



Walla Walla Community College Applied Baccalaureate Degree Program

Bachelor of Applied Science in
Applied Management and Entrepreneurship

Program Proposal
August 16, 2017
Updated September 25, 2017

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Walla Walla Community College

Degree: BAS in Applied Management & Entrepreneurship CIP Code: 52.0201

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

Degree: AAAS Business Administration CIP Code: 502A Year Began: 2014

Degree: AAAS Business & Management CIP Code: 502 Year Began: 1967

Planned Implementation Date (i.e. Fall 2014): Fall 2018

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

Contact Information

Name: Cindy Walker

Title: Assistant Dean for BAS Programs, Business and Computer Science

Address: 500 Tausick Way, Walla Walla WA 99362

Telephone: 509-527-4809

Email: cynthia.walker@wwcc.edu

Chief Academic Officer

Date

Contents

Introduction:	4
Criteria 1: Curriculum demonstrates baccalaureate level rigor	5
Criteria 2: Qualified faculty	13
Criteria 3: Selective admissions process consistent with an open-door institution	14
Open Access	14
Admissions Criteria	14
Selection Process	15
Program Support for Diversity	16
Criteria 4: Appropriate student services plan	18
Criteria 5: Commitment to build and sustain a high quality program	21
Program Facilities, Equipment, Technology, and Instructional Resources.....	23
Criteria 6: Program specific accreditation	24
Criteria 7: Pathway options beyond baccalaureate degree	24
Criteria 8: External expert evaluations of program	24
Appendix A: Course Descriptions and Outcomes	29
Appendix B: Email from EWU.....	36
Appendix C: Resume Rubric	37
Appendix D: Reviewer Comments	38

Introduction:

Walla Walla Community College (WWCC) has steadily grown from 850 students in 1967 to a present annual enrollment of over 10,000. Located on approximately 130 acres, the Walla Walla campus has become a center for innovation, education, training, and learning opportunities in the region (Walla Walla, Columbia, Asotin, Garfield counties, and bordering counties in Idaho and Oregon). Walla Walla Community College is a comprehensive institution offering curriculum in multiple areas of study including Arts and Sciences/Transfer, Workforce Education, Pre-College, and Basic Skills.

In December 2011, WWCC was recognized by the Aspen Institute as one of the top five community colleges in the United States and received the honor as “finalist with distinction.” In March 2013, from a pool of more than 1,000 colleges nationwide, the Aspen Institute’s College Excellence Program named WWCC the Top Community College in the nation. The Aspen Institute stated, “Despite a majority of students entering below college-ready standards, WWCC does a very good job creating pathways to four-year degrees, posting a particularly impressive rate of transfer to four-year colleges. But it is strong connections with local employers and the community that stand at the center of WWCC’s success.”

In 2013 WWCC became one of 19 Washington State colleges participating in Achieving the Dream, a national organization focused on ensuring that all students have opportunity and access to successfully achieve a certificate or degree. This student success-centered framework emphasizes increasing degree attainment for low income, first generation, and students of color. This initiative has increased the research capability of the institution by creating an organizational culture of evidence-based decision making across the college.

Walla Walla Community College is well prepared to serve the needs of our local economy and employer demand through a wide range of workforce programs designed to prepare students to enter the workforce after completion. There has been increasing demand for employees to have advancement opportunities or training for higher paying jobs without having to leave the valley. Walla Walla Community College is seeking to strengthen our professional technical programs through the addition of an applied baccalaureate degree in Applied Management & Entrepreneurship.

The BAS in Applied Management & Entrepreneurship (BASAME):

- Aligns with the role, mission and vision of Walla Walla Community College.
- Provides access to face-to-face baccalaureate education not available to place-bound students in rural eastern Washington at an affordable rate allowing employees to upskill across regional occupational clusters.
- Supports SBCTC goals of providing an educated workforce to meet the demands of local employers.
- Builds on existing successful workforce programs in Business Management and Business Administration.

- Provides a baccalaureate pathway for supporting workforce programs including Financial Administrative Assistant, Medical Administrative Assistant, Administrative Office Professional, Accounting, and Wine Business.
- Facilitates regional skills transformation by growing the local talent pool and eliminating occupational skill gaps.

Criteria 1: Curriculum demonstrates baccalaureate level rigor

WWCC Learning Outcomes

Walla Walla Community College is committed to preparing its students for success. Toward that end, WWCC strives to ensure that every student who earns a degree or certificate, whether through academic transfer or workforce programs, achieves college-level knowledge, skills, and abilities in these four areas:

Communication
 Community Engagement
 Critical Thinking
 Information and Technology Literacy

These areas constitute WWCC's College-wide Learning Assessment outcomes (CwLAs), which demonstrate our commitment to all students across all college programs. These outcomes were selected based on research into Washington State community colleges, transfer institutions, and national organizations such as the American Association of Colleges and Universities.

For more than fifteen years, WWCC has done significant work in outcomes and assessment in academic transfer and in Professional Technical, Nursing and Allied Health, and Corrections education. The establishment of CwLAs represents a convergence of these areas by building on the established culture of continuous assessment and improvement to bring together all areas of the college with a focus on common learning goals. This ongoing work dovetails with Northwest Commissions on Colleges Universities (NWCCU) accreditation standards and recommendations for accreditation from the 2015 accreditation visit.

WWCC has invested significant time and effort in identifying learning outcomes as well as developing a systematic and sustainable assessment process. Up to this point, academic transfer and professional technical programs had each developed outcomes assessment practices. The NWCCU's 2015 Year Seven accreditation visit contained recommendations to combine all programs and campuses under a single college-wide general education outcomes assessment program, to ensure that the assessment system documents that students achieve identified learning outcomes at the course and transfer degree level, and to use the results of assessments in improving our practices to enhance student learning achievements.

Since receiving this recommendation in October 2015, the AA/AS Degree Outcomes and Assessment Committee has expanded to include representatives from across all divisions, programs, and campuses. The AA/AS Degree Outcomes and Assessment Committee transformed into the College-wide Outcomes and Learning Assessment Committee (CwOLA)

and drafted a charter that reflects its expanded mission. The CwOLA cycle brings together all aspects of assessing and documenting student achievement of learning objectives and creates a mechanism for continuous improvement through the feedback loop.

All BAS courses will be assessed during the 2017-2018 academic year based on WWCC's college-wide learning assessment outcomes for applied science degrees. The following table describes these outcomes in detail.

WWCC Learning Outcomes	AS Degree
Communication Learning Outcome	Apply the basic mechanics of language (syntax, grammar, punctuation, and spelling) effectively.
	Construct coherent, organized written and spoken expression appropriate to a variety of media and audiences.
	Demonstrate the ability to write insightful, logical documents controlled by thesis statements and supported by concrete, specific details.
Critical Analysis Learning Outcome	Examine, evaluate, and revise material, ideas, or data using appropriate attitudes and skills.
	Evaluate different evidence-based perspectives in the formulation and analysis of a problem or question.
	Support a position with appropriate and compelling evidence.
	Use quantitative reasoning effectively as demonstrated by ability to interpret and draw inferences from tables, formulas, and graphs.
Digital and Information Competencies Learning Outcome	Find, access, and review needed information using appropriate media and technology tools.
	Synthesize, create, share, and distribute information using appropriate media and technology tools.
	Demonstrate ethical and responsible use of media and information.
Diversity Learning Outcome	Demonstrate an understanding of human similarities and differences.
Discipline Level Learning Outcomes	Explain and apply major terms, methods, concepts, and/or theories relevant to the discipline and or area of concentration.

Standard (1): Program learning outcomes

Upon successful completion of the BASAME program, graduates will have achieved the following outcomes:

1. Develop and evaluate organizational structures, including departments of accounting, finance, human resources, operations, and marketing, in order to foster continuous improvement, innovation, and quality results within an organization.
2. Explain and demonstrate effective business communication strategies.
3. Analyze legal issues for risk and oversight within a business environment.
4. Formulate and defend entrepreneurial ideas to create value for investors or stakeholders.
5. Interpret financial models to improve business decisions related to management oversight and risk mitigation.
6. Recommend and discuss strategic objectives relating to business situations.
7. Develop and present a strategy to support a motivated workforce including managing diversity, ethics and social responsibility.
8. Integrate sound ethical principles related to managerial behavior.
9. Apply critical thinking skills when making decisions within a managerial context.

