



**LAKE WASHINGTON  
INSTITUTE OF TECHNOLOGY**

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**STATE BOARD FOR COMMUNITY  
AND TECHNICAL COLLEGES  
MAY 4-5, 2022  
PROGRAM PROPOSAL  
BACHELOR OF APPLIED SCIENCE  
APPLIED MANAGEMENT - HUMAN  
RESOURCE MANAGEMENT  
*LAKE WASHINGTON INSTITUTE OF TECHNOLOGY***

# TABLE OF CONTENTS

Cover Page – Program Proposal .....	3
Program Information .....	3
Mode of Delivery.....	3
Program Proposal.....	3
Contact Information (Academic Department Representative) .....	4
Chief Academic Officer signature .....	4
Criterion 1.....	6
Curriculum demonstrates baccalaureate level rigor.....	6
Criterion 2.....	11
Qualified faculty.....	11
Criterion 3.....	14
Selective admissions process, if used for the program, consistent with an open-door institution.....	14
Criterion 4.....	15
Appropriate student services plan. ....	15
Criterion 5.....	19
Commitment to build and sustain a high-quality program .....	19
Criterion 6.....	21
Program specific accreditation.....	21
Criterion 7 .....	22
Pathway options beyond the baccalaureate degree.....	22
Criterion 8.....	22
External expert evaluation of program.....	22
Conclusion .....	25
Appendix A: Program Outline.....	26
Appendix B: Course Descriptions .....	28
Appendix C: Electives.....	30
Appendix D: External Reviewers.....	33
Appendix E: References.....	49

# Cover Page — Program Proposal

## Program Information

Institution Name: Lake Washington Institute of Technology

Degree Name: Bachelor of Applied Science in Applied Management - Human Resource Management (BAS AHRM)

CIP Code: 52.1001

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

Degree: Human Resource Management Certificate of Completion

CIP Code: 52.1099

Year Began: 2009

Degree: Human Resource Management AAS-T

CIP Code: 52.1001

Year Began: 2020

Degree: [Click or tap here to enter text.](#)

CIP Code: [Click or tap here to enter text.](#)

Year Began: [Click or tap here to enter text.](#)

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2022

Projected Enrollment (FTE) in Year One: 15

Projected Enrollment (FTE) by Year: 50 (2024)

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Lake Washington Institute of Technology, 11605 132nd Avenue NE, Kirkland, WA 98034

Off-site: [Click or tap here to enter text.](#)

Distance Learning: Classes will be hybrid and synchronous HyFlex

## Program Proposal

*Please see criteria and standard sheet. **Page Limit: 25 pages***

## Contact Information (Academic Department Representative)

Name: Ren'ee Mangini

Title: Department Chair - Human Resource Management

Address: 11605 132nd Avenue NE, Kirkland, WA 98034

Telephone: 206-856-7614

Email: Renee.Mangini@lwtech.edu

## Chief Academic Officer signature

The Program Proposal must be signed. To sign, double click on the signature line below.

A handwritten signature in black ink that reads "Suzanne Ames". The signature is written in a cursive style with a large initial 'S'.

Chief Academic Officer

3/17/2022

# INTRODUCTION

The mission of Lake Washington Institute of Technology (LWTech) is to prepare students for today's careers and tomorrow's opportunities. The development of new programs supports the college's Core Theme #1: Pathways - LWTech is accessible to the community by providing multiple entrance points and educational pathways. The College is a conduit for students to upgrade skills, transition into new careers, or further education and training.

Human Resource Manager for 2022 was ranked the fourth-best job in America according to CNNMomey.com. It went on to list growth in a ten-year forecast at 23.47 percent. Glassdoor lists HR Manager thirteenth in their best jobs in America for 2022. In the People Profession Survey 2020, 66 percent of the USA respondents said, from a knowledge and skill perspective, Human Resource professional qualifications/certifications played a role in helping achieve career success. Of those whose career progression had met or exceeded expectations, 76% attributed success to skill development and professional qualifications/certifications (Morten et, 2000 p. 86).

LWTech proposes its' thirteenth baccalaureate degree, the Bachelor of Science in Applied Management - Human Resource Management (BAS AHRM). This degree pathway is intended for students who want to pursue a career in Human Resource Management. Graduates of the program will gain advanced leadership, technical, and professional-based knowledge to progress to higher wage roles in the Human Resource profession. Graduates will have the knowledge and skills needed to sit for the Society for Human Resource Management (SHRM) and the Human Resource Certification Institute (HRCI) certification exams. Graduates will also be prepared to pursue graduate education at the master's level at state or regional institutions.

SHRM is the largest human resources professional association and is considered the largest credentialing human resources body designed to meet the highest standards in the industry. As a leader in all matters related to workplace activities, SHRM helps create better workplace environments for organizations' employees. SHRM is the foremost expert, convener, and thought leader on issues impacting today's evolving workplace. SHRM's membership consists of over 300,000 human resource and business executives in 165 countries. The organization impacts the lives of more than 115 million workers and families globally.

The BAS AHRM degree is designed to meet the needs of students who have earned an associate degree and want to continue to earn a Bachelor of Applied Science (BAS) degree. The degree will also be designed to meet the needs of students who have already earned a bachelor's degree but are not eligible to sit for the SHRM and/or the HRCI certification exams. Faculty will develop short upper-level course certificates that will satisfy the certification requirements and meet employer and human resource profession needs.

The Human Resource courses will also meet the needs of certified Human Resource professionals who need 60 hours of continuing education every three years as well as specialty requirements in ethics, global, and strategic human resource. The BAS AHRM courses will consist of preapproved recertification credits for both Human Resource professional certification bodies, HRCI and SHRM.

Human Resource professionals play a significant role in diversity and social justice. Individuals who develop and work with diversity and social justice initiatives are often in the Human Resource department. Since this is the case, LWTech's Human Resource Management Associate's degree has required a diversity and social justice course since 2009. With LWTech's recent diversity and social justice initiative to require all students in certificates and degree programs to complete a Diversity and

Social Justice class, four additional HRM classes have been approved and will be added to the curriculum starting fall 2021. The addition of courses that incorporate diversity and social justice will continue to expand as more classes are developed in the BAS AHRM, which will equip students with the background and knowledge to successfully lead initiatives in the workplace.

## Criterion 1

### Curriculum demonstrates baccalaureate level rigor.

#### 1.1 Program learning outcomes

The mission of Lake Washington Institute of Technology is to prepare students for today's careers and tomorrow's opportunities. The mission of the School of Business is to prepare students for sustainable-individualized careers in business management.

Based on input from SHRM, HRCI, Human Resource professionals, Employer Surveys, Human Resource Programs Advisory Committee, and regional employers, LWTech has developed the program outcomes for students enrolled in the BAS AHRM. Graduates of the program will:

- Demonstrate a variety of appropriate leadership skills to drive talent management and organizational results
- Develop relationships to effectively communicate while understanding ethical, global, and cultural impact
- Align Human Resource practices by demonstrating business acumen, finance, and accounting for managers, general marketing, consultation, and critical evaluation
- Analyze Human Resource initiatives to optimize talent acquisition, employee engagement, productivity, and retention through
  - learning and development
  - benefits
  - compensation
- Create effective strategies to align with organizational goals
  - organizational effectiveness
  - organizational development
  - workforce management
  - employee and labor relations
  - Human Resource technology management
- Integrate Human Resource best practices
  - global context
  - diversity, equity, and inclusion
  - risk management
  - corporate social responsibility
- Evaluate business operations to give informed consultation to organizations

- employment practices
- regulations,
- employment law

## 1.2 Program evaluation criteria and process

The LWTech BAS Applied Management - Human Resource Management (BAS AHRM) degree will prepare students in leadership skills, technical, and best practices in the profession. The degree will prepare students to sit for their SHRM and/or HRCI certification exams. Faculty will develop short upper-level course certificates that will satisfy the certification requirements and meet employer and Human Resource professional needs. The BAS AHRM courses will consist of preapproved recertification credits for both Human Resource professional certification bodies, HRCI and SHRM. Student learning assessments will be performed quarterly and program review annually.

The program will be designed to accommodate the needs of working adults who are grappling with the demands of work, family, and educational aspirations. LWTech is uniquely positioned to offer economically and logistically accessible programming that is in high demand. The college has traditionally served a broad demographic base and receives state support for its operations. It, therefore, offers extensive economic and social support systems that are not available at other colleges. As the first public institute of technology in Washington State, the college has embraced creative and flexible programming that accommodates students reflective of the socioeconomically and culturally diverse community.

Degree proposals are reviewed by the Curriculum Review Committee, Instructional Council, and the Executive Cabinet. The BAS AHRM degree has incorporated these suggestions and comments and gained approval from these bodies.

The LWTech HR Programs Advisory Committee that guides the Associates degree will also support the BAS program. It is composed of HR leaders from employers and the profession. Committee members will review and comment on the BAS program throughout its development and implementation. The HR Programs Advisory Committee has reviewed the proposed degree and approved this proposal with suggested changes. The LWTech Curriculum Review and HR Programs Advisory Committee comments were incorporated into this proposal. Both Committees unanimously approved the proposal for the BAS AHRM degree.

