



Applied Baccalaureate Degree Program

Program Proposal

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution

Name: South Seattle College

Degree: Workforce and Trades Leadership

CIP Code: 52.0205

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

Degree:	CIP Code:	Year Began:
<u>Multi-Occupational Trades</u>	<u>30.9999/54.999</u>	<u>1996</u>

Degree:	CIP Code:	Year Began:
<u>Supervision and Management</u>	<u>52.0204</u>	<u>2009</u>

Planned Implementation Date (i.e. Fall 2014): Fall 2017

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

Contact Information

Name: Holly Moore, Ed.D.

Title: Executive Dean

Address: 6737 Corson Ave C / Seattle, WA 98108

Telephone: 206-934-6867

Fax: 206-934-7949

Email: Holly.Moore@Seattlecolleges.edu



Peter Lortz, Vice President of Instruction
Chief Academic Officer

November 1st, 2016
Date

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.	<p>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.</p> <p>Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.</p>
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.	<p>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.</p> <p>Document the college's ability to sustain the program over time.</p>
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.
8. External expert evaluation of program	<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>
9. External expert evaluation of program.	<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>



SOUTH SEATTLE COLLEGE

One of the Seattle Colleges

**South Seattle College
Bachelor of Applied Science in
Workforce and Trades Leadership**

Bachelor of Applied Science in Workforce and Trades Leadership

Criteria 1. Curriculum Demonstrates Baccalaureate Level Rigor

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

The Bachelor of Applied Science in Workforce and Trades Leadership will prepare graduates with the skills and knowledge to become job site supervisors, managers and team leaders within the fields of construction and manufacturing. This state-funded FTE program will be delivered using a hybrid format, with 80% of course content delivered online, and 20% in-person and on-campus. Hybrid programs are a promising new model designed to meet the needs of working adults and others requiring a flexible schedule. An online environment also reduces commute times to campus, and allows students to participate in course lessons and activities via a medium they are increasingly familiar with and prefer.

The Workforce and Trades Leadership curriculum has been developed with the input and assistance of experts including industry and labor leaders in construction and manufacturing, the City of Seattle, and Apprenticeship council and committee members. In addition, the curriculum has built on elements from the Bachelor of Technology degree in Trades and Technology Leadership at Thompson Rivers University in British Columbia, and tailored those elements to the needs of the Seattle-King County labor market.

Program outcomes were developed in conjunction with the Construction Center for Excellence, as well as industry and labor leaders including representatives from the AFL-CIO, the Cement Masons, Commercial Real Estate Services (CBRE), City of Seattle Purchasing and Contracting, and more. These experts worked to develop a profile of the leadership responsibilities, knowledge base and core skills critical for baccalaureate-level leadership in the trades, from which the program outcomes, course outline and course descriptions were derived. The BAS in Workforce and Trades Leadership was thoroughly reviewed as well by current faculty from Seattle Colleges BAS programs. Faculty provided input on the structure and content of the degree, as well as alignment between learning outcomes and course descriptions, to ensure baccalaureate-level rigor.

Advisory committee input has been and will continue to be a critical element in the implementation and oversight of the Workforce and Trades Leadership BAS degree. In addition to the curriculum and program outcomes guidance provided during the program development process, the Advisory Committee will continue to consult on career and program pathway development and the evolution of industry trends. Advisory committee members will also be directly involved with students and in courses, acting as mentors and sounding boards for students during presentations as well as capstone and internship experiences, to ensure the development of leadership skills that are practiced and applied in a real-world context.

(1) Workforce and Trades Leadership BAS Program Learning Outcomes

Graduates of the BAS program will be prepared to:

1. Analyze the fundamental concepts of workforce and labor leadership and the importance of these concepts as the cornerstone of success in the construction industry.
2. Interpret and analyze financial statements and budgets to maintain job site cost controls.
3. Analyze and differentiate the range of technologies – including management-level computer programs such as contract software and e-communication tools – used in the construction industry.
4. Define and apply skills in human resource management including basic labor relations, contract negotiation and recruiting and selecting employees.
5. Apply principles of leadership and management, including creative and innovative thinking, in the construction industry.
6. Demonstrate how to develop a project schedule, monitor timeline and document all phases of the operation.
7. Recognize the strengths and benefits of all forms of diversity and its impact on employee satisfaction.
8. Exhibit how to create a safe and sustainable worksite and maintain local, state, and national workplace safety and sustainability regulations.
9. Evaluate and apply principles of business law, labor law, ethics and global business.
10. Analyze considerations and techniques for risk management in the construction industry.
11. Determine and implement contract management and compliance skills and evaluate quality metrics, scope of work, safety, sustainability and specifications.
12. Develop and apply external relations skills including partner relationships, schedules, business contract negotiations and disputes.
13. Prove ability to work with teams, follow deadlines, attend to details and solve typical on-site problems.

The following table demonstrates the alignment of program learning outcomes with the Workforce and Trades Leadership BAS curriculum by indicating which learning outcomes are present in each content-area course. One reviewer mentioned having difficulty reading the below chart headings. They look correct on our end; it could indeed be a Word version issue if opened in “Read” mode.

		1 Labor Leadership	2 Financial Statements	3. Range technologies	4. HR management	5. Principles leadership	6. Project Schedule	7. Benefits of Diversity	8. Safe and sustainable	9. Business and labor	10. Risk Management	11. Contract mgmt	12. External Relations	13. Work with teams
WTL 301	Introduction to Supervision and Management	X	X	X	X	X	X	X	X	X	X	X	X	X
WTL 302	Risk Management		X		X	X	X	X		X	X			X
WTL 310	External Relations	X		X	X	X	X	X	X	X	X	X	X	X
WTL 311	Productivity and Diversity in the Workplace	X		X	X	X	X	X	X	X	X	X	X	X
WTL 312	Human Resources Development	X			X	X		X		X		X	X	X
WTL 314	Professional Portfolio	X				X								X
WTL 315	Leadership Experience Practicum *													
WTL 325	Organizational Leadership	X		X	X	X		X	X		X		X	X
WTL 345	Workplace Health and Safety	X						X	X	X	X			X
WTL 401	Project Management	X	X	X		X	X				X	X		X
WTL 402	Cost Controls	X	X				X			X	X	X		
WTL 420	Labor law and Ethics in Leadership	X			X	X		X	X	X	X	X		
WTL 460	Technology and Leadership	X	X	X	X	X	X			X				X
WTL 489	Professional Development	X											X	X
WTL 490/91	Leadership Internship **													
WTL 495	Capstone	X	X	X	X	X	X	X	X	X	X	X	X	X

(*Credits earned by work experience documentation)

** Intern Outcomes will be determined as part of the individual internship description
As indicated above, each of the program outcomes are addressed in multiple courses, ensuring students are presented with and understand each learning outcome in a variety of contexts relevant to the field. Students will have the opportunity to evaluate progress toward each learning outcome as a part of the Capstone course at the end of their program experience.

Student learning outcomes.

South has a rich history of connecting program outcomes to its ongoing evaluation system. Since 1992, South has assessed the effectiveness of educational programs as part of a campus-wide institutional effectiveness effort to improve teaching and learning by setting goals/outcomes, developing assessment measures, and measuring progress toward these goals/outcomes. To complement the college-wide improvement process, all instructional programs are based on college-wide Student Learning Outcomes (SLOs) and program outcomes. Student Learning Outcomes represent the knowledge and abilities every student graduating with a certificate or degree from South will have. Students will achieve these outcomes as well as specific program outcomes for their academic or technical area of study.

1. Communication

- Read and listen actively to learn and communicate.
- Speak and write effectively for academic and career purposes.

2. Computation

- Use arithmetic and other basic mathematical operations as required by program of study
- Apply quantitative skills for academic and career purposes.

3. Human Relations

- Use social interactive skills to work in groups effectively.
- Have knowledge of the diverse cultures represented in our multicultural society.

4. Critical Thinking & Problem-Solving

- Think critically in evaluating information, solving problems and making decisions.

5. Technology

- Select and use appropriate technological tools for academic and career tasks.

6. Personal Responsibility

- Uphold the highest standard of academic honesty and integrity.
- Respect the rights of others in the classroom, online and in all other school activities.
- Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and other class-related projects and activities.
- Abide by appropriate safety rules in laboratories, shops and classrooms.

7. Information Literacy

- Independently access, evaluate and select information from a variety of appropriate sources.
- Have knowledge about legal and ethical issues related to the use of information.

- Use information effectively and ethically for a specific purpose.

(2) Program evaluation criteria and process.

Program evaluation criteria.

The BAS in Workforce and Trades Leadership will evaluate its success based on the core skills and knowledge sets gained by graduates, as identified by industry and labor leaders in the construction and manufacturing trades. The outcomes developed by these experts are the result of a thorough DACUM process (see Appendix F), to understand the necessary day-to-day functions and competencies of a leader in the workforce trades. They form the framework for the Workforce and Trades Leadership curriculum.

Program evaluation process.

Every three years each professional technical program engages in an occupational program review that is conducted by an external evaluation team of industry professionals. The Vice President for Instruction appoints the external consultant to analyze data and serve as facilitator of the program review team. The program review team consists of the consultant, the department dean, the director of planning and research, program faculty, former students from the program being reviewed, industry professionals and a member of the technical advisory committee. The team studies extensive information on program outcomes, course outlines, certificate and degree requirements as well as research and statistical data from the office of planning and research. The review team produces an Occupational Program Review report. The results of the review, which includes an improvement plan, are shared with the dean and faculty who have the opportunity to analyze the research data and to respond to the recommendations and observations made by the review team. The entire program review is then shared with the Vice President for Instruction, who makes recommendations as appropriate.

For the BAS in Workforce and Trades Leadership, South will build upon its successful existing BAS assessment tools and strategies. South will use the occupational program review process and include other four-year institutions to enhance BAS assessment and select program outcomes and measures. South will survey employers and internship site supervisors to ensure its SLOs and program outcomes help students develop the skills and knowledge needed by industry. Students will also have the opportunity to evaluate the program outcomes during their senior year capstone course. A faculty survey will be included in this assessment plan as well. In addition to these evaluation processes, the BAS program will also create and maintain a comprehensive advisory board of industry professionals to ensure the program is meeting workforce demands. Job placement and advancement are also important measures of program success. The program will provide job search and placement support through our on-site WorkSource center, and will track graduate employment status with a database.

In addition to a three-year, cyclical occupational program review, the Workforce and Trades Leadership degree will be evaluated following the first year of program implementation. This review will assess the enrollment, quarterly retention and demographic trends of year one to better understand the population being served and conduct a preliminary analysis of program effectiveness. A review will also be conducted of students' first-year experience, and any barriers that may need to be addressed. The chart below outlines the program evaluation elements for year one, as well as the three-year occupational program review.

	Year One	Year Three
Enrollment and demographic analysis	x	x
First-year experience review	x	
Course outlines and curriculum review	x	x
Student survey	x	x
Occupational program review		x
Program outcomes assessment		x
Employer survey		x
Internship site survey		x
Student learning outcomes review		x
Job placement analysis		x
Improvement Plan		x

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

In order to be fully admitted to the Workforce and Trades Leadership BAS program, applicants must have acquired an AAS-T degree with a minimum of 30 quarterly general education credits, which include college-level: math (5 credits), English composition (5 credits), general psychology (5 credits), Visual/Literary/Performing Arts (VLPA) elective (5 credits), Individuals/Cultures/Societies (ICS) elective (5 credits), and Natural World (NW) elective (5 credits).*

*VLPA, ICS, and NW are specific distribution requirement areas for the Seattle Colleges.

(4) General education components.

In addition to the preparatory courses needed by students transferring with a technical associate degree, the general education components of the BAS in Workforce and Trades Leadership will ensure that Washington State DTA requirements are met by all students. These classes include:

ENGL& 102 Composition II5
MATH& 146 Introduction to Statistics	5
ECON& 201 Micro Economics / ECON& 202 Macro Economics.....	.5
Any Language/Communication course.....	.5
Any Humanities course(s).....	.5
Natural World lab course.....	.5

(5) Coursework needed at junior and senior levels in BAS.

WTL 301 Introduction to Supervision and Management (3)

This course is an overview of supervision and management skills. Students will learn the basics of business writing, critical thinking skills, and how to communicate decision making. Topics reviewed in this course include: Management Theory and Practices, Organizational Development, Ethical and Legal Aspects of Leadership, Supervision of a Diverse Workforce, Budgeting and Cost Concerns, Risk Management, Sustainability, and Workplace Health and Safety.

WTL 302 Risk Management (3)

This course will equip students with the communication skills and other strategies to address the risk management process. Through a variety of experiences, students will learn to visualize next steps, identify potential liabilities and communicate issues with all levels of the organization.

WTL 310 External Relations (3)

This course will prepare students to manage customer and partner relations. Through simulations and real life experiences, students will learn to collaborate with contractors and suppliers to design and deliver products based on agreed upon schedules and plans. Students will learn the basics of resolving disputes while maintaining professionalism.

WTL 311 Productivity and Diversity in the Workplace (3)

This course is designed to integrate theory into practice by examining motivational research and applying it to simulated or real workplace practices. Students will learn a range of communication, organizational, and accounting skills to implement strategies, including agenda development, group facilitation and adopting policy into practice.

WTL 312 Human Resources Development (3)

This course will cover basic labor relations, the principles of human motivation in the workplace, and recruiting, training, developing and evaluating employees. Emphasis will be placed on developing and effectively managing a diverse team of employees. In addition, students will learn labor contract negotiation skills. Students will learn how to develop, implement and manage company HR policies regarding collective bargaining contracts, and local, state and federal regulations.

WTL 314 Professional Portfolio (1)

This course will require students to document prior learning experience (PLA) by developing an e-portfolio and will culminate in receiving Workforce Experience Practicum credit.

WTL 315 Workforce Experience Practicum (10)

Credits earned will be upon successful completion of the Professional Portfolio (WTL 314). Students must have demonstrated at least 2 years of relevant work experience in their area of interest.

WTL 325 Organizational Leadership (2)

This course will focus on the study of group and individual behavior at the worksite. Students will learn how to blend technical leadership skills with the realities of organizational norms and expectations. Human factors including safety and sustainability, diversity, and motivation will be explored.

WTL 345 Workplace Health and Safety (5)

The focus of this course is creating a safe and healthy worksite and maintaining all local, state and federal regulations. Students will learn how to establish accountability of safety efforts and ensure compliance, conduct training and maintain staff certifications, conduct accident investigations and act on safety violations. Students will earn a CPR and First Aid Certificate as part of this course.

WTL 401 Project Management (3)

This course is designed for students to identify a simulated or real project and develop a comprehensive project management plan. Students will evaluate multiple project management techniques and strategies. Students will research possible Project Management certifications and student chapter memberships.

WTL 402 Cost Controls (5)

This course is designed to provide the basics of cost control management in the construction industry by using standard cost control ratios to track labor and other expenses. Basic accounting, finance, project budgeting, estimating and budget tracking will be covered. Students will conduct research on effective contract budgeting and forecasting.

WTL 420 Labor Law and Ethics in Leadership (3)

This is an overview class designed to address workplace risk management. Students will analyze the legal aspects of collective bargaining contracts, as well as how to develop policies, processes and procedures that comply with local, state and federal laws while maintaining ethical leadership standards. Students will also learn legal aspects of project contract management, change management and purchasing.

WTL 460 Technology and Leadership (3)

This course will teach students how to implement technology such as software applications to help manage processes. Students will be introduced to the range of technology tools used in the workforce development, manufacturing, and construction industries (e.g., client management systems), and how to conduct research to stay informed about the latest technological changes in the field.

WTL 489 Professional Development (1)

This course will focus on professional development including research on job development and future work and education plans. Students will identify professional organizations that advance the field they are interested in pursuing.

WTL 490 & 491 Internship (10)

The leadership internship provides students with the opportunity to observe, reflect, and practice leadership in a technical, work-site environment. Each student will find a leadership placement in their field of interest and work with a site supervisor to provide relevant leadership experiences.

WTL 495 Capstone (2)

This is a project-based course integrating all components of the curriculum. Students will conduct a self-evaluation of program outcomes met.

Program sequence.

Students in the Workforce and Trades Leadership BAS program will likely come to the program with significant work experience in the industry. Credit for Prior Learning will be granted for students who complete the Professional Portfolio course (WTL 314) as well as the Workforce Experience Practicum (WTL 315). This Credit for Prior learning is built into the scope of the degree, and comes at the beginning

of the program in conjunction with introductory and foundational leadership courses. The program builds on this foundation with a mix of content and general education courses, with increasing real-world experiences over the course of the curriculum. The program culminates in a 10-credit internship, and a capstone project wherein students evaluate their progress toward the program’s learning outcomes.

Year One

Fall Quarter		
WTL 314	Professional Portfolio	1
WTL 315	Workforce Experience Practicum	10
WTL 311	Productivity and Diversity in the Workplace	3
TBD	General Education	5
WTL 325	Organizational Leadership	2
	Total Credits:	21

Winter Quarter		
WTL 345	Workplace Health and Safety	5
WTL 301	Intro to Supervision and Management	3
TBD	General Education	5
	Total Credits:	13

Spring Quarter		
WTL 312	Human Resources Development	3
WTL 310	External Relations	3
WTL 302	Risk Management	3
TBD	General Education	5
	Total Credits:	14

Year Two

Fall Quarter		
WTL 420	Labor Law and Ethics in Leadership	3
WTL 402	Cost Controls	5
TBD	General Education	5
	Total Credits:	13

Winter Quarter		
WTL 490	Internship	5
WTL 460	Technology and Leadership	3
TBD	General Education	5
	Total Credits:	13

Spring Quarter		
WTL 401	Project Management	3
WTL 491	Internship	5

WTL 489	Professional Development	1
WTL 495	Capstone	2
TBD	General Education	5
	Total Credits:	16

Total Program Coursework – 180 Credits

AAS-T Technical Requirements		
TBD	Variety of technical courses from chosen AAS-T degree	60
General Education		
ENGL& 101	English Composition I	5
ENGL& 102	English Composition II	5
MATH& 107	Math in Society	5
TBD	Any VLPA Elective	5
TBD	Any language/communication course	5
TBD	Any Humanities course	5
PSYC& 100	General Psychology	5
ECON& 201 / ECON& 202	Micro Economics / Macro Economics	5
TBD	Any ICS elective	5
Math& 146	Intro to Statistics	5
TBD	Any Natural World elective	5
TBD	Natural World lab course	5
Degree Requirements		
WTL 314	Professional Portfolio	1
WTL 315	Workforce Experience Practicum	10
WTL 311	Productivity and Diversity in the Workplace	3
WTL 325	Organizational Leadership	2
WTL 345	Workplace Health and Safety	5
WTL 301	Intro to Supervision and Management	3
WTL 312	Human Resources Development	3
WTL 310	External Relations	3
WTL 302	Risk Management	3
WTL 420	Labor Law and Ethics in Leadership	3
WTL 402	Cost Controls	5
WTL 490	Internship	5
WTL 460	Technology and Leadership	3
WTL 401	Project Management	3
WTL 491	Internship	5
WTL 489	Professional Development	1
WTL 495	Capstone	2
	Total Credits	180

Applied Learning Opportunities

This degree includes significant applied learning opportunities. The practicum and capstone are designed to ensure real world, practical applications of the concepts and tools learned.

Credit for Prior Learning

South Seattle College encourages BAS students to apply for Prior Learning Assessment credits if their previous coursework, training, work experience, or military service warrants. Ideally, prior learning assessment would have been completed at the onset of one's associate degree, but if this has not been done it should be explored with one's BAS advisor and faculty coordinator upon admittance to the program. The college recognizes the importance and relevance of prior learning assessment and has made strides in making this easily accessible for students.

- South follows the recommendations made by the American Council on Education when evaluating military training and education records. The college's Veteran's Center also helps active and veteran military personnel contact appropriate faculty to work with.
- Students may test out of specified courses by taking the final examination. This Credit-by-Exam method is widely used.
- Students may receive credit through the first-quarter WTL 314: Professional Portfolio course.

Student Learning Outcomes

In addition to the Program Outcomes above, WTL students will achieve the same four Student Learning Outcomes (SLO's) that South Seattle College fosters in all its students:

Communication

Computation

Human Relations

Critical Thinking & Problem Solving

Technology

Personal Responsibility

Information Literacy

The SLO's are embedded in the upper-division courses that are part of the WTL degree.

This will be a cohort program, so no option for part-time attendance.

Criteria 2. Qualified Faculty

Provide a profile, including education credentials, of anticipated faculty 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.