Standard (2): Program evaluation criteria and process

Walla Walla Community College will conduct a formal program review to evaluate program viability, student outcomes, and employment rates of graduates. The Assistant Dean for BAS Programs, Business, and Computer Science will work with the Dean of Workforce Education and Applied Bachelor's Programs and the Vice President of Instruction to initiate the process of review by submission of a formal report on a bi-annual basis. This report will answer the guiding questions presented in the Program Viability Analysis as outlined by the SBCTC (<https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/professional-technical/viabilityanalysis.pdf>):

Table 1: AME Program Evaluation Criteria and Process	
Annual Student Evaluations	<ul style="list-style-type: none"> ▪ Completion of computer based summative evaluations of individual courses each year ▪ Instructor evaluations using computer based template
Exit Surveys	<ul style="list-style-type: none"> ▪ Student exit survey ▪ Effectiveness of skills and knowledge progression ▪ Effectiveness of program and institutional support and resources ▪ Preparedness to enter workforce
Graduate/Alumni Surveys	<ul style="list-style-type: none"> ▪ Complete annually – seeking additional employment information, return to achieve additional schooling, career satisfaction
Employer Surveys	<ul style="list-style-type: none"> ▪ Effectiveness and preparedness of graduates to achieve workplace goals ▪ Effectiveness and preparedness of graduates to interface with clients and co-workers effectively

<p>Program Advisory Committee (two meetings/year)</p>	<ul style="list-style-type: none"> ▪ Surveyed annually ▪ Effectiveness of program in meeting community needs ▪ Participation of students/faculty in community service activities ▪ Consultation with members to evaluate emerging technology, relevant information in the development for community inter-professional relationships ▪ Evaluating relevance, rigor, cohesiveness of curriculum ▪ Guidance for changes needed after implementation of the BASSAS curriculum
<p>Quarterly Review of Syllabi and Course Content</p>	<ul style="list-style-type: none"> ▪ Business Department – update and format review/evaluation ▪ Evaluate alignment with current research or changes
<p>Quarterly Course Evaluation – End of Course Report</p>	<ul style="list-style-type: none"> ▪ Monthly faculty meeting ▪ Topics and sequencing evaluated for greatest impact of foundational knowledge ▪ Reports submitted to evaluate course effectiveness/textbook/teaching methods ▪ Evaluation methods examined for thoroughness, accuracy and meeting program department goals ▪ Course comparison completed to evaluate layering of subject content ▪ Determine if changes will be made

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

All interested students meeting the minimum requirements for entrance into the BASAME are encouraged to apply. Applicants must have completed the following prior to admission:

BAS applicants must complete an AAAS in Business and Management or Business Administration inclusive of the following requirements (Table 2):

Table 2: AME Program Prerequisite Requirements General Education		
ENGL& 101	English Composition I	5
ENGL& 102	English Composition II	5
PHIL 131	Introduction to Ethics	5
PSYCH& 101 <i>OR</i> SOC 101	Introduction to Psychology <i>OR</i> Introduction to Sociology	5
Choose one	Science course with lab*	5
	Total	25

*Choose any course from the appropriate category on the AA Transfer Guide found here:

<http://wwcc.edu/CMS/fileadmin/PDF/AAGuide.pdf>

Table 3: AME Program Prerequisite Courses Lower Division Major Courses		
ACCT& 201	Principles of Accounting	5
BUS& 101	Introduction to Business	5
BUS 102	Customer Service	5
BUS 112	Business Mathematics	5
BUS 136	Business Communications I	5
BUS 137	Business Communications II	5
BUS 157	Human Relations in Business	5
BUS 192	Business Leadership Seminar I	3
BUS& 201	Business Law I	5
BUS 210	Principles of Marketing	5
BUS 217	Computer Software Applications	5
BUS 292	Business Leadership Seminar II	3
CS 110	Introduction to Computers and Applications	5
	Total Lower Division Major Course	61

Standard (4): General education component

A total of 60 credits of general education coursework is required for graduation from the BASAME (see table 3); 25 of those credits will be completed within the AAAS degrees as outlined in the above section including course work in communications, natural sciences (lab), social sciences, and humanities. The additional 35 credits will include courses from communications, quantitative skills, natural sciences (non-lab), social sciences, and humanities. A new upper division general education course, PHIL 330 Professional Ethics will be created for the BASAME program.

Table 4: General Education Requirements		
Communication		
ENGL& 101	English Composition I	5
ENGL& 102	English Composition II	5
CMST 201 <i>OR</i> CMST 220	Intercultural Communication <i>OR</i> Public Speaking	5
	Total Communications	15
Quantitative Skills		
MATH 201	Introduction to Statistics	5
	Total Quantitative Skills	5
Humanities		
PHIL 131	Introduction to Ethics	5
PHIL 330	Professional Ethics	5
	Total Humanities	10
Social Science		
PSYCH& 101 <i>OR</i> SOC 101	Introduction to Psychology <i>OR</i> Introduction to Sociology	5
ECON 201	Fundamentals of Macroeconomics	5
ECON 202	Fundamentals of Microeconomics	5
GEOC& 207	Economic Geography	5
	Total Social Sciences	20
Natural Science		
Choose one	Science course with lab	5
GEOG 105	Physical Geography	5
	Total Natural Sciences	10
	Total General Education Credits	60

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

Based on research in the field and advisory committee input. WWCC will create the following upper division business courses for the BASAME. Full course descriptions and outcomes can be found in Appendix A.

Table 5: Upper Division Major Courses		
BUS 310	Foundations of Management, Leadership, and Entrepreneurship	5
BUS 320	Legal Aspects in Business	5
BUS 330	Human Resources for Managers	5
BUS 340	Digital Marketing	5
BUS 350	Entrepreneurial Finance	5
BUS 360	Project Management	5
BUS 370	Management Information Systems	5
BUS 410	Operations Management & Logistics	5
BUS 420	Business Strategy and Sustainability	5
BUS 450	Financial Management	5
BUS 480	Technical Writing	5
BUS 495	Business Capstone	5
Total Upper Division Major Courses		60

Table 6: BAS Applied Management and Entrepreneurship Requirements	
	Credits
General Education Courses	60
Lower Division Major Courses	61
Upper Division Major Courses	60
Total Degree Credits	181

Criteria 2: Qualified faculty

All full-time faculty teaching in the BASAME program hold master's degrees (see Table 6). They are required to complete certification as Washington professional and technical college instructors. All part-time faculty hired to teach in the BASAME program will be required to have a Master's degree in an appropriate field.

Table 7: Faculty Profiles		
Faculty Name	Credentials	Courses Qualified to Teach
Krista Mahan	MEd – Business Education	BUS 495 – Business Capstone BUS 490 – Applied Management Internship
Joseph Cooke	MS – Master of Taxation JD - Law	BUS 450 – Financial Management BUS 320 – Legal Issues in Management BUS 350 – Entrepreneurial Finance BUS 480 – Technical Writing
Tim Burgoyne	MBA PhD Public Policy & Social Justice (expected graduation 2017)	BUS 310 – Foundations of Management BUS 340 – Digital Marketing BUS 410 – Management & Logistics
Need PHIL Instructor	PhD	PHIL 330 – Professional Ethics

Additional faculty needed to teach:

BUS 330 – Human Resources for Managers

BUS 360 – Project Management

Table 8: Support Staff for BASAME Program		
Support Staff	Role	Credentials
Jerry Anhorn	Dean of Workforce Education and Applied Bachelor's Programs	MS Agriculture Technology
Cindy Walker	Assistant Dean for BAS Programs, Business, and Computer Science	BA General Business Pursuing MA
0.5 BAS Program Navigator To be hired	Outreach and Retention	
0.5 Secretary Lead To be hired	Program Support	

Criteria 3: Selective admissions process consistent with an open-door institution

Open Access

Walla Walla Community College operates under an open-door admission policy granting admission to all applicants who are 18 years of age or older and/or graduated from high schools accredited by a regional accrediting association (Administrative Policy 7-010). The College's values will apply to the Applied Management and Entrepreneurship BAS program, and will guide the program's selection process. One of the goals of the selection process is that BASAME participants will mirror or exceed the student diversity of WWCC. To help meet this goal, a set of admissions criteria, an applicant selection process, and participant monitoring will support the BASAME admission process. In addition, the AME Program Navigator will develop a recruiting and outreach plan designed to attract a diverse applicant pool.