*Table 1: Program Outcomes*

Program Outcomes	Assessment Tool	Timing	Associated Program Outcome
Demonstrate a variety of appropriate leadership skills to drive talent management and organizational results	Coursework and projects	Quarterly	1
Develop relationships to effectively communicate while understanding ethical, global, and cultural impact	Coursework and Projects	Quarterly	2
Align Human Resource practices by demonstrating business acumen, finance, and accounting for	Coursework and Projects	Annually	3

Program Outcomes	Assessment Tool	Timing	Associated Program Outcome
managers, general marketing, consultation, and critical evaluation			
Analyze Human Resource initiatives to optimize talent acquisition, employee engagement, productivity, and retention through learning and development, benefits, and compensation	Coursework and Projects	Annually	4
Create effective strategies to align with organizational goals in relation to organizational effectiveness, development, workforce management, employee and labor relations, and technology management	Coursework and Projects	Annually	5
Integrate Human Resource best practices related to the global context, diversity, equity, and inclusion, risk management, and corporate social responsibility	Coursework and Projects	Quarterly	6
Evaluate business operations to give informed consultation to organizations related to employment practices, regulations, and case law	Coursework and Projects	Quarterly	7
At least 80% of graduates responding to the Exit Survey will report satisfaction with the program.	Exit Survey	Annually	
At least 70% of graduates responding to the Graduate Satisfaction Survey will indicate affiliation with a professional organization(s) one-year post-graduation	Post graduate survey	Annually	
At least 80% of students who enroll will successfully complete the BAS for the BAS AHRM program.	Completion rates	Annually	
At least 80% of graduates responding to the Graduate Satisfaction Survey will indicate employment in the human resource profession or related field.	Post graduate survey	Annually	

The LWTech mission, program outcomes, and college-wide learning outcomes provide the foundation for prerequisite course work and the Applied Management curriculum. The college has adopted the following five college-wide learning outcomes:

- Communication: The ability to engage effectively in verbal, non-verbal, written, and/or symbolic expression.
- Critical Thinking: The ability to evaluate information, draw inferences, arrive at conclusions, and create solutions based on objective analysis of the evidence.
- Information Literacy: The ability to recognize when information is needed, to choose the appropriate tools to locate the required information, and to effectively gather and evaluate the information.



- Cultural Humility: The ability to practice lifelong learning and critical self-reflection in order to understand one's own cultural identity and its impact on being open to and supporting the cultures of others. Cultural humility includes three principles: lifelong learning and critical self-reflection, recognizing and challenging power imbalances, and institutional accountability.
- Teamwork: The ability to participate actively and cooperatively in a group to advance a common goal.

LWTech's instructional programs evaluate students so that each graduate is competent in all of the five college-wide learning outcome areas. The Office of the Vice President of Instruction oversees the process for implementing, supporting, and assessing college-wide learning outcomes. Annual data is provided to departments and is used by faculty to inform program improvement plans.

At LWTech, each program performs summative and formative assessments, quarterly and annually. Every program conducts a Program Review every two years to assure progression and completion with an equity lens. The assessment model is in alignment with the college's core themes.

### 1.3 Course preparation needed by students transferring with a technical associate degree

- Students can enter the BAS HRM with 90 credits (successful completion of the HRM AAS-T program) or an earned associate degree or equivalent from a regionally accredited institution.
- Minimum cumulative GPA across all college coursework of 2.5.
- Completion of all General Education prerequisite courses listed below with a minimum 2.0 GPA in each course.
  - 5 credits of college-level Math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA.
  - 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA.
  - 5 credits of college-level Humanities or Social Science with a minimum 2.0 GPA 5 credits of college-level Lab Science course with a minimum 2.0 GPA.
  - Business Prerequisites/Corequisites: It is recommended that these requirements be taken before the student enters the program.
    - ACCT& 201 Principles of Accounting 5 credits.
    - ECON& 201 Micro Economics 5 credits.
    - HRM 210 Introduction HR Management and Role in Organizations 2 credits.
    - Note: ACCT& 201 and ECON& 201 may be used as electives in the BAS AHRM.

Students who have not completed the required Applied Associate Degree or General Education requirements must submit a written plan for completion of the requirements, including which

courses will be taken, where, and when (required for application to be considered complete). Students who have not met the requirement of an Applied Associate Degree or the General Education requirements can be granted conditional admission to the program. Priority for acceptance will be given to applicants with all completed requirements.

## 1.4 General education component: A minimum of 60 quarter hours of general education courses will be required, to include the following distribution areas:

To support programmatic and course-level outcomes, students are required to have at least 60 general education credits upon completion of the BAS AHRM degree. See Table 2. Forty of these credits are at the associate level, with the balance earned in the BAS AHRM program. Associates level courses are annotated with a single asterisk.

Table 2: General Education Components

Course	Title	Credits
<b>Communication</b>		
*ENGL& 101	English Composition I	5
ENGL& 235 or ENGL& 102**	Technical Writing or English Composition II	5
*CMST 280**	Intercultural Communication	5
	<b>Total Communications</b>	<b>15</b>
<b>Quantitative Reasoning</b>		
*MATH& 146**	Introduction to Statistics	5
	<b>Total Quantitative Reasoning</b>	<b>5</b>
<b>Humanities</b>		
*CMST& 220**	Introduction to Public Speaking	5
HUM 215**	Diversity and Social Justice in America	5
	<b>Total Humanities</b>	<b>10</b>
<b>Social Sciences</b>		
*ECON& 201**	Micro Economics	5
ECON& 202**	Macro Economics	5
PSYC& 100 or PSYC& 200 or PSYC& 220 **	General Psychology or Lifespan Psychology or Abnormal Psychology	5
*SOC& 101**	Introduction to Sociology	5
	<b>Total Social Sciences</b>	<b>15</b>
<b>Natural Sciences</b>		
*BIOL& 100**	Survey of Biology with Lab	5
ENVS& 101**	Introduction to Environmental	5
	<b>Total Natural Sciences</b>	<b>5</b>
<b>Total General Education Requirements</b>		<b>60</b>

\*These courses should be taken as part of the Associate's degree.

\*\* Or any course from the same general education distribution area.

## Course work needed at junior and senior levels in the BAS

Table 3: Junior and Senior course work

Course	Title	Credits
General Education Requirements		20
Core Degree Requirements		
HRM 340	Employee and Labor Relations and Risk Management	5
HRM 345	Learning, Development, and Performance Management	5
HRM 370	Global HR and Mergers and Acquisitions	5
HRM 425	Workforce Planning and Talent Management	5
HRM 435	Total Compensation	5
HRM 465	Organizational Effectiveness, Development, and Change Management	5
HRM 485	Strategic HR Management, Organizational Behavior and Organizational Strategy	5
HRM 490	HRM 490 Leadership, HR Career Planning, and Capstone	5
HRM 495	SHRM Certification study preparation	5
ACCT 301	Managerial Accounting	5
BUS 310 or TLM 414	Marketing Management or Principles of Marketing	5
TLM 422	Finance Principles	5
Elective(s)		
	Elective courses (HRM, BUS&, ACCT&, BTE, ECON&, PSYC&, TLM, MATH& 146, ENGL& 235, ENGL& 102, PHIL 305)	10
<b>Total Credits at Junior and Senior Levels</b>		<b>90</b>

## Criterion 2

### Qualified faculty.

Table 4: Human Resource Faculty

Full Time Faculty	
Faculty Name	Qualifications
Ren'ee Mangini	MBA with HR Specialization BS Degree: Business Administration, Specialization: HR Management, Organizational Behavior, and Development, Minor: Communications SPHR, HRCI, Certified Senior Professional in HR 2000-Present GPHR, HRCI, Certified Global Professional in HR 2010-Present SHRM-SCP, SHRM, Senior Certified Professional in HR 2015-Present 20 years of collegiate teaching experience: Seattle Community College, Bellevue Community College, and Lake Washington Institute of Technology Over 30 years as an HR professional experience (Senior leadership & Consulting)

	Heald leadership positions in HR Associations (NHRMA, SHRM, WA-SHRM, LWHRA, PSHRA)
<b>Part Time Faculty</b>	
<b>Faculty Name</b>	<b>Qualifications</b>
Laura Southard	Master of Human Resource Management BS in General Science/Chemistry SPHR, HRCI, Certified Senior Professional in HR 2011-Present SHRM-SCP, SHRM, Senior Certified Professional in HR 2015-Present 8 years of collegiate teaching experience LWTech & 20 years training experience Over 20 years as an HR professional experience
Sean Morrow	Master of Public Administration Bachelor's in Business Administration: HR Management PHR, HRCI, Certified Professional in HR 2010-Present SHRM-CP, SHRM, Certified Professional in HR 2015-Present 2 years of collegiate teaching experience & 10 years of training experience Over 10 years in labor, business, and HR professional experience
Raj Vhan	Master's Change Leadership & Strategic and Organizational Communication Bachelor of Arts: Government SPHR, HRCI, Certified Senior Professional in HR 2014-Present SHRM-SCP, SHRM, Senior Certified Professional in HR 2015-Present Chartered Professional in Human Resources (CPHR), British Columbia & Yukon 2 years of collegiate teaching experience & 20 years of training experience Over 23 in business, operations, risk management, and HR professional experience Fluent in Hindi and American Sign Language, Proficient in Spanish

The Human Resource department chair will be recruiting for additional part-time faculty, with the following minimum qualifications:

- Master's degree in business administration, psychology, leadership, human resource management, or equivalent.
- Bachelor's degree with extensive industry experience.
- Certifications in HR from HRCI, SHRM, or equivalent.
- Five years of Human Resources or equivalent work experience.
- Excellent written and verbal communication skills.
- Sensitivity and ability to successfully interact with diverse populations.

In addition to the above minimum requirements, the department will seek faculty with the maximum combination of the following preferred qualifications:

- Senior Certifications in HR form HRCI or SHRM.

- Ten years of related industry experience.
- Collegiate teaching experience.
- Leadership experience in SHRM or equivalent HR Association
- Experience working on multidisciplinary teams.
- Bicultural and/or bilingual experience.

