

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Clark College

Degree: Bachelor of Applied Science in Applied Management CIP Code: 520201

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

Degree: See page 5 CIP Code: _____ Year Began: _____

Degree: _____ CIP Code: _____ Year Began: _____

Planned Implementation Date (i.e. Fall 2014): Fall 2016

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D.
Page Limit: 30 pages*

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Chief Academic Officer

2/15/16

Date



Bachelor of Applied Science In Applied Management

Program Proposal

**Presented to:
Washington State Board for Community
and Technical Colleges**

Winter 2016

NEW DEGREE PROGRAM PROPOSAL

CRITERIA	STANDARD
1. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.
2. Qualified faculty.	Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, 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. In addition, provide the total faculty FTE allocated to the program. Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.
3. Selective admissions process, if used for the program, consistent with an open door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.
4. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.
5. Commitment to build and sustain a high quality program.	Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue. Document the college's ability to sustain the program over time.
6. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college's plan to seek accreditation through NWCCU and/or current status of college's standing to offer applied baccalaureate degrees.
7. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master's) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.

<p>8. External expert evaluation of program</p>	<p>The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.</p> <p>In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.</p>
<p>9. External expert evaluation of program.</p>	<p>The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.</p> <p>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.</p>

Degrees

Program Title	CIP	Date Began
AAS – Accounting	52.0302	7/1/1976
AAS – Addiction Counselor Education	51.1501	1/1/1995
AAS – Architectural Computer-Aided Drafting/Design	15.1303	7/7/2014
AAS – Bakery Management	12.0501	7/1/1976
AAS – Business Administration	52.0201	7/1/1976
AAS – Civil Computer-Aided Drafting/Design	15.1304	7/7/2014
AAS – Computer Support	11.0601	7/1/1976
AAS – Diesel Technologies	47.0605	7/1/1976
AAS – Early Childhood Education	13.1210	1/1/1995
AAS – Fitness Trainer	31.0504	9/2/2004
AAS – Machining Technologies	48.0501	7/1/1976
AAS – Marketing	52.1804	7/1/1976
AAS – Mechanical Computer-Aided Drafting/Design	15.1306	7/7/2014
AAS – Medical Office Technologies	51.0716	7/1/1976
AAS – Medical Radiography	51.0911	9/2/2004
AAS – Nursing	51.3801	7/1/1976
AAS – Paralegal	22.0302	7/1/1976
AAS – Supervisory Management	52.1001	1/1/1995
AAS – Surveying/Geomatics	15.1102	9/3/2008
AAT – Administrative Assistant	52.0401	7/6/2015
AAT – Baking/Bakery Management	12.0501	12/1/2005
AAT – Business Technology Specialist	52.0407	4/10/2013
AAT – Cisco Technologies	15.0305	8/31/2010
AAT – Diesel Technologies	47.0605	6/16/2009
AAT – General Automotive Service Technology	47.0604	7/6/2015
AAT – Health Information and Informatics Management	51.0703	7/6/2015
AAT – HiTECC Automotive Technology	47.0604	7/6/2015
AAT – Industrial Maintenance Technologies	47.0303	7/7/2014
AAT – Instrumentation/Control Automation	15.0403	12/16/2010
AAT – Machining Technologies	48.0501	7/1/1976
AAT – Mechanical Automation	15.0403	8/23/2010
AAT – Medical Assisting	51.0801	7/7/2014
AAT – Medical Billing/Coding Professional	51.0713	7/1/2015
AAT – Microsoft Technologies	11.0901	12/15/2010
AAT – Network Technologies	11.0901	7/6/2015
AAT – Office Management	52.0204	9/23/2013
AAT – Pharmacy Technician Leadership	51.0805	8/23/2010
AAT – T-TEN Automotive	47.0604	7/8/2013
AAT – Web Development	11.1004	9/23/2013
AAT – Web/Graphic Design	50.0401	3/10/2011
AAT – Welding Technologies	48.0508	7/7/2014

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Clark College Bachelor of Applied Science in Applied Management Program proposal

Introduction

Clark College, located in Vancouver, Washington, is the second largest community and technical college in the state and directly serves three large and growing areas in Southwest Washington: Clark County, Skamania County, and West Klickitat County. This service district (District No. 14) requires constant innovation and adaptation to meet the needs of the area's diverse population and business community. For an educational institution, this necessitates an expanded and new interactive learning environment to satisfy the changing needs of many stakeholders. Therefore, Clark College is submitting a program proposal to offer a Bachelor of Applied Science in Applied Management (BASAM) degree.

In Spring 2015 the Washington State Board For Community and Technical Colleges (SBCTC) approved the Clark College Statement of Intent to offer a BASAM program. Subsequently, this program proposal has been developed and presented to key internal oversight committees within the college, such as the Board of Trustees, the Business Advisory Committee, Clark College Council, the Curriculum Committee, the Executive Cabinet, the Instructional Council, Instructional Planning Team, and the Outcomes Assessment Committee. These committees have offered suggestions, recommending approval to move forward with the development of the BASAM program. (See Appendix K for the approval letter from the Business Advisory Committee) This program proposal document responds to the eight (8) criteria also required by the Washington SBCTC and the Washington Higher Education Coordinating Board (HECB) for the BASAM degree program approval.

By offering the BASAM program, Clark College will:

- Support the attainment of the Washington State higher education and regional economic development goal of increasing the number of Bachelor of Applied Science degrees for CTE students by the year 2020;
- Serve the region's highly diverse population, building on Southwest Washington's demonstrated success in offering outstanding education and economic and personal opportunities to career and technical Education (CTE) students and place-bound groups;
- Remove the roadblocks that are preventing students holding technical Associate of Applied Science (AAS) and Associate of Applied technology (AAT) degrees from completing an applied bachelor's degree;
- Increase opportunities for the CTE students in Southwest Washington and the Clark College service district and economic area to earn high, life-long wages and salaries; to start and to own businesses and franchises; and to obtain higher-level management and leadership skills and responsibilities;
- Provide a cost-effective and accessible program for students, who will not have to "start over" at institutions of higher learning that do not accept applied degrees;
- Increase opportunities for graduates of CTE programs to continue through graduate-level pathways;
- Address the significant, wide-ranging, and unmet industry demand, also known as the employment gap, for skilled and technically diverse management personnel in the Clark College service district and economic region. (Technical, interpersonal, and managerial skills, along with creativity and innovation are currently needed in this knowledge economy, especially during a time period when baby boomers are rapidly retiring.) In January 2015, Economic Modeling

Specialists International (EMSI), an organization that provides updated labor market information, forecast that there will be approximately 7,540 management jobs in Clark College's service district by 2020, an increase by 911 jobs or 14%. The annual gap for Clark County is 107 and for the economic region, which includes Clark, Multnomah, Washington, and Clackamas Counties, is 732.

This BASAM degree is definitely aligned with the mission statement that **“Clark College, in service to the community, guides individuals to achieve their educational and professional goals.”** (*Mission Statement, 2015-2020 Strategic Plan*)

Criterion 1. Curriculum demonstrates baccalaureate level rigor.

Standard (1): Program learning outcomes

Upon the successful completion of the BASAM program, graduates will be able to apply these program outcomes:

1. Describe the complexities that affect successful trading in domestic and global markets, utilizing information, data, and technologies, to support effective decision making.
2. Recognize and apply effective communication strategies, appropriate to organizational settings.
3. Analyze and apply managerial functions, roles, styles, and effective strategies for stability and change, to be used in various managerial and leadership situations.
4. Analyze legal issues for risk management and responsible oversight.
5. Interpret financial models for business decision-making to support organizational goals.
6. Evaluate and develop organizational structures and operating procedures, to foster continuous improvement, innovation, and quality results.
7. Balance theoretical and practical strategies and policies for a productive, quality, and motivated workforce, including managing diversity, ethics, and social responsibility.
8. Develop and apply a marketing strategy, based on an integrated marketing plan, to produce and distribute products at optimum operational levels.

The BASAM program outcomes are linked and consistent with Clark College's core themes and Values:

CORE THEMES:

Academic Excellence: BASAM facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. The BASAM program will:

- Implement and institutionalize practices that increase academic performance, retention, and completion.
- Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community.
- Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.
- Create and advance accessible, integrated, and technology-enriched learning environments.

- Engage faculty, administrators, and staff in professional development experiences that enhance student learning.
- Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

Social Equity: BASAM facilitates student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups. The BASAM program will:

- Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.
- Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.

Economic Vitality: BASAM facilitates student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community. The BASAM program will:

- Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.
- Align program offerings with regional workforce needs to include technical and work-readiness skills.
- Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.
- Leverage resources to create and sustain future innovations.

Environmental Integrity: BASAM facilitates student learning by providing the conditions that continually improve the college's physical, virtual, and social environment. The BASAM program will:

- Incorporate environmental sustainability priorities into all college systems.
- Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.
- Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

VALUES:

The BASAM program will support and facilitate the following Values:

Social Justice – Institutional commitment to produce equitable outcomes and challenge systems of power, privilege, and inequity.

Partnerships – Collaboration with individuals, organizations, and businesses to increase student success and improve the community.

Innovation – Development and implementation of creative and agile strategies to enhance student learning and respond to market needs.

Sustainability – Effective and efficient stewardship of all college resources.

Continuous Improvement – Evaluation and enhancement of all college operations based on data-informed planning and resource allocation.

Shared Governance – Clear communication, inclusive consultation, and respectful consideration of multiple perspectives guide decision-making throughout the college.

Standard (2): Program evaluation criteria and process

Evaluation criteria

The program evaluation will be a continuous process of improvement, taking place every two years. This process will formally monitor and evaluate the following criteria:

- Alignment of the BASAM program with Clark College's mission, core themes, and values.
- Expectations and standards of students, institutions, and organizations that employ our students.
- Pathway preparation for post-BASAM studies.
- The cohort model and its effectiveness, with open-ended and hybrid program models to be considered.
- Relevant, clear, measurable, and aligned course and program outcomes.
- The number of inquiries, applicants, and wait list individuals for the program each year.
- The retention, completion, and changes in the student head count and full-time equivalents (FTEs).
- The academic performance of students in the program to ensure successful completion of courses at acceptable levels.
- Faculty engagement in Clark College's assessment program, leading to measurable improvements in teaching and learning, is ongoing in every course taught within the program.
- Sufficient quality resources in terms of personnel, technology, funding, facilities, and all other relevant resources to ensure the successful execution of the program.
- Effective ease of access to student admission, advising, and other aspects of quality student services.
- A program that reflects the changes in the demographics of the college's service area in terms of program admission and completion rates.
- Employment of the BASAM graduates in their chosen fields, to ensure the attainment of living-wage incomes and benefits, commensurate with the prevailing incomes for comparable degree holders.
- The costs, break-even point, and funds collected by the college each fiscal year, to ensure the financial efficiency of the program.
- The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise.
- Follow-up satisfaction interviews with BASAM graduates after one, three, and five years.
- Employer surveys to collect data, regarding wage/salary rates and fluctuations, promotions, skill development, and the general competency of our graduates.

Process

Clark College has a systematic, internal process for evaluating academic programs. For the BASAM Program, the faculty lead will work with the office of the Vice President of Instruction to expand this process for the BASAM degree program. The formal evaluation process will be initiated by the faculty lead, preparing a report addressing the evaluation criteria in terms of program strengths and weaknesses, stating the improvement recommendations. This initial process requires receiving feedback from internal stakeholders: both the BASAM advisory committee – which consists of local employers, employees, college administrators (instruction and student services), students, and BASAM faculty members and other administrative areas that are related to BASAM. The next step in the process is to receive feedback from the external stakeholders. These include all comments and recommendations

from current and potential employers, local organizations, and other key stakeholders in the community.

Faculty Evaluations

Faculty members in the BASAM Program will be evaluated by students and the administration in terms of pedagogy, quality, and effectiveness of the courses. In addition, a mandatory annual survey will be filled out by the students in the program. This survey will cover all the evaluation criteria that pertain to the students' satisfaction with the program. The questions in the survey will contain ample open-ended questions to allow students to express their individual issues and concerns.

Every faculty member hired to teach a course in BASAM will start by meeting with the faculty lead at the start of the term, to review the program and course outcomes and to review the course evaluation plan. The faculty member will be provided with academic as well as logistical support as needed.

During the term, every instructor, including the faculty lead, will select a peer evaluator to observe and critique his/her classes. Also, the dean or another appointed academic administrator will evaluate the BASAM classes.

At the end of the term, the faculty member will be asked to review and to discuss the evaluations from students, the peer, and the assigned administrator, with the faculty lead to highlight achievements and to make needed improvements for the next time this faculty member is asked to teach this course.

The faculty lead will also be reviewed by the appropriate dean(s). In addition to discussing his/her teaching performance, the faculty lead job description and the special program evaluation criteria will be used as guides.

Program Evaluation Summary

Finally, all the comments and recommendations from the external and internal stakeholders will be summarized by the faculty lead in a formal document. This report will act as a working plan to strategize and to implement selected short- and long-term changes for the program, according to an established timeline. Please see Appendix D, for the detailed BASAM program evaluation process.

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

All interested students meeting the minimum requirements are encouraged to apply for admission to the BASAM program. Prior to admission, applicants must have completed the following:

- An Associate of Applied Science (AAS) degree or an Associate of Applied Technology (AAT) degree from an accredited institution/or international equivalent; a cumulative 2.5 GPA is required.
- The following courses, with a C grade or better:
 - An English composition course at 100-level or higher;
 - MATH& 146 – Introduction to Statistics (5 credits);
 - BTEC 149, BTEC 150, or an equivalent computer literacy course (3-5 credits);
 - General Education – 30 credits in the required distribution.

Program coordinators, counselors, and advisors will assist students in the selection of courses to meet the admission requirements.

Standard (4): General education components

To be considered in the BASAM program, 30 credits of general education courses must be completed in the following areas: communication studies, social science, natural science, quantitative skills, and humanities. All these courses must be numbered at a 100 level or above. Program advisors will assist students in charting their educational plans.

General Education requirements in BASAM

A total of 60 general education credits are required for the BASAM degree program; 30 of the 60 credits are to be met at the AAS or AAT degree levels, prior to admission to the BASAM program. The additional 30 credits will be earned in the BASAM program, by taking the following upper-level courses:

Communication

CMST 310 Organizational Communication (5 credits)

Social Science

PSYC 315 Organizational Behavior (5 credits)

ECON 405 Managerial and Global Economics (5 credits)

Quantitative Skills

MATH 320 Managerial Statistics (5 credits)

Humanities

PHIL 420 Ethics in Management (5 credits)

Natural Science

ENVS 430 Environmental Science (5 credits)

Standard (5): Course work needed at junior and senior levels in the BASAM program

The junior- and senior-level courses were selected, designed, and numbered to reflect the following:

- A sequence of courses that allows students to progress from a foundation level of key concepts covered in the first year; to an intermediate level, requiring analytical and critical thinking skills in the second year; to finally end with the last two courses of advanced application.
- Courses offered in face-to-face, hybrid, and online modalities.
- Courses that meet face-to-face and hybrid formats to be taught in the evenings.

The coursework developed for this program has been designed to ensure that by demonstrating the achievement of the program outcomes, graduates have a firm foundation in the fundamentals of management. Nine courses have been identified as “Foundation” courses and will be offered during the first three terms of the program. Completion of the “Foundation” courses will increase the chances of the successful completion of “Intermediate” and “Advanced” courses that are offered the second year. The advanced courses are basically one capstone course that provides students with the opportunity to apply the strategic management skills that they have learned throughout the BASAM program. The other advanced course is an applied internship course, in which students work with public or private organizations to gain continued, real-world experiences. These two courses will be taken at the end of the program. A three-year BASAM course schedule has also been designed to accommodate the needs of students (see Appendix A).

