



Applied Management Bachelor of Applied Science Degree Program

Program Proposal

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name:	Tacoma Community College		
Degree:	Applied Management	CIP Code:	52.0701
Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:			
Degree:	AAS Business	CIP Code:	52.0201
		Year Began:	1971
Degree:	AAS Accounting	CIP Code:	52.0302
		Year Began:	1971
Degree:	AAS Paralegal Studies	CIP Code:	22.0302
		Year Begun	2006
Degree:	AAS Human Services	CIP Code:	44.0000
		Year Begun	1977
Planned Implementation Date (i.e. Fall 2014):	Fall 2019		

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

Contact Information

Name: Krista Fox

Title: Interim Provost and Vice President for Academic Affairs

Address: 6501 South 19th Street, Tacoma, WA 98466

Telephone: 253.566.5147

Fax: 253.566.5147

Email: kkfox@tacomacc.edu



Chief Academic Officer

8/15/18

Date

Contents

Introduction	4
Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor	4
1.2 Program evaluation Criteria and Process	5
1.3 Course Preparation Needed by Students Transferring with a Technical Associate Degree.	8
1.4 General Education Requirements	9
1.5 Course Work Needed at Junior and Senior Levels in the BAS	10
Criteria 2: Qualified Faculty	13
Criteria 3: Admissions	14
Criteria 4: Student Services Plan	15
Criteria 5: Commitment to Build and Sustain a High Quality Program	21
Criteria 6: Program Specific Accreditation	24
Criteria 7: Pathway Options Beyond Baccalaureate Degree	24
Criteria 8: External Expert Evaluation of Program	24
Appendix A External Evaluations	28
Appendix B Course Descriptions and Outcomes	37
Appendix C: Student End of Course Survey Questions	51
Appendix D: Graduate Survey Questions	52
Appendix E Course Offerings	54
Appendix F Full Time Student Schedule Sample	55
Appendix G Part Time Student Schedule Sample	56
Appendix H Faculty Profiles	57
Appendix I Budget	59
Appendix J Admission Scoring Rubric	63

Introduction

Tacoma Community College (TCC) is proposing a Bachelor of Applied Science degree in Applied Management (referred to in this document as the AM BAS degree program) with an option for areas of specialization. This new offering will create a pathway for graduates from four of TCC's Associate of Applied Science Degrees to include Business (with concentrations in Global Logistics and Entrepreneurship), Accounting, Paralegal, and Human Services to further their managerial education. The areas of specialization will be human resources, project management, and entrepreneurial leadership. This proposed degree will enhance technical skills by adding a business management component, making graduates more marketable in their respective industries. By offering this degree, TCC aspires to increase access and mitigate or remove the significant barriers faced by current graduates of applied associate degree programs when trying to pursue further education.

An AM BAS degree program would allow associate of applied science graduates to achieve their bachelor's degree with fewer barriers. TCC's proposed AM BAS would concentrate on enhancing previously learned technical expertise with managerial skill. By focusing on graduates who already hold an applied science degree, we can aid and support employers in promoting their incumbent workforce. An AM BAS degree program at TCC would provide a streamlined, career-focused option for those AAS degree holders with no other reasonable alternatives to pursue higher education.

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

TCC has worked to purposefully create curriculum that will build on the current abilities of the AAS degree holders entering the AM BAS program while introducing the higher level knowledge and skills required for managerial concepts. The curriculum is designed so graduates of the program will have the knowledge, skills and abilities necessary to contribute to the success of the business community in Pierce County.

Program Learning Outcomes and Assessment

TCC's AM BAS will impart the fundamentals of applied management to include areas of managerial accounting and economics, legal and ethical issues, organizational identity and behavior, project management, human resource management, entrepreneurship, leadership, operations and logistics, digital and social media management, and business strategy and sustainability. TCC's AM BAS program is writing intensive with significant technical writing expectations sufficient for preparation for Master's programs.

All Program Level Outcomes also align with TCC's Degree Learning Outcomes. TCC has six measurable outcomes that all degree recipients are expected to meet.

- Core of Knowledge (COK): Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences;

or, as applicable, specific Professional/Technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.

- Communication (COM): Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
- Critical Thinking & Problem Solving (CRT): Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.
- Information & Information Technology (IIT): Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
- Intercultural Collaboration & Diversity (ICD): Demonstrate successful application of an interdependent, diverse, and multicultural worldview through collaborative engagement.
- Responsibility & Ethics (RES): Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

Upon successful completion of the Applied Management BAS degree program students should be able to:

1. Evaluate and implement effective communication across all levels of the organization and to diverse audiences using language, tools, concepts and managerial principles necessary to achieve desired outcomes.
2. Explain the value of diversity and community as related to business ventures with attention to the dynamics of power and privilege.
3. Develop organizational management and leadership strategies using skills grounded in current theories and techniques for stability growth and change.
4. Demonstrate innovation and critical thinking, teamwork, and technical and information literacy commensurate with management positions.
5. Analyze, evaluate, and implement decision-making strategies applying analytical tools, information systems and emerging technologies.
6. Design programs which maximize human potential using principles and best practices of successful human resource management.
7. Develop realistic and comprehensive project plans, identify risk areas, monitor the plans, and deal with problems through appropriate use of project management techniques.
8. Distinguish between law and ethics, recommend acceptable resolutions of ethical issues and dilemmas to improve organizational outcomes, and support social responsibility.
9. Analyze data to solve problems, explain performance, make decisions, and identify opportunities.
10. Prepare and explain cost control processes, including the ability to establish a budget, prepare cost reports, and forecast expenditures.

1.2 Program evaluation Criteria and Process

The evaluation of TCC's AM BAS program will take place on a number of different fronts. See [Table 1](#).

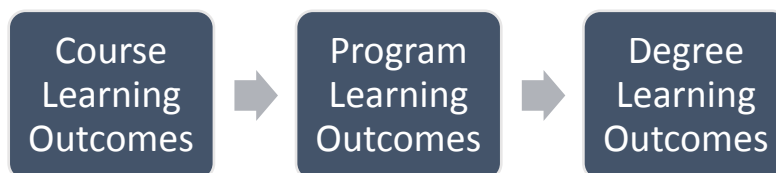
Table 1. Program Evaluation and Criteria Process

Assessment Tool	Metric(s) Being Measured	Timeline
Curriculum Committee	Course, Program, and Degree Learning Outcomes	At course creation, course revision, and every 5 years
eLearning Instructional Design	Online course construction.	At course creation and major course revision, upon request
Course Surveys	Student perspective on course/curriculum	Quarterly to Yearly
Graduate Surveys	Graduate Satisfaction, impact on employment	Yearly
Employer Surveys Advisory Committee	Employer Satisfaction Effectiveness of program and curriculum relevancy.	Yearly Bi-annually
Outcomes Review	Program Learning Outcomes	Yearly
Program Reviews	Gaps and Gains	Yearly
BAS Steering Committee	College-wide impact	Quarterly

Curriculum Committee

Courses, certificates, and degrees at Tacoma Community College all align with three sets of outcomes: 1) Course Learning Outcomes (CLOs), 2) Program Learning Outcomes (PLOs), 3) Degree Learning Outcomes (DLOs). The CLOs are aligned with the PLOs and then PLOs are aligned to the DLOs. (See [Figure 1](#))

Figure 1 Outcome Alignment



To ensure the alignment of these three levels of outcomes, all new courses, degrees and certificates are vetted by the Curriculum Committee. Current courses go through the Curriculum Alignment Process (CAP) with the Curriculum Committee every five years to ensure the outcomes are still aligned and appropriate. As an advisory council to the Provost and Vice President for Academic Affairs, the Curriculum Committee reviews, evaluates, and recommends action on all matters related to the curriculum of the college.

The proposed curriculum, admission requirements, plan for pathways into Master's programs, and the plan for college impact for the AM BAS have been reviewed through TCC's Curriculum Committee at the June 2018 meeting. The AM BAS was recommended for approval by TCC's Curriculum Committee during the June 2018 meeting for submission of a Program Proposal to the State Board of Community and Technical Colleges (SBCTC). This recommendation for approval has been forwarded to

the Provost and Vice President for Academic Affairs for action pending approval of the courses by the State Board of Community and Technical Colleges (SBCTC) and the Northwest Commission on Colleges and Universities (NWCCU). After the initial approval of all courses, any updates to credits, outcomes, prerequisites, or alignment with PLOs will be submitted to Curriculum Committee for recommendation of approval. Every course in the AM BAS program will be reviewed by the Curriculum Committee every five years through the CAP (curriculum assessment program) process to ensure continued alignment and relevance.

The AM BAS degree was submitted through TCC's Curriculum Committee to ensure 1) degree alignment with TCC's Degree Learning Outcomes and 2) course sequencing is logical and appropriate. The AM BAS degree will return to Curriculum Committee for review if any changes are made to the degree. Every five years the degree will be reviewed by the Curriculum Committee through the CAP process to ensure continued alignment and relevance.

TCC's eLearning Instructional Design Team

The AM BAS program will be developed as a hybrid online degree. The development of hybrid online courses is supported by the Instructional Designer & Open Educational Resource Coordinator. The design and development process is based on the Quality Matters standards and is a collaborative effort that incorporates technical support, multimedia production, and peer review. In cooperation with the Organizational Learning & Effectiveness Division, the eLearning department offers faculty learning communities that explore topics such as blended course design, inclusive excellence, studio learning, flipping the classroom, and improving practices in teaching, learning, and institutional stewardship.

Course Surveys

Students are provided with the opportunity to review courses on a quarterly basis. End of course surveys are the student's chance to provide anonymous feedback to the instructor/program about aspects of the course that they felt worked well and areas for suggested improvement. The student course surveys collect both quantitative and qualitative information. End of course surveys are Likert scale surveys that also provide the opportunity for students to provide detailed comment on each question. (see [Appendix C](#)).

Graduate Survey

It is the practice of professional technical programs at TCC to send graduate surveys six to nine months after graduation to assess a student's experience with the course content and how their degree completion has impacted their employment. Graduate surveys are anonymous surveys that collect both quantitative and qualitative information. Surveys ask Likert Scale questions with the opportunity to provide further information through open ended questions. Graduate surveys are reviewed on a yearly basis to determine student satisfaction and impact on job placement. (see [Appendix D](#)).

Employer Survey

Once graduate surveys are received and indicate which employers have hired our graduates, employer surveys are sent to collect data on their satisfaction with our graduates. Employer surveys are reviewed on a yearly basis to determine employer satisfaction and areas for improvement.

Advisory Committee

Professional technical programs employ an advisory committee to provide ongoing support and program review. Advisory committee members are asked to comment on the effectiveness of the program in meeting the expectations of the field to include reviewing the curriculum for relevancy, inclusion of trends and up to date technologies, as well as any needs for continuing education of program graduates. Advisory committees meet bi-annually.

The Business, Accounting, Paralegal, and Human Services Associate of Applied Science Degree Programs advisory committees have all discussed and given approval for the proposal of this degree. In addition, a member of the Business AAS degree's advisory committee, Kelvin Berring, worked extensively with the faculty while creating all aspects of the program proposal.

The AM BAS will create a new Advisory Committee that will include membership from professionals in the business community including members from business, accounting, paralegal, and human services specialty areas.

Outcomes Reviews

Coordinated by our Organizational Learning and Effectiveness Division, TCC annually conducts assessments on course, program and degree learning outcomes. Individual programs perform assessment on the effectiveness of each of their program learning outcomes every five years. The entire campus participates in assessment of a specified degree learning outcome each year to assess for student success in learning. Finally, the college uses faculty surveys to collect information on the performance of course learning outcomes assessment and the achievement of student learning.

Program Review

TCC requires all programs to complete a yearly program review to be assessed by the Division Dean and the Provost and Vice President for Academic Affairs. Through the annual review, programs identify gaps and gains realized in the previous year and set program goals for the upcoming year to address those gaps or build on the gains. Program reviews are used to identify additional resources needed as well as to show best practices.

BAS Steering Committee

The TCC BAS Steering Committee meet quarterly to address any impact on college processes. The committee is representative of affected departments/programs on campus and includes representation from enrollment, financial aid, advising, tutoring, library, eLearning, accreditation, faculty, curriculum committee, marketing, business office, administration, and Workforce.

1.3 Course Preparation Needed by Students Transferring with a Technical Associate Degree.

The AM BAS will provide access to a wide range of students while ensuring that those who gain entry are prepared for baccalaureate level rigor. Preparation needed to enter TCC's AM BAS will require an associate degree that includes an English writing/composition

Entrance Requirements:

- Associate Degree or 90 equivalent credits from an accredited institution with a cumulative GPA of 2.5* and a minimum of 2.0* in all applicable college courses
- Completion of college level business math or higher
- General Education Courses should include a minimum of:
 - English 101 or equivalent (5 credits)
 - Humanities (5 credits)
 - General Electives (15 credits)
 - Statistics (5 credits) (may be accepted without as long as completed prior to BUS 320)
- Intermediate Excel skills as evidenced by:
 - Completion of CU 203 (Excel 2) with a C or better OR
 - Microsoft Office Specialist (MOS) Certification - Excel Core Level.
- Students must be in good standing**

*Students who do not meet the GPA requirement(s) may petition to have their individual circumstances reviewed with submission of letter of explanation.

**Students with any incidence of academic dishonesty may submit a petition to have their individual circumstances reviewed with submission of a letter of explanation.

