



**BAS in Organizational
Leadership and
Technical Management**

BAS-OLTM Student Handbook

Cohort #5

Lower Columbia College is accredited by
Northwest Commission on Colleges and Universities
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Welcome

We are honored that you have chosen to pursue your degree at LCC. The Lower Columbia College Bachelor in Applied Science (BAS) in Organizational Leadership and Technical Management (OLTM) is an innovative program tailored to meet the needs of working adults. You are embarking on an exciting and challenging educational journey for a rewarding and dynamic career! Faculty and staff are committed to helping you reach your educational goals. We want your time with us to be instructive, growth producing, rewarding, and inspiring. Work hard, stay focused, and find balance.

Congratulations on being accepted into the Bachelor of Applied Science – Organizational Leadership and Technical Management (BAS-OLTM) program at Lower Columbia College! We are excited to offer this degree and for the opportunities that it will provide our community.

This program was created in partnership with college faculty and staff, students, and industry employers dedicated to creating a pathway from nearly all of our professional/technical AA degrees to a Bachelor's in Applied Science degree. The program is designed for the working adult with respect for the many responsibilities our students carry.

We are certain this program will serve you well in your future career and educational goals. It will take great effort and hard work, and at times, sacrifice, but earning your Bachelors of Applied Science degree will be worth it.

Please read through this handbook carefully. Included are the policies and procedures followed by the BAS programs, along with our expectations for students. If you need any assistance throughout the program, or have any questions, we are happy to help!

We look forward to sharing this journey as you each grow professionally and develop into culturally responsive leaders who promote progress and encourage growth in your organization, community, and world.

Sincerely,

Tamra Gilchrist, Dean of instruction

*“Leaders become great **not** because of their power, but because of their ability to **empower others.**”*

John Maxwell

Purpose of Handbook

The purpose of the Bachelors of Applied Science–Organizational Leadership & Technical Management (BAS-OLTM) handbook is to provide essential information for students enrolled in the BAS-OLTM program and to supplement the Lower Columbia College Student Handbook, found at <https://lowercolumbia.edu/publications/student-handbook/>. Students are responsible for knowing and adhering to the information and policies presented in the BAS-OLTM student handbook. The handbook outlines performance expectations in the BAS-OLTM program. Students of the program are expected to comply with the policies, procedures, and rules of LCC and specifically, the BAS-OLTM program.

General Information

The BAS-OLTM is a career focused, applied science degree to prepare graduates for positions in leadership, management, and supervisory roles in private, public, and nonprofit organizations. The program is designed for working adults with a range of professional-technical associate degrees with a diverse set of work experiences and professional goals. LCC's program will help students gain the skills and knowledge needed to effectively lead and manage others through the study of behavioral and leadership theory, professional communications, project management, workplace and environmental safety, conflict resolution, theories of decision making, change management, ethics, and diversity.

The majority of courses in the BAS-OLTM program are taken with the same group of approximately 30 students called a cohort – peers who get to know each other and provide ongoing support and community.

Students must have completed the admissions requirements and are responsible for completing all required coursework and general education requirements needed to graduate with a Bachelor's of Applied Science degree.

To be eligible for admission, students must have:

1. Completed or be in the final term of earning an associate degree or higher or completed at least 90 college level credits from an institutionally accredited college or university
2. Earned a minimum cumulative GPA of 2.5
3. Completed (or are currently enrolled) in the following prerequisite courses (a grade of a C or higher must be achieved):
 - ENGL& 101-English Composition I
 - MATH 107 or higher (excluding Math 131)

Note–Graduation Requirement:

In addition to required BAS courses, a natural science with lab must be completed prior to graduating with a BAS in Organizational Leadership and Technical Management. This is not required for *entry* into the program, and it is often completed during lower division degree coursework.

Natural Science with Lab (5 credits) from LCC's distribution list:

<https://lowercolumbia.edu/publications/catalog/distribution-lists/>

Program Vision

Lower Columbia College Mission: The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional, and innovative.