(1) Credentials of anticipated faculty that will support the program for each year. The Workforce and Trades Leadership program is designed to accommodate approximately 25 students per year for upper division courses. South has budgeted 1.33 faculty FTE for this program and plans to offer on average 10 upper division credits per quarter to be taught by subject matter experts and industry leaders. The other 5 credits each quarter are general education and will be taught by existing college faculty. One full time faculty with a 15 credit load and 5 credits per quarter of release time will be required to deliver all upper division courses during the academic year. In addition, 10 credits may be offered in the summer that could be taught by a part time faculty or the full time faculty as an overload. The full time faculty will need to have the skills to teach all of the classes, and will have the ability to use

adjuncts and current full time faculty to teach some of the classes. This degree program is in a new and emerging field. Adjunct faculty and industry experts will be vital to the success of this program. Through our advisory committee and industry contacts, a strong network is in place to identify these experienced potential candidates.

We expect non-traditional and first-generation students to come to us with some college experience or they would not qualify for the degree program. Unique to these applied degrees, the role of faculty will include a substantial amount of experiential learning. The BAS faculty will act as the student advisors for all things related to the program. Financial aid and other student services related questions will be handled by the administrative and student services teams. The faculty qualifications could include a doctoral degree in education if the undergraduate degrees were directly related to WTL.

The number of students is driven by our preference for a cohort model. In year two with the addition of a new junior class, there will be two 25-student cohorts serving a total of 50 students. The college will add faculty as required to support the number of students attending and be consistent with our negotiated contract. We believe the need will be strong and we will grow as the field develops.

The following is a sample job description:

POSTION RESPONSIBILITIES

- Teach upper division WTL courses. Some courses may include: Introduction to Supervision and Management; Risk Management; External Relations; Productivity in the Workplace; Human Resources Development; Organizational Leadership; Workplace Health and Safety; Project Management; Cost Controls; Labor Law and Ethics in Leadership; and Technology and Leadership
- Curriculum development
- Student advising
- Connect with business partners to help students find jobs and keep the curriculum current with industry standards
- Recruiting students from high schools, colleges, industry and the general public
- Using on-line learning to develop and deliver classes
- Support student internships

MINIMUM QUALIFICATIONS, SKILLS and ABILITIES

- Master's degree in Leadership, Organizational Development, or a related field
- Two years recent experience in the workforce or trades
- At least three years teaching experience and the ability to communicate knowledge and skills both in written and oral form to a diverse group of students
- Experience using on-line and instructional technology to deliver courses
- Experience developing curriculum

PREFERRED QUALIFICATIONS

- Doctoral degree in Leadership, Organizational Development, or a related field
- Experience working in a diverse environment
- Experience with industry teaching and administration
- Teaching or administrative experience at a four-year institution

REPORTING

Faculty positions report administratively to the Executive Dean of the Georgetown Campus of South Seattle College, who reports to the college President.

Faculty Credential Requirements

Name	Degree	Rank	Status	Effort In Program	Potential Courses Taught
TBD (recruiting to begin once program is approved)	Ph. D or Ed. D or M. A/S	Faculty/Coordinator	Full Time	66 percent / Teaching 33%/ Coordination	All 300 and 400 level WTL Courses
Existing Instructors in AA transfer area	Ph. D/Ed. D or M. A/S	Faculty (General Education)	Full Time	50%	All General Education Courses
TBD	Ph. D/Ed. D or M. A/S	Part Time Faculty or Full Time overload	Part Time/Full Time	33%	300 and 400 level WTL Courses as appropriate to technical expertise

We do not yet have specific faculty, but plan to hire specific faculty with the qualifications indicated.

(2) Faculty needed to cover technical coursework, general education courses and electives.

Additionally, the 100 and 200 level general education courses will be taught by our existing transfer faculty and budgeted in that division. This is the same general education delivery process as our hospitality management and teach tech bachelors programs. All faculty in the program will meet or surpass the following requirements:

- Scholarship and technical skill that represents appropriate study, training, and skills necessary to deliver postsecondary workforce and trades leadership curriculum at the baccalaureate level
- Expertise as a practitioner as evidenced by reports of former associates and supervisors
- A demonstrable understanding and acceptance of the role to be played as a partner in an educational enterprise serving the best interests of the students
- A demonstrable understanding and acceptance of the mission, role, and character of the college
- The ability to perform assigned duties in a manner consistent with the goals of South Seattle College and the community and technical college system
- Personal characteristics that contribute to the ability to promote the welfare of the students, the college, the Seattle District, and the state of Washington. Faculty must demonstrate a commitment to working with South’s diverse student body

(3) Faculty and administrators will meet certification requirements for Washington Administrative Code. All faculty and administrators will meet certification requirements for WAC 131-

16-80 and WAC 131-16-91. All faculty will have access to the Seattle District faculty development grants as well as a host of professional development activities.

Faculty in this program will need to be well versed in all types of teaching including on-line, hybrid, face to face, classroom, shop, and labs. They will need to be able to model appropriate teaching practices while providing immediate feedback. The instructor will also have a significant internship component to manage and will be expected to visit each site, talk with mentors, and review teaching, facilities and on-line capabilities. A significant stipend and travel allowance has been budgeted for this activity.

The new full time faculty will be recruited from a wide range of sources including national scholarly publications, local and regional newspapers, industry programs and diversity-oriented media.

Criteria 3. Selective Admissions Process, if used for the Program, Consistent with an Open Door Institution

Describe the selection and admission process. Explain efforts that will be used to assure that 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.

(1) Selection and admissions process.

Admissions requirements. To be eligible for admission into the BAS program, each student must meet the following requirements:

- Relevant Washington State (or comparable from another state) AAS-T degree with a minimum of 25 quarterly general education credits, which includes college-level: math (5 credits), English composition (5 credits), general psychology (5 credits), arts and humanities electives (5 credits), and natural world electives (5 credits)

Relevant Degree areas:

- Multi-Occupational Trades AAS-T from South Seattle College or another community or technical college
- Two-year degrees from South or elsewhere in fields such as Aeronautical Technology (including Aviation Maintenance Technology and Aerospace Composites Technology); Automotive Technology; Auto Body Collision Repair; Diesel and Heavy Equipment Technology; Engineering Technology; Engineering Graphics and Design Technology; Landscape Horticulture; and Welding Fabrication
- Specialized certificates developed at Renton Technical College and Spokane Community College.
- Four-year degree programs in related fields
- Other related areas of study may be reviewed and accepted by the BAS committee

As a national collegiate leader, the College pledges to work with all programs recognized by the Washington State Apprenticeship and Training Council to formulate graduate transition plans so apprentices will be able to enroll in this BAS program. As a member of the Registered Apprenticeship-College Consortium (RACC), a national network of postsecondary institutions, employers, unions and associations, South has joined a consortium working to create opportunities for apprentice graduates who

may want to further enhance their skills by completing a Bachelor's Degree. Administered by the U.S. Departments of Labor and Education, the consortium is creating a national network of colleges and Registered Apprenticeship sponsors allowing apprentice graduates to accelerate completion of their postsecondary degrees at member colleges. The RACC's goals include recognition, transferability, and portability of degrees and journey cards across states, allowing this BAS program to tap into a national network of apprenticeships and journey workers. And because of RACC requirements for apprenticeship colleges, students could work towards an AAS and a BAS concurrently.

At the state level, the program will also serve Washington's professional technical 2-year degree programs and has potential to accept graduates from multiple degree paths within the Washington State Community and Technical College system. Dozens of two-year professional technical degree programs from around the state are potential feeder programs. The primary prerequisite for the program will be the combination of a 2-year professional technical associate degree and 2-5 years of work experience in a field related to the technical degree earned. The major areas in need of supervisory training are identical to the areas where students will matriculate from. These areas include: Agriculture; Aviation; Construction; Engineering; Manufacturing; Maritime; Mechanics; Service Technicians; Transportation; Welding Fabrication.

South is responding to calls from industry and apprenticeship training directors to build the Workforce and Trades Leadership BAS as a means of bridging the educational gap for experienced workers wishing to advance or accelerate their careers.

Priority will be given to students with a Washington State AAS-T degree. Students with a Washington State Associate of Arts-Transfer or Associate of Science-Transfer degree may also be admitted to the program permitting that they meet the three-year minimum work experience requirement. Students entering under these degrees will still need to complete all upper-division courses, earn a minimum of 180 college-level credits, and will be required to work with the BAS Committee to develop appropriate substitutions for lower-division general education requirements.

The cumulative Grade Point Average (GPA) requirement is 2.5 for full and provisional admission into the program and must be maintained while in the program. The student must also be registered for a minimum of 10 Workforce and Trades Leadership (WTL) credits each quarter to be considered as active.

Admissions process. Admission to the program is competitive. Meeting the minimum requirements does not guarantee admission as the number of qualified applicants may exceed the number of enrollment spaces available. Applications must be postmarked by a specific deadline during each academic year in order to receive priority consideration for enrollment.

The application includes the following:

- A completed application form (see Appendix C)
- A non-refundable application fee of \$35.00.
- Official (sealed) transcripts from a regionally accredited college demonstrating completion of an Associate of Applied Science-Transfer (AAS-T) degree or equivalent
- A completed "Prior Work Experience Petition" demonstrating a minimum of 3 years of work experience in a professional industry
- Two letters of recommendation on appropriate letterhead from individuals who personally know your work (such as your current or past supervisor), that discusses your contributions to your workplace and how he/she believes you will benefit from completion of the BAS program. If you are applying for this program immediately after completing an associate

degree program, the letters of recommendation may be from your instructors. **All letters of recommendation should be on appropriate company letterhead (if possible) and include contact information*

- A personal statement (minimum of 400 words, maximum of 600 words) discussing your work experience; your personal and professional goals; advanced certifications you already possess; any specific or unique attributes that you will bring to the program; any personal or imposed challenges or hardships you have overcome in pursuing your educational or work goals; or any other special considerations that you believe will make you a good candidate for the program

Admissions status. Students who have not met all of the requirements to be fully admitted may also be admitted to the BAS, Workforce and Trades Leadership program under one of the following conditions:

- **Provisional Admission:** Students who are within 25 quarter credits of completing their two-year degree including the program entry requirements may be admitted provisionally into the program if space is available. Once students have completed their two-year degree including the program entry requirements, they will be granted full admission into the program.
- **Probationary Admission:** Students with a cumulative GPA below 2.5 may be admitted under probationary status. Students must maintain a cumulative GPA of 2.5 or higher for the first 30 quarter credits and then petition to the BAS committee for full admittance.
- **Non-Matriculated:** Students not officially accepted into the program may take up to 15 WTL credits with prior faculty approval. Once admitted to the program, those classes will be applied towards the individual's degree.

Admissions criteria. To be fully admitted into the program, in addition to the 2.5 GPA requirement and the two-year technical degree with the noted 25 credits of general education courses, potential students must also successfully complete the admissions application.

Additionally, priority will be given to students with a Washington state AAS-T degree and that have a minimum of 25 quarterly general education, college-level credits in: math (5 credits), English composition (5 credits), general psychology (5 credits), arts and humanities electives (5 credits), and natural world electives (5 credits).

Admission will be offered to as many highly qualified students as space allows. When an application is reviewed, the admissions team as an example may consider the following factors:

- Currently working or seeking work in the workforce trades
- Hold related certificates or certifications
- Course preparation for the program
- Well-defined career goals
- Plan for timely completion of the program
- Level of academic achievement including cumulative GPA
- Academic or artistic awards and achievements, community service, work experience or industry certifications
- Improved grades after an extended absence from college or evidence of a new maturity in approaching college work
- Cultural awareness
- Perseverance in attaining higher education in spite of personal adversity, disability, or economic disadvantage

(2) Efforts to assure that the program is serving a diverse population. South is well-placed to provide baccalaureate-level education to those who need it most. Reflecting national trends, Seattle’s workforce is becoming more diverse and the racial and ethnic groups that are the least educated are the fastest growing. In South King County, minority populations have increased in number over the last decade at a faster rate than the general population.

This unprecedented wave of immigrants and refugees has greatly increased the demand for ESL programs and services at South. The number of South’s students whose primary language is not English (35 languages in all) has more than doubled in recent years. The composition of South’s student body reflects local demographics. The proportion of South’s students that are members of ethnic minorities, 47 percent, makes South one of the most diverse community colleges in Washington State. Nearly 50 percent of South’s students are first-generation college students; 36 percent are low-income, and five percent are disabled.

The college has made it a priority to achieve excellence in its ability to serve its diverse population and these efforts have led to successful outcomes, especially in completion and retention rates. South Seattle College has the highest proportion of students of color (50.9 percent) who graduate with degrees or certificates in Washington State. Improving the retention of African American students is a priority. In 2008, the college was designated as a federally recognized Asian American and Native American Pacific Islander Serving Institution.

South is strongly engaged with surrounding communities and businesses, and is a leader in regional initiatives associated with education, community improvement and economic development. For example, the college is the convener of the Puget Sound Industrial Excellence Center, an innovative partnership that provides extensive educational and training services for businesses and teaches individuals entrepreneurship skills. These connections with industry and the community are especially relevant to the proposed BAS Workforce and Trades Leadership program. The institution is poised to draw on its many relationships and its reputation for success to build broad industry and community engagement in support of the BAS degree program.

South is actively engaged within the workforce and trades communities in Seattle and King County. The college has recently received multiple local and federal grants in workforce and trades initiatives. The Georgetown campus is directly involved with 27 apprenticeship training programs, most of which are in construction and manufacturing, the focus of this degree.

See Appendix D to view a comprehensive outreach plan created to ensure that the BAS, Workforce and Trades Leadership program is marketed to diverse populations.

(3) Enrollment projections for each year over the next five years:

Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2018-19	2019-20	2020-21	2021-22
Students Enrolled (Headcount) Cohort II begins year 2	25	50	50	50	50

The potential maximum capacity we would be able to accommodate would be 100 students with two cohorts in each class.

(4) Serving place-bound working adults.

The BAS in Workforce and Trades Leadership degree targets students who might not otherwise have the opportunity to attend a four-year college. Community college students frequently have jobs that provide limited flexibility for educational advancement, and they may face family circumstances or transportation challenges that limit their educational options. These factors create a unique need for this program in King County, an urban metropolitan area that serves a diverse community of adults. These classes follow the state apprenticeship model where state and regional joint apprenticeship training councils (JATCs) provide training where students travel for class on evenings and weekends or may be provided in a block training model. For many courses, students may utilize online LMS programs to actively engage with the instructor and their peers while taking part in distance learning, i.e., during general education, internship and portfolio courses.

Additionally, keeping students “local” will capture and cultivate local talent and increase the chances that these students will seek positions within our local community. The BAS in Workforce and Trades Leadership program will therefore both serve place-bound adults and provide training for a stronger workforce in Washington State. South Seattle is located within driving distance of nearly half of the State’s population and is part of the largest community college district in Washington. The program will be oriented in a hybrid and online model in order to reduce commute time while ensuring appropriate face-to-face time for students and faculty.

(5) Articulations.

South Seattle College will work with all of the community and technical colleges across the state to ensure proper articulation of technical programs. In addition, the college will work with industry specific agreements and articulations with universities and technical colleges both local and nation-wide. South will continue work to increase AAS-T options for students which are better suited for articulation and reduce unnecessary repetition of general education courses. Agreements from several higher education institutions and local businesses have been developed in preparation for this proposal.

For one example, the Construction Center of Excellence (CCE), based out of Renton Technical College, is a key partner in the push to develop this new BAS program. The CCE has provided significant support and direction to build on the mapping of existing training options, with a particular focus on construction trades leadership. The CCE is also a key partner with South through the WISE grant, leveraging funds strategically. The Director of the Construction Center of Excellence indicated the next step in development needed for the industry. *“This degree can build on the new certificate developed at Renton Technical College. That program should articulate. Spokane and Walla Walla Community College reviewed the certificate in detail. So there are strong foundations and good thinking about what a BAS in the trades should look like.”*

South will continue to collaborate with partner colleges, industry experts, and Centers of Excellence to utilize resources, tools, and experience to build the new Workforce and Trades Leadership BAS degree. As the College continues to work on and apply for grants, the new degree can act as a beacon, a goal, both an end point and a starting point for tradespeople.

South Seattle College chose to involve industry and business in formal and intentional ways as co-creators of this degree. Over 70 leaders have been consulted in public forums and individual interviews.

The response has been overwhelmingly positive. We pledge that these conversations will continue. Colleagues at Renton Tech and Spokane Community College are partners in building this next piece of the pipeline, offering lessons learned through their new certificate programs. This work is also done in concert with the Construction Center of Excellence to ensure a coherent pipeline of options in the state. Other Centers of Excellence expressed interest in surveying journey-level workers to assess their readiness to move into management and the sometimes dramatic shifts in attitude and skills needed to launch into leadership. Most recently, City University joined the conversation to discuss connections with their graduate programs in their School of Applied Leadership.

These agreements will form the foundation for formal articulation agreements once the BAS degree program in Workforce and Trades Leadership is approved. Faculty and administrators will evaluate potential additional agreements on an annual basis. Every three years, faculty members and administrators will evaluate all articulation agreements to ensure students will have appropriate skills to be successful in the program.

Criteria 4. Appropriate Student Services Plan

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

South's expertise is in empowering students with varied backgrounds to be successful. We will apply many of the same approaches we have used with success in other programs such as our BAS in Hospitality Management degree. Much of the student support will take place through classroom-based strategies. We will organize the program using a cohort model and will encourage students to work together as a group. A cornerstone approach will be to encourage students to use their varied backgrounds as resources for their classmates. Furthermore, we will encourage study groups and will assign work to teams. All classes will involve strong elements of group participation. South will also offer support services including academic advising, drop-in tutoring, one-on-one tutoring and ESL instruction (see Appendix E).

Along with classroom strategies, South will implement an adequate and appropriate student services plan to meet the needs of students enrolled in the new BAS program. The program has budget for a 50% program manager and 50% program specialist to provide online and face-to-face student support and advising. These are specific full-time, all-year FTEs assigned to student services staff to help support the students for this program. In addition to the college's main tutoring center open during normal business hours, the Program Manager and Program Specialist can also arrange tutoring. Moreover, a well-established communication system is already in place between student services and these two positions on account of the preexisting BAS programs. This system includes biweekly student services meetings in which BAS program staff are involved.

In addition, the plan builds on South's existing comprehensive Student Services Department and E-Learning Departments. South has continually demonstrated commitment to significantly increasing the achievement and success of students. Recent student support initiatives include the development of the Asian American and Pacific Islander Higher Education Resource Center¹ and a revised pre-advising

¹ See <http://aapiherc.southseattle.edu/>

website². A new Pathway to Completion initiative will institute intrusive advising and an early alert system. These initiatives are focused on increasing retention, completion, placement and transfer rates and are critical to supporting South's student services plan.

Concurrently, the BAS Workforce and Trades Leadership program will create and maintain a robust website that provides students with one-stop access to important information including the student handbook.

Students will receive additional assistance from a faculty advisor who will be assigned to them at the beginning of the program. Each faculty advisor will work individually with each student to provide them with the tools they need to be successful. Furthermore, students will be able to improve their academic skills by accessing campus resources such as the writing center and tutoring programs.

(1) Student financial aid services. South will offer comprehensive financial aid services to students in the Workforce and Trades Leadership program which is outlined in the student handbook. The Financial Aid Department will continue to ensure that third- and fourth-year students will receive equitable treatment in determining Federal and State aid eligibility.

In addition, the BAS programs at South have dedicated financial aid staff to support this program. This staff member is specifically assigned to help students navigate VA requirements, process FASFA paperwork in a timely manner and assist students in completing scholarship applications offered both internally and through external agencies.

Furthermore, the South Seattle College Foundation will make its existing scholarships, emergency grants and childcare grants available to students in the Workforce and Trades Leadership program and also proposes to raise additional endowed funds to support scholarships that are dedicated to the program. The board has indicated its willingness to establish preferences for underserved minorities if needed to assist with recruitment and retention. The Foundation currently awards more than \$200,000 a year in scholarships, \$15,000 in emergency grants, and \$3,000 in childcare grants.

(2) Academic advising. Each student will meet with program faculty and program support staff to ensure appropriate advising. As mentioned, the program has been developed in a cohort model so students will know their schedule well in advance.

Currently, South's academic advisors use disciplinary expertise to counsel students wanting to transfer to the BAS programs. Faculty advisors will meet with each student individually. It should be noted that current department staff have extensive experience advising students in two-year programs and ensuring their successful transfer to four-year programs throughout the state. South has a strong tutoring program with dedicated writing and math labs. Students with these needs will be directed to the appropriate support program.

(3) Administrative and staff FTE allocation. This program will have 2.38 FTE for administration and student support. With 50 students in the program this achieves a high ratio for direct support.

The 50% administrative position supports the time and effort provided by the Executive and Associate

² See <http://www.southseattle.edu/pre-advising/>

Deans for the program. This has been adequate for the other BAS programs offered by Seattle Colleges. If additional staffing in this area is required, the Executive Dean and the Vice President for Instruction will reevaluate and make appropriate changes as needed. All staffing is consistent with Seattle College District policies and meets (or exceeds) all Northwest Accreditation standards.