Table 5: Business Full-Time Faculty Profiles

Faculty Name	Degree	Distribution Area
Matt Benner	MS, PA	Marketing, Public Administration
Letty Barnes	M.Ed.	Business Technology and Finance

Table 6: General Education Full-Time Faculty Profiles

Faculty Name	Degree	Distribution Area
Dr. Wes Mantooth	Ph.D.	English
Phil Snider	MA	English
Elisa Parrett	MA	English
Sue Kuestner	M.Ed.	Mathematics
Dr. William Bricken	Ed.D.	Mathematics
Sherry McLean	MS	Mathematics
Dr. Narayani Choudhury	Ph.D.	Mathematics
Michelle Judy	MS	Mathematics
Jason Sobottka	MFA	Humanities
Christine Turpin	MFA, MS	Humanities
Dr. Laura Toussaint	Ph.D.	Social Science
Dr. Sharon Raz	Ph.D.	Social Science
Priyanka Pant	MS	Science

Dr. Barcin Acar	Ph.D.	Science
Dr. Kimberly McClure	Ph.D.	Science
Michael Rodriguez	MS	Science
Dr. Amber Wyman	Ph.D.	Science

## Criterion 3

### Selective admissions process, if used for the program, consistent with an open-door institution.

Responsibility for the admission process rests with LWTech’s Student Services Division. Recruitment is a shared responsibility between Student Services and Instruction, with both units having support staff and faculty involved in recruiting prospective students to the program. The recruiting effort involves faculty and staff working with industry, advisory committees, and feeder programs. In 2018, the college purchased Radius Software to improve the online admission experience for selective admission programs. A minor reorganizing including reclassifying a classified employee into an exempt level role and adding a new Program Assistant II in the enrollment services office in 2019 accommodated the additional processing workload needed for rapid growth in baccalaureate programs.

The admission process for the BAS Applied Management – Human Resource Management (BAS AHRM) program closely follows the patterns previously established for LWTech’s other applied bachelor’s degrees, the first of which began in 2009. Admission criteria reflect an approach that includes the student’s academic record, personal characteristics, and potential to work in the industry.

### General

LWTech currently uses selective admissions processes for several programs of study at both the Associate and Baccalaureate levels. The processes meet standards for both community/technical colleges and baccalaureate institutions established by the American Association of Collegiate Registrars and Admissions Officers. The admissions staff members also have extensive experience in community/technical colleges, regional baccalaureates, upper-division, and Masters’ level institutions.

Admissions procedures that serve all selective admission programs include:

- Admissions office as the central locus of application
- Comprehensive online application with detailed, step-by-step instructions and clearly communicated timelines for admission
- Regular day, evening, and online information sessions

- In-house transfer credit evaluations conducted at the time of application, so students know their exact status regarding admissions
- Use of an online tool for blind scoring of items like portfolios, essays, and recommendations.

## Information Sessions

Information sessions will be presented regularly, both day and evening, to provide prospective students with an overview of the BAS Applied Management – Human Resource Management (BAS AHRM) program and explain the admission process. An online option will also be available through the Admissions office for prospective students who are unable to attend an in-person session.

## Program Admission Requirements

- An Applied Associate’s degree in Human Resource Management or related subject from a regionally accredited US institution.
- Minimum cumulative GPA across all college coursework of 2.5.
- Completion of 15 credits of college-level general education courses with a minimum of a 2.0 GPA in each class as follows:
  - 5 credits of college-level Math (MATH&146 or equivalent) with a minimum 2.0 GPA.
  - 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA.
  - 5 credits of college-level Humanities or Social Science with a minimum 2.0 GPA.
- \$50 non-refundable application fee.

Accepted students who have not passed HRM 210 with a 2.0 grade or better should take this course prior to starting, or in their first quarter, of the BAS AHRM program.

## Selection Criteria

Applicants will be selected based on the criteria listed above. Complete applications will be reviewed by an admission selection team (generally the program faculty, dean, director of admissions, and an advising representative). The Bias Response Team reviews all competitive admission applications for implicit bias to assure equity is at the forefront.

Students who have not completed the required Applied Associate Degree or General Education requirements, must submit a written plan for completion of the requirements, including which courses will be taken, where, and when (required for application to be considered complete). Students who have not met the requirement of an Applied Associate Degree or the General Education requirements can be granted conditional admission to the program. Priority for acceptance will be given to applicants with all completed requirements.

## Criterion 4

### Appropriate student services plan.

These LWTech services for students are available to all BAS applicants and regularly enrolled students.

## Advising

Academic Advising is available for all new and continuing students on both a drop-in and appointment basis. Academic Advising has created dedicated Student Success Navigators who provide comprehensive, case-managed advising to prospective and enrolled students in all programs of study. The Student Success Navigators for this program will also advise for appropriate feeder programs. This ensures students receive consistent and accurate information about courses and transferring as early as possible. It also creates a strong relationship between students and a single point of contact in Student Services for the full associate and baccalaureate experience whenever possible. The Student Success Navigators report to the Director of Student Development, who reports to the Vice President of Student Services. Hours of work vary among the navigators depending upon program needs.

For prospective baccalaureate students, the Student Success Navigators:

- Answers general inquiry questions
- Provides resources and referrals to program faculty and information sessions
- Provides advising assistance and support in reviewing readiness and qualifications for application, including unofficial transcript review
- Provides one-on-one coaching for completing a competitive application

For enrolled baccalaureate students, the Student Success Navigators:

- Participates in program-specific orientation prior to quarter start
- Ensures all students are registered quarterly and advises them on course selection
- Provides appropriate referrals for financial aid and support services
- Checks in with all students a minimum of once per quarter to promote success

For faculty, the Student Success Navigators:

- Attends department and/or division meetings to learn about new curriculum developments and student concerns
- Serves as a single point of contact for faculty questions about student services processes
- Collaborates to provide comprehensive student support and services

Given LWTech's size and dual advising model (lead faculty also advise students within their program), the college strives to keep the Student Success Navigators to student ratio at or below 1 to 600 FTE (for a full time Student Success Navigators. Students served by group advising and/or not case managed may exceed this ratio.

To ensure strong communication within the department, the Vice President of Student Services:

- Leads monthly division meetings to discuss division and college updates
- Meets weekly with the student services leadership team, who in turn share information with their teams
- Emails college and division updates to the full division weekly



The Director of Student Development coordinates a weekly meeting for all employees who provide Academic Advising services to students (Student Success Navigators, TRiO, WRT, OG, WorkFirst, BFET, International, High School Programs, etc.) where curriculum changes, services updates, and other information are shared. In this small college, Admissions, Registration, Academic Advising, Workforce Programs, and Financial Aid are all on the same floor and interact continuously to support students. Other student support services (TRiO, the Learning Lab, and Student Programs) are in different campus locations.

- The college is adding additional advisors with Guided Pathways funds to reduce the advising loads.
- It is true, the college is still over capacity with advisors, but efficiencies are gained by aligning advisors with Schools of Instruction.

## Assessment

The Assessment Center provides placement testing, all College Level Examination Program exams, industry certification exams, accommodated testing for students with disabilities, and Washington Online proctoring. The Assessment Center can also proctor tests and quizzes for online classes.

## Student Development Services - Disability Support Services

Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. Adjustments provide equal access for students in a classroom setting. Academic adjustments are specific to the student, their disability, and class requirements. Students registered with this office are also eligible to join TRiO (see below).

## Workforce Programs - Employment Resource Center

The Employment Resource Center (ERC) provides a comprehensive suite of services focused on individuals' career and professional development at all academic and career levels. The ERC provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the Center assists students in clarifying their career aspirations, developing job readiness skills, and learning job search and job success skills (such as resume and cover letter writing and interviewing techniques).

On-campus employment recruiting is coordinated through the ERC. An online e-career center allows employers to post job notices, and students to search and apply for those jobs or post their resumes.

## Financial Aid

The Financial Aid office has successfully processed grant, loan, and scholarship awards for all enrolled students in other LWTech baccalaureate programs since its inception in 2008. Services provided by Financial Aid, including FAFSA/WAFSA orientations, Veteran's services, in-person assistance, and scholarship referrals, will be made available to students in the BAS AM-HR program.

## Workforce Development

The Worker Retraining program provides individualized support and funding to BAS students that meet eligibility guidelines. Students that are receiving unemployment or have exhausted it in the last four years, Veterans discharged in the last four years, persons that need additional training to prevent being laid off their job, and displaced homemakers that have lost their primary source of

income may be eligible for Worker Retraining support.

## **Intervention Services – General Student Population**

Students experiencing difficulties making adequate academic progress are assisted through several intervention programs under the direction of the Director for Student Development. Faculty can initiate assistance by raising “flags” in the college’s student success software (Starfish by Hobsons, rebranded as LEGEND on campus) to students having difficulties with attendance, assignment completion, exams, and class preparation. Interventions by staff via email, phone, and/or in-person meetings are the second and third steps used in this process.

## **TRiO Student Support Services**

TRiO Student Support Services is a federally funded project established at LWTech for assisting students in achieving their post-secondary ambitions. The Student Support Services project is focused on increasing the retention and graduation rates of students with disabilities as well as low-income and first-generation students. This is accomplished by providing supportive services such as academic and transfer advising, financial literacy workshops, individualized and group tutoring, and student success appointments such as study skills, motivation, financial aid, stress reduction, test anxiety, life skills, and campus resources as well as mentoring and monitoring of student progress.

## **Learning Lab**

The TRiO program also supports the Learning Lab, a drop-in tutoring center. Any LWTech student can ask questions about any course, discover, and utilize learning resources, and receive assistance in understanding important course concepts. The Learning Lab also helps LWTech students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, stress management).

## **Student Programs**

LWTech offers all enrolled students a variety of ways to get involved in campus life. BAS AM-HR students will enjoy the same access to these opportunities, including the ability to hold student government office, participation in existing clubs, opportunities to form new student clubs, campus committee representation, volunteering, and the ability to participate in frequent, educational community-oriented campus life.

## **Library**

LWTech added a full time Librarian focused on upper division education when it started its first baccalaureate degree in 2009. Another half-time librarian was hired in 2019. Bachelor of Applied Management collection materials are included via online database subscriptions to support coursework and research processes requiring academic literature.

- In 2016, the college added an additional librarian to support BAS degrees. There are currently 2.5 librarians on staff.
- The library recently increased its operating budget to cover a variety of databases for the new BAS degrees. Funding for these databases are already embedded in the library budget. In 2016, the library increased its operating budget to introduce and integrate a new state-supported Integrated Library System, Alma/Primo.