BAS-OLTM Program Vision: LCC strives to provide educational opportunities for technical professionals to acquire skills that empower them to serve as leaders who promote progress and encourage growth in their organization, community, and world.

Guiding Principles

1. A strong commitment to making inclusion a core component of all initiatives, program operations and professional development.
2. Leaders who are lifelong learners.
3. A program which meets the learning needs of non-traditional adult learners.

Program Outcomes

Upon completion of this program, students will have demonstrated the ability to apply their skills and knowledge in the following ways:

1. Produce oral and written communications in appropriate business conventions.
2. Examine data to design solutions to a problem.
3. Collaborate effectively with others within the context of a work environment.
4. Construct a philosophy of leadership to guide action.
5. Analyze strategies to effectively lead others to achieve a common goal.
6. Evaluate the moral implications of workplace dilemmas utilizing ethical reasoning.
7. Examine the significance of diversity and cultural awareness within the context of management and supervision.
8. Analyze strategies and methods to facilitate improvements to organizational capacity and function.
9. Implement effective organizational leadership strategies to supervise others.
10. Research strategies for effective professional growth and continuous improvement.

Essential Competencies

LCC has developed the following five essential competencies which relate to the industry-aligned knowledge, skills, and abilities central to success in leadership and management positions. These principles define expected levels of competence and serve as the foundation for the BAS-OLTM program outcomes.

INNOVATORY SKILLS

Job-relevant behaviors, motivation, and technical knowledge such as reasoning, intuition, perception, imagination, inventiveness, creativity, problem-solving, and oral and written expression, are keys to effective leadership and management success. Aligning business processes to these cognitive competencies helps managers evaluate performance, set clear job expectations, and develop meaningful growth plans.

LEADERSHIP

Maximizing efforts toward a common goal through motivation and direction is possible when managers understand the foundations of leadership, possess vision, understand the importance of a variety of perspectives, can harness the capacity of everyone, and can persuade people to move toward both self-improvement and organizational improvement.

ETHICAL BEHAVIOR AND DECISION MAKING

Applied ethics examines the principles and moral beliefs that guide leadership and management decisions. Business professionals have ethical obligations to stakeholder management including employees, suppliers, customers, and partners. Ethical behavior is necessary as these obligations are considered when making economic or strategic decisions.

DIVERSITY, EQUITY, AND INCLUSION

A strong commitment to making inclusion a core component of all initiatives, program operations, and professional development is vital. A leader who recognizes the importance of diversity, equity, and inclusion demonstrates commitment to the organization's staff members and the community they represent. Developing the knowledge, skills, mindsets, and behaviors necessary to build a diverse, equitable and inclusive organization will influence recruitment, onboarding, and promotions. Managers and leaders can apply operational strategies to promote new behaviors that over time will yield key results.

OPERATIONAL EXCELLENCE

Operational excellence includes continuous improvement, which is a process of constant change and adjustment to reduce waste, improve quality, and maximize human potential. Leaders are responsible for setting the organization up for growth and creating a product or process that meets customer demand, even when the demand changes. Operational excellence involves every person at every level of the organization because every role brings value to the customer and is critical to success. When this happens, employees are provided for in a way that enables them to stay empowered and motivated.

BAS-OLTM Staff & Faculty

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Course Descriptions

OLTM 300 Foundations of Leadership (5 credits)

Introduces students to the study of leadership. Through discussion, lecture, research, readings, and activities, students will explore principles of leadership including leadership theory, leadership within groups, ethics in leadership and several different leadership models including relational leadership, servant leadership and adaptive leadership. Students will investigate communication methods used by leaders in organizations, both positive and negative, and will be exposed to theories of organizational behavior as well as a variety of strategies useful to successful leadership. The various components of the course are intended to challenge students to think critically and imaginatively about the foundations of leadership and organizational culture. Students will be responsible for crafting their own model of leadership that reflects the material covered in the course.

PSYC 320 Leadership and Organizational Psychology (5 credits)

Foundation course in the actions of individuals, groups, and organizations. Relate theory and research to organizational problems by reviewing advanced concepts in motivation and perception, leadership, decision-making, communication and influence, group behavior, diversity, conflict and cooperation, politics, corporate culture, organizational structure, and environmental influences.