2-year Schedule – BASAM Schedule

Year 1

Fall Quarter		
BASM 301	Foundations of Management (F2F)	5
BASM 305	Social Media in Business (HY)	5
CMST 310	Organizational Communication (GE) (HY)	5
		15

Winter Quarter		
PSYC 315	Organizational Behavior (GE) (F2F)	5
MATH 320	Managerial Statistics (GE) (F2F)	5
BASM 325	Business Principles (DL)	5
		15

Spring Quarter		
BASM 330	Accounting Principles for Managers (F2F)	5
BASM 335	Legal Issues in Management (HY)	5
BASM 340	Marketing for Managers (HY)	5
		15

Year Total 45

Year 2

Fall Quarter		
BASM 400	Human Resource Management (HY)	5
ECON 405	Managerial and Global Economics (GE) (F2F)	5
BASM 410	Project Management (DL)	5
		15

Winter Quarter		
BASM 415	Financial Management (F2F)	5
PHIL 420	Ethics in Management (GE) (DL)	5
BASM 425	Operations and Logistics (F2F)	5
		15

Spring Quarter		
ENVS 430	Environmental Science (GE) (HY)	5
BASM 440	Capstone: Strategic Management & Policy (HY)	5
BASM 450	Applied Management Internship (HY)	5
		15

Year Total 45

BASM in Management Total 90

Foundation Courses	Intermediate Courses	Advanced Courses
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F2F – Face to Face

HY – Hybrid

DL – Distance Learning

See Appendix B, for the three-year BASAM course schedule to accommodate part-time students.

Note: Once Clark College implements the ctLink software, the prefix for BASAM courses will change to reflect applied management.

The following are the courses for the BASAM educational plan. Courses are five (5) credits each, for a total of 90 credits to complete the program. For the course descriptions and outcomes and their alignments with program outcomes, please see Appendix C.

Year 1

BASM 301	Foundations of Management	Foundation
BASM 305	Social Media in Business	Foundation
CMST 310	Organizational Communication	Foundation
PSYC 315	Organizational Behavior	Foundation
MATH 320	Managerial Statistics	Foundation
BASM 325	Business Principles	Foundation
BASM 330	Accounting Principles for Managers	Foundation
BASM 335	Legal Issues in Management	Foundation
BASM 340	Marketing for Managers	Foundation

Year 2

BASM 400	Human Resource Management	Intermediate
ECON 405	Managerial and Global Economics	Intermediate
BASM 410	Project Management	Intermediate
BASM 415	Financial Management	Intermediate
PHIL 420	Ethics in Management	Intermediate
BASM 425	Operations and Logistics	Intermediate
ENVS 430	Environmental Science	Intermediate
BASM 440	Capstone: Strategic Management & Policy	Advanced
BASM 450	Applied Management Internship	Advanced

BASAM Program Total = 90 credits

Computer Aided Drafting and Design (CADD) is the program selected from our 44 CTE programs for this example. The following chart shows the total courses/credits a student will need to complete an AAS and the BASAM program. Please see Appendix A, for minimum general education requirements for Applied Baccalaureate degrees and the breakdown of total CTE and BASAM degree program credits.

Computer-Aided Drafting/Design	Bachelor of Applied Science in Applied Management
General Education 100/200 Level (30 cr.)	General Education 300/400 Level (30 cr.)
Communication Skills [C] 5 credits Ex: ENGL&101 English Composition I	Communication Skills [C] 5 credits CMST 310 Organizational Communication
Quantitative Symbolic Reasoning [QSR] 5 credits Ex: MATH 103 College Trigonometry	Quantitative Symbolic Reasoning [QSR] 5 credits MATH 320 Managerial Statistics
Natural Science [NS] 10 credits (must include 1 lab) Ex: PHSC 101 General Physical Science	Natural Science [NS] 5 credits ENVS 430 Environmental Science
Social Science [SS] 5 credits Ex: PSYC&100 General Psychology	Social Science [SS] 10 credits ECON 405 Managerial and Global Economics PSYC 315 Organizational Behavior
Humanities [HA/HB] 5 credits Ex: ART 103 Drawing I ART 175 Graphic Design Exploration	Humanities [HA/HB] 5 credits PHIL 420 Ethics in Management
Foundation Coursework (60 cr.)	BASAM Core (60 cr.)
Associate Degree [AAS] 60 credits Ex: CADD 101 CADD Orientation (1) CADD 102 CADD Careers (1) CADD 120 Basic Rhinoceros (4) CADD 130 Basic MicroStation (4) CADD 140 Basic AutoCAD (4) CADD 142 Intermediate AutoCAD (2) CADD 143 Civil Drafting 1 with Civil 3D (4) CADD 170 Basic Revit: Residential (4) CADD 199 Cooperative Work Experience (6) CADD 207 Presentation Graphics (4) CADD 214 AutoCAD Customization (3) CADD 230 Civil Drafting 2 (3) CADD 299 CADD Capstone Practicum (5) ENGR 113 Engineering Sketching (2) SURV 100 Introduction to GPS (2) SURV 102 Fundamentals of Survey (2) SURV 125 Introduction To GIS (3) SURV 250 Arc GIS I (3) HDEV 198 Portfolio Development (1) HDEV 200 Professional Development (2)	Bachelor of Applied Science in Applied Management [BASAM] 60 credits (5 cr. each) BASAM 301 – Foundations of Management BASAM 305 – Social Media in Business BASAM 325 – Business Principles BASAM 330 – Accounting Principles for Managers BASAM 335 – legal Issues in Management BASAM 340 – Marketing for Managers BASAM 400 – Human Resources Management BASAM 410 – Project Management BASAM 415 – Financial Management BASAM 425 – Operations and Logistics BASAM 440 – Capstone: Strategic Management & Policy BASAM 450 – Applied Management Internship

General Education credits 100/200 level = 30 credits General Education credits 300/400 level = 30 credits = 60 credits
 Foundation Coursework 100/200 level = 60 credits Total BASAM Core credits = 60 credits = 120 credits

Total CTE and BASAM degree program credits = 180 credits

Criterion 2. Qualified faculty.

Standard - 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. In addition, provide the total faculty FTE allocated to the program.

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 the technical course work in the program must have the following credentials:

- A minimum of a master's degree in business or management, doctoral-level degree preferred. Professional certification such as a Certified Public Accountant (CPA) or Juris Doctor (JD) is acceptable;
- A minimum three years of college-level teaching experience;
- A minimum three years of managerial/business work experience;
- Standards established in WAC 131-16-80 and WAC 131-16-91 as applicable.

Faculty teaching the general education course work in the program must have the following credentials:

- A minimum of a master's degree in the specific discipline, doctoral-level degree preferred;
- A minimum three years of college-level teaching experience.

Duties and Job Description

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 in which diversity and strong leadership are valued.

Faculty members will be chosen for their depth of educational and managerial experiences. The proposed BASAM faculty will include Clark College tenured faculty members, who will typically have teaching assignments at both the lower- and upper-division levels within the college; Clark College adjunct faculty members, who will be recruited to provide expertise in specific fields and who will have connections to the real world; and a faculty lead, who will provide administrative oversight and also participate in the delivery of the curriculum. See Appendix E for Faculty Profiles.

A variety of methods 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 (such as Canvas, Clark's current learning management system). Technical assistance will be available to all faculty, as they become proficient in the use of technology in the delivery of online instruction.

In addition, faculty must be willing to work in a far more collaborative mode in this learning community than is typically required, so they can approach the students, knowing what key concepts are being covered in the same courses being taught by their peers. This will provide opportunities for a more integrated approach, one that will be expected when students are in

managerial roles in organizations. In the workplace 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.

Professional development opportunities and funding will be made available for all faculty members to maintain and to update their skills. These opportunities include attending conferences, seminars, workshops, and collaborating with other faculty members in similar programs from other community colleges, locally and or nationally.

Provide total faculty FTE allocated to the program

One full-time equivalent (FTE) faculty member will be allocated to the program for the first cohort in year one. Other courses for year one will be taught by qualified full-time and adjunct faculty in their specialized disciplines.

BASAM Program Leadership

In order to launch and grow this program, appropriate leadership is required. This leadership is critical, especially at the initial stages of the BASAM program's development. A faculty lead will be selected on the bases of management, communication, and educational skills. It is imperative for the success of the program that the faculty lead play a liaison role between the program and all the resources available on campus and within the community. The faulty lead oversees both the academic and student service aspects of the BASAM program. Please see Appendix F for faculty lead job description.

Faculty Profiles

Faculty Name	Credentials	Courses Qualified to Teach
Atkinson, Patricia	M.S. in Economics, Portland State University B.A. in Economics, Marist College	405
Chatfield, Kathy	Ed.D. in Education-Teacher Leadership, Washington State University M.S. in Adult Education, Oregon State University B.A. in Theology and Cross-Cultural Communications, Arizona College of the Bible	410
Cook, Kate	M.S. in Mathematics, California State University, East Bay B.A. in Mathematics and Education, Principia College	320
Godwin, Deena	M.S. in Communication Studies, South Dakota State University B.A. in Organizational Communication, Dana College	310
Hamideh, Adnan	Ed.D. in Education, Portland State University M.B.A. in Business Administration, California State University B.S. in Business Administration, Portland State University B.A. in Sociology, Portland State University	325
Hazelbaker, Chato	Ed.D. in Organization Development, Portland State University M.A. in Leadership, Crown College B.A. in English, Rocky Mountain College	315
Jack, Debi	M.A. in Management and Organizational Leadership, Warner Pacific College B.A. in English, Boise State University	325
Kashyap, Divya	M.B.A. in Business Administration, Monash University Graduate Diploma in Information Technology, Central Queensland University B.S. in Mathematical Statistics, Monash University	305
Konrad, Steve	PhD in Organization and Management, Capella University (ABD) M.S. in Management, The American College B.A. in Business Administration, Ohio University	425, 440
Lemmond, Julie	M.B.A. in Business Administration, Marylhurst University B.S. in Business and Management, Marylhurst University	330, 415
Maduta, John	M.S. in Management and Organizational Leadership, Warner Pacific College B.A. in Public Relations, Western Washington University A.A. in Journalism, Clark College	301
Montierth, Charlene	Ph.D. in Geological Sciences, University of Oregon B.S. in Geology, University of California A.S., A.A., Long Beach City College	430
Nelson, Christian	M.A. in Philosophy, University of Colorado at Boulder B.A. in Philosophy, University of Colorado at Boulder	420
Otto, Kathleen	M.B.A. in Business Administration, University of Phoenix B.A. in Business Administration, University of Portland	400
Russell, S. Layne	J.D. College of William and Mary, Marshall Wythe School of Law B.A. in English with Honors, University of Memphis	335
Serrano, Patti	M.B.A. in Business Administration, University of Portland B.A. in Business Administration, Portland State University	301, 340
Sutherland, Roxane	M.S. in Communication, Portland State University B.A. in Liberal Studies, Evergreen State College A.A. in General Studies, Clark College	310
Worthington, Lucia	M.A. in Management, Claremont Graduate School B.A. in Philosophy and History, California Polytechnic University A.A. in Social Science, Chaffey College	450

For more complete Faculty Profiles, please refer to Appendix E.

Please note that the above faculty have not been assigned a BASAM course as yet. Interviews will be conducted of PhD candidates in order to select qualified professors.

Criterion 3 – Selective admissions process, if used for the program, consistent with an open door institution.

Standard- Describe the selection and admission process. Explain efforts that will be used to assure that the program serves as diverse a population as possible.

Admissions Process

Clark College is proposing a cohort model for the BASAM program, accepting as many as 35 students into the program each fall quarter. Students will complete their programs on either a two-year or three-year track. Applications are accepted early spring term, with forms available in the faculty lead's office and on the College's Business Division website. The final cohort selection will be determined by the end of the spring term for the fall term start.

Selection Process

BASAM program entrance consideration is based on the following:

- Completion of an AAS or AAT from an accredited domestic college or university or international equivalent with a minimum cumulative GPA of 2.5.
- Completion of the following courses, with a C grade or better
 - English composition (5 credits) at a 100 college-level or higher
 - MATH& 146 – Introduction to Statistics (5 credits)
 - BTEC 149, BTEC 150, or an equivalent computer literacy course (3-5 credits)
 - A minimum of 30 credits (Quarter credits) of general education requirements to include communication, quantitative skills, humanities, social science, and a natural science.
- Completion of the Clark College Application form for Admission and the BASAM Program. A non-refundable program application fee of \$75 is required at the time of application submission. This fee might be subject to change. Please refer to the application form (Appendix G).
- A minimum cumulative grade point average of 2.5 or above.
- A letter of intent (two pages, double-spaced, word processed), stating the applicant's reason for pursuing the BASAM degree and how it applies to his or her career goals.
- A resume/vita to include previous work experience, skill sets, career goals, references (academic, professional, personal), and optional statements, regarding extra-curricular and community service activities and other relevant information.
- Official transcripts from all other colleges sent to Clark College Enrollment Services.

The above criteria reflect prior academic achievements and strong, verifiable evidence of future academic success.

Upon admittance to Clark College, the applications will be forwarded to a BASAM committee to include the BASAM faculty lead and a Student Affairs administrator. The committee will review and scan all the applications that it receives, based on the criteria listed above and will make the final selection. Due to the expected high number of applicants that may exceed the available cohort limit, the first 35 students who apply during the admission process at the beginning of spring term and meet the BASAM program prerequisite will be accepted for each cohort. There will be a wait list with a maximum of five (5) students.

See Appendix H, for the complete selective admission process for the BASAM program.

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

To insure the inclusion of diverse populations, the strategies and plans will be implemented to include the following:

- Promoting the program to all segments of our service region, by collaborating with Clark's Office of Diversity and Clark's Veterans Resource Center and all student clubs and programs. In addition, recruiting and retaining under-represented populations such as displaced homemakers, the unemployed, and people with disabilities are key goals.
- Creating and providing scholarship opportunities to support BASAM students.
- Engaging local businesses and organizations, such as the Vancouver Chamber of Commerce and local service clubs, to support BASAM activities and internships.
- Contacting current students and alumni as well as graduates of other higher education institutions in the area to promote the BASAM program.
- Regularly checking with Clark College's Office of Planning and Effectiveness to track all the changes in the demographics of the local region, to guide promotional efforts to include diverse populations of Clark College's service district.
- Expanding cultural and educational enrichment activities through college- sponsored events such as field trips, lectures, and community partnerships, as examples.
- Collaborating with Clark College's International Program to better serve this diverse population and provide opportunities to faculty and other students to learn from the international students about their countries and cultures.

Based on the above efforts, changes will be made as necessary to ensure that diverse populations in Clark College's service area are well served.

Criterion 4. Appropriate student services plan.

Standard – 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

Clark College is strongly committed to student learning initiatives and successful programmatic outcomes. In addition to this instructional philosophy, students at Clark College are also active recipients of procedures and practices in Student Affairs that are thoughtfully implemented in order to increase academic performance, retention, and completion. The Bachelor of Applied Science in Applied Management students will be offered these same services as well as other enhanced services that are intrinsic to an applied baccalaureate program.

The first year of the BASAM program will contain one (1) cohort of 35 students. The projected impact on student services will be nominal during the initial launch year. By the second academic year, the BASAM program will expand by one (1) additional cohort; this will undoubtedly increase demand for both academic and non-academic services. Fortunately, the projected FTE generation structure for the BASAM program should help to offset impact costs to Student Affairs, both through the BASAM application fee allocation splits and the internal BASAM program support.

The enhanced services that BASAM students receive will be provided by the BASAM faculty lead and the secretary senior, hereafter referred to as the *BASAM Department*. Clark College's BASAM Department will oversee all the details of running the cohort smoothly. The BASAM Department will work with students through all phases of the program, including applicant selection, enrollment, and course and program completion.

Applications for endowments and grants to support the BASAM program costs due to increased workloads in Student Services and Student Affairs are currently in process. These additional funds will supplement BASAM tuition funds. Also, BASAM students will be provided a program code. As FTEs increase, a forecast for year three, the student usage rates will be tracked. An exact increase in costs per FTE will then be determined by a Clark College financial analyst to determine the dollar and time increases for human, technological, and operational resources.

BASAM Program- Application and Admissions

The BASAM Department will rely on the expertise provided through Enrollment Services to process and procure all incoming BASAM applications, by preparing a *selection folder* for each candidate with all documents required for admittance into the BASAM program. This selection folder will contain such documents as official transcripts, résumé, statement of intent, letters of recommendation, and the application fee receipt. The selection folders will be forwarded to the BASAM Department, to review the contents of the application materials, and then ultimately to select the 35 most suited applicants to be admitted to the program cohort. Additionally, an active BASAM program student waitlist will be maintained.

There is a \$75 admission fee to cover the College's processing cost for students. Consideration of the \$75 waiver will be made on a case-by-case basis by the faculty lead.

Admission deadlines and open admission dates are yet to be determined. However, the BASAM admission processes will be aligned with other similar programs in the State of Washington.

