Tacoma Community College
Board of Trustees Regular Meeting
November 14, 2018 4:00 p.m.
College Board Room #120, Building 12

MINUTES

Board Members	**Administration/Faculty/Staff/Guests**	
James Curtis	Bill Ryberg	Mary Chikwinya
Liz Dunbar	Cliff Fredrickson	Joe Shannon
Lois Bernstein	Rebecca Jayasundara	Dave Howard
Bob Ryan	Dolores Haugen	Renee Greenfield
Gretchen Adams	Jill Merritt	Tanya Losey
	Christopher Soren	Julie Dunbar
	Julie Benson	Krista Fox
	Mary Fox	Stephanie Thompson
	Kelley Sadler	Kristina Pogosian
	Katie Gulliford	Cathie Bitz
		Gwen Powers

I. **CALL TO ORDER**
Chair **Curtis** called the meeting to order at 4:00 p.m.

II. **General Matters**
   A. **Changes/Approval of Agenda**

   MOTION: Upon a motion by Board member **Ryan,** the Board unanimously approved the agenda as submitted.

   B. **Approval of Minutes of the October 10, 2018 Regular Board Meeting**

   MOTION: Upon a motion by Board member **Dunbar,** the Board unanimously approved the minutes for the October 10, 2018 regular Board Meeting.

   C. **Introductions and New Hires**
   President Harrell introduced Vice President of Administrative Services **Lon Whittaker**. Lon brings seven years of higher education experience, a strong breadth of financial services experience and business knowledge, and has proven to be a solid communicator and leader. He will serve as TCC's Chief Financial Officer and will direct the college's administrative, financial, human resources, information technology and physical plant operations.

   D. **Correspondence**
   There was no correspondence. However, President Harrell took this opportunity to announce that TCC's Men's Soccer team won the NWAC Championship this past weekend. This was their second championship win in the last three years. The soccer team has been invited to the December Board meeting to be introduced to the Trustees.

   E. **Board Report**
   Trustees shared the events they attended this past month:

   - Board Member **Bernstein**:
     o October regular Board meeting.
     o Legislative Council (which was highlighted as a best practice in the State).
     o ACCT Congress in New York.
     o GTCF Celebration of Community
     o Washington Workforce Association Conference where she presented TCC's health careers.
     o ACT Legislative Retreat.

- Board member **Adams**:
  - September regular Board meeting.
  - September Foundation Retreat.
  - Meeting with President Harrell.
  - October Conference of Minority Transportation Officials 2nd Annual Awards Banquet.
  - ACCT Congress in New York.
  - Her firm, Systems Consulting, cohosted an annual event with over 200 guests at which over $250,000 was raised and scholarships were awarded.

- Vice Chair **Dunbar**:
  - October regular Board meeting.
  - Legislative Council meetings in October and November.
  - Lunch with President Harrell.
  - Food Pantry Opening and Tour.
  - She mentioned that she is part of the Pierce County Census Committee and they are working to ensure that everyone's vote counted.

- Board Member **Ryan**:
  - October regular Board meeting.
  - TCC Scholarship Luncheon.
  - Food Pantry opening and tour.
  - GTCF Celebration.
  - ACT Legislative Action Committee.
  - ACT Fall Conference.

- Chair **Curtis:**
  - October regular Board meeting.
  - Food Pantry opening and tour (he was very pleased with what he saw).
  - ACCT Conference in New York where he attended several workshops on subjects such as strategic enrollment, conceal and carry issues on campus, and participated in discussions on food pantries.
  - ACT Legislative meetings.

III.   PRESENTATIONS

Student Voice - Early Learning Center
Dolores Haugen, Director of Community Affairs, introduced **Renee Greenfield**, Director of the Early Leaning Center (ELC). Student **Gwen Powers** shared her background here at TCC and stated that her ability to have a full time job, support her children and continue her education is a result of the assistance she has received from the ELC, as well as a scholarship she was awarded. She stated that the ELC has provided a lot of care for her son who has some emotional care issues.

Tanya Losey, Assistant Director of the ELC, was introduced and stated that there are currently 88 children being cared for but they are licensed for more.

Trustee **Ryan** mentioned a discussion held at a recent conference on short-term loans for the childcare situation with the loans being repaid when financial aid comes through. Trustee **Dunbar** mentioned she went to a Poverty to Possibilities conference where they discussed the childcare cliff. Trustee **Adams** mentioned a scholarship that helps pay for tuition and books, and Trustee **Dunbar** mentioned she is on a Board that gives scholarships that will help pay for anything the students might need.

Program Update – Integrated Basic Education and Skills Training and Workforce Education
Kelli Johnston, Director of Workforce Education, and **Rebecca Jayasundara,** Director of Basic Skills, Communication and Transitional Studies, discussed what transitional studies do and what the programs encompass.

Transitional Studies – pre-college pathways:
- English Language Acquisition
- High School 21+
- On-ramps to college pathways
- Wrap-around support
- Educational Planning

Workforce Education for:
- Dislocated workers
- Low-income – under-skilled workers
- TANF and food benefit recipients
- Veterans and exiting Veterans
- Under-employed workers needing skills
- Displaced homemakers

IBEST:
- For:
  - Low-skilled adults
  - People without a high school diploma
  - Disengaged youth
  - Immigrants and refugees
- Receive:
  - Team-taught learning communities
  - Build basic skills while earning college credit
  - Wrap-around support from Navigators
  - On-ramps to certificates, degrees and careers

Students receive access to education and training, student funding and support services, and collaborative connections and compliance with outside agency requirements.

There are community partnerships between:
- Tacoma Community House – on-site college transition/success
- United Way/Fife School District
- South Puget Intertribal Planning Agency
- Workforce Development Council (has for the first time included the basic skills population).

There are over 38,000 people (ages 25-65) in Pierce County without a high school credential. There are 15,300 young people (ages 16-24) that are not employed or in school. We are trying to reach about 50% of those people by 2025.

IV. ACTION ITEMS
None

V. NON-ACTION ITEMS

A. Fiscal Year 19 Budget Update – 1st Quarter Ended September 30, 2018
President Harrell mentioned that colleges are struggling with financial reporting due to issues with ctcLink, although Julie Dunbar and Cliff Frederickson have done a great job sifting through data. Lon stated that, for the time being, we will present the budget reports on a quarterly basis, but the Board can determine frequency of reports and how the information is presented.

Lon went over revenue and expenses. Running Start won't actually start billing until October, so it does not show any current revenue collection. There is nothing coming out of general fees at this point. Trustee Ryan asked if these numbers are consistent with numbers in the past, and Lon explained that because of ctcLink these past few years, it is hard to correlate with a new system. Budget expenses are at 25%.

Regarding capital projects funding, because of the new requirement to spend out by the end of the biennium, Lon wants to make certain we are spending those funds so we don't lose them. If the legislature approves funding, we will actually get more funding for projects.

President Harrell stated that we will begin having capital projects reports at the monthly Trustee meetings.

B. Board Meeting Structure
Chair Curtis shared that a subject discussed by the Board at the summer retreat was how reports should be presented during Board meetings, especially Trustee reports. The Trustees will focus on community activities and activities related to the college. The Board wants to respect the time of the attendees, making the meetings more efficient and having the same guidelines for all presenters. As such, all reports should be kept to around three minutes (with the exception of the President's Report). It is important for the reports to focus on what the presenters want highlighted. If there is relevant information that presenters would like to include, please put it in writing and have it included in the Board packet. Chair Curtis also mentioned that, regarding public comments, everyone should have an opportunity to speak, but the Public Comments portion of the meeting is not to be used as a bypass of appropriate channels to discuss issues.

VI. REPORTS

- **Associated Students Report – Kristina Pogosian**, ASTCC President
  - The Scholarship Luncheon was held a few weeks ago.
  - Have been working with Outreach.
  - Had an Election Day Extravaganza and Watch Party.
  - The Senate now has 15 new senators and 5 more prospective ones.
  - There is student representation on 30 faculty-lead committees and 9 student-lead committees.
  - Have been attending online WSCA meetings.
  - Legislative Voice Academy is this weekend.

- **Faculty Report—Dave Howard,** Faculty Union Representative
  - Dave congratulated the Men's and Women's soccer teams, coaches, and those who supported them for their great wins and season. He mentioned that they did a great job streaming the games and publicizing them.
  - Dave thanked President Harrell for his Veterans' Day Message. It was well written and well received.
  - There is a large number of faculty involved in the Strategic Planning Committee. He looks forward to the upcoming work on this plan.

- **Classified Staff Report - Jill Merritt,** Classified Staff Representative
  - Have moved Classified Staff Awards to the Holiday Luncheon.
  - She will be including a staff spotlight in the board packet next month.

- **Foundation Report – Tony Lindgren**, TCC Foundation Board President
  The Foundation has some open positions on the Board. The Governance Committee is looking at what the best makeup of the board would be as far as representing the school and the community.

- **Legislative Report – Bill Ryberg**, Vice President for College Advancement
  - Since the election, we now know who will be representing us. President Harrell sent out congratulatory letters to the winners and has met with all but one of them.
  - We had a good Legislative Council meeting this morning. We will be focused on seeking support for the capital budget.
  - We will be very busy with a legislative breakfast on December 10 at Pierce College.
  - We will start scheduling students and trustees to meet with legislators in Olympia.
  - He provided a copy of the 2019-21 Operating and Capital Budget Requests.

- **President's Report – Dr. Harrell**
  - We are still working hard to hit our Fall quarter enrollment targets. He thanked Mary Chikwinya, the Student Affairs team, and Institutional Research for cleaning up some enrollment data. Registration for Winter Quarter began today. The enrollment management committee is up and running and doing great work. There have been multiple initiatives completed and in progress to increase enrollment. Some of these include continuing marketing, calling campaigns to current and previous students to encourage winter registration, and direct outreach in programs such as Running Start, Fresh Start and Men of Distinction.
  - Campus Works is on campus and doing a lot of work this week regarding enrollment management. Within the next month, we will have some preliminary results and suggested actions from them that will potentially have a positive impact on enrollment for the next academic year. They are also here for our strategic planning kick-off.
  - An electronic SWOT survey is going to be sent out this week to all students, faculty, staff, Board of Trustees, and Foundation Board members. The same survey will also be sent to external community members within the next week.
  - The Futures Summit is on Wednesday, January 30 from 1-5:00 p.m. This will be the signature event for our strategic planning process that will include TCC and community members to discuss issues that may be impacting TCC. There will be a series of "EdTalks" designed to highlight future trends that will affect our community partners as well as our College. After these talks, everyone will be asked to participate in small groups to discuss the impact of the trends on the college, and then move into writing impact statements. These statements will be a foundational component of the development of the strategic plan.
  - Last Wednesday and Thursday was the WACTC President's Meeting at SeaTac. There was discussion about our system's legislative action plans. There was also a salary study presentation given by the Western Washington University Center of Economic & Business Research. TCC will be hosting the first salary study meeting this Friday from 9 a.m. to noon.
  - An OFM spokesperson provided a negative budget outlook for the next biennium. Even before the budgeting process begins, Washington will be $2 billion underwater, and this is before policy asks and bargaining. The governor's priorities are mental health and early learning. He did state that the capital budget won't be as bad as the operating budget, but that there are much more requests than they will be able to grant. At next month's meeting there will be a training regarding understanding the allocation model.
  - The TCC community participated in the East Parade to commemorate the opening of the East Side Community Center. TCC was the only higher education institution that participated, and many people noticed and commented positively on our presence. TCC will work to be a better support for that community.
  - President Harrell highlighted meetings he has attended. They include: Pizza with the President sponsored by the student association; Dona Ponepinto, CEO of United Way; a tour of the Harned Building with Lois Bernstein, Kevin Dull (Senior VP at Multicare), and other Multicare Employees (we are currently exploring multiple ways for TCC to partner more with Multicare); Carolyn Roy, CEO of Tapco; tabletop training with public safety, facilities, leadership team and others; Linda Nguyen, CEO of Workforce Central; UWT Chancellor Mark Pagano; WGU Chancellor Tonya Drake;

> Melanie Morgan, candidate for the 29th district a (Ms. Morgan was successful in the election); and the Tacoma Housing Authority.
> - President Harrell also highlighted some events he has participated in such as the TCC Foundation Scholarship Luncheon; lunch to celebrate the 101st birthday of Mr. Joe Harned; an event for LGBTQ community leaders at the home of the UPS president; dedication of the Max & Margi Harned Titan Food Pantry; St. Martin's University Gala; reception for recently hired college presidents and superintendents, hosted by the UWT educational leadership department; and the GTCF event at the LeMay Car Museum
> - Dr. Harrell went to the ACCT Conference in New York and the Faculty & Staff of Color Conference at Semiahmoo Resort.
> - Upcoming events are the PCCC Legislative Breakfast on December 10 at Pierce College-Ft. Steilacoom and the TCC Holiday Party on December 13, 11:30 a.m. – 1 p.m. in Building 20.
> - President Harrell thanked Tamyra Howser, Marketing, Leadership and those who have crafted messages for him. He appreciates everyone's support.

VII. PUBLIC COMMENT/REMARKS
Mary Fox and Jill Merritt brought forth a letter to the President, Trustees, Foundation, and others that addresses equity in faculty and staff awards/recognition. They would like to eliminate the disparities in how these awards are given. They analyzed data for the past several years on who was nominated and who was selected. They would like to see serious discussions to end these disparities.

VIII. EXECUTIVE SESSION
None.

IX. BOARD ACTION AS A RESULT OF EXECUTIVE SESSION
N/A

X. ADJOURNMENT
There being no further business, the meeting adjourned at 5:23 p.m.

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James Curtis, Chair

Tacoma Community College
Special Board Meeting
November 14, 2018 5:00 p.m.
Building 12 – Board Room

MINUTES

Board Members	**Administrators/ Staff / Guests**
Liz Dunbar	Ivan Harrell
James Curtis	Cathie Bitz
Gretchen Adams	Bill Ryberg
Bob Ryan	Mary Chikwinya
	Tamyra Howser
	Rachel Payne
	Joe Shannon
	Sopang Men
	Jill Merritt
	Kevin David, CampusWorks
	Millicent Landry Woods, CampusWorks
	Liz Murphy, CampusWorks (via Zoom)

I.   CALL TO ORDER
Chair **Curtis** called the meeting to order at 3:02 p.m.

II.   STRATEGIC PLAN WORKSHOP
Kevin David, Millicent Landry Woods, and Liz Murphy (via Zoom) of CampusWorks provided the Trustees with an overview of the planning process for the 2019-2024 TCC Strategic Plan.

III.   ADJOURNMENT
There being no further business, the meeting adjourned at 3:55 p.m.

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James Curtis, Chair

TACOMA COMMUNITY COLLEGE

NAME OF ACTION ITEM
Vote to approve offering of new Applied Management Bachelor of Applied Science Degree Program Fall 2019

Date 12/12/18

BACKGROUND

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.

The AM BAS degree Statement of Need (stage 1 of the two stage process) was read and approved for next steps by the SBCTC Board of Trustees May 2, 2018. TCC has submitted our Program Proposal (stage 2 of the 2 stage process), for review at the October 15-16th meeting for approval to add the degree to our inventory. Upon approval by the SBCTC Board of Trustees and then subsequent approval by TCC Board of Trustees, TCC will submit the new program to NWCCU for approval to offer this degree at as one of our accredited degree programs.