OLTM 325 Transformative Leadership and Decision Making (5 credits)

Introduces the theory and practice of transformative leadership and decision making. Students will compare transactional and transformational leadership by examining the dynamics of transformation and how leadership can facilitate it within individuals and organizations. Students will develop skills in ethical communication and decision-making, investigate a variety of frameworks for ethical decision making and select and describe rationale for a specific approach based on a given situation. Students will explore and critique their own ideas of leadership and how they relate to real-world scenarios. During this process, students will discover new ideas about leadership, how to consider multiple moral perspectives within a global context, refine their individual leadership philosophy and develop a leadership growth plan.

CMST 330 Professional/Organizational Communications (5 credits)

Foundation course in communication principles in an organizational setting including the consideration, analysis, and criticism of the role of communication in organizational contexts. Explore various communication topics including public relations and marketing, leadership functions, dispute resolution, coaching and mentoring, global perspectives, and the role of e-communication. Students will learn the steps of a communication audit and techniques for improving organizational communication.

OLTM 329 Foundations of Business Practices and Emerging Technologies (5 credits)

Examines the impact of digital technologies on business processes and individual leadership roles in various organizations and professional-technical fields. Students will explore how leadership skills and practices support the implementation of new digital technologies in various business contexts, and how leadership, digital technologies and innovation intersect in the evolving business environment. Students will research and analyze how converging technologies, including mobile devices, cloud services, social media, search engine optimization and the emerging Internet of Things, shape business functions such as customer and vendor relationships, marketing, process monitoring and optimization, and virtual collaboration.

OLTM 465 Current Issues in Human Resource Management (5 credits)

Integrates and applies concepts in human resources, psychology, and business to address current issues in Human Resources Management (HRM). Students will learn to synthesize their knowledge of human resource principles and practice by applying their knowledge to issues of current concern to HRM professionals. Students will probe contemporary topics in human resource management in depth with an emphasis on the impact of legal and societal developments on human resource management practices in areas such as workplace diversity, sexual harassment, gender issues, discrimination, work life balance, and outsourcing.

HUM 315 Ethics (5 credits)

Foundation course in ethics as applied to businesses and organizations with a focus on ethics related to management issues. Examine the role of ethics and social responsibility in the management of public and private sector organizations and businesses. Explore theoretical concepts in business ethics and apply them to real-world situations based on challenges managers face. Understanding several actual publicized local ethical lapses and the consequences on the affected organization will be utilized as an integral component of this course. An emphasis on contemporary trends in corporate responsibilities with respect to ethical, legal, economic, and regulatory conditions in the global marketplace will be included.

OLTM 445 Global Systems & Change Management (5 credits)

Focuses on change management within a technical environment. Students will examine key leadership challenges, skills, and competencies needed for effective planning, leading, executing, and sustaining change in a complex environment. Students will work collaboratively through a change management project, engage in research, and examine the importance of assessing an organization's capacity for change with an emphasis on effective decision-making practices and change models.

OLTM 449 Financial Management (5 credits)

Introduces analysis of managerial planning and control systems. Students will examine and practice the development and administration of operating reports, budgets, and financial support systems. Accounting vocabulary and financial statement analysis are also introduced, emphasizing financial information for effective organizational leadership. Prerequisite: Math 107 or higher.

OLTM 330 Entrepreneurship (5 credits)

Provides students with an overview of the multiple elements associated with starting, operating, and growing a small business. A wide range of fundamental concepts will be covered, including: identifying needs of the marketplace, researching and assessing market opportunities, identifying and analyzing risk, creating a value proposition, designing an introductory marketing platform, obtaining financing, cash flow strategies, and relevant best practices. An introduction into the problem-solving process will be explored utilizing a variety of creative problem-solving approaches along with human centered design thinking. This course will also provide students the opportunity to understand, harness and develop their own passions, skills, insights, creativity, and experiences to evaluate and take advantage of current opportunities.