BASAM Program- Course Registration

Upon acceptance into a BASAM program, the BASAM Department will assist cohort students with timely, online, and in-person registration transactions. Impacts on Student Affairs during registration will be minimal, since registration procedures will follow standard Clark College approved enrollment protocols. Modifications to a BASAM student's term enrollment (e.g., adds, drops, and withdrawals) will be vetted through the BASAM faculty lead in order to monitor enrollments throughout the term and to ensure persistence and retention efforts are maximized wherever appropriate.

BASAM Program- Orientation

Each member of the cohort will be required to attend a three-day orientation. During this time, students will be attending various workshops, introducing them to the Clark College and the BASAM program services and expectations. The BASAM faculty lead will coordinate with student affairs and services to put together these workshops. Orientation topics will include: Canvas training; working teams in a cohort setting; library research and resources; utilizing prior learning for credits; overview of the required courses in the program, including the capstone and the internship courses, campus support services; and the code of student conduct – policies and procedures.

Student Financial Aid

Financial aid is available to all eligible students, including federal, state, and institutional grant funds, such as the Pell Grant, Washington State Need Grant or Work Study, and other funds relevant to the BASAM. The impacts of processing aid to BASAM students will be absorbed through streamlined processes in Clark College's PeopleSoft implementation. This flexible and highly automated system will allow students with varying aid packages and funding stipulations, to be reviewed and disbursed in the same timely fashion as students pursuing a certificate or two-year degree at Clark College.

Clark College has dedicated Financial Aid staff to support the Clark College BAS students. Financial consideration will be provided to the BASAM cohort students, as the program starts and continues to flourish. This service will provide financial health to the BASAM program and quality support to our students.

Advising and Educational Planning

Since the BASAM program is based on a cohort model, the students' educational plans are specifically designed in a way that allows students in the cohort to enroll in three BASAM classes every term for the duration of six terms or two years. There is also a three-year completion option available to students, to enroll in two BASAM classes per term. A total of 90 credits is required to graduate from the BASAM program (Appendix B). The BASAM Department will work with students individually in the event that there is any deviation from the educational plans.

All Clark College advisors will be cross-trained in the BASAM degree program requirements. Students in this program will work with advising and the faculty lead for course scheduling and advising. More reassigned time for the faculty lead and senior secretary will be provided as the program expands.

In the long run, as the program is projected to grow, a separate program advisor might be needed to take on some of the advising and educational planning; the assumption is that the BASAM program would have to absorb the additional costs of this future position. But for years one and two, each BASAM student will be required to develop an educational plan with the BASAM faculty lead in order to ensure that he or she can complete the program in a timely manner. Methods for BASAM advisement and educational planning will be based on state and institutional best practices, using integrative technologies in accordance with state-mandated record keeping policies.

Career Services

Career Services provides the resources and strategies for making informed career choices. This includes choosing a college major, developing career plans, creating job search materials, finding internships and full-time jobs, and making successful career transitions. The BASAM faculty lead will work closely with Career Services to ensure BASAM graduates have access to employment opportunities.

Disability Support Services (DSS)

The Disability Support Services (DSS) Office staff assists those with disabilities in pursuing their educational goals. The institution takes seriously its responsibility to follow both the spirit and letter of all pertinent federal and state mandates, regarding disability support services. Through the DSS Office, qualified persons with disabilities can address their concerns, regarding attitudinal or procedural barriers encountered, as well as any need for accommodation to assure equal access. The DSS office will provide information and auxiliary aids or services, as well as serving as a resource to the campus community in striving to make Clark College both an accessible and hospitable environment for persons with disabilities to utilize full and equal participation.

Veterans Affairs Office (VA)

Students eligible to receive VA educational benefits will meet with certifying officials to establish benefit eligibility, based on the educational plan developed by the BASAM Department. A certifying official will work closely with the Department to monitor continued eligibility. In addition to existing college resources, veterans can access support services through the Veterans Resource Center that include VA tutoring services, VA Vocational Rehabilitation advising, job resources, and Clark County community assistance programs.

Student Success Programs

The Student Success Programs office is responsible for coordinating the academic Early Warning (AEW) program which monitors students' satisfactory academic performance. When a faculty member provides feedback through the AEW system, trained staff will reach out to students, engage them in academic coaching strategies, and provide campus resources to ensure students remain on track to obtain their educational goals. The office offers several free seminars to help students succeed with topics such as "Test Taking Tips," "Managing Stress," and "How to Study Effectively." The BASAM Department will monitor the academic performance of each of the cohort students and partner with Student Success Programs to ensure the academic success of its students.

International Programs

International students may apply for admission to the BASAM program. The International Programs office provides international students with a range of services that they need to be successful in the United States. Staff members assist students through the admission process, provide housing contacts, present international student orientations, provide immigration and registration advising, and also organize cultural and social activities. The BASAM Department will collaborate fully with the International Programs office to answer questions about the BASAM program and to assist international students to matriculate into the cohort when it is appropriate to do so.

Tutoring

Online tutoring is available 24-hours a day. The face-to-face tutoring will be made available at convenient times in mathematics, statistics, accounting, and English. Advanced students, teachers, and professional tutors will be available to provide the tutoring services needed by the cohort students. An increased schedule of tutoring will be designed during the finals week.

Library Services

The Clark College Cannell library supports the Business and Management Career and Technical Education courses, by providing numerous resources such as subscriptions, databases, and books. The BASAM budget allows for updating and purchasing more resources, specifically for the 300- and 400-levels of Applied Management classes. The budget also allows for updating subscriptions to journals related to the BASAM courses as well as electronic subscriptions to many important literary sources, while maintaining the current links to other libraries. Also, the budget allows for a part-time librarian, dedicated to helping BASAM students to conduct research. For a more detailed information on the subscriptions and databases, please refer to Appendix H.

eLearning Office

The eLearning staff provides students with online Canvas and technical support services. The instructors are also provided with training on how to utilize Canvas in their face-to-face, hybrid, and online courses. This office also assists instructors in designing their courses using quality learning models. The BASAM program will utilize the services of this important office throughout the year, especially during the mandatory orientation sessions for BASAM students at the beginning of the year.

Computer Labs

Computer labs at Clark College are plentiful and are located and accessibly located in many buildings throughout the campus. There are two computer labs in Scarpelli Hall (the building that houses the BASAM program.) The hours of these labs will complement the BASAM course schedule. The software and hardware of these labs are upgraded frequently.

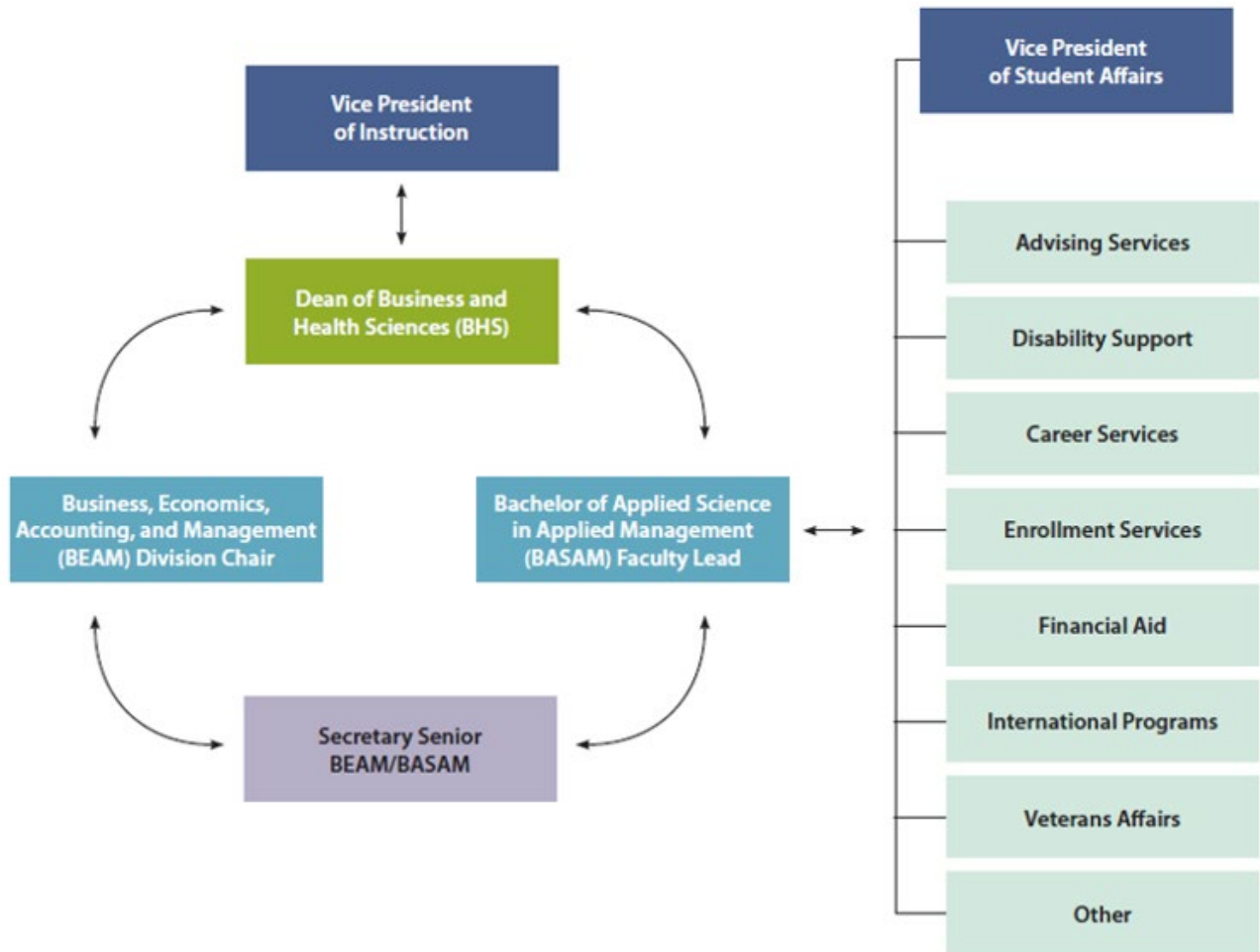
Other Services

Clark College provides its students with many more services that make their experiences at the college more convenient and accessible: gym facilities, bookstore, health and medical facilities, dental hygiene facilities that are open for students to utilize at reduced prices, security, food vendors, among other services.

Organizational Chart

The following organizational chart shows the relationship between the BASAM program, the Business Division and educational areas, and the various departments in Student Affairs.

Bachelor in Applied Science in Applied Management



Centralized Organizational Chart

Criterion 5. Commitment to build and sustain a high quality program.

Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be used; (4) equipment, technology, and instructional resources needed for the program.

Document the college’s ability to sustain the program over time.

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

The financial forecast is for the BASAM program to be self-supporting at the end of the second year of its launch. The start-up costs will be covered by the college. These costs are detailed in the projected program expenses (Appendix J). Student tuition will be the main source of revenue and will be sufficient to sustain the program and to provide extra income after all expenses are paid.

Cohort Model				
Year 1	Year 2	Year 3	Year 4	Year 5
Cohort A (1)	Cohort A (2)			
	Cohort B (1)	Cohort B (2)		
		Cohort C (1)	Cohort C (2)	
		Cohort D (1)	Cohort D (2)	
			Cohort E (1)	Cohort E (2)
				Cohort F (1)
				Cohort G (1)
* Every cohort consists of 35 students				
* In year three (3) two cohorts will start the BASAM program, with one in the Fall and one in the Spring				
* Two cohorts will start the program every other year so that there will only be three cohorts running at the same time				

Standard (2): Projected program expenses

The following worksheet projects the revenues and expenses from year 0 to year 5 or five years from the initial date of operation of the program. This plan is based on the following assumptions:

1. The program will start with one cohort of 35 students in the first year, then two in the following year.
2. A faculty lead will be hired in Year 1. Besides teaching some of the courses in the program, this full-time faculty lead will be given one-third release time to oversee the academic issues such as curriculum development, selecting and hiring adjunct faculty to teach the varies program courses, teacher evaluations, among other responsibilities.

The following worksheet shows the revenue and expenses of the first five (5) years of the BASAM program. It also shows the start-up costs as Year 0. Other assumptions and explanations about the numbers are listed below the worksheet

**BASAM in Applied Management
Projected Revenues & Expenditures**

	Year 0 2015- 2016	Year 1 2016- 2017	Year 2 2017- 2018	Year 3 2018- 2019	Year 4 2019- 2020	Year 5 2020- 2021
Annualized FTES	-	33	66	99	99	99
Revenue						
Tuition Revenue	-	129,101	258,202	387,303	387,303	387,303
Application Fee	-	2,625	2,625	5,250	2,625	5,250
<i>Total Revenue</i>	-	131,726	260,827	392,553	389,928	392,553
Expenditures						
Program	47,616	126,016	171,720	208,224	208,224	208,224
Library	-	6,801	7,385	20,688	29,062	32,843
<i>Total Expenditures</i>	47,616	132,817	179,105	228,912	237,286	241,067
Net (Shortfall) or Excess	<u>(47,616)</u>	<u>(1,091)</u>	<u>81,722</u>	<u>163,641</u>	<u>152,642</u>	<u>151,486</u>

For more details about the various financial figures listed in the worksheet, please see Appendix J.

Since the BASAM budget is new to the college, the dedicated and additional tuition revenue funds will be flexible and reviewed every term for the first three years. This process will accommodate the increased support costs required for the success of the BASAM program. There is a dedicated Clark College budget that includes Individual Faculty Development Funds (IFDF) which provides additional resources for faculty. Other budget increases will follow the Cannell Library model (See Appendix J - Assumptions), which shows increases in funds as the BASAM program expands. The BASAM program will be sustainable and of high quality for our students with continued efforts to increase resources to meet the program needs.

The vice president and deans of specific Student Affairs and Student Service areas will carefully track the work hours encumbered by the first and second cohorts due to BASAM student usage rates provided by codes and signatures. Additional staff and funding will be added accordingly. Projections for increased employment year one and two are low. Year three, with increased enrollments and tuition funds and possible endowments and grants, additional staff can be added accordingly.

Currently, there are ongoing discussions with the Clark College Foundation to procure endowments and/or grants and scholarships that are specific to the BASAM program. The Clark College Foundation is

a strong advocate for students. This Foundation has taken steps to support the business faculty, staff, and its programs and will continue to provide this support to include the BASAM program.

Standard (3): Appropriate facilities to be used

BASAM students will be easily and effectively accommodated in terms of physical facilities at Clark College. A smart classroom (computer, DVD player, document reader, and overhead projector) will be dedicated to the BASAM face-to-face and hybrid courses. The BASAM faculty lead and secretary senior's offices will be in proximity to the classroom for the students' convenience. A lounge/conference room will also be available for BASAM meetings and student cohort functions.



Scarpelli Hall

In addition, ample computer labs are conveniently located for the use of the BASAM students. Some of the general education courses will be taught in different classrooms, due to the special needs of those courses. All BASAM courses will be taught on the main campus in Scarpelli Hall. Also, the library houses many rooms that can be reserved for study groups and research instructions and applications.

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

In accordance with Clark College's policy on continuous upgrading of technology, the smart classroom (Scarpelli Hall Room 103) that is assigned to the BASAM program is equipped with the latest and necessary technology for instruction. In addition, the two open computer labs in Scarpelli Hall are also constantly upgraded and available for the students at extended hours.

Sustainability of the BASAM program

- Evaluate the BASAM program. This process is explained in standard 2, criterion 1, to review the BASAM program and to report the strengths and weaknesses of the program every two years. A plan of improvement will be put in place to address all the weaknesses and to capture opportunities to sustain and grow the program.
- Promote and recruit students continually. There will be on-going promotional and recruiting efforts. In terms of promotion, the BASAM faculty lead and staff will work closely with the Marketing and Communication Department at Clark College to design promotional materials, activities, a website, and other advertising venues to include print and broadcast. In addition, the BASAM faculty lead will maintain strong contacts with the local community, including employers, donors, non-profit organizations, clubs, and others. These strong contacts with local organizations will serve our students in terms of internships, grants, scholarships, and long-term employment. Also, these strong relations will help sustain and grow the BASAM program.
- Add more cohorts to sustain and ensure the growth of the program over time. The short-term plan is to start with one cohort in year one and add another cohort every succeeding year. In addition, the plan is to add a variety of BASAM programs in other disciplines if research and market demand warrants additional bachelor programs.
- Reach out to Clark College's Foundation for endowments and grants. Also, our students will be able to apply for scholarships and academic awards.
- Build relationships and formulate articulation agreements between the BASAM program with graduate schools as well as high schools in the region.