Admissions Criteria

The following admissions criteria have been identified as creating opportunities for a broad spectrum of applicants as well as optimizing the likelihood of successful completion of the Applied Management and Entrepreneurship BAS degree.

Admissions Criteria for the Applied Management and Entrepreneurship BAS degree program:

- WWCC BAS applicants must complete an AAAS in Business and Management or Business Administration with a grade of 2.5 or higher in all degree program courses and a 2.0 or higher in all general education courses.

- Completion of all pre-requisite courses.

OR

- Completion of an equivalent AAAS degree from an accredited college with a grade of 2.5 or higher in all degree program courses and a 2.0 or higher in all general education courses.
- Completion of program pre-requisite courses.
- An application packet which includes:
 - Completed WWCC Admissions Form
 - Completed BAS Program Application
 - Resume
 - Official College Transcripts

Selection Process

If the number of qualified applicants exceeds space availability, the selection committee will proceed to evaluate the individual applicants on specific criteria and identify those to be invited to participate. The selection process for the Applied Management and Entrepreneurship BAS program will be conducted by a committee that includes the BASAME Program Navigator, a BASAME faculty representative, and the assistant dean. The selection committee will first review each application packet to identify those applicants who meet the admissions criteria.

This process includes the following steps:

1. Review each application packet and rate each applicant based on evaluation criteria.

Application Requirements	Maximum Points	Notes
Cumulative College Level Associate Degree GPA	30	Multiply cumulative GPA by 7.5 to determine total points
Average GPA for in the following core required courses: ACCT& 201, BUS& 101, BUS 102, BUS 112, BUS 136, BUS 137, BUS 157, BUS 192, BUS& 201, BUS 210, BUS 217, BUS 292, CS 110	40	Multiply average GPA by 10 to determine total points
Resume Quality	10	Based on Evaluation Rubric*
Paid or Unpaid Experience	20	Based on Work Experience Rating Scale
Total	100	

*Evaluation Rubric can be found in Appendix C

Paid or Unpaid Experience Rating Scale	
Amount of Experience	Points Possible
No experience in business or related Field	0
Less than one year of experience in business or related field	5
One to three years of experience in business or related field	10
Three to five years of experience in business or related field	15
More than five years of experience in business or related field	20

- Review and discuss the ratings of each applicant by the committee. Where significant disagreement exists regarding ratings for an applicant, the committee will review the applicant's data and reach a consensus on the rating.
- The cohort slots will be awarded based on applicant score from the selection committee.

Program Support for Diversity

Walla Walla County's population in 2015 was 21.6% Hispanic or Latino origin, while the State was only 12.4%. And while 88.6% of Walla Walla County's population 25 years and older during the years 2010-2014 were high school graduates, this graduation rate lags behind the 90.2% rate for the state. Over the same period, those holding a bachelor's degree or higher made up 26.5% of Walla Walla County residents age 25 and older compared to 32.3% of state residents.¹ As our community continues to diversify, the lag in educational attainment rates is projected to continue to decline. Part of WWCC's strategy to close this educational attainment gap is to add innovative and relevant educational pathways such as the BAS in Applied Management and Entrepreneurship. Table 8 includes information for WWCC enrollment demographics. Enrollment of 22% Hispanic/Latino is very close to the county's percentage of Hispanic or Latino population.

Table 9: 2014-2015 Student Enrollment Demographics	
Race/Ethnicity	
Asian/Pacific Islander	1%
African American	1%
Hispanic/Latino	22%
Native American	1%
Other/Multiracial	3%
Unknown	15%

¹ Walla Walla County profile: *population and educational attainment*
<https://esd.wa.gov/labormarketinfo/county-profiles/walla-walla>

White/Non-Hispanic	56%
Gender	
Female	58%
Male	42%
Assistance	
Eligible students receiving need based financial aid	67%

The BAS Program Navigator will:

- Recruit people of color who are WWCC program graduates. All eligible program graduates will receive information about the new program via email and direct mail.
- Recruit students from local high school business programs by presenting information during business classes. Attend high school career fairs.
- Recruit professionals to serve as role models and as members of the program's advisory committee. Graduates and professionals will be asked to give presentations to currently enrolled associate degree students to encourage them to pursue the bachelor's degree;
- Engage in targeted marketing efforts to encourage persons of color or persons from under-served populations to apply to the program;
- Apply best practices for identifying potential program hires from under-represented groups;
- Present information to businesses and professional organizations to recruit their employees of color or their employees from under-served populations to enroll in the BASAME program;
- Regularly assess recruitment/retention efforts from under-represented populations, and continually strive to improve the program's appreciation and respect for diversity.
- Hold extended orientations focused on diverse students which will include segments that address concerns such as academic preparation, finances, career exploration, and meaningful work experiences. Orientation for parents of diverse student populations will also be held.
- Implement faculty and staff development programs to help faculty and staff understand the needs of diverse populations.

Criteria 4: Appropriate student services plan

In keeping with BAS best practices across the state, WWCC will embed student services within the BASAME program. A BAS program navigator will be hired to provide a focused student support system. The program navigator will be the single point of contact for all students. The navigator will discuss career and educational goals with each student upon entry into the program and maintain student records. Navigator will meet quarterly with each student to discuss progress, determine if other student services are needed and plan future courses. If unable to meet with students in person, the navigator will contact students via phone and/or email.

Along with BAS instructors, navigators will monitor academic progress of each student. If retention services are needed, a plan will be created by the instructor and navigator based on the particular needs of the student. The plan could include academic and personal support services. The navigator will discuss needs of students with the appropriate student service personnel and monitor the progress of the student.

BASAME mandatory orientation sessions will discuss the expectations and policies of the program. Recorded sessions will be available to students and parents who can't attend onsite orientations or would like to review the orientation. Students will also be provided with a BASAME student handbook upon entrance to the program. The handbook will outline the program and include all policies surrounding the program or information where to find the policies on the WWCC website.

The BAS program navigator will initially meet with student services personnel to provide information regarding the BAS programs and explain the nuances of the programs. After initial information meetings, the navigator will hold quarterly BAS update meetings with student services personnel.

BASAME students will have access to all student services, resources, and activities available at WWCC. Examples of student services and resources are as follows:

Advising and Counseling Center: The Advising and Counseling Center houses career counseling and advising services. Counselors provide academic, career, and personal counseling. The services are free, voluntary, and confidential for WWCC students. Counselors are dedicated to supporting students in their pursuit of academic and personal growth.

Tutoring and Learning Center: Through providing high-quality peer tutoring in a welcoming space, the WWCC Tutoring and Learning Center (TLC) works to increase student success, efficacy, and self-advocacy. Tutoring services are available free of charge to all currently enrolled WWCC students. Tutors provide support in the fields of mathematics, science, writing, and study skills. A vital part of a strong learning community, peer tutors undergo training and

professional development in order to provide accessible and accommodating tutoring to fit diverse learning styles and strengths. Tutoring is available for writing by appointment and on a drop-in basis for all other content areas. Additionally, the TLC provides access to computers on a first-come, first-served basis. To ensure all BAS students have tutoring available for upper division courses WWCC plans to partner with the Connecticut Distance Learning Consortium to provide online tutoring assistance to students through eTutoring.