1.4 General Education Requirements

Within the 180 credits required to earn a Bachelor of Applied Science Degree, students will take a minimum level of General Education Requirements as directed by the State Board of Community and Technical Colleges:

- I. Students must earn a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. The general education courses will include courses earned at either/both the associate degree and/or applied bachelor's degree level, based on the total required 180 quarter hours of credit.
- III. A minimum of 60 quarter hours of general education courses will be required (see [table 2](#))

Table 2. General Education Requirements

Total required General Education credits within 180 credits		Required for Admission into BAS	Required for Completion of BAS
Communication 10 credits			
• ENGL& 101 English Composition	5	X	
• CMST 325 Professional and Organizational Communication**	5		X
Humanities 10 credits			
• PHIL 320 Ethics in Leadership	5		X
• Choose 5 credits from distribution list	5	X	
Social Science 20 credits			
• BUS& 101 Introduction to Business	5		X
• BUS& 201 Business Law	5		X
• BUS 310 Organizational and Interpersonal Behavior	5		X
• BUS 330 Legal Environments in Business	5		X
Natural Science 10 credits			
• ENVS& 101 Introduction to Environmental Science	5		X
Choose from:			
• MATH& 107 Math in Society OR			
• GEOG 205 Physical Geography OR	5		X
• GEOG 210 Maps, GIS, and the Environment			
Quantitative Skills 5 credits*			
Choose from:			
• MATH& 146 Introduction to Statistics	5	X*	
• MATH 136 Inferential Statistics			
• BUS 256 Statistical Analysis			
General Education Electives 15 credits			
15 general education requirements from any of the distribution areas	5	X	
Total required General Education credits within 180 credits	60	30	30

* may be accepted without as long as completed prior to taking BUS 320

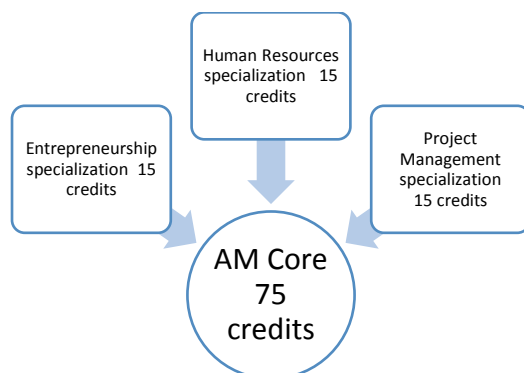
** CMST 325 will count as either a Humanities or Communication distribution – students will work with their advisor to see which it is most appropriate to fill.

1.5 Course Work Needed at Junior and Senior Levels in the BAS

Careful thought was given to the creation of the AM BAS curriculum. Thorough research of industry standard as well as advisory committee input informed our decision making. The curriculum for TCC's Applied Management BAS will provide students with the fundamentals of applied management, to include areas of managerial accounting and economics, legal and ethical issues, organizational identity and behavior, project management, human resource management, leadership, operations and logistics, social media management, and business strategy and sustainability.

The AM BAS degree program will have multiple specializations. Specializations will be phased in one at a time beginning in the first year with Project Management, in the second year adding a specialization in Human Resources, and in the third year adding a specialization in Entrepreneurial Leadership. All of the AM BAS specializations share a 75 credit core curriculum (65 of these credits are upper division coursework) and a 15 credit specialization track (all 15 credits of upper division coursework). (see [figure 2](#)) We will also offer an elective internship of 2-5 credits. Total credits required for the AM BAS are 90-95 (75 credit core, 15 credit specialization, and 2-5 credit optional internship).

Figure 2 AM BAS Overview



Careful thought was given to ensure that all instruction is delivered in an appropriate sequence of didactic, laboratory, and professional activities. As noted previously, all new courses are reviewed by the TCC Curriculum Committee for recommendation of approval.

The AM BAS core courses will be offered in a hybrid online format to meet the needs of our student population. The specialization tracks will also provide hybrid online courses with the exception of courses that require student presence in order to practice/demonstrate skills that are hands on (such as with an internship). Whenever possible, sessions that require students to attend in person will be scheduled to meet the needs of our population and will include nontraditional alternatives, such as weekend and/or night options. In order to ensure success for students new to an online learning environment, students will be encouraged to take OLL 101, CU 101, or an equivalent course that addresses skills needed for successful online learning prior to beginning the AM BAS program.

The AM BAS program will have a capstone that is designed to allow students to complete a business/management focused project. There will also be an optional 2-5 credit internship that will include program coordinated experiences at professional practice site(s) designed to provide students with major-related, supervised, and evaluated practical training work experiences.

Junior and Senior level course listings are found in [table 3](#) below. A complete listing of the proposed course descriptions and outcomes for the Junior and Senior Level courses is available in [Appendix B](#).

Table 3 Junior and Senior Level Coursework

BAS Upper Division Course Work			
Junior Level Core (300)			
Course No	Title	Credits	Meets GE
BUS 300	Foundations of Management Theory and Practice	3	
BUS 310	Organizational and Interpersonal Behavior	5	Social Science
BUS 320	Managerial Accounting	5	
BUS 330	Legal Environments in Business	5	Social Science
BUS 340	Financial Management	5	
BUS 350	Fundamentals of Project Management	5	
BUS 360	Fundamentals of Human Resource Management	5	
CMST 325	Professional and Organizational Communication	5	Humanities/Communication
LSAM 301	Research Skills for Business	2	
PHIL 320	Ethical Decision Making	5	Humanities
Senior Level Core (400)			
BUS 400	Economics for Managers	5	
BUS 410	Operations and Logistics	5	
BUS 420	Digital and Social Media Management	5	
BUS 430	Business Strategy and Sustainability	5	
Students will choose one specialty from below:			
Project Management Specialty (400)			
BUS 441	Intermediate Project Management	5	
BUS 451	Advanced Project Management	5	
BUS 461	Project Management Capstone	5	
Human Resource Management Specialty (400)			
BUS 442	Intermediate Human Resource Management	5	
BUS 452	Advanced Human Resource Management	5	
BUS 462	Human Resource Management Capstone	5	
Entrepreneurial Leadership (400)			
BUS 443	Intermediate Entrepreneurial Leadership	5	
BUS 453	Advanced Entrepreneurial Leadership	5	
BUS 463	Entrepreneurial Leadership Capstone	5	
Elective			
BUS 480	Applied Management Internship	2-5	
TOTAL UPPER DIVISION CREDITS		80-85	

Course Offerings

Course offerings will be phased in over a period of four years to allow for proper creation of content, growth of the program, and the ability to meet student needs. The first year we will begin with one cohort of 20 students and would offer 40 credits of first year courses in our BUS core courses credits. In the second year we would bring in two cohorts and will offer two sections of each of our first year courses as well as one section of our second year courses, including our Project Management Specialization. We will continue with this phased in offering of courses until we are at our maximum capacity, offering three sections of all first year courses as well as three sections of all second year courses including courses in all three of our specialties, project management, human resources, and entrepreneurial leadership. ([see appendix E](#)).

Full 180-credit Degree

In order to be awarded the AM BAS degree, students must complete a minimum of 180 credits, which must include 45 credits in general education, 15 credits of electives, and 60 credits in upper division coursework. (see [table 4](#))

Table 4 BAS Degree Requirements

Full 180 credit requirements	
Associate Degree	90
Includes 30 credits General Education Courses	
<ul style="list-style-type: none"> English 101 (5 credits) Humanities (5 credits) General Electives (15 credits) Statistics (5 credits) (may be accepted without completion as long as completed prior to beginning BUS 320) 	
Applied Bachelor Degree	90-95
Includes 30 credits General Education Courses	
<ul style="list-style-type: none"> Communication (5 credits) Humanities (5 credits) Social Science (10 credits) Natural Science (10 credits) 	
Includes 80 credits upper division courses	
Includes 2-5 credits elective Internship	
TOTAL	180-185

Student Schedule

Students can attend this program full or part time. Full time students typically take 15 credits each quarter and can complete the program in six quarters (excluding summers). A full time schedule is intended to provide students with the most efficient path to completing their degree (see [appendix F](#)). Students who enroll in fewer than 15 credits complete the program in nine or more quarters depending on their quarterly load (see [appendix G](#)). All students will work closely with their advisor to ensure proper progression and completion of program goals.

Table 5. Sample Full Time Schedule

Summer	Quarter 1	Quarter 2	Quarter 3
MATH 93/136 Inferential Statistics	BUS 300 – Foundations of Management / LSAM 301 Research Skills for Business	BUS 320 – Managerial Decision Making	BUS 340 – Financial Management
	BUS 310 – Organizational & Interpersonal Behavior	BUS 330 – Legal Environments in Business	BUS 350 – Fundamentals of Project Management
	MATH&107 – Math in Society or GEOG 205 Physical Geography OR GEOG 210 Maps, GIS, and the Environment	CMST 325 – Professional & Organizational Communication	BUS 360 – Fundamentals of Human Resource Management

Summer	Quarter 4	Quarter 5	Quarter 6
	ENVS&101 – Environmental Science	BUS 410 – Operations and Logistics	BUS 430 – Business Strategy and Sustainability
	BUS 400 – Economics for Managers	BUS 420 – Digital and Social Media Management	PHIL320 – Ethical Decision Making
Elective Internship (1-5)	Choose Specialization: BUS 441 Intermediate Project Mgt BUS 442 Intermediate HR Mgt BUS 443 Entrepreneurial Leadership I	Choose Specialization: BUS 451 Advanced Project Mgt BUS 452 Advanced HR Mgt BUS 453 Entrepreneurial Leadership II	Choose Specialization Capstone: BUS 461 Capstone: Managing for Organizational Change or BUS 462 Capstone: HR Mgt or BUS 462 Capstone: Entrepreneurial Leadership

Criteria 2: Qualified Faculty

Business faculty teaching in the AM BAS degree program will typically be required to hold a minimum of a master's degree. Adjunct faculty will typically be business professionals who are currently working in the field and hold a master's degree. When appropriate, the program will seek faculty with a PhD or JD degree.

Faculty teaching general education courses meet the standards of qualifications for community and technical college personnel (outlined in WAC 131-16-080 and 131-16-091). These individuals hold advanced degrees (e.g. masters, doctorate, juris doctorate) in their field(s) of educational service. All faculty, full-time and adjunct, are screened and evaluated per college policy and negotiated agreements. Tacoma Community College is committed to recruiting diverse faculty to serve our diverse student populations.

Full-time faculty who are responsible for the core requirement technical courses in the AM BAS program meet the certification requirements for professional and technical instructors and administrators as stated in the Washington Administrative Code, WAC 131-16-091.

[Appendix H](#) shows the faculty profiles of TCC's full-time and adjunct faculty who may teach in the AM BAS degree program. These class assignments may change as new full-time faculty are hired into the program. New faculty will be recruited to teach the Human Resources courses: BUS 360; BUS 442; BUS 452; and BUS 462.

Specialized Credentials

In addition to requiring a minimum of a Master's Degree, additional industry recognized credentials such as Certified Public Accountant (CPA), Chartered Global Management Accountant (CGMA), Juris Doctorate (J.D.), Project Management Professional (PMP), The Society for Human Resource Management Certified Professional (SHRM-CP) and Senior Certified Professional (SHRM-SCP) may be preferred or required for specific courses. (see [Table 5](#)).

Table 5 Specialized Credentials Required

Course	Specialized Credential Preferred
BUS 320 Managerial Decision Making	CPA or CGMA
BUS 330 Legal Environments in Business	J.D.
BUS 340 Financial Management	CPA or CGMA
BUS 350 Fundamentals of Project Management	PMP
BUS 360 Fundamental of Human Resource Management	SHRM-CP or SHRM-SCP
BUS 441 Intermediate Project Management	PMP
BUS 442 Intermediate Human Resource Management	SHRM-CP or SHRM-SCP
BUS 451 Advanced Project Management	PMP
BUS 453 Advanced Human Resource Management	SHRM-CP or SHRM-SCP
BUS 461 Capstone: Managing for Organizational Change	PMP
BUS 462 Capstone: Human Resource Management	SHRM-CP or SHRM-SCP
PHIL 320 Ethical Decision Making	Ph.D.

Criteria 3: Admissions

Tacoma Community College provides access to education for our community that is inclusive and equitable. TCC is committed to providing pathways to individuals with a wide variety and level of skill and need. With access in mind, the TCC AM BAS degree will seek to provide admission to this degree to as many in our community who would benefit from it, while ensuring that those entering the process are prepared to complete courses at a baccalaureate level. TCC will work to minimize the barriers to baccalaureate education that have previously kept our associate degree graduates from advancing their education. Courses will be available to students in a hybrid online format with careful attention to scheduling to enable working and place bound students to access the program. Admission to this program will occur each Fall.

The admission process will be moderately selective. The admission criteria were carefully chosen to ensure that students are properly prepared for the rigor of a baccalaureate program, while also allowing for a variety of previous student experience. Students will be required to have completed the entrance requirements before they make application to the program.

It is anticipated that there will be more applicants to the BAS program than there are available positions. Therefore if a student meets the requirements for a completed application, **it does not guarantee admission to the program**. Candidates may be considered for admission based on a number of factors, to include additional coursework completed in college level leadership/management/human relations, and communication courses, number of years of work or volunteer experience, military status, and college level GPA. When there are more applicants than seats students will be scored using a scoring rubric (see Appendix J). If there are more qualified applicants than there are openings, but not enough to feasibly add additional sections, the college will place the remainder on a wait list. In the instance when additional spots open prior to the start of the term, students on the wait list will be added based on their order of completed application. After the start of the quarter, students on the wait list will be added to any course where a spot opens due to another student dropping the course through the first three days of the quarter. Any student still on the wait list after the quarter has begun will be offered additional advising and given priority registration for the following year.

The BAS Director, program chair(s), and Student Success Navigator will work in conjunction with the Vice President of Equity and Diversity, marketing, advising, enrollment, and outreach to assist the program in drawing from a wide and diverse applicant pool. Representatives of the AM BAS program will attend appropriate recruitment events aimed to reach potential students who are appropriate to this program.

Student Enrollment

Given the three specialty paths for this degree, we plan to phase in enrollment into each of the specialties. We will begin enrollment into our first specialty, Project Management, with a cohort of 20 students. The next year we will add in a second cohort of Human Resource specialty students and the third year our final specialization of Entrepreneurial Leadership. We estimate that at full capacity by FY 21-22 and will enter 60 new students (20 into each specialty track), with an attrition of 10% of continuing students, and by the fifth year we estimate 56 graduates (see [Table 6](#)). We will reevaluate our budget projections if we find that we find that our student enrollment predictions are not met.

Table 6 Projected Student Enrollments

	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24	TOTAL
New Students (10 credits or more upper division)						
Project Management	20	20	20	20	20	100
Human Resources	0	20	20	20	20	80
Entrepreneurial/Leadership	0	0	20	20	20	60
TOTAL	20	40	60	60	60	240
New Part time (5 credits upper division)						
Any specialization	2	2	2	2	2	10
TOTAL NEW	22	42	62	62	62	250
Continued 10 credits or more upper division	0	18	36	56	56	176
Continued 5 credits upper division		2	2	2	2	8
TOTAL HEADCOUNT	22	62	100	120	120	424
Projected Graduates	0	17	36	56	56	165

Criteria 4: Student Services Plan

Tacoma Community College is committed to increasing the continued education of our community. It is vital to our mission that we provide opportunity for education to a diverse body of students as well as empowering students with the tools they need to ensure their success. To this end, we provide a robust menu of student-focused services to help students achieve success and accomplish their goals.