- Allow *credit for prior learning* to avoid redundancy, while maintaining the rigor of the program. This will encourage potential students currently working or those with prior experience to apply to the program.
- Maintain and strengthen the connections between the BASAM program staff and the deans and department and division chairs from various CTE programs to inform and recruit students.
- Conduct an exit survey of BASAM graduates to document their stories and experiences and also to reach alumni of BASAM graduates and invite them to BASAM events and classes.
- Introduce CTE students to the BASAM degree during College 101 sessions.
- Offer a three-day orientation to BASAM, prior to the start of each student's program, to introduce BASAM faculty and staff, to familiarize students with the cohort model, to provide training in Canvas and other technologies, and to share information about the College's support services.
- Add elective courses initially through Selected Topics to prepare students for graduate school pathways and to provide students with additional studies in their chosen fields.

Criterion 6. Program specific accreditation.

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

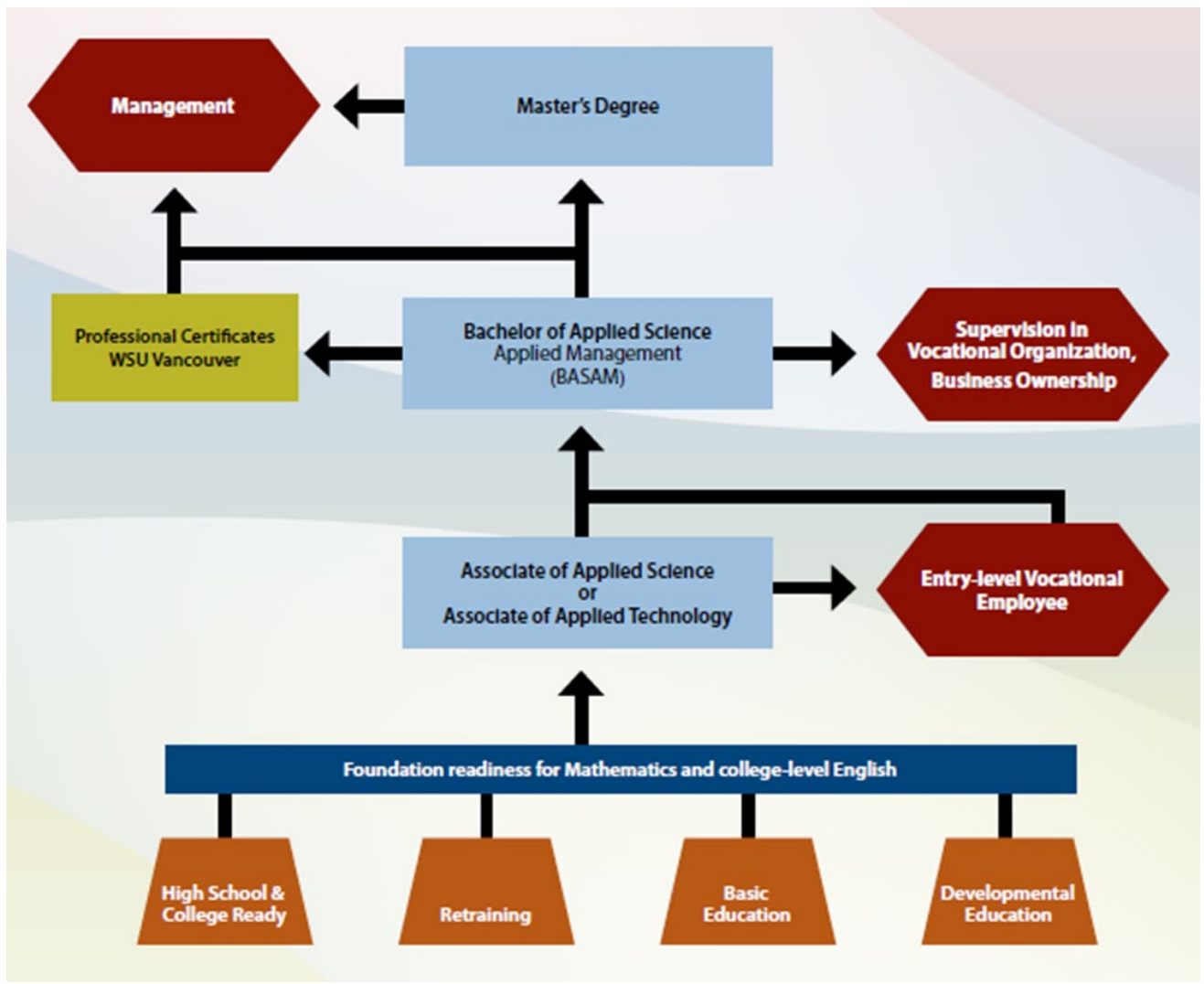
Clark College will not seek specific, specialized Bachelor of Applied Science in Applied Management program accreditation. There is currently no specialized accreditation available for this applied management program. However, Clark College will seek accreditation for this applied program from the Northwest Commission on Colleges and Universities (NWCCU) before promoting or starting this program.

Criterion 7. Pathway options beyond baccalaureate degree.

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

Several regional institutions that offer graduate level degrees such as WSU in Vancouver, Western Governor's University, University of Phoenix, and University of Portland were contacted in the Summer of 2014. The common response that Clark College received was that those institutions will consider accepting our BASAM graduates on the Master's level, if the graduates meet the entrance requirements of the transfer institution. Although there are not specific articulation agreements available, our students will be given the same equal opportunity to apply for graduate programs. Our efforts are ongoing to create MBA articulation agreements between regional transfer institutions and Clark College for its BASAM program. Please refer to the pathway chart below.

Clark College will provide the resources to prepare our students to apply and to have a higher probability of acceptance to graduate degrees. In the capstone course, Applied Management Internship, BASAM students will have the opportunity to explore additional educational pathways and masters' programs. BASAM program faculty and the faculty lead will also help to prepare students for these pathways to prepare for a master's degree, by locating preparation courses, seminars, and resources to assist students in meeting various admission requirements for standardized testing preparation for the Graduate Management Admissions Test (GMAT) or Graduate Record Examinations (GRE). Other resources include tutoring in English, Mathematics, and Computer Technology.



Criterion 8. External expert evaluation of program.

Standard – The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.

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 evaluators’ recommendations. Attach a short bio of the evaluators.

The two external evaluators for the BASAM program are from Washington State University in Vancouver. Dr. Jane Cote is the Academic Director of the Carson College of Business as well as a professor of accounting. Dr. Thomas Tripp is an Associate Dean and a Professor of Management.

Each reviewer will evaluate the program proposal document, based on her or his teaching experience and professional expertise. Both reviewers will also use the Applied Baccalaureate External Review Rubric as a guideline for providing comments and recommendations. Once the recommendations are received, suggestions to be implemented for BASAM will be sent to the Washington State Board (SBCTC) to document Clark College's proposed BASAM program updates as based on the external recommendations. The biographies of both evaluators will be included in the file.

Note: In preparing the BASAM proposal document, the management program syllabi from Washington State University Vancouver (WSUV) were reviewed, as to differentiate our BASAM courses from WSUV's management courses. The differences in the curriculums lie in BASAM's textbook selection and exacting applied approach to course content. There is additional information about our collaboration with WSUV and its external evaluators in a separate document: Program Proposal Criterion 8 – Addendum.

Appendixes

Bachelor of Applied Science in Applied Management Program

Appendix A – Total CTE and BASAM program credit chart

Appendix B – Three-year BASAM Course Schedule

Appendix C – Course Descriptions and Outcomes

Appendix D – BASAM Program Evaluation Process

Appendix E – Faculty Profiles

Appendix F – Faculty Lead Job Description

Appendix G – Application Form for Admission

Appendix H – BASAM Program Selection Process

Appendix I – Detailed Library Financial Forecast

Appendix J – Detailed Financial Forecast

**Appendix K – Business Division Advisory Committee – Letter
of Support**

Appendix A – Total CTE and BASAM degree program credit chart

Clark College BASAM: Credit Breakdown

RECOMMENDATION FOR MINIMUM **GENERAL EDUCATION** REQUIREMENTS FOR APPLIED BACCALAUREATE DEGREES

Passed by the Instruction Commission May 2011

I. Students must earn a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.

II. The general education courses will include courses earned at either/both the associate degree and/or applied bachelor's degree level, based on the total required 180 quarter hours of credit.

III. A minimum of 60 quarter hours of general education courses will be required, to include the following:

a. Communication Skills (10 credits)

Must include at least two communication courses to include a minimum of one English composition course; e.g. ENGL& 101. Remaining credits may be an additional composition course or designated writing-intensive courses or courses in basic speaking skills (e.g., speech, rhetoric, or debate).

b. Quantitative/Symbolic Reasoning Skills (5 credits)

Must be achieved through one of the following college-level courses: symbolic reasoning or a quantitative reasoning course in computer science, statistics, or mathematics.

c. Humanities (10 credits)

d. Social Sciences (10 credits)

e. Natural Sciences (10 credits)

At least 5 credits in physical, biological and/or earth sciences. Shall include at least one laboratory course.

f. Any remaining general education courses to achieve the required 60 credits may be distributed in a manner that best suits the curriculum needs of the baccalaureate program.

Computer Aided Drafting and Design (CADD) is the program selected from our 44 CTE programs for this example. The following chart shows the total courses/credits a student will need to complete an AAS and the BASAM program.

Computer-Aided Drafting/Design	Bachelor of Applied Science in Applied Management
General Education 100/200 Level (30 cr.)	General Education 300/400 Level (30 cr.)
Communication Skills [C] 5 credits Ex: ENGL&101 English Composition I	Communication Skills [C] 5 credits CMST 310 Organizational Communication
Quantitative Symbolic Reasoning [QSR] 5 credits Ex: MATH 103 College Trigonometry	Quantitative Symbolic Reasoning [QSR] 5 credits MATH 320 Managerial Statistics
Natural Science [NS] 10 credits (must include 1 lab) Ex: PHSC 101 General Physical Science	Natural Science [NS] 5 credits ENVS 430 Environmental Science
Social Science [SS] 5 credits Ex: PSYC&100 General Psychology	Social Science [SS] 10 credits ECON 405 Managerial and Global Economics PSYC 315 Organizational Behavior
Humanities [HA/HB] 5 credits Ex: ART 103 Drawing I ART 175 Graphic Design Exploration	Humanities [HA/HB] 5 credits PHIL 420 Ethics in Management
Foundation Coursework (60 cr.)	BASAM Core (60 cr.)
Associate Degree [AAS] 60 credits Ex: CADD 101 CADD Orientation (1) CADD 102 CADD Careers (1) CADD 120 Basic Rhinoceros (4) CADD 130 Basic MicroStation (4) CADD 140 Basic AutoCAD (4) CADD 142 Intermediate AutoCAD (2) CADD 143 Civil Drafting 1 with Civil 3D (4) CADD 170 Basic Revit: Residential (4) CADD 199 Cooperative Work Experience (6) CADD 207 Presentation Graphics (4) CADD 214 AutoCAD Customization (3) CADD 230 Civil Drafting 2 (3) CADD 299 CADD Capstone Practicum (5) ENGR 113 Engineering Sketching (2) SURV 100 Introduction to GPS (2) SURV 102 Fundamentals of Survey (2) SURV 125 Introduction To GIS (3) SURV 250 Arc GIS I (3) HDEV 198 Portfolio Development (1) HDEV 200 Professional Development (2)	Bachelor of Applied Science in Applied Management [BASAM] 60 credits (5 cr. each) BASAM 301 – Foundations of Management BASAM 305 – Social Media in Business BASAM 325 – Business Principles BASAM 330 – Accounting Principles for Managers BASAM 335 – legal Issues in Management BASAM 340 – Marketing for Managers BASAM 400 – Human Resources Management BASAM 410 – Project Management BASAM 415 – Financial Management BASAM 425 – Operations and Logistics BASAM 440 – Capstone: Strategic Management & Policy BASAM 450 – Applied Management Internship

General Education credits 100/200 level = 30 credits General Education credits 300/400 level = 30 credits = 60 credits
 Foundation Coursework 100/200 level = 60 credits Total BASAM Core credits = 60 credits = 120 credits

Total CTE and BASAM degree program credits = 180 credits

Appendix B – Three-year BASAM Course Schedule

Year 1

Fall Quarter		
BASM 301	Foundations of Management (F2F)	5
CMST 310	Organizational Communication (GE) (HY)	5
		10

Winter Quarter		
MATH 320	Managerial Statistics (GE) (F2F)	5
BASM 325	Business Principles (DL)	5
		10

Spring Quarter		
BASM 330	Accounting Principles for Managers (F2F)	5
BASM 340	Marketing for Managers (HY)	5
		10

Year Total 30

Year 2

Fall Quarter		
BASM 305	Social Media in Business (HY)	5
ECON 405	Managerial and Global Economics (GE) (F2F)	5
		10

Winter Quarter		
PSYC 315	Organizational Behavior (GE) (F2F)	5
PHIL 420	Ethics in Management (GE) (DL)	5
		10

Spring Quarter		
BASM 335	Legal Issues in Management (HY)	5
ENVS 430	Environmental Science (GE) (HY)	5
		10

Year Total 30

Year 3

Fall Quarter		
BASM 400	Human Resource Management (HY)	5
BASM 410	Project Management (DL)	5
		10

Winter Quarter		
BASM 415	Financial Management (F2F)	5
BASM 425	Operations and Logistics (F2F)	5
		10

Spring Quarter		
BASM 440	Capstone: Strategic Management & Policy (HY)	5
BASM 450	Applied Management Internship (HY)	5
		10

Year Total 30

BASM in Management Total 90

Foundation Courses	Intermediate Courses	Advanced Courses
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F2F – Face to Face HY – Hybrid DL – Distance Learning

Note: Once Clark College implements the ctLink software, the prefix for BASAM courses will change to reflect applied management.

Course Descriptions and Outcomes

Course Number	BASAM 301
Course Name	Foundations of Management
Number of Credits	5
Course Level	Foundation
Course Modality	Face-to-face

Course Description:

This management course serves as the core and foundation for the Bachelor of Applied Science in Applied Management program. It merges both theories and management practices to serve as a practical tool for managers. The course stresses good management practices and higher-level decision making, by ensuring that current changes in industry and technology are applied to problem solving and innovative sources for the growth and survival of an organization.

Course Outcomes:

- Apply the four management functions specific to organizational needs;
- Assess organizational structures and design to ensure appropriateness to present realities and needs;
- Prepare a control system for specific management tasks;
- Analyze work and task design to ensure for efficiencies and up-to-date design and best uses of technologies;
- Design innovative strategies for organizational change;
- Demonstrate effective motivational techniques for productive work processes.

Program Outcomes:

1	Global /Domestic Trade and Research	X	5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	x	8	Marketing Strategies	

Course Number	BASAM 305
Course Name	Social Media in Business
Number of Credits	5
Course Level	Foundation
Course Modality	Hybrid

Course Description:

With the growth of Internet and the popularity of social media among consumers, companies now communicate with their target markets in what is becoming the new wave. This course covers the knowledge and theories of these growing areas, by illustrating topics such as E-commerce, E-marketing strategy, social media marketing strategy, social consumers in digital communities, and measuring the impact of social media marketing. The primary focus of the course is to understand how marketing activities can be implemented, via Internet and social media, to reach target customers and strategic objectives.

Course Outcomes:

- Evaluates the marketing strategy applications enabled by the Internet technology;
- Assess the influence of new media and social networks on consumer behavior and marketing responses and analyzing the functions of each;
- Examine the effectiveness of e-commerce and social network platforms for marketing and customer communications and devise marketing and news media planning for e-commerce;
- Apply terminology related to the use of social media in a marketing context;
- Develop both proactive and reactive strategies to manage corporate messaging in a social media environment;
- Identify and respond to significant legal and ethical issues related to social media, including laws and voluntary agreements covering protection of individual and institutional information and data.

Program Outcomes:

1	Global /Domestic Trade and Research		5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues		8	Marketing Strategies	X

Course Number	CMST 310
Course Name	Organizational Communication
Number of Credits	5
Course Level	Foundation
Course Modality	Hybrid

Course Description:

Introduction to the communication dynamics of an organization, including the major theories of organizational communication, identifying and defining primary concepts, and applying them to discussions of real-world situations. Students will analyze relationships between structural variables in the organization and informal communication channels, organizational culture, and strategic communication. Topics include public and human relations, conflict resolution, motivation, coaching, leadership, informal communication networks, corporate culture, socialization, globalization, the role of technology, and external communication, as they relate to organizations. The theory and research will be applicable to students through case studies of actual organizational problems/issues.