- Many databases integrated in Alma/Primo and available through the library website support the BAS Degree Programs. Additional program budgets support program and departmental needs. Funding for multidisciplinary databases is included in the library budget.

## **Tutoring & Supplemental Instruction**

LWTech provides centralized tutoring services to all students, including those enrolled in its current baccalaureate programs. Managers for that service allocate tutoring support dollars based on student demand. Some of the need for tutoring for baccalaureate students is for required lower division coursework (e.g., lab science or ENGL& 102) that is often included in BAS programs, yet open to all students. LWTech will closely monitor the need for tutoring students enrolled in upper division courses. Supplemental instruction is employed in high enrollment, low pass rate courses and has been a successful initiative at LWTech.

- Supplemental Instruction will be provided in classes where it is determined historically marginalized students are struggling at a disproportionate rate.
- All instructional programs at LWTech track disaggregated quantitative data to evaluate the experience of diverse students on an annual basis, and document changes based on the data. The entire instructional division is working on an enhanced quarterly student feedback assessment to track student experiences in the classroom.

## **Criterion 5**

### **Commitment to build and sustain a high-quality program.**

The BAS Applied Management – Human Resource Management program will be funded by a combination of tuition and fees. FTEs generated by the program are eligible for state reporting, but the program itself is not dependent on state funding. The table below projects five years of expenses and revenue. LWTech maintains a new program development budget that will cover the small shortfall in Year 1 if realized.

## Projected program expenses and Revenue

A combination of tuition and fees will fund the BAS for the Human Resource program. FTEs generated by the program are eligible for state reporting, but the program itself is not dependent on state funding. Table 10 below projects five years of expenses and revenue. LWTech maintains a new program development budget that will cover the small shortfall in Year 1 if realized.

Table 7: Projected program expenses and Revenue

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	15	30	30	30	30
Projected Revenue					
Tuition <sup>1, 2</sup>	\$101,925	\$203,850	\$209,966	\$216,264	\$222,752
Course Fees	\$1,288	\$2,576	\$2,576	\$2,576	\$2,576
Application Fees	\$750	\$750	\$750	\$750	\$750
Total Revenue	\$103,963	\$207,176	\$213,292	\$219,590	\$226,078
Project Expenses					
F/T Faculty Salaries <sup>3</sup>	\$74,500	\$74,500	\$75,990	\$77,510	\$79,060
F/T Benefits	\$26,075	\$26,075	\$26,597	\$27,128	\$27,671
P/T Faculty <sup>3</sup>	\$12,000	\$30,000	\$30,000	\$30,000	\$30,000
Curriculum Dev	\$7,350	\$7,350	\$2,100	\$2,100	\$2,100
Good & Services	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Library	\$0	\$5,000	\$5,000	\$5,000	\$5,000
Marketing	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Travel & Conf	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Total Expenditures	\$131,925	\$154,925	\$151,687	\$153,738	\$155,831
Balance	(\$27,962)	\$52,251	\$61,605	\$65,852	\$70,247
1 - assume 15-person cohort					
2 - assume 3% tuition increase starting year 3					
3 - assume 2% Cola starting year 3					

## Appropriate facilities, equipment, technology, and instructional resources needed for the program

The facilities, equipment, technology, and instructional resources needed for the program are currently in place for the AAS-T Human Resource Management degree and will be appropriate for the proposed BAS AHRM program. Utilization of the dedicated classroom will be scheduled such that it does not interfere with the full time AAS-T program.

Additionally, the college has extensive support programs such as the Library Media Center and Information Technology Services that are available. These services consult with the HR Department Chair and faculty to procure materials or provide services specific to BAS AHRM. The Department Chair routinely seeks input from faculty and staff regarding budget development, resource identification, and evaluation of the effectiveness of all resources, facilities, and services. Budget proposals are submitted annually to the Division Dean for approval and administered daily by the Department Chair.

## **Document the college's ability to sustain the program over time**

LWTech has a successful integrated system for recruiting students to its baccalaureate programs. Marketing, Recruiting, and Admissions teams will work together to incorporate recruiting baccalaureate seeking BAS AHRM students and students for other Associate's and baccalaureate programs. In Fall 2019, baccalaureate seeking students represent 6.5% of all students enrolled at LWTech, more than double the ratio for the SBCTC system. LWTech has ten years' experience successfully offering applied baccalaureate degrees.

## **Criterion 6**

### **Program specific accreditation.**

LWTech received accreditation from the Northwest Commission on Colleges and Universities (NWCCU) as a four-year degree granting institution in February 2012. Ten subsequent BAS degrees have been approved by the Commission.

Upon receiving SBCTC approval, the LWTech Accreditation Liaison Officer will apply for NWCCU review of the BAS Applied Management – Human Resource Management program.

Program-specific accreditation through the Human Resource Certification Institute (HRCI) and Society of Human Resource Management (SHRM) is not required by the Commission on Accreditation for BAS Applied Management – Human Resource Management program to be employed in the industry but is highly sought out and will give students an advantage.

LWTech, Human Resource Management program is a Human Resource Certification Institute (HRCI) Recertification Approved Provider, and a Society of Human Resource Management (SHRM) Approved Provider, which means that the HRM classes are approved to offer recertification credits by these two organizations that provided HR professionals certification.

HRCI Alignment ensures that undergraduate level students; receive the training and education they need to be effective human resource managers. Alignment provides extra learning opportunities as well as the recognized seal and confirmation language that the curriculum covers HRCI certification exam content outline functional areas and HRCI globally inspired competencies. Alignment is assessed yearly by HRCI. This alignment will provide students with the skills necessary to earn a distinguished professional certification credential. These credentials set HR professionals apart by validating knowledge and are recognized globally by employers and HR professionals. With these credentials, students are set apart from their competitors, leading to better jobs and advancement opportunities. This alignment creates a direct pathway to today's careers and tomorrow's opportunities that no public institution in Washington currently provides.

To gain SHRM Alignment, the program's curriculum needs to meet SHRM's educational guidelines for the profession with minimum standards for degree-based coursework in HR. These guidelines are based on extensive research and are revalidated every three to five years. Over time, it increasingly integrates the HR Competency Model components most relevant to early-career HR professionals. Throughout this process, a key goal is to earn professional HR credentials, which will lead to the validation of knowledge and are globally recognized by employers and the HR profession. This leads to more employment opportunities and advancement. If the college is SHRM aligned, their bachelor's degree graduates can sit for certification exams after graduation instead of waiting a year after employment in a Human Resource position. This alignment creates a direct pathway to today's careers and tomorrow's opportunities that no public institution in Washington currently provides.

## Criterion 7

### Pathway options beyond the baccalaureate degree.

HR Professional accredited certifications through Human Resource Certification Institute (HRCI) and Society of Human Resource Management (SHRM) shows a career-long commitment that demonstrates dedication and credibility to employers and HR professionals globally. Certification attests to the investment made in an HR career, validates knowledge, and holds a recognized place in the profession. These certifications set individuals apart from their colleagues, proving a high level of knowledge, skills, and abilities. Individuals with certifications are better prepared for business challenges, continuous learning, and advancement opportunities. To become certified, individuals must meet the strict professional experience and educational requirements before taking the exam. After successfully completing the exam, individuals must stay current in the HR profession and recertify every three years.

Graduates of the Applied Management - Human Resource Management program have many pathways to earn a graduate degree. WGU offers master's degrees in the Business field and accepts all Washington BAS degree graduates via a statewide articulation agreement. In Fall 2019, LWTech and Northeastern University (NU) signed an articulation agreement for all LWTech BAS degrees to all master's degrees offered through their College of Professional Studies, which includes Business and Leadership options. NU has a Seattle campus in addition to online programs. UW Bothell is the geographically closest MBA program option for graduates. Their program does not have a specific course or degree subject requirements; thus, all graduates will have that pathway available to them.

## Criterion 8

### External expert evaluation of program.

The evaluators for the proposal were Dr. Alan Cebelly and Dr. Rowland Cawthon. Dr. Alan Cebelly holds his HR certifications SHRM-SCP and SPHR from both Human Resources Institute (HRCI) and Society for Human Resource Management (SHRM) certification bodies. He is a professor at Portland State University and Executive Director and Founder of the Portland Leadership Institute. He has been a developer and evaluator of HRM curriculum since 1981, worked with SHRM to design its curriculum and alignment standards. He has also served on accreditation teams nationally and internationally. Dr. Rowland Cawthon serves as Dean of the College of Business and an Associate

Professor of Management for Northwest University. She is the Faculty Lead, Business Leadership, and Consulting Concentration, Ph.D./Ed.D. Please see Appendix D for program reviews and reviewer profiles.

## Summary and response to their feedback

**Concept and overview:** Both evaluators stated that there is a need for this degree, and it supports LWTech's mission, statewide strategic plans, and the needs of the employer community. Dr. Cawthon stated, "Based on the Program proposal, it is evident the BAS-AHRM meets accepted academic standards and has the potential to lead to job placement in a field."

**Degree Learning Outcomes:** Dr. Cabelly noted the correct usage of Criteria and Criteria. This has been corrected throughout the document. He also stated that 1.3 number notation was missing, which has been updated. He had helpful suggestions to add information needed for evaluators that are not currently part of the SBCTC suggested format. The catalog will note details of degree requirements and be transparent regarding prerequisites. This degree intends to have prerequisites clearly listed. This was not added to this document as it is not part of the proposal process.

Dr. Cabelly observed no business strategy course, but the topic may be covered in HRM 485. Business strategy is covered in four BAS AHRM proposed courses: HRM 425, HRM 465, HRM 485, and HRM 490.

Dr. Cawthon noted the complexity and that there may be challenges with measurements with the degree learning outcomes. The LWTech's Curriculum Advisory Committee also commented on the complexity of the objectives. They suggested consideration and noted a similarity between the BAS AHRM Proposal and LWTech's Early Childhood Education BAS degree. The BAS AHRM proposal objectives were modified and modeled after the suggestion.