Transcript Evaluation: Full-time evaluators have extensive experience evaluating transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and student records for degree requirements when students near graduation. WWCC is committed to providing efficient time-to-degree for students and makes every effort to accept prior learning when appropriate.

Online Services: WWCC's website provides online access to campus services such as career information, online registration, financial aid support, and student records. Services are available 24/7 for students not able to drive to campus for face-to-face services.

Financial Aid: The WWCC Financial Aid Office assists students in applying for and accessing financial assistance, including grants, work-study, scholarships, and student loans. Some of the programs available to our students include: Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Washington State Need Grant, Federal and State Work Study and Federal Direct Student Loans.

Disability Support Services: WWCC is committed to providing access and promoting an atmosphere conducive to academic success for all who can benefit from post-secondary education. This includes providing accommodations to WWCC students with disabilities who are otherwise qualified to enroll in courses. WWCC complies with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the ADA Amendment Act that prohibits discrimination on the basis of a disability. An interactive and collaborative process is initiated when the student contacts the Coordinator of Disability Support Services and requests an accommodation.

Resource Center: The Resource Center at WWCC provides support and referral services to current and prospective students. The Center addresses the needs of individuals with personal or educational barriers that may interfere with their pursuit of an education. Staff works with returning adult learners, individuals with disabilities, single parents, displaced homemakers, and beginning college students who need support early in the educational process. Services are provided in three major areas: Financial Assistance, Student Support, and Disability Services. Should a student report a learning disability, they are referred to the Resource Center for counseling and evaluation. If it is determined a student has a verifiable disability, the department will consult with the Resource Center to determine what accommodations may be made to assist

the student to remain in the program and be successful. A minimum standard must still be met in all academic, laboratory and clinical work.

Veterans Services: WWCC serves veterans from a number of different programs, as well as dependents of veterans and individuals from the selected reserves. A veteran's education benefit specialist is available to veterans.

Library Services: Students have access to all library resources. Students can also access on-line library databases. These databases include articles appropriate for use by all BAS students conducting research. Remote assistance through email or telephone is available for students needing help when off campus. WWCC library is part of Ask-a-Librarian live chat research help service. Students can access this service 24 hours a day seven days a week. The Dean for Library Services and eLearning was consulted regarding additional resources needed for BAS students. The database IBISWorld was recommended for BAS student research.

The library provides support to the BASAME Program by teaching classes on database searches, APA formatting, online resources, and other topics as requested. BASAME students will be required to consult with a librarian to discuss research needs for their capstone projects. When the program has reached student capacity, a .30 FTE librarian will be added to specifically support BAS students. Two librarians on staff hold master's degrees in library science. One of the two will be designated the BAS librarian.

Internet Access and Technology Support: WWCC's Information Technology Services (ITS) provides a variety of services to support students in their learning, research, and other activities. All WWCC students have access to the campus Wi-Fi network. Computer labs are available for student use on campus. Students are encouraged to call the Helpdesk when in need of technical assistance. BAS students will have the option to check out a laptop computer each quarter.

eLearning: WWCC utilizes *Canvas* for its online learning platform and *Panopto* for lecture capture. BAS instructors will regularly record lectures. All BAS courses will have an accompanying Canvas course site containing course materials, lectures, and additional resources. A campus eLearning director and team provide training and support for faculty and students.

Student Study Space: There are many study spaces throughout the campus, including private study rooms in the campus library which students may reserve.

Crisis Counseling: If a student is having difficulty academically, the appropriate faculty member will counsel the student. If needed, remedial assistance can be assigned to bring a student's grades up to a minimal passing level. Students with personal issues or problems are referred to the Counseling Department.

Criteria 5: Commitment to build and sustain a high quality program

WWCC is committed to developing and maintaining a BAS degree in Applied Management and Entrepreneurship. It is a natural progression for many of WWCC's two-year business graduates who need to stay in the region. Students, employers, and advisory committee members are all strongly supportive of the degree. Advisory committee members include representatives from Baker Boyer Bank, Express Professionals, Valley Transit, Total Bookkeeping, Banner Bank, Bottom-Line Business Services, Public House 124 and several others. The companies represent a wide range of businesses located in the region.

Table 11 lists the expenditures for the program. WWCC is also proposing a BAS Sustainable Agriculture Systems program (BASSAS). Many of the expenses for these programs will be shared. The BASSAS and BASAME program have six courses in common. Each program will have 1.5 faculty support bringing the total new faculty to three. Library expenses will also be shared making the total library allocation for years one through four \$10,000. In year five, when both programs have met capacity, a .3 FTE BAS librarian will be added. Each BAS program will contribute 50% to the BAS librarian.

Good and services, travel, and equipment listed in Table 11 are exclusive to the BASAME program. The goods and services budget will mainly cover the additional marketing costs for promoting the program. Travel is allocated to the program navigator, assistant dean, and instructors traveling to advertise the new program at state conferences, and at high school programs. Instructors will also attend appropriate professional development workshops and conferences.

The BASAME program will be funded with tuition and fees (see Tables 10-12 for details). BAS fees will be assessed at \$100 per quarter per student. The \$100 fee includes a \$50 technology fee, and a \$50 course consumables fee. The technology fee will pay software and computer updates for the program.

Projected Program Enrollments

Table 10 Five Year Enrollment Projections					
Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Full-Time Students Start	15	15	18	20	22
Second Year Students Continue		14	14	16	18
Attrition		(1)	(1)	(2)	(2)
Total	15	29	32	36	40

Notes: Cohort Expanded years 2020-2021, 2021-2022, 2022-2023. Full Capacity reached 2022-2023.

Projected Program Expense

Table 11: BASAME Budget Expenditures					
	FY2018	FY2019	FY2020	FY2021	FY2022
1 F/T Faculty (3% COLA)	57,000	58,710	60,471	62,285	64,154
0.5 F/T Faculty (3% COLA)		28,500	29,355	30,236	31,143
Hourly/Temp Faculty	5,000	5,000	5,000	5,000	5,000
0.5 BAS Navigator (3% COLA)	24,000	24,720	25,462	26,226	27,013
Benefits (35%)	29,050	39,844	40,987	42,164	43,376
Goods & Services	15,450	15,914	16,391	16,883	17,389
Library Support additional .15 FTE year five	5,000	5,000	5,000	5,000	12,500
Equipment	2,000	2,000	2,000	2,000	2,000
Travel	10,000	10,300	10,609	10,927	11,255
Total Expenditures	\$90,500	\$189,988	\$195,275	\$200,721	\$213,830

Projected Program Revenue

	FY2018	FY2019	FY2020	FY2021	FY2022
FT Tuition* (Based on 2017-18 Tuition Rates)	82,530	159,558	176,064	198,072	220,080
BAS Quarterly Fees	4,500	8,700	9,600	10,800	12,000
Application Fees	750	750	900	1,000	1,100
Total Income	87,780	169,008	186,564	209,872	233,180
Total Expenditures	-90,500	-189,988	-195,275	-200,721	-213,830
Total Revenue	-2,720	-20,980	-8,711	9,151	19,350

*Note: Tuition calculated based on WA State Community College Tuition using program retained FT student quarterly tuition of \$1,834.

Program Facilities, Equipment, Technology, and Instructional Resources

The BASAME program will use existing classrooms and computer labs. Project management software will be purchased for use with the project management course.

Based on the recommendation of the Dean for Library Services and eLearning, a library database subscription, IBISWorld, will be purchased to support both faculty and student research needs. This will be the only business-specific database the library will carry. The subscription includes: U.S. Industry Reports (NAICS), US Industry iExpert Summaries, US Specialized Industry Reports, US Specialized Industry iExpert Summaries and US Business Environment Profiles. In addition to the national reports, IBISWorld includes state and regional industry reports. This option will allow students to complete research for the local area when completing assignments. Instructors in the business department are familiar with the database and feel it would be a beneficial tool for BASAME students. The database is being purchased specifically for BASAME students. However, all WWCC students will have access to the database. Students in lower division business courses will use it for their assignments and be familiar with it upon entering the BASAME program. Because of the crossover of the BASAME and the BASSAS programs, the database will also be used by the BASSAS students. The BASSAS students will be able to research agriculture business reports for the region. The cost of the database is included in the library allocation in the BASAME expenses.

