KLAMATH
Community College

Bachelor of Applied Science in Business Management- Salon Emphasis Application

October 2025

Phase 2

Jamie Jennings, Vice President of Academic Affairs/CAO
Dr. Monika Bilka, Dean of Instruction
Dr. Steven Hobbs, Dean of Allied Health and Sciences
Rebecca Prock, Administrative Assistant to Academic Affairs
Elizabeth West, Administrative Assistant to the Dean of Instruction
Debora Quimbaya, Administrative Assistant to the Dean of Allied Health and Sciences

Executive Summary

Klamath Community College (KCC) proposes the development and implementation of a Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis. This program is designed to meet documented workforce needs and expand access to baccalaureate-level education for licensed cosmetologists and beauty industry professionals—an underserved population with limited degree pathways.

The Board of Education at Klamath Community College approved the Bachelor of Applied Science Business Management-Salon Emphasis degree on December 3, 2024.

The Executive Committee of the Northwest Commission on Colleges and Universities' (NWCCU) Board of Commissioners approved the request from Klamath Community College to add a new degree level (Bachelor of Science) and new degree program (Bachelor of Science in Nursing) effective May 19, 2025. See Appendix: Executive Summary for the approval letter from NWCCU.

On June 12, 2025, The HECC approved Klamath Community College's Statement of Need for a Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis. The Statement of Need is included in the Appendix: Statement of Need.

KCC offers a wide variety of programs to serve the local community, the region, and the State of Oregon. Among these, Business and Cosmetology are two of the largest. Since Fall 2021, Business has enrolled 721 students, and Cosmetology has enrolled 273. KCC is also the only public institution in Oregon offering an Associate of Applied Science (AAS) in Cosmetology. The proposed BAS provides a seamless academic pathway for cosmetologists, spa professionals, and salon managers to build on their technical training and complete a business management degree.

This program is uniquely positioned within the state and region. No comparable Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis degree exists in Oregon or the western United States, and only one similar program has been identified internationally. The Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis would be the first of its kind in the region, addressing a significant gap in educational access and professional advancement.

The curriculum will emphasize business management competencies tailored to salon ownership, operations, and management preparing graduates for supervisory and entrepreneurial roles. Delivered online and part-time, the program is designed to accommodate working professionals and nontraditional students balancing employment and family responsibilities. As a public institution, KCC will offer access to Title IV financial aid, further reducing barriers to enrollment and completion.

KCC's infrastructure includes a credit-for-prior-learning pathway that recognizes industry experience and licensure—currently the only such articulated pathway for cosmetologists in Oregon. This approach aligns with national best practices for applied baccalaureate degrees and supports adult learners seeking career advancement without duplicating prior training.

This Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis program supports KCC's mission to provide accessible, workforce-aligned education and reflects the institution's commitment to equity, innovation, and regional economic development. By formalizing a degree pathway for licensed cosmetologists, KCC will serve local, state, and national stakeholders—advancing professional standards and expanding educational attainment in a high-demand sector.

Section 1: Curriculum demonstrates Baccalaureate-level of rigor

1 Standard

Curriculum demonstrates baccalaureate level rigor and contains a minimum of 60 upper division credits and 180 total credits for degree completion.

1-A Criteria: Evaluation criteria

Describe the criteria to be used to evaluate achievement of baccalaureate-level learning outcomes in upper division courses as well as professional competencies for the program's discipline.

The Bachelor of Applied Science in Business Management – Salon Emphasis demonstrates baccalaureate level rigor through carefully designed lower-division and upper-division courses that will prepare students for success in industry. The degree includes 60 upper-division credits in addition to the lower-division credits to meet the required 180 credit hours required. KCC applies an integrated annual assessment process through which student learning at the baccalaureate level will be evaluated. Below, curriculum development, assessment of learning outcomes, and the professional competencies for the program's discipline are explained. Professional competency alignment takes place through development and assessment of program learning outcomes.

At Klamath Community College, curriculum development and implementation are the responsibility of faculty who teach in a particular program or discipline. In collaboration with their program and discipline leads, and also with the assistance of the full-time Assessment and Curriculum Coordinator, KCC faculty are responsible for developing Course Content and Outcomes Guides (CCOGs), updating and revising degree and certificate requirements, planning, implementing, reporting, analyzing, and improving assessment of Student Learning Outcomes at the course, discipline, program, and institutional levels, selecting instructional material, and participating in overall course design and other essential elements of instruction in the subject area.

