present statistical data, analysis and arguments in a group presentation mode.

Course Number:	BAS 360
Course Name:	Business Principles, Planning and Strategy
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input checked="" type="checkbox"/> 5. Global perspectives <input type="checkbox"/> 6. Leadership and management <input type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

Foundation course in strategic planning for managers, directors and entrepreneurs. Topics include the nature and importance of establishing organizational mission, formal planning, strategy formulation, and implementation. Identify the risks and opportunities facing an organization, and develop goals and objectives to fulfill institutional mission. The final project will be the completion of a high-level strategic plan by teams for a local organization/business incorporating the basic principles of strategic planning. These plans will be presented to the cohort.

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Evaluate and create mission statements.
- Assess the operating environment of an organization, including political, economic and social factors.
- Apply a SWOT (strength, weakness, opportunity, and threat) analysis to an organization.
- Create a strategic plan with goals, objectives, timelines, and measurable outcomes.

Course Number:	BAS 370
Course Name:	Practicum
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input checked="" type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

Explore and understand the application of management functions in the Lewis County private sector, public sector, and non-profit sector through the use of direct interactions between students and local managers from these sectors. Examine components from first-year foundation courses including organizational structure, ethics, leadership, organizational behavior, communication, marketing strategies, strategic planning, performance management, legal regulations, and basic economic factors for the region. Students will learn the common themes that exist across the disparate types of local organizations and the management challenges unique to each. Students will have the importance of the BASM coursework reinforced by the local leaders from business, non-profits and governmental units who participate. Students will also be challenged to identify the area of most interest for the capstone internship course.

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Articulate the key problems and issues in our community and state as well as the policies and processes in use to address them.
- Assess the varying positions, agendas and strategies of the diverse groups and interests that form a community in order to articulate the positions they have on key issues.
- Explain the role of various communications media to educate the public, motivate involvement, build consensus and drive to complex decisions.
- Demonstrate the decision-making processes used by local political leadership and how those processes are constructively shaped and influenced.
- Articulate how effective leadership, communications and decision making are essential in the public sector.
- Identify the needs of local diverse populations in solving community problems and providing services.

Course Number:	BAS 380
Course Name:	Marketing for Managers
Credits:	5
Pre-requisites:	BAS 300 (Foundations of Management)
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input checked="" type="checkbox"/> 5. Global perspectives <input type="checkbox"/> 6. Leadership and management <input type="checkbox"/> 7. Legal issues and ethics <input checked="" type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

Develop the marketing knowledge and skills necessary for the successful manager of a profit or non-profit organization, including entrepreneurial startups. Topics include understanding marketing concepts, development and execution of a marketing strategy, and the use of eMarketing. Examine niche, business-to-business, and business-to-government marketing of products and services. The final project will be to develop a marketing plan that will be presented to the cohort. (Pre-requisite: BAS 300)

Course Outcomes:

Students who successfully complete this course will have demonstrated that they can:

- Identify the importance, scope, core concepts, and new marketing realities of marketing management.
- Analyze how the four P's of marketing relate to customer value.
- Determine customer need in order to develop solutions that build value, satisfaction, and loyalty.
- Compare consumer markets and the influence on their behavior and buying decisions including business-to-business and business-to-government models.
- Create an appropriate marketing plan for both profit and non-profit organizations

Course Number:	BAS 410
Course Name:	Project Management
Credits:	5
Pre-requisites:	BAS 300 (Foundations of Management)
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input checked="" type="checkbox"/> 7. Legal issues and ethics <input checked="" type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

This course covers the theory and practice of project management in the context of technical, financial and human resource constraints. Planning, organizing, securing and managing the human, financial and physical inputs required to meet project objectives will be covered. An understanding of the contemporary techniques will be developed and how technology is used to create visual tools for the monitoring, measurement and management of complex projects. The final project will consist of small teams recommending to the cohort the type of project management technique that is most appropriate to a specific project from a case study. (Pre-requisite: BAS 300)

Course Outcomes:

Students who successfully complete this course will have demonstrated that they can:

- Define the characteristics and the need for project management.
- Describe group organization, roles and responsibilities.
- Use project management principles to participate in projects through all phases (proposals, planning, completing cost analysis, scheduling, risk management, determining critical path and tracking and controlling) in order to meet customer needs.
- Construct project proposals, plans, and progress reports for key stakeholders.
- Critique phases and outcomes of the projects.
- Analyze an actual project situation and recommend that technique to provide effective project management.