Administrative and staff FTE allocation

Administrative Activity (25 Students)	Percent of full time
Faculty Coordination (Release time)	.33
Executive Dean	.10
Associate Dean	.25
Library	.25
IT Support	.25
Exempt Administrator/Student Support Administrator	.5
Internship Support	.5
Clerical Support	.2
TOTAL	2.38

(4) Description of program administrators and staff.

Faculty coordination (release time, .33 FTE). Staff will be assigned or hired to provide support for the development of the WTL BAS degree. Advisory committee, marketing, coordination, planning and student advising will be a part of this role.

Executive dean (.10 FTE). The executive dean of the program will be Dr. Holly L. Moore. Holly is a nationally recognized educational leader with more than 30 years of executive and faculty experience. She received her Doctorate in Educational Leadership from Seattle University; a Masters in Special Education from the University of Washington; and a Bachelors in Speech from California State University.

Her broad professional experience spans early, elementary, community college and university education. Currently, Dr. Moore is the executive dean of the Georgetown Campus of South Seattle College. Dr. Moore has been a strong advocate for apprenticeship education and linking this training to post-secondary degrees and certificates that build careers for a lifetime.

In addition to her role as a college president, she has held several leadership positions vice-president of economic development, assistant vice-president of academic affairs, academic division chair and an executive director of a foundation. Her experience also involves a tenured faculty position in education as well as university and public school teaching.

Associate dean (.25 FTE). The current interim associate dean of the program is Dr. Daniel C. Dillard. Dan holds doctoral, master's, and bachelor's degrees in the humanities and social sciences. He taught for several years at Florida State University and has over ten years of administrative experience with professional-technical, transfer, and BAS programs.

Library support staff (.25 FTE). Library support is also key for high quality baccalaureate level education. We have added a significant 10 hours per week to support library resources. In addition to providing direct support for baccalaureate level students these hours will be used to identify, purchase and maintain appropriate library resources for the program. Library resources will be enhanced for this

program including periodicals and journals purchased for enrollment in the 300/400 level courses. All of our library materials are available online to help those students who are working while in the program.

IT support staff (.25 FTE). A key element for learning is access to technology. We have added a significant 10 hours per week to support technology.

Exempt administrator/student support administrator (.5 FTE). The administrator for this program is responsible for the admissions process, helps students with financial aid issues, organizes student clubs, coordinates with the faculty for program scheduling, budgeting and provides general support for students.

Internship support staff (.5 FTE). One of the most important administrative functions will be facilitation of internships. Many current research studies indicate that high quality internships are key to student learning and job placement. This body of work is amply budgeted and may be conducted by the faculty or someone selected by the Executive Dean that has the skills to assess learning, set up mentors at the intern site, is familiar with technologies, understands learning facilities (e. g. classroom, shop, and lab layout), and safety.

Clerical support staff (.2 FTE). Clerical support will be provided by the Georgetown division support staff. This will include producing payroll documentation, room scheduling, minutes at meetings and budget support.

Criteria 5. Commitment to Build and Sustain a High Quality Program

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

Seattle Colleges has demonstrated the capacity and resources to build and sustain quality baccalaureate programs of study. The Workforce and Trades Leadership BAS degree follows a long line of other high-quality programs. South Seattle College's Georgetown campus has demonstrated a commitment to this area of study through the development of courses based on industry demand.

The financial plan for the WTL BAS program proposal is provided in table 7 and includes projections of all costs, expenditures and revenue streams to support the proposal. The proposed budget is sufficient to fund the necessary activities to build and sustain a program that will meet or exceed accreditation standards. Ultimately, the Executive Dean and Associate Dean are in charge of the program. However, the faculty lead – with 1/3 release time plus stipend – will provide considerable assistance

South Seattle College projects the expenses to be \$94,000 for the planning year, \$206,250 for year one and \$224,788 for year two when a second cohort is added. Overages will be covered by local funds or grants. During years one and two, the Washington Integrated Sector Employment (WISE) grant, from the Department of Labor, can be used for planning, curriculum development, outreach and recruitment, and student services. Costs level off the following year only increasing due to cost of living increases in salaries.

Workforce and Trades Leadership BAS Budget

EXPENSES	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Staff	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
1 FT Faculty	\$ -	\$ 65,000	\$ 66,950	\$ 68,959	\$ 71,027	\$ 73,158
2 PT Faculty	\$ -	\$ -	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782
3 Faculty Coordination	\$ 33,333	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Subtotal	\$ 33,333	\$ 75,000	\$ 107,250	\$ 110,468	\$ 113,782	\$ 117,195
4 Benefits @ 35%	\$ 11,667	\$ 26,250	\$ 37,538	\$ 38,664	\$ 39,824	\$ 41,018
Total Staff	\$ 45,000	\$ 101,250	\$ 144,788	\$ 149,131	\$ 153,605	\$ 158,213
<i>*Note, salaries after year 1 reflect 3% cost of living increase</i>						
Item						
5 Contracted Services	\$ 45,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
6 Goods & Services	\$ 3,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
7 Travel (Professional Development)	\$ 1,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
8 Equipment	\$ -	\$ 35,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
9 Marketing	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
10 Software	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
11 Instructional Research		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
12 Library Materials	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Total Items	\$ 49,000	\$ 105,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000
Grand Total Expenses	\$ 94,000	\$ 206,250	\$ 224,788	\$ 229,131	\$ 233,605	\$ 238,213
REVENUE		25 students	50 students	50 students	50 students	50 students
13 24 in-state tuition and Fees @ \$6178 per year with 2% increase annually	\$ -	\$ 148,272	\$ 302,475	\$ 308,524	\$ 314,695	\$ 320,989
14 Out of state students (1 per year , per cohort, with 2% increase)	\$ -	\$ 18,137	\$ 36,999	\$ 37,739	\$ 38,494	\$ 39,264
15 \$35 application fee		\$ 875	\$ 875	\$ 875	\$ 875	\$ 875
16 Student Lab Fee (\$8 per credit, up to \$80 max per quarter)	\$ -	\$ 6,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
17 WISE/TAACCCT Round IV grant	\$ 24,000					
Local Funds	\$ 70,000	\$ 32,966				
Grand Total Revenue	\$ 94,000	\$ 206,250	\$ 352,349	\$ 359,138	\$ 366,064	\$ 373,128
Difference	\$ -	\$ -	\$ 127,561	\$ 130,007	\$ 132,459	\$ 134,915

Year zero represents the 2016/17 planning year and \$24,000 for the development of the proposal and curriculum from a TAACCCT Round IV grant, Washington Integrated Sector Employment (WISE). Year one begins program development with plans to begin offering courses during the 2017/18 academic year. It is expected that by year four the initial investment will be recouped by the college and the WTL will be a sustaining program of the college.

(1) Types of funds to be used to support the program. South has a demonstrated capacity to make a long-term commitment of resources to build and sustain a high quality program. The financial plan for the Workforce and Trades Leadership program proposal, includes projections of all costs, expenditures, and revenue streams to support the proposal. The proposed budget is sufficient to fund the activities necessary to build and sustain an outstanding program.

Long term support for the program will come from student tuition and fees and college allocation of state FTE. Although our tuition remained the same this past year, based on the history of tuition increases we have forecasted a conservative 2 percent annual increase along with a 3 percent projected annual increase in all salaries. Our projected enrollment is for 24 in-state students and one non-resident who will pay non-resident tuition.

(3) Projected program expenses. Direct costs for year one of program delivery to 25 students will be at \$206,250 and moving to \$238,213 in year five. The increase is due primarily to a forecasted 3 percent annual increase in salaries. The intent is to offer a high quality program that meets the needs of the students and the college by providing robust funding in all necessary categories. This program will be in the same division as our current Bachelor's degree offering many opportunities to synergize in areas such as marketing and student development. Our experience with offering one of the first BAS degrees at a community college in Washington has helped us determine a realistic budget.

Reviewers for a previous BAS program proposal expressed concern regarding faculty salary and responsibilities and were concerned that 1.33 FTE would not provide the coverage needed for this program. The model proposed is consistent with regional universities and an additional stipend of \$10,000 is available for internship coordination, advising and curriculum development so that the actual faculty salary is \$70,000 and comparable to regional universities and in line with our federation contract. It is also important to note that university faculty load requires publication which is calculated into their faculty load and while this is encouraged at South Seattle College, it is not considered part of their assignment. Faculty development and research grants are available for publications.

Aligning with the budget on page 29, below is a narrative explanation of each line item. In addition South Seattle College will continue to seek external funding to develop and expand the program.

1. FT Faculty - \$65,000 will be allocated during year one to faculty for curriculum development and attendance at advisory committee meetings during the program development year. Full-time faculty will continue in following years and the budget reflects a three percent cost of living increase each year.
2. PT Faculty - During year two a second part-time faculty will be added to support the program for two cohorts of students. Part-time faculty will continue in following years and the budget reflects a 3 percent cost of living increase each year.

3. Faculty Coordination – Staff (.33) will be assigned or hired to provide support for the development of the WTL BAS degree. Advisory committee, marketing, coordination, planning and student advising will be part of the role of this person or people.
4. Benefits – Benefits are calculated at 35 percent.
5. Contracted Services – Contracted services include program development dollars for the initial scope and sequence of the courses during the program development year. It is expected that subject matter experts will continue to be needed throughout the program because Workforce and Trades Leadership is an emerging field.
6. Goods and Services – Goods and services include desk supplies and teaching and learning materials for the program.
7. Travel (Professional Development and Internship Supervision) – Travel includes registration, hotel and travel expenses to conferences for faculty and staff professional development. Local travel will also be required to supervise student internships.
8. Equipment – Equipment includes computer resources and industry specified equipment.
9. Marketing – Outreach costs include brochures, college fairs, networking, Web site development etc.
10. Software – Industry specified software and licenses.
11. Instructional Research – An instructional research fund for faculty.
12. Library Materials – Acquisition of databases, journals, etc. to support the WTL BAS program. The materials budget was developed under consultation with our library staff and is in line with other BAS programs in the district. As needs are identified additional resources will be provided.
13. Tuition - The college forecasts enrollment at 25 students in year one and 50 students in year two. It is expected that cohorts will fluctuate based on expected attrition and enrollment throughout the academic year. In-state tuition is calculated at \$6,178 per year with an annual increase of 2 percent.
14. Out of state students – Due to the emerging nature of this field it is expected that the college will draw from outside the state. The budget reflects one out-of-state student per cohort.
15. Lab fees – Lab fees are calculated at \$8 per credit up to \$80 per quarter.
16. Local funds – Local college funds will be invested during planning year and year one of the program.

(3) Appropriate facilities to be used. The Georgetown campus has experienced a complete renovation over the past several years and is located close to SeaTac Airport and I-5 making it very easy for commuter students to attend class in that location. The campus houses specialized labs including a safety training lab and diversified manufacturing labs.

The Workforce and Trades Leadership program is designed for working adults and delivery will be structured to meet the needs of people who are not available during the high volume 8 a.m. - 2 p.m. class times. The hybrid and online nature of this program is designed to reduce the demand for students to be on campus thus reducing the facility demands. Workforce and Trades Leadership courses will be offered at non-traditional times further reducing peak demand for facility space. For several years, South has had significant experience in offering distance bachelors completion degrees with Eastern Washington University. In addition South has a teaching and learning classroom with the most current software for distance group interaction. The Seattle District has a world class television studio that can be utilized to make high quality demonstration videos and support instruction.

(4) Equipment, technology and instructional resources needed. South Seattle College is part of the Seattle College District which is the second largest higher education entity in the State of Washington. (Only the University of Washington is larger.) South has a vast array of instructional resources including curriculum development grants, on-line course development grants, \$5,000 for instructional research, a full time faculty development coordinator, TV Studio, multiple teaching and learning centers as well as access to Washington On-line and a host of Web based lecture capture and conferencing software, ITV rooms, and distance learning coordinators. In addition an equipment budget of \$10,000 per year has been established for this program and \$20,000 has been allocated to the library for student resources.

Criteria 6. Program Specific Accreditation

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

South Seattle College is accredited to offer two-year and four-year degrees by the Northwest Commission on Colleges and Universities. The college will not seek specialized program accreditation.

Criteria 7. Pathway Options beyond Baccalaureate Degree

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

There are multiple potential pathways for students who have completed this BAS degree, including the MBA. Recently, the Seattle Colleges also signed a memorandum of understanding and a program-specific articulation agreement with City University to help move students seamlessly between BAS programs and master's level programs at City U. The articulation agreement is attached in Appendix H, and includes provisions that enable students who complete the WTL BAS to have met all the required pre-requisites for entry into City U's Masters in Business Administration program.

Similarly, a master partnership agreement has been signed recently with Western Governors University–Washington stating that graduates of all Seattle Colleges BAS degree programs meet the entry requirements for all of WGU-W's Master's-level programs, except the Master's in Nursing program which requires a BSN for entry. The agreement also covers efforts to jointly market the articulated pathways. WTL BAS graduates are also eligible for 5 percent tuition discount at WGU as part of the partnership.

Criteria 8. External Expert Evaluation of Program

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

South Seattle College selected three external experts to review the program. They are:

Thomas Barrett, PhD
Executive Director
Carpenters-Employers Apprenticeship and Training Trust
Kent, WA

Lindsay Langill, Ed.D.
Dean, School of Trades and Technology
Thompson Rivers University
Kamloops, British Columbia

Shannon Matson, MPA, Ph.C.
Deputy Director
Aerospace Joint Apprenticeship Committee
Seattle, WA

Three reviewers read the proposal and provided feedback on the quality of the program design through a rubric. The review rubrics and reviewer findings are included in Appendix G. Also included are South Seattle College responses to specific concerns and suggestions raised by the reviewers.

The Workforce and Trades Leadership BAS degree is a unique program, with few models available nationally for comparison. Fewer still are local colleges or universities in a position to act as reviewers of this particular program proposal. South Seattle College is fortunate, however, to have worked with the Thompson Rivers Bachelor of Technology degree in Trades and Technology Leadership, a regional exemplar in the field. The Thompson Rivers program model, scope, and outcomes align readily with the goals of the Workforce Trades and Leadership degree. Given the relative nascence of baccalaureate-level leadership programs in the workforce trades, the Thompson Rivers program has been a close partner and important reviewer.

External Reviews were completed by Dr. Thomas Barrett, Dr. Lindsay Langill, and Shannon Matson.

Dr. Barrett is currently the Executive Director of the Carpenters-Employers Apprenticeship & Training Trust Fund, which operates Washington State's largest apprenticeship program. He has been a training director for the United Brotherhood of Carpenters for 10 years, and also serves as subject matter expert to the Carpenters International Training Center for the development of skill curriculum and strategic programs. Prior to joining the UBC, Dr. Barrett was a senior program manager with the Northrop Grumman Corporation where he managed programs in support of homeland security and national defense. Drawing from a 30-year career bridging both academia and business management, he has brought many innovations to carpentry training that are targeted at enriching the apprentices learning experience and simultaneously increasing productivity and effectiveness of apprentices on the job site. Dr. Barrett received his doctorate in Educational Psychology from Virginia Tech.

Dr. Langill holds four National Trade Certifications (Canada) in the trades Welding, Industrial Mechanic, Steamfitter/Pipfitter, and Power Engineering. Dr. Langill holds a Bachelor of Education (Secondary) and Master of Arts from the University of British Columbia, along with a Doctorate in Educational Leadership from University of Calgary. He has been a high school teacher, administrator, university professor and Dean. He currently is a professor at Thompson Rivers University and Vice President for the Independent Contractor's and Businesses Association where he has leadership responsibilities for

training programs. He holds Ministerial appointment to the Industry Training Authority board of directors for the Province of British Columbia. He is well published and speaks internationally on trades and apprenticeship training.

Ms. Matson currently serves as the Deputy Director/COO of the Aerospace Joint Apprenticeship Committee, bringing 20 years of project management experience, direct service educational programming, resource development, organizational management, business intelligence, internal/external program evaluation, and public policy research. Ms. Matson is a Ph.D. Candidate at the University of Washington and an Institute of Education Sciences Research Fellow through the US Department of Education. She also holds a Master's Degree in Public Affairs from the University of Washington earned in 2002. Prior to joining AJAC, Shannon notably served as Director of Evergreen Evaluation Services, Continuing Education Specialist at the University of Washington, Program Director at Washington Business Week, Evaluation Specialist at Solid Ground (Formerly the Fremont Public Association), and Research Assistant at the Washington State Institute for Public Policy. Shannon's professional and research interests include workforce development, higher education policy, labor economics, and regional economic development.

Overall, the reviewers were very supportive of the program design and impressed with the proposal's research and justification. They expressed confidence that the program will be successful and meet a critical need in the community. The reviewers offered useful and specific suggestions for the college to consider, which are addressed in Appendix G.

APPENDIXES

Appendix A: Internship Agreement



Internship Training Agreement and Learning Objectives Contract

Student Information

Name: _____ Student I. D. Number: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

I agree to work as shown below and to uphold the commitment of hours and service I establish in my partnership with the sponsoring employer. I will work toward the established learning objectives as outlined in this contract and I will keep the Program Administrator informed of any changes in my work or school status. I realize that if placed in a paid internship position by the college, I am not able to file an unemployment claim against my employer at the end of the placement.

In addition, I hereby release the Seattle District of Colleges, its officers, employees, and agents from and against any and all claims or damages arising out of or in connection with the Internship Program and participation therein.

Student Signature: _____ Date: _____

Employer Information

Company Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Supervisor Name: _____ Title: _____

Phone: _____ Fax: _____ Email: _____

Wages per Hour (if applicable): \$ _____ Hours per Week: _____

Internship Start Date: _____ Internship End Date: _____

The employer is responsible for determining the student's eligibility to participate in an internship which includes background verification. The employer reserves the right to discharge the student for just cause. However, if a problem arises after the student secures an internship, the college requests that the employer consults with the Program Administrator and student prior to such action. The school may also terminate the agreement if the training site no longer accommodates educational requirements after due consultation with the employer and student. Appropriate safety instruction will be provided by the employer. The employer shall evaluate the student in writing on a form provided by the college at the end of the student's internship. The employer will comply with Federal and State Labor and Industry regulations and will not reduce or replace the hours of any regular employee at the worksite. The above employer does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, marital status, or disability.

In addition, the employer indicated above agrees to waive any and all claims that may arise against the Seattle District of Colleges, its officers, agents, or employees in connection with the Internship Program and participation therein.

Employer Signature: _____ Date: _____

Faculty Approval

I give the above student permission to participate in an internship. I will work with the student and employer to define appropriate learning objectives. I will contact or visit the internship site at least 1 time per quarter to determine the student's progress and address any questions or concerns as they arise.

Faculty Signature: _____ **Date:** _____

Learning Objectives

Work with your internship site supervisor and faculty mentor to complete a minimum of four learning objectives in the worksheet below. These objectives should be relevant to your internship position and tied to the program learning outcomes listed below.

Workforce and Trades Learning Outcomes

1. Illustrate the fundamental concepts of workforce and labor leadership and the importance of these concepts as the cornerstone of success in the construction industry.
2. Interpret and analyze financial statements and budgets to maintain job site cost controls.
3. Analyze and differentiate the range of technologies including contract software and e-communication tools used in the construction industry.
4. Describe and apply skills in human resource management including basic labor relations, contract negotiation and recruiting and selecting employees.
5. Apply principles of leadership and management in the construction industry.
6. Demonstrate how to develop a project schedule, monitor timeline and document all phases of the operation.
7. Recognize the strengths and benefits of all forms of diversity and its impact on employee satisfaction.
8. Demonstrate how to create a safe and sustainable worksite and maintain local, state, and national workplace safety and sustainability regulations.
9. Summarize and apply principles of business law, labor law, ethics and global business.
10. Describe considerations and techniques for risk management in the construction industry.
11. Determine and implement contract management and compliance skills and evaluate quality metrics, scope of work, safety, sustainability and specifications.
12. Describe and apply external relations skills including partner relationships, schedules, business contract negotiations and disputes.
13. Demonstrate ability to work with teams, follow deadlines, attend to details and solve typical on-site problems.

OBJECTIVE #1

1) What would you specifically like to know or be able to do by the end of your internship?

2) What will you do to accomplish this goal? (provide two specific actions)

- _____
- _____

3) How will you and others know you've accomplished your goal? Be specific.

4) Describe why this objective is important to you and what program learning outcome(s) it achieves?

OBJECTIVE #2

1) What would you specifically like to know or be able to do by the end of your internship?

2) What will you do to accomplish this goal? (provide two specific actions)

- _____
- _____

3) How will you and others know you've accomplished your goal? Be specific.

4) Describe why this objective is important to you and what program learning outcome(s) it achieves?