OLTM 335 Developing and Leading High-Performance Teams (5 credits)

Provides fundamental concepts, theories, and techniques for guiding work teams to achieve organizational outcomes and maximize human potential. Students will examine current challenges and issues confronting leaders and managers in technical organizations and explore the benefits of diverse teams. Students will learn to identify positive team management strategies to deal with conflict and capitalize on ideas and capabilities to build and sustain high performance teams.

ENVS 440 Environmental Issues (5 credits)

An exploration of environmental issues and their effect on business, communities, and consumers. Investigate how environmental pressures (e.g., sustainable development) and environmental problems (e.g., global warming, air pollution, waste disposal) impact corporate mission, competitive strategy, technological choices, product development decisions, production processes, and corporate responsibility. Examine basic concepts of ecology and environmental science as they relate to permitting and other business decisions. Regulation and permitting pertaining to SEPA, NEPA, the Army Corps, archaeology, and hydraulics will be studied from the perspective of local planning departments. Case studies and student investigations will be used to build technical proficiencies
Prerequisite: Any five-credit course with a lab from the Natural Science distribution list.

OLTM 320 Workplace and Environmental Safety (5 credits)

Develops student understanding of the fundamentals of workplace/environmental safety management. Course is designed to increase appreciation for workplace safety, expand knowledge of potential hazards, and identify the necessary steps to conduct an environmental audit. Elements of safety management, OSHA standards, program design and execution, increasing leadership/organizational participation, stakeholder involvement, and performance assessment for continuous improvement will be covered.

OLTM 450 Negotiations, Mediation and Conflict Resolutions (5 credits)

Explores themes and skills related to negotiation, mediation, and conflict management within a variety of professional and organizational contexts. Students will explore the nature, sources, and role of conflict within organizations and analyze relationship dynamics and underlying interests among conflicting parties. Students will learn effective individual and group strategies through a variety of experiential activities and simulations.

OLTM 455 Advanced Project Management (5 credits)

Develops student knowledge and skills required for effective project management. Students learn the main phases, strategies and tools that support effective project management processes. This course covers all the stages of the project life cycle including selecting projects, project planning, and risk assessment through execution, monitoring and control. By analyzing case studies, students will assess and apply best project management practices in the context of real-world scenarios.

OLTM 440 Ethics & Leadership: Leading and Managing in a Diverse Society (5 credits) Advances knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the uses of power between groups. To develop cultural competency, leaders need to know themselves, others, the relevant issues, and have an appreciation and curiosity for working with others. Students will connect global leadership concepts to practice and engage in several activities, discussions, and self-assessment instruments to increase their self-awareness of leadership styles, abilities, strengths, and limitations. Students will evaluate the differences between possessing authority and exercising leadership along with differentiating between ethical actions in relation to the greatest good, individual rights, justice, and/or the common good or identifying how virtue may influence decision making.

OLTM 460 Coaching & Mentoring (5 credits)

Provides students an opportunity to integrate leadership knowledge and skills through the application of leadership models as applied to real-world scenarios related to conflict, team dynamics and emotional intelligence. Students will begin to develop a vision of their vocation as leaders by participating in real-time, case-in-point examples of adaptive leadership. Students refine their understanding of the principles of servant leadership and further explore adaptive leadership

theory through practice. These two leadership theories, in tandem, provide a unique approach to leadership, with servant leadership cultivating the heart, while adaptive leadership provides an avenue for active application.

OLTM 495 Capstone (5 credits)

Integrates and applies program professional competencies. Students will demonstrate a comprehensive understanding of program outcomes through the development and delivery of a leadership project through one or a combination of the following:

- Workplace leadership project synthesizing knowledge, skills, and experiences in area of technical expertise
- Service/community-based leadership project synthesizing program knowledge, skills, and experiences
- College-to-career transition experience (e.g., internship/practicum)
- Achievement of recognized external industry/professional standards or credentials Prerequisite: Students will obtain instructor permission to enroll through submission of a concept paper one quarter prior to registration.