WWCC is committed to supporting ongoing faculty development through faculty participation in national workshops and conferences. New and advanced software and hardware are continually

being introduced in the work place. Because of this, faculty regularly receives training on new software and hardware so they can prepare students to work with the latest technologies.

Criteria 6: Program specific accreditation

WWCC will not be seeking specialized program accreditation for the BAS in Applied Management and Entrepreneurship.

Upon approval of the BASAME by the SBCTC, WWCC will submit to NWCCU an application and proposal to allow WWCC to grant bachelor level degrees.

Criteria 7: Pathway options beyond baccalaureate degree

Graduates from WWCC's BASAME 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 CTCs within Washington, the graduates from WWCC's program should have no problem transferring to an MBA program.

Eastern Washington University will consider an articulation with the BASAME program to their MBA program the third week of October 2017. See email Appendix B.

The state-wide articulation agreement with Western Governor's University will allow WWCC BASAME graduates to pursue several master's degrees.

Criteria 8: External expert evaluations of program

Expert reviews were provided by two university professors from different universities. Both evaluations with reviewer biographies are located in Appendix D.

The first evaluation is from Arsen Djatej, PhD., Professor of Accounting, Eastern Washington University. Dr. Djatej's Curriculum Vitae is attached to this proposal. Notable comments and recommendations along with WWCC's responses are listed in Table 13. The evaluation in its entirety is located in Appendix D.

Table 13	
Concept and Overview	<i>Is the overall concept of the degree program relevant and appropriate to current demands as well as to accepted academic standards? Will the program lead to job placement?</i>
	<p>Comment</p> <p>The overall concept of the degree is relevant and appropriate for success with employers. Accepted academic standards are met. There is an existing demand for graduates on regional and global</p>

	marketplaces. However for the program to lead to job placement the faculty and administration must focus on developing new relationships and maintain existing partnerships with employers and engage outside stakeholder in their efforts. Furthermore, faculty should put more effort on teaching student job-finding skills.
	<p>Response</p> <p>The faculty and administration will continue to focus on developing new relationships and maintaining existing partnerships.</p> <p>Preparation of job-finding documents has been added as an objective in BUS 480 Technical Writing.</p>
Academic Relevance and Rigor	<i>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?</i>
	<p>Comment</p> <p>Yes, the courses align with potential employers' needs and demand. The upper division courses are relevant to industry and upper level courses clearly demonstrate standard academic rigor. However, given the emphasis on Entrepreneurship I would prefer going beyond the "...clear financial information..." in BUS 350 Entrepreneurial Finance to what the SBA calls "financial projections" or, what is called forecasted financial statements. To accomplish this perhaps ACCT 201 – Principles of Accounts content should be expanded. Limited expansion of the content in ACCT 201 would also complement students in their ability to pass BUS 450 and required financial statement analysis.</p>
	<p>Response</p> <p>The suggested inclusion of information regarding forecasted financial statements has been added to BUS 350.</p>

The second evaluation is from Erik Spoelstra, PhD., Curriculum Program Manager, College of Business, Western Governors University. Notable comments and recommendations along with WWCC's responses are listed in Table 14. The evaluation in its entirety is located in Appendix D.

Table 14	
Degree Learning Outcomes	<i>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</i>

	<p>Comment: I think the degree learning outcomes demonstrate appropriate baccalaureate degree rigor. They are at the appropriate level and would allow the graduate to apply a good foundation of business knowledge to a particular workforce in the business field. The only aspect of the degree outcomes that I felt were missing was an outcome related to general business strategy. In a management and entrepreneurial degree program, a general business strategy outcome is essential for success in a start-up and/or major organization.</p>
	<p>Response:</p> <p>Added outcome related to business strategy page 5: Explain and discuss strategic objectives relating to business situations.</p>
<p>Academic Relevance and Rigor</p>	<p><i>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?</i></p> <p>Comment: I do think in general the courses align with employer needs and demands for mature organizations who are looking for managers. As far as investors or other stakeholders looking for involvement in entrepreneurial opportunities with start-ups, there needs to be more of a focus on entrepreneurial content throughout the program. It seems that most of the program focuses on management and leadership and if the program title includes Entrepreneurship, it should be more present at the surface of a program glance. An opportunity could be to include the word “Entrepreneurship” in the course title of BUS 310. The title of this course would then read as “Foundations of Management, Leadership, & Entrepreneurship”. This allows potential students to review the program at a glance and feel comfortable that they will be learning about entrepreneurial business. Another course that is missing an important element is BUS 320 (Legal Issues in Management) which is the elements of Torts. Within the content of contracts, torts needs to be included.</p> <p>The upper division courses are relevant to the industry of business but are also missing some key elements that would lend more student success in the workplace. These elements include a course in basic entrepreneurial concepts of how to actually start a business and be successful. There is an Entrepreneurial Finance course that is a large part of starting a business but that is not all of it. The other elements of research, product/service development, organizational structure, and strategy are also elements that have to be considered</p>

	<p>when starting a business. Other courses that could be considered standard for baccalaureate degree programs in management include Organizational behavior and Business Strategy. These courses were not included in the BASAME Program Proposal.</p> <p>Another element that was not included in the narrative of the program is a discussion on prerequisites. I did not notice that there were any recommended prerequisites until I read the appendix of course descriptions and outcomes. I would include a narrative of prerequisites much earlier on the program proposal.</p>
	<p>Response:</p> <p>Added Entrepreneurship to BUS 310 course title.</p> <p>Changed title of BUS 320 Legal Issues in Management to Legal Aspects of Business. Added business tort to course description. Added prerequisite BUS& 201 Business Law I.</p> <p>Objectives of BUS 310 include organizational behavior.</p> <p>Created new course BUS 420 Business Strategy and Sustainability.</p> <p>Standard 3 discusses prerequisite requirement of AAAS in Business to be accepted into the BASAME. Table 2 lists all the required courses for the AAAS.</p>
<p>General Education Requirements</p>	<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: For the most part, the general education requirements are suitable for a baccalaureate level program.</p> <p>There are specific elements that are missing from general Education requirements. This would include a Critical Thinking and Logic course, an Algebra course, and a History course. These are pretty standard courses found in the GE requirements at the baccalaureate level at a national level. Inclusion of a Critical Thinking and Logic course would show potential employers that students now how to think critically and solve problems/overcome challenges a potential business employer would have. An algebra course would prepare students to be more successful in the Introduction to Statistics course and a History course can be found as pretty standard among most colleges and Universities.</p>
	<p>Response:</p>

	Because of the nature of the Bachelor of Applied Science Degree, the focus of the degree is on applied courses rather than general education courses. The students take more applied business courses rather than general education courses. The proposal meets the SBCTC requirements for general education courses in a BAS program.
--	---

Reviewer Bio:

My name is Dr. Erik Spoelstra. I have a PhD in Business Administration with a specialization in Organizational Leadership. I have been in the education industry leading business curriculum for over 13 years. I have held multiple positions in gaining that experience from Curriculum Development Manager to Assistant Dean of Curriculum. Higher education is very important to me and one of the most important qualities I have gained throughout my experience is to be student obsessed. Being student obsessed means making sure all is being done to ensure the students are successful in gaining the knowledge and skills necessary to enter the workforce and obtaining the goals they have set for themselves. I live by the moto of “the more education, the more opportunities are available to you” and I am happy to be an instrument in the students hand in helping them reach their ultimate goals. Life is a journey, learn as much as you can along the way!