STATUS
Vote to Approve

RECOMMENDATION
Recommend approval to offer an Applied Management Bachelor of Applied Science degree at Tacoma Community College beginning Fall 2019

TACOMA COMMUNITY COLLEGE

NAME OF ACTION ITEM
Vote to approve the move from an AAS-T in Nursing to a Direct Transfer Agreement/Major Related Program (DTA/MRP**)**

Date: 12/12/18

Background:

Tacoma Community College nursing program is looking to adopt the new Washington state nursing degree pathway called the Associates in Nursing Direct Transfer Agreement/Major Related Program (DTA/MRP).

The Associate in Nursing Direct Transfer Agreement/Major Related Program (DTNMRP) degree is the result of two years of collaboration among community and technical colleges (CTCs) and four year universities and colleges (private and public) in Washington State. In addition to State Board of Community and Technical College (SBCTC) the Washington Student Achievement Council (WSAC), the Council of Presidents (COP), nursing faculty and directors representing universities and CTCs, including co-chair Mary Baroni (UW Bothell) were involved in the development of the degree. The Washington State Nursing Care Quality Assurance Commission (WSNCQAC) was also consulted and approved the creation of the degree.

The Associates in Nursing DTA/MRP creates a pathway for a streamlined academic progression to BSN after completion of the Associates program. When designing the Associate in Nursing DTA/MRP, the nursing work group considered recent data collection, relevant research, and summaries of admission/graduation requirements for both pre-licensure BSN and RN-to-BSN programs. The group also sought to reduce existing barriers for students transferring into BSN programs that included but was not limited to variation of credits among community and technical college; lack of consistent credit alignment; challenges with transferability of lower division credits to baccalaureate institutions, questions around the preparation for National Council Licensure Exam (NCLEX), and variation in time to graduation. Specifically, the group was asked to consider the feasibility of a direct transfer agreement (DTA) or major related program (MRP) that could minimize the variations in both prerequisites to the Associates Degree in Nursing programs at the CTCs and in general education requirements among the Registered Nursing (RN)- to-Bachelor of Science in Nursing (BSN) granting institutions. The resulting degree is consistent with the requirements of a DTA/MRP agreement and incorporates the long-standing state-wide agreement to award upper division credits for passage of the national NCLEX-RN exam. Furthermore, the new Associate in Nursing DTA/MRP degree responds to past legislation and current goals that encourage the development of pathways to baccalaureate degrees in nursing, improvement of articulation for transfer students, and increased percentage of registered nurses who hold a baccalaureate degree as recommended in the Institute of Medicine (IOM) Report, The Future of Nursing: Leading Change, Advancing Health (2010). Recognizing the similarly of content and learning outcomes in the nursing core courses at the CTC's and universities, the degree offers three years of coursework at the CTC with one additional post licensure year required at the baccalaureate granting institution.

This is not a new program, but rather a new pathway for our existing nursing program. The new degree will replace our existing AAS-T degree in nursing. It means our nursing degree will increase from 117 credits to 135 credits as directed by the direct transfer agreement requirements. (Appendix I-degree requirements)

The new degree pathway has been approved by the nursing faculty, TCC curriculum committee and the State Board of Community of Technical Colleges. The plan is to move from the AAS-T Nursing Degree to the Associates in Nursing DTA/MRP effective April 1st, 2019. Additional information provided for your review below.

Status:
Vote to approve

Recommendation:
Approve for first read

Additional Supporting information

⮩ *Mission and Core Themes*
Tacoma Community College Nursing Program's organizing framework supports the mission of the college to create meaningful and relevant learning, inspire greater equity, and celebrate success in the lives of our communities. The nursing program mission was updated as follows:

      AAS-T Mission: To produce innovative Associate Degree nurses who provide safe quality care to diverse populations and inspire others in the profession of nursing. The nursing faculty will accomplish this through evidenced based nursing education in an environment that promotes caring, diversity, ethics, excellence, holism, integrity and patient centered care.

      New Mission with DTA/MRP: To produce innovative Associate Degree nurses who provide safe quality care to diverse populations, **invest in continued professional learning to maintain excellence,** and inspire others in the profession of nursing. The nursing faculty will accomplish this through evidenced based nursing education in an environment that promotes caring, diversity, ethics, excellence, holism, integrity and patient centered care.

⮩ *Authorization*
A copy of the statewide agreement is attached (Addendum I). The Tacoma Community College's nursing program receives specialized accreditation not only by ACEN, but also per the Washington State Nursing Care Quality Assurance Nursing Commission (WSNCQAC). The WSNCQAC have been notified of the intent to change to the DTA/MRP and have provided written approval to the program. The program has also submitted a Substantive Change notification to Northwest Commission on Colleges and Universities and this has been approved. The organizing framework, with a side by side comparison of the AAS-T to the DTA/MRP is included in Addendum II.

⮩ *Educational Offerings***:** The new DTA/MRP degree has been approved by TCC's Curriculum Committee. The degree has 135 credits. The revised curriculum aligns with current nursing education and practice standards. The TCC program after completing pre-reqs includes 6 quarters of nursing core content for generic students and four quarters of nursing core content for LPN advanced standing students.

Highlights of changes from the current degree include:
- Additional Communications Course (ENG 102 or 103)
- Additional Humanities 10 credits of which 5 credits is embedded in the nursing curriculum
- Social Science will have 5 credits which is embedded in the nursing curriculum
- Additional Nutrition courses NUTR 250 (3 cr) and NUTR 251 (2cr)

⮩ *Planning*
Planning for the modification of the AAS-T curriculum to the DTA/MRP curriculum began in the spring of 2017. The curriculum was developed/modified by nursing faculty with input from key stakeholders that included advisory board members, current students, general education faculty, and other community education partners. A key requirement of this new degree program is to integrate humanities and social science credits into the core nursing curriculum with the intent to strive for a deeper integration of liberal arts disciplines within the nursing degree program in order to more fully realize the educational benefits for our students. This work involved several meetings over the last year to develop the course learning outcomes and will continue to require ongoing collaboration between the Nursing and Humanities/Social Science divisions for course implementation and evaluation, with classes being co-taught by faculty from both divisions. Learning communities like these help students to not only draw connections between the disciplines and contextualize their learning to their careers and community, but also provide them with support from their peers and professors. On an institutional scale, TCC is also integrating learning communities into its larger Guided Pathways initiative recognizing that integrative and interdisciplinary learning helps students take their degree beyond a collection of credits toward a more holistic learning experience that helps them to become more agile learners and better informed community members.

The nursing program completed both Phase I and Phase II documentation for a new degree, with planning activities noted below.

Phase I:

Degree: This degree will replace the current AAS-T degree earned by students completing the nursing program. Graduates are eligible to take the NCLEX-RN licensure exam and apply for a Registered Nurse license to practice nursing in a variety of healthcare settings. This degree will also position students to transfer to Washington state public and private universities for completion of a Bachelor of Science in Nursing degree in only 45 additional credits.

Demand/Rationale/Value: Educating nurses continues to be a high demand area across the country. In addition, there is a nationwide effort to raise the educational level of practicing RNs. Washington state's initiative includes the development of this degree in an effort to ease the transition from associate degree to bachelor's degree in the hopes of increasing the percentage of the workforce with bachelor's degrees or higher. While TCC has long enjoyed a healthy partnership with the University of Washington, Tacoma, and many of our graduates easily transfer directly to the BSN program there, students wishing to complete a BSN at other institutions have faced additional barriers. This degree will serve to remove those barriers, as well as decreasing the cost of BSN completion for some students, since more credits are earned at the lower cost of the community college.

The development of this degree has been in progress since 2011, as supported by "Preparing the Nurse of the Future: The Value of Academic Progression" that was presented at the Northwest Organization of Nurse Executives (NWONE). The presentation highlighted the supporting reports for moving to this degree. Institute of Medicine (IOM) report 2010, Robert Woods Johnson Foundation 2012-2016, in addition to the regulatory agencies that oversee nursing education at a state and national level. The IOM goal is as follows: "Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression."

The goal is that 80% of the nursing workforce will be BSN prepared by 2020.

The Washington Nursing Care Quality Assurance Commission educational rules mandate a change to a transfer degree of which this degree is one of the choices:

"WAC 246-840-541 Curriculum for prelicensure registered nursing education programs.

(1) The program of study for a registered nursing education program must include both didactic and clinical learning experiences and must be:

  (a) Effective September 1, 2017, designed so that all prerequisite nonnursing course credits and nursing credits are transferable to the bachelor's in nursing programs as identified in the statewide associate in nursing direct transfer agreement between community colleges, colleges, and universities, or the statewide associate of applied science transfer degree;"

As of April 24th, 2018, statewide there were 28 Associate Degree Nursing Programs of which 26 programs have expressed interest in adopting the DTA. Thirteen programs has implemented and are admitting, ten programs are actively engaged in development. Three programs have not started on the pathway and two are not interested at this time. All three Practical Nursing programs eager to align with DTA

Education Pathway: This degree will replace the current AAS-T offered by the nursing program. The degree will draw from the same student population as currently, and will not feed into any additional educational programs at TCC.

Phase II:

Curriculum

  Program Learning Outcomes: (Addendum II) unchanged from current AAS-T degree
  Courses: (Addendum II) Includes descriptions, pre-requisites and credits
  Sequencing of courses (Addendum II)

Pathways:

Per the Intercollege Relations commission (ICRC) DTA/MRP agreement the following Colleges/Universities have agreed to accept this degree for direct transfer into BSN programs:

- Washington State University
- University of Washington –Tacoma, Bothell
- Western Washington University
- St. Martins University
- Western Governors University
- Olympic College
- Columbia Basin College
- Bellevue College
- Wenatchee Valley College

Other:

The program would continue to be housed under the Health Business and professional services division. The Nursing program is led by the Associate Dean. No change to this anticipated. No change to workload would be experienced with this degree.

⟳ *Budget*

The implementation of the DTA/MRP degree does not require any additional faculty training. The program has applied for professional development funding to support the collaboration between the nursing and general education faculty. The program may have a one quarter increase in cost to support two instructors in each shared distribution course for the first time offered. Otherwise the operating budget will be unchanged.

⟳ *Student Services*

Advising:

The new degree was presented to the advisors on March 7th, 2018. Advising worksheets have been created and both general advisors and the nursing program advisors have been trained.

Tutoring:

No changes in services provided in this degree to our current degree AAS-T

Financial Aid:

The program has been in contact with Kim Matison on 3/7/18 via e-mail. This communication included the degree information in addition to the draft worksheet. The department has been given the new program plan stack.

E-Learning:

No changes in services provided in this degree to our current degree AAS-T

Enrollment Services:

The program has been in contact with the assistant registrar on several occasions. This communication has included the degree information, implementation plan and the draft worksheet. There is a plan in place to update the CTC link Academic requirements, degree code and CIP codes.

⟳ *Physical Facilities*

No changes in the physical facilities required in this degree from the current AAS-T degree.

⟳ *Library and Information Resources*

No changes are anticipated in Library and Information Resources.

⟳ *Faculty*

Faculty degree requirements:

WAC 246-840-526

In a nursing education program preparing registered nurses for licensure or for RN to BSN degree, nursing faculty teaching nursing shall:

(1) Have a minimum of a graduate degree in nursing from an accredited college or university and from a nursing education program that is accredited by a nursing education accreditation body recognized by the United States Department of Education; or

(2) A bachelor's degree in nursing from an accredited college or university and from a nursing education program that is accredited by a nursing education accreditation body recognized by the United States Department of Education, and a graduate degree in a health or education related field from an accredited college or university.

No changes in the number of faculty are needed or anticipated. The program is not changing the number of students that are being admitted to the program. The program currently has 10 full time faculty of which two are certified nurse educators and one is a SSH Certified Healthcare Simulation Educator.

Number of Faculty additions needed:
The new degree requires additional pre-requisites to be completed that include the following:

- ENGL& 102 or 103-no additional faculty required as have open sections
- CMST&210– the CMST Dean/Faculty is increasing course offerings
- NUTR 250—The faculty/Dean are providing staffing for this course, will accept NUTR&101 as an alternative for those students who have already taken this course.
- 5 credits of Humanities (elective) -no additional faculty required as have open sections

The new degree, includes courses that are initially going to be co-taught to include a nursing faculty member and a faculty member from the related distribution area of Humanities and Social Science. This has been addressed by the courses being taught become part of the distribution faculty and nursing workload or the distribution faculty may choose a moonlighting assignment.

The number of nursing faculty would not change with the implementation of this degree. The program utilizes up to 30-35 adjuncts during the year to cover all the courses in the curriculum.

(Addendum II)

Organizing Framework

The organizing framework of the Tacoma Community College Nursing Program supports the college's mission and core themes to:

- create meaningful and relevant learning
- inspire greater equity
- celebrate success in the lives of our communities
- Engage Community
- Enbrace Discovery

As the role of the nurse in today's healthcare has become more complex, nursing education has become overburdened with content. The Nursing Program's concept-based curriculum is defined by core concepts which help the student to shape and organize the knowledge, skills, and attitudes needed to provide high quality, safe nursing care in today's healthcare environment. The result is that the nursing program produces graduate nurses who are critical thinkers capable of high quality, safe patient care and are ready to join the workforce and serve the diverse local and global communities.

The following model is a visual representation of the nursing program curriculum's organizing framework. The nursing student is at the center of the model, and ensures that student-centered learning is always driving curriculum development. The student's educational journey is defined by the program learning outcomes which are grounded in the college degree learning outcomes and state and national nursing accreditation standards. The program is supported throughout by six curriculum themes that incorporate the Quality, Safety and Education for Nurses (QSEN) Institute core competencies for pre-licensure nursing programs. These themes are inherent in the nursing care of the patient at every stage of the lifespan, and are threaded throughout the curriculum. The importance of continuously addressing these themes in the nursing program is represented by their presence in the model encircling the student and the outcomes.

Themes

Informatics & Technology
The collection of patient and healthcare information is an essential component for the delivery of nursing care. Data collection and utilization is supported by high quality technology and information retrieval systems that enhance patient safety, impact clinical decision making, and enhance health care outcomes.

The use of recognized electronic sources of health care information that are reliable, accurate, and reflect evidence-based practice and quality health indicators, are utilized by the nurse to support the nursing process and provide safe, high-quality nursing care.

Safety & Quality Improvement
Safety is an essential element in the delivery of nursing care and can refer directly to the protection of the patient, or the physical and technological environment that supports that care. The nurse promotes risk reduction through the use of established standards of care, supporting systems, (to include enhanced technology), and the use of recognized strategies for root cause analysis to identify and reduce errors.

The nurse has an obligation to promote and support individual and group safety in order to provide a healthy work environment that enhances patient care. This includes demonstrating professional behaviors, modelling open communication, and fostering interdisciplinary collaboration and conflict resolution.

Quality improvement is a tool used to gather and evaluate patient care data which drives improvement in the quality of health care delivery and healthcare systems. Evaluation of the data establishes recommendations and best practices in the healthcare profession at the national, organizational, and individual level. Implementation of these recommendations, in the form of evidence-based practice, national patient safety standards, policies and procedures, and scopes and standards of professional practice can increase safety and improve patient health outcomes.

Professionalism and Leadership

Professionalism in nursing is driven by societal, organizational, and regulatory acceptable norms. It is a set of standards, principles, and guidelines that underpins the knowledge, behavior, and attitudes of nurses, whether in clinical, non clinical, managerial positions, or in academia. It reflects practice when interacting with vulnerable populations, members of the community, or work colleagues. The nurse exhibits professionalism both on and off duty. The American Nurses Association scope and standards of practice addresses standards of professional performance in ethics, education, evidence-based practice and research, quality of practice, communication, leadership, collaboration, professional practice evaluation, resource utilization, and environmental health. Professionalism and professional behavior are fundamental concepts in QSEN competencies.