BAS-OLTM Program Policies

Classroom conduct and policies, as well as Student Academic Rights and Responsibilities, are consistent with the LCC Student Conduct Code which is found in the LCC Student Handbook at <https://lowercolumbia.edu/publications/student-handbook/>. Additionally, course policies are listed in the syllabus.

Academic Integrity

Academic honesty is expected in all courses. Any act of academic dishonesty is prohibited and subject to discipline. Please see the LCC Student Handbook, <https://lowercolumbia.edu/publications/student-handbook/academic-dishonesty.php>

Acts of academic dishonesty include (but are not limited to) cheating, falsification, plagiarism, and fabrication. Cheating includes any attempt to use, give, or obtain unauthorized assistance relating to the completion of an academic assignment. Plagiarism includes using as one's own, without proper attribution, the ideas, writings, or work of another person in completing an academic assignment. The use of AI may be considered plagiarism. Please refer to your specific course syllabus for details. Fabrication includes falsifying data, information, or citations in completing an academic assignment and includes providing false or deceptive information to an instructor concerning the completion of an assignment. Per LCC policy, all instances of academic dishonesty will be reported to the Vice President of Student Success. No student shall be allowed to withdraw from a course or from the college to avoid the consequences of academic dishonesty. The instructor will notify the student of any suspected academic dishonesty, will then notify the dean and Vice President of Student Success of the incident, per the LCC Academic Dishonesty policy. Depending on the severity of the incident, the instructor-imposed consequences may include a significantly lowered or failing grade on the assignment or a failing grade in course. A failing grade in a BAS-OLTM course will affect progression in the program, per the program policies.

Advising by Cohort

A cohort model of academic advising is used in the BAS-OLTM program. BAS-OLTM students are assigned both a staff and faculty advisor. Advisors use the Navigate Portal to contact students, develop their academic plan, provide resources, and track degree progression. Students can also access their advisor through the Navigate Portal to make appointments. Advisors are available to meet with students on Zoom or in person to assist with academic questions and planning.

Attendance

Attendance and punctuality are required. Arriving late to class or leaving class early is disruptive to the learning environment and is not acceptable. This includes online course meetings on Zoom. Adjust work or other schedules to not interfere with class/clinical schedules. Make-up assignments may not be available. If a class must be missed due to an unusual or extreme circumstance, the student must contact the instructor by phone or email **prior** to the start of class.

APA Style

APA Style was developed by the American Psychological Association to create a standardized format for scientific writing. It is used across the discipline of leadership and management for both academic and professional writing. The LCC BAS-OLTM Program requires written assignments to be formatted utilizing APA Style, unless otherwise stated. The latest edition of the *Publication Manual of the American Psychological Association* will be used as the benchmark for acceptable formatting. Several open resources may be used for assistance with formatting papers in APA Style: American Psychological Association (2015). *Basics of APA Style*®.

Cell Phones and Electronic Devices

Please refer to specific course policies in the course syllabus. Texting is not permitted during class. Use of cameras or **any** recording device is not allowed without written consent. Recording in the classroom must be pre-approved by the instructor.

Student Conduct

Please refer to the LCC Student Handbook Code of Student Conduct <https://lowercolumbia.edu/publications/student-handbook/code-of-student-conduct.php>. Immediate dismissal from class may occur depending on the severity of the behavior, such as jeopardizing safety or causing harm. Dismissal from the program may occur in instances of severe violations of safety, professionalism, or program policies.

Civility and Professionalism

Students must behave in a professional and ethical manner by demonstrating responsibility for learning and for appropriate professional and personal actions. Students must demonstrate forthrightness, honesty, and integrity in interactions with fellow student colleagues, faculty, and staff.

Civility is personal conduct that includes polite, reasonable, and respectful behavior towards others. This includes honoring one's personal values while simultaneously listening to and respecting divergent points of view. Civility facilitates mutual respect, effective communication, and positive productive

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relationships. In the educational setting and the workplace, civility and professional communication is demonstrated by actively listening to other students, staff and faculty, taking accountability for one’s actions, showing respectful behavior (in verbal and written communication) toward others, and making other individuals feel valued. Incivility is rude, disruptive, or threatening behaviors that may result in distress for others. Discourteous behaviors that display disregard for others are considered uncivilized as well as unsafe. Any form of harassment, disrespect or threatening behavior will not be tolerated. Students are responsible for their conduct.