Appendix A: Course Descriptions and Outcomes

BUS 310 Foundations of Management, Leadership and Entrepreneurship 5 credits

This course is the foundational core of the bachelor's program and is designed to provide students with a broad overview of the foundations of management, leadership, entrepreneurship from a theoretical and practical perspective. This course focuses on integrating theory into higher level critical thinking allowing managers to apply theory to real world business problems. Topics covered will include terminology, strategies and techniques to manage/lead people, leadership, motivation, team building, change, group dynamics and conflict, as well as entrepreneurial applications for leadership in a start-up.

Course Outcomes:

- Solve organizational issues using critical thinking skills to apply theories and concepts
- Assess organizational structure and management strategies required in various business settings and applications
- Design a plan for managing change within an existing organization incorporating management and leadership theory
- Design a management implementation plan for a business start-up

BUS 320 Legal Aspects of Business 5 credits

This course focuses on the state and federal laws that govern business behavior and organizational strategy including; compliance, legal terminology, contractual capacity, business tort, corporate ethical responsibilities, negotiations, safety, project liability, and environmental regulations. This course will also focus on the unique issues associated with intellectual property and entrepreneurial endeavors.

Prerequisite: BUS&201 Business Law I.

Course Outcomes:

- Formulate legal arguments with correct legal terminology, legal concepts and selected areas of law affecting business transactions, intellectual property and business start-ups
- Apply state and federal laws to written communication
- Propose terms and conditions of a contractual agreement negotiated between two or more parties
- Evaluate actions and related consequences to critical decisions
- Assess ethical cases and apply appropriate case law and arguments to solutions
- Apply case law to corporate environmental and social responsibility

BUS 330 Human Resources for Managers 5 credits

This course integrates the policy and practice of the human resource profession as it pertains to resource utilization, employee selection, recruitment, training, motivation, evaluation and compensation. Students will understand legal concepts of human relations related to labor relations and EEO legislation. This course will focus on human resource practices at both start-up organizations and small to large businesses, including ethical and social responsibility of hiring practices.

Course Outcomes:

- Compose and analyze job descriptions with the goal of recruiting a diverse and qualified candidate pool
- Differentiate between legal and illegal hiring practices to explore the role of ethics and hiring bias
- Apply EEO legislation and labor relations-related legal arguments to various hiring scenarios
- Design an employee training program to increase participation and motivation in the workplace by assessing personal motivational factors

BUS 340 Digital Marketing 5 credits

This course will focus on developing the skills necessary to design and implement a digital marketing strategy for business growth. Students will explore how internet technology is driving business change and market strategies and opening opportunities for new markets entry. This course will focus on e-marketing for direct to consumer and business to business models, social media, internet promotion, network and facilitation services, as well as appropriate design and experience elements necessary for marketing effectiveness. Prerequisite: BUS 210 Principles of Marketing.

Course Outcomes:

- Evaluate the effectiveness of internet sites that carry out the marketing activities of content, network service, promotion and sales
- Evaluate the effectiveness of an existing digital marketing campaign using current digital analytical tools; present findings in a report appropriate for a stakeholder meeting
- Compose a report appropriate to present findings in a stakeholder meeting
- Design an effective digital marketing plan

BUS 350 Entrepreneurial Finance 5 credits

This course will focus on the financial terminology, concepts and structures of entrepreneurial organizations. Students will understand the relationship between risk and return, cost of capital, start-up structures and governance, and stock/bond valuation. Students will evaluate financial projections and analyze financial statements. The course will also cover how to fund a start-up through angel investors, corporate investment, and private investment. Recommended Pre-requisite AGRI 220 Agriculture Finance.

Course Outcomes:

- Prepare a financial plan appropriate for a start-up organization
- Analyze and evaluate risks and benefits of funding options available to a start-up organization
- Create an investment opportunity packet appropriate for interested investors
- Identify and describe a target audience for business start-up proposal
- Present and defend investment opportunity, including financial projections, while using persuasive speaking methods and clear financial information with the purpose of obtaining entrepreneurial investors
- Evaluate business plan proposals

BUS 360 Project Management 5 credits

This course provides students with an understanding of the application of project management to both corporations and start-up projects, including the four knowledge areas of scope, time, cost and quality. Students will utilize project management software tools to manage a project while working in a virtual team environment to gain experience working with a global marketplace.

Course Outcomes:

- Construct project plans using the most appropriate project management software
- Solve problems within project plans within project management software
- Evaluate the critical success factors that play a role in the success of a project by applying the four knowledge areas of project management
- Use project management software to monitor the progress and success of an ongoing project
- Compose reports for stakeholders on projected outcomes and deliverables
- Formulate and defend a project plan utilizing a global workforce to maximize flexibility of a start-up organization

BUS 370 Management Information Systems 5 credits

This course will explore the dynamic relationship and challenges associated with the integration of information systems within the modern business enterprise. Emphasis will be placed on the importance of strategic decision making related to implementation of enterprise systems, emerging technology, network and information security, and collaborations within a global marketplace.

Course Outcomes:

- Explain capabilities that Information Systems can provide for an organization using appropriate vocabulary
- Evaluate information systems solutions for application in a start-up organization and a large corporation
- Explore analytical tools used to evaluate success of information system implementations
- Analyze factors that lead to success or failure in systems implementations
- Create a plan for information security and disaster recovery
- Explore emerging technologies for the future of Information Technology
- Propose application of emerging technologies to a business case

BUS 410 Operations Management & Logistics 5 credits

This course explores the concepts related to the management of labor, materials, knowledge, equipment, goods and services. Students will understand and apply the concepts of Total Quality Management (TQM), Just In Time (JIT), forecasting, inventory theory and supply chain management. This course will focus on business start-up issues and the expansion of our global marketplace.

Course Outcomes:

- Explain the various transactions that accompany the movement of goods and services throughout the globe
- Analyze business scenarios, including operations related to purchasing, inventory, management, manufacturing, distribution and related functions
- Identify current issues affecting operational decisions in product and service related industries
- Explore political and cultural issues affecting movement of products in a global marketplace
- Design a project plan for a start-up organization that integrates TQM, JIT, forecasting, inventory theory and supply chain management concepts

BUS 420 Business Strategy and Sustainability

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

- Explore the underlying theory and frameworks that provide the foundations of a successful business strategy
- Utilize critical thinking skills to analyze the competitive environment
- Apply understanding of SWOT, Competitor, Environmental, and Capabilities Analyses
- Define and identify the key characteristics of business systems as they pertain to sustainability
- Link competitive strategy and sustainability to assess strategic opportunities and risks
- Develop a sustainable business strategy in a field of interest and create a persuasive proposal that advocates this solution

BUS 450 Financial Management 5 credits

This course will focus on corporate financial management and the concepts associated with the allocation of scarce resources across assets over time. Students will utilize spreadsheets and other analytical methods to study issues and problems related to corporate finance. Specific 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: ACCT& 201.

Course Outcomes:

- Assess the performance of firms using appropriate technology and financial statement analysis
- Compose a report reviewing financial statement analysis appropriate for a stakeholder meeting
- Analyze a business problem related to the financial management of an organization
- Gather the necessary data to solve a business problem
- Using appropriate calculations, make conclusions and state those conclusions in words
- Use numerous financial formulas to help with making financial decisions of allocating capital including time values of money, loan valuation, stock valuation, interest rate determination, discounted cash flow analysis, capital budgeting, and foreign exchange determination

BUS 480 Technical Writing 5 credits

This course will focus on the practice of preparing technical writing documents for use in the workplace or academic settings. Students will employ various methods of analyzing and writing for different audiences and purposes using traditional and online resources for problem solving, research, documentation and editing. Prerequisites: ENG& 101

Course Outcomes:

- Compose varied length, ethical, appropriately researched, logically organized and informative written documents that meet intended goals in a given situation
- Employ the theories of document design to improve the readability of technical writing
- Synthesize large amounts of information into readable documents designed for multiple audiences
- Apply word usage appropriate for technical and non-technical audiences
- Interpret and reframe information (statements, visuals, graphs, statistics, etc.) to clearly communicate complex ideas and information
- Compose a resume and letter of introduction

BUS 495 Business Capstone 5 credits

To address the transition from school to work, students will compile, organize, and present a capstone project based on the Bachelor of Applied Management & Entrepreneurship degree outcomes. Within a clearly-defined framework, the capstone process allows students choice in the format of their project to document and share fulfillment of the degree outcomes. The capstone project provides students with the opportunity for an authentic demonstration of competence in the key outcome areas identified for the degree. Students are required to demonstrate that they have fully understood, synthesized, and can apply what they have learned to their practice. In addition to a focus on overall ability, students are encouraged to include an area of interest or specialization.