Course Number:	BAS 420
Course Name:	Human Resource Management
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input type="checkbox"/> 2. Decision-making <input checked="" type="checkbox"/> 3. Diversity <input type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input checked="" type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input type="checkbox"/> 9. Strategic management

Course Description

Examines major trends in human resource management, including problems and issues faced by organizations and individuals in times of change. Learn the responsibilities of a human resources department and the roles that managers play, both as supervisors and as clients of the human resources department. Explore the idea of reward systems, performance management, recruitment, retention, and equal opportunity employment laws. Understand the strengths and drawbacks of the use of temporary and contract employees. Topics include hiring, evaluations, professional development, trainings, conflict resolution in the workplace, and employee separation. A case study will be utilized to address a specific problem or opportunity with complex dimensions.

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Analyze leadership and management practices, roles and styles in business situations.
- Evaluate different leadership and managerial styles and understand how those differences affect managers, supervisors, and employees.
- Work collaboratively to resolve conflicts and support a positive team environment.
- Recognize the value of diversity and differences in the workplace and how to best maximize those unique differences for a productive and effective work environment.
- Analyze and apply laws that relate to equal opportunity employment and anti-discrimination.
- Evaluate performance of employees constructively to foster a positive and productive work environment.
- Evaluate the importance of training and professional development to recruit and retain a strong workforce.

Course Number:	BAS 435
Course Name:	Operations Management
Credits:	5
Pre-requisites:	60 credits in the BAS program required prior to enrolling
Program Outcomes Addressed:	<input type="checkbox"/> 1. Communications skills <input type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input type="checkbox"/> 4. Finance and analytics <input checked="" type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input checked="" type="checkbox"/> 7. Legal issues and ethics <input checked="" type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

A *capstone* course in which students investigate the unique aspects of managing and growing small-to medium-sized businesses including strategic and operational planning and the inevitable tradeoffs that must be considered. Evaluation of the operational decision-making management techniques used to improve the processes and productivity in organizations. Topics include quality and outcomes, efficiency, forecasting, work flow processes, working capital management, inventory control, design of goods and services and supply chain issues. The final project will require students to apply techniques of operations management to develop realistic alternatives for a local organization. (Pre-requisite: completion of BAS foundation courses and 30 additional BAS core credits)

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Analyze and diagram the role of operation and project management systems within a competitive marketplace in terms of inputs, processes, and outputs, and considering related local, national and global trends.
- Apply the concepts of process analysis, create charts, documents and layouts for operations, and construct metrics for process evaluation.
- Identify, organize and apply the concepts of quality, performance, and capacity planning, and the basic principles of quality control programs.
- Explain, assess and apply the Theory of Constraints.
- Apply the concepts of supply chain design and integration, formulate critical inventory and financial measures, and perform cost analysis and decision rules.
- Identify critical factors of facility and inventory management, and calculate decision points for effective systems.

Course Number:	BAS 440
Course Name:	Environmental Issues
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input checked="" type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

Investigate how environmental pressures (e.g., sustainable development) and environmental problems (e.g., global warming, air pollution, waste disposal) impact corporate mission, competitive strategy, technological choices, product development decisions, production processes, and corporate responsibility. Examine basic concepts of ecology and environmental science as they relate to permitting. Regulations and permitting pertaining to SEPA, NEPA, the Army Corps, archeology, and hydraulics will be studied from the perspective of local planning departments. Students will prepare typical permit applications required for on-the-ground project development in Lewis County including the ever-present situation of dealing with groundwater and wetlands issues. This course will have a lab component which will meet on weekends

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Articulate the scope of environmental problems affecting businesses.
- Recognize and articulate the impacts of environment pressures on corporate mission.
- Determine the appropriate permits required for siting an on the ground project.
- Perform field assessments as a team, in order to prepare permit applications and present results, including impacts and enhancements.