Course Outcomes:

- Work cooperatively with others in a variety of organizational communication contexts;
- Develop analytical skills that allow students to observe and gather data about organizational communication and develop presentation/writing skills to effectively communicate this knowledge;
- Create and deliver a variety of presentations (oral and visual) for specific clients and situations, analyzing each for audience, purpose, and context;
- Analyze interpersonal and organizational communication contexts and evaluate the success of the communication;
- Apply knowledge of verbal and nonverbal communication to common school and business contexts.

Program Outcomes:

1	Global /Domestic Trade and Research		5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues		8	Marketing Strategies	x

Course Number	PSYC 315
Course Name	Organizational Behavior
Number of Credits	5
Course Level	Foundation
Course Modality	Face-to-face

Course Description:

This course focuses on managing relationships in organizations. Students gain practical experience in managing teams, resolving conflict, and building professional and effective relationships. Special emphasis is placed on managing difficult behavioral human situations, whether among employees within the organization or with external stakeholders.

Course Outcomes:

- Evaluate and apply effective practices to make decisions and to resolve conflicts;
- Design effective team building strategies for a variety of tasks and work situations;
- Demonstrate best practices in motivating a diverse workforce for high performance, productivity, and group behavior;
- Demonstrate leadership styles appropriate for specific situations.

Program Outcomes:

1	Global /Domestic Trade and Research		5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	

Course Number	MATH 320
Course Name	Managerial Statistics
Number of Credits	5
Course Level	Foundation
Course Modality	Face-to-face

Course Description:

Managerial Statistics lays the foundation for statistical thinking and imparts many valuable skills that are widely used in marketing, finance, economics, supply chain management, and financial accounting. This course also expands spreadsheet skills and advances the type of computing expertise required for analyzing large aggregates of complex data. This is a hands-on course, with an emphasis on examining and interpreting data, descriptive and inferential statistics, and using various statistical tools.

Course Outcomes:

- Correctly analyze managerial business problems, through the comprehension of statistical thinking and data analysis techniques for effective decision making;
- Collect, calculate and interpret qualitative as well as quantitative data and present it in a meaningful way;
- Analyze and apply computer-generated statistical output to solve problems;
- Discuss and explain the ethical issues of using statistics.

Program Outcomes:

1	Global /Domestic Trade and Research	X	5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues		8	Marketing Strategies	

Course Number	BASAM 325
Course Name	Business Principles
Number of Credits	5
Course Level	Foundation
Course Modality	Online

Course Description:

This course provides a study of various facets of business, from economic systems to forms of business and from ownership to considerations for running a business. Students learn various aspects of business, management, and leadership functions; organizational considerations; decision-making processes; and marketing concepts. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business challenges in the legal and regulatory environment, business ethics, social responsibility, and international business.

Course Outcomes:

- Analyze internal and external factors which make up a dynamic business environment;
- Evaluate stakeholders and the impact on an organization;
- Explain the impact globalization has on business;
- Demonstrate the ability to assess business cycles;
- Evaluate the best legal forms for a business;
- Create a reflective component on the necessity to understand business models and practices;
- Assess the environment of an organization including political, economic, and social factors.

Program Outcomes:

1	Global /Domestic Trade and Research	X	5	Financial Models	
2	Communication Skills		6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	

Course Number	BASAM 330
Course Name	Accounting Principles for Managers
Number of Credits	5
Course Level	Foundation
Course Modality	Face-to-face

Course Description:

This is a BASAM foundation course in accounting theory and principles, applications, and language, with emphasis from a manager’s perspective for the requirement to measure and control. Analyzing balance sheets, income statements, cash flow statements, cost behavior, financial statement interrelationships, financial analysis, product costing, and budgetary control systems is covered. Topics include information reporting for planning, coordinating, and monitoring the performance of an organization.

Course Outcomes:

- Explain the primary relationships 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 accounting scenarios for differing situations or environments;
- Create the financial section of a business plan for a hypothetical organization.

Program Outcomes:

1	Global /Domestic Trade and Research		5	Financial Models	X
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	

Course Number	BASAM 335
Course Name	Legal Issues in Management
Number of Credits	5
Course Level	Foundation
Course Modality	Hybrid

Course Description:

This course explores the state and federal laws that affect management behavior and organizational practices, including contracts, business organizations, employment law, product liability, safety issues, and environmental regulations. This course pays special attention to issues surrounding a business start-up and intellectual property. Each student develops a portfolio/notebook of topics related to his/her career choice.

Course Outcomes:

- Comprehend the state and federal laws that affect management behavior and organizational practices;
- Understand the legal issues concerning contracts, business organizations, employment law, product liability, safety and environmental regulations;
- Assess the issues surrounding a business start-up and intellectual property,

Program Outcomes:

1	Global /Domestic Trade and Research		5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	x
4	Legal Issues	X	8	Marketing Strategies	

Course Number	BASAM 340
Course Name	Marketing for Managers
Number of Credits	5
Course Level	Foundation
Course Modality	Hybrid

Course Description:

This comprehensive and practical Marketing for Managers course is designed to develop the marketing knowledge and skills necessary for a successful manager of a profit business firm or a non-profit organization. The course demonstrates how to identify and satisfy customers’ needs and wants. Students are introduced to key aspects of marketing for firms both large and small, such as marketing research; target market planning and segmentation; product planning, pricing, promoting, and placement (general distribution); international marketing; and the development of general marketing goals, strategies, and their implementation, with a view toward quality societal standards. Students develop a comprehensive marketing plan.

Course Outcomes:

- Implement the fundamental marketing functions in organizations and global business environment;
- Evaluate the social, legal, political, and ethical concerns in marketing;
- Develop effective strategic and analytic marketing skills;
- Demonstrate an individual capability for meeting high standards in terms of marketing skills, and professional impression management and conduct;
- 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 effective marketing plan.

Program Outcomes:

1	Global /Domestic Trade and Research	X	5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	X

Course Number	BASAM 400
Course Name	Human Resource Management
Number of Credits	5
Course Level	Intermediate
Course Modality	Hybrid

Course Description:

This course presents the fundamental principles and techniques of personnel management and examines the management of human resources from the point of view of the personnel officer, the operational manager, and the employee. The students examine the responsibilities of organizational leadership for incorporating human resource issues into strategic planning and initiatives. The emphasis is placed on current legal considerations, issues, and research.

Course Outcomes:

- Introduce the role of Human Resource Management (HRM) in the attainment of foundational skills, performance, and compliance within a diverse workforce;
- Identify effective versus ineffective HRM practices to include hiring, promoting, working with diverse population, safety practices, and motivating employees;
- Synthesize information regarding the effectiveness of recruiting methods and the validity of selection procedures, to make appropriate staffing decisions;
- Design a training program using a useful framework for evaluating training needs, designing a training program, and evaluating training results;
- Explain knowledge of employee benefit concepts and plans, administrative considerations, and regulations governing employee benefit practices;
- Properly interpret salary survey data and design a pay structure with appropriate pay grades and pay ranges for a performance-based pay system.

Program Outcomes:

1	Global /Domestic Trade and Research	x	5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	

Course Number	ECON 405
Course Name	Managerial and Global Economics
Number of Credits	5
Course Level	Intermediate
Course Modality	Face-to-face

Course Description:

This course reviews basic issues in microeconomics, macroeconomics, and global economics. Topics include allocation of resources, economic systems, economic institutions and incentives, market structures and prices, and productivity. Also included are issues related to the global marketplace, aggregate supply and demand, and governmental policy towards business.

Course Outcomes:

- Evaluate basic introductory level of econometric analysis and its role in managerial decision making;
- Analyze and apply economic concepts and tools that have direct managerial applications;
- Apply analytical skills through integrating knowledge of the economic theory with decision making techniques;
- Research and apply economic models to isolate the relevant elements of a managerial problem, identify the relevant relationships, and formulate managerial models and apply decision making tools;
- Evaluate and analyze various economic theories and models, including price determination in alternative market structures, demand theory, production and cost functions, and decision making under uncertainty.

Program Outcomes:

1	Global /Domestic Trade and Research	X	5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	

Course Number	BASAM 410
Course Name	Project Management
Number of Credits	5
Course Level	Intermediate
Course Modality	Online

Course Description:

This course presents the concepts, issues, and approaches important in effectively managing projects. Topics and applications include project selection, project planning, negotiation, budgeting, scheduling, resource allocation, project control, project auditing, and project termination. Topics are viewed from a managerial perspective.

Course Outcomes:

- Analyze and apply the variety of concepts and issues involved in project management;
- Demonstrate the types of decisions a project manager must make to effectively complete a project on time and on budget. Examine the conflicting demands from different parties on the manager;
- Use project management software such as Microsoft Project;
- Apply concepts from this course to a real-world management projects;
- Evaluate and select the most desirable projects, identifying the key risks and appropriate approaches;
- Identify desirable characteristics of effective project managers;
- Apply appropriate techniques to assess ongoing project performance.

Program Outcomes:

1	Global /Domestic Trade and Research		5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues		8	Marketing Strategies	

Course Number	BASAM 415
Course Name	Financial Management
Number of Credits	5
Course Level	Intermediate
Course Modality	Face-to-face

Course Description:

This course shows managers how to interface with accounting and finance departments, facilitating their understanding of how firms meet their financial objectives, utilizing financial decision-making. It also describes financial tools and techniques which can be used to help firms maximize value, by improving decisions relating to capital budgeting, capital structure, and working capital management. This course deals with a number of related topics, including multinational financial management, risk management, mergers, and acquisitions.

Course Outcomes:

- Outline the characteristics of different financial assets such as money market instruments, bonds, and stocks, and how to buy and sell these assets in financial markets;
- Defend the benefit of diversification when holding a portfolio of assets and the importance of the market portfolio;
- Apply different valuation models to evaluate fixed income securities, stocks, and how to use different derivative securities to manage their investment risks;
- Organize financial transactions effectively and with integrity;
- Explain how financial markets are globally integrated, discussing relevant cases and examples involving international companies.

Program Outcomes:

1	Global /Domestic Trade and Research	X	5	Financial Models	X
2	Communication Skills		6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	

Course Number	PHIL 420
Course Name	Ethics in Management
Number of Credits	5
Course Level	Intermediate
Course Modality	Online

Course Description:

This course enables students to examine the role of ethics and social responsibility in the management of public and private sectors of organizations and businesses. Theoretical concepts in business ethics, applied to real-world situations, are based on challenges managers face. An emphasis on contemporary trends and corporate responsibilities with respect to ethical, legal, economic, regulatory conditions, and the needs of stakeholders in the global marketplace are included. Case studies are used to explore real-world ethical and social responsibility situations.

Course Outcomes:

- Establish ethical practices for both legal consistencies and moral codes;
- Analyze decision making processes for fairness and inclusion;
- Design organizational policies to ensure balanced and effective internal and external environments;
- Assess fairness and justice in policies and leadership styles;
- Demonstrate an understanding of various power and leadership styles appropriate for specific situations;
- Analyze the relationship between business ethics, the law, society, and the integrity of an organization.

Program Outcomes:

1	Global /Domestic Trade and Research	X	5	Financial Models	X
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	X

Course Number	BASAM 425
Course Name	Operations and Logistics
Number of Credits	5
Course Level	Intermediate
Course Modality	Face-to-face

Course Description:

This course reviews the physical movement and storage of goods, such as raw materials, semi-finished and finished goods, and all the associated managerial activities that are important for effective control. Close attention is paid to managerial concepts and responsibilities such as transportation, inventory, warehousing, packaging, materials handling, network design, and customer service. This curriculum also covers the importance of interrelationships between logistics and production, marketing, financial management, and quality control.

Course Outcomes:

- Specify the role and goal of the Logistics function within a company;
- Use the basic tools and techniques to plan and improve all aspects of the supply chain;
- Describe the control systems that can be used for operations management in a wide variety of environments.
- Acquire knowledge of up-to-date systems and approaches of managing operations in service organizations;
- Explain how to build an efficient and effective service organization;
- Explain and diagram modern concepts and applications of logistics management in supply chain and global business environments;
- Acquire skills in utilizing quantitative and qualitative methods and software applications in managing logistic functions and logistic information systems.

Program Outcomes:

1	Global /Domestic Trade and Research	x	5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	

Course Number	ENVS 430
Course Name	Environmental Science
Number of Credits	5
Course Level	Intermediate
Course Modality	Hybrid

Course Description:

Investigate how environmental problems have arisen due to human activities (global warming, air pollution, waste disposal) and their impact on corporate practices, to include the corporate mission, competitive strategy, technology choices, production development decisions, production processes, and corporate responsibilities. Regulations and permits will be reviewed from the perspective of local planning departments. Changes to the environment by using resources at rates that exceed the system's ability to replenish them will also be covered. This course will have a one credit lab component.

Course Outcomes:

- Articulate the scope of environmental problems affecting businesses;
- Recognize and articulate the impact of environmental pressures on the corporate mission;
- Determine the appropriate permits required for establishing and on the ground projects;
- Perform field assessments as a team, including impacts and enhancements, in order to prepare permit applications and present results.
- Research and report the environmental problems that have arisen due to human activities.

Program Outcomes:

1	Global /Domestic Trade and Research	X	5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	

Course Number	BASAM 440
Course Name	Capstone: Strategic Management & Policy
Number of Credits	5
Course Level	Advanced
Course Modality	Hybrid

Course Description:

This capstone course 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. Strategic issues for examination facing organizations include the global economy, regulatory changes, competitive pressures, challenges from non-traditional competitors, and the identification and realization of new products. Topics also 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.

Course Outcomes:

- Apply real-world solutions for serious challenges to organizations, recommending innovation, differentiation, and motivational strategies;
- Devise a competitive advantage proposal for domestic and/or global markets;
- Synthesize the BASAM program outcomes with technical skills for a value-added learning experience;
- Choose the appropriate analytical tools to determine the facts and trends relevant to an issue, an opportunity, and internal capabilities of an industry structure;
- Recognize and incorporate the ethical 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, to include mission, vision, and value statements;
- Describe ongoing management policies, financial measures, and related metrics to monitor the attainment of objectives and goals.

Program Outcomes:

1	Global /Domestic Trade and Research	X	5	Financial Models	X
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	X

Course Number	BASAM 450
Course Name	Applied Management Internship
Number of Credits	5
Course Level	Advanced
Course Modality	Hybrid

Course Description:

This course is designed to provide students with major-related, supervised, evaluated practical training work experiences which may be paid or voluntary. Students are graded on the basis of the quality of documented learning acquired through hands-on, new experiences in an actual work setting. The course-related outcomes are designed and agreed upon by the student, the organization providing the internship, the faculty member teaching this course, and the BASAM faculty lead. (Four credits application/ one credit seminar).

Course Outcomes:

- Analyze industry categories for personal and professional goals that fit with interests and abilities;
- Directly apply the learning achieved from the BASAM course work to specific opportunities that exist in an organization;
- Engage in an on-site work experience, supporting the value and mission of a chosen organization, applying competencies learned and seeking new learning opportunities;
- Articulate the key challenges and opportunities that the organization encounters;
- Develop an action plan for a defined organizational issue/problem or situation, utilizing the student’s acquired skills to provide meaningful and practical input to the organization;
- Establish collaborative and sustainable relationships at a chosen organization.