Course Outcomes:

- Apply critical thinking, analysis, and communication skills that integrate the core academic areas of applied management and entrepreneurship to a specific problem or case study.
- Prepare, present and implement a project plan that demonstrates financial and legal knowledge and incorporates ethical principles
- Identify, research, implement, and report on an entrepreneurial idea creating value for investors and stakeholders.

PHIL 330 Professional Ethics 5 credits

Investigates ethical problems in business through ethical theory and case studies. Involves original research and discussion of business related ethical issues such as social responsibility in corporate governance, proprietary information, whistle-blowers, sustainability as a value system, and equity in hiring and advancement. Pre-Requisite PHIL 131 Introduction to Ethics

- Analyze, explain and evaluate ethical principles and the philosophical arguments that bear on them.
- Apply and justify ethical principles to a broad range of ethical issues in business.
- Distinguish, and develop, and assess varying strategies for dealing with varying cultural perspectives on business related ethical issues.
- Analyze case studies in business ethics and apply and defend ethical principles in evaluating these.
- Evaluate arguments for and against proposed solutions to ethical problems in business practices.
- Explain and defend sustainability as a value system in a business setting

Appendix B: Email from EWU

From: Ericson, Jill <jericson1@ewu.edu>
Sent: Sunday, September 24, 2017 1:07 PM
To: Djatej, Arsen; Cindy Walker
Subject: Re: Walla Walla Applied Baccalaureate Proposal

Hello, Cindy.

Arsen Djatej shared your email with me. Our faculty just returned for last Wednesday's start of our Fall quarter, so faculty committees are just getting formulated for the academic year. I can put this topic on the MBA Curriculum Committee's agenda but that group will not convene for the first time until the third week of October. Do you need a more immediate response to this? If so, I am heading out of town on business for the next two weeks but I can confer with the dean via email tomorrow to see if it is appropriate to do what would need to be done to get you a faster answer.

Jill Ericson

From: Djatej, Arsen
Sent: Thursday, September 21, 2017 5:14:15 PM
To: Cindy Walker
Cc: Ericson, Jill
Subject: RE: Walla Walla Applied Baccalaureate Proposal

Let me talk to our MBA director on this.
Thanks
Arsen

From: Cindy Walker [mailto:cindy.walker@wwcc.edu]
Sent: Thursday, September 21, 2017 3:45 PM
To: Djatej, Arsen <adjatej@ewu.edu>
Subject: Walla Walla Applied Baccalaureate Proposal

Hi Arsen,

Our state board asked if the new BAS in Applied Management and Entrepreneurship graduates would be prepared and eligible to enroll in your MBA program at Eastern. What are your thoughts on this?

Cindy Walker
Assistant Dean for Business, Computer Science, and BAS Programs
Walla Walla Community College
509.524.4809

Appendix C: Resume Rubric

Resume Rubric for Bachelor of Applied Science Applied Management and Entrepreneurship

Components	Unacceptable – 0 pts	Poor – 1 pt	Good -- 3 pts	Excellent – 5 pts	Total
Presentation/Format/ Spelling/Grammar	<ul style="list-style-type: none"> Unbalanced margins Format detracts from strengths and information Fonts distract from readability 10 or more spelling errors 10 or more grammar errors 	<ul style="list-style-type: none"> Somewhat balanced margins Format identifies strengths and information No variation in fonts and/or point size 5-9 spelling errors 5-9 grammar errors 	<ul style="list-style-type: none"> Balanced margins Format identifies strengths and information Appropriate fonts and point size used 1-4 spelling errors 1-4 grammar errors 	<ul style="list-style-type: none"> Balanced margins with eye appeal Format highlights strengths and information Appropriate fonts and point size used with variety No spelling errors No grammar errors 	
Content -- Job/Volunteer Specific information	<ul style="list-style-type: none"> Missing key resume sections such as education or experience No extra information given to enhance resume Lack of action phrases Information does not clearly demonstrate ability to perform an sustainable agriculture related job 	<ul style="list-style-type: none"> All sections covered with minimal detail Minimal extra information given to enhance resume Most duties/skills lack action phrases Some information demonstrates ability to perform a sustainable agriculture related job 	<ul style="list-style-type: none"> All sections covered in some detail Extra information given to enhance resume A few duties/skills lack action phrases Information demonstrates ability to perform a sustainable agriculture related job Some professional terminology used when describing skills 	<ul style="list-style-type: none"> Career progression evident All sections covered in detail Relevant extra information given to enhance resume Action phrases used to describe duties and skills Information clearly demonstrates ability to perform a sustainable agriculture related job Professional terminology used when describing skills 	
				Total Score	

Appendix D: Reviewer Comments

College Name:	Walla Walla Community College	BAS Degree Title:	Applied Management and Entrepreneurship
Reviewer Name/ Team Name:	Arsen Djatej Phd	Institutional or Professional Affiliation:	College of Business and Public Administration Eastern WA University
Professional License or Qualification, if any:	Certified Public Accountant Illinois	Relationship to Program, if any:	None. External Expert Reviewer
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	The overall concept of the degree is relevant and appropriate for success with employers. Accepted academic standards are met. There is an existing demand for graduates on regional and global marketplaces. However for the program to lead to job placement the faculty and administration must focus on developing new relationships and maintain existing partnerships with employers and engage outside stakeholder in their efforts. Furthermore, faculty should put more effort on teaching student job-finding skills.		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	The program learning outcomes (#1 through #7) exceed rigor requirements for a baccalaureate degree, especially viewed in the context of the detailed course outcomes listed for the Upper Division Major		

	Courses. In addition, this academic entity has all the tools and capacity to maintain and strengthen inspired creative teaching.
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	Yes, the curriculum is in alignment with the program's Statement of Needs Document. I, however, observe that the only marketing is limited to BUS 340 Digital Marketing. However, this institution compensates limited marketing course offering at upper division by offering comprehensive BUS 210 Principles of Marketing as an AME Program Prerequisite Lower Division Major Course.
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	Yes, the courses align with potential employers' needs and demand. The upper division courses are relevant to industry and upper level courses clearly demonstrate standard academic rigor. However, given the emphasis on Entrepreneurship I would prefer going beyond the "...clear financial information..." in BUS 350 Entrepreneurial Finance to what the SBA calls "financial projections" or, what is called forecasted financial statements. To accomplish this perhaps ACCT 201 – Principles of Accounts content should be expanded. Limited expansion of the content in ACCT 201 would also complement students in their ability to pass BUS 450 and required financial statement analysis.
e) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Yes, the general education requirements are strong in communications and social science, which are key foundations for the academics study of business. General education courses meet breadth and depth requirements in their content, structure and delivery modes.
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Yes, the degree concept, learning outcomes, and curriculum prepare graduates to enter and succeed in business graduate programs, especially graduate level degree programs in Entrepreneurship,

	Management, Marketing, Operations Management, HR, and general M.B. A. Specialized master degrees in accounting or economics would likely require additional preparation.
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Faculty qualifications exceed expectations. They should be more than adequate to teach and grow the program. The program maintains an adequate number of individuals with terminal graduate degrees and their academic pedigree suggests that they have enough academic preparation to continually improve the curriculum.</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, the college definitely have more than enough resources to sustain and advance the program largely due the numbers for BASME Expenditures (Table 10) and BASME Budget Revenue (Table 11) which clearly indicates that the necessary resources are there.</p>
i) 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>Yes the program received approval from an Advisory Committee and upper division business courses have been developed based on advisory committee input.</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>This program of study is definitely well-conceived, well-designed, and carefully constructed in order to succeed on its own. It contains relevant courses and desired content, a high degree of integrated learning, and clear pathways for students to succeed in regional and global economies. I will, however encourage to better integrate and make a stronger emphasis on forecasted financial statement in the content of BUS 350. And to construct BUS 450 to require financial statement analysis. Both of which seem to require little expansion and materials covered in ACCT 201.</p>