Academic Advising

TCC has a shared advising model. Once students have declared their major and are prepared to begin their major they move from general advising to a program faculty advisor. Students will be assigned a faculty advisor upon entry to AM BAS program as they will be declared and prepared. Students will meet quarterly with their faculty advisor to ensure they are following proper course sequencing. Student advising can be done in person, on the phone, over email, or over teleconference, whichever best meets the student's needs. There will be a quarterly

advising meeting that will include updates, problem solving, and process improvement. This group meeting will be attended by the BAS director, the Student Success Navigator, general advising, and faculty advisors for the AM BAS program.

TCC uses Civitas Inspire for Advisors which provides faculty and professional advisors with predictive analytics to allow for meaningful conversations and strategic discussions around student persistence and graduation.

Early/Continuous Alert

TCC has an Early Alert system that is intended to promote student success. The intention of the Early Alert System is to identify struggling students early on so they can be offered guidance to help them be successful. At the tenth day of instruction, the course faculty will initiate an Early Alert for any student who falls below the course minimum passing score, or is close to falling below. The Early Alert goes to the student and the advisor and into the student's electronic file. The Early Alert includes information regarding the student's performance, what resources are available to the student, and encourages them to speak with the course faculty immediately for guidance. The student's advisor will then also check in with the student to see if any additional resources are needed. The AM BAS program will also use the Early Alert system at midterm as a way of staying in touch with students who are in jeopardy of failing the course. Providing multiple ways to communicate progress to a student is important. We look at the student holistically and find that a partnership between the student, faculty, and advisor is vital to student success.

Online Learning OLL 101

Through the work of a faculty learning community, TCC offers OLL 101, which is a course in online learning. The course is currently run as a 3-credit course, taught in both online and hybrid formats, each quarter. The course exposes students to best practices in learning in an online environment. Students new to online learning will be encouraged to take OLL 101.

Career Advising

The Career Center assists students with the Career search process as it relates to their education at TCC, and assists students with resume writing, interviewing, basic job search and internship search.

Veteran's Services

TCC has been identified as a Military Friendly School. TCC has both a Veterans Services Coordinator and a Veterans Navigator to assist students. TCC is approved by the US Veterans Administration for attendance by students in multiple VA education programs to include: Chapter 30, 31, 33, 35, 1606, and Section 901 of Title 10 & Title 31 U.S.C.

Financial Aid

TCC's Financial Aid department is staffed by experienced and knowledgeable professionals who are committed to serving students and guiding them through the financial aid application process. TCC Financial Aid professionals are experienced working with distance learning students and as such distance students will receive the same access to services as local campus students. Students can complete their WAFSA and FASFA and apply for aid online. Students

also have access to all financial aid documents through their web-based student portal. TCC is currently approved to offer financial aid to bachelor students.

TCC offers a wide range of financial aid, including grants, loans, and scholarships from a variety of sources. In addition to the helpful and detailed information found on the Financial Aid pages of the TCC student portal and TCC website, TCC offers workshops on “Ways 2 Pay 4 College” to help students navigate their funding choices. TCC’s Workforce Department also provides students with connections to funding sources.

Counseling/Resources

TCC offers confidential personal, academic, and career counseling for students. In addition, TCC’s Workforce Department supports students by providing access to community resources.

MECA

TCC’s Center for Multi-Ethnic and Cultural Affairs (MECA) provides program and support services designed to promote the academic persistence, success, and graduation of our diverse student body. Programs and services through MECA include financial aid & scholarship research, transfer advising & research, instructional lab including tutoring & computers, emergency book loans, peer monitoring, advocacy, campus and community resource information, student leadership development, and cultural events & activities.

Access Services

TCC’s Access Services department works with students to assist with access and accommodation needs. TCC offers a variety of accommodation solutions, unique to each student depending on their disability. Some example of services include direction to alternative text & study resources, assistance with taping lectures, assistance utilizing note-takers or interpreters, alternate testing arrangements, tutors, counselors, class and career advising, use of computer adaptive equipment, and referral to outside agencies.

TCC Learning Network

TCC’s Learning Network is an online support center that provides students access to a variety of support from anywhere in the world. From the TCC Learning Network launch page, students can receive support for our Learning Management System, Information Systems, Media Production, Enrollment Services, Institutional Research, the TCC library, Business Ed Center, Math Advising & Resource Center, Writing and Tutoring Center, and Study Spaces.

Library

The TCC Library provides timely and responsive academic support for students, faculty, and staff in academic, developmental, transfer, and professional programs by teaching and promoting information literacy, collecting relevant materials in the most useful formats, and providing access to educational technology. Librarians teach library research workshops; teach online and hybrid two-credit LS courses; and create online learning objects such as LibGuides and video tutorials to support specific research assignments. Librarians also provide research assistance at the reference desk, via e-mail or phone, and via our 24/7 Chat service. Features of the library include study rooms; a variety of print and online books, scholarly journal articles, magazine and newspaper articles, and films; a "SuperSearch" discovery tool that provides students the ability to search across 40+ research databases and the library catalog in one Google-like search; and a computer lab with 85 desktop PCs and 20 laptops available for check-out. The AM BAS degree

includes a library science course taught by our library educators. We already subscribe to a number of business-specific databases (see [table 7](#)). We plan to add Nexis-Uni and Business Insights: Global.

Table 7. TCC Currently Held Databases

Database	ABI/INFORM Trade and Industry	Business Source Complete	Regional Business News	Academic Search Complete	ProQuest Periodical Databases
Database description	Thousands of full-text journals, key business and economics periodicals, industry-focused reports, and major news sources.	Articles from academic journals, magazines, and trade publications, as well as current company, industry and region reports	Full-text for nearly 100 regional U.S. and Canadian business publications	Multi-discipline, particularly strong on scholarly sources.	Multi-discipline, particularly strong on current events.

Through the above databases, we also provide access to the following business periodicals: Business Week, Entrepreneur, Financial Times, Forbes, Harvard Business Review, Inc., The Economist, The Wall Street Journal, The Washington Post.

eLearning

TCC has been a community college leader in online and hybrid courses offering our first online course more than 16 years ago and has ample support in place to provide support for additional AM BAS students. The eLearning department provides technical support, multimedia production support, and Instructional Design support in a team-based, collaborative approach. The eLearning technical support team is located in the Information Commons computer lab. The computer lab has 86 computers available, as well as equipment available for checkout. The help desk support staff are available Monday through Saturday. Students and faculty also have 24/7 access to self-help and can submit support requests directly to our support team through our support site. There are hundreds of knowledgebase articles that are revised and added based on student and faculty questions. TCC offers students many options for test proctoring, both online and in person.

Tutoring

TCC's writing and tutoring center supports student's academic success by providing tutoring services that supplement the student's classroom instruction. Tutoring is available in a wide variety of subjects. The AM BAS program includes a number of general education and distribution courses, all of which the Writing & Tutoring Center are already adept at handling. Tutoring is available in many settings, including one-on-one sessions, group tutoring, drop-in tutoring and online tutoring. TCC is also a member of the Northwest eTutoring Consortium,

along with many other colleges in western states. eTutoring is available for math, science, and writing assignments. For local students, the Writing & Tutoring Center has student computers available on campus for students to draft papers and do research.

The TCC Writing & Tutoring Center along with the Computer Assisted Learning Lab (CAL) has also worked to create LearnDotTacomacc (<http://learn.tacomacc.edu/>). LearnDotTacomacc is a website with a host of online, open education resources to help students with “do it yourself” learning. From this website students can participate in open resources on a multitude of subjects, including, but not limited to, English, grammar, science, math, and even keyboarding.

Math Advising Resource Center (MARC)

The MARC provides students with resources for success in math courses. The MARC has an open student area and computer lab on campus with drop in tutoring available as well as math advising. The MARC provides students with access to reference books, whiteboards, textbooks, calculators, rulers, and headphones.

Business Education Center (BEC)

TCC’s BEC provides tutoring support for students enrolled in accounting, computer user, business math, business, economics, information technology and statistics courses.

Enrollment Services

Enrollment Services maintains documentation for student admissions, enrollment, transfer credit evaluation, and degree audit. Grades and credits for courses are recorded on the student transcript and permanently maintained by TCC in a safe and accessible location. Students can apply to TCC with an online application. All enrollment functions (add/drop/withdrawal) can be performed either by visiting campus in person or through online self-service. TCC enrollment services are experienced professionals in transcript review. Students can request official TCC transcripts in person or online through the National Student Clearing House. The link to the National Student Clearinghouse is available on the TCC website or in the Student Portal, My TCC.

Transcript Evaluation

Credential evaluators are experienced in assessing incoming transcripts for applicable transfer credits towards degree completion. Upon evaluation, transferred credits are reported to the student as well as recorded in the Student Management System, ctcLink for access to appropriate staff and advisors. Consideration for prior learning for military training/experience is assessed through transcript evaluation and crosswalk with the ACE Military Guide.

Bookstore

Students can purchase required texts from the TCC bookstore on campus or online. The bookstore stocks all required texts for courses as noted by the course faculty. When possible, the TCC bookstore will provide the option of buying used books for students to decrease costs. The TCC bookstore also offers in-store textbook rentals when possible for required textbooks. Students who purchase their books online can have them shipped to their home.

In 2011 TCC launched its Open Education Resource (OER) Initiative. Since that time, the project has saved students at least \$2 million. Mindful of the potential for savings, the AM BAS program will encourage the use of OER whenever appropriate.

Office of Student Engagement

TCC's Office of Student Engagement (OSE) provides students with access to cultural, educational, recreational, and social learning opportunities. Through TCC's OSE, students can participate in Student Government, student clubs, and the student newspaper. TCC OSE coordinates the Artist & Lecture Series, which consists of 3-4 professional speakers and presentations per quarter. Visitors to the college through the Artist & Lecture series provide students with presentations that expand what students are learning in the classroom.

Early Learning Center

For local students, TCC's offers students the Early Learning Center for their children. The Early Learning Center is located on the Main Campus at TCC. The program is staffed by early childhood professionals. Care is available for full or half days for children ages one month to five years.

BAS Specific Services

In addition to the vast array of services the college provides as a whole, TCC has implemented additional services to further ensure BAS student and program success.

Director of Applied Baccalaureate Programs

The Director of Applied Baccalaureate Programs provides administrative leadership for Bachelor of Applied Science (BAS) degree programs, serves as the primary contact for community, and faculty regarding the college's BAS programs, and plays a key role in advancing the college's priority to develop and deliver high quality BAS degree programs. The Director is responsible for leading and managing the development of new BAS degree programs as well as coordinating and maintaining current BAS programs through collaboration with faculty, deans, administrators, and the community.

AM BAS Program Chair

The program chair will be responsible for the organization, administration, continuous program review, planning, development, and general effectiveness of the program. The program chair will be involved in curriculum development and evaluation, counseling of students, program management and administrative duties within the institution. The BAS program chair will be a point person for student advising and will communicate regularly with student services regarding issues of advising.

Student Success Navigation

The Student Success Navigator (SSN) will provide outreach to former, current, and future students interested in the AM BAS program. The SSN will work directly with students as a partner in their success. The SSN will assist students in application to the program, enrollment and registration. They will work with students to develop an academic plan ensuring that they are able to meet their academic goals. The SSN will assist with Financial Aid, Washington State Opportunity Grant, and access to other grants, scholarships, and provide referrals to local community-based and government resources. The SSN will provide referrals to appropriate college services such as Workforce, counseling, tutoring, Veteran's services, etc. The SSN will meet regularly with student to track progress and provide intervention and retention strategies. The AM BAS Navigator will have regular communication and coordination with Student Services.

regarding BAS students. The SSN will assist students with internships, employment searches, and job placement.

Advisory Committee

The AM BAS program will have an advisory committee representative of the Tacoma area business community that will meet at least twice a year. The committee responsibilities will include assisting the AM BAS program faculty and TCC personnel with the development and revision of program goals and curriculum, monitoring program needs and expectations, and ensuring program responsiveness to change.

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

Tacoma Community College has planned for and designed the AM BAS to ensure sustained institutional support using four strategies: integration and scaffolding with TCC's existing high quality business programs, leveraging of existing institutional staff expertise and resources, investment in ongoing development of faculty and staff, and modest initial targets coupled with slow growth. Together, these strategies limit initial sunk costs and assured feasibility to allow tuition revenues to build to where revenue exceeds expenses over a five year period.

The presence of established, accredited, and high quality business programs at TCC has allowed TCC to build staff and infrastructure upon which the applied baccalaureate will rely. TCC's proven ability to provide local employers with highly skilled allied business professionals has led to close partnerships between the college and the local business entities. TCC's established record with our community partners will allow us to leverage those relationships as we integrate graduates from this new degree into our community.

As noted elsewhere in the proposal, existing TCC staff are qualified to teach junior and senior level courses in the proposed AM BAS. Clerical, technical, and administrative staff are already familiar with the goals and outcomes of the current business programs and will be able to transition easily to supporting the AM BAS. TCC's professional, committed faculty are experienced in the highly specialized curriculum development required in the business field. Faculty are experienced with providing creative and thoughtful delivery modes to allow students to leverage their knowledge while maintaining their work life balance.

Using dedicated local funds, TCC will ensure ongoing professional development of the faculty and staff in this program as it has previously for the associate degree business programs. Dedicated dollars in the budget ensure sufficient support for faculty development, but in areas of curriculum as well as continuing education in delivery of online course work.

Revenue

This BAS degree has three specialty tracks, Project Management, Human Resource Management, and Entrepreneurial Leadership. We will phase enrollment in to each of the tracks in slowly over a three year period. We project an initial enrollment of 20 students in the first year. In the second year we will add an additional cohort of 20 students for a total of 40 students and in the third year we will add an additional cohort of 20 students for a total of 60 students (see [table 6](#)). Annual tuition is calculated based on the rate of \$2099 per full time student for 10-15 credits (based on pro-rating for courses taken over 10 credits by the SBCTC and \$1049 for students taken 5 credits.

Mandatory college fees include fees collected for Student Center, Early Childhood Education Building, Facility Fee, Technology Fee, Health and Wellness Center Fee, Safety Fee, and eLearning fee. In addition, we will collect a \$15/course fee that will be used for required software, such as MS Project, as well as library databases. We are assuming an attrition of 10% each year. At capacity, TCC expects to generate \$773,846 in revenue annually. While these modest initial enrollment targets do not cover program costs until the third year, TCC is committed to use of local funds to support the program's continued growth and quality.