**Curriculum Alignment and Academic Relevance and Rigor:** Dr. Cabelly stated, "I have been designing and evaluating HRM curriculum since 1981, both nationally and internationally. I have helped the Society for Human Resource Management design its curriculum standards and have served on accreditation teams internationally. This is one of the strongest HRM programs I have ever seen." Dr. Cawthorn agreed by stating, "there are some excellent aspects of the BAS AHRM curriculum that allows the program to stand out from competitor programs and fulfills employer expectations."

Both evaluators commented on the need for Human Resource Certification Institute (HRCI) and Society of Human Resource Management (SHRM) alignment and the value of offering certification preparation for Human Resource credentials.

Dr. Cawthon suggested curriculum on HR technology and big data. This is covered at the undergraduate level in the HRM AAS-T, HRM 250. These topics are further explored at a higher level in three courses: HRM 465, HRM 485, and HRM 490.

Dr. Cabelly's noted that this degree is the most comprehensive in the Human resource topics that he has seen but noted that there is a trade-off as it has fewer general business classes than a typical business degree. He suggested that the degree can have a goal to focus on going into depth within the specific program and provide less on the broad business content. This is what the BASH AHRM proposal curriculum does and addresses business content related to HR in several of the classes. It then adds additional business classes to meet employer needs and business content to meet SHRM and HRCI alignment standards. The business emphasis is in BAS AHRM outcomes of "Align Human

Resource practices by demonstrating business acumen, finance, and accounting for managers, general marketing, consultation, and critical evaluation and evaluate business operations to give informed consultation to organizations related to employment practices, regulations, and employment law.” These will further be addressed in individual class objectives. These topics are further explored at a higher specific level in course outcomes of three courses: HRM 485, HRM 465, and HRM 490. The electives in the BAS AHRM proposal are emphasized and are primarily business-related.

**General Education Requirements:** Dr. Cabelly suggested that instead of recommending two English composition courses, one should be composition and the other business writing. Technical writing was a recommended choice in the original BAS AHRM proposal. The order was changed to list it first as a preferred class for clarity. Dr. Cabelly also suggested a business statistics course instead of a general one. A review with the LWTech General Education Dean noted that LWTech’s statistics courses focus on business statistics more than general statistics, so no change is needed in this area per the recommendation. The last recommendation was for flexibility in the natural science course with a lab, and this already exists, so no change is needed here to follow the recommendation.

**Preparation for Graduate Program Acceptance:** Both evaluators felt that this BAS AHRM prepared students for an MBA and other graduate degree programs. It was also noted that this program has a direct flow to allow graduates to sit for the SHRM and HRCI certification exams.

**Faculty:** Both evaluators noted that Ren’ee Mangini, the Department Chair, is an asset to the college. They said that under her direction, this program should be very successful. Dr. Cawthorn said, “Clearly her direct knowledge in the field and education will contribute to the growth and sustainability of the program.” And Dr. Cabelly said, “I have known Professor Mangini for many years through our association with SHRM. She is highly motivated and highly qualified to direct and teach in this program. I have met many of her students at conferences. They speak highly of her, both publicly and privately. She is a great program Director.”

Dr. Cawthorn noted updates to the website are needed. Website updates are on hold due to the conversion to CTC Link. Updates will be started as soon as possible. She also noted that Accounting Professor Rex Jacobsen did not have a master’s degree. Since Professor Jacobsen is only teaching one 200 level accounting class, he was removed from the proposal.

**Resources:** Both evaluators felt LWTech had resources in place for this degree. Dr. Cawthorn stated, “LWTech has a proven history of providing associate and baccalaureate programs. As such, they have a solid foundation in place for providing sufficient admissions, advising, library, and other resources for students entering the BAS AHRM program. Also, the Human Resource Management, AAS program has proven success and paves the way for LWTech to sustain and advance the BAS AHRM program and navigate through any challenges that may arise during implementation. “ Dr. Cabelly noted that more faculty would be needed as the program is implemented, which is included in the program proposal.

**Membership and Advisory Committee:** Both evaluators noted approval from the advisory committees. SHRM and HRCI affiliation will be sought once the proposal for the degree is approved. According to Dr. Cabelly, this alignment process will be relatively simple based on the quality of this proposed degree.



**Overall assessment and recommendations:** Dr. Cabelly stated, “This is a strong high-quality program and proposal. Academic rigor is established, community need is clear, coursework is appropriately rigorous. My only concern is with the quantity (not the quality) of faculty. Sustaining this program will require more full time faculty. In sum, I give my unconditional recommendation to this proposal. I hope that LWTech moves forward at the earliest possible date to serve the needs of students and employers in the area.”

Dr. Cawthorn stated, “LWTech successfully implemented the Human Resource Management, AAS program, which naturally paves the way for a BAS AHRM degree. They already have the building blocks in place to provide current and prospective students with an opportunity to expand their education to the baccalaureate level.” “Overall, the program you propose is suitable and has the ability to develop students who will have significant impact in field of human resources.”

## Conclusion

LWTech is solidly positioned to offer the state’s first Bachelor of Applied Management - Human Resource Management. The college is building on a well-established Human Resource Management Associate’s degree with a solid track record of successfully preparing students for the workforce. The curriculum is aligned with both certification bodies, SHRM and HRCI. A bachelor’s degree needs to be offered to align with these certification bodies.

This is an incredible opportunity to take a leadership role regionally and nationally with LWTech’s expertise in offering a bachelor’s degree in Applied Management - Human Resource Management. Providing an opportunity for students to earn an advanced degree, from an applied associate degree to a BAS AHRM degree, will increase students’ earning potential and ability to gain needed HR credentials faster. LWTech can, through the development and implementation of the proposed BAS AHRM, provide sound educational experiences for students that will give the knowledge, tools, and resources to be competitive in the Human Resource workforce. This will reduce the on-the-job training for employers, thus making LWTech’s graduates sought after even more. The BAS AHRM supports the college’s mission, goals, strategic plan, and statewide education plans. LWTech is excited and prepared to offer a BAS AHRM to advance students’ careers and join certified Human Resource professionals after graduation. LWTech will be filling the need for Human Resource professionals to make everyone’s workplaces better.

Thank you for considering this new, professionally aligned degree for Human Resource professionals.

# Appendix A: Program Outline

Bachelor of Applied Management – Human Resource Management  
180 credits

CIP: 52.1001

The Bachelor of Applied Science Applied Management – Human Resource program prepares students to enter the rapidly changing field of business management with a special focus on Human Resource competencies. Graduates will be prepared to lead organizational efforts in today's world and create progressive best workplaces to harness the potential of their human talent using their expertise to assist with the attraction, engagement/productivity, and retention of talent.

## Program Admission Requirements

1. Students can enter the BAS HRM with 92 credits (successful completion of the HRM AAS-T program) or
  - a. An earned associate degree or equivalent from a regionally accredited institution.
  - b. Minimum cumulative GPA across all college coursework of 2.5.
  - c. Completion of all General Education prerequisite courses listed below with a minimum 2.0 GPA in each course.
2. General Education Prerequisites
  - a. 5 credits of college-level Math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA.
  - b. 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA.
  - c. 5 credits of college-level Humanities or Social Science with a minimum 2.0 GPA
  - d. 5 credits of college-level Lab Science course with a minimum 2.0 GPA.
3. Business Prerequisites/Corequisites

It is recommended that these requirements be taken before the student enters the program.

Note: ACCT& 201 and ECON& 201 may be used as electives in the BAS.

- a. ACCT& 201 Principles of Accounting 5 credits.
  - b. ECON& 201 Micro Economics 5 credits.
  - c. HRM 210 Introduction HR Management and Role in Organizations 2 credits.
- \$50 non-refundable application fee.

Accepted students who have not passed HRM 210 with a 2.0 grade or better should take this course prior to starting, or in their first quarter, of the BAS AHRM program.

Students who have not completed the required Applied Associate Degree or General Education requirements, must submit a written plan for completion of the requirements, including which courses will be taken, where, and when (required for application to be considered complete). Students who have not met the requirement of an Applied Associate Degree or the General Education requirements can be granted conditional admission to the program. Priority for acceptance will be given to applicants with all completed requirements.

Admission Dates: Fall, Winter, Spring, Summer

Course	Title	Credits
General Education Requirements		20
ENGL& 235 or ENGL& 102	Technical Writing or English Composition II	5
CMST 280**	Intercultural Communication	5
HUM 215**	Diversity and Social Justice in America	5
ECON& 202**	Macro Economics	5
Total General Education Requirements		20
Course	Title	Credits
Core Degree Requirements		
HRM 340	Employee and Labor Relations and Risk Management	5
HRM 345	Learning, Development, and Performance Management	5
HRM 370	Global HR and Mergers and Acquisitions	5
HRM 425	Workforce Planning and Talent Management	5
HRM 435	Total Compensation	5
HRM 465	Organizational Effectiveness, Development, and Change Management	5
HRM 485	Strategic HR Management, Organizational Behavior and Organizational Strategy	5
HRM 490	HRM 490 Leadership, HR Career Planning, and Capstone	5
HRM 495	SHRM Certification study preparation	5
ACCT 301	Managerial Accounting	5
BUS 310 or TLM 414	Marketing Management or Principles of Marketing	5
TLM 422	Finance Principles	5
Elective(s)		
	Elective courses (HRM, BAS, ACCT, BTE, ECON, TLM, PSYC, MATH& 146, ENGL& 235, ENGL& 102, PHIL 305)	10
	Total Credits at Junior and Senior Levels	90

\*\* Or any course from the same general education distribution area.

# Appendix B: Course Descriptions

BAS Applied Management - Human Resource Management

## **HRM 370 Global HR and Mergers and Acquisitions**

### **5 credits**

This course covers legal, political, cultural, and economic factors that affect global human resource (HR) management. HR's crucial role in mergers and acquisitions is also included. Students will put together strategies for a global merger and acquisition.