Leadership is a process of influence that compels others toward the achievement of a goal. In healthcare, the goal is often quality driven, evidence based safe nursing care that results in positive patient outcomes. Rather than directing, leaders empower others to achieve their highest professional and career competence and potential.

Teamwork and Collaboration

The nurse routinely collaborates with others as a member of various interdisciplinary teams to promote the health and welfare of the organization, its staff, the patient, and the work environment. He or she participates in decision-making, planning, and delegating care within his or her scope of practice, identifying the most efficient and effective means of accomplishing desired outcomes. To achieve this, effective, communication skills are essential. The nursing student is exposed to various teamwork, collaboration, and communication strategies while in the nursing program and is provided the opportunity to utilize these strategies in health care settings.

Patient Centered Practice

The nurse acknowledges that the physical, psychological, social, and spiritual well-being of the person/client is central to nursing care. Optimal healthcare outcomes are achieved when the patient is recognized as the source of control in decision making and delivery of care. Patient-centered practice acknowledges individual differences and respects the patient's values, preferences, and needs.

Clinical Judgment/ Evidence-Based Practice

Clinical judgment is the ability to provide nursing care to a patient based on individual assessment and knowledge of evidence-based practice that has been demonstrated to improve health care outcomes. In order to provide safe high-quality nursing care, the nurse must possess core knowledge, must apply that knowledge to patient care, and appreciate the importance of evidence-based research to guide his or her practice. The nurse understands the necessity for lifelong learning in the nursing profession to maintain safe care using appropriate clinical judgement.

Evidence-based practice grounded in nursing research is more likely to result in optimal patient outcomes in health care. Evidence-based nursing research defines best practices for care and supports optimal clinical judgment and individualized effective care that remains patient-centered. By integrating and utilizing evidence, the nurse improves on core knowledge and ensures lifelong learning and professional growth and development.

TCC Nursing Program Organizing Framework

PLO = Program Learning Outcome

PLO 1 The student will provide patient/client-centered care for diverse groups in the community across the lifespan in a manner that is holistic, caring, and demonstrates advocacy. (LWC)

PLO 2 The student will demonstrate professionalism in the following ways: (RES, COK)
a. Demonstrate skill in organization, prioritization, collaboration, delegation, and supervision.
b. Function ethically and legally within the standards and competencies of local, state, and national regulatory agencies and professional organizations.
c. Demonstrate commitment to lifelong learning.
d. Demonstrate humility by participation in evaluation, self care, and self reflection.
e. Utilize quality improvement processes including responsible use of resources.

PLO 3 The student will demonstrate competency in core nursing principles by being able to: (CRT, IIT, COK)
a. Be prepared to pass NCLEX[1] and be employable as an entry level generalist RN.
b. Apply strong critical thinking and clinical judgment skills using evidence-based practice to make clinical decisions.
c. Efficiently use nursing process for care delivery.
d. Demonstrate basic competency in nursing skills.
e. Apply safety principles and national safety standards.
f. Effectively use healthcare related information and technology.

PLO 4 The student will communicate effectively with individuals and groups in a respectful, professional manner, using both verbal and written formats. (COM)

DLO = Degree Learning Outcome   COK=Core of Knowledge; COM=Communication; CRT=Critical Thinking & Problem Solving; IIT=Information/Information Technology; LWC=Living & Working Cooperatively; RES=Responsibility & Ethics

Pre-Requisites Comparison of AAS-T to DTA\MRP

Prefix	Course	AAS-T Curriculum Title	Credits	Prefix	Course	DTA\MRP Title	Credits
ENGL&	101	English Composition I	5	ENGL&	101	English Composition I	5
					102 or 103	English Composition 2 or 3	5
MATH&	146	Intro to Statistics	5	MATH&	146	Intro to Statistics	5
BIOL&	160	General Cell Biology	5	BIOL&	160	General Cell Biology	5
BIOL&	241	Human A&P I	5	BIOL&	241	Human A&P I	5
BIOL&	242	Human A&P 2	5	BIOL&	242	Human A&P 2	5
BIOL&	260	General Microbiology	5	BIOL&	260	General Microbiology	5
CHEM&	121	Intro to Inorganic Chemistry	5	CHEM&	121	Intro to Inorganic Chemistry	5
				NUTR	250	Nutrition in Health Care	3
CMST&	101 or	Communication 101		CMST&	101 or		
CMST	110 or	Multicultural Communication		CMST	110 or		
CMST&	210	Interpersonal Communication	5	CMST&	210	Interpersonal Communication	5
						Humanities Elective/Distribution course	5
PSYC&	100	General Psychology	5	PSYC&	100	General Psychology	5
PSYC&	200	Lifespan Psychology	5	PSYC&	200	Lifespan Psychology	5
Total			50	Total			63

Nursing Curriculum Generic AAS-T to DTA\MRP Side by Side Comparison

		AAS-T Curriculum				DTA\MRP	
Prefix	**Course**	**Title**	**Credits**	**Prefix**	**Course**	**Title**	**Credits**
Level 1							
NURS	101	**Health & Illness level 1**	4	NURS	101	**Health & Illness level 1 (Revised)**	2
		This course introduces the student to the nursing program curriculum and beginning knowledge of nursing practice. It focuses on the concepts of Communication; Culture and Diversity; Family; Spirituality; Caring Interventions; Assessment; Health, Wellness & Illness; and Nutrition across the lifespan.				This course introduces the student to beginning knowledge of nursing practice. It focuses on the concepts Assessment; Health, Wellness & Illness; and Comfort across the lifespan.	
NURS	115	**Skills and Assessment Lab I**	3	NURS	115	**Skills and Assessment Lab I (Revised)**	2
		This course introduces the nursing student to the application of concepts through clinical skills in the laboratory setting. Concepts of assessment, caring interventions, teaching and learning, safety, mobility, elimination, perfusion, oxygenation, and infection will be included across the lifespan. Students will participate in supervised practice and competency validation under simulated conditions.				This course introduces the nursing student to the application of concepts through clinical skills in the laboratory setting. Concepts of assessment, caring interventions, teaching and learning, safety, mobility, elimination, perfusion, oxygenation, and infection will be included across the lifespan. Students will participate in supervised practice and competency validation under simulated conditions.	
NURS	153	**Pharmacology I**	1	NURS	153	**Pharmacology I (Revised)**	1
		This course introduces the student to pharmacology. Pharmacological concepts included in this course are: pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications. Specific drug information on assessment; Health, Wellness and Illness; and Nutrition across the lifespan is covered.				This course introduces the student to pharmacology. Pharmacological concepts included in this course are: pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications. Specific medications related to the concepts Health, Wellness & Illness, Comfort, Stress & Coping, and Development are included.	

NURS	181	**Professional Concepts I**	1	NURS	181	**Professional Concepts I (Revised)**	1
		This course introduces the student to beginning knowledge, skills & attitudes of nursing as a profession and includes the following concepts across the lifespan: Professional Behaviors, Accountability, Advocacy, and Clinical Decision Making.				This course introduces the student to beginning knowledge of nursing practice. It focuses on the concepts Assessment; Health, Wellness & Illness; and Comfort across the lifespan.	
NURS	191	**Clinical I**	3	NURS	191	**Clinical I**	3
		This course introduces students to the application of concepts and skills in sub-acute care and community settings. Principles of communication, assessment, safety, and application of the nursing process will be included across the lifespan.				This course introduces students to the application of concepts and skills in sub-acute care and community settings. Principles of communication, assessment, safety, and application of the nursing process will be included across the lifespan.	
				SOCSC	204	**Psychosocial Issues in Health Care I**	3
						This course examines concepts necessary for the effective provision of healthcare in the psychosocial domain. It addresses determinants of health and illness across the lifespan, including social, psychological, environmental, spiritual, and cultural dimensions. Concepts include communication, family, culture & diversity, spirituality, caring interventions, development, stress and coping, and self.	
Total			12				12

Level 2								
NURS	102	**Health & Illness level 2**	4	NURS	102	**Health & Illness level 2 (revised)**	5
		This course introduces the student to beginning knowledge of nursing practice. Health and Illness concepts included in this course are: Sexuality, Reproduction, Development, Stress and Coping, Comfort, Self, Grief and Loss, Mobility, and Sensory Perception. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to beginning knowledge of nursing practice. Health and Illness concepts included in this course are: Sexuality, Reproduction, Mobility, Sensory Perception, Tissue Integrity, Immunity, Elimination, and Nutrition. All concepts are applied to the care of individuals across the lifespan.	
NURS	116	**Skills and Assessment Lab II**	3	NURS	116	**Skills and Assessment Lab II**	3
		This course introduces the nursing student to the application of concepts through clinical skills in the laboratory setting. Concepts of assessment, caring interventions, comfort, fluid and electrolytes, elimination, nutrition and digestion, metabolism, tissue integrity, and infection will be included across the lifespan. Accurate calculation, measurement, and administration of medications will be also be emphasized. Students will participate in supervised practice and competency validation under simulated conditions.				This course introduces the nursing student to the application of concepts through clinical skills in the laboratory setting. Concepts of assessment, caring interventions, comfort, fluid and electrolytes, elimination, nutrition and digestion, metabolism, tissue integrity, and infection will be included across the lifespan. Accurate calculation, measurement, and administration of medications will be also be emphasized. Students will participate in supervised practice and competency validation under simulated conditions.	
NURS	154	**Pharmacology II**	1	NURS	154	**Pharmacology II (revised)**	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for the following areas: Sexuality, Reproduction, Development, Stress and Coping, Comfort, Self, Grief and Loss, Mobility, and Sensory perception across the lifespan.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for the following areas: Immunity, Sexuality, Reproduction, Elimination, and Nutrition across the lifespan.	

NURS	182	**Professional Concepts II**	1					
		This course introduces the student to beginning knowledge, skills and attitudes of nursing as a profession and includes the following concepts across the lifespan: Legal Issues, Health Care Systems, and Informatics.						
NURS	192	**Clinical II**	3	NURS	192	**Clinical II**	3
		This course introduces students to the application of concepts and skills in subacute and acute care settings across the lifespan, including maternal-child and pediatrics. Mental health concepts are an additional focus as applied to patients/clients in non-psychiatric settings. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course introduces students to the application of concepts and skills in subacute and acute care settings across the lifespan, including maternal-child and pediatrics. Mental health concepts are an additional focus as applied to patients/clients in non-psychiatric settings. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	
Total			12	Total			12
Level 3							
NURS	103	**Health & Illness level 3**	5	NURS	103	**Health & Illness level 3 (revised)**	3
		This course introduces the student to intermediate knowledge of nursing practice. Health and Illness concepts included in this course are: Fluid and Electrolytes, Acid-Base Balance, Inflammation, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Immunity, and Elimination. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to intermediate knowledge of nursing practice. Health and Illness concepts included in this course are: Fluid and Electrolytes, Acid-Base Balance, Inflammation, Infection and Metabolism. All concepts are applied to the care of individuals across the lifespan.	

NURS	124	**Clinical Simulation III**	2	NURS	124	**Clinical Simulation III**	2
		This course provides learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	
NURS	155	**Pharmacology III**	1	NURS	155	**Pharmacology III (revised)**	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Fluid and Electrolytes, Acid-Base Balance, Inflammation, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Immunity, and Elimination.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Fluid and Electrolytes, Acid-Base Balance, Inflammation, Infection, and Metabolism.	
NURS	183	**Professional Concepts III**	1				
		This course introduces the student to intermediate knowledge, skills and attitudes of nursing as a profession and includes the following concepts across the lifespan: Teaching and Learning, Safety, and Evidence-Based Practice.					
NURS	193	**Clinical III**	3	NURS	193	**Clinical III**	3
		This course introduces students to the application of concepts and skills in caring for patients/clients with medical-surgical needs in the acute care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course introduces students to the application of concepts and skills in caring for patients/clients with medical-surgical needs in the acute care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	

				Phil	201	**Ethics and Policy in Health Care I**	3
						This course introduces the student to ethics and policy issues related to nursing as a profession. Concepts include Legal Practice, Health Care Systems, Informatics, Evidence-based Practice, Safety, Teaching and Learning and Ethical Practice.	
Total			12				
Level 4							
NURS	201	**Health & Illness level 4**	5	NURS	201	**Health & Illness level 4 (revised)**	4
		This course introduces the student to intermediate knowledge of nursing practice. Health and illness concepts included in this course are: Behavior, Cognition, Mood and Affect, Neuroprotection, Oxygenation, Perfusion, Stress and Coping, Thermoregulation, and Violence. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to intermediate knowledge of nursing practice. Health and Illness concepts included in this course are: Neuroprotection, Oxygenation, Perfusion, and Thermoregulation. All concepts are applied to the care of individuals across the lifespan.	
NURS	226	**Clinical Simulation IV**	2	NURS	226	**Clinical Simulation IV**	2
		This course provides continued learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides continued learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	

NURS	256	**Pharmacology IV**	1	NURS	256	**Pharmacology IV (revised)**	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Oxygenation, Perfusion, Thermoregulation, Cognition, Violence, Mood and Affect, Stress and Coping, Neuroprotection, and Behavior.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Oxygenation, Perfusion, and Neuroprotection.	
NURS	284	**Professional Concepts IV**	1				
		This course introduces the student to intermediate knowledge, skills, and attitudes of nursing as a profession and includes the following concepts across the lifespan: Collaboration, Managing Care, and expands on Legal Issues.					
NURS	294	**Clinical IV**	3	NURS	294	**Clinical IV**	3
		This course continues learning opportunities for students to apply concepts and skills in caring for patients/clients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course continues learning opportunities for students to apply concepts and skills in caring for patients/clients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	
				Phil	202	**Ethics and Policy in Health Care II**	2
						This course introduces the student to ethics and policy issues related to nursing as a profession. Concepts include Advocacy, Managing Care, Health Policy, Ethical Practice and Accountability.	
Total			12	Total			12

Level 5									
NURS	202	**Health & Illness level 5**	5		NURS	202	**Health & Illness level 5 (revised)**	4
		This course introduces the student to advanced knowledge of nursing practice. It addresses complex aspects of the following health and illness concepts: Immunity, Fluid and Electrolytes, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Comfort, and Grief and Loss. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.					This course introduces the student to advanced knowledge of nursing practice. It addresses complex aspects of the following health and illness concepts: Immunity, Fluid and Electrolytes, Tissue Integrity, Cellular Regulation, Comfort, and Grief and Loss. All concepts are applied to the care of individuals across the lifespan.	
NURS	227	**Clinical Simulation V**	2		NURS	227	**Clinical Simulation V**	2
		This course provides advanced learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.					This course provides advanced learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	
NURS	257	**Pharmacology V**	1		NURS	257	**Pharmacology V (revised)**	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications or fluids for medications in these areas: immunity, fluid and electrolytes, tissue integrity, infection, cellular regulation, metabolism, comfort, and grief and loss across the lifespan.					This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications or fluids for medications in these areas: immunity, fluid and electrolytes, infection, cellular regulation, comfort, cognition and mood and affect across the lifespan.	