Table 8 Projected Revenue

	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24	TOTAL
AM Project Management	20	20	20	20	20	100
AM Human Resources	0	20	20	20	20	80
AM Entrepreneurship/Leadership	0	0	20	20	20	60
TOTAL	20	40	60	60	60	240
New Part time (5 credits upper division)	2	2	2	2	2	10
TOTAL	22	42	62	62	62	250
Continued 10 credits or more upper division	0	18	36	56	56	166
Continued 5 credits upper division		2	2	2	2	8
Headcount	22	62	100	120	120	424
Total Tuition	\$132,234	\$377,820	\$617,106	\$743,046	\$743,046	\$2,651,034
Total Mandatory Fees	\$3,330	\$9,450	\$15,340	\$18,440	\$18,440	\$65,000
Course Fees (\$15/COURSE)	\$2,190	\$6,270	\$10,260	\$12,360	\$12,360	\$44,070
TOTAL REVENUE	\$137,754	\$393,540	\$642,706	\$773,846	\$773,846	\$2,721,692

Expenses

TCC will add a total of 3.0 FTE faculty dedicated the AM BAS program. TCC will phase these positions in with 1.0 FTE hired in Spring quarter in year zero, 1.0 FTE in year two, and the final 1.0 FTE in year three. TCC will add a dedicated .33 FTE for AM BAS program chair duties, and sufficient part time instruction to address education requirements. TCC has budgeted for .33 FTE for a BAS director (the other .33 FTE will be shared in the budgets of the Community Health BAS degree which began Fall 2018 and the Health Information Management BAS which began Fall 2016). We are budgeting for 0.5 FTE for a Success Navigator (0.5 FTE was also budgeted for this in our current Community Health BAS degree which will make 1.0 FTE for this position). The Director, Program Chair, Success Navigator, and support positions are all designed to begin in Spring 2019 to support enrollment into the program for Fall 2019. With the addition of our third BAS degree, TCC will add a dedicated 0.5 FTE for a workforce funding position to aid in funding services for BAS students. TCC is budgeting for lab configuration of a classroom in Building 16 for to allow for collaborative session space. TCC has budgeted for equipment, supplies, professional development, and administrative support to ensure program quality. TCC will add two new databases, Nexis Uni and Gale Business Insights: Global, to our library to support the new BAS degree

program. These database services will begin in Spring 2019 to support curriculum development. Finally, a funded marketing program will ensure student awareness and interest in the program to meet enrollment projections. Estimated program expenses and income are detailed in [Appendix I](#).

TCC does not expect the program to enroll sufficient numbers of students to fully support the program until the 3rd year of student enrollment, FY21-11.

Table 9 Expenses AM BAS

	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	TOTAL
Year of enrollment	0	1	2	3	4	5	
BAS Director .33 FTE	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510	\$23,185	\$129,368
BAS Chair release (.33 FTE)	\$6,700	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510	\$112,883
Full-time faculty AM Project Management (1 FTE)	\$20,000	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531	\$338,548
Full-time faculty AM Human Resources (1 FTE)	\$0	\$0	\$60,000	\$61,800	\$63,654	\$65,564	\$251,018
Full-time faculty AM Entrepreneurship (1 FTE)	\$0	\$0	\$0	\$60,000	\$61,800	\$63,654	\$185,454
part time faculty	\$0	\$0	\$22,590	\$48,750	\$78,750	\$78,750	\$228,840
Support Staff (0.5 FTE)	\$4,000	\$16,000	\$16,480	\$16,974	\$17,484	\$18,008	\$88,946
Success Navigator (0.5FTE)	\$7,500	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765	\$166,774
Dedicated Workforce Funding Position (0.5 FTE)	\$6,667	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510	\$112,850
Benefits (estimate 34%)	\$22,055	\$56,644	\$86,424	\$118,081	\$131,326	\$134,462	\$548,991
Professional Development	\$0	\$10,000	\$15,000	\$20,000	\$25,000	\$25,000	\$95,000
Supplies	\$0	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
Library Materials	\$2,513	\$10,325	\$10,738	\$11,168	\$11,615	\$12,080	\$58,439
Equipment	\$0	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000	\$35,000
Student Support Services (Tutoring)	\$0	\$1,000	\$1,500	\$2,000	\$2,500	\$3,000	\$10,000
Financial Aid	\$2,000	\$2,000	\$2,500	\$3,000	\$4,000	\$5,000	\$18,500
Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
Accreditation	\$2,000	\$0	\$0	\$0	\$0	\$0	\$2,000
Stipends/Curriculum Development	\$33,750	\$33,750	\$11,250	\$11,250	\$0	\$0	\$90,000
Indirect Costs	\$0	\$7,535	\$23,209	\$33,432	\$37,642	\$42,704	\$144,522
Total Expenditures	\$129,672	\$312,029	\$417,309	\$558,727	\$610,835	\$630,224	\$2,659,633
Revenue less total Costs	\$132,185	\$172,600	-\$23,769	\$88,979	\$163,011	\$143,622	\$62,059

Sustainability

Conservative minimum enrollment targets and budgeting projections will help ensure successful AM BAS implementation. TCC has committed \$328,554 over the first three years of the program to allow the program to reach enrollment targets and sufficient revenue to offset costs. TCC projects that this AM BAS will be self-sustaining in its third year of student enrollment with a net projection of \$62,059. If enrollment targets exceed expectations, TCC may begin to recoup costs earlier than the expected Year 3 of the program.

Criteria 6: Program Specific Accreditation

In August 2015 Tacoma Community College submitted a substitutive change request proposal to offer our first Bachelor of Applied Science Degree. TCC was granted *candidacy* status at the baccalaureate level by the Northwest Commission on Colleges and Universities (NWCCU) in February 2016. July 13, 2017 TCC was officially granted accreditation at the baccalaureate degree level.

TCC will seek accreditation by the NWCCU for this Bachelor of Applied Science Degree in Applied Management.

Criteria 7: Pathway Options Beyond Baccalaureate Degree

Graduates from Tacoma Community College's AM BAS degree program will be prepared to pursue a master's degree in several possible graduate pathways. As with other applied management degree programs offered by other community and technical colleges within Washington, the graduates from TCC's program should have no problem transferring to an MBA program.

Pacific Lutheran University's Dean for the School of Business, Dr. Chung-Shing Lee, Director of MBA & Undergraduate Business Programs, Juanita Reed, and Director of Graduate Admission, Catherine Chan met with representatives of TCC to include Director of BAS programs, Charlene Gore, and Program Chair for Business Mary Jane Oberhofer. After reviewing the proposed AM BAS curriculum, Dr. Lee, Ms. Reed, and Ms. Chan enthusiastically agreed to a formal memorandum of understanding (MOU) for graduates from TCC's AM BAS program into PLU's Master of Business Administration, Master of Science in Finance, and Master of Science in Marketing Research, similar to the MOU already in place between PLU and TCC's Health Information Management and Community Health BAS degrees.

In addition to the state-wide articulation agreement with Western Governor's University which will allow TCC's AM BAS graduates to pursue several master's degrees, TCC has an agreement with Brandman University which offers an MBA program plus several other business-related master's programs.

Criteria 8: External Expert Evaluation of Program

TCC received input from external reviewers from two local 4-year universities: Pacific Lutheran University located in Parkland, WA and Seattle University, located in Seattle, WA. The selection of these two universities to provide curriculum reviews was very deliberate. Both institutions have core values that mirror TCC's own - a strong connection to the community and a deep commitment to justice.

The complete comments and feedback and biographies are available in Appendix A. Our reviewers are:

Joe Schelgel, MA, Management, University of Redlands
BS, Natural Resources, Humboldt State University
Adjunct Faculty, Management, Seattle University

Catherine Pratt, Ed.D., Educational Leadership, Seattle University
M.A. Organizational Systems, Pacific Lutheran University
Interim Associate Dean, Pacific Lutheran University

Both reviewers agreed that the overall concept of the degree program is relevant and appropriate to current employer demands as well as to academic standards. Mr. Schlegel of Seattle University noted that “the program focus appears to have all the correct connections to make it relevant in today’s work environment and the academic standards you have wrapped around the program appeared to be in line as well”. Dr. Pratt of PLU remarked “[the degree program] seeks to link theory and practice which is valued by employers”. With regards to whether the program will lead to job placement, Mr. Schlegel agreed that “the program appears well positioned for job placement”. Dr. Pratt said the “content is generally appropriate” to meet this goal of job placement; however, she added that employers are “specifically looking for ‘life skills’ that emerge through both formal learning and experience”. TCC’s response is that the typical professional/technical student at TCC is 37 years of age and has had prior life experience in the military or the work world. Very few of our students have no work experience. Additionally, the AAS in business degree introduces the development of soft skills necessary for the workplace such as time management and effective teamwork and the bachelor’s degree will give students the additional opportunity to continue to develop those skills.

Both reviewers agreed that the degree learning outcomes demonstrate appropriate baccalaureate degree rigor. Mr. Schlegel said that “the coursework maps correctly to the learning outcomes” He added “the graduated student will be well prepared for the workforce and be an added value employee to the firm”. Dr Pratt stated that “the degree learning outcomes seem appropriate for the bachelor’s level”.

With respect to curriculum alignment to the Statement of Need, Mr. Schlegel stated that the “the program is clearly aligned with the employment gaps and the needs of graduating students identified in the Statement of Needs Document. Your [TCC] curriculum addresses three of the top four needs identified from students”. Although the statement of need was sent to Dr. Pratt when the initial request for a curriculum review was made, she did not refer to it in her review.

With regards to academic relevance and rigor, Dr. Pratt had several comments. First she correctly noted that proposed courses in this proposal support the degree title of ‘applied management’. She wondered about offering a social media management course because it might be “too trendy” and students wouldn’t have “enough marketing foundation”. TCC’s response is that the course we are offering is Digital and Social Media Management which is seen as an important applied skill by the Advisory Committee. Additionally, TCC business students gain foundational marketing skills at the associate degree level through the attainment of the Marketing certificate.

Dr. Pratt remarked that “project management in the core is precisely on track with employers’ needs and demands of today”. She wondered if 18-22 year old undergraduates have the “context to

understand the scope and scale of project management learning”. TCC’s response is that our community college students are much older with much more work and life experience than the typical undergraduate seen at a 4-year school. Also the applied nature of the program means that skills will be practically applied throughout the program and particularly during the Capstone course.

Dr. Pratt wrote that HR management is a competitive field and “the polish and life skills of graduates will be as important as learning from the curriculum”. TCC responds there is an official certification for HR professionals which is important for career development, so we have carefully aligned our curriculum to the certification requirements. As far as polish and life skills, these soft skills are important in many fields and TCC professional technical programs have been successfully integrating them into our associate-level curriculum for many years.

Dr. Pratt’s asked whether ‘viability’ is assumed in the entrepreneurial leadership track curriculum and, of course, the answer is yes. The foundation of entrepreneurship is that the endeavor must be repeatable, sustainable and scalable – therefore, viable. Dr. Pratt also suggested that employers are ‘leery of students who specialize in entrepreneurship’. TCC’s response is that entrepreneurship takes many forms including successful employees fostering innovation within an existing organization.

With regards to academic relevance and rigor, Mr. Schlegel added that the “upper level courses are also excellent. The capstones appear well thought out. The Bus480 Internship is a great idea. Ph320 Ethical Decision Making and CMST Professional and Org Communication courses provide very powerful skill sets needed in today’s workplace”.

Both reviewers agreed that the General Education requirements adequately prepared students. Dr. Pratt appreciated that “some of the applied management required courses also count for general education”. She added that “this seems especially appropriate for the communication, and ethical decision making courses”.

Both reviewers agreed that the program prepares graduates to enter and undertake a suitable graduate degree program. TCC met with the Dean of Business for Pacific Lutheran University, Dr. Lee, in July and negotiations are underway to create an articulation agreement for TCC’s graduates of our AM BAS degree.

The reviewers had conflicting opinions about faculty qualifications. Dr. Pratt would like to see more ‘doctoral qualified faculty’ although she notes that “teaching ability and education level do not directly equate”. However, Mr. Schlegel said that the faculty qualifications presented appear adequate and he questioned the need for a PhD credential for the business ethics class over a faculty member like himself with over 27 years of experience in business. TCC’s response is that faculty searches in support of this degree will advertise as ‘PhD preferred’.

Mr. Schlegel was very positive with his comments around the resources TCC intends to offer AM BAS students. He said “it appears you [TCC] have wrapped the program with excellent ‘value-add’ resources...I love the SSN [student success navigator] service as a proactive method for communicating with potential students of the program. I wish we performed more proactive work within our Dept here at Seattle U. Students won’t know you care unless you reach for a hand”.

Dr. Pratt made three comments with regards to resources: (1) more training for support services to deal with bachelor’s students, (2) the need to address student success in a hybrid learning environment and

(3) the need for additional library databases. TCC responds that we will have a student success navigator which will be dedicated to helping bachelor's students. Additionally, TCC has designed a course, OLL101, whose purpose is to help students develop the skills to be a successful online and hybrid learner. Finally we already subscribe to a number of business specific databases and will be adding Nexis-Uni and Business Insights: Global. Once these resources are added to our collection, TCC's library resources will meet or exceed the library business resources of many 4-year universities. A full description of these and other important student resources are listed in Criteria 4: Student Services Plan.