Course Number:	BAS 470
Course Name:	Management Internship
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input checked="" type="checkbox"/> 3. Diversity <input type="checkbox"/> 4. Finance and analytics <input type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input checked="" type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

A *capstone* course which is a culminating activity which will require the application of the BASM Program learning outcomes. An individualized or small team internship will be conducted with students working (paid or unpaid) for local businesses, entrepreneurs, non-profits, or governmental units in a supervised environment where specific program-related outcomes have been designed and agreed to by the student, the organization providing the internship, the faculty member teaching BAS 470 and the BASM Program director. The internship will use the students' acquired skills to provide meaningful and practical input to the organization involved. Students will work individual or in small teams as is appropriate. The cohort will meet so students can share the nature of the issue, the progress and the barriers they are experiencing so students can learn from one another. Students will be graded on the basis of the quality of the deliverable that is provided to the host organization. (Pre-requisite: completion of BAS foundation courses and 30 additional BAS core credits)

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Directly apply the learning achieved from the coursework to specific problems and opportunities that exist in the organization.
- Create value to the organization as judged by the organization.
- Articulate the key challenges and opportunities that the organization faces.
- Develop an action plan for a defined organizational issue/problem or situation that uses the program learning to the fullest extent possible given the nature of that issue.

Course Number:	BAS 490
Course Name:	Strategic Management and Policy
Credits:	5
Pre-requisites:	None
Program Outcomes Addressed:	<input checked="" type="checkbox"/> 1. Communications skills <input checked="" type="checkbox"/> 2. Decision-making <input type="checkbox"/> 3. Diversity <input checked="" type="checkbox"/> 4. Finance and analytics <input checked="" type="checkbox"/> 5. Global perspectives <input checked="" type="checkbox"/> 6. Leadership and management <input checked="" type="checkbox"/> 7. Legal issues and ethics <input type="checkbox"/> 8. Operations management <input checked="" type="checkbox"/> 9. Strategic management

Course Description

A *capstone* course which focuses on the key aspects that must be addressed for sustained organizational success, effective problem solving, and the capture of opportunities from the perspective of the general manager or the entrepreneur. Includes strategic issues facing organizations such as: the global economy, regulatory changes, competitive pressures, challenges from non-traditional competitors, and the identification and realization of new services and products. Topics will include financial analysis, decision-making, communications, as well as the leadership required to affect and sustain positive organizational change. Complex case studies of both commercial and non-profit entities will be used to immerse the students in the integrated complexities that general managers face. (Pre-requisite: completion of BAS foundation courses and 30 additional BAS core credits)

Course Outcomes

Students who successfully complete this course will have demonstrated that they can:

- Create a real world solution for a serious challenge to an organization, challenges both in the sense of severe problems and significant but disruptive opportunities.
- Know how to choose and to use the appropriate analytical tools to determine the facts and trends relevant to the issue or opportunity.
- Recognize and incorporate the ethical responsibilities, regulatory requirements, and customer/client expectations in order to develop feasible solutions.
- Establish goals, strategic objectives and specific financial measures directly related to the effective management of challenges.
- Determine strategic, organizational, policy, operational changes and additional metrics that must be affected to facilitate positive change.
- Determine the communications and processes to educate and motivate employees to action.
- Describe ongoing management policies, financial measures and related metrics to monitor the attainment of objectives and goals.