NURS	285	**Professional Concepts V**	1					
		This course introduces the student to advanced knowledge of nursing as a profession and includes the following concepts across the lifespan: Health Policy, Health Care Systems, Ethics, and Clinical Decision Making.						
NURS	295	**Clinical V**	3	NURS	295	**Clinical V**	3
		This course advances learning opportunities for students to apply concepts and skills in caring for patients/clients with complex medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course advances learning opportunities for students to apply concepts and skills in caring for patients/clients with complex medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	
				SOCSC	205	**Psychosocial Issues in Healthcare II**	2
						This course examines concepts necessary for the effective provision of healthcare in the psychosocial domain. It addresses determinants of health and illness across the lifespan, including social, psychological, environmental, spiritual, and cultural dimensions. Concepts include cognition, violence, mood and affect, behavior, and stress and coping.	
Total			12	Total			12

Level 6								
NURS	296	**Transition to Practice: Clinical**	8	NURS	296	**Transition to Practice: Clinical (revised)**	6
		This course is the student's culminating clinical experience and provides immersion into clinical nursing practice. All previously acquired knowledge, skills and attitudes are reinforced and applied to patient/client care under the supervision of an experienced registered nurse in community partners' health care facilities.				This course is the student's culminating clinical experience and provides immersion into clinical nursing practice. All previously acquired knowledge, skills and attitudes are reinforced and applied to patient care under the supervision of an experienced registered nurse in community partners' health care facilities.	
NURS	228	**Clinical Simulation VI**	1	NURS	228	**Clinical Simulation VI**	1
		This course provides culminating learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides culminating learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	
NURS	234	**Transition to Practice: Seminar**	1	NURS	234	**Transition to Practice: Seminar**	1
		This course supports the student's Transition To Practice clinical experience in NURS 296. It provides the opportunity to reflect on clinical experiences with peers, and formulate problem-solving strategies that can be applied in the clinical setting				This course supports the student's Transition To Practice clinical experience in NURS 296. It provides the opportunity to reflect on clinical experiences with peers, and formulate problem-solving strategies that can be applied in the clinical setting	
NURS	244	**Preparation for the Natl Council Licensing Exam**	1	NURS	244	**Preparation for the Natl Council Licensing Exam**	1
		This course is to prepare students through extensive assessment and review for the National Council of State Boards in Nursing's National Council Licensing Examination for Registered Nurses (NCLEX-RN.)				This course is to prepare students through extensive assessment and review for the National Council of State Boards in Nursing's National Council Licensing Examination for Registered Nurses (NCLEX-RN.)	

NURS	286	**Professional Concepts VI**	1	NURS	286	**Professional Concepts VI (revised)**	1
		This course introduces the student to advanced knowledge and attitudes of nursing as a profession and includes the concepts across the lifespan: Quality Improvement, Professional Behaviors, and Accountability.				This course introduces the student to advanced knowledge and attitudes of nursing as a profession and includes the concepts across the lifespan: Quality Improvement, Professional Behaviors, and Clinical Decision Making.	
				NUTR	251	**Nutrition in Health Care II**	2
Total			12	Total			12
Core Total		Generic	72	Core Total		Generic	72

Nursing Curriculum Advanced Standing LPN to RN Old to New Side by Side Comparison

		AAS-T Curriculum				DTA\MRP	
Prefix	Course	Title	Credits	Prefix	Course	Title	Credits
		LPN License-Credit for prior learning	24			LPN License-Credit for prior learning	24
Level LPN Bridge		After completion of above, LPN to RN students take the same courses as the curriculum generic students starting at level 4				After completion of above, LPN to RN students take the same courses as the curriculum generic students starting at level 4	
NURS	177	**Health & Illness Concepts--LPN Transition**	3	NURS	177	**Health & Illness Concepts--LPN Transition (revised)**	3
		This course introduces the student to intermediate knowledge of nursing practice. Health and illness concepts included in this course are: Infection, Acid-Base, Fluid and Electrolytes, Cellular Regulation, Metabolism, Immunity, Elimination, and Stress and Coping. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				Being developed, first class will enter in Winter of 2020.	
NURS	117	**Skills and Assessment Lab--LPN Transition**	3				
		This course is designed for LPNs transitioning to the RN program. It reinforces the application of concepts through clinical skills in the laboratory setting and introduces the LPN to skills necessary to successfully transition to the role of RN. Concepts of assessment, caring interventions, comfort, fluid and electrolytes, elimination, nutrition and digestion, metabolism, tissue integrity, and infection will be included. Accurate calculation, measurement, and administration of medications will also be emphasized. Students will participate in supervised practice and competency validation under simulated conditions.					

NURS	156	**NURS 156: Pharmacology--LPN Transition**	1				
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Fluid and Electrolyte and Acid-Base Balance, Inflammation, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Immunity, and Elimination.					
NURS	184	**Professional Concepts-LPN Transition**	1				
		This course introduces students to intermediate knowledge, skills, and attitudes of nursing as a profession and includes the following concepts across the lifespan: Accountability, Clinical Decision Making, Legal, Informatics, Teaching and Learning, Safety, and Evidence Based Practice.					
NURS	125	**Clinical and Simulation--LPN Transition**	3	NURS	125	**Clinical and Simulation--LPN Transition (revised)**	3
		This course provides continued learning opportunities through simulated and actual clinical practice of nursing care delivery. It includes select patient scenarios across the lifespan in a simulated lab setting, using application of concepts in coordination with other courses in the program. In the clinical setting, the students will have learning opportunities to apply concepts and skills in the caring of patients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included in both the simulated and the clinical settings.				Being developed, first class will enter in Winter of 2020.	

					SOCSC	204	**Psychosocial Issues in Health Care I**	3
							This course examines concepts necessary for the effective provision of healthcare in the psychosocial domain. It addresses determinants of health and illness across the lifespan, including social, psychological, environmental, spiritual, and cultural dimensions. Concepts include communication, family, culture & diversity, spirituality, caring interventions, development, stress and coping, and self.	
					Phil	201	**Ethics and Policy in Health Care I**	201
							This course introduces the student to ethics and policy issues related to nursing as a profession. Concepts include Legal Practice, Health Care Systems, Informatics, Evidence-based Practice, Safety, Teaching and Learning and Ethical Practice.	
Total				12	Total			12
Level 4								
NURS	201	**Health & Illness level 4**		5	NURS	201	**Health & Illness level 4 (revised)**	4
		This course introduces the student to intermediate knowledge of nursing practice. Health and illness concepts included in this course are: Behavior, Cognition, Mood and Affect, Neuroprotection, Oxygenation, Perfusion, Stress and Coping, Thermoregulation, and Violence. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.					This course introduces the student to intermediate knowledge of nursing practice. Health and Illness concepts included in this course are: Neuroprotection, Oxygenation, Perfusion, and Thermoregulation. All concepts are applied to the care of individuals across the lifespan.	

NURS	226	**Clinical Simulation IV**	2	NURS	226	**Clinical Simulation IV**	2
		This course provides continued learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides continued learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	
NURS	256	**Pharmacology IV**	1	NURS	256	**Pharmacology IV (revised)**	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Oxygenation, Perfusion, Thermoregulation, Cognition, Violence, Mood and Affect, Stress and Coping, Neuroprotection, and Behavior.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Oxygenation, Perfusion, and Neuroprotection.	
NURS	284	**Professional Concepts IV**	1				
		This course introduces the student to intermediate knowledge, skills, and attitudes of nursing as a profession and includes the following concepts across the lifespan: Collaboration, Managing Care, and expands on Legal Issues.					
NURS	294	**Clinical IV**	3	NURS	294	**Clinical IV**	3
		This course continues learning opportunities for students to apply concepts and skills in caring for patients/clients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course continues learning opportunities for students to apply concepts and skills in caring for patients/clients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	

				Phil	202	**Ethics and Policy in Health Care II**		2
						This course introduces the student to ethics and policy issues related to nursing as a profession. Concepts include Advocacy, Managing Care, Health Policy, Ethical Practice and Accountability.		
Total			12	Total				12
Level 5								
NURS	202	**Health & Illness level 5**	5	NURS	202	**Health & Illness level 5 (revised)**		4
		This course introduces the student to advanced knowledge of nursing practice. It addresses complex aspects of the following health and illness concepts: Immunity, Fluid and Electrolytes, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Comfort, and Grief and Loss. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to advanced knowledge of nursing practice. It addresses complex aspects of the following health and illness concepts: Immunity, Fluid and Electrolytes, Tissue Integrity, Cellular Regulation, Comfort, and Grief and Loss. All concepts are applied to the care of individuals across the lifespan.		
NURS	227	**Clinical Simulation V**	2	NURS	227	**Clinical Simulation V**		2
		This course provides advanced learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides advanced learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.		

NURS	257	**Pharmacology V**	1	NURS	257	**Pharmacology V (revised)**	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications or fluids for medications in these areas: immunity, fluid and electrolytes, tissue integrity, infection, cellular regulation, metabolism, comfort, and grief and loss across the lifespan.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications or fluids for medications in these areas: immunity, fluid and electrolytes, infection, cellular regulation, comfort, cognition and mood and affect across the lifespan.	
NURS	285	**Professional Concepts V**	1				
		This course introduces the student to advanced knowledge of nursing as a profession and includes the following concepts across the lifespan: Health Policy, Health Care Systems, Ethics, and Clinical Decision Making.					
NURS	295	**Clinical V**	3	NURS	295	**Clinical V**	3
		This course advances learning opportunities for students to apply concepts and skills in caring for patients/clients with complex medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course advances learning opportunities for students to apply concepts and skills in caring for patients/clients with complex medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	

				SOCSC	205	**Psychosocial Issues in Healthcare II**	2
						This course examines concepts necessary for the effective provision of healthcare in the psychosocial domain. It addresses determinants of health and illness across the lifespan, including social, psychological, environmental, spiritual, and cultural dimensions. Concepts include cognition, violence, mood and affect, behavior, and stress and coping.	
Total			12	Total			12
Level 6							
NURS	296	**Transition to Practice: Clinical**	8	NURS	296	**Transition to Practice: Clinical (revised)**	6
		This course is the student's culminating clinical experience and provides immersion into clinical nursing practice. All previously acquired knowledge, skills and attitudes are reinforced and applied to patient/client care under the supervision of an experienced registered nurse in community partners' health care facilities.				This course is the student's culminating clinical experience and provides immersion into clinical nursing practice. All previously acquired knowledge, skills and attitudes are reinforced and applied to patient care under the supervision of an experienced registered nurse in community partners' health care facilities.	
NURS	228	**Clinical Simulation VI**	1	NURS	228	**Clinical Simulation VI**	1
		This course provides culminating learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides culminating learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	

NURS	234	**Transition to Practice: Seminar**	1	NURS	234	**Transition to Practice: Seminar**	1
		This course supports the student's Transition To Practice clinical experience in NURS 296. It provides the opportunity to reflect on clinical experiences with peers, and formulate problem-solving strategies that can be applied in the clinical setting				This course supports the student's Transition To Practice clinical experience in NURS 296. It provides the opportunity to reflect on clinical experiences with peers, and formulate problem-solving strategies that can be applied in the clinical setting	
NURS	244	**Preparation for the Natl Council Licensing Exam**	1	NURS	244	**Preparation for the Natl Council Licensing Exam**	1
		This course is to prepare students through extensive assessment and review for the National Council of State Boards in Nursing's National Council Licensing Examination for Registered Nurses (NCLEX-RN.)				This course is to prepare students through extensive assessment and review for the National Council of State Boards in Nursing's National Council Licensing Examination for Registered Nurses (NCLEX-RN.)	
NURS	286	**Professional Concepts VI**	1	NURS	286	**Professional Concepts VI (revised)**	1
		This course introduces the student to advanced knowledge and attitudes of nursing as a profession and includes the concepts across the lifespan: Quality Improvement, Professional Behaviors, and Accountability.				This course introduces the student to advanced knowledge and attitudes of nursing as a profession and includes the concepts across the lifespan: Quality Improvement, Professional Behaviors, and Clinical Decision Making.	
				NUTR	251	**Nutrition in Health Care II**	2
						This course applies principles of nutrition to nursing care planning and delivery. Emphasis is on nutrition for individuals with disease processes related to concepts learned throughout the nursing curriculum.	
Total			12	Total			12
Core Total		LPN to RN advanced standing	48	Core Total		LPN to RN advanced standing	48

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

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_____   _____
Chief Academic Officer   8/15/18
                                                                                         Date

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Tacoma Community College Program Proposal Applied Management Bachelor of Applied Science

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.

Tacoma Community College Program Proposal Applied Management Bachelor of Applied Science

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	Employer Satisfaction	Yearly
Advisory Committee	Effectiveness of program and curriculum relevancy.	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
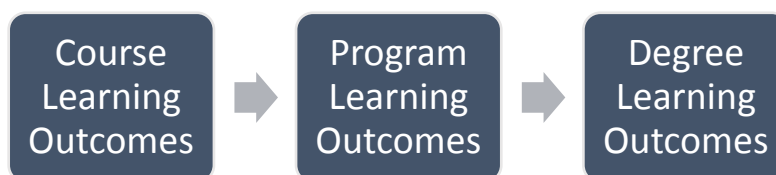
To ensure the alignment of these three levels of outcomes, all new courses, degrees and certificates are vetted by the Curriculum Committee.   Current courses go through the Curriculum Alignment Process (CAP) with the Curriculum Committee every five years to ensure the outcomes are still aligned and 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.

Tacoma Community College Program Proposal Applied Management Bachelor of Applied Science

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:
  o English 101 or equivalent (5 credits)
  o Humanities (5 credits)
  o General Electives (15 credits)
  o Statistics (5 credits) (may be accepted without as long as completed prior to BUS 320)
- Intermediate Excel skills as evidenced by:
  o Completion of CU 203 (Excel 2) with a C or better OR
  o 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:		X*	
• MATH& 146 Introduction to Statistics	5		
• 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.

Tacoma Community College Program Proposal Applied Management Bachelor of Applied Science

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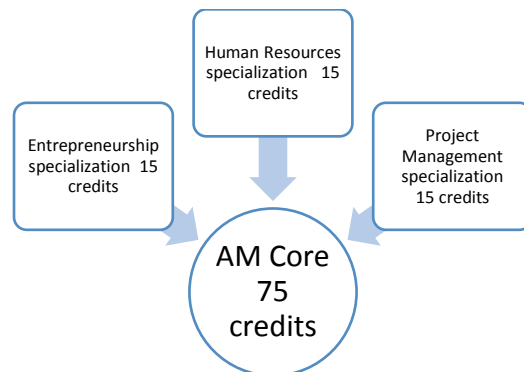
Careful thought was given to ensure that all instruction is delivered in an appropriate sequence of didactic, laboratory, and professional activities. As noted previously, all new courses are reviewed by the TCC Curriculum Committee for recommendation of approval.

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.

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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	
• **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	
• **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

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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).

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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

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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

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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,

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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	$18c440	$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 budged 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

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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

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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".**

Tacoma Community College Program Proposal Applied Management Bachelor of Applied Science

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			
• 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.		
• 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.		
• 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).		

• 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?

	Comment
	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.
	• 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.
	    o 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.
	    o 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.
	    o 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.
	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.

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	I recommend adopting some kind of standardized exit test to evaluate overall programmatic learning outcomes including strengths and weaknesses.
• General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	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.
• Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	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.
• Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	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.
• 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?

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		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.
•	Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
		Comment Unknown.
•	Preparation for a Master of Business Administration	Does the curriculum prepare graduates to enter into the Master of Business Administration program at your institution?
		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.
•	Overall assessment and recommendations	Please summarize your overall assessment of the program.
		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. August 7, 2018.

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.