Program Outcomes:

1	Global /Domestic Trade and Research		5	Financial Models	
2	Communication Skills	X	6	Organizational Structures/ Operating Procedures	X
3	Leadership/ Strategic Managerial Functions	X	7	Productive and Diverse Workforce/ Ethics and Social Responsibility	X
4	Legal Issues	X	8	Marketing Strategies	

Appendix D – BASAM Program Evaluation Process

BASAM Program Evaluation Process

I. Evaluation Tools Used and Reports Generated – Internal Stakeholders

Evaluator	Tool(s)	Evaluation Areas (Criteria)
Advisory Committee	Survey	<ul style="list-style-type: none"> • Expectations and standards of students, institutions, and organizations that employ our students • The academic performance of students in the program to ensure successful completion of courses at acceptable levels • The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise
Current Students	Satisfaction Survey Course Evaluation Form	<ul style="list-style-type: none"> • Expectations and standards of students, institutions, and organizations that employ our students • Pathway preparation for post-BASAM studies • The cohort model and its effectiveness, with open-ended and hybrid program models to be considered • Relevant, clear, measurable, and aligned course and program outcomes • The academic performance of students in the program to ensure successful completion of courses at acceptable levels • Sufficient quality resources in terms of personnel, technology, funding, facilities, and all other relevant resources to ensure the successful execution of the program • Effective ease of access to student admission, advising, and other aspects of quality student services • Employment of the BASAM graduates in their chosen fields, to ensure the attainment of living-wage incomes and benefits, commensurate with the prevailing incomes for comparable degree holders • The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise
Program Faculty	Survey	<ul style="list-style-type: none"> • Alignment of the BASAM program with Clark College’s mission, core themes, and values • Expectations and standards of students, institutions, and organizations that employ our students • Pathway preparation for post-BASAM studies • The cohort model and its effectiveness, with open-ended and hybrid program models to be considered • Relevant, clear, measurable, and aligned course and program outcomes • The retention, completion, and changes in the student head count and full-time equivalents (FTEs) • The academic performance of students in the program to ensure successful completion of courses at acceptable levels • Faculty engagement in Clark College’s assessment program, leading to measurable improvements in teaching and learning, is ongoing in every course taught within this program

		<ul style="list-style-type: none"> • Sufficient quality resources in terms of personnel, technology, funding, facilities, and all other relevant resources to ensure the successful execution of the program • Effective ease of access to student admission, advising, and other aspects of quality student services • Employment of the BASAM graduates in their chosen fields, to ensure the attainment of living-wage incomes and benefits, commensurate with the prevailing incomes for comparable degree holders • The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise
Administrators	<p>Expenditure Report</p> <p>FTE Student Report</p> <p>Retention Rate Report</p> <p>Survey</p>	<ul style="list-style-type: none"> • Alignment of the BASAM program with Clark College’s mission, core themes, and values • Expectations and standards of students, institutions, and organizations that employ our students • Pathway preparation for post-BASAM studies • The cohort model and its effectiveness, with open-ended and hybrid program models to be considered • Relevant, clear, measurable, and aligned course and program outcomes • The number of inquiries, applicants, and wait list individuals for the program each year • The retention, completion, and changes in the student head count and full-time equivalents (FTEs) • The academic performance of students in the program to ensure successful completion of courses at acceptable levels • Faculty engagement in Clark College’s assessment program, leading to measurable improvements in teaching and learning, is ongoing in every course taught within this program • Sufficient quality resources in terms of personnel, technology, funding, facilities, and all other relevant resources to ensure the successful execution of the program • Effective ease of access to student admission, advising, and other aspects of quality student services • A program that reflects the changes in the demographics of the college’s service area in terms of program admission and completion rates • Employment of the BASAM graduates in their chosen fields, to ensure the attainment of living-wage incomes and benefits, commensurate with the prevailing incomes for comparable degree holders • The costs, break-even point, and funds collected by the college each fiscal year, to ensure the financial efficiency of the program • The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise

Timeline: Process completed once every two years.

II. Evaluation Tools Used and Reports Generated – External Stakeholders

Evaluator	Tool(s)	Evaluation Areas (Criteria)
BASAM Program Graduates	Post-graduate Survey Interviews	<ul style="list-style-type: none"> • The cohort model and its effectiveness, with open-ended and hybrid program models to be considered • Employment of the BASAM graduates in their chosen fields, to ensure the attainment of living-wage incomes and benefits, commensurate with the prevailing incomes for comparable degree holders • The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise • Follow-up satisfaction interviews with BASAM graduates after one, three, and five years
Employees – BASAM Internship Students	Survey	<ul style="list-style-type: none"> • Expectations and standards of students, institutions, and organizations that employ our students • The academic performance of students in the program to ensure successful completion of courses at acceptable levels • Employment of the BASAM graduates in their chosen fields, to ensure the attainment of living-wage incomes and benefits, commensurate with the prevailing incomes for comparable degree holders • The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise • Employer surveys to collect data, regarding wage/salary rates and fluctuations, promotions, skill development, and the general competency of our graduates
Employers – BASAM Graduates	Survey	<ul style="list-style-type: none"> • Expectations and standards of students, institutions, and organizations that employ our students • The academic performance of students in the program to ensure successful completion of courses at acceptable levels • Employment of the BASAM graduates in their chosen fields, to ensure the attainment of living-wage incomes and benefits, commensurate with the prevailing incomes for comparable degree holders • The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise • Employer surveys to collect data, regarding wage/salary rates and fluctuations, promotions, skill development, and the general competency of our graduates
Potential Employers	Survey	<ul style="list-style-type: none"> • Expectations and standards of students, institutions, and organizations that employ our students • The academic performance of students in the program to ensure successful completion of courses at acceptable levels

		<ul style="list-style-type: none"> • Employment of the BASAM graduates in their chosen fields, to ensure the attainment of living-wage incomes and benefits, commensurate with the prevailing incomes for comparable degree holders • The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise • Employer surveys to collect data, regarding wage/salary rates and fluctuations, promotions, skill development, and the general competency of our graduates
Local Organizations and Councils	Survey	<ul style="list-style-type: none"> • Expectations and standards of students, institutions, and organizations that employ our students • Employment of the BASAM graduates in their chosen fields, to ensure the attainment of living-wage incomes and benefits, commensurate with the prevailing incomes for comparable degree holders • The inclusion of additional courses, as interactions with students, faculty, and employers reveal the need for specific areas of knowledge and expertise

Timeline: Process completed once every two years.

Note: The BASAM Program criteria will be in accordance with the policies and procedures set forth by the Northwest Commission on Colleges and Universities.

III. Program Evaluation Report – based on comments and recommendations from the internal and external stakeholders and prepared by the faculty lead

- Program Strengths and Accomplishments
- Program Challenges
- Program Improvement Plan

Timeline: Program Evaluation Report prepared, printed, with timeline applications for the next two academic years.

Appendix E – Faculty Profiles

Patricia A. Atkinson, M.S.

Education

- M.S. in Economics, Portland State University, Portland, OR, June 2000.
- B.A. in Economics, Marist College, Poughkeepsie, NY, 1989.

Teaching Experience

- Full-time and adjunct teaching experiences, 11 years
 - Principles of Economics, Economics Geography, Survey of Economics, Microeconomics, Macroeconomics, Applied Economic Financial Analysis

Honors

- Portland State University, Graduate Assistant Scholarship, 1999-2000
- Alpha Chi, National College Honor Scholarship Society
- Commissioner's Academic Honor Roll, Student Athlete Award
- B.A. in Economics: Cum Laude

Kathleen (Kathy) Chatfield, Ed.D.

Education

- Doctorate in Education-Teacher Leadership from Washington State University
- Master of Adult Education from Oregon State University
- Bachelor in Theology and Cross-Cultural Communications from Arizona College of the Bible

Business Experience

- Twenty-five years of experience in corporate positions of management and office automation
- Ten years' experience in eLearning instructional design

Teaching Experience

- Affiliate faculty member at Clark College since 1995
- Part-time teacher at three universities and four community colleges in Oregon and Washington since 1989
- Taught more than 250 community college and university credit-level courses in business, management, education, and instructional technology, most of which she developed and then expanded to the online modality

Kate Cook, M.S.

Education

- Master of Science in Mathematics from California State University, East Bay, 2004
 - Focus subjects: Numerical Analysis, Differential Equations, Linear Programming, and Probability
- Bachelor of Arts in Mathematics and Education from Principia College, 2001

Teaching Experience

- Clark College Math Faculty, 2008-present
- Portland Community College, adjunct math and statistics instructor, 2004-2014
- California State University, East Bay, teaching associate, 2002-2004

Deena Godwin, M.S.

Education

- Certificate of Completion – Leadership Academy; Clark College, 2010.
- Certificate of Completion – Leadership Clark County; Vancouver, WA, 2008.
- Certificate of Completion – Leadership Development Studies; Phi Theta Kappa, 2007.
- Master of Science – Communication Studies; South Dakota State University, 2001.
- Bachelor of Arts – Organizational Communication; Dana College, 1999.

Business Experience

- Director of Marketing; Cosmos Technology, 2001.

Teaching Experience

- Taught Communication Studies courses including Public Speaking, Interpersonal Communication, Small Group Communication, Intercultural Communication, Intro to Mass Media, Leadership; Clark College 2001-present.
- Taught Popular Culture in Humanities department; Clark College 2003-2007.
- Taught professional growth and development concepts, resume writing and interviewing, and computer software programs including Word, Excel, and PowerPoint; Business Computer Training Institute, 2002-2003.

Other accomplishments

- Served as Advisor and Program Director of Alpha Sigma Phi (Phi Theta Kappa honor society); Clark College, 2004-2011.
- Awarded Accomplished and Under 40; Vancouver Business Journal, 2006.
- Awarded General George C. Marshall award; Vancouver National Historic Reserve Trust, 2007.
- Completed Service Learning Fellowship; Clark College, 2009.
- Awarded Paragon Advisor for Phi Theta Kappa; 2007, 2009.
- Served as a Faculty Scholar for Phi Theta Kappa, 2007, 2009.
- Served as Regional Director Greater Northwest Region of Phi Theta Kappa; 2010-2012.
- Awarded Distinguished Chapter Advisor for Phi Theta Kappa, 2010.
- Awarded Continued Excellence Advisor for Phi Theta Kappa, 2011.
- Hosted International Convention for Phi Theta Kappa, 2011.
- Awarded Regional Milestone award for Phi Theta Kappa, 2012.
- Awarded Developed OER (Open Educational Resource) Small Group Communication course; Clark College, 2013.
- Served as the Division Chair of the Communications & Humanities division; Clark College, 2012-2013.
- Served as Interim Dean of BEECH (Basic Education, English, Communication & Humanities); Clark College 2013-2015.

Adnan A. Hamideh, Ed.D.

Education

- Doctorate in Education from Portland State University, 2005.
- Master of Business Administration from California State University, 1992.
- Bachelor of Science in Business Administration from Portland State University, 1985.
- Bachelor of Arts in Sociology from Portland State University, 1985.

Business Experience

- Co-owner of an Export-Import company based in Portland, Oregon from 1985-1988.
- Regional sales manager for an Export company in Portland, Oregon from 1988-1990.

Teaching Experience

- Taught Office computer software in a trade company based in Long Beach, California, from 1990 to 1995.
- Taught Business English in the second largest private university in Bangkok, Thailand, from 1994 to 1998.
- Taught Cultural Diversity classes at the graduate level at Portland State University, Oregon, from 1999-2001.
- Taught a variety of Business, Economics, Accounting, and Management courses at 100 and 200 levels at Clark College, Washington, from 2000 until the present.

Other accomplishments

- Co-Authored five books in Business English in Thailand, 1996-1997.
- Arabized the trivial Pursuit game (6000 questions and answers), 1987.
- Presently serving as the Division Chair of the Business Division at Clark College, Washington, from 2009.

Chato B. Hazelbaker, Ed.D.

Education

- Doctorate in Organization Development from Portland State University, 2014.
- Master of Arts in Leadership from Crown College, 2004.
- Bachelor of Arts in English from Rocky Mountain College, 1996.

Business Experience

- Communication Manager, Stores for Eddie Bauer, Inc., 1997-1999.
- Successful consultant in organization development with clients including United Healthcare, SHE America, and others.

Teaching Experience

- Taught Theories of Organization of Behavior, Technology of Leadership, and Complex Organizations at Bethel University from 2004 to present.
- Taught Theories of Organization and Leadership and Systems Thinking at Warner Pacific College from 2013 to present.
- Taught Mass Media Literacy and other courses at Crown College and for Kaplan University from 2006-2010.
- Taught College 101 at Clark College from 2015 until the present.

Other accomplishments

- Published three book chapters between 2012 and 2014 on the Socio-Economic Approach to Management.
- Published (with co-authors) a journal article in OD Practitioner in 2014, "Virtue vs. Virus: Can OD Overcome the Heritage of Scientific Management?"
- Presently serving as the Chief Information and Communication Officer at Clark College, in charge of IT services, communication, and marketing.

Debi Jack, M.S.

Education

- Master's degree in Management and Organizational Leadership, Warner Pacific College, Portland, OR, 2008.
 - Courses include: Organizational Leadership, Financial Environments, Leading in a Technical Society, Systems Thinking and Learning Environments, Ethics, Leading Change, Leading High Performance Teams, Legal and Regulatory Environment of Business, Coaching and Conflict Resolution, Decision Making
- Bachelor of Arts in English, writing emphasis, Boise State University, Boise, ID, 1992.

Business Experience

- Campus Director of Education, 2008-2012, Corinthian Colleges
 - Responsible for daily business functions
 - Managed 15-18 employees working in various roles including faculty, registrars, administrative assistants, clinic staff
 - Effectively streamlined processes for business and academic functions
 - Regularly involved in solving difficult and challenging problems
 - Maintained low audit scores and student attrition every year
- Corporate Trainer, 1994-2000, Usana Health Sciences, First Security Bank, Washington Mutual
 - Trained all levels of company employees

Teaching Experience

- Fifteen years teaching a variety of courses including: Business English, Business Writing, Business Math, Customer Service, Professional Development, Computer Applications, Presentation Skills
- Trained faculty, 2002-2012

Other accomplishments

- 2016 eLearning Effective Online Discussions
- 2015 eLearning Institution on Instructional Use of Technology
- 2014 eLearning Canvas 101 and 201
- 2010 Outstanding Director of Education, divisional award
- 2008 Teacher of the Year, corporate-wide award

Divya B Kashyap, M.B.A.

Education

- Master of Business Administration from Monash University, Australia 2000.
- Post Graduate Degree in Information Technology, Central Queensland University, Australia, 1998.
- Bachelor of Science in Mathematical Statistics (Double Major) Monash University, Australia, 1996.

Business Experience

- Instructional Designer: Portland General Electric, Portland, Oregon 2015-2016
- Consultant: Small and medium size companies in Portland, Oregon 2006 – present.
- Assistant Vice President: JPMorgan Chase (eBusiness) 2001 – 2005
- Coles Myer Ltd (Australia): Human Resources 1992-1998

Teaching Experience

- Taught a variety of Business, and Management courses at 100 and 200 levels at Clark College, Washington, from 2009 until the present.

Other accomplishments

- Co-Authored Statistics textbook by McGraw Hill - 2011
- Service Star Award JPMorgan Chase 2001, 2003

Membership

- American Management Association 2015 - present
- American Marketing Association 2015 - present
- American Society of Training and Development 2009 -2013
- The Indu Entrepreneur (Portland Chapter) 2008-2010

Stephen B. Konrad, M.B.A.

Education

- PhD Organization and Management - Capella University (ABD).
- Master of Science in Management - The American College.
- Bachelor of Business Administration – Ohio University
- Leadership Institute Fellow – Babson College Boston, MA.

Business Experience

- Consulting Practice (Owner) Merger/Acquisition Specialists – Portland, Dallas, New York
 - Lean Manufacturing/ISO 9000 Certifications and installations (current).
- Capstone Risk Mgt. (2002 – 2006) Startup (sold to The Hartford Insurance Companies)
- Capital Professional Advisors 2000 -2002) Startup (sold to the American Institute of Certified Public Accountants)
- Executive Vice President – Prudential Financial 1996 - 2000

Teaching Experience

- Executive for Fortune 50 Corporation responsible for global marketing and sales.
- Higher education faculty teaching courses at all four levels of higher education.
 - Small Business and Entrepreneurship
 - Business Management and Organization
 - Operations Management
 - Marketing and Sales Management
 - Critical Thinking and Conflict Management
- Instructor for students who meet CASAS testing requirements – short term job training (3 yrs.).
- Training Manager for ARES Emergency Services (disaster relief)

Other accomplishments

- Private pilot - Helicopter
- Board of Directors – Hillsboro Helicopters
- Established Business Division Advisory Group – Mount Hood Community College

Julie M. Lemmond, M.B.A.

Education

Marylhurst University

- Master of Business Administration - Concentration in Finance, 2006.
- Bachelor of Science – Business and Management, 2005.

Teaching Experience

- Portland State University – Taught Accounting to Business majors and Finance to non-Business majors from 2005 to 2008.
- Marylhurst University – Taught Accounting, Finance, Business and Business Technology to include both online and on campus for both the graduate and undergraduate school from 2005 to 2012.
- Oregon State University – Teaching the Junior/Senior level Finance course in the College of Business from 2015 to present.
- Clark College – Teaching certificate Accounting courses well as the transfer level Accounting series from 2006 to present.