PREREQ: Admission to the BAS AHRM program

## **HRM 340 Employee and Labor Relations and Risk Management**

### **5 credits**

This course examines how employee relations can create a positive organizational culture. This course also covers facets of the labor relations process: collective representation, union organization, bargaining, and negotiations. Other topics include risk management and measures that create a safe and secure work environment.

PREREQ: Admission to the BAS AHRM program

## **HRM 345 Learning, Development, and Performance Management**

### **5 credits**

This course covers the principles of learning and how to facilitate training and align learning objectives to organizational goals. Students also learn to build an effective performance management program by understanding the advantages of integrating human resource (HR) and strategic planning.

PREREQ: Admission to the BAS AHRM program

## **HRM 425 Workforce Planning and Talent Management**

### **5 credits**

This course covers effective human capital strategies and practices that give organizations a sustainable competitive advantage. Topics include workforce planning and talent management.

PREREQ: Admission to the BAS AHRM program

## **HRM 435 Total Compensation**

### **5 credits**

This course reviews the total rewards of organizations by exploring their total compensation strategies. Methods to properly pay employees in a cost-effective, competitive, equitable, and legal manner are addressed. Students will develop a fundamental compensation plan for an organization.

PREREQ: Admission to the BAS AHRM program

## **HRM 465 Organizational Effectiveness, Development, and Change Management**

### **5 credits**

This course covers organizational effectiveness, including employee engagement, retention, and organizational development. Students also learn about best practices in change management.

PREREQ: Admission to the BAS AHRM program

## **HRM 485 Strategic HR Management, Organizational Behavior, and Organizational Strategy**

### **5 credits**

This course covers organizational strategies and organizational behavior best practices. Effective human capital strategies and practices that give businesses sustainable competitive advantages are emphasized.

PREREQ: Admission to the BAS AHRM program

**HRM 490 Leadership, HR Career Planning, and Capstone**  
**5 credits**

This course covers leadership and navigation crucial to business and their application for success. Students will apply what they have learned and prepare for career opportunities. This capstone course for the BAS AHRM degree integrates all the HR disciplines to produce best practices in business and the Human Resource profession.

PREREQ: Admission to the BAS AHRM program and HRM, 210, 215, 250, 320, 425, 430, 435, 440, 345, 355, and 360

**HRM 495 SHRM Certification Study Preparation**  
**5 credits**

This course covers how to successfully learn the SHRM Body of Applied Skills and Knowledge™ (SHRM BASK™) tested by the SHRM-CP® and SHRM-SCP® certification examinations. Students will learn how to prepare for the certification exams and successful strategies for passing the examination. This is also used as a capstone class for the BAS AHRM degree.

PREREQ: Admission to the BAS AHRM program and HRM, 210, 215, 250, 320, 425, 430, 435, 440, 345, 355, and 360 or instructor permission

# Appendix C: Electives

## Human Resources

- HRM 210 Introduction HR Management and Role in Organizations
- HRM 215 HR Ethics and Managing a Diverse Workforce
- HRM 220 Employee Benefits
- HRM 225 Workforce Planning and Talent Management
- HRM 230 Talent Acquisition: Staffing, Recruitment, and Selection
- HRM 250 HR Information Systems, Project Management, and Measuring HR Outcomes
- HRM 255 Employment Law I
- HRM 260 Employment Law II
- HRM 201 Internship
- HRM 301 Internship
- HRM 304 NHRMA Conference
- HRM 307 SHRM Annual Conference

## Business Technology

- BTE 101 Computer Applications
- BTE 105 Keyboarding I
- BTE 106 Keyboarding II
- BTE 107 Keyboarding III
- BTE 111 Word I
- BTE 112 Excel I
- BTE 114 Access
- BTE 115 Publisher
- BTE 120 Business Computer Management
- BTE 124 PowerPoint
- BTE 125 Web-Based Technologies
- BTE 130 Business English I
- BTE 135 Outlook
- BTE 191 Customer Service/Help Desk
- BTE 195 Capstone Project
- BTE 198 Job Search Skills
- BTE 211 Word II
- BTE 212 Excel II
- BTE 225 Integrated Application for Business Productivity
- BTE 281 Project Management With Microsoft Project

## Economics

- ECON 310 Business Economics
- ECON& 201 Micro Economics
- ECON& 202 Macro Economics

## Accounting

- ACCT 105 Quickbooks
- ACCT 111 Introduction to Accounting I
- ACCT 112 Business Calculator Applications
- ACCT 121 Introduction to Accounting II
- ACCT 255 Income Tax I
- ACCT 256 Income Tax II

- ACCT 275 Ethics in Business
- ACCT 280 Accounting Projects
- ACCT 301 Managerial Accounting
- ACCT& 201 Principles of Accounting I
- ACCT& 202 Principles of Accounting II
- ACCT& 203 Principles of Accounting III

### **Business**

- BUS 300 Introduction to Entrepreneurial Action and Leadership
- BUS 310 Marketing Management
- BUS 320 Principles of Management
- BUS 325 Business Development and Sales
- BUS 330 Creative Product Development
- BUS 350 Entrepreneurial Finance
- BUS 360 Entrepreneurial Start Up Strategy
- BUS 370 Business Plan - Capstone I
- BUS 380 Business Plan - Capstone II
- BUS 390 Business Plan - Capstone III
- BUS& 101 Introduction to Business
- BUS& 201 Business Law
- BUSA 180 Small Business Management
- BUSA 210 Entrepreneurship

### **English**

- ENGL& 102 English Composition II
- ENGL& 235 Technical Writing

### **Philosophy**

- PHIL 321 Design Philosophy and Ethics

### **Sociology**

- SOC& 101 Introduction to Sociology

### **Psychology**

- PSYC 324 Psychology of Organizations
- PSYC 330 Wellness, Resilience, and Self-Awareness
- PSYC 441 Psychology of Creativity
- PSYC& 100 General Psychology
- PSYC& 200 Lifespan Psychology
- PSYC& 220 Abnormal Psychology

### **Transportation, Logistics, and Supply Chain Management**

- TLM 301 Introduction to Logistics Management
- TLM 302 Airline, Airport, and Seaport Management
- TLM 304 Domestic and International Freight Management
- TLM 305 Legal Concepts for Transportation and Logistics Management
- TLM 306 Quality and Operations Management
- TLM 308 Procurement and Supply Management
- TLM 310 Introduction to Export and Import Business and Custom Brokerage
- TLM 320 Management Principles
- TLM 414 Principles of Marketing
- TLM 415 Supply Chain Management and Technologies
- TLM 416 Applied Supply Chain Technologies

- TLM 422 Finance Principles
- TLM 435 Shipping and International Logistics
- TLM 444 Capstone Project/Strategic Management



# Appendix D: External Reviewers

## ***Instructions for colleges submitting a BAS degree proposal:***

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

## ***Instructions for External Expert Reviewers:***

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

<b>College Name:</b>	LWTech	<b>BAS Degree Title:</b>	BAS AHRM
<b>Reviewer Name/ Team Name:</b>	Prof. Alan Cabelly	<b>Institutional or Professional Affiliation:</b>	Portland State University Portland Leadership Institute
<b>Professional License or Qualification, if any:</b>	Ph. D., SHRM-SCP, SPHR	<b>Relationship to Program, if any:</b>	none
<b>Please evaluate the following Specific Elements</b>			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p><b>Strong concept, good criteria.</b></p> <p><b>Connected to LWTech’s Core themes of Pathways, Student Achievement, External Engagement, and College Community.</b></p> <p><b>Demonstrated support of the statewide strategic plans.</b></p> <p><b>Employee demand identified in Criterion 3 of Need Statement. This included effective comparisons with graduates of Central Washington University, Eastern Washington University, and the University of Washington. Criterion 5 identifies how the current program is already working effectively on job placement and career</b></p>		

	<p><b>development opportunities. Interview quotes identify the reputation that the LWTech BAS AHRM program has already developed in the area, and how employers have sought out graduates of the program.</b></p>
<p>b) Degree Learning Outcomes</p>	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <hr/> <p><b>Listed in proposal, Criterion 1.</b></p> <p>Please note that throughout both the proposal and the need statement, the language used is “criteria 1,” “criteria 2,” etc. The singular should be used throughout: “Criterion 1,” “Criterion 2,” etc.</p> <p>The broad general introduction to the proposal is well done. However, there needs to be an additional introduction to the curriculum. This would fit between the line that reads “curriculum demonstrates baccalaureate level rigor,” and “1.1 program learning outcomes.” This introduction would summarize the information and tables described in criterion 1. It would give the following information to the reader:</p> <ul style="list-style-type: none"> <li>● What is the academic structure, for example, is this a quarter system or a semester system?</li> <li>● What does “five credits” mean? How many contact hours is this, how many weeks does the class meet, how many times each week does a class meet, etc.?</li> <li>● Are all listed courses required?</li> <li>● Which courses are prerequisites?</li> <li>● What are the elective HRM classes?</li> <li>● Can students take courses out of sequence?</li> <li>● Are 300 level courses junior courses, and 400 level courses senior courses?</li> <li>● Other details?</li> </ul> <p>I realize that many of these answers are in the online catalog, but they need to be in the proposal so that reviewers can adequately evaluate the proposal.</p> <p><b>Note the criterion 1.3 is missing or not identified.</b></p>

	<p>Learning outcomes are strong, and consistent with what is necessary for a program of this nature. Criterion 1.1 identifies the program learning outcomes, and most importantly Table 1 identifies the use of assessment tools.</p> <p>Criterion 1.4 and Table 2 identify the general education component necessary for student success.</p> <p>Table 3 identifies the junior and senior coursework necessary to complete the program. This table should be listed within its own criterion, 1.5. Additionally, pre-requisite and course sequencing should be identified here, as it is listed in the catalog.</p> <p>There is no indication of a requirement for students to take a business strategy course. Does one exist? If so, consideration should be made as to whether this should be part of the program. Perhaps HRM 485 will cover this component.</p>
<p>c) Curriculum Alignment</p>	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p><b>Yes, it most certainly does.</b></p> <p>I have been designing and evaluating HRM curriculum since 1981, both nationally and internationally. I have helped the Society for Human Resource Management design its curriculum standards, and have served on accreditation teams internationally. This is one of the strongest HRM programs I have ever seen. This covers all the bases of human resource management, national and international, details and strategy, employee centered and leadership. It is impossible to argue with the bread and the depth of the HRM curriculum identified here.</p>