The Proposed BAS - Business Management - Salon Emphasis Program Learning Outcomes are as follows:

1) Demonstrate foundational knowledge of cosmetology, barbering, esthetics, nail technology, spa services, and makeup artistry by exploring the history, philosophy, technology, and research relevant to each emphasis area.
2) Apply quantitative financial analysis to making business decisions.
3) Develop and implement salon marketing strategies to enhance brand and revenue.
4) Explain legal, ethical, and sustainability implications of salon business operations.
5) Demonstrate effective leadership and communication in professional salon environments.
6) Use technology and software applications for salon business operations.

7) Design and manage salon facilities for operational efficiency and customer experience.
8) Apply business law principles to salon operations and human resource management.
9) Create and evaluate a comprehensive salon business plan.
10) Demonstrate cultural competence and teamwork in diverse professional settings.
11) Apply knowledge of safety and sanitation practices in salon business operations.
12) Apply artificial intelligence technology in practical applications to real-world business situations.

The degree development team analyzed numerous bachelor's programs to carefully design this BAS in Business Management – Salon Emphasis to ensure baccalaureate-level rigor.

Klamath Community College (KCC) administrators, faculty, and staff collaboratively reviewed a range of curriculum models to inform the development of the Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis. This degree builds upon existing institutional strengths, integrating coursework from the Associate of Applied Science (AAS) in Cosmetology, AAS in Business Administration, and the Associate of General Studies (AGS) in Cosmetology Business. These foundational programs provide the technical and professional competencies necessary for upper-division study, ensuring a seamless and non-redundant academic pathway for students.

The BAS degree strategically incorporates credits from these associate-level programs, allowing students to advance their education while leveraging KCC's established expertise in cosmetology, business, and applied career education. This approach enhances career mobility for graduates in salon, spa, wellness, retail, and business management sectors.

There are a very limited number of bachelors degrees in the country that cater to the unique needs of beauty industry professionals. There are even fewer programs that allow for credit for prior learning for cosmetology licensure. KCCs Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis is intended to meet local, state, and regional needs for this specialized industry. In establishing the curriculum programming was reviewed in the state, region, and internationally.

Program Development and Alignment
To ensure the rigor, relevance, and industry alignment of Klamath Community College's new Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis, the college engaged nationally recognized leaders in beauty, wellness, and hospitality education. While applied business degrees are common, a salon-focused BAS is rare. Early development was guided by Lynelle Lynch, Joanne Berry, and Peter Anderson—each contributing specialized expertise to shape curriculum, assessment, and workforce relevance.

Lynelle Lynch, Chair of KCC's Cosmetology Advisory Committee, is a nationally celebrated innovator in career education and the CEO of Bellus Academy, a network of award-winning beauty colleges. She also owns the Running Y Resort, a hospitality and wellness enterprise that informs her cross-sector leadership. Lynch is the only two-time recipient of "Director of the Year" by the American Association of Cosmetology Schools and was named one of the "Top 10 Innovators" in Career Education. Under her leadership, Bellus Academy has been called the "Harvard of Beauty Schools" by San Diego Magazine and ranked top three globally by Intercoiffure. She serves on seven national boards and is the founding president of Beauty Changes Lives, a nonprofit that provides scholarships and elevates career pathways in the beauty and wellness industries. Through her

programming, KCC students have access to scholarship opportunities, mentorship, and national networks. Her decades of experience, institutional leadership, and global partnerships make her an indispensable contributor to the BAS Salon Emphasis program.

Joanne Berry, Director of Spa & Wellness Education at Bellus Academy, brings over 30 years of teaching and international experience in massage therapy, esthetics, and aromatherapy. She founded the Wellness Education Hub and was named "Educator and Trainer of the Year" in 2018. Berry specializes in bespoke treatment design and advanced technique training for global spa brands. Her contributions to KCC's BAS program ensure alignment with international wellness standards and elevate the curriculum's depth in spa operations and client care.