College Name:	Walla Walla Community College	BAS Degree Title:	Bachelor of Applied Science in Applied Management and Entrepreneurship
Reviewer Name/ Team Name:	Dr. Erik Spoelstra - External Reviewer	Institutional or Professional Affiliation:	Western Governors University
Professional License or Qualification, if any:	PhD - Business Administration, Specializing in Organizational Leadership	Relationship to Program, if any:	External Subject Matter Expert – Program Reviewer
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment: I think overall the program is relevant and appropriate to current employer's demands in general. There are some aspects of the program that I feel are missing that may be pertinent to employer's demands and standard across the national business industry which include critical thinking and logic skills, an understanding of organizational behavior, and knowledge of general business strategy tactics. These are skills that a business employer generally likes to see in an established organization as well as being able to collaborate and work with different types of people. Being a critical thinker and the ability to some challenges they will encounter in the workplace is critical to the success of the student being placed in the workplace environment. These are skills that they would learn through these types of courses.</p> <p>Since no programmatic accreditation will be pursued for the Bachelor of Applied Science in Applied Management and Entrepreneurship (BASAME) program, these elements may not be accepted academic standards but more general inclusion in most bachelor's programs. More specifics on the missing elements throughout the program will be discussed in section "d" below.</p>		
	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		

b) Degree Learning Outcomes	<p>Comment: I think the degree learning outcomes demonstrate appropriate baccalaureate degree rigor. They are at the appropriate level and would allow the graduate to apply a good foundation of business knowledge to a particular workforce in the business field. The only aspect of the degree outcomes that I felt were missing was an outcome related to general business strategy. In a management and entrepreneurial degree program, a general business strategy outcome is essential for success in a start-up and/or major organization.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment: The curriculum does align with the program's Statement of Needs Document. I think at a basic level, a graduate would be prepared with the business knowledge to be successful in the areas of demand including the Financial Administrative Assistant, medical Administrative Assistant, Administrative Office professional, Accounting (at the book keeping or assistant level), and Wine Business. I do think however that if students are currently working in those areas of business and desire to progress to higher positions, they will need a more concentrated area of knowledge through completing a degree emphasis or specialized concentration program in that specific business areas.</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>Comment: I do think in general the courses align with employer needs and demands for mature organizations who are looking for managers. As far as investors or other stakeholders looking for involvement in entrepreneurial opportunities with start-ups, there needs to be more of a focus on entrepreneurial content throughout the program. It seems that most of the program focuses on management and leadership and if the program title includes Entrepreneurship, it should be more present at the surface of a program glance. An opportunity could be to include the word "Entrepreneurship" in the course title of BUS 310. The title of this course would then read as "Foundations of Management, Leadership, & Entrepreneurship". This allows potential students to review the program at a glance and feel comfortable that they will be learning about entrepreneurial business. Another course that is missing an important element is BUS 320 (Legal Issues in</p>

	<p>Management) which is the elements of Torts. Within the content of contracts, torts needs to be included.</p> <p>The upper division courses are relevant to the industry of business but are also missing some key elements that would lend more student success in the workplace. These elements include a course in basic entrepreneurial concepts of how to actually start a business and be successful. There is an Entrepreneurial Finance course that is a large part of starting a business but that is not all of it. The other elements of research, product/service development, organizational structure, and strategy are also elements that have to be considered when starting a business. Other courses that could be considered standard for baccalaureate degree programs in management include Organizational behavior and Business Strategy. These courses were not included in the BASAME Program Proposal.</p> <p>Another element that was not included in the narrative of the program is a discussion on prerequisites. I did not notice that there were any recommended prerequisites until I read the appendix of course descriptions and outcomes. I would include a narrative of prerequisites much earlier on the program proposal.</p>
<p>e) General Education Requirements</p>	<p>Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment For the most part, the general education requirements are suitable for a baccalaureate level program.</p> <p>There are specific elements that are missing from general Education requirements. This would include a Critical Thinking and Logic course, an Algebra course, and a History course. These are pretty standard courses found in the GE requirements at the baccalaureate level at a national level. Inclusion of a Critical Thinking and Logic course would show potential employers that students now how to think critically and solve problems/overcome challenges a potential business employer would have. An algebra course would prepare students to be more successful in the Introduction to Statistics course and a History course can be found as pretty standard among most colleges and Universities.</p>
<p>k) Preparation for Graduate</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p>

Program Acceptance	<p>Comment: With the inclusion of a Critical Thinking and Logic course, Intro to Business and/or Entrepreneurship course, Organizational Behavior, and an upper division course in Business Strategy, graduates of the BASAME program would be more prepared for entry in a suitable graduate business degree program. Students at the MBA level are going to have to know about the basics of organizational behavior, critical thinking, and especially business strategy because most MBA programs do not review the basics of those concepts. At the MBA level, students learn about how to make good business decisions with the information they already have. Providing learning of those concepts at the baccalaureate level would give the student a great foundation to move to the next level in their educational journey.</p>
f) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment: The program faculty qualifications do appear adequate to teach at the baccalaureate level. To be able to continuously improve the curriculum, faculty really should have a completed terminal degree. With this requirement of a terminal degree in place, the program will be more credible and reputable for future students and employees of Walla Walla Community College. Opportunities to use internal faculty to continuously improve the curriculum will be more present and available. If obtaining programmatic accreditation is a future consideration, having terminal degreed faculty in place will be a big step in obtaining that achievement.</p>
g) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment: I think with the number of students that you project will enroll in the BASAME program along with the new employees of a BAS Program Navigator and Secretary Lead, the resources will be in place to successfully sustain and advance the program. The library services along with the online services are more than enough. I do think it would benefit Walla Walla to hire more terminal degreed faculty. I would have then teaching most if not all of the upper division courses as well. This demonstrates a more reputable and credible program.</p>
h) 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>

	Comment: I cannot adequately address this criteria.
i) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment: My overall assessment of the program is that it is a good program that would prepare student to enter the business workforce in an entry level position. I especially like the internship course at the end of the program. Any time you can give students the opportunity to apply what they learn, that is when the real learning takes place. Students looking for mid-level or even upper level management employment would need a more concentrated knowledge base through completing a specialization program in a specific business area like accounting, HR, Management, or Finance. As stated above, I also think students would benefit from a course in critical thinking, organizational behavior, and business strategy.</p> <p>The admissions requirements seem fair and gives all students who apply an equal opportunity for admission. The faculty currently in place seems to be adequate for the needs of the program but more terminal degreed faculty would go a long way to building the quality and credibility of the program. All in all, I think it is a good program that would prepare students to be successful in the business field. My suggestions are made only to increase the quality of the program and to ensure the students can be successful in all aspects of the business field as they gain experience in the workforce.</p>
<p>Reviewer Bio or Resume</p> <p>My name is Dr. Erik Spoelstra. I have a PhD in Business Administration with a specialization in Organizational Leadership. I have been in the education industry leading business curriculum for over 13 years. I have held multiple positions in gaining that experience from Curriculum Development Manager to Assistant Dean of Curriculum. Higher education is very important to me and one of the most important qualities I have gained throughout my experience is to be student obsessed. Being student obsessed means making sure all is being done to ensure the students are successful in gaining the knowledge and skills necessary to enter the workforce and obtaining the goals they have set for themselves. I live by the moto of “the more education, the more opportunities are available to you” and I am happy to be an instrument in the students hand in helping them reach their ultimate goals. Life is a journey, learn as much as you can along the way!</p>	