	<p><b>Strength in one area requires trade-offs in other areas. This is a good thing when it aligns with the overall program objectives of the technical college. The trade-off here is a less comprehensive business program. As currently proposed, the curriculum has one course in Managerial Accounting, one in Marketing Management and one in Finance Principles. Absent are courses in Operations, Quantitative Analysis for business decisions, Business Strategy, among others. While these are often in other undergraduate business degree programs, they do not necessarily have to appear in them. You do need to make the case, however, that this is the overall strategy of all of your business programs, that the goal is to focus on going into depth within the specific program and provide less on the broad business content.</b></p>
<p>d) Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p><b>There is very clear alignment between the courses and employer needs/demands. The upper level courses, from HRM 340 to HRM 495, are clearly employer focused. A student who graduates having successfully completed these courses will be prepared for a profession in human resource management.</b></p> <p><b>The courses are both detail focused and broad based. Those focused on the details of personnel management are HRM 340, 345, 370, 425, and 435. Those focused on the broader issues of human resource management are HRM 465, 485, and 490. The program concludes with HRM 495, preparation for SHRM certification. This is an excellent conclusion.</b></p> <p><b>HRCI is the longest standing human resource certification in the world. Founded in 1976, HRCI was the gold standard for human resource certification until approximately 10 years ago. Today it shares that status with SHRM. Employers, professionals, and educators equally look towards both HRCI and SHRM when they attempt to evaluate the knowledge of HR practitioners. I expect that the importance of HRCI will continue for the next</b></p>

	<p>few decades. A high-quality education program should include the necessity of HRCI curriculum alignment and preparing students to achieve HRCI certification.</p> <p>I recommend that the program seek and achieve formal alignment with SHRM and its undergraduate HRM standards. Once the program is approved, this alignment process will be relatively simple.</p>
<p>e) General Education Requirements</p>	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p><b>The general education requirements are certainly suitable for a baccalaureate level program. They definitely meet breath and depth requirements. I have three potential suggestions for improvements:</b></p> <ol style="list-style-type: none"> <li><b>1. Rather than requiring two English composition courses, I would suggest one English composition course, and one business writing course.</b></li> <li><b>2. I would approach the math department, and ask them to design an introduction to business statistics course to replace the introduction to statistics course.</b></li> <li><b>3. I would give the students more flexibility on the natural science course, including the lab course, allowing students to take any one of a number of science laboratory courses.</b></li> </ol> <p><b>Regardless of whether you make these changes, your general education requirements are fine.</b></p>
<p>f) Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p><b>The primary educational opportunity beyond the baccalaureate degree is professional certification. As noted previously, this program has a direct flow into both SHRM and HRCI certification. This is both the main strength of the program, and a major selling point for it.</b></p>

	<p>Graduate school is less important for graduates of this program. The proposal lists the available opportunities. I would also note that the MBA degree would be highly appropriate for graduates of this program, and that they will be well prepared for entrance into any quality MBA program.</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>I have known Professor Mangini for many years, through our association with SHRM. She is highly motivated and highly qualified to direct and teach in this program. I have met many of her students at conferences. They speak highly of her, both publicly and privately. She is a great program Director.</b></p> <p><b>The listed qualifications of the part-time faculty appear strong, adequate to teach in the program. The recruiting strategy is quite acceptable.</b></p> <p><b>Yet there is a challenge: There are too many courses for too few faculty. At some point burnout is likely to happen. LWTech must be prepared for this and take steps to prevent it from happening. Find a way to create an additional full-time faculty line.</b></p>
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p><b>With the exception of the comments in letter G, faculty, above, resources seem to be appropriate for a program of this nature.</b></p>

<p>i) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p><b>The proposal has identified the existence of two advisory committees: the LWTech HR Programs Advisory Committee, and the LWTech Curriculum Review Committee. Each committee has unanimously approved the proposal for the BAS AHRM degree. I recommend that in the final proposal the SHRM affiliations and certifications of the HRM professionals be identified.</b></p>
<p>j) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p><b>This is a strong high quality program and proposal. Academic rigor is established, community need is clear, coursework is appropriately rigorous. My only concern is with the quantity (not the quality) of faculty. Sustaining this program will require more full time faculty.</b></p> <p><b>In sum, I give my unconditional recommendation to this proposal. I hope that LWTech moves forward at the earliest possible date to serve the needs of students and employers in the area.</b></p>
<p><b>Reviewer Bio or Resume</b></p> <p><b>Professor Emeritus Alan Cabelly, Ph. D., SHRM-SCP, SPHR; BA, Stony Brook University, 1972; MBA Pennsylvania State University, 1975; Ph.D., University of Washington, 1980. Professor Cabelly has been teaching human resource management, leadership, and business administration since 1975. He designed the award winning Portland State University HRM program in the early 1980s, and simultaneously designed Portland State's professional development certification program in HRM. He guided SHRM in the development of its curriculum process, and has aligned Portland State with that curriculum. He has taught, consulted, and participated in program development and accreditation in Abu Dhabi, China, France, Germany, Russia, Serbia, and Vietnam. He is Founder and Executive Director of The Portland Leadership Institute. He retired from active teaching in 2018.</b></p>	



<b>College Name:</b>	Lake Washington Institute of Technology	<b>BAS Degree Title:</b>	Bachelor of Applied Science in Applied Management - Human Resource Management
<b>Reviewer Name/ Team Name:</b>	Rowlanda Cawthon	<b>Institutional or Professional Affiliation:</b>	Northwest University
<b>Professional License or Qualification, if any:</b>	Ed.D. in Organizational Leadership	<b>Relationship to Program, if any:</b>	None
<b>Please evaluate the following Specific Elements</b>			
a) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p><b>Comment</b></p> <p>The proposal cites multiple courses to affirm the Bachelor of Applied Science in Applied Management - Human Resource Management (BAS AHRM) program is relevant and appropriate to current employer demands. Specifically, the Statement of Need states, “Graduates will have the knowledge and skills needed to sit for the Society for Human Resource Management (SHRM) and the Human Resource Certification Institute (HRCI) certification exams. Graduates will also be prepared to pursue graduate education at the master’s level at state or regional institutions.” A program that uniquely prepares students with the skills they need while preparing them to achieve certification in the discipline (i.e., SHRM, HRCI) is a <b>significant</b> benefit to students and prospective employers.</p> <p>In addition to the data cited by LWTech, Maurer (2019) states, “HR is one of the fastest-growing fields in the United States. Employment of human resource managers is projected to grow 7 percent by 2028, faster than the average for all occupations (5.2 percent). That translates to about 14,400 projected job openings annually” (para. 4). Similarly, the U.S. Bureau of Labor Statistic contends, “Employment of human resources managers is projected to grow 9 percent from 2020 to 2030, about as fast as the average for all occupations. About 14,800 openings for human resources managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire” (para. 5). It is worth noting that the BAS-AHRM not only prepares students for entry-level or mid-level positions in HR but creates opportunity for students to gain the knowledge and skills needed to advance as HR managers, which is a viable career path given the data presented by Maurer (2019) and the U.S. Bureau of Labor Statistics (2021).</p> <p>Based on the Program proposal, it is evident the BAS-AHRM meets accepted academic standards and has the potential to lead to job placement in a field.</p>		

	<p><b>Source(s):</b></p> <p>Maurer, R. (2019). <i>HR manager is one of the most promising careers</i>. SHRM. <a href="https://www.shrm.org/resourcesandtools/hr-topics/organizational-and-employee-development/pages/hr-manager-is-one-of-the-most-promising-careers.aspx">https://www.shrm.org/resourcesandtools/hr-topics/organizational-and-employee-development/pages/hr-manager-is-one-of-the-most-promising-careers.aspx</a></p> <p>U.S. Bureau of Labor Statistics. (2021, December 14). <i>Human resource managers</i>. U.S. Bureau of Labor Statistics. <a href="https://www.bls.gov/ooh/management/human-resources-managers.htm#tab-1">https://www.bls.gov/ooh/management/human-resources-managers.htm#tab-1</a></p>
<p>b) Degree Learning Outcomes</p>	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p><b>Comment</b></p> <p>The learning outcomes do demonstrate appropriate baccalaureate degree rigor based on Blooms Taxonomy (Shabatura, 2013). Verbs such as “Create, Evaluate, Develop, etc.,” suggest an attempt to ensure learning at a higher level of the taxonomy framework. However, I recommend re-writing the learning outcomes to be more succinct and clearer for assessment reasons and for students.</p> <p>A few of the current outcomes include compound statements that create potential assessment issues. As an example, for the following outcome, “Create effective strategies to align with organizational goals in relation to organizational effectiveness, development, workforce management, employee and labor relations, and technology management,” the assessor would have to ensure each of the described organizational goals are measured (i.e., organizational effectiveness, development, workforce management, etc.). It is probable that a complex series of measurements would be needed to capture each aspect of the learning outcome.</p> <p>Indeed, learning outcomes should clearly state the skills, competencies, and knowledge the faculty believe graduates of the program will attain. But, more importantly, the outcomes should be easily measurable. Some of the current outcomes may present challenges from an assessment standpoint. The University of Colorado provides the following resource for “Writing Effective Learning Outcomes”:  <a href="https://www.colorado.edu/oda/sites/default/files/attached-files/program_learning_outcomes_v2.pdf">https://www.colorado.edu/oda/sites/default/files/attached-files/program_learning_outcomes_v2.pdf</a>.</p> <p><b>Source(s):</b></p> <p>Shabatura, J. (2013). <i>Using Bloom’s taxonomy to write effective learning objectives</i>. University of Arkansas. <a href="https://tips.uark.edu/using-blooms-taxonomy/">https://tips.uark.edu/using-blooms-taxonomy/</a></p>