OBJECTIVE #3

1) What would you specifically like to know or be able to do by the end of your internship?

2) What will you do to accomplish this goal? (provide two specific actions)

- _____
- _____

3) How will you and others know you've accomplished your goal? Be specific.

4) Describe why this objective is important to you and what program learning outcome(s) it achieves?

OBJECTIVE #4

1) What would you specifically like to know or be able to do by the end of your internship?

2) What will you do to accomplish this goal? (provide two specific actions)

- _____
- _____

3) How will you and others know you've accomplished your goal? Be specific.

4) Describe why this objective is important to you and what program learning outcome(s) it achieves?

BACHELOR OF APPLIED SCIENCE IN WORKFORCE AND TRADES LEADERSHIP

APPLICATION PACKET

This is an application for admission to the Bachelor of Applied Science (BAS) in Workforce and Trades Leadership program. If you have questions or concerns, please contact us at any time.

Contact Name:

Phone:

Fax:

Email:

APPLICATION CHECKLIST

Admission to the program is competitive. Meeting minimum requirements does not guarantee admission as the number of qualified applicants may exceed the number of available enrollment spaces.

- **Student Identification (SID) Number** – If you have never attended South Seattle College (SSC), North Seattle College (NSC), or Seattle Central College (SCC):
 - Go to <http://tinyurl.com/sscc-online-app> and apply to South Seattle College online. Once you apply to the College, you will be given a SID number to use on your BAS application form
 - *You can skip this step if you already have a SID number from SSCC, NSCC, or SCCC*
- **A completed application form** (enclosed)
- **A completed “Prior Work Experience Petition”** (enclosed)
- **A non-refundable check for \$35. 00**, payable to “South Seattle College BAS, WTL” (*This fee covers your application to SSCC, transcript evaluation and your individualized program plan*). Include your SID number on the check.
- **Official transcripts** from a regionally accredited college demonstrating completion of an Associate - Transfer degree **AND** an “Incoming Academic Transcript Evaluation Request” form (enclosed).
 - *Note: unofficial transcripts including opened official transcripts will not be accepted. Students who have attended SSC, NSC, or SCC do not need to order official transcripts but a “Transcript Evaluation Request” form is still required*
- **Two letters of recommendation** from individuals who personally know your work (such as your current or past supervisor), that discuss your contributions to your workplace and how he/she believes you will benefit from completion of the BAS program. If you are applying for this program immediately after completing an associate degree program, the letters of recommendation may be from your instructors on college letterhead. *All letters of recommendation must include the recommender’s name and contact information.*
- **A personal statement** (minimum of 400 words, maximum of 600 words) discussing your work experience; your personal and professional goals; advanced certifications you already possess; any specific or unique attributes that you will bring to the program; any personal or imposed challenges or hardships you have overcome in pursuing your educational or work goals; or any other special considerations that you believe will make you a good candidate for the program.
- **Review the financial aid website at <http://southseattle.edu/finaid/forms.htm>** and submit your FASFA at <http://www.fafsa.ed.gov>. Financial aid applications are typically due 4-6 months prior to your start date.

All application materials must be addressed to:

South Seattle College
6000 16th Ave SW – TEC140
Seattle, Washington 98106-1499

IMPORTANT NOTES:

1. Please type or print legibly with a black or blue pen
2. Enclose the application fee of \$35. 00. Checks should be made payable to “South Seattle College, BAS-WTL” (do not mail cash)

SECTION 1 - PERSONAL INFORMATION

First Name		Middle Initial	Last Name		
Address, including apartment number			City	State	Zip Code
Day Phone	Cell Phone		Evening Phone		
Date of Birth (mm/dd/yyyy)			Gender <input type="checkbox"/> Male <input type="checkbox"/> Female		
E-mail Address			Previous Names 1. _____ 2. _____		
Social Security Number --- ---	Note: Your social security number is confidential and, under a federal law called the Family Educational Rights and Privacy Act, the college will protect it from unauthorized use and/or disclosure. In compliance with state/federal requirements, disclosure may be required for the purposes of state and federal financial aid, Hope/Lifetime Learning tax credits, academic transcripts, assessment or accountability research.				
Student Identification Number (SID) --- ---	If you do not already have an SID number, go to http://tinurl.com/sscc-online-app and apply online. Once you finish the online application, you will be given an SID number.				

SECTION 2 – COLLEGE ENROLLMENT HISTORY, COURSE PLANS, WORK EXPERIENCE

Year and quarter you plan to start ? _____ QUARTER, 20_____	Are you the first generation in your family to attend college? <input type="checkbox"/> Yes <input type="checkbox"/> No		
College, vocational, or technical school attended	City and State	Years attended (YY) From: To:	Did you graduate? <input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No
College, vocational, or technical school attended	City and State	Years attended (YY) From: To:	Did you graduate? <input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No
College, vocational, or technical school attended	City and State	Years attended (YY) From: To:	Did you graduate? <input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No

List any additional colleges and vocational/technical schools on a separate sheet of paper and attach. Please have official transcripts sent to SSCC as directed in the application checklist.

Current degree(s) held, certification(s), and briefly list work experience List any additional degrees, certificates, or positions on a separate sheet of paper and attach.		
Degree / Certificate / Position	Granting institution or organization / Place of employment	Date degree or certificate received / Dates of employment

--	--	--

SECTION 3 - RESIDENCY INFORMATION

Please read this notice before responding to the questions in this section:

Effective July 1, 2003, Washington State law changed the definition of "resident student." The law makes certain students, who are not permanent residents or citizens of the United States, eligible for resident student status - and eligible to pay resident tuition rates - when they attend public colleges and universities in this state. *The law does not make these students eligible to receive need-based state or federal financial aid.* To qualify for resident status, students must complete an affidavit/declaration/certification if they are not permanent residents or citizens of the United States but have met one of the following conditions:

Condition One: (a.) Resided in Washington State for three years immediately prior to receiving a high school diploma, and (b.) Completed the full senior year at a Washington high school, and (c.) Continuously resided in the state since earning the high school diploma.

Condition Two: (a.) Completed the equivalent of a high school diploma, and (b.) Resided in Washington State for the three years immediately before receiving the equivalent of the diploma, and (c.) Continuously resided in the State since earning the equivalent of a high school diploma.

NOTE: If you meet one of the above conditions and would like to pay resident tuition rates, contact South Seattle College and request a copy of the 1079 residency form.

Residency Questions for Tuition Purposes:

<p>1. Have you lived continuously in the State of Washington for the past 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, how long have you lived continuously in the state of Washington?</p> <p style="text-align: center;">_____ months</p>	<p>2. Were you claimed for federal income tax purposes by your mother, father, or your legal guardian in the current calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="text-align: right;">In the past calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, has your parent or legal guardian lived continuously in the Washington State for the past 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3. Will a public or private non-federal agency/institution outside the state of Washington provide you with financial assistance to attend college? (answer yes only if your eligibility for this assistance is based on being a resident of that state) <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>4. Are you active duty military stationed in Washington or an active member of the Washington National Guard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are you the spouse or dependent of either (a) an active duty military person stationed in Washington, or (b) an active member of the Washington National Guard? <input type="checkbox"/> Yes (COPY OF ORDERS TO WASHINGTON AND MILITARY ID REQUIRED) <input type="checkbox"/> No</p>

SECTION 4 - RACE AND CITIZENSHIP INFORMATION

Providing this information is voluntary

<p>1. Which race do you consider yourself to be? Check all that apply:</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> African American (872) (015)</td> <td><input type="checkbox"/> Alaska Native</td> </tr> <tr> <td><input type="checkbox"/> American Indian (597) (653)</td> <td><input type="checkbox"/> Native Hawaiian</td> </tr> <tr> <td><input type="checkbox"/> Chinese (605)</td> <td><input type="checkbox"/> Filipino (608)</td> </tr> <tr> <td><input type="checkbox"/> Japanese (611)</td> <td><input type="checkbox"/> Vietnamese (619)</td> </tr> <tr> <td><input type="checkbox"/> White (800) Islander (681)</td> <td><input type="checkbox"/> Other Pacific</td> </tr> <tr> <td><input type="checkbox"/> Other Asian (621) (specify): _____</td> <td><input type="checkbox"/> Other Race</td> </tr> </table>	<input type="checkbox"/> African American (872) (015)	<input type="checkbox"/> Alaska Native	<input type="checkbox"/> American Indian (597) (653)	<input type="checkbox"/> Native Hawaiian	<input type="checkbox"/> Chinese (605)	<input type="checkbox"/> Filipino (608)	<input type="checkbox"/> Japanese (611)	<input type="checkbox"/> Vietnamese (619)	<input type="checkbox"/> White (800) Islander (681)	<input type="checkbox"/> Other Pacific	<input type="checkbox"/> Other Asian (621) (specify): _____	<input type="checkbox"/> Other Race	<p>2. Are you of Spanish/Hispanic/Latino ethnicity? <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, Mexican, Mexican American, Chicano (722)</p> <p><input type="checkbox"/> Yes, Puerto Rican (727)</p> <p><input type="checkbox"/> Yes, Cuban (709)</p> <p><input type="checkbox"/> Yes, other Spanish, Hispanic, or Latino (Please specify): _____</p>
<input type="checkbox"/> African American (872) (015)	<input type="checkbox"/> Alaska Native												
<input type="checkbox"/> American Indian (597) (653)	<input type="checkbox"/> Native Hawaiian												
<input type="checkbox"/> Chinese (605)	<input type="checkbox"/> Filipino (608)												
<input type="checkbox"/> Japanese (611)	<input type="checkbox"/> Vietnamese (619)												
<input type="checkbox"/> White (800) Islander (681)	<input type="checkbox"/> Other Pacific												
<input type="checkbox"/> Other Asian (621) (specify): _____	<input type="checkbox"/> Other Race												

3. Are you a U. S. citizen? Yes No - If not U. S. citizen, what is your country of citizenship

If not a U. S. citizen, what is your visa status? (**SUBMIT A COPY OF YOUR DOCUMENTATION WITH APPLICATION**)

- International student (with F or M visa) Visitor
- Temporary Resident. Alien Number: _____ Immigrant/Permanent Resident. Alien Number: _____
- Refugee/Parolee or Conditional Entrant. Alien Number: _____
- Other – Explain: _____

SECTION 5 – OTHER

Check all that apply

How did you hear about the Bachelor of Applied Science in Hospitality Management program at South Seattle College?

- Family / Friend Radio College Schedule Mobile Advertisement College Advisor Instructor Other:

I certify to the best of my knowledge that all statements on this form are true.

Signature: _____ Date: _____

PRIOR WORK EXPERIENCE PETITION

This petition for prior work experience is only valid for perspective students applying to the Bachelor of Applied Science in Workforce and Trades Leadership program at South Seattle College.

APPLICANT INFORMATION

Name:			
Address:		City, State, Zip:	
Phone:		Email:	
Name of Program:	BAS, Workforce and Trades Leadership		
Total Years of Industry Experience:			

EMPLOYMENT INFORMATION

Please provide all requested information below for each company you have worked at over the past 3-5 years. If your supervisor at the time of employment is no longer with the company, please indicate the current Human Resources contact. If you have worked for more than 4 companies over the past 2-5 years, please attach a separate piece of paper and include it in your application.

1) SITE SUPERVISOR INFORMATION

Company Name:			
Address:		City, State, Zip:	
Supervisor Name:		Title:	
Supervisor Phone:		Email:	

EMPLOYMENT INFORMATION CONTINUED

2) SITE SUPERVISOR INFORMATION

Company Name:			
Address:		City, State, Zip:	
Supervisor Name:		Title:	
Supervisor Phone:		Email:	

3) SITE SUPERVISOR INFORMATION

Company Name:			
Address:		City, State, Zip:	
Supervisor Name:		Title:	
Supervisor Phone:		Email:	

4) SITE SUPERVISOR INFORMATION

Company Name:			
Address:		City, State, Zip:	
Supervisor Name:		Title:	
Supervisor Phone:		Email:	

PROOF OF EXPERIENCE

In order to verify your prior work experience, you must provide proof of hours worked. To do this, you can (1) provide original timesheets, (2) provide original paystubs, (3) provide Federal tax forms, or (4) provide a letter on company letterhead from Human Resources indicating your dates of employment.

SITE SUPERVISOR VERIFICATION

Each supervisor listed in section 2 must sign below unless a written letter on company letterhead is provided.

I certify that the above applicant has represented their years of employment accurately and honestly.

As a result of their experience, I recommend that the applicant be considered for admission to the Bachelor of Applied Science in Workforce and Trades Leadership program at South Seattle College.

I understand that if necessary, I may need to provide additional verification of the applicant’s work experience to the program administrator at South Seattle College.

1) Supervisor Name (print): _____

Site Supervisor Signature: _____ **Date:** _____

2) Supervisor Name (print): _____

Site Supervisor Signature: _____ **Date:** _____

3) Supervisor Name (print): _____

Site Supervisor Signature: _____ **Date:** _____

4) Supervisor Name (print): _____

Site Supervisor Signature: _____ **Date:** _____

APPLICANT VERIFICATION

I certify that the information provided on this application is true and complete to the best of my knowledge. I understand that in order to be eligible for acceptance into the program, proof of prior work experience must be a minimum of 3-5 years within the same industry.

I authorize investigation of all statements contained herein as may be necessary in arriving at a decision of admission to the program. If needed, I grant the above employer/site supervisor permission to release information regarding proof of my work experience to South Seattle College.

I hereby understand and acknowledge that South Seattle College reserves the right to not admit me into the Bachelor of Applied Science in Workforce and Trades Leadership program if I do not meet the minimum requirements for eligibility and/or I cannot provide the necessary documentation for proof of experience.

In the event that I am admitted into the program, I understand that false or misleading information given in this Prior Work Experience Petition will be disclosed to the administration in my program of study and disciplinary action will be taken, which may include but not be limited to termination from the program. I understand, also, that I am required to abide by all rules and regulations of the Bachelor of Applied Science in Workforce and Trades Leadership program and South Seattle College.

Student Name (print): _____

Student Signature: _____ **Date:** _____

*******OFFICE USE ONLY*******

The above applicant has provided sufficient documentation of 3-5 years of work experience in their field.

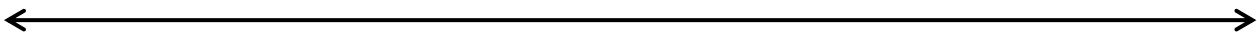
Date of verification: _____

Authorized Signature: _____

INCOMING ACADEMIC TRANSCRIPT EVALUATION REQUEST

1. SECTION A –Program of Study

- Associate of Arts Degree (AA) Associate of Science Degree (AS)
- Bachelor of Applied Science (BAS)
- Two Year Professional/Technical Program (includes Associate of Applied Science)
Indicate specific program (DO NOT LEAVE BLANK) _____
- Professional/Technical **Certificate**
Indicate specific program (DO NOT LEAVE BLANK) _____



2. SECTION B

YOUR NAME: _____ **TODAY'S DATE:** _____

PREVIOUS NAME
(if applicable): _____

YOUR E-MAIL
ADDRESS: _____

ADDRESS: _____

Number and Street	Apt. #	
City	State	Zip

DAYTIME TELEPHONE: _____ **STUDENT ID NUMBER:** _____

Request is for evaluation from the following schools:

1. _____
2. _____
3. _____
4. _____

Are these transcripts on file at SSCC? Yes No If no, date ordered: _____
Are you, or have you ever been a student at SSCC? Yes No

Appendix D: Marketing Plan

Major Target Markets	Outreach Tactics
Currently Enrolled South Seattle College Students	Utilize Postcards, campus website, program website, faculty, advisors, job fairs, and transfer fairs
Previously enrolled students and graduates of South Seattle College	Utilize Postcards, WorkSource Center, Job fairs, and direct emails
Current faculty in Washington State	Engage WEC list serve, Faculty Unions, AFT, AJAC program website, SBCTC Faculty Development
Asian American, Native American, Pacific Islanders	Collaborate with AANAPISI (Asian American, Native American, Pacific Islander Serving Institution) Grant program, scholarships awarded through the Foundation at South Seattle College
Other traditionally underserved populations including gender diversity	Collaborate with WorkSource centers on South and North Campus, campus Cultural Centers and Diversity Offices across the State, Seattle King County Workforce Development Center, Washington State Labor Council Diversity Committee, Apprenticeship and Non-tradition Education for Women (ANEW), Dislocated Homemaker programs Women’s Centers, targeted scholarships, Seattle Colleges ABE, Career Link, and Continuing Education programs
People employed in business and industry	Engage with Association of Washington Businesses, Seattle Chamber of Commerce, McKinstry, CBRE, MacDonald Miller, Boeing, Microsoft, Washington State Labor Council, City of Seattle Office of Economic Development, Trade Unions, Seattle/King County Building Trades, AGC, Port of Seattle, Department of Corrections, standard Web and media recruiting, Technical Advisory Committee, Roscoe, Anderson Roofing, MDC Tacoma, King County Housing Authority, Conservation Services Group, Snohomish Electric, The Northwest Environmental Training Center, Advanced Energy Management Inc., City of Seattle, Puget Sound Electric, WSU Energy Program, Sustainable Works, RDH Building Engineering, BEE Consulting, OAC Services, Finishing Trades NW, Bechtel Coating and Supply, O’Brien and Co., WW Stationary Engineers, Casault Engineering, ArchEcology, Ferguson Construction, Seattle 2030, Seattle Housing Authority, Puget Sound Energy, CleanTech Open, Puget Sound Regional Council, Emerald Cities, Northwest Energy Efficiency Council, Red Dot Corporation,

	<p>Ecotope, Innovate Washington, Batt+Lear, GLY Construction, Seattle City Light, Puget Sound Electrical JATC, GSA, Construction Industry Training Council, Construction Center of Excellence, Community Power Works, Johnson Controls, Rushing Company, L and I, Build It Smart, Fluid, State Labor Union, State Apprenticeship Council, PNCCCE Center of Excellence, Construction Center of Excellence, Port of Seattle, Puget Sound Regional Council,</p>
Veterans	<p>Collaborate with WorkSource centers at South and North campus, Joint Base Lewis McCord, Everett, Bangor, Puget Sound Navel Shipyards, National Guard, King County Veterans Services</p>
African Community	<p>Engage with African American Community Health Network, BABES – YWCA, CAIR-Washington, Center for Multicultural Health, Center for Wellbeing for Africans in America, Center Park (for physically/mentally challenged and their caregivers), East African Community Services, Eastside Multiethnic Center (refugee services), Eritrean Community Center, Eritrean Community in Seattle and Vicinity (ESL and citizenship classes), Ethiopian Community Mutual Association, Ethiopian Muslims Association of Seattle, Gondar Mutual Association of Seattle, Horn of Africa Services (HOAS) New Holly, Jefferson Terrace, Neighborhood House-Highpoint, New Vision Recovery Program - men's shelter, NW Immigrant Rights Project (law), Oromo Community Organization, POCAAN, Refugee Women's Alliance, Beacon Hill, Refugee Women's Alliance, Rainier Vista, and Riverton Place - men's shelter Got Green Electricians Minority Caucus YWCA Works</p>

Bachelor of Applied Science in Workforce and Trades Leadership

Student Handbook



For more information about the Bachelor of Applied Science (BAS) degree in Workforce and Trades Leadership, please contact the BAS program office at (206) 934-6853.

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Introduction

Welcome to South Seattle College (South) and the Bachelor of Applied Science (BAS) in Workforce and Trades Leadership (WTL) program. This program prepares students who have completed an apprenticeship program, a two-year technical degree or approved associate degree and have 2-5 years of related work experience.

This 90-credit degree program offers industry professionals a pathway to becoming a leader in the workforce and trades. The program emphasizes upper-division coursework that focuses on the complexities of workforce and trades leadership.

Importance of your student handbook

Your success is important to us. We have developed this handbook to guide you by providing you with specific information on curriculum, policies and expectations of the program. *Each student is responsible for studying this handbook and understanding its contents.* In general, the BAS program follows policies and rules established by South. As this is a unique program offered by the College, please note that some BAS policies may differ from standard College policies. You are responsible for complying with instructor syllabi and this handbook.

About the Bachelor of Applied Science Programs

History

In late 2005, the Washington State Legislature approved the development of applied baccalaureate degree programs to be offered at Washington Community and Technical Colleges. The purpose of this initiative was to expand access to bachelor degree education in order to better serve the State's workforce needs. By April 2006, the State Board for Community and Technical Colleges selected South to be one of four colleges that would pilot the development of BAS programs.

Due to South's reputation in providing excellent training programs in numerous professional industries, the College determined that it was best suited start this new endeavor by offering a Bachelor of Applied Science degree in the area of Hospitality Management. Enrollment in South's first BAS program began in fall 2007 and in fall 2009 South received accreditation as a four-year degree granting institution from the Northwest Commission on Colleges and Universities (NCCU).