Peter Anderson, a Certified Hospitality Educator and graduate of Cornell University's School of Hotel Administration, has developed and taught spa management curriculum at UC Irvine, Cal Poly Pomona, Cal State Long Beach, and Cornell. He is a lifetime-certified California educator and a member of the International Society of Hospitality Consultants. Anderson's published work in American Spa and his global conference presentations have shaped hospitality education nationwide. His academic leadership supports the integration of wellness and business principles within KCC's BAS framework.

Lynelle Lynch, Joanne Berry, and Peter Anderson encouraged our administration and faculty to consider international beauty programming standards in our program development process.

International Standards

The internationally accredited CIDESCO Certificate in Salon Management served as a foundational benchmark in shaping the program learning outcomes and course selection for Klamath Community College's upper-division coursework in the Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis. CIDESCO's globally recognized credential promotes professional advancement in salon and spa leadership, and its curriculum is designed for aspiring salon or spa managers, beauty professionals seeking business acumen, and entrepreneurs launching wellness enterprises.

KCC's adopted program learning outcomes reflect the rigor and relevance of CIDESCO's standards, ensuring graduates are prepared for leadership roles in the salon industry. The BAS outcomes include:

1) Demonstrate foundational knowledge of cosmetology, barbering, esthetics, nail technology, spa services, and makeup artistry by exploring the history, philosophy, technology, and research relevant to each emphasis area.
2) Apply quantitative financial analysis to making business decisions.
3) Develop and implement salon marketing strategies to enhance brand and revenue.
4) Explain legal, ethical, and sustainability implications of salon business operations.
5) Demonstrate effective leadership and communication in professional salon environments.
6) Use technology and software applications for salon business operations.
7) Design and manage salon facilities for operational efficiency and customer experience.
8) Apply business law principles to salon operations and human resource management.
9) Create and evaluate a comprehensive salon business plan.
10) Demonstrate cultural competence and teamwork in diverse professional settings.
11) Apply knowledge of safety and sanitation practices in salon business operations.

12) Apply artificial intelligence technology practical applications to real-world business situations.

These outcomes align closely with the CIDESCO Certificate competencies, which include the following learning outcomes:

- **Understand salon and spa operations**
    - o Manage daily workflow, scheduling, inventory, and hygiene protocols
    - o Conduct client consultations and optimize service delivery
- **Apply business and financial principles**
    - o Develop budgets, pricing strategies, and profit analyses
    - o Perform sales forecasting and financial reporting
- **Demonstrate leadership and human resource skills**
    - o Recruit, onboard, and manage staff performance
    - o Resolve conflicts and foster team motivation
- **Implement marketing and branding strategies**
    - o Design social media campaigns, promotions, and client retention plans
    - o Develop brand identity and customer experience strategies
- **Navigate legal and ethical responsibilities**
    - o Ensure licensing, insurance, and regulatory compliance
    - o Uphold professional standards and client confidentiality
- **Develop a comprehensive business plan**
    - o Complete a capstone project involving a detailed salon business plan, presented as part of the final assessment

In addition, admitted students will have completed an Associate of Applied Science in either Cosmetology, or Business Administration – Management, or a blending of the two AAS degrees programs in the Associate of General Studies Cosmetology Business.

Learning activities in the Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis program are intentionally designed to meet the needs of working professionals. The curriculum structure and instructional approaches in individual courses recognize and build upon the professional knowledge adult learners bring from their associate degree studies and workplace experience.

Faculty will purposefully engage students in applied projects and collaborative activities that connect new learning to current and future professional contexts. This approach fosters transformative learning experiences that support both individual growth and collective development. Faculty serve not only as subject matter experts but also as collaborators and guides, ensuring that students are empowered to integrate advanced knowledge and skills into their practice.

Faculty are responsible for the College's curriculum and ensuring that programs are aligned with industry needs, transfer institutions, federal and/or specialized accreditation requirements, and the field of study. For new programs, the Deans assist program faculty with the required documentation for internal and external program development and approval processes including, but not limited to: degree title, CIP code, degree type, credits, program description, curriculum map,

course and Program Learning Outcomes, degree layout, statement of cost impact, statement of intent, implementation date, estimate of student enrollment, labor market need, advisory committee involvement, and target population.