Courtesy and appropriate language is expected as professionals relate to students, peers, faculty, staff, and visitors to the school. Profanity is not permitted. A student will be asked to leave the classroom setting or building if his/her conduct does not meet professional standards.

Grading Policy

A minimum grade of “C” must be earned in all required courses for program completion. The following grading scale is used in the BAS-OLTM Program:

Letter Grade	GPA	Percentage
A	4.0	94-100%
A-	3.7	91-93.9%
B+	3.3	88-90.9%
B	3.0	85-87.9%
B-	2.7	82-84.9%
C+	2.3	79-81.9%
C	2.0	75-78.9%
C-	1.7	71-74.9%
D+	1.3	68-70.9%
D	1.0	62-67.9%

Program Progression

A minimum grade point average of 2.0 must be earned in all required courses for program completion. Additionally, professional behavior is required and must be demonstrated for progression in the program.

Depending on the nature and severity of any below standard or unprofessional conduct, ramifications may range from placing the student on a student success plan to immediate removal from the program.

Re-Entry Policies for BAS-OLTM Program

Re-entry to the BAS-OLTM Program is not guaranteed and, if granted, is on a space-available basis. The request for re-entry will be reviewed by the BAS-OLTM faculty at a scheduled BAS-OLTM program meeting and the student will be informed of the results by their advisor. Faculty approve or deny the request based on discussion and documentation of the student's performance and the student's written statement. The written statement is to include the following, per the **Re-entry Request Form**:

- Reason for withdrawal or failure and the student's accountability in this.
- Student's academic success in previous BAS-OLTM and support courses.
- Student's written statement to demonstrate that he/she has the potential ability to benefit from re-entrance and has identified specific strategies for success.

If the student has been approved for re-entry and is not able to re-enter within one calendar year, a re-entry request must be re-submitted and reconsidered by the BAS-OLTM faculty. Based on the circumstances of the case, the student may be required to restart the program to ensure the student has the current curricular content, knowledge, and skills.

Re-entry requests must be submitted within one calendar year of last attendance in the BAS-OLTM program. If more than one year has elapsed, the student is not eligible for re-entry and is encouraged to meet with their advisor to discuss options, including re-applying to the BAS-OLTM program. If more than one year since the last successful OLTM course has elapsed, despite when the re-entry request was submitted, the student may be required to repeat prior courses or re-start the program, depending on the circumstances, to ensure current knowledge and skills.

A student who successfully completes an OLTM course who decides not to progress to the next course, may, after consultation with their advisor, re-enter on a **space available basis** for up to one calendar year from the last BAS-OLTM course completed. If the student does not re-enter within one calendar year, a re-entry request must be submitted for faculty review. Based on the circumstances of the case, the student may be required to restart the program to ensure current knowledge and skills. The program re-entrance after a voluntary delay of progression (student is academically in good standing in the program) will not count toward the "one re-entry per program" policy.

Student Success Plan

The purpose of the student success plan is to address and document actual or potential substandard practices and/or behaviors that may negatively affect student success. A Success Plan may be initiated when, in the faculty's judgment, a student has demonstrated a behavior or occurrence of concern. The plan will be reviewed with the student with the intent of providing clear expectations, documenting the area of concern, and identifying strategies for success. Depending on the severity of the behavior, immediate dismissal from class or clinical may result whether a success plan has been initiated. For example, behaviors that jeopardize safety or cause harm to self or others may require immediate dismissal from the setting.

Student Services, Counseling, Advising and Career Centers

The Counseling, Advising and Career Centers offer various resources designed to assist students to achieve academic success, acquire skills for employment, improve personal well-being, and develop

effective skills for interacting in a diverse environment. Counseling services are available at no cost to registered LCC students.