Relevant Industry Experience

- Treasurer and Board member of a non-profit organization from 2012 to present.
- Accounting Supervisor for the Northwest Regional Grain Division of an international grain export company from 1991 to 1993.

John S. Maduta, M.S.

Education

- Master of Science in Management & Organizational Leadership; Warner Pacific College, 2011.
- Bachelor of Arts in Public Relations; Western Washington University, 2004.
- Associate in Arts in Journalism; Clark College, 2001.

Organizational Experience

- Associate Director of Advising Services at Clark College, 2006 to present.
- Assistant Video Producer for local government cable channel, 2005.

Teaching Experience

- Taught quarterly online section of first-year applied management course, 2014 to present.

Other accomplishments

- Clark College Presidential Coin Recipient, 2011.
- CVTV Spirit Award Recipient, 2005.
- United Way Community Volunteer Award Nominee, 2003.

Charlene Montierth, Ph.D.

Education

- Doctorate in Geological Sciences from University of Oregon, 1999.
- Bachelor of Science in Geology from University of California at Los Angeles, 1991.
- Associate of Science from Long Beach City College, 1988.
- Associate of Arts from Long Beach City College, 1986.

Teaching Experience

- Developed and taught Field Studies in Environmental Science at Clark College, 2011 – present
- Taught introductory geology courses at Clark College, 1996 – present
- Taught introductory geology courses at Lane Community College, Eugene OR, 1996-1998

Other Service and Accomplishments

- Volunteer presenter for a range of community organizations and local primary and secondary schools, over topics ranging from soil development to earthquake hazards.
- Clark College Presidents Coin Award Recipient, 2014
- Clark College Council chairperson, 2011-2012
- Clark College Accreditation co-chair, 2008
- Clark College Exceptional Faculty Award Recipient, 2003

Christian (Chris) Nelsen, M.A.

Education

- Master of Arts in Philosophy from University of Colorado at Boulder, 2012.
- Bachelor of Arts in Philosophy (secondary studies in Molecular Biology) from University of Colorado at Boulder, 2008.

Leadership Experience

- Graduate Writing In Progress Workshop leader at University of Colorado at Boulder, 2010-2012
- Mentorship Advisor for Philosophy Undergraduate Department at the University of Colorado at Boulder, from 2010-2012
- Library Liaison for Philosophy Department at the University of Colorado, Boulder from 2011-2012

Teaching Experience

- Taught 100 and 200 level Philosophy courses at Clark College, Vancouver, Washington, from 2014 to present.
- Taught 100 level Philosophy and Writing courses at University of Portland, Portland, Oregon from 2015 to present.
- Taught a 200 of Bioethics Philosophy class for Pacific University, Forest Grove, Oregon, Spring 2015.
- Taught 100 and 200 level Philosophy and Critical Thinking course at Portland State University, Portland, Oregon in 2015.

Kathleen Otto, M.B.A.

Education

- Masters in Business Administration, with a Concentration in Global Management (International Business), University of Phoenix, Vancouver, WA, 2005.
- Bachelors in Business Administration, with a Major in Management, University of Portland, Portland, OR, 1997.

Business Experience

- Director of Human Resources, 2015-present
- Owner of Human Resources and Business Consulting Firm
- Sr. Human Resources Representative, 2014-2015
- Director of Contract Administration, 2012-2014
- Personnel Director, 2006-2012
- Contract Administrator, 1998-2006

Teaching Experience

- Online adjunct faculty member, Human Resource Management, Clark College, 2014-present.
- Adjunct faculty member, Human Resource Management in Education, City University, 2016-present.
- Develop and train district leadership teams on collective bargaining, policy and regulations, progressive discipline, performance evaluations and other applicable information.
- Developed and provide trainings to Clark College staff and supervisors on collective bargaining, contract administration, labor relations, union rights, due process, just cause and communication.
- Developed and provided trainings for all Clark College classified staff and supervisors on workplace behavior.
- Developed and provided interactive hands-on training for statewide conference.
- Developed and provided trainings for union leaders on collective bargaining, contract administration, human resource policies and procedures, due process, just cause, etc.

S. Layne Russell, J.D.

Education

- Juris Doctorate, College of William & Mary, Williamsburg, VA, 1987
- B.A. in English with Honors, University of Memphis, Memphis, TN

Business Experience

- Practiced both private law and public service law, five years
- Director of statewide training for Florida Legal Services, Inc.
 - Led, directed and planned the learning curricula (programs, courses, and classes) including eLearning curricula, which supported the performance of the FLS service community

Teaching Experience

- Adjunct faculty member at New River Community College and Pennsylvania College of Technology
- Full-time faculty member at Penn State University, Paralegal Science – 12 years
- Served as Fulbright Scholar with the University of Maribor, Slovenia
 - Lectured on United States legal system and United States International Law, including International Business Law and United States court system
- Director of Paralegal Program at Clark College, Vancouver, WA

Community Service

- Co-founded a community conflict resolution center
- Served on various non-profit boards for community needs
- Worked as a Regional Director of the National Mock Trial Program
- Developed and directed the First Nationwide Legal Assistant Student Writing Competition
- Served as a writer for a national standardized paralegal certification exam (PACE)

Patricia A. Serrano, M.B.A.

Education

- Master of Business Administration, University of Portland, 1990
- Bachelor of Arts, Portland State University, 1969
 - Minor in Business Administration

Business Experience

- Sales assistant, merchandiser, department manager, and buyer, Nordstrom, 1966-1979
- Co-Partner and Owner, Business Consulting Firm, 1994-2008

Teaching Experience

- Full-time teaching, Clark College, 1981 - 2016
- Fashion Program Coordinator/Professor, 1981-1999
- Business Administration Professor, 1981-present
 - Business Division Department Head, 1993-1996
 - Business Division Chair, 1996-2000

Other Accomplishments

- Developed courses, events, field trips (New York), for the Fashion Merchandising Program
- Accreditation Steering Committee/Standard Two, co-chair
- Exceptional Faculty Excellence Award, 2012-2013
- Presented and taught Assessment Committee topics/methods to faculty for Fall Focus (five years)
- President's Coin Award Recipient, 2015
- Designed Supervisory Management and Feasibility/Research Study

Public Service

- Fundraiser – Volunteers of America
- Board member for Campfire Boys and Girls, Vancouver, WA, and the Oregon City, OR, areas
- USO – Veteran's Hospitals in Portland, OR, and other western states

Roxane Sutherland, M.S.

Education

- Master of Science in Communication from Portland State University, 1992.
- Bachelor of Arts in Liberal Studies from Evergreen State College, 1989.
- Associate of Arts in General Studies from Clark College, 1987.

Leadership Experience

- Co-owner of Lincs Consulting based in Vancouver, Washington from 1983 to present.
- Curriculum Chair for Leadership Clark County, Vancouver, Washington from 2003-2007.
- Division Chair of Communication & Humanities, Clark College from 2000-2013 and 2014 to present.

Teaching Experience

- Taught 100 and 200 level Communication courses at Clark College, Vancouver, Washington, from 1987 to present.
- Taught 100 and 200 level Communication courses at Clackamas Community College, Clackamas, Oregon from 1992-1993.
- Taught a variety of Business Communication classes for SEH America, Vancouver, Washington, 1990-1992.
- Taught 100 and 200 level Communication courses at Portland State University, Portland, Oregon from 1990-1992.

Other accomplishments

- Exceptional Faculty Excellence Award, 2002-2003

Lucia A. Worthington, M.A.

Education

- M.A. in Management, Peter F. Drucker Management Center at the Claremont Graduate School, Claremont, CA, 1988
- B.A. in Philosophy, California Polytechnic University, Pomona, CA, 1976 (honors)
- B.A. in History, California Polytechnic University, Pomona, CA, 1975 (honors)
- A.A. in Social Science, Chaffey College, Alta Loma, CA, 1973 (honors)

Leadership Experience

- Owned and operated a grocery store for ten years increased sales three fold by implementing innovative product lines and services
- Business consultant and advisory for international client including Daimler Chrysler
- Project manager for WSUV 2010 to 2011

Teaching Experience

- Have designed and taught a series of business and management courses for Clark College since 2010
- Educational consultant and course designer for clients in Canada and Hong Kong
- Professor of business and management for University of Maryland University College (UMUC), to include assignments in Asia, Middle East, and Europe and the home campus in Adelphi, Maryland

Appendix F – Faculty Lead Job Description

Job Description

Faculty Lead – Bachelor of Applied Science in Applied Management

The Faculty Lead of the Bachelor of Applied Science in Applied Management (BASAM) program holds a full-time, 12-month position, reporting to the Dean of Business and Health Sciences, working in coordination with the Chair of the Business Division. This position is responsible for providing leadership, supervision, and administrative oversight of the BASAM degree program. In addition to the common duties established by the college (see below), this position requires the faculty lead to perform the following BASAM activities:

1. Develop quarterly class schedules, faculty assignments, and catalog updates.
2. Conduct BASAM program review processes every two years and prepare a formal report to share the findings with stakeholders and to maintain quality control.
3. Attend Advisory Committee meetings, seeking information and clarification as needed.
4. Develop the program budget and plan for fiscal sustainability.
5. Develop and maintain facilities on the campus.
6. Function as a liaison with all Student Affairs and Student Service offices such as student registration, advising, and the library.
7. Order essential equipment and schedule repair and maintenance as needed.
8. Provide orientations and updates to new faculty, staff, and students.
9. Mentor faculty and students, counseling students as necessary to support retention efforts.
10. Represent the programs within the community and seek membership in local organizations that provide opportunities for the students in the program.
11. Maintain the program accreditation status with the Northwest Commission on Colleges and Universities (NWCCU).
12. Represent the program in articulation and partnership activities with high schools, community colleges, four-year institutions, and business/industry and non-profits.
13. Provide regular program updates to the applicable administrators, the advisory committee, and other stakeholders.
14. Coordinate recruitment with the Business Division Chair, including screening, orientation, and professional development of full-time and part-time faculty.
15. Establish and maintain identified (FTE) targets and ensure quality oversight of course and program statistical measures.
16. Coordinate and foster collaborative program planning and goal setting.
17. Promote and support internships in coordination with career and technical programs.
18. Work with students and the Career Center to assure placement in rewarding jobs and or careers.
19. Provide leadership for grants, endowments, and scholarship opportunities.

Common Duties Established by the College:

1. Serve as chair or member of designated college committees, councils, and teams.
2. Provide leadership in accordance with the mission, values, core themes established by the College.
3. Ensure areas of responsibility operate effectively within the policies and procedures of the college and applicable governing agencies.
4. Develop and implement policies and procedures for operating unit(s).

5. Train, supervise, and evaluate employees in accordance with negotiated agreements, applicable state and federal laws, and college policies and procedures.
6. Exercise effective stewardship over college resources.
7. Create a safe, bias-free working environment which engenders respect for differences.
8. Work to achieve the core theme of fostering a diverse college community as established by the college.
9. Engage in and promote shared governance.

Bachelor of Applied Science in Applied Management

Application

Information, Instructions, and Checklist

Application Deadline: Application for admission to the Bachelor of Applied Science in Applied Management (BASAM) program are accepted the first four weeks of the Spring Quarter. Exact dates are available on www.clark.edu/BASAM. For priority admission, all documents must be completed and submitted to Admissions within the stated timeline.

Application Fee: A non-refundable application fee of \$75 is required for applying to the BASAM program. A check or Money Order payable to Clark College must accompany the application.

Admission Criteria: All interested students meeting the minimum requirements are encouraged to apply for admission to the BASAM program.

- Applicants must have completed an Associate of Applied Science (AAS) degree or an Associate of Applied Technology (AAT) degree from an accredited institution/or international equivalent; a cumulative 2.5 GPA is required.
- The following courses must be completed prior to admission to the BASAM program, with a C grade or better:
 - An English composition course at 100-level or higher;
 - MATH& 146 – Introduction to Statistics;
 - BTEC 149, BTEC 150, or an equivalent computer literacy course (3-5 credits);
 - General Education – 30 credits in the required distribution.

Application Document Checklist- Please make sure all documents are completed when submitted. Incomplete applications will not be considered.

1. Transcripts/Cumulative GPA

To verify your completion of a two-year degree and all other college credits earned at a minimum cumulative GPA of 2.5, please request official sealed transcripts from all accredited higher education institutions (other than Clark College) attended to be sent to:

Clark College
Credential Evaluation Office/GHL 108
1933 Ft. Vancouver Way
Vancouver, WA 98663

2. Clark College Application

Those who have attended Clark College within the last year need **NOT** submit this general application form.

3. BASAM Application

A Bachelor of Applied Science in Applied Management application must be completed in addition to the standard Clark College application.

4. Resume/Vita

A resume or Vita is required and should include previous work experience, skill sets, career goals, personal goals, and other educational achievements. It is imperative to include at least two references- professional and academic- that Clark College can contact. The letters must be from individuals who personally know your work and can discuss your contributions to the workplace and how he/she believes you will benefit from the completion of the BASAM program.

5. Letter of Intent

A two-page narrative stating your reason(s) for pursuing the BASAM degree and how it fits with your career goals. This statement could also cover unique attributes that you will bring to the program, personal and imposed challenges or hardships you have overcome in pursuing your educational or work goals, and special considerations that you believe will make you a good candidate for the program. (Please word process and double space.)

Mail or drop off your completed application packet (hard copy and check for admission fee) to:

Clark College
BASAM Application/SHL 116
1933 Ft. Vancouver Way
Vancouver, WA 98663

Additional Information

Please visit the Bachelor of Applied Science in Applied Management page on the Clark College website at www.clark.edu/BASAM

Bachelor of Applied Science in Applied Management Application

Please complete and return this form and other requested items to:

Clark College Admissions
 1933 Ft. Vancouver Way
 Vancouver, WA 98663
 360-699-NEXT (6398)

PERSONAL INFORMATION

LAST NAME FIRST MIDDLE (MAIDEN)

SOCIAL SECURITY NUMBER SID NUMBER
 (if current student)

PRESENT ADDRESS CITY STATE ZIP

HOME PHONE NUMBER EMAIL ADDRESS

Date of Birth _____ Sex: Male Female
 MONTH DAY YEAR

Ethnic origin: Hispanic African American White Asian Native American Other

REFERENCES

I have requested reference letters from the following people:

Name		Relationship
Phone	Email	

Name		Relationship
Phone	Email	

Name		Relationship
Phone	Email	

Name		Relationship
Phone	Email	

Name		Relationship
Phone	Email	

PREVIOUS EDUCATION

Please list all institutions that you currently or previously attended in descending order beginning with current or most recent college or university attended. (Attach another sheet of paper if necessary.)

INSTITUTION NAME	LOCATION	BEGINNING DATE	ENDING DATE	# OF CREDITS	GPA	DEGREE

WORK EXPERIENCE

Please list current and other most recent jobs (up to 3). (Volunteer/non-paid experience is acceptable)

COMPANY	LOCATION	SUPERVISOR	JOB TITLE	EMPLOYMENT DATES

In making application, I affirm that all information requested on this application has been given and that this information is complete and accurate. I give permission for Clark College to contact references as part of this application process.