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	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?	
	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. **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.** **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.** **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.** **The program appears well positioned for job placement.**	
	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	Does the curriculum align with the program's Statement of Needs Document?
		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. **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."**
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?
		Emphatically yes. All employers are looking for their employees to have basic skills in the core courses you have listed. **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.**
e)	General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
		Yes, 45 credits in General Education seem adequate and they appear to prepare students for the BAS program.
f)	Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
		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.
g)	Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

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	Under your Specialized Credentials section, you have done an excellent job of identifying who should be teaching the courses. **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.** **Your faculty qualifications appear adequate.**
h) 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?
	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. **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.**
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
	Yes on both counts

j)	Preparation for a Master of Business Administration	Does the curriculum prepare graduates to enter into the Master of Business Administration program at your institution?
		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: **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.**
k)	Overall assessment and recommendations	Please summarize your overall assessment of the program.
		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. **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.** **Overall, a great program and job well done.**

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.

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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.

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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 s 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.

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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)

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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 communication 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?

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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					

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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

1st Year Offerings	# Sections	2nd Year Offerings	# Sections	3rd Year Offerings	# Sections	4th Year Offerings	# Sections	5th 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

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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))

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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))

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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	PHIL 320

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

Tacoma Community College Program Proposal Applied Management Bachelor of Applied Science

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)

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

Tacoma Community College Program Proposal Applied Management Bachelor of Applied Science

- Stipends/Curriculum Development
  - 24 courses = 120 credits*750 = 90000
    - 9 i1 18-19 $33,750
    - 9 in 19-20 $33,750
    - 3 in 20-21 $11,250
    - 3 in 21/22 $11,250

Tacoma Community College Program Proposal Applied Management Bachelor of Applied Science

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.

Tacoma Community College Program Proposal Applied Management Bachelor of Applied Science

Tacoma Community College

Bachelor of Applied Science in Applied

Management

Statement of Need

Table of Contents: BAS in Applied Management

Cover Sheet
STATEMENT OF NEED

Program Information

Institution Name: **Tacoma Community College**

Degree Name: **Applied Management**   CIP Code: _____

Name(s) of 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 Began: 2006

   Degree: AAS Human Services   CIP Code: 44.0000   Year Began: 1977

Proposed Start Implementation Date (i.e. Fall 2014):   **Fall 2019**

Projected Enrollment (FTE) in Year One: 15   at Full Enrollment by Year: **2023**

Funding Source: State FTE: ⊠   Self-Support: ☐   Other: ☐

Mode of Delivery

Single Campus Delivery: **Tacoma Community College**

Off-site:

Distance Learning: Online/Hybrid

Contact Information (Academic Department Representative)

Name: Tod Treat

Title: Executive Vice President for Academic and Student Affairs

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

Telephone: 253.566.5022

Fax: 253.566.5378

Email: ttreat@tacomacc.edu

_____   24 March 2018
Chief Academic Officer   Date

Introduction

Tacoma Community College (TCC) is proposing a Bachelor of Applied Science (BAS) Degree in Applied Management. This new offering will create a pathway for graduates to further their managerial education from four of TCC's Associate of Applied Science Degrees to include Business (with concentrations in Logistics and Entrepreneurship), Accounting, Paralegal, and Human Services (HSP). This newly proposed BAS degree will focus on human resources, project management, and entrepreneurship. This proposed degree will enhance technical skills by adding a business management component, making graduates more marketable in their respective industry. Specific details of how the program learning outcomes for these four degrees tie directly to the proposed Applied Management BAS can be found in Criteria 4 on pages 13-15 in this Statement of Need. This Applied Management Bachelor Degree 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.

According to Washington State's Employment Security Department for the months of January through October 2017 Pierce County shows a gap of over 2000 bachelor prepared business management focused employees. **(2017)**. There are a number of local universities that offer traditional Bachelor of Arts in Business education, to include Pacific Lutheran University, the University of Puget Sound, and the University of Washington-Tacoma. Both Pacific Lutheran University and University of Washington-Tacoma also have Master's degrees in Business. These universities produced 505 business graduates at the bachelor and Master's level during the 2015-16 school year. **(National Center for Education Statistics, 2017)** Our research has shown that, while these traditional university programs are an excellent option for direct transfer Associate of Business graduates, graduates from our professional technical programs encounter substantial barriers to access, which include having to complete significant additional credit work before receiving Junior status as well as obstacles that come from being working adults with families.

There are two programs that currently offer related Bachelor of Applied Science programs in Pierce County. Clover Park Vocational College has a BAS in Operations Management, which is specifically focused on management for trade industry professionals. Central Washington University offers a BAS in Information Technology and Administrative Management (ITAM) on the Pierce College Campus. Pierce College has also indicated an interest in exploring a Bachelor of Applied Science in Applied Management. With such a substantial unmet need for business graduates in Pierce County, Tacoma Community College and Pierce College are committed to collaboration around applied management options to meet the diverse needs of the students, employers, and the Pierce County community. TCC and Pierce College will support the needs of our county and differing populations by coordinating applied management options, to include the modality of offerings, specializations, and shared courses.

A BAS in Applied Management would allow associate of applied science graduates to achieve their bachelor's degree with fewer barriers. Unlike traditional Bachelor of Arts in Business degrees, which focus on a wide variety of business professions, such as accounting, finance, and marketing, TCC's proposed Applied Management 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. A BAS in Applied Management at TCC would provide a streamlined, career-focused option for those degree holders with no other reasonable alternatives to pursue higher education.

Criteria One: Institutional Role and Mission

The proposed BAS in Applied Management supports the role and mission of Tacoma Community College and reflects its program priorities as demonstrated by the TCC mission and key priorities in the TCC 2014-2018 Strategic Plan.

Tacoma Community College (TCC) is a public, two-year institution of higher education authorized by the State of Washington under the Community College Act of 1967. The college offers comprehensive educational and service programs to meet the needs of the students and communities in our service area. In addition to providing associate degrees in a number of areas for students with 4-year university transfer intent, TCC is committed to creating high-quality workforce education opportunities for Tacoma and the surrounding area. Currently TCC offers certificates and associate in applied science degrees in 12 programs and most recently has added BAS degrees in Health Information Management (Fall, 2016) and Community Health (Fall, 2018).

TCC is one of nineteen Washington colleges participating in Achieving the Dream (ATD), a national, foundation-funded student success initiative focused on students of color and low-income students. This initiative has increased the college's institutional research capacity, fostered evidence-based decision making across the college, and facilitated the development and implementation of interventions to increase student success, particularly that of historically underrepresented populations.

Tacoma Community College's mission is to create meaningful and relevant learning, inspire greater equity, and celebrate success in our lives and our communities. The college meets its mission through the Strategic Plan 2014-2018 which focuses broadly on learning, equity, community, and discovery. Within the strategic plan, TCC has identified several priorities which align with the development of an applied baccalaureate in Applied Management. These include:

- **Theme One: Create Learning.** Ensuring College curricula meet current and emerging workforce competencies, transfer requirements, and the educational goals and priorities of our students.

- **Theme Two: Achieve Equity.** Increasing completion rates for diverse populations in all academic programs, with emphasis on those that lead to higher wage employment.

- ☐ **Theme Three: Engage Community.** Developing strong relationships and partnerships with local employers, including active program advisory committees, in order to meet their employment needs.

- ☐ **Theme Four: Embrace Discovery.** Continuously exploring and evaluating new and emerging fields of business so that Tacoma and Pierce County can benefit from these opportunities by providing graduates with the necessary knowledge and skill sets.

The proposed Bachelor of Applied Science in Applied Management degree has been discussed on the TCC campus soliciting input from faculty, staff and students. The vetting process at TCC has included widespread sharing and discussion of the proposed Statement of Need with administration through formalized meetings will all of the Instructional Deans, as well as meetings with the Student and Administrative Services Group (which includes all Instructional Administrators as well as Executive Staff). In addition, the Statement of Need has been presented at multiple faculty groups, to include Faculty Forum, Instructional Council, and Curriculum Committee. The proposed degree has also been discussed and endorsed by our professional technical program advisory committees. Finally, this degree has been discussed with student groups and we have performed a formal survey of the target student populations.

Criteria Two: Support of Statewide Strategic Plan

The development of a BAS in Applied Management supports both the WSAC and SBCTC missions, goals, and strategies as outlined in their organizational documents.

The 2013 WSAC Roadmap speaks to demographic and economic imperatives for both increased postsecondary attainment and alignment between credentials and degrees with employees' skill needs and employment opportunities. The Roadmap identifies three strategies to meet these imperatives: ensure access by making education more affordable; enhance learning through use of technology to improve student outcomes; and prepare for the future challenges by responding to student, employer and community needs. A BAS in Applied Management at Tacoma Community College addresses all three of these strategies by providing a cost-effective alternative in the Tacoma/Pierce County area, leveraging the successful online education already in place at TCC, and preparing the workforce in the Tacoma area through education to meet current and future demand of employers. Finally, the Roadmap's emphasis on adult learners is met by an intentional expansion of adult-centered learning principles currently designed into the all professional technical programs as Tacoma Community College develops the applied baccalaureate content.

The follow up WSAC 2015 Roadmap Report reported a number of issues, three of which the BAS in Applied Management addresses.

1. The least educated were hit hardest by the last economic downturn.

The BAS in Applied Management addresses this issue by providing a new and different pathway to a bachelor's degree thereby making the graduates more resilient in economic downturns.

2. Employers are finding it harder to find qualified employees.

    The BAS in Applied Management addresses this issue by creating a made-in-Washington skilled workforce ready and able to fill openings for current Tacoma-area employers and more attractive to future employers.

3. Persons of color are the largest growing demographic in WA State but have been traditionally underserved by postsecondary education.

    The professional technical business program at Tacoma Community College serves a higher percentage of students of color than the rest of the college; in 2017, 50% of graduates of the program were students of color compared to 10% of graduates college-wide. A BAS of Applied Management would give those graduates, who are largely students of color, a pathway to seamlessly advance to a bachelor degree program and all the economic potential it holds.

The SBCTC Mission Study (2010) focused on economic demand, increased educational attainment particularly for underserved populations, and instructional innovation in framing its recommendations. Specifically, the study suggests that "Washington...needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need."

The mission study also outlines ten action items that are met by Tacoma Community Colleges' applied baccalaureate in Applied Management. These include:

- Serving more students, particularly the underserved;
- Closing skills gaps between what technically trained workers can do and what industries in Washington need;
- Contributing to the production of baccalaureate degrees that meet regional needs and are oriented towards competitiveness for employment;
- Creating seamless pathways in P-20 with stackable credentials from the AAS in Business, AAS in Accounting, AAS in Paralegal, and others to the BAS in Applied Management;
- Using technology to invest in a 21st century learning infrastructure including eLearning and online student services. Tacoma Community College has years of experience in offering quality online and blended learning and continually seeks out new technologies to enhance education clearly demonstrating our commitment.

Finally, our proposal to create a BAS in Applied Management at Tacoma Community College helps fulfill the SBCTC's goals "increase educational pathways for professional and technical associate graduates who have been limited in their ability to apply credits toward a bachelor degree"; "meet state goals for increasing the overall number of baccalaureate degrees"' and "expand the workforce mission of community and technical colleges to serve the needs of local and state employers".

Criteria Three: Employer and Community Demand

Tacoma-Pierce County Business Environment

Tacoma Community College is located in Tacoma, Washington in Pierce County. Pierce County is the second largest county in the state of Washington and Tacoma is the third largest city. According to the U.S. Department of Commerce, the estimated population size of Pierce County in 2017 was 861,312, 62.9% of which are between the ages of 18-64; 25.4% of person's age 25+ have a bachelor's degree or higher. (2017). The city of Tacoma is home to an estimated 211,277 persons, 66% of whom are between the ages of 18-64; 26.7% of whom have a Bachelor's degree or higher. (U.S. Department of Commerce, 2017). The total number of employer establishments in Pierce County for 2015 was 17,012. (U.S. Department of Commerce, 2017) .

The city of Tacoma has experienced a healthy recovery and continues to thrive. The downtown area has seen massive development with investments of $300 million due to partnerships with developers from China. As Tacoma is uniquely situated with direct access a major seaport, railway, and close proximity to an international airport, we also boast a vibrant global presence. Tacoma's international exports total $10 billion. **(City of Tacoma, 2018)**. Our 15 sister cities all connect on global trade and we are home to the World Trade Center Tacoma. On a local level, Tacoma has 14 distinct business districts, home to everything from coffee shops, retail shopping, nightclubs, theater districts, health care centers, law offices, construction, and manufacturing. **(City of Tacoma, 2017)**. All of these business need management professionals.

Labor Market Demand

Washington State as a whole is experiencing a large gap in supply in Business Management and Administration fields. According to the Labor Market Supply/Demand Annual report (which takes into account the number of graduates from colleges and universities entering the workforce as well as the number of unemployed insurance (UI) claimants) - there is a gap of 18,669 in Business Management and Administration fields in Washington State. (2017).

Tacoma-Pierce County's businesses continue to grow as does the need for qualified bachelor level business employees. According to Washington State's Employment Security Department (ESD), for the period of January-October 2017, Pierce County saw a demand of 2,025 postings for Business Operations Specialists with a supply of qualified prospective employees of 1,682 leaving a gap of 343 (see figure 1). (2017).

The Employment Security Department's labor market supply/demand report for January-October 2017 show total online job postings for Management Occupations of 4,409 with a supply of qualified prospective employees of 2,886, leaving a gap of 1,523 (see figure 2). (2017)

Tacoma CC BAS Applied Management SoN

Figure 1. Business Operations Specialists Supply Demand Pierce County Jan-Oct 2017

Business Operations Specialists
Supply/Demand
Tacoma-Pierce County
Jan-Oct 2017

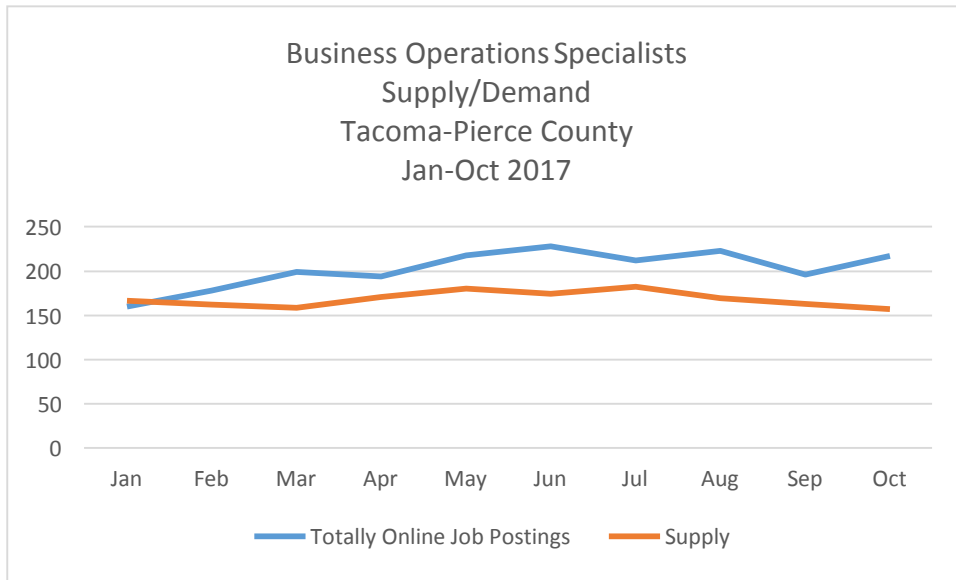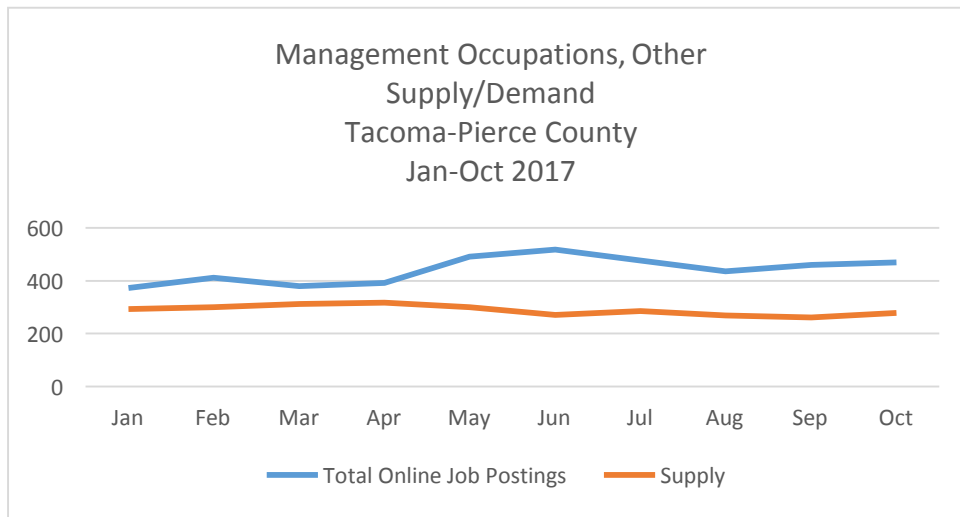Figure 2. Management Occupations Supply Demand Pierce County Jan-Oct 2017