Since receiving accreditation from NCCU, the BAS in Professional Technical Education and Instructional Design was approved in November 2012, the BAS in Sustainable Building Science Technology was approved in 2013, and South's staff and local business and community leaders have created this fourth BAS in Workforce and Trades Leadership.

South Seattle College - Student Learning Outcomes

Student Learning Outcomes represent the knowledge and abilities every student graduating with a certificate or degree from South will have. Students will achieve these outcomes as well as specific program outcomes for their academic or technical area of study.

- **Communication**
 - Read and listen actively to learn and communicate.
 - Speak and write effectively for academic and career purposes.

- **Computation**
 - Use arithmetic and other basic mathematical operations as required by the program of study
 - Apply quantitative skills for academic, and career purposes.
- **Human Relations**
 - Use social interactive skills to work in groups effectively
 - Have knowledge of the diverse cultures represented in our multicultural society.
- **Critical Thinking and Problem-Solving**
 - Think critically in evaluating information, solving problems and making decisions.
- **Technology**
 - Select and use appropriate technological tools for academic, and career tasks
- **Personal Responsibility**
 - Uphold the highest standard of academic honesty and integrity.
 - Respect the rights of others in the classroom, online and in all other school activities.
 - Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and other class-related projects and activities.
 - Abide by appropriate safety rules in laboratories, shops and classrooms.
- **Information Literacy**
 - Independently access and evaluate information from a variety of appropriate sources.
 - Have knowledge about legal and ethical issues related to the use of information.
 - Use information effectively and ethically for a specific purpose.

BAS, Workforce and Trades Leadership - Program Goals

The BAS, Workforce and Trades Leadership program provides formal education to enhance strategies for career development and advancement. The program goals are to:

- Meet industry demand.
- Offer a degree program of which there currently is not in Washington State.
- Create an affordable educational pathway for individuals currently working in industry to complete a bachelor degree program without having to leave the state or resign from a job.
- Provide an opportunity for journey-workers in the trades to advance their careers.
- Provide an avenue for individuals currently working in industry to gain skills that will allow them to become more effective professionals in the workforce trades.
- Offer the opportunity for people working in Workforce and Trades Leadership to broaden and advance their skills.
- Prepare employees who can fill the critical unmet demand for WTL professionals.
- Develop a well-regarded bachelor degree program that will create a conduit for graduates who wish to enter a master's degree program.
- Contribute to the attainment of the state's higher education and regional economic development goals in a high-growth industry by creating a better career ladder for individuals that are currently working as WTL professionals.

Curriculum to support the above goals will utilize the following instructional areas:

1. General education courses with the breadth, depth and rigor typical of programs at the four-year level
2. Upper division coursework in supervision, management, cost controls, workplace health and safety, external relations, human resources development, labor laws and ethics, and relevant technologies used in the industries
3. Internship opportunities that build on classroom work and develop a network of professionals
4. A capstone course that will emphasize the practical application of theory in the working environment

People to Contact

The BAS program office is located at the Georgetown Campus in the Colin Education Center (Building C). The program coordinator can be reached at the number below. Each classroom instructor will provide their contact information at the beginning of each quarter.

Rose Matthews, Program Manager: (206) 934-6783

Accreditation Status

South Seattle College is accredited to offer four-year degrees by the Northwest Commission on Colleges and Universities.

Getting Started (and Finished)

Application Process

Admission to the program is competitive. Meeting the minimum requirements does not guarantee admission as the number of qualified applicants may exceed the number of enrollment spaces available. Applications must be postmarked by a specific date of each academic year in order to receive priority consideration. The application includes the following:

- A completed application form. (Students may obtain an application form by contacting the BAS office at (206) 934-5375)
- A non-refundable application fee of \$35. 00. Checks should be made payable to “South Seattle College – Workforce and Trades Leadership”
- Official (sealed) transcripts from a regionally accredited college demonstrating completion of an Associate of Applied Science-Transfer (AAS-T) degree or equivalent
- A completed “Prior Work Experience Petition” demonstrating a minimum of 2 years of work experience in the workforce trades
- Two letters of recommendation on appropriate letterhead from individuals who personally know your work (such as your current or past supervisor), that discusses your contributions to your workplace and how he/she believes you will benefit from completion of the BAS program. If you are applying for this program immediately after completing an associate degree program, the letters of recommendation may be from your instructors. ***All letters of recommendation should be on appropriate company letterhead (if possible) and include contact information***
- A personal statement (minimum of 400 words, maximum of 600 words) discussing your work experience; your personal and professional goals; advanced certifications you already possess; any specific or unique attributes that you will bring to the program; any personal or imposed

challenges or hardships you have overcome in pursuing your educational or work goals; or any other special considerations that you believe will make you a good candidate for the program

Please mail all completed application materials to:

BAS, Workforce and Trades Leadership Program
South Seattle College, Georgetown Campus
6737 Corson Ave S, Building C
Seattle, WA 98108

Admissions Requirements

To be eligible for full admission into the BAS program, each student must meet the following requirements:

- Washington State AAS-T degree with a minimum of 25 quarterly general education credits, which includes college-level: math (5 credits), English composition (5 credits), general psychology (5 credits), arts and humanities electives (5 credits), and natural world electives (5 credits)

Relevant Degree areas:

- Multi-Occupational Trades AAS-T from South Seattle College or another community or technical college.
- Two-year degrees from South or elsewhere in fields such as Aeronautical Technology (including Aviation Maintenance Technology and Aerospace Composites Technology); Automotive Technology; Auto Body Collision Repair; Diesel and Heavy Equipment Technology; Engineering Technology; Engineering Graphics and Design Technology; Landscape Horticulture; and Welding Fabrication.
- Specialized certificates developed at Renton Technical College and Spokane Community College.
- Four-year degree programs in related fields.
- Other related areas of study may be reviewed and accepted by the BAS committee.

Priority will be given to students with a Washington State AAS-T degree. Students with a Washington State Associate of Arts-Transfer or Associate of Science-Transfer degree may also be admitted to the program permitting that they meet the 2-year minimum work experience requirement. Students entering under these degrees will still need to complete all upper-division courses, earn a minimum of 180 college-level credits, and will be required to work with the BAS Committee to develop appropriate substitutions for lower-division general education requirements.

The cumulative Grade Point Average (GPA) requirement is 2.5 for full and provisional admission into the program and must be maintained while in the program. The student must also be registered for a minimum of 10 Workforce and Trades Leadership (WTL) credits each quarter to be considered as active.

Admissions Status

Students may be admitted to the BAS, Workforce and Trades Leadership program under one of the following conditions:

1. ***Full Admission:*** Students will be fully admitted to the program when all admission requirements have been completed and accepted by the BAS Committee

2. ***Provisional Admission:*** Students who are within 25 quarter credits of completing their two-year degree including the program entry requirements may be admitted provisionally into the program if space is available
3. ***Probationary Admission:*** Students with a cumulative GPA below 2.5 may be admitted under probationary status. Students must maintain a cumulative GPA of 2.5 or higher for the first 30 quarter credits and then petition to the BAS committee for full admittance

Non-matriculated students: Students not officially accepted into the program may take up to 15 WTL credits with prior faculty approval. Once admitted to the program, those classes will be applied towards the individual's degree

Cohort/Course Delivery

The BAS, Workforce and Trades Leadership program is cohort oriented and begins each winter quarter. This means that all BAS students will be in the same peer group for the duration of the program. All program specific WTL classes will be delivered in a hybrid or online format. Students must be able to meet the BAS course delivery schedule in order to participate.

Advising and Registration

All BAS, Workforce and Trades Leadership students will be automatically registered for their WTL classes each quarter. Students are responsible for registering for any remaining general education coursework necessary for graduation. If students have questions about what general education classes they need to take, call the BAS program office at (206) 934-6853.

Each student must develop an educational plan with the Division Chair or Program Manager to ensure that they can complete the program in a timely manner.

Financial Aid

Financial aid is available to all eligible students, including Federal, State and institutional grant funds, such as the Pell Grant, WA State Need Grant or Work Study. To determine whether you are eligible for financial aid, you will need to complete the Free Application for Federal Student Aid (FAFSA).

To find out more information about financial aid, please visit the South financial aid website at <http://www.southseattle.edu/finaid/> and check with the Financial Aid office in the Robert-Smith Building (RSB), room 53 or at (206) 934-5317.

Scholarships

There are thousands of scholarships available for current and prospective students to further their education. Visit <http://bit.ly/scholarships4teachers> for more information on the types of scholarships available.

The Foundation Office at South also offers scholarships to current students. For more information, visit their website at <http://southseattle.edu/foundation/foumain.htm> or call (206) 934-5393. The Foundation Office is located in the Robert-Smith Building (RSB), room 101.

Veteran Affairs

The Veteran Affairs Office offers assistance regarding veteran-entitled benefits, such as, preparing VA application forms and documentation required by the Department of Veterans Affairs. We also provide assistance in documenting military training for college credit. More information on Veteran Educational

Benefits please visit <http://www.gibill.va.gov/> or call (206) 934-5811. The Veteran Affairs Office at South is located in the Robert-Smith Building (RSB), room 53.

Program Costs

Tuition and fees for courses offered in the BAS program have the same tuition structure as other Washington state regional baccalaureate degree granting colleges. A current tuition and fees schedule can be found online at <http://southseattle.edu/services/tuition.htm>

Graduation Requirements

Any student in the BAS program who has met the following criteria may apply for graduation by meeting with the Division Chair or Program Manager. The Division Chair or Program Manager will sign your application for graduation. You must apply for graduation at least *one quarter* before you graduate. In order to participate in the commencement ceremony you must submit your graduation attendance form before the third Friday in May. You may obtain a graduation packet in the Registration Office located in the Robert-Smith building. For more information regarding graduation go to: <http://www.southseattle.edu/resources/grad.htm>.

Graduation Criteria

- Completion of 60 upper-division quarter credits in the BAS, Workforce and Trades Leadership program with a 2.0 grade or better in each course
- A minimum total of 180 college-level credits earned from transfer and BAS degree programs
- A minimum South cumulative GPA of 2.0

Policies

Leave of Absence

Our goal is to have you complete your bachelor degree in a timely and efficient manner. Every admitted student is required to progress through Workforce and Trades Leadership (WTL) classes as illustrated in the Curriculum Map in order to maintain active status in the program.

If there is an extenuating circumstance that prohibits you from meeting this obligation, you must submit a written request to the Division Chair or Program Manager to apply for a one quarter leave. Please contact the Division Chair or Program Manager at least one month before you plan to return in order to maintain priority registration status.

If you are unable to resume your studies after one quarter, you will lose your status as a matriculated student. If you are in danger of being dropped from the program, it is recommended that you meet with the Division Chair or Program Manager immediately. On a space available basis, it may be possible to gain readmission to the program by petitioning for re-enrollment.

Satisfactory Progress and Grading

Students must receive a grade point of 2.0 or higher in order to successfully pass all WTL classes. If a grade point of 2.0 or higher is not achieved, the student will be required to re-take the class. In addition, students must maintain an overall cumulative GPA of 2.0 to remain in the program. Each instructor will identify his/her grading procedure in the syllabus presented at the start of every course. If you have questions about the instructor's grading policy, please speak directly with the instructor.

Probation and Dismissal

Students that do not adhere to academic and conduct related expectations may be placed on probation, dismissed from the program or dismissed from the College. For a full description of student misconduct, refer to the Washington Administrative Code, WAC 132F-121-110. More information regarding student discipline, probation and dismissal can be found in the South student handbook.

Grievances

The following departments at South are available to support students with grievances:

- **Dean of Student Life** – Available to talk about concerns or issues
Jerry M. Brockey Student Center (JMB), room 122 ▪ (206) 934-6749
- **Counseling and Advising Services** – Provides academic, career and personal counseling
RSB, room 43 ▪ (206) 934-5387
- **Diversity and Retention Office** – Provides guidance and advice for all students
RSB, room 158 ▪ (206) 934-6455
- **Student Success Services** – Provides academic support services for students who are first generation, low-income (per Federal guidelines), or physically disabled
RSB, room 67 ▪ (206) 934-5326
- **Educational Support Services** – Provides academic support, community resources and physical accommodations for eligible students
RSB, room 12 ▪ (206) 934-5137

Equal Opportunity Statement and Accommodations

South Seattle College is committed to the concept and practice of equal opportunity for all its students, employees, and applicants in education, employment, services and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, disabled veteran status, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. Reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

Course of Study Information

A complete list of the courses offered can be found on the South Web site:

<http://www.southseattle.edu/programs/course-outlines/>

As the program continues to grow, there may be changes made to courses offered; check the program website to see what new courses have been added. If you would like to suggest a course to be developed, please speak with the Division Chair or Program Manager.

BAS, Workforce and Trades Leadership Program Outcomes

Graduates of the BAS program will be prepared to:

1. Illustrate the fundamental concepts of workforce and labor leadership and the importance of these concepts as the cornerstone of success in the construction industry.
2. Interpret and analyze financial statements and budgets to maintain job site cost controls.
3. Analyze and differentiate the range of technologies including contract software and e-communication tools used in the construction industry.
4. Describe and apply skills in human resource management including basic labor relations, contract negotiation and recruiting and selecting employees.

5. Apply principles of leadership and management in the construction industry.
6. Demonstrate how to develop a project schedule, monitor timeline and document all phases of the operation.
7. Recognize the strengths and benefits of all forms of diversity and its impact on employee satisfaction.
8. Demonstrate how to create a safe and sustainable worksite and maintain local, state, and national workplace safety and sustainability regulations.
9. Summarize and apply principles of business law, labor law, ethics and global business.
10. Describe considerations and techniques for risk management in the construction industry.
11. Determine and implement contract management and compliance skills and evaluate quality metrics, scope of work, safety, sustainability and specifications.
12. Describe and apply external relations skills including partner relationships, schedules, business contract negotiations and disputes.
13. Demonstrate ability to work with teams, follow deadlines, attend to details and solve typical on-site problems.

Curriculum Sequence

The curriculum sequence below outlines an approximate schedule for course offerings. However, as the program grows, courses may be added to meet student needs. Please check with the program office for the most current curriculum map.

Year One.

Fall Quarter		
WTL 314	Professional Portfolio	1
WTL 315	Workforce Experience Practicum	10
WTL 311	Productivity and Diversity in the Workplace	3
TBD	General Education	5
WTL 325	Organizational Leadership	2
	Total Credits:	21

Winter Quarter		
WTL 345	Workplace Health and Safety	5
WTL 301	Intro to Supervision and Management	3
TBD	General Education	5
	Total Credits:	13

Spring Quarter		
WTL 312	Human Resources Development	3
WTL 310	External Relations	3
WTL 302	Risk Management	3
TBD	General Education	5
	Total Credits:	14

Year Two.

Fall Quarter		
WTL 420	Labor Law and Ethics in Leadership	3
WTL 402	Cost Controls	5
TBD	General Education	5
	Total Credits:	13

Winter Quarter		
WTL 490	Internship	5
WTL 460	Technology and Leadership	3
TBD	General Education	5
	Total Credits:	13

Spring Quarter		
WRT 401	Project Management	3
WTL 491	Internship	5
WTL 489	Professional Development	1
WTL 495	Capstone	2
TBD	General Education	5
	Total Credits:	16

Summary of Credits

Quarter 1	21
Quarter 2	13
Quarter 3	14
Quarter 4	13
Quarter 5	13
Quarter 6	16
Total Credits	90

Internships

Students are required to complete and document 500 hours of industry experience.

Student Services

As a student at South Seattle College, you are eligible for all services offered by the college. The fees you pay entitle you access to student computer labs, the library, disability resource center, student clubs and programs, reading and writing labs, the career center, and all other South services. Please refer to the online South Student Handbook at <http://www.southseattle.edu/resources/> for a complete list of services and activities.

Disability Support Services

RSB, Room 12 ▪ (206) 934-5137 ▪ TDD (206) 934-5845

<http://www.southseattle.edu/disability-support/default.aspx>

South Seattle College believes in the inclusion of persons from a wide variety of cultural and ethnic backgrounds, persons of varying ages, and persons who have disabilities. With the passage of the Rehabilitation Act of 1973 and the American Disabilities Act in 1990, an increasing number of individuals with disabilities are graduating from college, becoming employed, and fulfilling their career goals. The college is committed to making each student's time at South a successful and rewarding experience.

South complies with all Federal and Washington state laws related to disability access and does not discriminate in service or employment. The president of the college has assigned authority to the Educational Support Services office for reviewing student's documentation and determining what, if any, reasonable and appropriate accommodations will be provided by the college to ensure equal access for all students.

All college programs and buildings are accessible. METRO buses serve the campus and are equipped with wheelchair lifts.

Additional Resources

Washington State Relay Service:

Voice: 1-800-833-6384

TDD: 1-800-833-6388

Telebraille: 1-800-833-6385

Bookstore

JMB ▪ (206) 934-5338

<http://southscc1.bkstore.com>

The bookstore carries required and recommended textbooks and supplies for courses. In addition, the bookstore sells basic school and art supplies, greeting cards, stationery, and a wide variety of other books including children's books and books in Spanish, a wide array of reference books, South clothing, backpacks, candy, magazines, beauty aids, and educational-priced software.

Help With Your Studies

Tutoring

RSB, Room 12 ▪ (206) 934-5137

<http://www.southseattle.edu/tutoring/tutor-center.aspx>

We offer informal tutoring services to students who request additional aid in mastering a subject area, the tutoring program goal is to help students be successful in their courses. Students who wish to apply for a tutor must fill out a “Request for Tutor” form (available in the Tutor Center), have their instructor sign the form, and return it to the Center; however, the tutoring center cannot guarantee that a tutor will be available for every subject area. Tutors are assigned to students on a first-come, first-serve basis. All tutorial appointments take place on campus.

Math and Science Tutoring Center (MAST)

RSB, Room 18 ▪ (206) 934-5137

<http://www.southseattle.edu/tutoring/mast.aspx>

This is a warm, friendly place where course assistance is available for anyone having difficulties in math, at no charge; MAST is also a quiet place to study. Credit is available for students who use MAST on a regular basis.

Collaborative Learning and Instruction Center (C. L. I. C.)

RSB, Room 66 ▪ (206) 934-5326

<http://www.southseattle.edu/tutoring/clic.aspx>

Student Success Services’ Collaborative Learning and Instruction Center (CLIC) is a friendly place where you can get help with all aspects of your studies. Come in and work with our experienced teaching staff in English, Math, Writing and other coursework. New computers and a variety of resources are available. Students are welcome to use CLIC anytime, for specific help, or as a regular place to study.

Writing Center

Library (LIB), Room 205 ▪ (206) 934-5137

<http://www.southseattle.edu/tutoring/writing-center.aspx>

Writing assistance is provided to all students. The Writing Center is staffed with peer writing assistants and instructors who are available for half-hour conferences. Students are encouraged to come to the Writing Center if they are having difficulty understanding writing assignments, brainstorming, focusing, organizing, editing and other problems. As many of the BAS classes include a research component, it is *highly* recommended that students utilize this resource. Computers are available for student use and are equipped with software for word processing, grammar skills, reading comprehension, and vocabulary development.

Computer Labs

<http://www.southseattle.edu/computerlabs/>

All users must have a login and password (updated quarterly) to use the computers in the computer labs on campus. Users are required to show their current student ID at the Computer Lab in the Informational Commons, and read and sign the Acceptable Use of Information Technology document prior to being given a login and password. This initiative is funded in part by the Student Universal Technology Fee (UTF). Computers in all our labs and classrooms run on a PC platform.

Open Labs (hours vary by lab):

- Library Commons (LIB), (206) 934-5394
- MAST (RSB 18), (206) 934-5137
- CLIC (RSB 66), (206) 934-5326
- Student Lounge (JMB 135), (206) 934-5332
- Computer Lab (TEC 125)

Library/Instructional Resource Center

LIB ▪ (206) 934-5395

<http://libguides.southseattle.edu/home>

The library houses a collection of appropriate books, pamphlets, periodicals, and audiovisual materials and subscribes to a number of Internet-accessible electronic databases. All databases may be accessed from campus; remote access is also available using your last name and SID. The library staff provides assistance and information to students to help them locate needed materials. In addition to library services, the Instruction Resource Center offers group study rooms, a pay-per-use copy machine, film previewing, non-graphic calculator check out, access to the Internet, as well as to library collections from North Seattle and Seattle Central Colleges. The library also houses the Information Commons (open computer lab) and the Copy Center.

Appendix E: Industry Interviews

Interview Protocol

Approach:

Interviews used an open inquiry method to encourage exploratory conversations and engage subjects in the prospect of creating a new degree.