TCC is encouraged by the final comments of our evaluator with both academic and extensive work experience, Mr. Joe Schlegel of Seattle University: **"I think this program is spot on to provide a talented graduate ready for the NW workforce. I am truly impressed with the overall quality, content and rigor of a program coming out of a community college. I feel you are ahead of the curve in preparing students for the new workforce. You represent the students of your community well".**

Appendix A External Evaluations

College Name:	Tacoma Community College	BAS Degree Title:	Bachelor of Applied Science in Applied Management
Reviewer Name/ Team Name:	Catherine Pratt Date: August 7, 2018	Institutional or Professional Affiliation:	School of Business, Pacific Lutheran University
Professional License or Qualification, if any:	Ed.D. Educational Leadership, MA Organizational Systems.	Relationship to Program, if any:	none
Please evaluate the following Specific Elements			
<ul style="list-style-type: none"> • Concept and overview 	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment Relevance and appropriate to current employer demands? “Applied” management is an appropriate title for the content of this degree program. It seeks to link theory and practice which is valued by employers. The program content appears to align with accepted academic standards Lead to job placement? This gets complicated. The content is generally appropriate; however, it seems that employers are also specifically looking for “life skills” that emerge through both formal learning and experience.		
<ul style="list-style-type: none"> • Degree Learning Outcomes 	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	Comment Rigor? The degree learning outcomes seem appropriate for the bachelor’s level. However, learning outcomes can be delivered at various depths depending on the faculty. See comments under (g) regarding faculty qualifications.		
<ul style="list-style-type: none"> • Curriculum Alignment 	Does the curriculum align with the program’s Statement of Needs Document?		
	Comment Is the Statement of Needs the second paragraph of the introduction on page 4? If so, this is lacking in depth. If the statement of needs is to “allow associate of applied science graduates to achieve their bachelor’s degree with fewer barriers” (p. 4) then this is not particularly demonstrated in the document. If this is not the Statement of Needs then my comments are not relevant in this section. It seems the curriculum does seek to prepare students who will graduate into or continue jobs that will “aid and support employers in promoting their incumbent workforce” (p. 4).		

<ul style="list-style-type: none"> • Academic Relevance and Rigor 	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>Do core and elective courses align with employer needs and demands? The program is aptly named “applied management.” This is not a bachelor’s degree in business but more generally in applied management. The core seems “tools” oriented with a smattering introduction to overall business concepts.</p> <ul style="list-style-type: none"> • An interesting component of the core is to focus on social media management rather than a more general marketing course. This may be too trendy and will need to be continually updated as the face of social media changes quickly. It will be important to have enough marketing foundation so that the rest of the social media management learning actually makes sense rather than teaching a transitory technical skill. • Project management in the core is precisely on track with employer needs and demands of today. However, you may find that traditional (18-22 year old) undergraduates often do not have context to understand the scope and scale of project management learning. Those with more real world experience likely will not have problems. • The elective tracks of project management, human resource management, and entrepreneurial leadership are feasible and have some strengths and weaknesses. <ul style="list-style-type: none"> ○ Project management is becoming an essentially management skill. However, as noted above, students without contextually experience are likely to find it difficult to learn and comprehend. It seems employers would be grateful to have graduates with these skills. ○ Human resources management as a field is extraordinarily competitive. Graduates who specialize in this field usually enter at the very bottom as HR assistants and work their way up. The reputation of the college will matter greatly. The polish and life skills of graduates will be as important as the learning from the curriculum. ○ The entrepreneurship leadership curriculum seems to lack focus on “viability” which is the intersection of a great idea, market demand, business savvy, external environment, and financial success. Is this assumed in the curriculum? The curriculum appears to prepare students to launch their own ventures. Employers are often leery of students who specialize in entrepreneurship as the assumption is that they will not stay long before moving on to start their own venture. <p>Academic rigor cannot be fully evaluated without the context of the faculty delivering the curriculum. As noted in section (g), I have concerns about delivering on a suitably rigorous bachelor’s level curriculum with so few doctoral trained faculty as identified in the program proposal.</p>
--	--

	I recommend adopting some kind of standardized exit test to evaluate overall programmatic learning outcomes including strengths and weaknesses.
<ul style="list-style-type: none"> General Education Requirements 	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment General education requirements seem to be the normal survey of topics. I appreciate how some of the applied management required courses also count for general education. This seems especially appropriate for the communication, and ethical decision making courses. Breadth and depth on general education is interpreted differently by different institutions. It seems enough but not especially deep which is ok.</p>
<ul style="list-style-type: none"> Preparation for Graduate Program Acceptance 	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment Preparation for graduate programs? If the bachelor's program is accredited by NWCCU then graduates are likely to be considered for graduate programs. Considerations in admissions will likely be rigor of the curriculum, preparation of the curriculum for graduate work (is it too applied?), perception of the value of the GPA earned in the context of the college's overall reputation, and standardized tests (such as GMAT and GRE). Depending on their own accreditation, some universities will give priority to Business degree graduates from AACSB accredited programs.</p>
<ul style="list-style-type: none"> Faculty 	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment Qualifications? This is an area of concern. There may be plans to hire more Ph.D. qualified faculty. I understand the value of professional credentials. However, of the 19 faculty listed as participating in the program, only five have doctoral degrees. This seems much too low for a bachelor's degree faculty. At the bachelor's level, faculty should also be creating knowledge in addition to sharing knowledge. This means research productivity. Obviously teaching ability and education level do not directly equate. However, learning outcomes are likely to be delivered at a greater depth with more doctoral qualified faculty. I believe the reputation and quality of the program will suffer without more doctoral level faculty. It seems there should be some kind of benchmark that a certain percentage of courses are taught by doctoral trained faculty. There are likely financial implications of increasing the educational level of faculty. Overall, a bachelor's level program should have more doctoral level faculty.</p>
<ul style="list-style-type: none"> Resources 	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>Comment Resources? If faculty are considered resources, see comments in the section above. Support services seem appropriate but people will need to be further trained to serve bachelor's students. Additional library databases and software will likely be needed. Due to the hybrid design, admissions should specifically consider student success factors in the hybrid setting.</p>
<ul style="list-style-type: none"> Membership and Advisory Committee 	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment Unknown.</p>
<ul style="list-style-type: none"> Preparation for a Master of Business Administration 	<p>Does the curriculum prepare graduates to enter into the Master of Business Administration program at your institution?</p> <p>Comment Depends on the student. As noted above, NWCCU accreditation is critical. We would consider overall program rigor, faculty qualifications, student GPA, work experience, and GMAT/GRE test scores. Since the program is not AACSB accredited, students would not be eligible for "Fast Track" application and admissions which includes waiving GMAT or GRE test requirements.</p>
<ul style="list-style-type: none"> Overall assessment and recommendations 	<p>Please summarize your overall assessment of the program.</p> <p>Comment Overall assessment: The program curriculum fits the title of applied management. It is not a "Business" degree curriculum but applied management. The "applied" aspects will appeal to many prospective students as they will see relevance. The program could be very successful. My primary recommendation is to increase the number of doctoral qualified faculty who will teach in the program. That is more fitting for a bachelor's level program.</p> <p>August 7, 2018.</p>
<p>Reviewer Bio or Resume Dr. Catherine Pratt is Interim Associate Dean and Resident Assistant Professor at the Pacific Lutheran University School of Business. She teaches courses in strategy, leadership and change, organization behavior, global management, and family and closely held business. She holds a B.A. from Brigham Young University, an M.A. from Pacific Lutheran University, and an Ed.D. from Seattle University. Ongoing research interests include family and closely held business, leadership, governance, and ethics. She encourages students to appreciate the corporate and society impact of strong interpersonal skills combined with professional competence. She is a Fellow of the Family Firm Institute.</p>	

College Name:	Tacoma Community College	BAS Degree Title:	Bachelor of Applied Science in Applied Management
Reviewer Name/ Team Name:	Joe Schlegel	Institutional or Professional Affiliation:	Seattle University Albers School of Business/Management
Professional License or Qualification, if any:	Adjunct Professor MA Management	Relationship to Program, if any:	none
Please evaluate the following Specific Elements			
a) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>In addition to teaching, I currently work as the talent acquisition consultant for a small Project Controls company. We are always looking for candidates that have a solid understanding of Project Management and possession of a PMP is a plus. There is a huge demand for people with these skills. I can see this program as a direct connection to employment. If you were to scale it to Construction Management, with Cost Engineering and Critical Path Scheduling options, these students could command fairly large salaries within construction firms.</p> <p>Human Resources has become a critical part of any firm and there is a need for people with these skills as our diverse population becomes a larger part of the workforce. Great synergy with the program and the community.</p> <p>Entrepreneurial Enterprises are becoming a common path for many individuals who are not enamored with “corporate” life. Seattle University has a significant focus on this area and it has become increasingly popular with the students.</p> <p>The program focus appears to have all the correct connections to make it relevant in today’s work environment and the academic standards you have wrapped around the program appeared to be in line as well.</p> <p>The program appears well positioned for job placement.</p>		
	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		

b) Degree Learning Outcomes	Yes, your coursework maps correctly to the learning outcomes. I believe the graduated student will be well prepared for the workforce and be an added value employee to a firm.
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>After reviewing the document, the program is clearly aligned with the employment gaps and the needs of graduating students identified in the Statement of Needs Document. Your curriculum addresses three of the top four needs identified from students.</p> <p>I agree with the statement that "this proposed BAS will allow students to stay in their current industry while providing them with the skills they need to improve their career."</p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Emphatically yes. All employers are looking for their employees to have basic skills in the core courses you have listed.</p> <p>Your upper level courses are also excellent. The capstones appear well thought out. The Bus480 Internship is a great idea. Ph320 Ethical Decision Making and CMST Professional and Org Communication courses provide very powerful skill sets needed in today's workplace.</p>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Yes, 45 credits in General Education seem adequate and they appear to prepare students for the BAS program.</p>
f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Specifically addressing the Business section, I would say that your program is tracking well with our own program. You have courses addressing Principles of Mgt, Finance, Decision Making, Org Behavior, Change, Strategy etc...I would say they are prepared for a graduate degree program.</p>
g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

	<p>Under your Specialized Credentials section, you have done an excellent job of identifying who should be teaching the courses.</p> <p>I need to better understand why the ethics component instructor you have listed as a PhD. As an adjunct with 27 plus years in a Fortune 50 company, I can assure you that I have experienced enough challenges with ethics that I can share valuable stories that tie into the subject matter. That said, I was just curious more than asking for a change in the program.</p> <p>Your faculty qualifications appear adequate.</p>
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Yes, it appears that you have wrapped the program with excellent “value-add” resources. Your academic advising seems solid and the bonus of having career advising available to help students fill out resumes and learn interview skills is great. As part of my current job, I review applications daily, so I offer resume reviews to my students as they prepare for the real world. They see a lot of value in that from the professor or the school, so you are on track with providing excellent service. All your other student services and library services look excellent for the student experience.</p> <p>I love the SSN service as a proactive method for communicating with potential students of the program. I wish we performed more proactive work within our Dept here at Seattle U. Students won’t know you care unless you reach for a hand.</p>
i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it?</p> <p>Yes on both counts</p>

<p>j) Preparation for a Master of Business Administration</p>	<p>Does the curriculum prepare graduates to enter into the Master of Business Administration program at your institution?</p> <p>Overall, I would say yes. I am not clear if the prereqs for undergrads would be met and I would have to defer to our Dean, but it appears all the coursework aligns with our business undergrad classes. Here are how our three MBA offerings break down:</p> <p>Bridge MBA, set up for non-business undergrads with less than 2 years of work experience. PMBA, set up for working professionals with an average of 4 to 6 years of work experience Exec MBA is set up for managers with an average of 15 to 20 years of experience.</p>
<p>k) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>I think this program is spot on to provide a talented graduate ready for the NW workforce. I am truly impressed with the overall quality, content and rigor of a program coming out of a community college. I feel you are ahead of the curve in preparing students for the new workforce. You represent the students of your community well.</p> <p>The only adjustments I would make, (and perhaps I have overlooked it), is the inclusion of courses that have a focus on Emotional Intelligence and Critical thinking. We have added/included these in most of our management courses as those skills become paramount for people at both the manager and individual contributor levels.</p> <p>Overall, a great program and job well done.</p>

Reviewer Bio or Resume

I retired from Verizon Communications after a successful 27+ year in the Sales and Sales Leadership side of the business. I started as a telephone sales person and worked my way to Area Manager/Sales Director responsible for a \$50M business unit supporting the entire state of California.

I was involved in all aspects of HR, (hiring, firing, layoffs, performance plans, coaching, culture and diversity). My strategic experience included finance/budgets, customer strategic plans, mergers/acquisitions, (as both the buyer and the bought) and I was involved in a business transformation as we moved from a Landline based company to a Wireless provider. In addition, we transformed from a utility provider to a professional service firm, which was a huge lift for Verizon.

My soft skills and main responsibility was leadership, motivation and communication, as well as relationship building with clients.

My current role as Business Development for a small women-owned business in the Construction Management field includes revenue growth through opportunity development and talent acquisition. We hire Project Controls personnel to support our clients, (Schedulers, Cost Engineer, Project Managers). I have enjoyed participating in a company that started with five employees and now grown to more than thirty in 5-years. It has given me a well-rounded experience to share in my classes as someone who worked in both the largest and smallest examples of firms.

Upon receiving my MA in Management later in my career I started teaching Business courses at the University of La Verne in California and upon moving to the northwest in 2016, I continued teaching similar courses at Seattle University at both the graduate and undergraduate levels in the School of Management.

Appendix B Course Descriptions and Outcomes

BUS 300 - Foundations of Management Theory and Practice (3 credits)

This course covers a broad overview of the foundations of management and leadership from a theoretical and practical perspective. It focuses on integrating theory into higher level critical thinking allowing students to apply theory to real work business problems. Topics will include terminology, strategies and techniques to manage and lead, leadership, motivation, team building, change, group dynamics, power and conflict.

Prerequisite: Acceptance into AM BAS

Co-Requisite: Must be taken with LSAM 301 Research Skills for Business (2 credits)

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

1. Compare and contrast organizational and leadership theories.
2. Solve organizational issues using critical thinking skills to apply theories and concepts.
3. Assess organizational structures and management strategies to ensure appropriateness to goals and needs in various business settings and applications.
4. Design a plan for managing change within an existing organization incorporating management and leadership theory.
5. Prepare control systems for specific management tasks.
6. Demonstrate effective motivational techniques for productive work processes.
7. Demonstrate an understanding of organizational purpose and structural design.

BUS 310 - Organizational and Interpersonal Behavior (5 credits) (SS distr)

This course covers managing relationships within an organization. It relates theory and research to organizational problems by reviewing advanced concepts in motivation and perception, leadership, decision-making, communication and influence, group behavior, conflict and cooperation, politics, corporate culture, organizational structure and environmental influences. Students will gain practical experience in managing teams, resolving conflict, and building professional and effective relationships.