Management Occupations, Other
Supply/Demand
Tacoma-Pierce County
Jan-Oct 2017

The Employment Security Department's long-term projections for SOC 11-0000, Management Occupations in Pierce County, shows an estimated employment in 2015 of 14,996 and 17,774 by 2025 – which is an average annual growth rate of 1.34% and average annual openings of 5,190. (Washington State Employment Security Department, 2017)

Tacoma CC BAS Applied Management SoN

While professionals with applied management degrees could work in any number of fields, TCC's attention is focused on occupational classifications that most closely reflect natural pathways for graduates of our Business, Accounting, Paralegal, and Human Services Applied Associate Degrees and Certificates. The following occupations all require a bachelor's degree, have sizeable demand, and are high wage earning (see table 1). Labor data illustrates that the 6 occupational categories targeted by TCC indicate a significant gap in supply of 837 qualified professionals for the time period of January through October 2017. (2017).

Table 1. ESD Pierce County Occupations In Demand List

Occupation	SOC Code	Est Employment (2015)	Avg Annual Openings (2015-2025)	Avg Annual Growth Rate (2015-2025)	Avg Annual Wage (2017 Q1)	ESD Supply/Demand Gap Jan-Oct 2017
Purchasing Managers	11-3061	69	17	1.20%	$84,723	19
Social and Community Service Managers	11-9151	604	211	1.4%%	$62,617	229
Human Resource Specialist	13-1071	1,260	473	2.60%	$62,895	95
Management Analyst	13-1111	1,404	460	2.30%	$76,534	349
Training and Development Specialists	13-1151	532	158	1.80%	$66,079	110
Market Research Analysts and Marketing Specialists	13-1161	671	283	4.1%	$56,733	35

Not listed in the above table is Project Managers. Currently there is no SOC code specific to Project Mangers, however the 2018 update will include Project Mangers with SOC code 13-1082.

According to a June 2017 snapshot provided by Burning Glass through the SBCTC, there is an unmet demand for bachelor level management positions in Pierce County. Burning Glass notes, "On average, there are 2,150 unique job postings in this career area and region each year, and 293 graduates". (Burning Glass, 2017). Listed within the top ten occupations in this category are six of our areas of focus, Purchasing Managers, General Managers, Human Resource Specialists, Project Managers, Social/Human Service Managers, and Training and Development Specialists.

This same Burning Glass report showed an Unmet Demand for Sales and Marketing Professionals, showing job postings of 1,684 and 599 graduates. Marketing Specialists were listed as one of the top 10 occupations based on demand with an average of 82 annual job postings. (Burning Glass, 2017)

Table 2. Burning Glass June 2017 Snapshot Unmet Demand Bachelor Level Management Occupations Pierce County

Occupational Title	Average Annual Job Postings	Medial Regional Earnings
Business Development	86	$50,479
Buyer/Purchasing Agent	106	n/a
General Manager	313	$73,656
Human Resources/Labor Relations Specialist	350	$49,062
Nursing Manager/Supervisor	67	$51,0+0
Operations Manager/Supervisor	171	$75,719
Project Manager	63	$65,082
Property /Real Estate	63	n/a
Social / Human Services Manager	84	$44,971
Training and Development Specialist	122	$59,298

TCC has received enthusiastic endorsement of this proposed degrees by members of our Associate of Applied Science Business degree advisory board members. These advisory board members represent a variety of employers to include:

- Macmillian Piper Inc
- Site Selection NW
- RedBike International
- Oliver Group
- Porter & Associates Logistics Consulting
- Lynden Transport
- Tote Maritime
- William Factory Incubator
- Holman Transportation

Supply

Pierce County includes four four-year universities and colleges and four community and technical colleges (see table 3).

Table 3. Pierce County Institutions of Higher Education

Four-Year Universities and Colleges	Community and Technical Colleges
University of Washington Tacoma	Tacoma Community College
Pacific Lutheran University	Pierce College
University of Puget Sound	Bates Technical College
The Evergreen State College Tacoma	Clover Park Technical College

While there is currently no Applied Management BAS offered, of the eight institutions of higher learning, four of them offer some type of business related baccalaureate level degree. Using IPEDS data

TCC, BAS in Applied Management

on completions for the 2015-2016 academic year, there were 411 bachelor prepared graduates in business and 100 master's prepared graduates. Pacific Lutheran University, University of Puget Sound, and University of Washington-Tacoma all have general Bachelor of Art Business degrees. Clover Park Technical College offers a Bachelor of Applied Science in Operations Management, which is specific to those working in the manufacturing industry. Using IPEDS data for the 2015-16 they showed a graduating class of 6 students (see table 4). Central Washington University has a branch campus on the Pierce College campus that offers a BAS in Information Technology and Administrative Management. We did not include these graduates in our numbers as our applied management degree does not have an IT focus.

Table 4. Business, Management, Marketing, and Related Support Service Graduates 2015-2016 IPEDS

College/University	Bachelor Degrees	Master's Degrees	Total
Clover Park Technical College	6	0	6
Pacific Lutheran University	113	52	165
University of Puget Sound	55	0	55
University of Washington - Tacoma	237	48	285
TOTAL	411	100	511

Criteria Four: Building on existing Professional and Technical Degree Programs

The target population for this degree will be graduates from TCC's Associate of Applied Science Degrees in Business, Accounting, Human Services (HSP), and Paralegal programs (see figure 3).

Figure 3. AAS Target Degrees for BAS in Applied Management
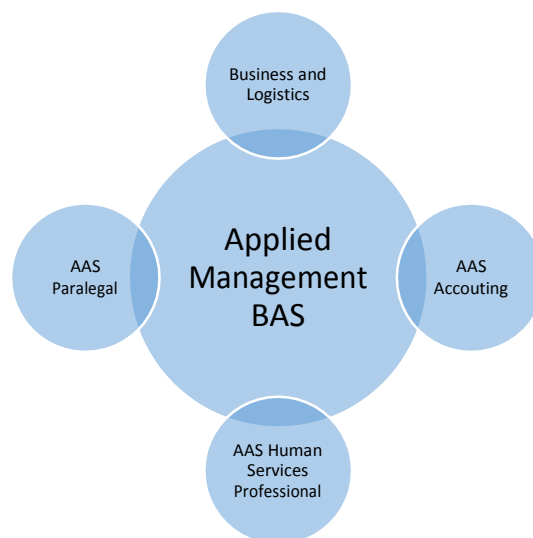
TCC has graduated over 500 students in these four degrees over the past five years (see table 5).

TCC, BAS in Applied Management

Table 5. Five Years of Graduates from Targeted Programs

Program	AY12/13	QY13/14	AY14/15	AY15/16	AY16/17	Total
Accounting	36	22	20	35	22	135
Business	11	15	11	24	19	80
HSP	37	43	29	39	37	185
Paralegal	30	15	28	25	18	116

In addition to the graduates listed above, this degree may eventually allow a pathway to baccalaureate level education for graduates from any number of applied associate degrees that currently have little or no pathway due the nature of the transferability of their associate degree. As this degree strives to bring managerial skill to those with technical expertise, it can apply to any number of fields.

Degree Specifics

Associate of Applied Science in Business
The Associate of Applied Science in Business has been in existence at TCC since 1971. This 94 credit program prepares students for employment in a wide variety of business environments.

TCC's Associate of Applied Science Degree in Business includes concentrations in Global Logistics or Entrepreneurship. Along the way to degree completion, students earn certificates in Customer Service, Marketing, and Management. Students also have the opportunity to add additional certificates in Human Resource Specialist.

Students earning these degrees and certificates find work in a variety of areas (see figure 4).

Figure 4. Careers for Associate in Applied Business and related Certificates

Associate in Business	Global Logistics Concentration	Entrepreneurship Concentration	Retail Management Certificate
•Small Business Owner •Compliance Managers •First Line Supervisors •Sales and Related •General Operations Managers	•Purchasing •Distribution •Inventory/Materials Management •Warehouse Operations •Systems Management •Rate Analysis •Supplier Sourcing •Customer Service •Transportation Management •Traffic Management •Dispatching •Sales	•Small Business Owners •General Operations Managers •Regulatory Affairs Managers •Compliance Managers •Supply Chain Managers •Security Mangers •Loss Prevention Managers	•General and Operations Managers •First Line Supervisors of Retail Sales Workers

TCC, BAS in Applied Management

Management Certificate	Marketing Certificate	Human Resources Certificate
•First Line Supervisors •Demonstrators and product Promoters •Sales and Related Workers	•First Line Supervisors •Demonstrators and Product Promoters •Sales and Related Workers	•Human Resource Assistant

Associate Applied Science in Accounting

The Associate of Applied Science in Accounting degree has been in existence at TCC since 1971. This 90 credit program prepares students for entry-level positions that work with integrated computerized accounting systems. The degree includes curricula that covers practical accounting as well as leadership and business. As students complete this AAS degree, they also complete an Accounting Office Associate Certificate, Assistant Bookkeeping Clerk Certificate, and a Bookkeeping Systems Certificate. In addition, students can complete specialized accounting certificates in computerized accounting and in tax preparation (see figure 5).

Figure 5. Careers for graduates of Accounting AAS and Related Certificates

AAS in Accounting	Assistant Bookkeeping Clerk Certificate	Bookkeeping Systems Certificate	Tax Preparation Certificate
•Entry Level Accountant	•Bookkeeping, Accounting, and Auditing Clerks •Payroll and Timekeeping Clerks •Brokerage Clerks	•Bookkeeping, Accounting, and Auditing Clerks •Payroll and Timekeeping Clerks •Brokerage Clerks	•Tax preparer

Associate of Applied Science in Paralegal

The American Bar Approved (ABA) Associate of Applied Science in Paralegal has been in existence at TCC since 2006 (prior to this it was included in an Administration of Justice program). This 100 credit program prepares students for employment in the legal services as specialist to provide assistance to attorneys or other legal professionals. Graduates of TCC's Paralegal Associate of Applied Science Degree, or those who obtain the Paralegal Pro-Certificate are prepared to work as paralegal professionals. TCC also offers the Limited License Legal Technician (LLLT) program. In September 2012, the Washington State Supreme Court adopted the LLLT Rule, which authorizes non-attorneys who meet

certain education requirements to advise and assist clients in approved practice areas of law (see image 6).

Figure 6. Careers for Graduates of AAS in Paralegal and Related Certificates

AAS in Paralegal	Paralegal Preferred Pro-Certificate	Limited License Legal Technician Certificate
•Paralegal and Legal Assistant •Legal Secretary •Investigator	•Paralegal and Legal Assistant •Legal Secretary •Investigator	•Limited License Legal Technician

Associate of Applied Science in Human Services

The Associate of Applied Science in Human Services has been in existence at TCC since 1977. This 97 credit program prepares students for employment as practitioners in social service, health and addiction agencies. In addition to the Associate of Applied Science Degree, this program offers a Case Aide Certificate and a Human Services Certificate, which meets education competencies for Chemical Dependency Professional (CDP) as described by the State of Washington (see figure 7).

Figure 7. Careers for Graduates of AAS in Human Services and Related Certificates

AAS in Human Services	Case Aid Certificate	Human Services Certificate
•Social and Human Service Assistants	•Social and Human Service Assistants •Case Aid	•Substance Abuse Counselor

Close attention to the outcomes of these four degrees and their related certificates have led to TCC's six targeted SOCs for the proposed Applied Management BAS (see figure 8)

Issues of Equity

According to the SBCTC's conclusion in their 2014 Progress Report on Student Access and Success, "Professional technical education is the predominant entry way for state population groups identified as under-represented in post-secondary attainment" and that "the results by race and ethnicity highlight the challenges for increasing college attainment for Hispanics, Black/African American, and American Indian/Alaskan Native and Hawaiian/Pacific Islander students. " (p. 6).

Figure 8. Pathways for graduates of AAS in Business and related Certificates into careers requiring bachelor degrees
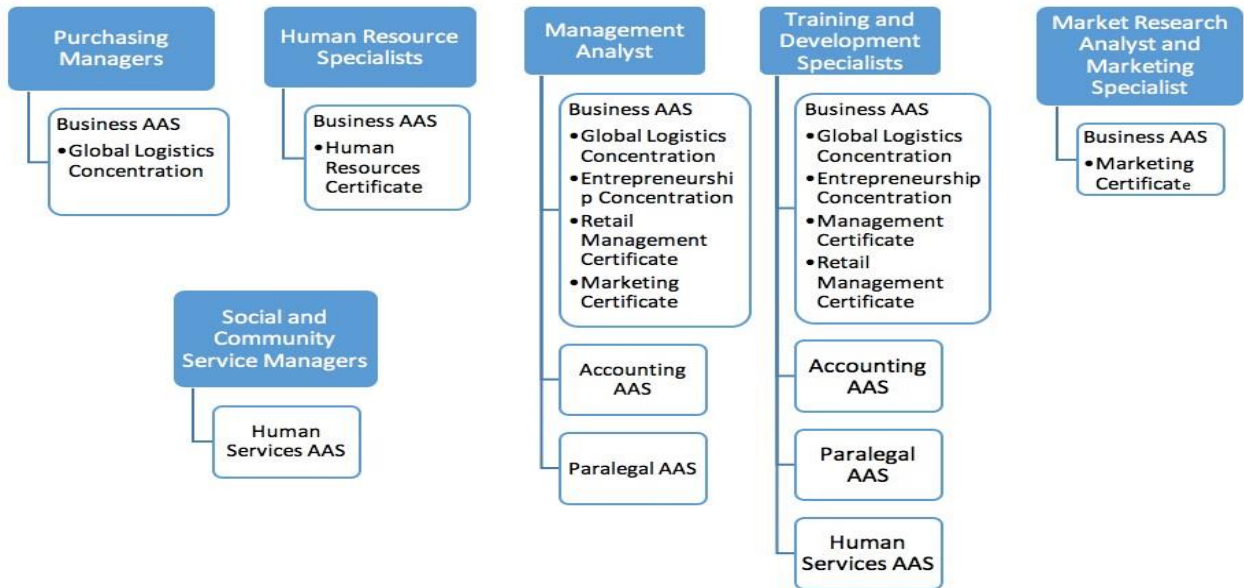
Review of the student population of our four targeted degree programs, Accounting, Business, Human Services, and Paralegal shows that, as suggested in the SBCTC Progress Report, these programs are serving a significant population of under-represented groups. Using data from our Civitas, Illume Students Database, out of the 345 students currently enrolled in four programs during Winter 2018, shows a racial makeup of 50% students who identified as white or Caucasian, 29% identify as persons of color, and 21% did not identify their race (see table 6).