Conversation starters:

We want to focus on training elements that will help current entry-level employees move up the ladder, both in terms of hard skills and leadership capacity. We really want to hear about your experience. What, specifically, do you need to pull bring workers into leadership positions.

- Is there something particular your current employees need to make that next step?
- When you think about your employees in front-line management who have been in their jobs at least three years, what do they need to move forward?

Many businesses are facing a silver tsunami and now facing deficits in next-generation leaders. We know that smart businesses all have a succession plan. Even the most forward thinking seem to be struggling.

- Have you seen people make that transition? Were they special? What got them there?
- What demand do you see for this position? Is it hard to find qualified individuals to fill this position?
- What are the qualities, skills, attributes of successful leaders?
- How could further formal education instill some of those values and ideals into future leaders?
- What are the deficiencies you see in prospective leaders among current employees?
- Would a degree like this help you find the people you need to keep your business growing?

Thank you for your time. We will aggregate our results to shape curriculum and make a case to the state board for this new degree.

- Would you be willing to refer interested employees so that we can hear their perspective?
- If you see value in this approach, would you be willing to write a letter of support?
- Once our application is approved by the state, we plan to offer classes, beginning next winter. Would you be interested in serving on an advisory committee?

INDUSTRY RESEARCH FOR WORKFORCE AND TRADES LEADERSHIP BAS AT SOUTH SEATTLE COLLEGE		
SECTOR	INTERVIEW TARGETS AND THEMES	RESULTS
<p>Apprenticeship</p> <ul style="list-style-type: none"> ▪ Dave Perrin, Construction Industry Training Council ▪ Paul Miller, District Lodge 160, International Association of Machinists and Aerospace Workers ▪ Jim Charest, Western Washington Masonry Trades Apprenticeship & Training 	<p>Interviewed three apprenticeship coordinators</p> <p>Themes: definite need and urgency for more skilled workers moving into management position with both optimism and some ambivalence about the role of higher education in filling that gap</p>	<p>Anticipate demand. BA a preference with contractors. CITC sees dozens of these positions opening at contractors state-wide.</p>
<p>Construction</p> <ul style="list-style-type: none"> ▪ Shana Peschek, Construction Center of Excellence ▪ Laura Soma, Senior Project Engineer, GLY ▪ Alexandra Steele, Prestige Residential ▪ Rich Gaspar, Owner, Gaspar's Construction 	<p>Interviewed an emerging leader at a large company, a seasoned leader at a small company, and a state leader in the industry</p> <p>Themes: clear need for a program to help the industry diversity and fill gap of more skilled supervisors and middle managers; BAS needs to build on existing foundational and certificate programs</p>	<p>Highest anticipated demand by sector. BA a preference. Difficulty in finding. Program will help because it is based on previous experience in the trades, unlike other BA degrees.</p>
<p>Manufacturing</p> <ul style="list-style-type: none"> ▪ Michael Robinson, The Gear Works ▪ Marc Doan, Plant Manager, GM Nameplate ▪ Michael Harford, General Manager, JA Jack and Sons, Industrial and Agricultural Limestone ▪ Adam Bursell, Employee Development Specialist, Boeing 	<p>Interviewed general manager of a small family-run company, a plant manager at a multi-plant manufacturer, and an employee development specialist at a large corporation.</p> <p>Themes: some healthy skepticism about the need for proposed BAS, more focused on partnering with high schools and colleges to attract students to the trades and recruit for entry-level positions</p>	<p>Some demand. BA a preference. Difficulty in moving people up within industry.</p>
<p>Unions</p>	<p>Two representatives</p>	<p>Some demand among union leadership. See</p>

<ul style="list-style-type: none"> ▪ Anita Scheer, Coordinator, Washington State Labor Education and Research Center ▪ Darby Frye, Labor Educator, Washington State Labor Education and Research Center 	<p>Themes: strong desire to partner with the college to ensure that labor-specific content and history is infused throughout</p>	<p>union partners graying out.</p>
<p>City Government</p> <ul style="list-style-type: none"> ▪ Matt Houghton, Workforce Development Advisor, Office of Economic Development, City of Seattle ▪ Nancy Yamamoto, Workforce Development Manager, Office of Economic Development, City of Seattle ▪ Dave Trovato, Workforce Development and Training Manager, City of Seattle 	<p>Interviewed City of Seattle’s key workforce staffers</p> <p>Themes: in the absence of a clear mayoral mandate, it’s not clear how the City could help the colleges with the development of a new BAS, offered city resources of Burning Glass technology to help clearly identify what job titles graduates would be prepared to hold</p>	<p>Some demand within City itself (maintenance supervisor). Degree would help.</p>
<p>Key Informants and Thought Leaders</p> <ul style="list-style-type: none"> ▪ Annie Laurie Armstrong, Business Government and Community Connections ▪ Linda Rider, Senior Training Jobs Project Manager, Seattle Jobs Initiative ▪ Bryan Daly, Academic Director, referred by Lindsay Langill, Dean of the School of Trades and Technology, Thompson Rivers University 	<p>Interviewed local and national experts as well as Dean of ground-breaking program in Canada</p> <p>Themes: general excitement about the options for opening up access to a BAS for tradespeople and confirmation of the need for a more systemic and intentional way to teach soft skills to experienced workers looking to move into management positions</p>	<p>Recognized demand for TRU program with exceptional placement outcomes.</p>
<p>Potential Students</p> <ul style="list-style-type: none"> ▪ Paul Lee, Pioneer Industries ▪ Shaban Mukhtarov ▪ David Hairy ▪ Breanna Van ▪ Keith Carlson 	<p>Targeted 8 from apprenticeship programs and Industrial Manufacturing Academy; 3 interviews pending</p> <p>Themes: strong support from students from IMA program and current job-seekers who report that a BA is baseline for entry-level machining positions</p>	<p>Desire for degree. See possibilities within their own workplaces.</p>

<ul style="list-style-type: none"> ▪ Rod Obando 		
<p>Trades Leadership Forum 9/30/15 – Mix of industry representation</p> <ul style="list-style-type: none"> ▪ Shana Peschek, Construction Center of Excellence ▪ Kimberly Washburn, Snoqualmie Valley Hospital ▪ Robert Blakely, CBRE ▪ Jeff Lindgren, J.A. Jack & Sons ▪ Joan Weiss, Worker Center AFL-CIO ▪ Joe K. Hannan, Cement Masons Training Trust ▪ Jon Bersche, Seattle City, Purchasing & Contracting ▪ John Boyle, Wa State Labor Education & Research Center ▪ Morgan Stone, ANEW 	<p>Themes: An applied BAS like this degree could serve people in other trades and industries beyond construction.</p> <p>Having an applied degree program like this that has strong industry & labor backing and roots is new and could open new opportunities for many.</p> <p>Such an applied degree is likely to offer more opportunity than some masters programs that lack the work experience component.</p> <p>The leaders who teach in the Applied program have a key role.</p> <p>Soft skills development is very important and without which a person's career advancement may be very limited.</p> <p>In many industries there is much talk of the 'silver tsunami, the wave of people who are approaching retirement age.</p> <p>Many job openings in the next three years will occur as people retire. Others from a vibrant economy.</p> <p>It is noted that the retirement wave crosses all job levels so not every retirement opens a high level management position. That said, the combination of a healthy economy that creates new jobs and a big retirement trend augurs well for people with this applied baccalaureate degree.</p>	<p>Saw value across sectors, from healthcare to real estate to construction to manufacturing.</p> <p>Demand anticipated broadly in short and medium term.</p> <p>Bachelors is a preference, not requirement. This program will assist in finding qualified applicants.</p>

South Seattle College Georgetown Campus

Trades Leadership Forum Report

**Georgetown Campus
September 30, 2015**

Agenda

Focus Questions:

“What are the typical leadership responsibilities that characterize middle management positions within the construction industry?”
and

"Would an Applied Baccalaureate degree in Trades Leadership open up opportunities beyond middle management?"

Welcome and introductions

Holly Moore, Executive Dean, Georgetown
campus
Shana Peschek, Director, Construction Center
of Excellence

Workshop introduction
Introduction to the Project

Dave Cunningham, Facilitator
Jason Petrait, Director of Special Projects,
Georgetown campus

Workshop and discussion on the
work responsibilities of leaders in
trades

Dave Cunningham

Final Wrap-up and next steps

Jason Petrait

Participants:

1. Shana Peschek, Construction Center of Excellence
2. Kimberly Washburn, Snoqualmie Valley Hospital
3. Robert Blakely, CBRE
4. Jeff Lindgren, J.A. Jack & Sons
5. Joan Weiss, Worker Center AFL-CIO

6. Joe K. Hannan, Cements Masons Training
7. Jon Bersche, Seattle City, Purchasing & Contracting
8. John Boyle, Wa State Labor Education & Research Center
9. Morgan Stone, ANEW

The forum began with a presentation of the degree concept currently being explored by the college.

The Pillars of the intended Degree

- Four Year Apprenticeship + 3-5 courses (one per year): First Component (AAS-T MOT)
- Directed by industry - Industry advisory, sounding board as working is going on, working with the students (capstone work, presentations to the advisory board, actual jobs that are in the pathway. General technical overview and advisory activities.)
- Advisory board also acts as mentors for students in the program
- Applied Current BAS Program Model – Final 2 Years after completion of the apprenticeship
- A minimum of two to five years industry work experience post apprenticeship will be required to enter the last two years of the BAS.
- The final two years will involve 90 credits, 22 of which will come from prior learning and work experience. This honors the core of industrial experience and work force training.
- The availability of online learning will make this degree more accessible to the working professional. A Hybrid-type program that infuses face to face and online learning will be the predominant mode of instruction in the final two years. 80% instruction will be online and 20% face to face. This could take the form of either four Saturdays a quarter or two weekends a quarter. Details on schedules still to be determined.

The labor market indicators

1. Thomas River University in British Columbia has a degree pathway similar to the above. Although we will not be copying their program but creating a degree that fits what is needed in this area.
2. Apprenticeship programs are more fully supported in Canada than in the United States.
3. At any stage in the process we will be asking and seeking confirmation on where the jobs are, what the wages and salaries are and what the level of demand is over time.
4. The relationship of this degree to other degrees that could be earned at the University level will be worked out and pathways clearly communicated. The college will explore how to link this degree with some of the non-traditional pathways to a Masters degree that are offered through regional universities. The intent in building such pathways will be to broaden the access for advanced level training.
5. We often see a company Indirectly hire someone as a technician or laborer. If they don't fail miserably at being a technician, they are usually promoted to crew chief or foreman. If they don't fail miserably, they get promoted again. This applied degree may help prepare people for leadership faster and help others avoid failure early in their career.

6. Technical skills can be fairly easily learned on the job but the leadership skills are not. They often don't surface until a person has mastered the practical skills of a trade.
7. Having an accelerated pathway to leadership positions is welcomed for such people.
8. Some jobs are run very well, some - not so well. What is needed in construction leadership positions is the capacity to work smart, be pro-active in work planning, in estimating and budgeting, scheduling and ensuring safety considerations always prevail. When this happens, work is done on time, within budget and everyone goes home happy and safe.

The intended target population:

1. People working in the industry
2. Late 20's, early 30's and older with families. Older workers do not have the same physical attributes as when they first started in the trades so it makes sense to move into work that is less physically demanding.
3. Instructors for the apprenticeship classes
4. People with a Trades background, the particular trade is not really important.

Potential Employment:

1. Project Management positions
2. Senior Superintendent
3. Site forman
4. Supervisory positions of various kinds
5. In smaller companies where people are often promoted from within – the need is often for a person with a strong mechanical aptitude, experience and leadership potential
6. A big demand for supervisors who have experience doing the job but also have the mentality to manage the work and teams.
7. It was noted that for most leadership positions within unions that a Bachelor level degree is not usually looked for. Direct trade experience has more value for these leadership positions.

Final Comments:

1. An applied BAS like this degree could serve people in other trades and industries beyond construction.
2. Having an applied degree program like this that has strong industry & labor backing and roots is new and could open new opportunities for many.
3. Such an applied degree is likely to offer more opportunity than some masters programs that lack the work experience component.
4. The leaders who teach in the Applied program have a key role.
5. Soft skills development is very important and without which a person's career advancement may be very limited.

6. In many industries there is much talk of the 'silver tsunami, the wave of people who are approaching retirement age. Many job openings in the next three years will occur as people retire. Others from a vibrant economy.
7. It is noted that the retirement wave crosses all job levels so not every retirement opens a high level management position. That said, the combination of a healthy economy that creates new jobs and a big retirement trend augurs well for people with this applied baccalaureate degree.
8. Information from this meeting will be shared with others in education and the industry.
9. It is likely we will conduct further inquiries like this in the near future.

The group next reviewed and edited an earlier undertaking to map the profile of leadership responsibilities in the trades, the required knowledge base and the required core skills. The following charts summarize the recommended changes from the group.

Edits and Additions to Typical Leadership Tasks

Major Functions	Edits	Additions	
Risk Management A	A9 Focus on Soft Skills	A 14 Root Cause Analysis	
Human Resource Management B	None	B 14 Mentor new hires B15 Provide helpful feedback and support to performance B16 Manage the 'onboarding process,'	
Contract Management & Compliance C		C8 very important C9 Change Order Management	
Safety Management D		D1 and D3 Ensure 'Buy-in' on Safety D9 Conduct a Job hazard Analysis D10 Maintain currency on safety regs & other changes	
Job Site Cost Control E			
Scheduling F		F7 Forecast jobs to manage constraints	
External Relations G		None	
Personal Leadership H		Includes B2, B4, B5, B8 and B9 (emphasis on soft skill related tasks)	Add others on soft skills

Edits and Additions to the Required Knowledge Base		
Major Categories	Edits	Additions
Risk Management A	None	
The legal Business Environment B		
The Accident Prevention Program C	C6 Eliminate the hazard	C7 Address Public Safety Issues on site
Construction Industry Processes D	none	
Contracting Processes E		E7 Punch List & Project Close Out
Standard HR Practices F	F2 Add end user	Implies a background knowledge to all soft skills
Principles of Sustainability G	G2 Add Re-purposing	G3 Train others on Sustainability
Human Factors & Leadership H	To be developed	

Edits and Additions to the Core skills		
Major Categories	Edits	Additions
Construction IT A	A2 Add S/W and H/W	
Construction Industry Soft Skills B	None	
Communications C		
Technical D	None	
Budget Management E		

Major Leadership Functions	Typical Leadership Responsibilities							
	Tan - Very common and also most challenging: Purple – most challenging: Green – most common tasks							
Risk Management	Visualize next steps & anticipate outcomes A1	Keep abreast of industry technology & trends A3	Solve problems consistently (technical, personnel, fiscal, scheduling etc.) A5	Practice standard industry professional ethics A6	Keeping abreast of the broad intent of the task A8	Resolve conflicts (job related) A9	Communicate liabilities to colleagues A11	Mitigate & manage risk A12
A	Use <u>all</u> communication modes well (electronic & F2F) A2	Communicate effectively with <u>all</u> levels of employees A4		Identify liabilities associated with projects A7		Negotiate a lot (change orders and some) A10		Manage change A13
Human Resource Management	Resolve internal personnel conflicts B1	Follow all S.O.P.s when accidents occur B3	Oversee worker performance B5	Ensure daily logs and payroll B7	Oversee training of apprentices & employees B9	Manage project team members and hold accountable for company drug policy on-site, Title VI, Affirmative Action & EEO Regulations B11	Ensure compliance with all Labor contracts B12	Arrange employee training on Risk Mgt, Safety, Cost control, Scheduling, Contract Mgt. & External Relations B13
B	Foster a welcoming & inclusive working environment B2	Manage personnel – especially hiring B4	Schedule personnel B6	Respond appropriately to all communications B8	Manage (work/task schedule, delegation, motivation etc) B10			
Contract Management & Compliance	Update and maintain project documentation C1	Ensure all quality- metrics & codes are met C2	Participate in the Bid Process & conduct after-action reviews C3	Maintain & educate partners on scope of the work C4	Follow blue-prints & all specifications C5	Comply with all applicable government regulations C6	Comply with all trade agreements C7	Implement the sustainability & Environmental plan on the job site C8
Safety Management	Educate others and enforce job-site safety D1	Conduct safety inspections & lead wkl meetings D2	Establish accountability for safety efforts D3	Comply with all related OSHA/WISHA regs D4	Keep all staff certifications up to date D5	Ensure that all safety regulations & codes are complied with 100% D6	Conduct an accident investigation D7	Act on all safety violations immediately D8
Job Site Cost Control	Control project cost (labor, materials, equipment) E1	Reduce waste & manage resources efficiently E2	Manage all logistics of material requisition E3	Analyze & interpret project budgets E4	Use standard industry software to manage all project-related costs E5			
Scheduling	Schedule with standard industry software F1	Monitor timeline for optimal performance F2	Document daily activities F3	Track and document project schedule F4	Document phases of the project F5	T.S and address all scheduling delays F6		

External Relations G	Resolve disputes around change orders G1	Communicate with customers & other relevant partners G2	Manage all partner relationships G3	Plan and prepare schedule meetings G4	Collaborate with contractors on design and suppliers with delivery schedules G5	
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The Foundational Knowledge Base (Purple shading denotes most important elements)							
Risk Management A	The Legal Business Environment B	The Accident Prevention Program C	The Construction Industry Processes D		Contracting Processes E	Standard H.R. Practices F	Principles of Sustainability G
The basic principles of Risk Management in the construction industry	Comprehensive knowledge of applicable Labor law B1	OSHA/WI SHA regs C1	Accident procedures & investigations D1	Supply networks & lead times D2	The phases of a typical project E1	Basic Labor relations F1	Knowledge of applicable, sustainable & environmental policies, practices & regulations G1
		Employer Safety S.O.P.s C2	Meeting preparations & scheduling times D3	Advanced knowledge of the construction process D4	Contract bid regulations & processes E2	The customer base and the external partners F2	
A1	Local & contract Labor options & requirements B2	Industry safety certifications i.e., First Aid/CPR etc C3	The order delivery process D5	The 'after-action' review processes D4	The specific construction phase & site plan E3	The principles of human motivation in the workplace F3	The waste stream and recycling options G2
Estimating and budgets A2	Standard professional ethics B3	MSDS C4	The standard metrics for quality measurement D5	All aspects of a typical construction project D6	Constraints of different materials E4	Recruiting & selecting good employees F4	
		Site specific safety requirements C5					
				Know the link between contracts & materials E6			
The Core Skills or Competencies (Purple shading denotes the most critical skills)							
Construction Industry	The Construction	Communications		Technical			

IT A	Industry Soft Skills B	C		D		Budget Management E
The ability to use and adapt a wide range of E-communication tools A1	Ability to organize work, space equipment & materials consistently B1	Effective interpersonal communications (verbal, email etc) C1	Clearly communicate to others: The scope of a project, the after-action reviews, the regulations, the sustainability plan C2	Ability to read and interpret contract documents D1	Read and interpret blue prints & project specs D2	Create typical project budget E1
	Time management B2	Resolve safety issues quickly and completely C3		Operate a range of equipment including fork-lifts, aerial lifts, mixers etc D3	Ability to determine if the phases of a project are on track for completion as planned D4	Monitor a typical project budget E2
Effectively use industry software to update & maintain project documentation A2	Able to work within constraints & meet deadlines B3	Excellent written and verbal skills C4	Bi-lingual C5			Ability to implement Engineering controls D5
	Ability to work well with others B4	The ability to document the chronology of activities & the needs of personnel C6	Ability to facilitate a meeting C7	Ability to apply math functions in developing and completing a project D7	Ability to interpret methods and materials D8	
	Solve typical on-site problems B5		Ability to prepare an agenda and conduct a successful meeting C8			
	Ability to track and monitor the details B5	Ability to implement new policies and procedures C9	Ability to manage people, resolve conflicts and build effective working relationships C9			

**Employer Feedback Session
SUMMARY REPORT
December 8, 2015**

Participating Employers:

James Clark, Aerotek
Danny Siem, Esterline
Marty Oppenheimer, Oppenheimer Camera Products Inc
Anne Bosse, Orion Industries
Kathy Powers, Orion Industries
Mike Buss, Tri-Tec MFG. LLC.
Art Boulton, Seattle Machinists Joint Apprenticeship Committee
Mike Robison, The Gear Works

1. Employers were asked: How's business?

The general consensus is that the business climate is good and most of the employers anticipate future growth in the near business and the need to hire more workers.