Services available through the Counseling and Advising Center include:

- Short-term personal counseling
- Transfer information
- Decision-making regarding career and life goals
- Strategies for dealing with the fear of testing and new situations
- Academic advising
- College survival and study skills
- Student advocacy
- Degree path mapping
- Career and employment services
- Degree audit

Tutoring

The Tutoring Center offers tutoring to currently enrolled students in almost every subject. Students pay a small tutoring fee with registration, and there are no additional costs. All tutors are enrolled LCC students. Students are limited to one appointment per day, per subject. Tutors are available for a variety of classes and subjects. Students can meet with tutors face-to-face or online for one-on-one or small group sessions. Appointments can be scheduled ahead of time, or walk-in appointments can be made if a tutor has an opening. All tutors go through CRLA (College Reading & Learning Association) training. Training topics include beginning and ending a session, definition of tutor responsibilities, goal setting, learning theory, and many more.

e-Tutoring

LCC provides online tutoring services in addition to e-Tutoring services provided in partnership with the Western e-Tutoring Consortium. All currently enrolled LCC students have access to e-Tutoring's free online peer tutoring services in the following areas: accounting, American Sign Language, anatomy & physiology, biology, calculus, chemistry, computer science, economics, psychology, math, Microsoft Office, physics, Spanish, statistics, web development, and writing.

e-Learning Support

The eLearning department supports instructional technology, including the Canvas learning management system, Panopto, MyMathLab, Google Apps, Honorlock, and Microsoft 365.

Library and Media Services

The LCC Library provides many services for students including reference and research services, information literacy instruction, reservable study spaces with technology, a recording booth, computer lab, circulation services, course reserves, interlibrary loan, an on-site tutoring center, and an on-site eLearning office for Canvas support.

Disability Support Services (DSS)

LCC is committed to providing access for all students to instructional, technological, and support services

to promote student success. LCC allocates budgetary support for these services annually. As part of this commitment, DSS provides appropriate accommodations to individual students, access to adaptive technology, and barrier-free facilities. Available accommodations include but are not limited to alternative exam format/time, taped texts/lectures, American Sign Language interpreters, note takers, accessible parking, and registration assistance. DSS facilitators work with instructors, departments, and the students to ensure accommodation needs are met. With a full-time director, full-time coordinator, and several part-time support staff, LCC anticipates that current staffing levels will be sufficient to support the BAS-OLTM cohorts.

Student Information and Rights and Responsibilities

Cohort Model and Combined Courses

In the BAS-OLTM program, students are admitted to a “cohort,” which is a group of students who begin the BAS-OLTM program at the same time. Courses in the program may be combined with another section of the same course. Example: a BAS-OLTM program course may have multiple sections but be combined on campus or Canvas.

Concerns, Complaints, or Grievances

Students are encouraged to discuss academic concerns with the faculty involved. If not resolved, or depending on the nature of the complaint, the next step is to discuss the issue with the BAS-OLTM/Dean of Instruction. If the issue has not been satisfactorily resolved, the student may follow the chain of command and discuss the concern with the Vice President of Instruction. If the complaint is academic in nature, the student may initiate the [Academic Grievance procedure](#), as defined in the LCC Student Handbook.

Disability and Access Services and/or Temporary Medical Conditions

Reasonable accommodations are available for students who have a documented disability or temporary medical condition and must be approved through [Disability and Access Services](#) (DAS). Students who believe that they may need accommodations are encouraged to contact the Disability Support Services Office, located in the Admissions Building, Room 143, 360.442.2340 or email mmorgan@lowercolumbia.edu. If a student has a disability or temporary medical condition that interferes with course attendance or completion, the student may be eligible for a hardship withdrawal (formerly medical withdrawal), per college policy. Additional Information is available at: <https://lowercolumbia.edu/disability/>

Hardship Withdrawal Policy

Hardship withdrawals (previously medical withdrawals) must follow the LCC college policy and procedures. A student who is unable to complete a course due to medical reasons (medical withdrawal), may apply for re-entry to the program for up to one calendar year from last enrollment in a BAS-OLTM course. The student must submit documentation of resolution of the medical issue or have an approved reasonable accommodation before re-entry will be considered. Re-entry is on a space available basis. However, medical withdrawals will be given priority over re-entries due to voluntary delays in progression and academic program re-entries. Re-entering after a hardship withdrawal while in good standing academically in the program will not count toward the “one re-entry per program” policy.