Table 6. Student Race. Business, Accounting, HSP, Paralegal, Winter 2018

Race	White or Caucasian	Black or African American	Asian	American Indian/Alaskan Native	Pacific Islander	Two or More	Unknown	Total
Business	57	17	1	3	3	11	22	114
Accounting	29	5	1	1	1	3	10	50
Paralegal	32	7	0	0	0	9	18	66
HSP	56	22	1	2	2	10	22	115
Total	174	51	3	6	6	33	72	345

Using our Civitas Data for students enrolled Winter 2018, 226 of the 345 students self-identified as women, which is 66% of students in this group. Seventy-five of the 345 students identified as male (22%) and 44 (12%) chose not to identify (see table 7).

TCC, BAS in Applied Management

Table 7. Student Gender. Business, Accounting, HSP, Paralegal, Winter 2018

Gender	Male	Female	Not Specified	Total
Business	32	67	15	114
Accounting	11	34	5	50
Paralegal	8	48	14	66
HSP	24	77	14	115
Total	75	226	48	345

In addition, graduates from these programs will likely face barriers to continuing their education, such as being older, having family obligations, and working while completing school. Using data from our Civitas, Illume Students Database, out of the 345 students currently enrolled in these programs during Winter 2018, 40% of the currently enrolled students were over the age of 40 with 17% being over the age of 50 (see table 8).

Table 8. Student Age. Business, Accounting, HSP, Paralegal, Winter 2018

Age	<18	18-19	20-21	22-24	25-29	30-34	35-39	40-48	50-64	65+	Total
Business	0	5	7	5	23	20	10	26	18	0	114
Accounting	0	3	5	6	7	5	6	9	9	0	50
Paralegal	0	1	3	3	12	10	15	17	4	1	66
HSP	1	0	4	3	10	23	19	26	29	0	115
Number of Students	1	9	19	17	52	58	5	78	60	1	345

Enhanced Connection to our Local Community and Technical College Professional Technical Programs
The Applied Management BAS will build on Associate Degree programs from a multitude of backgrounds for health to business to legal studies. With that in mind the other community and technical colleges in our local area have programs that can also potentially feed into this degree program in the same way we have advised and directed our students to neighboring community colleges with appropriate BAS programs.
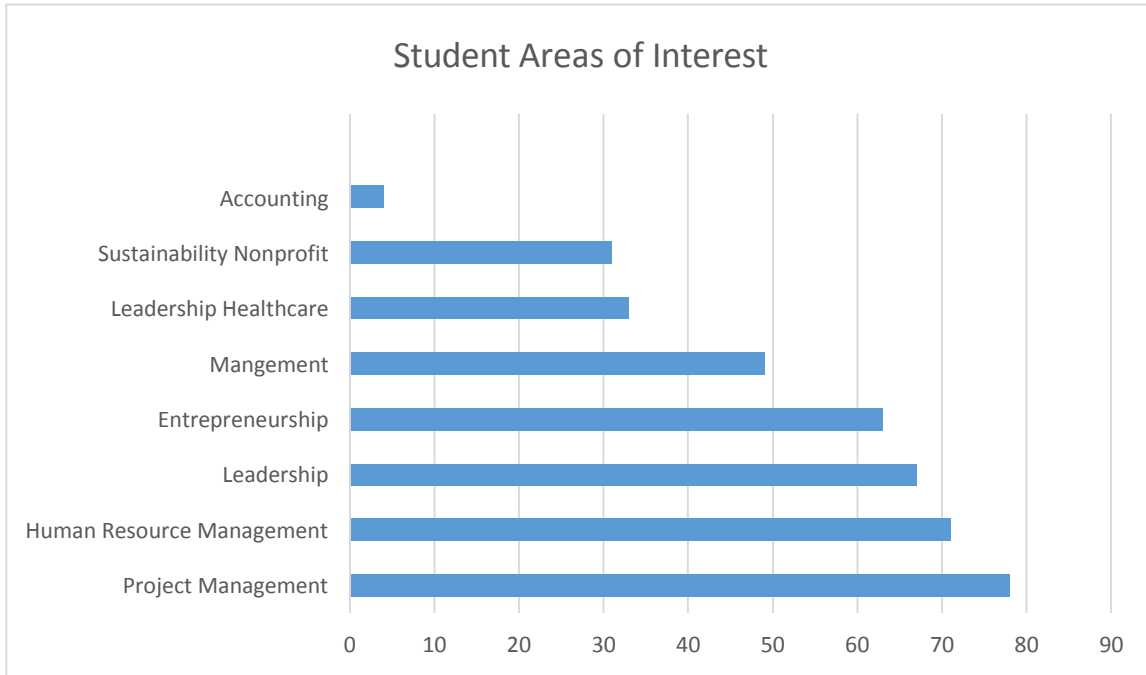
Criteria Five: Student Demand

During the Fall of 2017, TCC surveyed current students and former graduates for a number of our sampling of applied associate degree programs to include business, accounting, paralegal, health information technology, and diagnostic medical sonography. We received 157 responses. Of particular note:

- 144 respondents indicated that they had considered pursuing a bachelor degree
- 105 respondents were either unsure of or felt that they did not have sufficient pathways to pursing a bachelor degree

Prospective students were asked about their areas of interest. As you can see, students indicated that Project Management was their top area of interest, followed closely by Human Resource Management, Leadership, and Entrepreneurship (see figure 9).

Figure 9

Student Areas of Interest

(Horizontal bar chart, values approximate)

Area of Interest	Value
Accounting	4
Sustainability Nonprofit	31
Leadership Healthcare	33
Mangement	49
Entrepreneurship	63
Leadership	67
Human Resource Management	71
Project Management	78

When asked, "If Tacoma Community College offered an Applied Bachelor of Science degree in Applied Management, how likely you would be to enroll," 85.4% of respondents were either somewhat or very likely to attend (see figure 10).

- 75 students indicated they were very likely,
- 59 indicated somewhat likely
- 11 answered not very likely
- 5 had no interest
- 7 already have bachelor degrees

Figure 10

INTEREST IN APPLIED MANAGEMENT BAS AT TCC

I already have a bachelor degree 4%
No Interest 3%
Not Very Likely 7%
Very Likely 48%
Somewhat Likely 38%
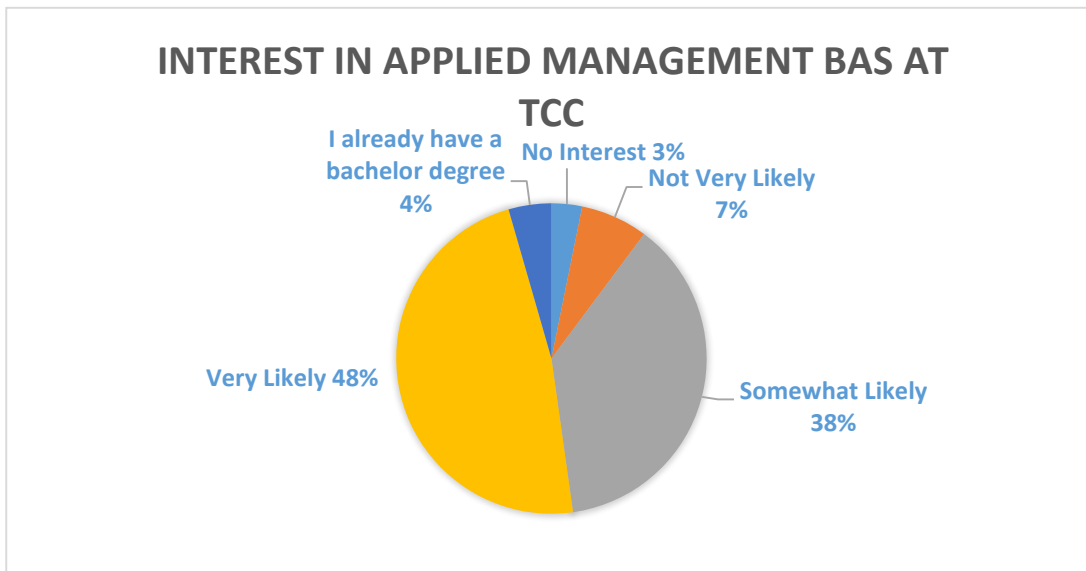
Cohort Size

TCC plans to allow students to attend full time or part time. Our first cohort will plan for 15 full time students and 5 part time students and reach our expected full capacity of 35 full time students and 5 part time students. TCC projects the following enrollments for the first five years (see table 9):

Table 9. Five-Year Projected BAS Enrollments

Year	Projected New Full time Enrollment	Projected New Part Time Enrollment
FY2019-20	15	5
FY2020-21	25	5
FY2021-22	30	5
FY2022-23	35	5
FY2023-24	35	5

## Criteria Six: Service Place-Bound Students

Place Bound Students

In the survey to our potential student pool 157 of our 144 respondents answered that they had considering pursing a bachelor degree. When we asked them why they had not done so yet, the top answers were distance, money, having to do an additional year of schooling before they could apply, family obligations, no online options, and no option in my local area (see figure 11).

Figure 11
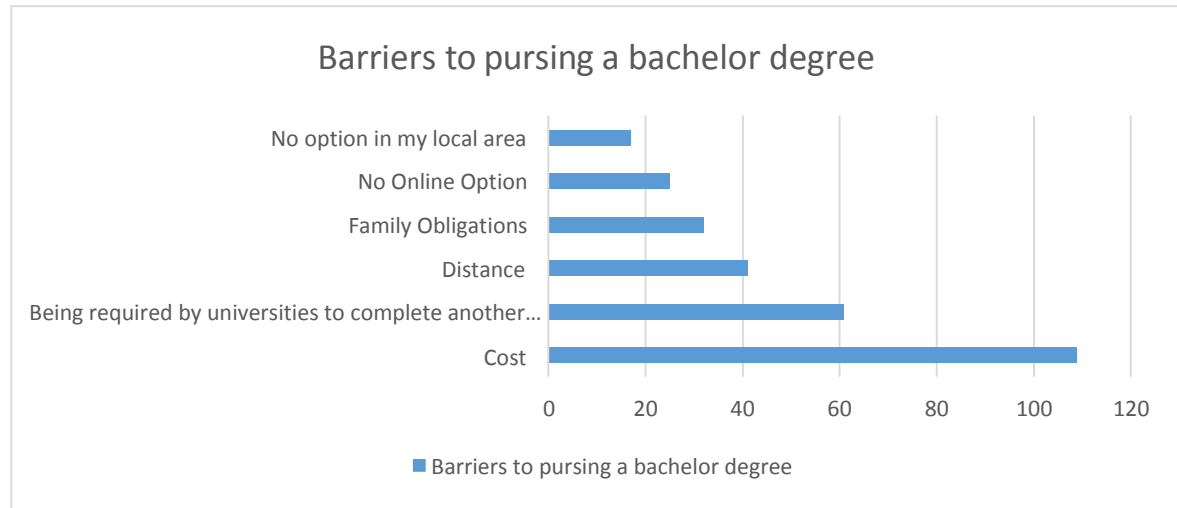
The majority of students who decide to pursue TCC's BAS in Applied Management are likely already working. Many of them will be full time employees. With this in mind, we asked potential students what kind of scheduling would allow them to pursue a bachelor degree. It is clear that students need both full and part time options. The overwhelming majority requested online or hybrid options.

TCC, BAS in Applied Management

Figure 12
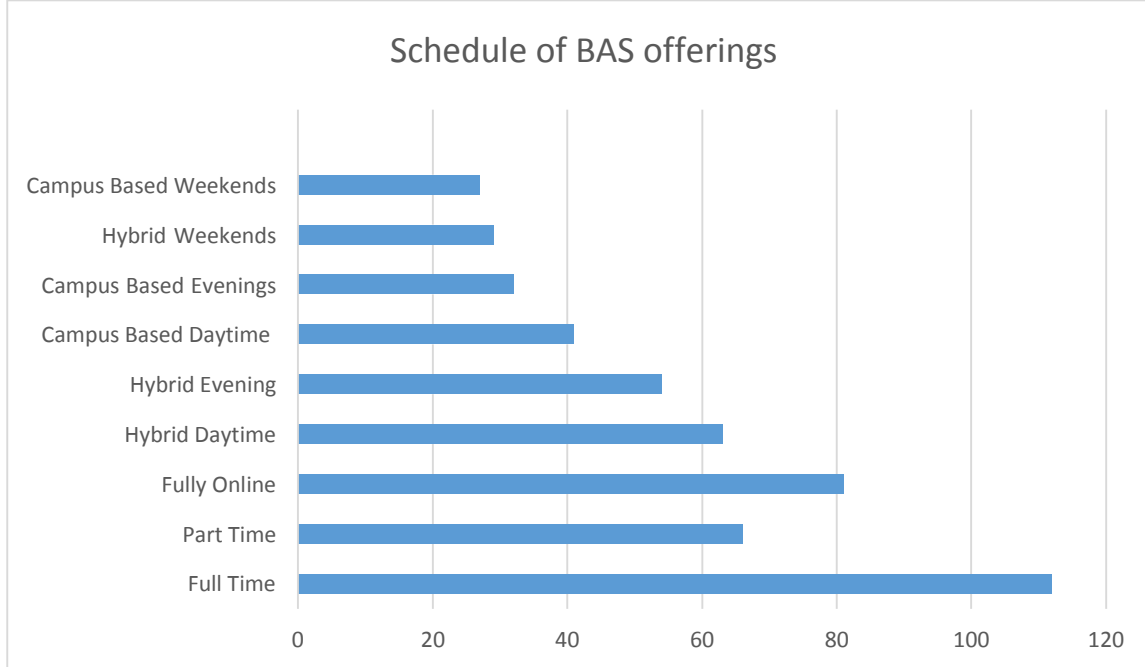
Of the students surveyed, 41 indicated distance was a barrier and 17 indicated there was no option in their area. Students clearly need full and part time options as well as a variety of modalities of delivery. While a majority of students indicated that they preferred an online option, there was a significant number of students who desired some sort of campus component. Keeping in mind not only the cost of the education itself, but that entailed in moving to access education, TCC will work to offer options for working, place bound professionals to include full and part time options, as well as online and hybrid options to maximize access to those currently without.

Surveyed students were also offered the chance to comment on the possibility of an Applied Management BAS at TCC. The comments showed support for this idea. A sampling of comments includes:

- "This is a fantastic idea. I'd work overtime to pay tuition for this."
- "I think that this would be a great idea. It would definitely provide opportunity for those who cannot afford to go to a university and would still have the ability to obtain a bachelor's degree at a community college. This would add value and more reputation for degree at Tacoma Community College"
- "Thank you for giving me the chance to improve my life and career."
- "Please offer this here, it would benefit so many students with financial restrictions like myself."

Similar Programs in the Area
As stated previously, there are five schools in Pierce County with bachelor level or above education in a business related field.

TCC, BAS in Applied Management

Table 10. Business, Management, Marketing, and Related Support Service Graduates.