Comments

- We depend on the federal funding for many of our projects so we are glad the government is passed its budget this fall.
- We face competition from European technology.
- We are having a hard time developing local talent.
- We are focused on launching new products.
- The exchange rate impacts our business a great deal. A strong dollar means it makes it harder for foreign companies to buy our product.
- We depend a lot on the energy market and so with a depressed energy market, firms are not spending money on new equipment.
- We see a big divide in experience level within our company. We have seasoned, experienced workers who are close to retirement and there is a big gap between them and the new employees who are younger and less experienced.
- We are seeing a big demand for more trained machinists. Some companies have invested in new machining equipment even though they don't have the workers to work on them yet.
- A big issue for us was moving out the Seattle city limits to Snohomish County. We had a lot of employees who didn't want to move North; some people chose to leave the company. The good news for us was we found cheaper space and we are able to expand if we need to which was hard to do in Seattle.
- We are seeing a lot of "re-shoring" of work. Work that once was going overseas to countries with cheaper wages is now coming back to the US.
- We are seeing an increase need for Just-In-Time manufacturing.
- An issue for us is attrition – more employees are starting to retire and more are on the way.

2. Where do you find employees?

Employers rated Craig’s List as one of their top resources to find employees along with incentivizing current employees to refer qualified candidates. Employers also recruit from other local training programs.

Comments

- Craig’s list was highly rated among all the employers.
- We post jobs on our website. We are moving to make our job postings easy to read on mobile devices.
- Training Program such as Bates Technical College, Clover Park Technical College, WATR,
- We offer incentives to our employees to refer candidates.
- Several employers mentioned they did not find the “state system” helpful. Craig’s list was much better.
- Word of mouth.
- We offer signing bonuses and retention bonuses to new employees – that attracts some candidates.
- High School internships
- Seattle Youth Employment Program – employers don’t have to pay the wage
- We highlight an employee’s total compensation so job candidates can see the whole package around health care, time off, etc.
- We are seeing more employees who want vacation time – so if someone is experienced and has earned 3-4 weeks off at their previous employer, we will consider giving them the same amount of vacation vs a bonus
- Note-the WDC announced the up-coming launch of KC data that will allow employers to see where workers are coming from into various jobs in the region
- Two employers said they approached RTC for graduates but never got a call back.
- Several employers said the state system and ESD, was not helpful to them.

3. Employers were asked about the competencies included in the curriculum as well as what was missing.

Employers said their top five competencies included in the curriculum are:

- 1-Teambuilding (2 others mentioned it was their top)
- 2-Social Skills – customer service, work/life balance, coming to work on time)
- 3-Quality control – making sure you check your work and the work gets done right the first time
- 4-Knowledge of materials and tools
- 5-Safety

Other competencies that were important to employers are:

- Rigging/Material handling
- Time management (knowing when to stop socializing on the job)
- Blueprint reading
- Completing an internship – having recent work experience

Competencies that were NOT included in the curriculum that employers would like to see are:

- Reading comprehension; ability to read and understand work instructions and writing;
- Basic knowledge of computers; able to apply online (employers were mixed on this topic – some reported their employees had good computer skills and others said many job candidates did not know how to turn a computer on
- Internal Company Training – all 8 employers have their own internal training to help employees move up; some offer benefits to pay for school
- What employers would like to see more of:
- Electrical – the curriculum looks like on electrical

Employers were asked to speak about the skills lacking in the job candidates and entry-level workers:

- Interview skills – job candidates don't dress appropriately; they use slang language when speaking vs speaking in a more business-like or professional manner; they can't answer behavioral based questions or explain gaps in their work history.
- Many employees are not resourceful. They don't work through problems – their first inclination is to find someone else to tell them what to do vs figuring out the problem themselves.
- We'd like to see more stable work histories. Less than 2 years is a problem. There are ways to sell it if you have been in school or maybe needed to take a detour to work in another industry (for example, food service). There needs to be a good explanation for gaps in your work history. I have a hard time referring someone on to a hiring manager when I see less than 1 year of work experience with multiple employers.
- Criminal backgrounds –employers said they would consider hiring someone with a criminal background if they understood the circumstances around the offense. Some employers said there were some offenses that were not negotiable and candidates would not be considered for jobs with their firm.

4. Future career advancement training: What competencies would employers like to see in a following on course:

- Manual machining
- Electrical
- G D and T
- Lean manufacturing
- Quality Assurance
- Problem solving and troubleshooting – how can you offer practical experience in the class room to get at this issue?
- Maintenance technicians
- More advance computer skills – blueprint configurations; Excel spreadsheets
- 3 big areas are: machining, welding and maintenance on electrical
- When we consider moving an employee up on the career ladder and paying for further training – we look at their attendance, and work ethic over the course of approximately one year
- Blueprint reading

The goal of this rubric is to help you build a program that will meet the needs of your community. We have given you options about the information you can use to support the need for your new program. Also, the guidelines for estimating the supply/demand gap are similar to the ones we use for other program applications. We hope this makes the rubric more familiar to you. If not, contact Joyce Hammer at jhammer@sbctc.edu for further information.

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

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

College Name: South Seattle College	
Program Name: Workforce and Trades Leadership	
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>	
If local demand/supply information is available for the specified degree program and target occupation(s),**	
For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. <i>(Provide absolute numbers, not just percentages)</i>	See pages 11-12
For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).	See page 12
OR, if demand information is not available or it is a new/emerging/changing occupation, **	
For demand: Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u>	See pages 13-14
For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u>	See pages 13-14
OR, if based on a statutory or accreditation requirement, **	
Select one: Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/>	

<p>For demand: Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor’s degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor’s or above in the field is needed.</p>	
<p>For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u></p>	
<p>* Demand is defined by state law as “<i>an occupation with a <u>substantial number of current or projected employment opportunities.</u></i>”</p> <p>**Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).</p>	

Survey Requirements:

To verify/support supply demand your survey should include at least 25 individual employer responses. If there are not 25 employers in the area, you should cover the employers who comprise at least 75% of the identified employment base. Provide a copy of the survey with the aggregated results as an appendix. The survey must address the following general questions (you may edit the wording to suit your survey):

- (1) **Do you have anticipated demand for application job title(s)? (If this is a new or emerging job title, include a brief description of specific job duties.)**
- (2) **If there is demand, how many positions do you currently have open? How many do you anticipate having open in the next 3 years?**
- (3) **Is a bachelor’s degree a requirement or preference for this position?
Requirement: Y or N Preference: Y or N**
- (4) **Do you have difficulty finding Bachelor’s degree level applicants for this position? (If yes- explain)**
- (5) **Will the proposed program assist you in finding qualified applicants to fill the position(s)?**

Appendix G: Documentation of Advisory Committee Member Approvals

From: Peschek, Shana [mailto:speschek@RTC.edu]
Sent: Tuesday, November 01, 2016 11:13 AM
To: Dillard, Daniel <Daniel.Dillard@seattlecolleges.edu>
Subject: RE: Trades Leadership Forum and BAS proposal

Hi Dan,

The program proposal looks great, I am very excited to support it and market this great opportunity!

Thank you,

Shana Peschek, Director
Construction Center of Excellence
www.constructioncenterofexcellence.com



From: Washington Cement Masons and Plasterers Apprenticeship
<concretetraining@msn.com>
Date: November 1, 2016 at 2:16:24 PM PDT
To: "Petrait, Jason" <Jason.Petrait@seattlecolleges.edu>
Subject: RE: Hey thanks

Hi Jason,

Nice catching up with you. Per our conversation. I was impressed with the amount of work you put into the Trades Leadership Degree proposal and look forward to presenting it to both our Apprentices and Journeyman to further enhance their education and employment opportunities.

Have a great week.

Joe

Joe Hannan, Coordinator/Training Director
Cement Masons & Plasterers Training Centers of Washington
Po Box 81044, Seattle, WA 98108
(206) 762-9286
Fax (206) 762-0896
Cell (206) 379-2495
concretetraining@msn.com

From: Coogan-gehr, Kelly
Sent: Tuesday, November 01, 2016 11:21 AM
To: Dillard, Daniel <Daniel.Dillard@seattlecolleges.edu>
Subject: BAS in Workforce and Trades Leadership

The proposal for the BAS in Workforce and Trades Leadership meets the approval of the Washington State Labor Education and Research Center at South Seattle College.

Kelly Coogan-Gehr, PhD
Director, Washington State Labor
Education and Research Center
South Seattle College
206.934.6859
kelly.coogan-gehr@seattlecolleges.edu

From: Kimberly Washburn [mailto:kimberw@snoqualmiehospital.org]
Sent: Thursday, November 17, 2016 2:37 PM
To: Dillard, Daniel <Daniel.Dillard@seattlecolleges.edu>
Subject: RE: Trades Leadership Forum and BAS proposal

Hi Dan –

I am sorry it has taken me so long to respond. The proposal you sent over does meet with my preliminary approval. Thanks for reaching out! Kimberly

Kimberly Washburn, MM/HRM, SPHR, CHHR • Director of Human Resources
kimberw@snoqualmiehospital.org
Direct Line: 425.831.2365
Snoqualmie Valley Hospital
HR office location
34500 SE 99th Street – East Campus Bldg#4
Snoqualmie, WA 98065

Appendix H: External Reviews

Instructions for colleges submitting a BAS degree proposal:

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

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criteria listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

College Name:	South Seattle College	BAS Degree Title:	Workforce and Trades Leadership (WTL)
Reviewer Name/ Team Name:	Thomas Barrett	Institutional or Professional Affiliation:	Carpenters Apprenticeship & Training Trust
Professional License or Qualification, if any:	PhD	Relationship to Program, if any:	
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p><u>Comment</u></p> <p>The WTL program is highly relevant to the pressing needs of the industry and completes a pathway to career advancement for trades men and women who may have substantial field experience but require academic preparation. Successful completion of this BAS will make graduates substantially more competitive for management level jobs.</p>		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p><u>Comment</u></p> <p>The breadth of academic subjects should adequately challenge and prepare students to successfully perform as junior-level managers and leaders. My only concern is with the WTL 315 Practicum, which is not clear to me if double counts the relevant work experience from the AA degree (e.g., apprenticeship work experience) or if it requires new additional post-AA experience. If not part of the current plan, SSC should include relevant work experience in addition to the experience supporting the AA degree to ensure sufficient program rigor and valuable employment experience. The only learning outcome that was not sufficiently address from my perspective was creative/innovative thinking. It has been my experience that creative thinkers are strong problems solvers, more effective leaders, and innovative producers that make valuable impacts on people and organizations.</p> <p><i>Response: First, credit for prior or experiential learning may never "double" count. If a student has already received PLA credit for his or her two-year degree, that credit cannot be</i></p>		

	<p><i>counted a second time as part of the 180 total credits needed to complete the BAS.</i></p> <p><i>Second, we feel the suggestion to incorporate creative/innovative thinking is a sound one and it is now included in the program learning outcomes on Pages 5-6.</i></p>
c) Curriculum Alignment	Does the curriculum align with the program’s Statement of Needs Document?
	<p><u>Comment</u></p> <p>There is substantial alignment between the BAS learning outcomes and the leadership skills needed in the industry.</p>
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	<p><u>Comment</u></p> <p>If the core elective courses are the Gen Ed courses then there is fair alignment with employer needs. Unless I missed it, I cannot see where there is specific skill development for management level computer competency, which I would strongly recommend. If upper level courses are Year Two, then they are very relevant to industry needs and seem to indicate standard academic rigor. Regarding academic rigor, I’ve got to say that it’s hard to determine rigor by course title alone, and a more meaningful determination could best be made by assessing specific course curricula.</p> <p><i>Response: We agree and have now incorporated management-level computer competency within the third program learning outcome on Pages 5-6.</i></p>
e) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	<p><u>Comment</u></p> <p>The Gen Ed requirements seem typical for a BAS level program; that is not necessarily to say directly applicable to the stated industry/occupational needs. For example (if I understand this correctly), one-third of the Gen Ed hours are humanities. I understand the need provide broad education but I also am concerned about student interest/motivation for classes that do not show direct relevance to the career pathway. Could the</p>

	<p>humanities (e.g., history, law, literature) be built into the content courses such as WTL 301, 311, 420? Likewise, could composition be built into the content classes? My experience with the students who you seek for this program is, generally, that typical/traditional academic subjects are not appealing to them (otherwise they most likely would have taken a more traditional route to college). I believe students will achieve/learn more when traditional subjects are taught when embedded in and directly related to the core content.</p> <p><i>Response: The general education specifications are a state requirement.</i></p>
<p>f) Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p><u>Comment</u> The supporting materials provided did not clearly indicate that graduate-level preparation was an objective of the BAS. My hunch is that graduate programs have not yet evolved enough to recognize the educational value of work experience and so would not favorably articulate this BAS into their more traditionally academic programs. I suspect this will change as OJT becomes evermore valued among employers and colleges/universities. Furthermore, I am not sure that there is industry demand for graduate studies for the job classifications that this BAS seeks to influence.</p> <p><i>Response: Since the external reviews, we have added Appendix I: Commitment Letters from Graduate Programs and expounded in more detail Criteria 9: Pathway Options beyond Baccalaureate Degree.</i></p>
<p>g) Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><u>Comment</u> I do not have the experience or understanding of how the SSC can draw upon various resources to support the program. I would need more information in order to better assess this element of the program.</p>
<p>h) Resources</p>	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p><u>Comment</u></p>

	<p>Yes, the college demonstrated sufficient manpower, fiscal and facility resources to operate this program in a meaningful and sustainable manner. Its connection to the larger college system in Washington state and its success acquiring substantial grant funding will only bolster the sustainability of the program. Frankly, my concern is, should the WTL program become as popular as I suspect it will be, can the college expand and dedicate resources to meet a growing demand?</p>
<p>i) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p><u>Comment</u></p> <p>From the materials I reviewed I am not sure I can answer this question. The Statement of Need did an exceptional job of justifying the purpose and demand for this program, and verified such through industry and academic representatives. I don’t believe these groups (e.g., Trades Leadership Forum) constituted an “Advisory Committee” with approval authority; but perhaps they did. Certainly the industry representatives seem very supportive of the program as related in the Statement of Need.</p> <p><i>Response: Yes, the program received approval from Advisory Committee members. See Appendix G.</i></p>
<p>j) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p><u>Comment</u></p> <p>I am very excited by this program proposal. The research and justification for the program is exceptional and I can find no substantial reason why this WTL program will not fulfill its stated objectives. I agree that the need exists now, and that demand will only increase in the years to come. As a Director of apprenticeship training I will eagerly seek connections to this program to establish a substantive career pathway for my apprentice graduates and our journey-level membership. We currently are in the process of altering our apprenticeship model to accelerate skills development and job readiness to meet these same industry demands. The WTL program is an ideal extension of our program. I look forward to its eventual roll-out and will offer any assistance I can to ensure its success.</p>

Reviewer Bio or Resume

Dr. Thomas Barrett is currently the Executive Director of the Carpenters-Employers Apprenticeship & Training Trust Fund, which operates Washington state's largest apprenticeship program. He has been a training director for the United Brotherhood of Carpenters for 10 years, and also serves as subject matter expert to the Carpenters International Training Center for the development of skill curriculum and strategic programs. Prior to joining the UBC, Dr. Barrett was a senior program manager with the Northrop Grumman Corporation where he managed programs in support of homeland security and national defense. Drawing from a 30-year career bridging both academia and business management, he has brought many innovations to carpentry training that are targeted at enriching the apprentices learning experience and simultaneously increasing productivity and effectiveness of apprentices on the job site. Dr. Barrett received his doctorate in Educational Psychology from Virginia Tech.

College Name:	South Seattle College	BAS Degree Title:	Workforce and Trades Leadership
Reviewer Name/ Team Name:	Dr. Lindsay Langill	Institutional or Professional Affiliation:	Thompson Rivers University
Professional License or Qualification, if any:	Doctor of Education	Relationship to Program, if any:	No relationships to program. External

Please evaluate the following Specific Elements

k) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	<p>Comment</p> <p>The degree program as suggested in the materials provided for review is relevant to current employer demands. I applaud the vision of the team to take upon themselves the efforts necessary to begin/create such a degree. Too often the direct and apparent needs of industry are forgotten or not understood by those in academic roles. Yet this degree sets in place a pathway for those in trades and technical studies to continue forward as lifelong learners and achieve a recognize degree through formal educational pathways.</p> <p>I am not sure if this degree will lead to job placement. I suggest the more appropriate question to ask might be “will the student be in a better position to be promoted within a company?” Typically, such degrees are a signal that the recipient has taken it upon themselves to “better themselves” and align their learning and knowledge with the workplace demands. Having a BAS will certainly make the student more desirable for/in the workplace as they will now understand and have the knowledge of many of the nuances that are found on today’s worksites. I do believe that the students who complete this degree will benefit as a result of their course of study. One of the key components of the degree is that it ‘connects technical training with academic knowledge’, a bridge that has for too long been un-connected.</p>
l) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	<p>Comment</p> <p>The Degree LO’s look to be relevant to similar baccalaureate degree. This in turn helps define the rigor. However, this</p>

	<p>perception is better defined in the alignment of the courses themselves that make up the degree program. Recommendations as I see fit will be included in the final reporting box of this submission. While the LO's seem acceptable, as has been described in the context of this submission, a review for Quality Assurance will need to be conducted at the 3-year mark. This is a very important measure to subject this degree to. As well, it is important that a program advisory committee be established to review the degree on an annual or semi-annual basis. Having QA processes in place formally strengthens the defensiveness of the degree and sets in place the acceptable processes in upholding the rigor associated with the program.</p> <p><i>Response: Yes, program assessment and review is already a regular component of our BAS programs.</i></p>
<p>m) Curriculum Alignment</p>	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment</p> <p>The alignment of curriculum with the Statement of Needs seems to show connection. I see no disconnection here at all.</p>
<p>n) Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>Clearly stated within the document is the messaging that this degree was fashioned after the successful Thompson Rivers University program of a similar nature. In review of the core and elective courses offered, the courses appear to align to the needs and demands required of industry. In reading the qualitative reviews and comments from industry leaders, there is a stated need for such information/courses that would better prepare their workforce. In particular, while all courses align nicely to the demands and suggestions from Industry, two courses stand out. These are Organizational Leadership (behavior) and Project Management. These are paramount to any form of industry leadership position currently. Possibly one course that is missing that should be considered is a course on Finance or Budget forecasting. This is an area that those in</p>

	<p>leadership roles must have an understanding of to fully function in today's economy.</p> <p><i>Response: We agree with the need for a focus on finance and budget forecasting and have shored up these aspects in WTL 402: Cost Controls (see Page 10 for full course description).</i></p>
o) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p>
	<p>Comment</p> <p>I feel that as a baccalaureate program, the GE requirements are similar to other baccalaureate programs. I feel this objective has been met.</p>
p) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p>
	<p>Comment</p> <p>I can only compare this to graduate degrees that I am familiar with. Currently, Royal Roads University in Victoria, BC, Canada does have a Master's degree in Educational leadership. This South Seattle College degree does appear to align towards acceptance into such a degree. Again, with the instructional requirements of the program requiring Master's/PhD qualifications, it would appear that the courses would be taught by those with acceptable academic knowledge, experience, and understanding to align towards further studies in either post-bac or graduate work.</p>
q) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p>
	<p>Comment</p> <p>This question to me seems carefully structured. In that "continuous improvement (CI)" is mentioned. The faculty qualifications seem proper. However, CI is of great importance in support of a degree of this nature. As industry is continually changing due to improvements in technology, it would be of key importance that there would be provision in the curriculum to keep current through the CI method. This being done by</p>

	<p>professorate hire and compliment and/or curriculum updates. One such course that comes to mind and maybe one to be considered for the program is “Disruptive Technologies”. The emerging state of the industrial site is continually changed by additional technologies being implemented to assist in productivity.</p> <p><i>Response: We will take into consideration the possibility of a “Disruptive Technologies” course and introduce the idea at our next advisory group meeting. For the time being, however, we will continue with the original forum’s recommendations which did not include this.</i></p>
r) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p> <p>From what I see in the document there is adequate resources. However, as an external reviewer I cannot comment any further on this question. This is more a question to be picked up on through the accreditation process.</p>
s) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p>Comment</p> <p>In review of the Statement of Justification the program seems to be in compliance with this statement. It is important as I have previously noted to have a very understanding program advisory committee in place to review the program as it moves forward. I did not look to see if South Seattle College has such a policy on Program Advisory mandate and makeup, but I am certain that College leaders are aware of such quality assurance management matters and will include these processes.</p> <p><i>Response: Yes, the program received approval from Advisory Committee members. See Appendix G.</i></p>
t) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p>

Overall I support the program I do not see anything that would suggest any major changes to the program at this time other than minor edits and changes. I congratulate the Executive Dean and her team on a job well done. It is always a daunting challenge to take a concept and move it forward. In the words of Dai (2012) the questions of how can specific domains or subject matters be taught for broad intellectual development and how can technology be integrated in enhancing human functioning **appear** to have been addressed through the design of such a program. I do however have a few thoughts for consideration. These are as follows:

1. **Degree Name:** May be confusing to the general public. Considerations could be Bachelor of Applied Leadership, or Bachelor of Workforce Development Leadership. (just my personal thoughts)

Response: We considered several degree names and general consensus preferred the current one.