Leadership & Management Program Handbook:
KH/BAS 10/31/2024 MS Word Accessibility Checker

Military service members and reservists who are temporarily unable to attend class or have to suspend their studies due to service requirements will be accommodated to the fullest extent possible. If course completion and program progression is affected by service requirements, a re-entry request must be submitted with documentation of the service requirement. This will not be counted as the student's single program re-entry and the highest priority for re-entry will be given.

Email

A valid email address is required for all students. Lower Columbia College (LCC) email addresses are generated upon receipt and processing of admissions applications. Students have the option of using the LCC email or an alternative address as their "preferred" email address in ctcLink. The College will use the "preferred" email address for official communications with all students. If a student does not enter and/or designate an email address in ctcLink as "preferred," all official communications will be sent to their LCC email address.

The College expects that every student will receive and read email on a frequent and consistent basis. A student's failure to receive and read College communications in a timely manner, understanding that the College is not responsible for the handling of email by outside service providers, does not absolve that student from knowing and complying with the content of such communication. It is the responsibility of the student to alert college staff when experiencing email account issues. Please see Administrative Policy 490 at <https://lowercolumbia.edu/publications/administrative-policies/400/490/>

Faith and Conscience Leave

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made in writing to the [Office of Instruction](#) within the first two weeks of the quarter. For more information on Faith & Conscience and additional student policies and procedures, please refer to LCC's [Student Handbook](#).

Evaluating Faculty

Students can evaluate faculty per the college evaluation schedule through the approved process. Not every faculty is evaluated every quarter.

Gift Giving to Faculty/Staff

To prevent potential ethical violations, gift giving to instructors is strongly discouraged. By law, gifts of value of \$50 or more cannot be accepted. Your success is the best gift!

Graduation and Commencement

To receive a degree from LCC, students must apply for graduation (not commencement) through the Registration Office. Graduation applications are available at lowercolumbia.edu/graduation and at the Registration Office. It is recommended that students apply for graduation two quarters before intended completion so that any deficiencies may be identified and corrected. The deadline to apply for graduation is posted each quarter on the website and is generally about six weeks before the end of the quarter.

LCC Commencement is held in June each year. Students who have completed degree requirements during the past year may participate in the June commencement ceremony. Students eligible to graduate at the end of summer quarter may apply for summer graduation and participate in the June commencement activities, completing requirements through the summer completion option.

Library Learning Resources

The LCC Library is in the Alan Thompson Library building and via <https://lowercolumbia.edu/library/index.php>. The library includes online databases, open educational resources, eBooks, research assistance, group study areas, white boards, SMARTBoards, computers, printers, books, movies, magazines, journals, newspapers, and reserve items for classes. The Learning Commons, located in the library, offers free individual and group tutoring for most subject areas, both in person as well as online through e-Tutoring.

BAS-OLTM Canvas Community Group

A BAS-OLTM Community Group is maintained in Canvas for BAS-OLTM students and faculty. The BAS-OLTM Community Group is used to disseminate information of interest to BAS-OLTM students, provide a repository for various program information and resources, and provide a means of communication between members. Each student will be sent an invitation by email to join the Canvas BAS-OLTM Community group. This invitation may be accepted or declined without consequence. If the invitation is accepted, the person will be added to the roster of this Canvas group. The roster is accessible by all members. Membership in this group is discontinued upon leaving the program. A student may opt-out of this group at any time by notifying the eLearning director.

EEOC Statement

Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. All inquiries regarding compliance with Title IX, access, equal opportunity and/or grievance procedures should be directed to Vice President of Foundation, HR & Legal Affairs, 1600 Maple Street, PO Box 3010, Longview, WA 98632, title9@lowercolumbia.edu, Phone number, (360) 442-2120, Phone number/TTY (800) 833-6388.