Prerequisite: Acceptance into AM BAS

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

1. Diagnose and solve organizational problems using critical thinking skills to apply theories and concepts.
2. Analyze the elements and factors that contribute to an organization's culture.
3. Evaluate and apply effective practices to make decisions and to resolve conflicts.
4. Design effective team building strategies for a variety of tasks and work situations.
5. Analyze situations and select best practices to motivate a diverse workforce for high performance, productivity, and group behavior.
6. Choose and demonstrate leadership styles appropriate for specific situations

BUS 320 - Managerial Accounting (5 credits)

This course covers the basic principles of financial and managerial accounting, including analyzing balance sheets, income statements, cash flow statements, financial analysis, and budgetary control systems. Students also will gain skills in reporting, planning, coordinating, and monitoring the performance of an organization

Prerequisite: BUS 300 and MATH 136 or MATH& 146 or BUS 256

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

1. Explain the primary relationship between the balance sheet, income statement, and statement of cash flows.
2. Evaluate the statement of cash flows and internal information reporting for financing demands and decisions.
3. Apply accounting and financial factors to budgeting, product costing, and planning decisions.
4. Evaluate organizational performance based on accounting and financial results.
5. Develop pro-forma or projected accounting scenarios for differing situations or environments.
6. Create the financial section of a business plan for a hypothetical organization.
7. Develop reporting tools for performance evaluation.
8. Discuss the different means of measuring performance and the strengths and weaknesses of each alternative.

BUS 330 - Legal Environments in Business (5 credits) (SS distr)

This course covers the state and federal laws that affect management behavior and organizational practices, including contracts, business organizations, employment law, product liability, safety issues, and environmental regulations. The focus will be placed on how to manage employees and other relationships legally and ethically. Emphasis will be placed in preventative law as well as strategies to resolve workplace conflict without litigation.

Prerequisite: BUS& 201, BUS 300

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

1. Examine legal issues concerning contracts, business organizations, employment law, products liability, safety and environmental regulations.
2. Discuss the importance of business ethics and social responsibility and the role that culture and individual human behavior may play in decision making.
3. Evaluate potential, legal and management issues that could lead to lawsuits.
4. Given a scenario, assess appropriate steps to manage employees in compliance with all applicable laws with consideration of strategies that take into account human behavior and culture.
5. Given a scenario, formulate legal arguments using appropriate terminology
6. Analyze contracts and evaluate terms and conditions of a contractual agreement
7. Given a scenario, choose and defend conflict resolution strategies for the workplace with consideration of individual culture and human behavior
8. Assess the issues surrounding business start-up and intellectual property.

BUS 340 - Financial Management (5 credits)

This course covers financial management principles with a focus on corporations and the concepts associated with allocation of scarce resources across assets over time. Students will learn how managers interface with accounting and finance departments, meet financial objectives, and make decisions. Students will utilize spreadsheets and other analytical methods to study issues and problems related to corporate finance. Topics will include sources and sequencing of financing as a business develops, assessing and forecasting, managing short and long term capital needs, and evaluating the financial plan in relationship to the stated business plan.

Prerequisite: BUS 320

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

1. Assess the characteristics of different financial assets such as money market instruments, bonds, and stocks, and how to buy and sell these assets in financial markets.
2. Assess the performance of firms using appropriate technology and financial statement analysis.
3. Explain the benefit of diversification of holding a portfolio of assets and the importance played by the market portfolio.
4. Apply different valuation models to evaluate fixed income securities, stocks, and how to use different derivative securities to manage their investment risks.
5. Explain how financial markets are globally integrated, discussing relevant cases and examples involving international companies.
6. Create a report for reviewing financial statement analysis appropriate for a stakeholder meeting.
7. Analyze a business problem related to the financial management of an organization, by gathering the necessary information and suggesting a method of resolution.

BUS 350 - Fundamentals of Project Management (5 credits)

This course covers project management methods and delves into topics covered in the Comptia study guide. This course will prepare students to manage projects from start to finish within any organizational structure. The course features practice in each of the project phases as students learn how to strategically apply project management tools and techniques to help organizations achieve their goals. At the conclusion of this course, students will be prepared to take the Comptia Project+ certification exam.

Prerequisite: BUS 300

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

1. Describe the project life cycle, including how project constraints will impact a project.
2. Explain key activities for executing, monitoring and controlling, and closing projects.
3. Apply elements of project planning to prepare key documents of a project plan.
4. Evaluate the criteria and methods used for project selection.
5. Analyze how different types of project-management methods are used.
6. Describe how project management helps organizations achieve their goals.

BUS 360 - Fundamentals of Human Resources Management (5 credits)

This course provides the tools to create a highly skilled and diversified workforce by implementing effective strategies and best practices for planning, recruiting, selecting and maintaining within the scope of organizational goals. Special emphasis will be placed on creating a diversified workforce within an ethical and inclusive organization. (5 credits)

Prerequisite: BUS 300

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

1. Forecast the human capital needs of the organization and plans the steps necessary to meet those needs.
2. Evaluate existing jobs, identifies gaps, and designs job descriptions to meet the organization's needs and goals.
3. Develop and manage a recruitment plan for a job search that results in a group qualified and diversified candidates.
4. Develop a strategy for selecting and hiring qualified employees that meet the goals of the organization especially those of equity, diversity and inclusiveness.
5. Evaluate and select appropriate methods to evaluate a candidate's technical skills, organizational fit alignment with job description.
6. Design and implement effective onboarding and orientation programs for new employees.
7. Guide employees on the terms and implications of their employment agreement and the organization's policies and procedures.
8. Effectively communicate HR programs, practices and policies to workforce at all levels.
9. Maintain key documents and systems (job postings and descriptions, performance management systems) to accurately reflect the organization's workforce activities.

BUS 400 Economics for Managers (5 credits)

This course covers issues in microeconomics, macroeconomics, and global economics. Topics include allocation of resources, economic systems, economic institutions and incentives, market structures and prices, and productivity. This course also includes issues related to the global marketplace and globalization, aggregate supply and demand, and governmental policy towards business.

Prerequisites: BUS 300 and MATH 136 or MATH& 146 or BUS 256

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

1. Evaluate an introductory level of econometric analysis and its role in managerial decision making.
2. Analyze and apply economic concepts and tools that have direct managerial applications.
3. Apply analytical skills through integrating knowledge of the economic theory with decision making techniques.
4. Research and apply economic models to isolate the relevant elements of a managerial problem, identify the relevant relationships, and formulate managerial models and apply decision making tools.

5. Evaluate and analyze various economic theories and models, including price determination in alternative market structures, demand theory, production and cost functions, and decision making under uncertainty.

BUS 410 - Operations and Logistics (5 credits)

This course covers the concepts related to the physical movement and storage of goods, such as raw materials, semi-finished and finished goods, and associated managerial activities that are important for effective control. Students will apply the concepts of total quality Management (TQM), Just in Time (JIT), forecasting, inventory theory and supply chain management. This course will also cover the importance of interrelationships between logistics, production, marketing, financial management, and quality control.

Prerequisites: BUS 300 and BUS 320

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

1. Examine the role and goal of the logistics function within an organization.
2. Analyze the various transactions that accompany the movement of goods and services throughout a global supply chain.
3. Utilize critical thinking skills to analyze business scenarios including operations related to purchasing, inventory, management, manufacturing, storage and distribution.
4. Explore domestic and global political, cultural and ethical issues affecting operational decisions in organizations and the movement of products in the global marketplace.
5. Evaluate operations using metrics especially with respect to quality, variety, and speed of production and distribution.
6. Design an operational plan that integrates TQM, JIT, forecasting, inventory theory and supply chain management concepts.

BUS 420 - Digital & Social Media Management (5 credits)

This course covers the connection between business objectives and social media strategy, platforms, and tactics. The primary focus of this course, is to understand how marketing activities can be implemented online and via social media to reach target customers and strategic objectives.

Prerequisite: BUS 330

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

1. Identify the marketing strategy applications enabled by the Internet technology.
2. Assess the influence of new media and social networks on consumer behavior and marketing responses and analyzing the functions of each.
3. Examine the effectiveness of e-commerce and social network platforms for marketing and customer communications and devise marketing and news media planning for e-commerce.
4. Apply terminology related to the use of social media in a marketing context.
5. Develop both proactive and reactive strategies to manage corporate messaging in a social media environment.

6. Identify and respond to significant legal and ethical issues related to social media, including laws and voluntary agreements covering protection of individual and institutional information and data.

BUS 430 - Business Strategy and Sustainability (5 credits)

This course covers an overview of business strategy concepts, tools, and techniques to build and operate a sustainable organization. The course will integrate sustainable development and environmentalism concepts with business management strategy to achieve corporate social responsibility. Students will learn about the ecological and economic benefits of sustainability and 'green' practices.

Prerequisite: BUS 300 and BUS 330

Recommended: ENVS&101

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

1. Explore the underlying theory and frameworks that provide the foundations of a successful business strategy.
2. Utilize critical thinking skills to analyze the competitive environment.
3. Evaluate an organization's resources and core capabilities to modify and leverage them for sustainable competitive advantage.
4. Apply understanding of SWOT, Competitor, Environmental, and Capabilities Analyses.
5. Define and identify the key characteristics of business systems as they pertain to sustainability.
6. Link competitive strategy and sustainability to assess strategic opportunities and risks.
7. Develop a sustainable business strategy in a field of interest and create a persuasive proposal that advocates this solution.

BUS 441 Intermediate Project Management (5 credits)

This course covers the behavioral and technical aspects of managing projects. The course will explore various approaches for effectively managing team dynamics, project planning, monitoring, and controlling activities. Students gain insight into project leadership and team management. The goal is to prepare students with the necessary knowledge related to effective project team management as well as project cost, quality, and performance in order to satisfy the business objectives and successfully manage the implementation of a project. Project management software will be used to support the implementation of a project. Students will prepare a project plan at an intermediate level of difficulty.

Prerequisite: BUS 350

Upon successful completion of this course students will be able to:

1. Explain the various approaches for effective team management.
2. Analyze project planning, monitoring, and control methodologies.
3. Assess effective project leadership and team management strategies.
4. Analyze and critique project performance based on such metrics as cost, quality, timeliness, sustainability, and other key performance indicators.
5. Integrate knowledge and skills to prepare a project plan at an intermediate level of difficulty.

BUS 442 Intermediate Human Resource Management (5 credits)

This course focuses on enlarging the competencies of a workforce through training and professional development using adult learning theories and best practices for training. The course also covers compensation and benefit systems using a Total Rewards approach integrating tangible and intangible rewards.

Prerequisite: BUS 360

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

1. Plan strategies to develop workforce competencies and staffing levels to support the organization's goals and objectives.
2. Develop learning and development activities intended to close skill gaps including in the areas of equity and diversity.
3. Evaluate learning and development activities to ensure effectiveness.
4. Implement the organization's performance management system and monitors its effectiveness.
5. Administer and support HR programs, practices and policies that identify and/or mitigate workplace risk.
6. Designs, administers, analyzes and interprets surveys of employee attitudes.
7. Identify opportunities to create more engaging and motivating jobs through job enrichment and enlargement.
8. Monitor turnover and retention metrics and recommends strategies to mitigate the impact.
9. Collect, compile and interpret compensation and benefits data from various external sources such as remuneration surveys, labor market trends, etc.
10. Develop appropriate pay, benefit, incentive, separation and severance systems and programs.
11. Differentiate between government mandated, government provided and voluntary benefits.
12. Evaluate job descriptions to determine appropriate compensation and benefits.

BUS 443 Entrepreneurial Leadership (5 credits)

This course covers the foundational knowledge and competencies involved in leading and developing entrepreneurial ventures. Both socially-conscious and profit enterprises are researched and explained with an analysis comparing and contrasting these similar, yet different businesses. Students also define problems that each type of venture solves and how the solution supports local, regional, and even global communities.

Prerequisite: BUS 300 and BUS 330

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

1. Employ effective communication impacting all factors with innovative, influence-minded, and leadership-driven environments utilizing language, technology, and entrepreneurial principles to achieve desired outcomes.
2. Research and develop leadership competencies supporting human relations and promoting integrity, ethics, and community within business environments.
3. Cultivate entrepreneurial leadership strategies using competencies grounded in current and emerging business models and practices offering economic and socio-cultural impact.

4. Research and analyze socially-responsible and profit-focused business to contrast and explain these two dissimilar, yet comparable enterprises.
5. Demonstrate innovation and critical thinking, professional networking, information and technology literacy supporting entrepreneurial thought and leadership potential.
6. Develop and present research analysis of socio-economic enterprises locally, regionally and globally.
7. Design and explain an initial nine-factor business model that supports either a viable, marketable socially-conscious or profit business venture.

BUS 451 Advanced Project Management (5 credits)

This course covers advanced project management topics necessary for implementation of and excellence in project management. The course will provide a framework for approaching, evaluating, and implementing project risk and quality management in order to obtain optimal project results by identifying and applying relevant quality management tools, activities, and methods for achieving systemic quality management and quality improvement across all phases of the project life cycle. The course will also explore agile project management methodologies. Best practices in the management of international projects, human resource management, risk management, project leadership, quality and communications management will be explored and discussed.

Prerequisite: BUS 441

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

1. Assess various project implementation techniques.
2. Analyze best practices in planning, execution, and monitoring of international projects.
3. Analyze methodologies of risk assessment, detection, and control in the planning and implementation of projects.
4. Analyze risk assessment methodologies using software across a project lifecycle from both a strategic and tactical perspective.
5. Assess current evidenced-based project quality management tools and methods.
6. Apply quality management tools and Six Sigma implementation on projects.
7. Analyze traditional project management techniques and their limitations.
8. Analyze agile and lean project management methodologies, framework, and tools as well as the role of these methodologies in the product development process.
9. Describe managing changing customer requirements with a focus on team and customer collaboration and continuous improvement.
10. Analyze real-life examples and explain how agile and lean methods can perform side by side with traditional projects as well as the benefits of these lean and agile methodologies. Utilize the best mix of agile, traditional, and hybrid techniques to meet specific project requirements, recognize and avoid pitfalls, and improve quality.
11. Compare and contrast agile and lean frameworks, such as Scrum, Kanban, Extreme Programming, Lean Management, etc and select the most suitable for the specific domain project.

BUS 452 Advanced Human Resource Management (5 credits)

This course focuses on the legal and regulatory framework surrounding employment locally, nationally and globally. Students will become familiar with law and regulations pertaining to compensation, employee relations, job safety and health, equal employment opportunity, leave and benefits and other protection laws. Topics will also include labor relations.