College/University	Bachelor Degree	Specializations
Clover Park Technical College	BAS Operations Management	
Pacific Lutheran University	Bachelor of Business Administration	Accounting Finance Management & Human Resources Marketing
University of Puget Sound	BA in Business	Business Administration International Emphasis
University of Washington - Tacoma	BA in Business Administration	Accounting Finance General Business Management Marketing
Central Washington University – Pierce College	BAS Information Technology and Administrative Management	

Clover Park Vocational College's BAS in Operations Management is designed for those in management or supervision in the trade industry (such as production managers). The proposed degree from TCC is focused on general management to include human resources, entrepreneurship, and project management. TCCC's curriculum will not address industry operations management and as such we will continue to advise and direct TCC students who are interested in this field to pursue further education at Clover Park.

Graduates from TCC's Associate in Business DTA/MRP degree have a direct path into the Business degree program at the University of Washington-Tacoma. Looking at five year period to include AY 2011-2016 graduation and transfer history for the Associate of Business students, TCC graduated 527 Associate of Arts in Business DTA/MRP students; 30% of those students can be verified as transferring to a Washington State Bachelor program to continue their schooling (see table 11).

Table 11. Associate of Arts in Business Graduates who transferred to Washington Bachelor Programs

Academic Year	AA Business DTA/MRP graduates	Transfer to Bachelor Degree
11-12	67	27
12-13	112	16
13-14	128	23
14-15	122	19
15-16	110	18
TOTAL	527	103

While students transferred to a number of different institutions, 64% transferred to the University of Washington-Tacoma (see table 12).

TCC, BAS in Applied Management

Table 12. TCC Graduates with Associate of Business DTA/MRP that transferred to Washington Bachelor program

Transfer Institution	First Year at Transfer Institution					
	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Bates Technical College					1	1
Bellevue College				1	1	2
Central Washington University	1	4	1	2	3	11
Eastern Washington University	1					1
Green River College			1			1
Highline College		1				1
Olympic College	1				1	2
Peninsula College			1			1
Pierce / Fort Steilacoom				1	1	2
Pierce / Puyallup		1			1	2
Renton Technical College					1	1
The Evergreen State College		1		1		2
University of Washington - Seattle	5	2	3	5	3	18
University of Washington-Bothell Campus					1	1
University of Washington-Tacoma Campus	27	16	23	19	18	103
Washington State University		2	3	1	2	8
Western Washington University				1	2	3
Whatcom Community College					1	1
Grand Total	35	27	32	31	36	161

This well-established pathway has worked well for students who have completed this traditional transfer degree and we would continue to advise and encourage those students appropriately into this degree. The Applied Management BAS would not target graduates from TCC's Associate in Business DTA/MRP.

Collaborations

TCC has made contact with several local community and technical colleges to begin conversations about collaborations and articulations.

- TCC and Bates Technical College have had preliminary discussions on plans to create pathways for Bates Associate of Applied Science students in Business Management and Marketing, Administrative Office Assistant, and Accounting into TCC BAS in Applied Management.
- TCC has had preliminary discussion with Clover Park Technical College. Clover Park and TCC will work together to ensure that messaging on the differences between Clover Park's BAS in Operations Management and TCC's proposed BAS in Applied Management are clear for students. These two colleges will collaborate to ensure that students are advised to the program that is appropriate for them.
- Pierce College has also indicated an interest in exploring a BAS in Applied Management for their student population. TCC and Pierce met and both are committed to a collaboration around

TCC, BAS in Applied Management

applied management options to meet the diverse needs of the students, employers, and the Pierce County community. TCC and Pierce College will support the needs of our county and differing populations by coordinating applied management options, to include the modality of offerings, specializations, and shared courses.

Conclusion

Labor market data shows an unmet need of business professionals in the Tacoma-Pierce County area. The SBCTC's own studies show that under-represented groups participate at a higher rate in professional technical areas. By adding a BAS in Applied Management at TCC we hope to fill the gap in our workforce, as well as provide pathways to bachelor education to students who traditionally felt they had no option to go beyond their associate degree. This proposed BAS will allow students to stay in their current industry while providing them with the skills they need to improve their career.

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TACOMA COMMUNITY COLLEGE

**QUID PRO QUO AGREEMENT BETWEEN
TACOMA COMMUNITY COLLEGE AND THE
TACOMA COMMUNITY COLLEGE FOUDNATION**

December 12, 2018

BACKGROUND

The TCC Foundation Board and the TCC Board of Trustees review the Quid Pro Quo agreement between the College and the TCC Foundation. The Quid Pro Quo establishes the amount of salaries and expenses paid by the college in support of Foundation operations. This agreement is referred to in the operating agreement between Tacoma Community College and the TCC Foundation.

STATUS

The Quid Pro Quo agreement was approved by the TCC Foundation Board of Directors at its November 27, 2018 meeting.

RECOMMENDATION

The President recommends that the Board of Trustees approve the Quid Pro Quo agreement.

Tacoma Community College and
Tacoma Community College Foundation
Agreement

This Agreement is entered into by and between Tacoma Community College, Community College District No.22 ("College"), and the Tacoma Community College Foundation, a nonprofit corporation ("Foundation").

WHEREAS, the College, pursuant to RCW 28B.50.140(8), may receive such gifts, grants, conveyances, devises and bequests of real and personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out College programs as specified by law and the rules of the state college board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt rules to govern the receipt and expenditure of the proceeds, rents, profits and income thereof; and

WHEREAS, the College has, from this, express power to receive property, the implied power to solicit the same; and;

WHEREAS, the College has the authority to enter into contracts for these and other lawful purposes; and

WHEREAS, the Foundation is a tax-exempt nonprofit corporation, independent of and separate from the College, organized and operated to receive and administer property and to make expenditures and conduct activities to or for the benefit of the College; and

WHEREAS, the Foundation is empowered to solicit and receive property and to make contributions, grants, gifts and transfer of property to the College;

NOW, THEREFORE, the parties hereby agree as follows:

I. SEPARATE OBLIGATIONS

   A. The Foundation shall:

      1. Expend its best efforts to seek to accrue gifts, grants, conveyances, devises, and bequests of real and personal property for the benefit of the College. For this purpose, it will design and implement programs and procedures to solicit and receive such personal property and also to acquire such real property by purchase, lease, exchange or otherwise, all to further the purposes of the Foundation which benefit the College;

      2. Comply with all applicable federal and state laws. For this purpose, the Foundation will establish rules and procedures for the management of all affairs of the Foundation in accordance with (a) the requirements for tax-exempt entities under the federal Internal Revenue Code, including its section 501(c)(3), and (b) Washington State laws, including those governing charitable

solicitations (e.g., chapter 19.09 RCW), charitable trusts (e.g., chapter 11.110 RCW, and nonprofit corporations (e.g. chapter 24.03 RCW); tender to the College immediately all gifts, grants, conveyances, devises, and bequests of real and personal property it may receive wherein the College is designated as the intended beneficiary;

3. Accept, hold, administer, invest, disburse and properly account and be responsible for all donations of property of any kind or character as from time to time may be given to it, in accordance with the terms of such gifts, grants, conveyances, devises, and bequests any kind;

4. Make contributions, grants, gifts, and transfers of property, both real and personal, either outright or in trust, to or for the benefit of the College;

5. Use all assets and earnings of the Foundation for the benefit of the College or for payment of necessary and reasonable administrative expenses of the Foundation. No part of such assets and earnings shall accrue to the benefit of any director, officer, member, or employee of the Foundation or of any other individual, except for appropriate payment of reasonable compensation for services actually rendered or reimbursement of reasonable expenses necessarily incurred;

6. Not merge, consolidate, or change the Foundation's Articles of Incorporation during the lifetime of this Agreement, without the written agreement of the College;

B. The College shall:

1. Provide the Foundation with office space, including utilities, use of office furniture, file cabinets, and associated equipment, and warehouse space for temporary storage of donated materials and equipment;

2. Provide the Foundation with use of office machines, materials and services as reasonably required for its operation, including consumable office supplies, telephone service, postage, use of word-processing, photocopying, facsimile transmission, duplication, publication, and audio-visual equipment and services, and part-time professional and/or staff services. The time allocated to services to the Foundation shall not be full-time for any College employee;

II. ACCOUNTING AND AUDITING
To provide proper accounting and auditing for the property and services provided by each party under Article I:

A. By April 30 of each year, the Foundation fiscal analyst and the director of financial services shall prepare a draft quid pro quo forecast for the following fiscal year showing all anticipated transactions and services under this Agreement for that upcoming fiscal year, including all space and equipment, supplies, personnel, and other services the College expects to provide to the Foundation. The presidents of the Foundation and the College, and/or their designees, will review that forecast.

B. The value of all space and equipment, supplies, personnel, and other services which the College provides to the Foundation, based on a rolling three year average, shall not exceed the agreed upon annual contract listed in the College and Foundation quid pro quo agreement. By April 30 of each year, the director of financial services and the Foundation fiscal analyst will review the financial

records for space and equipment, supplies, personnel, and other services provided by the College to assure that the maximum amount does not exceed the agreed upon annual contract listed in the College and Foundation quid pro quo agreement. By September 30 of each year, the Director of Financial Services and the Foundation fiscal analyst will prepare, and the presidents of the Foundation and the College and/or their designees will review, a post closing summary of the transactions between the two parties to assure that the maximum has not been exceeded.

C. The Foundation shall annually confirm to the College that it has fully complied with its obligation to expend its best efforts to seek to accrue gifts, grants, donations and endowments for the benefit of the College. For this purpose, the Foundation will list its accomplishments for the preceding year and share with the College its revenue and expense statements for the preceding year and its end-of-year balance sheet.

D. Pursuant to RCW 28B.50.837 et seq. (Washington Community and Technical College Exceptional Faculty Awards Program), the Foundation agrees to accept state matching funds from the College Faculty Awards Trust Fund ("the Fund"), and protect, invest, and manage disbursements from the Fund as required by law."

E. The Foundation is a separate entity from the College, and shall be annually audited by a reputable independent accounting firm. Should Title III matching funds become available, all parties will follow the program-specific auditing and accounting requirements established by the federal government for this program.

F. The College is a state institution of higher education, and shall be audited by the State Auditor's Office.

G.   The Foundation, shall permit the president of the College, or the president's designee, to inspect and/or copy all Foundation books, accounts and records at all reasonable times in order to determine compliance with the commitments made in this Agreement. The president's designee may include institutional or state auditors. Nothing herein shall be deemed to affect the rights and responsibilities of the State Auditor.

III. OTHER AGREEMENTS

A. Independent Capacity: At all times and for all purposes of this Agreement, each party shall act in an independent capacity and not as an agent or representative of the other party.

B.   No Indemnification: Each party shall be responsible for the actions and inactions of itself and its own officers, employees, and agents acting within the scope of their authority.

C. No Assignment: This agreement is not assignable by either party, in whole or in part.

D. Governing Law and Disputes: This Agreement shall be governed by the laws of the State of Washington. Before instituting any legal action hereunder, a party, through its president, shall meet with the president of the other party and attempt in good faith to resolve the disagreement. Venue of any action hereunder shall be in Pierce County Superior Court.

E. Entire Agreement: This constitutes the entire agreement of the parties, including all oral understandings, on the subject of their general and overall relationship. However, the parties may

enter into other stand-alone agreements on specific subjects. All such agreements shall be in writing and signed by the parties. This agreement shall be updated and reviewed annually.

F. Modification: No alteration or modification of any term of this Agreement shall be valid unless made in writing and signed by the parties.

G. Termination: This Agreement shall continue until terminated. It may be terminated by either party only at the end of a State fiscal biennium, upon written notice to the other party given at least ninety (90) days in advance. Upon termination of this agreement, the Foundation shall cease soliciting and receiving money and property in the name or for the benefit of the College or for any other purpose and shall dissolved under the laws of the State of Washington governing the dissolution of not for profit corporations.

H. Conflict of Interest: This agreement shall be subject to any conflicts of interest policies for either the College or the Foundation.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties on this –

_____ day of _____, 2018.

FOUNDATION   COLLEGE

Tony Lindgren, Board President   James Curtis, Board Chair

_____   _____

Bill Ryberg   Dr. Ivan Harrell, President
Foundation Director

_____   _____

Approved as to form:

Richard Brady, Assistant Attorney General

Original signature approved form
On _____

Revised September 2018

The College Quid Pro Quo services, salaries and benefits, are an addendum to this document and are negotiated annually.

Tacoma Community College Financial Support to TCC Foundation   **FY 2018 - 2019**   **Revised September 2018**

Payroll & Benefits		Salary & Benefits	FDTN % of support	FDTN $ of contribution
College President	Dr. Ivan Harrell	277,112	5%	13,856
VP for Advancement/FDTN director	Bill Ryberg	159,926	50%	79,963
Foundation Operations Coordinator	Paige Banks	70,000	50%	35,000
Fiscal Analyst	Kelly Farr	72,908	0%	-
Fiscal Assistant	Rod Romberger	32,540	85%	27,659
Admin Assistant	Cathie Bitz	16,640	50%	8,320
Grants Manager	Walter Chien	100,374	15%	15,056
Total		**$729,500.00**		**179,854**

Occupancy and Services Costs

	Sq. Feet	% of support	$ of Contribution @ $18/sq ft
College President	500	5%	450
VP Advancement	170	65%	1,989
FDTN Operations Coordinator	141	80%	2,030
Fiscal Analyst	105	85%	1,607
Admin Assistant	30	50%	270
Fiscal Assistant	100	85%	1,530
Grants Managers	65	30%	351
Storage Room	64	50%	576
Common Areas	500	50%	4,500
Total	**1675**		**13,303**

Maintenance, utilities, custodial, security, refuse, etc.	$8.00/sq ft	5,792		**Total Quid Pro Quo Amount**
IT, Facilities, Web, and Telephone support		18,000		
Total Occupancy and College Services Contribution		**$ 37,095**		**$ 216,949**

Copy of TCCF Quid pro quo 18-19.xlsx

Tacoma Community College Financial Support to TCC Foundation   **FY 2018 - 2019**   **Revised September 2018**

Payroll & Benefits

		Salary & Benefits	FDTN % of support	FDTN $ of contribution
College President	Dr. Ivan Harrell	277,112	5%	13,856
VP for Advancement/FDTN director	Bill Ryberg	159,926	50%	79,963
Director of Development	Lynette Crumity	103,732	80%	82,986
Foundation Operations Coordinator	Paige Banks	70,000	50%	35,000
Fiscal Analyst	Kelly Farr	72,908	0%	-
Fiscal Assistant	Rod Romberger	32,540	85%	27,659
Admin Assistant	Cathie Bitz	16,640	50%	8,320
Grants Manager	Walter Chien	100,374	15%	15,056
Total		**$833,231.38**		**262,839**

Occupancy and Services Costs

	Sq. Feet	% of support	$ of Contribution @ $18/sq ft
College President	500	5%	450
VP Advancement	170	65%	1,989
Director of Development	155	80%	2,232
FDTN Operations Coordinator	141	80%	2,030
Fiscal Analyst	105	85%	1,607
Admin Assistant	65	50%	585
Fiscal Assistant	100	85%	1,530
Grants Managers	65	30%	351
Storage Room	64	50%	576
Common Areas	500	50%	4,500
Total	**1865**		**15,850**

Maintenance, utilities, custodial, security, refuse, etc.	$8.00/sq ft	6,052	**Total Quid Pro Quo Amount**	
IT, Facilities, Web, and Telephone support		18,000		
Total Occupancy and College Services Contribution		**$ 39,902**	**$ 302,741**	