c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p><b>Comment</b></p> <p>It is critical that the curriculum align with the CIP Code (52.1001) identified in LWTech's report. A review of the updated Human Resource Management, AAS and General Requirements for the BAS AHRM programs indicate that the curriculum sufficiently aligns with the program Statement of Needs document. As my feedback in the next section suggests, there are some excellent aspects of the BAS AHRM curriculum that allows the program to stand out from competitor programs and fulfills employer expectations.</p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper-level courses, in particular, relevant to industry? Do the upper-level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p><b>Comment</b></p> <p>Overall, the core and elective courses presented in the proposal align with employer needs and demands.</p> <p>I believe the upper-level course are relevant to the industry and demonstrate academic rigor for a baccalaureate degree program. As a note, many of the businesses in the Eastside (Amazon, Starbucks, Microsoft, etc.) have global reach, so it is great to see HRM 370 - Global HR and Mergers and Acquisitions included as a General Education requirement. HRM 495 - SHRM Certification Study Preparation is another great course. Rarely are certification preparation courses integrated in curriculum as a requirement. This will certainly contribute to meeting employer needs and demands, and leverage students from a career standpoint.</p> <p>It is critical for students to understand the implications of technology and big data in human resource management. In terms of HR technology, Zielinsk (2021) states, "HR leaders are focusing on enhancing technology systems that improve the productivity of remote workers, upgrading workforce management, utilizing recruiting and learning platforms to meet changing needs, and deploying digital tools such as apps or videos to help employees manage mental health issues related to the COVID-19 pandemic" (para. 1). With respect to big data, Ofori-Boateng (2020) asserts, "There is both an art and a science to HR. In the past, only the artistic, intuitive aspect was considered of value in HR, but now, the scientific, analytic facet is being put to work and delivering fantastic results" (para. 5). There is significant literature which suggests a growing focus on technology and data analytics to improve human resource management practices, and it would benefit for LWTech to address this in some degree in course curriculum.</p>

	<p>If you are unable to create an additional course in the Core Degree requirements, I suggest introducing these topics in the following courses: HRM 485 Strategic HR Management, Organizational Behavior, and Organizational Strategy or HRM 465 Organizational Effectiveness, Development, and Change Management. It will be beneficial for students to have some understanding of these topics at the baccalaureate level, especially since many of your students will be from the Eastside where there are several technology companies that desire employees to have some understanding of technology and data analytics.</p> <p><b>Source(s):</b></p> <p>Ofori-Boateng, C. (2020, May 19). <i>Using data analytics to improve HR management</i>. Forbes. <a href="https://www.forbes.com/sites/forbestechcouncil/2020/05/19/using-data-analytics-to-improve-your-hr-management/?sh=40dde59d12bc">https://www.forbes.com/sites/forbestechcouncil/2020/05/19/using-data-analytics-to-improve-your-hr-management/?sh=40dde59d12bc</a></p> <p>Zielinsk, D. (2021, January 5). <i>What's head for HR technology in 2021</i>. SHRM. <a href="https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/whats-ahead-for-hr-technology-2021.aspx">https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/whats-ahead-for-hr-technology-2021.aspx</a></p>
<p>e) General Education Requirements</p>	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p><b>Comment</b></p> <p>A minimum of 60 quarter hours of General Education courses is required and appropriate. An expectation is outlined for students <b>transferring</b> with a technical associate degree. In addition to college-level Math, English, and Humanities and Social Science, Business prerequisites are also included. Human resource as a discipline is grounded in business, so including a few business courses as prerequisites for transferring students is a plus.</p>
<p>f) Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p><b>Comment</b></p> <p>Yes, the proposed BAS AHRM degree sufficiently prepares graduates to enter and undertake suitable graduate degree programs.</p>
<p>g) Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b></p>

	<p>Students desire to learn from faculty who have direct experience in the discipline. According to LWTech, they employ “full-time and part-time senior Human Resource certified faculty who work in the field” (Statement of Need, 2021, p. 7). They go on further to state, “Most of the faculty have served on Human Resource professional boards of directors, including SHRM and Northwest Human Resource Management Association (NHRMA).” The full-time and part-time faculty identified in the proposal have extensive professional experience and/or viable certifications in human resources. They also have master’s degrees which affirm their qualification to teach courses at the baccalaureate level.</p> <p>Rex Jacobsen, who is identified as full-time faculty for the business program, does not have a master’s degree. His discipline is Accounting, which is often a difficult area to fill from a teaching standpoint. Does Rex plan on earning a master’s degree? In the Statement of Need, you indicate that all full-time and part-time faculty will be qualified to teach for the BAS AHRM program. If Rex is planning to pursue a master’s degree, perhaps this is something you should communicate to full-fill your commitment of having all educationally qualified individuals teaching for this new program.</p> <p>It is worth noting that Ren’ee Mangini, Associate Professor and Department Chair, has extensive background in human resources. Her 30 years of experience in the field and 20 years of experience serving on the Human Resources Professional Board of Directors and other accomplishments as noted in the report (Statement of Need, 2021, p. 10-12) are an asset to LWTech. Clearly her direct knowledge in the field and education will contribute to the growth and sustainability of the program.</p> <p>Initially, I reviewed the website because I did not have the draft proposal. It appears your website should be updated because it does not reflect current biographical and educational information for current faculty compared to what is in the proposal. Clearly this does not impact my review; however, this content should be updated so that external stakeholders, constituents, and prospective students know you have educationally and professionally qualified faculty teaching in the program.</p>
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p><b>Comment</b></p> <p>LWTech has a proven history of providing associate and baccalaureate programs. As such, they have a solid foundation in place for providing sufficient admissions, advising, library, and other resources for students entering the BAS AHRM program. Also, the Human Resource Management, AAS program has proven success and paves the way for LWTech to sustain and advance the BAS AHRM program and navigate through any challenges that may arise during implementation.</p>

<p>i) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p><b>Comment</b></p> <p>The HR Programs Advisory Committee reviewed the proposed BAS AHRM degree and gave their approval. The committee provided suggested changes, which were incorporated into the most current proposal along with input from the LWTech Curriculum Review Committee.</p>
<p>j) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p><b>Comment</b></p> <p>LWTech successfully implemented the Human Resource Management, AAS program, which naturally paves the way for a BAS AHRM degree. They already have the building blocks in place to provide current and prospective students with an opportunity to expand their education to the baccalaureate level.</p> <p>External factors create a need for a rigorous BAS AHRM program that meets employer demands. Factors such as the expansion of businesses globally, technological advancements, the pandemic, and economic challenges drive the need for HR professionals who can navigate organizational leaders and employees through crisis and unanticipated challenges. Chiappetta (2021) states, “Despite a global pandemic and an economic recession, the human resources function remains in high demand, experts say. Business leaders across the globe continue to recognize how critical HR is to their company’s bottom line” (para. 1). Similarly, Brown and Meister (2020) assert, “The Coronavirus has drastically reshaped the economy and the labor force. Since its rapid spread around the globe, we have experienced titanic shifts in how we work, where we work, and the technologies we use to stay connected” (para. 1-2). These changes escalate the importance of HR’s role within organizations and the BAS AHRM program seeks to prepare individuals to fulfill this role.</p> <p>Overall, the program you propose is suitable and has the ability to develop students who will have significant impact in field of human resources. In general, the degree is strong; however, here are a few recommendations to enhance the BAS AHRM program:</p> <ul style="list-style-type: none"> <li>• <b>Degree Learning Outcomes:</b> Re-write the learning outcomes to be more succinct and clearer for assessment reasons and for students.</li> <li>• <b>Academic Relevance and Rigor:</b> Integrate content that <b>introduces</b> students to the implications of technology and data analytics in human resource management. Students should have some knowledge of or skills in these areas upon completion of the BAS AHRM program.</li> </ul>

- **Faculty:** If Rex Jacobsen will be teaching for the BAS AHRM program, identify if you have any plans in place for him to earn a master's degree. Or, perhaps, you will hire an adjunct who is educationally qualified to teach for the baccalaureate program.
- **Faculty:** Update the website to reflect the education and experience of current full-time and part-time faculty.

**Source(s):**

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**Reviewer Bio or Resume**

**Dr. Rowlanda N. Cawthon**

Dean, College of Business  
 Assistant Professor, Management, BA/MBA  
 Faculty Lead, Business Leadership and Consulting Concentration, Ph.D./Ed.D.

Foundation Trustee Board Member, Northwest University  
 Business Advisory Board, College of Business, Northwest University  
 Champion, Accreditation Council for Business Schools and Colleges, Northwest University

**Education**

Ed.D. Brandman University, 2014  
 M.A. Chapman University, 2006  
 B.A. University of Puget Sound, 1999

**Background**

Dr. Rowlanda Cawthon serves as Dean of the College of Business and as an Associate Professor of Management. She completed Brandman University's inaugural Ed.D. in Organizational Leadership program in 2014 and was the first to complete her course work and defend her dissertation over 100 other doctoral students and candidates. Dr. Cawthon earned a M.A. in Organizational Leadership from Chapman University and B.A. in Communications from the University of Puget Sound.

She began teaching business courses for the School of Business and Professional Studies at Brandman University in 2010. With this experience, Dr. Cawthon acquired a full-time faculty position at Northwest University in 2015, teaching management courses at both the undergraduate and graduate levels. She currently serves as the Faculty Lead for the Business Leadership and Consulting Concentration for the Ph.D./Ed.D. program.

Dr. Cawthon worked in the criminal justice profession for eleven years before transitioning to higher education. While employed with the Department of Corrections, she held positions ranging from Business Analyst to Communications Consultant, overseeing media relations in multiple prisons and field offices in Washington State. In her last role, she served as a Correctional Unit Supervisor, managing a 104-bed unit at Mission Creek Corrections Center for Women.



# Appendix E: References

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