Prerequisite: BUS 442

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

12. Maintain a current working knowledge of relevant domestic and global employment laws.
13. Maintain expert-level knowledge of employee rights, standards and unfair labor practices.
14. Maintain current knowledge of local and national employment standards and laws pertaining to compensation, employee relations, job safety and health, equal employment opportunity, and leave and benefits.
15. Conduct investigations into employee conduct and provide support for resolution.
16. Mediate employee grievance, complaint and discipline processes to resolve workplace labor disputes internally.
17. Coach supervisors on dealing with difficult employee situations, handling disruptive behaviors and responding with an appropriate level of corrective action.
18. Describe union-organization relations including collective bargaining, contract negotiation, and contract administration.
19. Describe employee rights and standards and concepts according to the International Labor Organization including labor rights, living wage, fair wage, and unfair labor practices.
20. Describe the advantages and disadvantages of alternative dispute resolution including mediation and arbitration.
21. Identify workplace risks and create plans for mitigating identified risks.
22. Conduct workplace safety- and health-related investigations.
23. Evaluate workplace risks and ensure legal and regulatory compliance.
24. Evaluate and implement workplace accommodations.

BUS 453 Advanced Entrepreneurial Leadership (5 credits)

This course covers more advanced knowledge and competency in leading and developing entrepreneurial ventures. The second specialization course supports students selecting either a socio-cultural or a profit enterprise to design, develop and present. Teams work together thinking critically regarding socio-economic problems and potential solutions. Each team designs a new problem-solving business model supporting customer-driven needs. Students begin networking with other entrepreneurs, small business owners, and other liked-minded professionals.

Prerequisite: BUS 443

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

1. Employ effective communication impacting all factors within innovative, influence-minded, and leadership-driven environments utilizing language, technology, and entrepreneurial principles to achieve desired outcomes.

2. Explain and defend the value of community and social responsibility related to startup ventures and various enterprises including for-profit and socially-conscious, sustainable business.
3. Demonstrate innovation and critical thinking, professional networking, information and technology literacy supporting entrepreneurial thought and leadership potential.
4. Research and develop leadership competencies supporting human relations and promoting integrity, ethics, and community within business environments.
5. Analyze markets, value propositions, and regional and global business data focused on solving problems, identifying opportunity, understanding risk and fiscal obstacles, and building entrepreneurial partnerships.
6. Develop business models solving real problems through evaluating risk and solution potential, analyzing customer and market information, and utilizing entrepreneurial networking offering economic and social change.
7. Lead and develop teams that design, create, and present a fully defined business model supporting a socially-motivated or profit-focused enterprise.

BUS 461 - Capstone: Managing for Organizational Change (4-5 credits)

This culminating course is the capstone for students with studies concentrated in project management. It includes an in-depth investigation of the forces driving organizational change and their impact on people and structure. The course focuses on developing leadership and change capabilities at all levels in an organization. Students will examine the techniques of organizational design and development with emphasis on the methods of planned change to ensure improved effectiveness of organizations in a changing external environment. A planned approach to managing all phases of the organizational change process is emphasized.

Prerequisite: BUS 451

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

1. Explain what change is, why it is challenging for organizations, identify common changes that organizations face and describe the role of internal and external forces on organizational change.
2. Examine approaches for managing and facilitating change in organizations and explain the importance of using a model in the change process.
3. Assess various approaches to organizational change and different schools of thought such as OD and change management approaches.
4. Discuss organizational vision, how its viability impacts the organization, and the role of vision in the organizational change process.
5. Analyze communication strategies and application appropriate for various phases of the change management process.
6. Explore the difference between the appearance of change in an organization and change that has become consolidated within an organization.
7. Examine personal approach to change management.

BUS 462 – Capstone: Human Resource Management (4-5 credits)

This culminating course is the capstone course for students with studies concentrated in human resource management. Students will evaluate case studies and integrate all human resource management knowledge and skills learned in previous courses including critical strategies in the areas of legal/regulatory compliance, recruitment and selection of personnel, performance and feedback mechanisms, and financial and benefits compensation.

Prerequisite: BUS 452

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

1. Assess a workforce situation and choose appropriate concepts, strategies and best practices from the human resource field to create an approach, solution, or program that satisfies the organization's goals and all relevant legal requirements.
2. Demonstrate critical thinking when evaluating a human resource-related situation.
3. Integrate human resource concepts and issues to evaluate a situation.
4. Employ effective and appropriate communication strategies in a human resource-related context.

BUS 463 Entrepreneurial Leadership Capstone (4-5 credits)

This culminating course is the capstone course for students with studies concentrated in entrepreneurial leadership. Learning advances to a capstone-based experience developing a network of like-minded entrepreneurs and business leaders who offer feedback and analysis regarding the student's new business models. Student's network with venture capital experts, small business owners, socially-conscious leaders, and other entrepreneurship-minded professionals focused on modifying and finalizing their new business model. Each team's model culminates into a fully defined enterprise model with real implementation potential.

Prerequisite: BUS 453

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

1. Employ effective communication impacting all factors within innovative, influence-minded, and leadership-driven environments utilizing language, technology, and entrepreneurial principles to achieve desired outcomes.
2. Demonstrate innovation and critical thinking, professional networking, information and technology literacy supporting entrepreneurial thought and leadership potential.
3. Design enterprise value propositions which maximize human potential using entrepreneurial-minded leadership principles, risk-management practices, and customer-driven business innovation.
4. Lead teams that network with like-minded leaders and other entrepreneurs who are starting and managing new enterprises offering potential partnering opportunities.
5. Present a fully defined business model to various professionals who fund, support, and partner with other entrepreneurial leaders.

BUS 480 Applied Management Internship (2-5 credits (1 credit seminar 2-4 credits))

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

Prerequisite: Admission to the AM BAS program and Instructor Permission

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

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

PHIL 320 Ethical Decision Making (5 credits) (Hum distr)

This course covers the complexities of making ethical decisions. Students will encounter major philosophical concepts and theories from the field of ethics. Students will explore the tools, and techniques to make ethical decisions. Students will cultivate their capacity for ethical perception, learn to distinguish tough choices from genuine ethical dilemmas, and gain practice deliberating effectively about a variety of ethical issues drawn from professional contexts. Students will explore the many aspects of what it means to show leadership and how ethical decision making plays a role in leadership at all levels. Students will investigate the mission, vision, and values of their profession to identify ethical standards of practice.

Prerequisites: Admission to a BAS degree program and LS 301 or LSAM with a minimum grade of C Or Instructor Permission

RECOMMENDED: PHIL& 101 with a minimum grade of C and CMST 325 Professional and Organizational Communication with a minimum grade of C

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

1. Describe the core ideas of some noted and influential philosophers in the field of ethics.
2. Communicate the major ethical theories and explain their assumptions.
3. Evaluate common beliefs about ethics and ethical behavior.
4. Identify moral concerns that are raised in the professional world that question standards of practice.
5. Critically analyze and evaluate the elements of argument.
6. Compare and contrast tough choices versus ethical dilemmas.

7. Apply moral reasoning to specific professional situations and defend the conclusions of that reasoning.
8. Present arguments and ideas (verbally and/or in written form) consistent with the discipline of Philosophy.
9. Discuss ethical issues related to Institutional Review Board (IRB) processes and policies.
10. Identify, and comply with, ethical standards of practice.

CMST 325 Professional and Organizational Communication (5 credits) (Hum distr)

This course covers an introduction to the communication dynamics of organizations and the role of communication in the professional and management world. Students will analyze structured and informal communication channels, organizational culture, and strategic communication. Content includes work-related human relations topics such as communicating gender, power dynamics, mission, and identity. Other topics are conflict resolution, persuasive strategy, leadership, corporate culture, globalization, the role of technology, and external communication such as crisis communication. Content includes the major theories of organizational communication, identifying and defining primary concepts and applying them to discussions of real-world situations. The theory and research will be applicable and practically applied through case studies of organizational issues.

Prerequisite: ENGL& 101 with a minimum grade of C and Admission into the AM BAS degree program

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

1. Collaborate with others in a variety of strategic organizational communication contexts.
2. Develop analytical skills that allow students to observe and gather data about organizational communication and develop presentation/writing skills to effectively communicate this knowledge.
3. Create and deliver a variety of presentations (oral and visual) for specific client situations, analyzing for budget or cost, audience, purpose, and context.
4. Analyze organizational communication systems, processes, and structures from multiple perspectives.
5. Examine contemporary philosophies, theories, methods, and designs for studying communication systems within organizations of varying sizes. Focus on how individuals can learn to “work around” communication problems in organizations, improving systemic conditions that lead to communication failure.
6. Identify the types of group roles, norms, and decision-making required to transform a group of people into an effective team.
7. Deconstruct issues of culture, power, conflict, personal identity, inclusion, and diversity in organizational settings.
8. Grasp the theoretical and everyday implications of emerging technologies, globalization, and diversity for contemporary organizations.
9. Explain the role and impact of ethics in organizations.
10. Apply leadership theory and concepts to improve managerial effectiveness.

LSAM 301 Research Skills for Business (2 credits)

This course covers research skills. This course will help the student to meet course-related research needs by developing strategies to identify, find, evaluate, incorporate and cite appropriate sources used in applied management. Evaluation and use of sources and tools specific to applied management will be emphasized.

Prerequisite: Admission into the AM BAS

Upon successful completion of the course, students will be able to:

1. Implement an effective plan for finding information using a variety of electronic and print tools. (PLO: 3)
2. Use electronic database search strategies. (PLO: 3)
3. Identify and explain the differences between major types of business information resources and tools and when and how to use them. (PLO: 3)
4. Properly use APA style in written work.
5. Create a thesis statement that is based on the analysis of academic resources.
6. Demonstrate knowledge of sources of evidence, methods, and modes of discourse by correctly incorporating evidence into written work. (PLO: 4)

Appendix C: Student End of Course Survey Questions

Student End of Course Surveys are anonymous. The first 18 questions are asked using a Likert Scale ranging from 1-4 with 4 being the best. Students are also given a text box to give comments. The last two questions open ended essay. There are 20 questions in all:

1. Progression through this course was user friendly, logical, and consistent.
2. I received a syllabus or one was available online within the first week of class.
3. The instructor was enthusiastic about the class.
4. The instructors had high expectations of his/her students.
5. The instructor gave clear directions on how I was to communicate with him/her.
6. The instructor created an environment of mutual respect for all students and their opinions.
7. The instructor was prepared for class.
8. The instructor explained new and difficult concepts in a variety of ways.
9. The students were free to ask questions and encouraged to listen to others.
10. The instructor provided clear directions for class activities and assignments.
11. The instructor was accessible and responsive to assist students during office hours and with other modes of communication.
12. The instructor used a variety of class activities that helped me learn.
13. The instructor used a variety of materials that helped me learn.
14. The instructor clearly outlined the ways in which I would be assessed and the criteria used for grading.
15. The instructor graded/returned assignments, projects, tasks, or group work in time to be useful for future assignments.
16. The instructor provided opportunities for students to work together to help me learn.
17. The instructor provided opportunities for me to use course concepts in my life.
18. I receive information about college learning support services to assist my learning.
19. What did the instructor do that helped you learn?
20. What specific changes can the instructor make to improve learning in the future?

Appendix D: Graduate Survey Questions

The Baccalaureate Leadership Council has created a Graduate Survey for deployment to all SBCTC colleges. The questions are as follows:

College Information

1. During which school year did you graduate?
2. From which college did you receive your applied baccalaureate degree?

Employment

3. What is your present employment status?
4. If you are employed, what is the name of your employer?
5. If you are employed, what is your current job title?
6. How long after graduation did you begin working as a result of your applied baccalaureate degree?
7. If you were already employed prior to completing your applied baccalaureate degree, did completion of this degree result in (promotion, increase in salary, neither, other)
8. What was your salary range before completing your applied baccalaureate degree?
9. What was your salary range after completing your applied baccalaureate degree?

Continued Education

10. Regarding further education: Do you plan to pursue additional education after completion of your applied baccalaureate degree?
11. If you plan to continue your education to a graduate degree, what is your time frame?
12. If you plan to continue your education to a graduate degree program, have already enrolled in a graduate program, or have already finished a graduate program, in what field will/did you pursue?
13. If you plan to continue to a graduate degree program, have already enrolled in a graduate program or have already finished a graduate program, what college(s) are you considering or did you attend?

Decision to Pursue a Bachelor Degree at a Community or Technical College

15. For all the list of issues below please mark the importance of each in your decision to enroll in the applied baccalaureate at the community or technical college:

	Not important at all	Somewhat Important	Quite Important	Very Important	N/A
Tuition Costs					
Schedule of Classes					
Length of program					
Reputation with employers					
Distance from my home					
Distance from my work					
Ability to complete entirely online					
Ability to go straight into the program with junior status					

I completed my associate degree at this institution					
Ability to receive credit for prior learning					

16. How likely is it that you would have pursued a bachelor degree if you had been unable to do so at the community or technical college?
17. What skills or knowledge gained from your training program were most helpful in finding employment? What was lacking?

Demographic Information

18. What is your age?
19. What is your ethnicity/race?
20. What is your gender?
21. Prefer to self-describe gender
22. What is your military status
23. Do you have a disability as identified by the Americans with Disabilities Act?