2. **Student Outcomes:** Make sure "Technology" is well defined so to address the needs of today's workplace. Too often technology is created as a course/outcome that does not advance the learner to what the world of today is requiring.

Response: We agree with this and shored up the relevant sections in this proposal (Pages 5, 6, and 10).

3. **Course level:** While this detail was not provided nor expected for the requirements of this review, the course "Organizational Leadership" or "behaviour" as I understand it to be is a key course of study in this degree. I would expect to see this course begin with the historic behavioural philosophies (Kant, Bandura, etc) and advance into adult learning theory. When supervisors/managers understand how adult learners learn, it makes their job much easier. WTL 401. It is hoped that this course matches with the Industry Standard. These PM courses should lead to or allow the students to write their PMI designation as a result of the course. Howbeit that this is an external designation, it is an industry standard. WTL 460. My suggestions for the makeup of this course would be that it would incorporate many of the best practice principles of Change Management. The Prosci program is a great

example. As mentioned earlier, it would be helpful to include a course on Financial and Budgets as an introduction. Budget forecasts and understanding of Financials are a real part of leadership in today's world. Understanding Public accounting practices, GL's, Audit processes make up the world of leadership. I do have a concern with WTL 345. It probably has to do with my lack of understanding of the course prescribed, but it appears to be a bit weak and lacks rigor. While students will earn CPR and First Aid as a bonus to the course, these seem to take away what the real intent of the course needs to be about. But again, maybe it is just my perception.

Response: Yes, adult learning theory is embedded in our organizational leadership course. And yes, our project management course matches with the industry standard. Also, the comment about finance and budget coursework was addressed and incorporated above (Pages 5 and 10). Lastly, the Georgetown Campus is a safety institution and will insure WTL 345 meets the highest industry standards.

4. **Position Responsibilities:** Managing the expertise of the faculty compliment will be one of the keys to whether the program is successful or not. As way of an example, many excellent university business programs today have a balanced and well calculated make up of teachers from the practicing professionals community made up from the business community alongside their full-time professoriate ranks. One such successful University that I reviewed recently had a 50-50 split for their BBA degree. Fifty percent from the PPC (bankers, accountants etc.) and fifty percent from their full-time research professoriate. The student reviews of such a program were very complimentary.

Response: Agreed, and we feel we have a very successful track record with this in our preexisting BAS programs.

5. **Expansion of acceptance:** It might be of worthiness to open up the registration to those who hold 2 year Diplomas in "applied" areas of study. Technologists and Technicians make up large numbers in these areas. This could broaden your goals of achieving your student forecasts of 50 per year in Year 2 and beyond.

Response: Registration is indeed open and even targeted to those students who hold AAS and AAS-T degrees, but we have now made this even more explicit in our application materials.

6. All other forms (acceptance, registration, workplace mentorship) look to be well thought out and applicable. Marketing of the degree will also play a key role in getting this degree off the ground.

Final Words:

Again, I thank you for the opportunity to review this proposal for the Applied Baccalaureate degree. I am very encouraged by your resolve to see this to fruition and wish you every success. What will assist you in moving this degree forward is to not allow complacency in vision, but to achieve with an early champion. All the best. Lindsay Langill

Reviewer Bio or Resume

Dr. Langill holds four National Trade Certifications (Canada) in the trades Welding, Industrial Mechanic, Steamfitter/Pipefitter, and Power Engineering. Dr. Langill holds a Bachelor of Education (Secondary) and Master of Arts from the University of British Columbia, along with a Doctorate in Educational Leadership from University of Calgary. He has been a high school teacher, administrator, university professor and Dean. He currently is a professor at Thompson Rivers University and Vice President for the Independent Contractor's and Businesses Association where he has leadership responsibilities for training programs. He holds Ministerial appointment to the Industry Training Authority board of directors for the Province of British Columbia. He is well published and speaks internationally on trades and apprenticeship training.

College Name:	South Seattle College	BAS Degree Title:	Bachelor of Applied Science in Workforce and Trades Leadership
Reviewer Name/ Team Name:	Shannon Matson	Institutional or Professional Affiliation:	Deputy Director of local JATC, Aerospace Joint Apprenticeship Committee
Professional License or Qualification, if any:	Ph.D. level education researcher specializing in workforce education, U.S. Department of Education Research Fellow, Ph.D. Candidate at University of Washington, MPA Public Policy	Relationship to Program, if any:	No affiliation to the program, work with college on other contracts that are unrelated and separate from this degree.
Please evaluate the following Specific Elements			
u) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment South Seattle College (SSC) is proposing a Bachelors of Applied Science Degree in Workforce and Trades Leadership (WTL). The WTL degree targets early to mid-career tradespeople who have work experience, have completed a formal course of study (apprenticeship/Associates Degree) and who seek advancement into a supervisory role. Despite documented employer demand for well-training supervisors/managers in the trades, the available inventory of baccalaureate level management training is insufficient. This leaves many talented individuals with “terminal” 2 year degrees and little opportunity for articulation into upper division training that matches their career progression. This degree would focuses on incumbent workers and is structured in a manner that is supportive or full time employment (including credit for prior experience/learning, hybrid instruction, and work-based learning). The proposal documents a robust data collection effort to assess employer interest, with results demonstrating clearly that job placement out of this program is very likely. The course subjects and learning objectives are appropriate to the knowledge, skills and abilities required for management in the trades. The relevance of this degree is underscored by the research literature concerning the growing skill gap that could compromise our future economic prosperity as a region. A vibrant and well</p>		

	<p>trained workforce, at all levels of the career continuum, is crucial for attracting and retaining industry employers.</p>
v) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment The degree learning outcomes for the WTL degree demonstrate appropriate baccalaureate level rigor. Design elements resemble other trades leadership programs in Canada (where apprenticeship is more broadly adopted) as well as applied management degrees in other BAS adopting states. The outcomes reflect learning appropriate to 300/400 level education – representative of a major course of study.</p>
w) Curriculum Alignment	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>Comment The curriculum aligns well with the program’s Statement of Need as it represents a formal course of study that is in high demand by employers and underserved by higher education in our region. Curriculum design reflects institutional mission, vision, and strategic priorities. It establishes a baccalaureate option for working adults in order to upskill them into leadership and management positions within their companies. Courses are specific to the leadership development in specific industries (like agriculture, manufacturing, construction, and transportation) where the majority of employees have formal or informal technical education in their trade. As masters of their craft, these individuals are ideally suited in a front line supervisory role, however few formal training opportunities exist to develop management skills that will contribute to successful career progression.</p> <p>SSC promotes a 21st century model of apprenticeship training that is credit bearing and credentialed. Through its participation in the Registered Apprenticeship-College Consortium, SCC is able to recognize apprenticeship training (historically not credit bearing) towards lower division course/degree attainment. This opens the door for many highly skilled individuals to gain entry into higher education at a level that is appropriate to their skills and knowledge. Degree courses are offered in a flexible format suitable to working adults, and bridge coursework (completing out general education requirements for apprentices) are folded</p>

	into course offerings so that students can finish their associate's degree concurrently with their baccalaureate training.
x) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment In reviewing O*NET data specific to the referenced job classifications, the programmatic learning outcomes and courses map well to the skills/knowledge that are in high demand for each occupation. At an institutional level, the proposal outlines student learning outcomes for all degree seeking students, depicting foundational knowledge and abilities which correlate strongly with career and life success. SSC also articulates programmatic learning objectives. These learning objectives are operationalized into courses and further disaggregated to job functions. Curriculum design appears to be well informed through numerous opportunities for employer/stakeholder feedback and the use of the DACUM process. Courses like 'Job Site Cost Control,' 'Scheduling,' and 'Safety Management' are highly relevant to targeted industries and offer distinction from more generic business management degree options.</p>
y) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment The general education requirements in this degree proposal are well constructed and appropriated to upper division coursework (satisfying baccalaureate requirements but still highly relevant to industry and occupations). Composition, statistics, economics and communication are all foundational topics that will grow student success in other more contextualized subjects. Students will be able to critically analyze data, reason through complex problems, and communicate effective solutions.</p>
z) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment The applied baccalaureate in Washington is still very new (although a growing market segment of our higher education upper division offerings). As a result, articulation agreements are being forged as each new degree is launched. Other applied management degrees have successfully built articulation</p>

	<p>agreements with local accredited MBA programs. It seems very likely that this degree will achieve similar success. The proposal points to some early opportunities to establish similar agreements with partnering graduate level institutions. Regardless of articulation agreements, WTL degree graduates will be prepared to tackle graduate level coursework.</p>
<p>aa) Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment The staffing plan and budget presented for this degree program seem reasonable. Successful faculty will need to possess both subject matter expertise as a practitioner, pedagogical training and experience as an instructor, and theoretical training as a scholar. This is a unique pairing of skills and I worry about the competitiveness of wages when compared to the earning potential of someone who stays in industry. Despite this, I agree with the assertion that wages are representative of other similar positions at regional and flagship universities (when factoring in differences in these to appointments). Cohort based training is a clear advantage of this position as compared to traditional bachelors programs. When faculty build rapport and are familiar with their students, advising becomes more manageable and instruction can become more personalized.</p>
<p>bb) Resources</p>	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment The proposal does a good job of outlining all of the available resources for supporting the program and contributing to student success. Operationally the budget seems reasonable and anticipated revenue is sufficient to cover costs, also contributing positively to the utilization rate of fixed expenditures (facilities, student support services, etc.) Regarding student support, the proposal more than adequately offers financial aid services, academic advising, students support services, and access to library and reference materials. Additionally, responding to the diverse set of learners in key programs, SSC shows innovation in using competency based strategies for assessment of learning. The affiliation with the RACC and strong ties to the apprenticeship community will contribute to the available resources and community of support available to students in this program.</p>

<p>cc) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p>Comment SSC does a great job of engaging industry stakeholders over a two year period in order to adequately inform program design. Not only did they convene stakeholders, they utilized multiple data collection methods in order to triangulate meaningful feedback. Typical of all degree program in WA, this program would be advised by a committee of stakeholders in the community. With over 70 individuals referenced in the initial research on this program, staff shows they have the ability to convene stakeholder and to effectively integrate feedback.</p> <p><i>Response: Yes, the program received approval from Advisory Committee members. See Appendix G.</i></p>
<p>dd) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>Comment Upskilling across all occupations is contributing to a growing workplace premium on baccalaureate-level preparation. The signaling value of a Bachelor’s degree in Washington State’s current labor market virtually guarantees great paying and rewarding employment. Historically, the talent pipeline in industrial trades has delineated labor from management and few bridges existed across this divide. Degrees like the WTL degree are democratizing in nature, broadening access to upper division education leading to economic mobility and career success. The best employees make the best leaders and based on research informing this proposal, employers agree. This overall proposal and degree program appear well informed, well balanced, demand driven, and student centered. The rigor, breadth, and depth of the program are appropriate to baccalaureate training and learning outcomes are customized to meet the specific needs of industry. Enrollment into the program should be strong and graduates will be in high demand.</p>
<p>Reviewer Bio or Resume Shannon Matson currently serves as the Deputy Director/COO of the Aerospace Joint Apprenticeship Committee, bringing 20 years of project management experience, direct service educational programming, resource development, organizational management, business intelligence, internal/external program evaluation, and public policy research. Shannon is a Ph.D. Candidate at the University of Washington and an Institute of Education Sciences Research Fellow through the US Department of Education. She also holds a Master’s Degree in Public Affairs from the University of Washington earned in</p>	

2002. Prior to joining AJAC, Shannon notably served as Director of Evergreen Evaluation Services, Continuing Education Specialist at the University of Washington, Program Director at Washington Business Week, Evaluation Specialist at Solid Ground (Formerly the Fremont Public Association), and Research Assistant at the Washington State Institute for Public Policy. Shannon's professional and research interests include workforce development, higher education policy, labor economics, and regional economic development.

Appendix I: Commitment Letters from Masters Programs

City University

Seattle Colleges Articulation to City University of Seattle Graduate Degrees

The following Seattle Colleges Bachelor of Applied Science degrees may directly articulate to meet admissions requirements as specified to City University of Seattle's (CityU) Graduate degrees.

All Seattle Colleges students must meet the bachelor degree completion requirements of a 2.0 minimum GPA and completed any required authorizations/fees for the program completion at the bachelor awarding school. Students must formally apply to City University of Seattle and send an official transcript showing the conferred bachelor's degree, which will meet admission requirements for the CityU plans specified below.

Some programs require subject matter specific prerequisites or credentials/GPA requirements, interviews with the program, and supplementary admission documents. Please see current admission requirements by visiting www.cityu.edu current catalog for additional information.

Programs offered at the Seattle Colleges eligible for entry to CityU graduate programs:

- Bachelor of Applied Science in Workforce and Trades Leadership
- Bachelor of Applied Science in IT Networking
- Bachelor of Science in Nursing
- Bachelor of Applied Science in Property Management
- Bachelor of Applied Science in Allied Health
- Bachelor of Applied Science in Application Development
- Bachelor of Applied Science in Applied Behavior Science
- Bachelor of Applied Science in Early Childhood Education
- Bachelor of Applied Science in Hospitality Management
- Bachelor of Applied Science in International Business
- Bachelor of Applied Science in Professional Technical Teacher Education
- Bachelor of Applied Science in Sustainable Building Science Technology

Master Programs offered at City University of Seattle:

Seattle Colleges students who complete any of the above listed Bachelor of Applied Sciences degrees will be eligible for enrollment in any of the CityU master's degree listed below. In a few cases, the programs have entrance requirements; these are clearly specified where they apply. If no entrance requirements are specified, then only the completion of the BAS degree is necessary for program admission.

School of Applied Leadership

- Master of Arts Leadership (36 qtr credits)
- Master of Arts Leadership Nonprofit Leadership (36 qtr credits)
- Master of Education in Adult Education (36 qtr credits)
- Master of Education in Adult Education TESOL (47 qtr credits)

Division of Arts and Sciences

The Division of Arts and Sciences requires each graduate student to have the bachelor degree final cumulative GPA of 2.75 minimum for program entry.

Both programs below require the candidate to submit writing samples/essays, CV/resume, background check, and an interview with the program director prior to program admission.

- Master of Arts Counseling Clinical Mental Health Counseling (90 qtr credits)
- Master of Arts Counseling Marriage, Couple and Family Counseling (90 qtr credits)

School of Management

- Master of Business Administration (48 qtr credits)
 - Students who do not have an undergraduate degree in a business related topic or who do not have five or more years of business experience will need to complete a prerequisite for this program. The prerequisite of MBA 11 – MBA Common Professional Components covers the depth needed to support continued success in the MBA.
 - This prerequisite is considered met, for Seattle Colleges students who have completed the **Bachelor of Applied Science International Business**, the **Bachelor of Applied Science in Property Management** or a similar program that covers sufficient business skills.
 - Additional available emphasis areas for the Master of Business Administration
 - Accounting
 - Change Leadership
 - Entrepreneurship
 - Finance
 - Global Management
 - Global Marketing
 - Human Resource Management
 - Project Management
 - Sustainable Business
 - Technology Management

- Master of Science Healthcare Administration (45 qtr credits)
- Master of Science Information Security (48 qtr credits)
- Master of Science Project Management (45 qtr credits)
- Master of Science Integrated Supply Chain Management (45 qtr credits)
- Master of Science Technology Management (45 qtr credits)
- Master of Science Computer Science (45 qtr credits)
 - This program requires that the following areas are met prior to graduate level course enrollment: 10 qtr credit hours of intermediate programming (in the same language); 5 qtr credits in networking; 5 qtr credits in database management; 5 qtr credits in operating systems. The candidate must also submit a CV/resume
 - Seattle Colleges students who complete the **Bachelor of Applied Science Degree in Application Development** will have met the following program prerequisites for this program through completion of the bachelor degree:
 - Programming
 - Database management

Gordon Albright School of Education

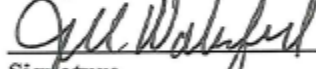
The Gordon Albright School of Education requires each graduate student to have the bachelor degree final cumulative GPA of 2.75 minimum for program entry.

- Master of Education Guidance and Counseling (49 qtr credits)
- Master of Education Guidance and Counseling with ESA (54 qtr credits)
- Master of Education in Curriculum and Instruction (45 qtr credits)
 - Additional available emphasis areas for the Master of Education in Curriculum and Instruction
 - Autism
 - Specialized Study
 - Technology
- Master of Education Leadership (45 qtr credits)
- Master of Education Reading and Literacy (45 qtr credits)
- Master of Education Special Education (48 qtr credits)
- Master of Education Administrator Certification (45 qtr credits)
 - Candidates must also provide proof of ESA certification, "Verification of Prerequisite Teaching or ESA Experience" form, CV/resume, complete the "Educational Leadership program: Writing Assessment" form, provide 3 professional references. Please contact the program for specific reference requirements.

All Master in Teaching program admission requirements in compliance with state regulations, for up-to-date information please visit www.cityu.edu. This information includes required entrance exams (such as the WEST-B or ACT/SAT) and in program required exams:

- Master in Teaching -Elementary Education and Special Education (69 qtr credits) *Washington*
- Master in Teaching Elementary Education (51 qtr credits) *Washington*
- Master in Teaching Elementary Education and English Language Learner (66 qtr credits) *Washington*
- Master in Teaching Elementary Education and Culturally and Linguistic Diverse Learners (49 qtr credits) *Washington Alternative Route program*
- Master in Teaching Elementary Education and Reading (58 qtr credits) *Washington*
- Master in Teaching Elementary Education and Special Education Low Incidence Disabilities (49 qtr credits) *Washington Alternative Route program*

Accepted for Seattle Colleges by:


Signature

Chancellor
Title

6/27/2014
Date

Accepted for City University of Seattle by:


Signature

Provost
Title

7/14/16
Date



WGU WASHINGTON®

20435 72nd Ave. S. Suite, 301, Kent WA 98032, (206) 673-8560

Malcolm Grothe PhD
Associate Vice Chancellor
Seattle Colleges

May 31, 2016

Western Governors University Washington (WGU WA) is delighted to engage in a partnership with the Seattle Colleges (Colleges) to facilitate student transfer at the bachelor's and master's level.

WGU WA offers transfer pathways for students receiving an associate's degree from one of the Seattle Colleges (Seattle Central, North Seattle, and South Seattle colleges) according to the master agreement between the Washington State Board for Community and Technical Colleges and Western Governors University.

In addition, WGU has found the applied baccalaureate degree programs offered by the Colleges satisfy the bachelor degree requirement for admission into any of WGU's master's programs, with the exception of the Masters of Science in Nursing (MSN), where only students with Bachelors of Science in Nursing (BSN) are eligible to apply.

It is the intention of the Colleges and WGU that the partnership outlined in this letter agreement will inform and encourage the College's graduates to earn degrees to advance their personal and professional goals.

As your partner University, WGU Washington will offer your graduates a five percent (5%) tuition discount for up to four (4) academic terms. We will also modify your unique URL (http://washington.wgu.edu/admissions/cc_transfer) for each of your colleges as well as the general URL (http://washington.wgu.edu/admissions/cc_transfer) to include recognition of your bachelor programs as a pathway to our master's program.

In return, we request that you promote this opportunity by

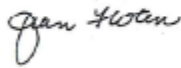
- Including WGU WA and its degree programs to your list of active transfer universities,
- Linking the above websites to your advising pages and including them in printed and social-media materials concerning degree pathways,
- Informing your graduating students about the Seattle Colleges/WGU partnership, and
- Highlighting the partnership and education benefits through your standard internal communication channels (such as advising centers, with program faculty, and emails to graduating bachelor's students).

WGU Washington staff will be available to participate in any local education or transfer fairs, prospective student information seminars, and "lunch and learn" presentations that you may desire. We ask for you to inform us of these opportunities.

These understandings serve as the basis of the Seattle Colleges/WGU partnership and may be modified by mutual written consent or terminated by either party upon thirty (30) days prior written notice. In the unlikely event the partnership is terminated, we agree that the Colleges' graduates then receiving any educational benefit described in this letter agreement will receive the full value of that benefit towards their studies as long as they remain in good academic standing at WGU.

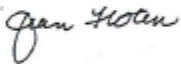
WGU is pleased to partner with the Colleges in providing these pathways. If this letter agreement accurately reflects your understanding of the partnership we discussed, please sign below and return a signed copy to me at jfloten@wgu.edu. Your contact person at WGU is Jeanie Belcher, jeanie.belcher@wgu.edu.

Sincerely,




Jean Floten
Chancellor

Signatures of agreement:



Jean Floten
Chancellor, WGU Washington
Date: June 7, 2016



Jill Wakefield
Chancellor, Seattle Colleges
Date: 6/27/2016

C: Jeanie Belcher, CRM, WGU Washington