Signature _____

Date _____

Appendix H – BASAM Program Selection Process

1. Evaluation of new files, and in future terms, updating existing BASAM files:
 - a. *A file is created by Admissions.* When students apply for the BASAM program, there is a file created for them by Admissions. Accompanying the admissions application are the applicant's official (*sealed/scanned*) transcripts from outside institutions if any are being used toward program entry. Additionally, a receipt of payment from the Cashier's Office for the \$75 fee is included with a time stamp indicating fee paid date.
 - b. *Advisor checklist created.* This checklist includes all minimum requirements for entrance into the program. Official transcripts will indicate prior degree completion, which will then move selection forward for that applicant. Once this status is determined, a checklist letter/email is sent to students detailing the application requirements that have been met and those still remaining (*if any*).
 - c. *Updating student status from selection pool.* As a final step, the BASAM designee contacts the qualified students, either through an email or a phone call, to inform them of their status regarding start of program requirements and next steps.
2. The BASAM designee will then double-check **all** files submitted through the end of the priority deadline, making sure to check that the fee paid date is accurate on file and cataloged.
3. The BASAM designee will then research any discrepancies and make corrections as appropriate, including program/plan tracking in SMS (*legacy*) and after conversion, ctLink (*PeopleSoft*).
4. Compare corrected list with all physical files.
5. Review and make sure everything is correct on report (*i.e., make sure all requirements are complete*).
6. Run the ranked list by going to "BASAM Criteria Report." This list is ranked by date of application (*fee paid date*) and completeness of checklist entry requirements/criteria.
7. Check with BASAM team to make sure the number of seats in program is still at 35 (*may vary*). BASAM designee will set up the orientation date and time along with scheduling for the location (*this information is needed for the update letter/email being sent to those 35 students who are selected*):
 - a. There needs to be enough time between the orientation invitation letters going out and the actual orientation so there is enough "yes" responses from students to fill the seats.
 - b. If not, go down the list to invite more students until all seats are full (*the goal is to have 45 qualified students attend, 5 being alternates*).
8. Generate acceptance letters for the first 35 qualified students by going into the letters form of the BASAM selection list for each student and selecting the acceptance letter template. Follow the same process for the next 5 students on the list, but select the alternate letter template.
9. To send orientation letters/emails for BASAM students use standard mail merge function in Word and Excel. Then do the same, but select alternate letter for the 5 alternate candidates. Include email receipt for both groups (*Outlook > File > Options > Mail > Under 'Tracking' section > Check 'Read receipt confirming the recipient viewed the message'*):

- a. If there are enough students who have already completed all of the requirements at the time of selection, it is not necessary to accept alternates with contingencies; however, this may be required if there are not enough students who have met all requirements.
 - b. Update the students file in the “number of times in selection” field with the quarter the program will start.
 - c. Include invitation with a mandatory orientation date, time and location, e-RSVP, a map, and background information.
 - d. Provide guide with step-by-step registration/enrollment procedures for first-term BASAM courses.
 - e. Heavily monitor enrollment in first-term BASAM courses to ensure that students have registered correctly.
10. Export the list into Word or Excel and record responses to orientation request.
 11. Create a Word document listing all accepted students and select alternates (*in ranked order*) and send to the BASAM-affiliated team members:
 - a. Update program coding for all accepted students in SMS (*and after conversion, request an update plan code in ctclink using 3C engine*).
 12. After Students attend orientation:
 - a. Request a copy of the sign in sheet from the BASAM orientation facilitator.
 - b. Anyone who does not attend the orientation without prior notification will receive a forfeiture letter sent to them, and his or her file should be changed to reflect lack of attendance in the selection spreadsheet and SMS/ctclink.
 13. Re-rank the list and determine which alternates can be brought in based on how many accepted students did not accept spots.
 14. Send acceptance letters to alternates who are brought in, then send letters to all students that have applied to the program, letting them know either program is full or what they have left to complete.
 15. Update files and coding for all students.
 16. Collect return responses that must be returned by a specific date (making them time sensitive).
 17. Monitor them through SMS by running reports on the first-term BASAM courses to see who has registered and if they have registered into all the correct sections.
 18. BASAM selection is typically run during the spring term with a fall start. The exception will be Cohort 1, which will have a winter 2017 start with a non-traditional summer/fall 2016 term selection period.

Appendix I – Detailed Library Financial Forecast

Applied Management - BAS Library Support								
			0.10	0.20	0.30	0.30	0.30	
Library Faculty and Staff:			0.00	0.10	0.20	0.30	0.30	
35 FTE (2015) 70 (2016+)	Year 0	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Librarian (Step A, \$46,650 + benefits) - CCAHE contract 2011	n/a	n/a	\$4,992.00	\$9,657.00	\$14,322.00	\$14,322.00	\$14,322.00	
Library Archives Paraprofessional 2 (Step A, \$27,192 annual + benefits) WA State HR, hr.wa.gov	n/a	n/a	n/a	\$3,006.00	\$6,011.00	\$9,019.00	\$9,019.00	
Note: Due to a gradual growth in the program we have graduated the addition of library faculty and support staff. No additional librarian hours in the first two years of the program, adding .10 in 2017-18, .20 in 2018-19 building to .30 and so on as the program gains FTE and the curricula moves from Associate to Baccalaureate level. Additional support staff builds in the same manner beginning in 2018-19. This is to accompany the increased borrowing and related public services as the students move from Associate to Baccalaureate curricula.								
Books:								
	Year 0	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Cumulative spending
Total	\$3,996.00	\$4,431.56	\$4,914.60	\$5,450.30	\$6,044.38	\$6,703.22	\$7,433.87	\$31,540.06
In 2009, 154 titles were purchased in areas related to the Applied Management program (HA-HJ) at a cost of \$5,171. These purchases were in direct response to the need to update the collection to reflect modern business and management standards and practices. The assumption here is that the collection will need to be updated on a regular basis to maintain a current and relevant collection for the program. The 2015-16 estimate in the table above accounts for the cumulative inflationary rates from 2009 to 2014 (approx. 10.9%). This amount is below the average 2012 price for a hardcover social sciences book per the Library and Book Trade Almanac 2013 (table 3). If calculated based on this benchmark of \$111 per book the estimated expenditures would be \$17,094 not \$9,620 (\$111 x 154 titles = \$17,094). Note: Based on conversations with the faculty projected book expenditures for the program will begin modestly then build based on program needs; 36 titles in the first year rather than the historical data provided by the library. (\$111 x 26 = \$3,996)								
Databases:								
	Year 0	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Cumulative increase
Books 24/7 -- IT Pro*: \$13,633 est. (42.1387% pd. by CTEC) (cost: \$1.60/FTE) x BEAM FTE	\$0.00	\$852.56	\$895.19	\$939.95	\$986.94	\$1,036.29	\$1,088.11	\$5,799.04
EBSCO Publishing Package (includes Business Source): \$13,644 est. (cost: \$1.60/FTE) x BEAM FTE	\$0.00	\$853.25	\$887.38	\$922.88	\$959.79	\$998.18	\$1,038.11	\$5,659.59
Historical Statistics of the US: \$118 est. (cost: \$.014/FTE) x BEAM FTE	\$0.00	\$7.38	\$7.60	\$7.83	\$8.06	\$8.31	\$8.56	\$47.74
LexisNexis**: \$6,083 est. (41.5568% pd. by PRLE) (cost: \$.71/FTE) x BEAM FTE	\$0.00	\$380.41	\$395.63	\$411.45	\$427.91	\$445.03	\$462.83	\$2,523.25
ProQuest (includes ABI Trade & Industry): \$2,796 est. (cost: \$.327/FTE) x BEAM FTE	\$0.00	\$174.85	\$180.10	\$185.50	\$191.06	\$196.80	\$202.70	\$1,131.00
Total	\$0.00	\$2,268.45	\$2,365.89	\$2,467.60	\$2,573.77	\$2,684.60	\$2,800.30	\$15,160.61
** IT Pro and Lexis Nexis are partially paid for with library funds; CTEC and Paralegal dedicated student fees offset some of the subscription cost. As more programs gain benefit from these resources it is appropriate to allocate college funds to pay for these and not create an inequitable situation where some students pay for something that all students benefit from.								
Note: Fall 2014 FTES in the Business, Economics, Accounting, and Management division = 534 Fall 2014 FTES = 8539 (Source: EMD, Qtrly FTE Summary, Day 10)								
Subscriptions:								
	Year 0	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Cumulative increase
American Economic Association Membership: \$479 (cost: \$.056/FTE) x BEAM FTE	\$0.00	\$29.90	\$30.80	\$31.72	\$32.67	\$33.65	\$34.66	\$193.41
Business Week: \$62 (cost: \$.007/FTE) x BEAM FTE	\$0.00	\$3.88	\$4.00	\$4.12	\$4.24	\$4.37	\$4.50	\$25.10
Economist: \$165 (cost: \$.019/FTE) x BEAM FTE	\$0.00	\$10.32	\$10.63	\$10.95	\$11.28	\$11.62	\$11.96	\$66.75
Forbes: \$62 (cost: \$.007/FTE) x BEAM FTE	\$0.00	\$3.88	\$4.00	\$4.12	\$4.24	\$4.37	\$4.50	\$25.10
Fortune: \$72 (cost: \$.008/FTE) x BEAM FTE	\$0.00	\$4.50	\$4.64	\$4.77	\$4.92	\$5.06	\$5.22	\$29.11
Harvard Business Review: \$92 (cost: \$.011) x BEAM FTE	\$0.00	\$5.87	\$6.05	\$6.23	\$6.41	\$6.61	\$6.80	\$37.97
Inc., Magazine: \$21 (cost: \$.002/FTE) x BEAM FTE	\$0.00	\$1.31	\$1.35	\$1.39	\$1.43	\$1.47	\$1.52	\$8.47
Kiplinger's Personal Finance: \$25 (cost: \$.003/FTE) x BEAM FTE	\$0.00	\$1.56	\$1.61	\$1.66	\$1.70	\$1.76	\$1.81	\$10.09
Money: \$43 (cost: \$.005/FTE) x BEAM FTE	\$0.00	\$2.69	\$2.77	\$2.85	\$2.94	\$3.03	\$3.12	\$17.40
Wall Street Journal: \$595 (cost: \$.070/FTE) x BEAM FTE	\$0.00	\$37.21	\$38.33	\$39.48	\$40.66	\$41.88	\$43.14	\$240.69
Total	\$0.00	\$101.12	\$104.15	\$107.28	\$110.50	\$113.81	\$117.23	\$654.09
Note: Fall 2014 FTES in the Business, Economics, Accounting, and Management division = 534 Fall 2014 FTES = 8539 (Source: EMD, Qtrly FTE Summary, Day 10)								

Orbis Cascade Alliance:								
	Year 0	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Cumulative increase
<i>Note: Items below are mandatory component of membership</i>								
Membership fee: \$30,064 (est. 2015-16) (cost: \$3.52/FTE) x BEAM FTE	\$0.00	\$1,880.00	\$2,068.00	\$2,274.80	\$2,502.28	\$2,752.51	\$3,027.76	\$14,505.35
WEST: \$1,365 (est. 2015-16) (cost: \$.16/FTE) x BEAM FTE	\$0.00	\$85.36	\$93.90	\$103.29	\$113.61	\$124.98	\$137.47	\$658.60
Courier: \$5,126 (est. 2015-16) (cost: \$.60/FTE) x BEAM FTE	\$0.00	\$320.56	\$323.77	\$327.00	\$330.27	\$333.58	\$336.91	\$1,972.09
ILS costs (base is \$44,567 beginning in 2015-16) (cost: \$5.22/FTE) x BEAM FTE	\$0.00	\$2,915.64	\$3,043.80	\$3,999.66	\$4,170.54	\$4,341.42	\$4,528.32	\$22,999.38
eBooks: \$19,518 (est. 2015-16) (cost: \$2.29/FTE) x BEAM FTE	\$0.00	\$1,220.59	\$1,342.65	\$1,476.91	\$1,624.61	\$1,787.07	\$1,965.77	\$9,417.60
Total	\$0.00	\$6,422.15	\$6,872.11	\$8,181.66	\$8,741.31	\$9,339.55	\$9,996.24	\$49,553.02
Projected annual funding needs:								
	Year 0	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Program learning resources	\$0.00	\$13,223.28	\$14,256.76	\$16,206.84	\$17,469.96	\$18,841.17	\$20,347.63	
Library faculty	\$0.00	\$0.00	\$4,992.00	\$9,657.00	\$14,322.00	\$14,322.00	\$14,322.00	
Library support staff	\$0.00	\$0.00	\$0.00	\$3,006.00	\$6,011.00	\$9,019.00	\$9,019.00	
Total	\$0.00	\$13,223.28	\$19,248.76	\$28,869.84	\$37,802.96	\$42,182.17	\$43,688.63	
Copyright Clearance cost :	\$728.25 (5 Year Average)							
Note: The program resource costs do not include additional interlibrary loan and Copyright Clearance expenses likely to be incurred with increased rigor and emphasis on research.								
	left out		0.08579678	0.08673764	0.087658	0.08855682	0.08943318	
Library Collections/Databases/Subscriptions	\$3,996.00	\$6,801.13	\$7,384.65	\$8,025.18	\$8,728.65	\$9,501.63	\$10,351.39	in blue added by
Library Faculty/Staff	\$0.00	\$0.00	\$0.00	\$12,663.00	\$20,333.00	\$23,341.00	\$23,341.00	

Appendix J – Detailed Financial Forecast

Worksheet - Expenditures & Revenues						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Upper Division FTES Annualized (a)	-	33	66	99	99	99
Revenue						
Tuition Revenue (b)	-	129,101	258,202	387,303	387,303	387,303
Application Fee (c)	-	2,625	2,625	5,250	2,625	5,250
Total Revenue	-	131,726	260,827	392,553	389,928	392,553
Expenditures						
Salary, Wages & Benefits						
Director	-	-	-	-	-	-
Faculty						
Full Time Faculty (d)	-	66,577	66,577	66,577	66,577	66,577
Part Time Faculty (e)	-	-	45,504	91,008	91,008	91,008
Release Time Replacement (f)	23,616	23,616	23,616	23,616	23,616	23,616
Curriculum Development	-	9,000	9,000	-	-	-
Staff Support (g)	-	13,623	13,623	13,623	13,623	13,623
Goods & Services						
Supplies & Materials	-	200	400	400	400	400
Communications	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-
Printing & Reproduction	500	1,000	1,000	1,000	1,000	1,000
Subscriptions	-	-	-	-	-	-
Purchased Services	-	-	-	-	-	-
Professional Development						
Education & Training	1,000	1,000	1,000	1,000	1,000	1,000
Consultants						
	-	-	-	-	-	-
Marketing/Promotional Activities						
	12,500	6,000	6,000	6,000	6,000	6,000
Travel						
	5,000	5,000	5,000	5,000	5,000	5,000
Equipment/Hardware/Software						
	-	-	-	-	-	-
Accreditation						
	5,000	-	-	-	-	-
Technology Support						
Staff Support	-	-	-	-	-	-
Library						
Faculty & Staff (h)	-	-	-	12,663	20,333	23,341
Library Collections/Databases/Subscriptions (i)	-	6,801	7,385	8,025	8,729	9,502
Student Affairs						
Advising	-	-	-	-	-	-
Career Services	-	-	-	-	-	-
Financial Aid	-	-	-	-	-	-
Enrollment Services	-	-	-	-	-	-
Total Expenditures	47,616	132,817	179,105	228,912	237,286	241,067
Net (Shortfall) or Excess	(47,616)	(1,091)	81,722	163,641	152,642	151,486
Assumptions						
(a) Based on 35 students per cohort minus 6% attrition; one cohort in Year 1, two cohorts in Year 2; three cohorts in Year 3-5						
(b) Tuition based on excess method; 72% take at 0% inflation; 6% attrition; 15% tuition decrease included						
(c) \$75 fee per application						
(d) Year 1-5 includes 1.00 FTEF for full-time faculty with (g) 67% release time at current AHE contract rates						
(e) Year 2 includes 1.00 FTEF and Year 3-5 includes 2.00 FTEF for part-time faculty at current AHE contract rates						
(f) Year 0 includes 100% release time adjunct backfill for winter and spring and Year 1-5 includes 67% release time adjunct backfill or .67 FTEF for academic year for planning and operational functions						
(g) Year 1-5 includes .25 FTE for staff for secretarial duties						
(h) Year 2 includes .10 FTE for librarian; Year 3 includes .20 FTE for librarian and .10 for library archives technician; Year 4 includes .30 FTE for librarian and .20 for library archives technician; Year 5 includes .30 FTE for librarian and .30 FTE for library archives technician						
(i) Year 1-5 includes program's prorated share of cost associated with collections, databases, and subscriptions with 9% inflation						

Letter of Support from Business Administration Advisory Committee



October 13, 2015

The Business Administration Division (BEAM),

As the chair of the Clark College Business Administration Advisory Committee, I would like to inform you that on October 6, 2015, the committee reviewed and discussed the Program Proposal for the Clark College Bachelor of Applied Science (BAS) in Applied Management Degree Program. At the meeting, it was unanimously decided by the committee to approve the Program Proposal and to encourage the BAS in Applied Management Taskforce at Clark College to continue in completing the process. In this way, the proposal will be ready for submission to the Washington State Board for Community and Technical Colleges for approval of the Bachelor of Applied Science in Applied Management at Clark College.

The committee is excited to see this program moving forward, as this degree will be a great benefit to our community.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Thor".

Michelle Thor
Clark College - Business Administration Advisory Committee Chair