Appendix E Course Offerings

1 st Year Offerings	# Sections	2 nd Year Offerings	# Sections	3 rd Year Offerings	# Sections	4 th Year Offerings	# Sections	5 th Year Offerings	# Sections
FALL		FALL		FALL		FALL		FALL	
BUS 300	1	BUS 300	2	BUS 300	3	BUS 300	3	BUS 300	3
BUS 310	1	BUS 310	2	BUS 310	3	BUS 310	3	BUS 310	3
LSAM 301	1	LSAM 301	2	LSAM 301	3	LSAM 301	3	LSAM 301	3
		BUS 400	1	BUS 400	2	BUS 400	3	BUS 400	3
WINTER		BUS 441	1	BUS 441	1	BUS 441	1	BUS 441	1
BUS 320	1			BUS 442	1	BUS 442	1	BUS 442	1
BUS 330	1	WINTER				BUS 443	1	BUS 443	1
CMST 325	1	BUS 320	2	WINTER					
		BUS 330	2	BUS 320	3	WINTER		WINTER	
SPRING		BUS 410	1	BUS 330	3	BUS 320	3	BUS 320	3
BUS 340	1	BUS 420	1	BUS 410	2	BUS 330	3	BUS 330	3
BUS 350	1	BUS 451	1	BUS 420	2	BUS 410	3	BUS 410	3
BUS 360	1	CMST 325	2	BUS 451	1	BUS 420	3	BUS 420	3
				BUS 452	1	BUS 451	1	BUS 451	1
SUMMER				CMST 325	2	BUS 452	1	BUS 452	1
BUS 480	1	SPRING				BUS 453	1	BUS 453	1
		BUS 340	2	SPRING		CMST 325	3	CMST 325	3
		BUS 350	2	BUS 340	3				
		BUS 360	2	BUS 350	3	SPRING		SPRING	
		BUS 430	1	BUS 360	3	BUS 340	3	BUS 340	3
		BUS 461	1	BUS 430	2	BUS 350	3	BUS 350	3
		PHIL 320	2	BUS 461	1	BUS 360	3	BUS 360	3
				BUS 462	1	BUS 430	3	BUS 430	3
		SUMMER		PHIL 320	2	BUS 461	1	BUS 461	1
		BUS 480	1			BUS 462	1	BUS 462	1
				SUMMER		BUS 463	1	BUS 463	1
				BUS 480	1	PHIL 320	3	PHIL 320	3
						SUMMER		SUMMER	
						BUS 480	1	BUS 480	1

Appendix F Full Time Student Schedule Sample

Summer	Quarter 1	Quarter 2	Quarter 3
MATH 93/136 INFERENTIAL STATISTICS	BUS 300 - FOUNDATIONS OF MGMT / LS 301 RESEARCH SKILLS	BUS 320 - MANAGERIAL ACCTG	BUS 340 - FINANCIAL MGMT
	BUS 310 - ORG & INTERPERSONAL BEHAVIOR	BUS 330 - LEGAL ENVIRONMENT	BUS 350 - FUNDAMENTALS OF PROJECT MGMT
	MATH&107 - MATH IN SOCIETY or GEOG 205 PHYSICAL GEOGRAPHY OR GEOG 210 MAPS, GIS, AND THE ENVIRONMENT	CMST 325 - PROF & ORG COMM	BUS 360 - FUNDAMENTALS OF HR MGMT
Summer	Quarter 4	Quarter 5	Quarter 6
	ENVS&101 - ENVIRONMENTAL SCIENCE	BUS 410 - OP MGMT	BUS 430 - STRATEGIC MGMT & POLICY
	BUS 400 - ECONOMICS FOR MANAGERS	BUS 420 – DIGITAL & SOCIAL MEDIA MGMT	PHIL320 - ETHICAL DECISION MAKING
Elective Internship (1-5)	SPECIALIZATION 1 (BUS 441(PM) or 442(HR) or 443(EL))	SPECIALIZATION 2 (BUS 451(PM) or 452(HR) or 453(EL))	SPECIALIZATION CAPSTONE (BUS 461(PM) or 462(HR) or 463(EL))

Appendix G Part Time Student Schedule Sample

Summer	Quarter 1	Quarter 2	Quarter 3
MATH 93/136	BUS 300 - FOUNDATIONS OF MGMT / LS 301 RESEARCH SKILLS	BUS 320 - MANAGERIAL ACCTG	BUS 340 - FINANCIAL MGMT
	BUS 310 - ORG & INTERPERSONAL BEHAVIOR	BUS 330 - LEGAL ENVIRONMENT	BUS 350 - FUNDAMENTALS OF PROJECT MGMT
	Quarter 4	Quarter 5	Quarter 6
	MATH&107 - MATH IN SOCIETY or GEOG 205 PHYSICAL GEOGRAPHY OR GEOG 210 MAPS, GIS, AND THE ENVIRONMENT	CMST 325 - PROF & ORG COMM	BUS 360 - FUNDAMENTALS OF HR MGMT
	BUS 400 - ECONOMICS FOR MANAGERS	BUS 410 - OP MGMT	BUS 430 - STRATEGIC MGMT & POLICY
Summer	Quarter 7	Quarter 8	Quarter 9
	ENVS&101 - ENVIRONMENTAL SCIENCE	BUS 420 – DIGITAL & SOCIAL MEDIA MGMT	PHIL320 - ETHICAL DECISION MAKING
Elective Internship (1-5)	SPECIALIZATION 1 (BUS 441(PM), 442(HR), 443(EL))	SPECIALIZATION 2 (BUS 451(PM), 452(HR), 453(EL))	SPECIALIZATION CAPSTONE (BUS 461(PM), 462(HR), 463(EL))

Appendix H Faculty Profiles

Faculty Name	Credentials	Course Qualified to Teach
Mary Jane Oberhofer	BSc - Chemical Engineering M.A. - Adult Education	BUS 300, BUS 480
Yolonda Williams	MAOL - Master of Arts Organizational Leadership MPM - Master of Project Management	BUS 350, BUS 441, BUS 451, BUS 461
Linda Cuadra	B.A. - International Studies M.A - Southeast Asian Studies	BUS 410
Rob Olsen	M.S. - Applied Psychology in Organizational Development Project Management Professional (P.M.P) Certified Technical Trainer (C.T.T.) Certified Professional Consultant (C.P.C) Organizational Change Master (O.C.M)	BUS 350, BUS 441, BUS 451, BUS 461, BUS 443, BUS 453, BUS 463
Rob Larson	M.A. - Economics	BUS 400
Matthew Mburu	M.S.A. - Master of Science in Accountancy Certified Internal Auditor (CIA) Certified Public Accountant (CPA)	BUS 320, BUS 340
Jennifer Sorensen	J.D. - Juris Doctor degree	BUS 330
Len Heritage	B.A. M.B.A. J.D. - Juris Doctor Degree Certified Public Accountant (CPA) Chartered Global Management Accountant (CGMA)	BUS 320, BUS 330, BUS 340
Bernie Comeau	M.A. –Religious Studies Ph.D – Religious Studies	<u>PHIL 320</u>

Stephen Johns	M.A. - Speech Communications (Communication Studies)	CMST 325
Jonathan Eastabrooks	M.B.A.	BUS 300, BUS 310, BUS 430
Sherry Cmiel	M.S.L.S - Master of Science in Library Science	LSAM 301
Heather Gillanders	M.L.I.S - Master of Library and Information Science	LSAM 301
Jim Reisdorf	M.B.A	BUS 300, BUS 310, BUS 430,
Sylvia Summer	M.B.A	BUS 300, BUS 310, BUS 430,
Polly Robinson	M.A. Ed.D.	CMST 325
Tomas Ramos	M.A. Ph.D	CMST 325
Annalee Rothenberg	B.A. Certified Public Accountant (CPA)	BUS 320, BUS 340
Debra Padden	M.B.A.	BUS 300, BUS 310, BUS 430,

Appendix I Budget

	FY 18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24	TOTAL
Year	0	1	2	3	4	5	
REVENUES							
Student Type							
New Students (10 credits or more upper division)							
AM Project Management	0	20	20	20	20	20	100
AM Human Resources	0	0	20	20	20	20	80
AM Entrepreneurship/Leadership	0	0	0	20	20	20	60
TOTAL	0	20	40	60	60	60	240
New Part time (5 credits upper division)	0	2	2	2	2	2	10
TOTAL	0	22	42	62	62	62	250
Continued 10 credits or more upper division	0	0	18	36	56	56	166
Continued 5 credits upper division	0	0	2	2	2	2	8
Headcount	0	22	62	100	120	120	424
Total Tuition	\$0	\$132,234	\$377,820	\$617,106	\$743,046	\$743,046	\$2,613,252
Total Mandatory Fees	\$0	\$3,330	\$9,450	\$15,340	\$18,440	\$18,440	\$65,000
Course Fees (\$15/COURSE)	\$0	\$2,190	\$6,270	\$10,620	\$12,360	\$12,360	\$43,440
TOTAL REVENUE	\$0	\$137,754	\$393,540	\$642,706	\$773,846	\$773,846	\$2,721,692
EXPENSES							
BAS Director .33 FTE	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510	\$23,185	\$129,368
BAS Chair release (.33fte)	\$6,700	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510	\$112,883
Full-time faculty AM Project Management (1 FTE)	\$20,000	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531	\$338,548
Full-time faculty AM Human Resources (1 FTE)	\$0	\$0	\$60,000	\$61,800	\$63,654	\$65,564	\$251,018
Full-time faculty AM Entrepreneurship (1 FTE)	\$0	\$0	\$0	\$60,000	\$61,800	\$63,654	\$185,454
part time faculty	\$0	\$0	\$22,590	\$48,750	\$78,750	\$78,750	\$228,840
Support Staff (0.5 FTE)	\$4,000	\$16,000	\$16,480	\$16,974	\$17,484	\$18,008	\$88,946

Success Navigator (0.5 FTE)	\$7,500	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765	\$166,774
Dedicated Workforce Funding Position (0.5 FTE)	\$6,667	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510	\$112,850
Benefits (estimate 34%)	\$22,055	\$56,644	\$86,424	\$118,081	\$131,326	\$134,462	\$548,991
Professional Development	\$0	\$10,000	\$15,000	\$20,000	\$25,000	\$25,000	\$95,000
Supplies	\$0	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
Library Materials	\$2,513	\$10,325	\$10,738	\$11,168	\$11,615	\$12,080	\$58,439
Equipment	\$0	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000	\$35,000
Student Support Services (Tutoring)	\$0	\$1,000	\$1,500	\$2,000	\$2,500	\$3,000	\$10,000
Financial Aid	\$2,000	\$2,000	\$2,500	\$3,000	\$4,000	\$5,000	\$18,500
Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
Accreditation	\$2,000	\$0	\$0	\$0	\$0	\$0	\$2,000
Stipends/Curriculum Development	\$33,750	\$33,750	\$11,250	\$11,250	\$0	\$0	\$90,000
Indirect Costs	\$0	\$7,535	\$23,209	\$33,432	\$37,642	\$42,704	\$144,522
Total Expenditures	\$132,185	\$310,354	\$417,309	\$558,727	\$610,835	\$630,224	\$2,659,633
Revenue less total Costs	\$132,185	\$172,600	-\$23,769	\$83,979	\$163,011	\$143,622	\$62,059

Revenue Narrative:

Tuition calculated for students taking 10-15 credits at \$2099 per student x 3 quarters per year. Students taking 5 credits calculated at \$1049 per student x3 quarters per year.

Mandatory fees:

- Student Center Building 11 \$1.50 per credit to 10 credits, maximum rate \$15.00
- Early Childhood Education/Childcare Bldg. \$1.25 per credit to 10 credits, maximum rate \$12.50
- Facility Fee \$ 0.50 per credit to 15 credits, maximum rate \$7.50
- Technology Fee \$1.75 per credit to 10 credits, maximum rate \$17.50
- Health and Wellness Center Fee \$3.00 per credit to 10 credits, maximum rate of \$30.00
- Safety Fee \$15.00 per student

Students taking 10 credits or more calculated at \$155 per student per quarter. Students taking 5 credits calculated at \$115 per student per quarter.

10% student attrition accounted for

Course Fees calculated at \$15 per BUS course.

Expense Narrative:

- BAS Director .33 FTE
 - Start Spring 19 in year 0
 - 1.0 FTE but charged to AM BAS as .33FTE (split .33 with CHP, HIM, and AM)

- Full salary \$80,000 plus benefits
- BAS Chair release (.33fte)
 - Start Spring 19 in year 0 for program admission preparation
- Full-time faculty AM Project Management (1 FTE)
 - Start Spring 19 in year 0 for course development
- Full-time faculty AM Human Resources (1 FTE)
 - Start Fall 20
- Full-time faculty AM Entrepreneurship (1 FTE)
 - Start Fall 21
- part time faculty
 - 20-21 30 credits (15 BUS credits and 15 upper div GE)
 - 21-22 65 credits (40 BUS and 25 upper div GE)
 - 22-23 105 credits (75 BUS and 30 upper division GE)
 - 23-24 105 credits (75 BUS and 30 upper division GE)
- Support Staff (0.5 FTE)
 - 1.0 FTE but charged to AM BAS as 0.5 FTE (0.5 charged to HIM BAS)
 - Start Spring 19
 - Full salary \$32,000 plus benefits
- Success Navigator (0.5 FTE)
 - 1.0 FET but charged to AM BAS as 0.5 FTE (0.5 charged to CH BAS)
 - Start Spring 19
 - Full salary \$60,000 plus benefits
- Dedicated Workforce Funding Position
 - 0.5 FTE
 - Position will manage funding sources, including financial aid, for BAS students
 - Start Spring 19
- Benefits (estimate 34%)
- Professional Development
 - Increasing resources required as faculty numbers increase
- Supplies
 - General office
- Library Materials
 - Database Gale Business Insights: Global estimated \$7175 for 19-20 with approx. 4% increase/yr
 - Database Nexis Uni estimated \$3150 for 19-20 with approx. 4% increase/yr
 - Start April 19 for curriculum development - pro-rate 18-19 at \$2513
- Equipment
 - Reconfigure lab space in Building 16.
 - Replace computers on a rolling basis
- Student Support Services (Tutoring)
 - Support given to tutoring department for increased traffic of BAS students
- Financial Aid
 - Support given to financial aid department for increased inquiries to financial aid department for BAS students
- Marketing
 - Continued marketing campaigns
- Accreditation
 - \$1000 to NWCCU for new program
 - # \$2000 for up to 4 external reviewers of program proposal

- Stipends/Curriculum Development
 - 24 courses = 120 credits*750 = 90000
 - 9 in 18-19 \$33,750
 - 9 in 19-20 \$33,750
 - 3 in 20-21 \$11,250
 - 3 in 21/22 \$11,250

Appendix J Admission Scoring Rubric

Calculating an Application Score

Additional Courses

Additional college level coursework in the business content area particularly in leadership, management, human relations, sustainability, and communication courses taken outside of their Associate Degree with a minimum grade of B (2 points each)

Volunteer or Work Experience and Military Service

Applicants may earn additional points by providing proof of business-related work experience particularly in the areas of human resources, project management, or small business ownership (paid or unpaid). A résumé must be provided with application for verification.

Years of Experience	Points
1-2	1
3-5	3
5-10	5
10+	7

References

Applicants may earn additional points by providing a letter of reference. Letters of reference can be from a recent or current employer; volunteer supervisor; or community member. Applicants may earn 1 point per letter of reference for up to 2 points.

Cumulative GPA

In the event of a tie in points, applicants will be further scored using their Cumulative GPA

Students are awarded points based on their cumulative GPA for courses required to complete their Associate Degree. Points are awarded based on actual GPA. For example, a student with a 4.0 GPA will receive 4.0 points, a student with a 3.97 GPA will receive 3.97 points, a student with a 2.6 GPA will receive 2.6 points.