Appendix C: Alignment of Course Objectives to BASM Program Outcomes

Communication Skills

BAS 330, 350, 380, 410, 420, 440, 470, 490

Decision Making

BAS 300, 315, 320, 325,340, 350, 360, 370, 410, 440, 470, 490

Diversity

BAS 300, 315, 320, 330, 330, 370, 420, 470

Finance and Analytics

BAS 300, 305, 310, 340, 350, 360, 370, 380, 410, 490

Global Perspectives

BAS 300, 305, 315, 325, 330, 360, 380, 435, 490

Leadership and Management

BAS 300, 305, 310, 320, 325, 330, 370, 410, 420, 435, 440, 470, 490

Legal Issues and Ethics

BAS 315, 325, 350, 410, 420, 435, 440, 470, 490

Operations Management

BAS 330, 350, 380, 410, 435

Strategic Management

BAS 300, 305, 315, 340, 350, 360, 370, 380, 410, 435, 440, 470, 490

Appendix D: The Cohort Model

Lei, Gorelick, Short, Smallwood and Wright-Porter¹ conducted a review of the research on college cohort education and identified benefits and drawbacks to the cohort model that have been observed. There are benefits and drawbacks for both students and for faculty members teaching a cohort. This overview provides valuable information to assist the program director and program faculty in building the cohort model to enhance the benefits and alleviate the drawbacks.

Table 1. Benefits and drawbacks of being a cohort member compared to a non-cohort member at the college level. (Lei, Gorelick, Short, Smallwood, and Wright-Porter)

<p>Benefits</p> <ul style="list-style-type: none">• The importance of cohort culture.• A group of supportive learners with similar goals.• Positive peer relationships.• Positive student-faculty relationships.• More cooperative learning, peer teaching, and student-led discussions.• More collaborative voice when addressing certain issues to instructors.• Instructors may be more attentive to cohorts.• More likely to create study groups and research partners.• Feeling of cohesiveness.• Ease of navigating instructional and department policies and procedures.• Availability of student mentors.• Higher retention, graduation, and success rates of students.• More intrinsically motivated to learn new course materials.• More social, academic, and professional networks.• More ready to integrate and apply course materials to reality.
<p>Drawbacks</p> <ul style="list-style-type: none">• Less flexibility in designing a curriculum and course of study.• Cliques develop within a cohort.• Limited interaction with non-cohort members.• Same group of students may stunt the growth of knowledge.• Predictability of academic roles.• Intellectual mismatches among cohort members.• Competition rather than collaboration may develop over time.• Cohorts may resemble dysfunctional families.• Cohort group disbanding at the completion of formal education.

¹ Lei, S., Gorelick, D., Short, K., Smallwood, L. & Wright-Porter, K. (2011). Academic cohorts: Benefits and drawbacks of being a member of a community of learners. *Education, 131*, 497-504.

Table 2. Benefits and drawbacks of college instructors teaching cohort courses compared to non-cohort courses. (Lei, Gorelick, Short, Smallwood, and Wright-Porter)

<p>Benefits</p> <ul style="list-style-type: none">• Some instructors favor the cohort education model over the traditional model.• Easier for instructors to manage advising of cohort members.• Easier for instructors to disseminate important academic information.• More positive relationships with students.
<p>Drawbacks</p> <ul style="list-style-type: none">• Instructors have less flexibility in developing curriculum and course materials.• Instructors may feel isolated from cohort group dynamics.• Instructors may be treated by cohorts in a unique way.• Implementing a curriculum or course of study can be challenging.• More difficulty in scheduling courses and keeping students together.

¹ Lei, S., Gorelick, D., Short, K., Smallwood, L. & Wright-Porter, K. (2011). Academic cohorts: Benefits and drawbacks of being a member of a community of learners. *Education, 131*, 497-504.

Appendix E: BASM Advisory Committee (as of 02/24/12)

- Colonel Ron Averill, Lewis County Commissioner.
- Debbie Campbell, Executive Director, Lewis County United Way.
- Steve Clark, Executive Director Valley View Health Care.
- Ralph Hubbert, President Tires Inc.
- Dick Larman, Executive Director Lewis County Economic Development Council.
- Brett Mitchell, Executive Director, Reliable Enterprises.
- Allyn Roe, Manager, Centralia-Chehalis Airport and Retail Operations.
- Jim Rothlin, Executive Director, Port of Chehalis.