The proposed BAS in Business Management -Salon Emphasis degree program has been developed and reviewed by program and discipline faculty leads and advisory committees from both business management and cosmetology to ensure it meets the needs of local business and industry. All new degrees and certificates and substantive changes to current degrees and certificates or courses must be reviewed and approved through the KCC shared governance system. The process for approving new programs and making substantive changes to existing programs is as follows:

1) Advisory Committees review the new programs and substantive changes first.
2) The General Education Committee and the Curriculum Committee then review them.
3) The Academic Council and the Presidents' Council review the proposals.
4) All new programs must be reviewed and approved by the KCC Board of Education.

The proposed Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis at Klamath Community College (KCC) meets the baccalaureate-level rigor standard by requiring a total of **180 credits**, including a minimum of **60 upper-division credits**. The program is designed to serve licensed cosmetologists and beauty industry professionals who have completed an Associate of Applied Science (AAS) in Cosmetology or Business Administration – Management, or an Associate of General Studies (AGS) with a cosmetology-business focus. All courses from the three-degree pathways transfer seamlessly into the Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis degree.

Achievement of baccalaureate-level learning outcomes and professional competencies is evaluated through:

- **Course Learning Outcomes (CLOs)** embedded in syllabi and Course Content and Outcomes Guides (CCOGs)
- **Program Learning Outcomes (PLOs)** aligned with industry standards and assessed on a two-year cycle
- **Institutional Learning Outcomes (ILOs)** assessed annually across general education and integrated into upper-division coursework
- **Assessment Maps** that identify where and how outcomes are introduced, reinforced, and measured
- **Formative and Summative Assessments** including projects presentations, portfolios, and performance demonstrations

The program learning outcomes are listed in the table below along with the upper-division courses that teach these competencies. These program learning outcomes and courses are designed to reinforce and assess advanced competencies in leadership, financial analysis, marketing, operations, and entrepreneurship within the salon and spa industry. Faculty intentionally engage students in applied projects that connect academic theory to workplace practice, ensuring transformative. The assessment methods (noted in the far-right column below) were determined by the faculty program leads and their advisory committees. Each one is tied to an industry competency thereby preparing students for success in the workplace.

BAS in Business Management – Salon Emphasis

Program Learning Outcome (PLO)	Course(s)	Assessment Level
Demonstrate foundational knowledge of cosmetology, barbering, esthetics, nail technology, spa services, and makeup artistry by exploring the history, philosophy, technology, and research relevant to each emphasis area.	BUS 480, BUS 484, BUS 491	Measured
Apply quantitative financial analysis to making business decisions	BUS 328, BUS 485	Reinforced, Measured
Develop and implement salon marketing strategies to enhance brand and revenue	BUS 481, BUS 485	Introduced, Measured
Explain legal, ethical, and sustainability implications of salon business operations	BUS 326, BUS 482	Reinforced, Measured
Demonstrate effective leadership and communication in professional salon environments	BUS 324, BUS 346	Reinforced, Measured
Use technology and software applications for salon business operations	BUS 484, BUS 328	Introduced, Measured
Design and manage salon facilities for operational efficiency and customer experience	BUS 483	Measured
Apply business law principles to salon operations and human resource management	BUS 324, BUS 326	Reinforced, Measured
Create and evaluate a comprehensive salon business plan	BUS 485, BUS 491 (Capstone)	Measured
Demonstrate cultural competence and teamwork in diverse professional settings	BUS 346, SPE 321	Reinforced, Measured
Apply knowledge of safety and sanitation practices in salon business operations	BUS 482, BUS 483	Reinforced, Measured
Apply AI practical applications to real-world business situations.	AIT 300, BUS 482, BUS 483	Reinforced, Measured

Assessment Level
- **Introduced:** Students encounter the concept for the first time.
- **Reinforced:** Students deepen understanding through applied practice.
- **Measured:** Students demonstrate mastery through summative assessment.

Assessment Methods
- **Formative:** Quizzes, discussions, reflections, peer feedback
- **Summative:** Exams, final projects, presentations, portfolios, business plans

An additional chart can be found in Appendix 1-A that shows the assessment level for each class.

The online design of this degree meets the needs of working adults through distance education classes. This flexibility will allow students to maintain current work in the industry. Working students will be able to apply key practices in real time in the workplace.

Provide list of all of the program's required courses (or course sequences) for the major and describe how they are intended to collectively build the competencies required for the intended occupation.

The Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis includes 14 upper-division courses (60 credits) that collectively build the competencies required for salon ownership, management, and leadership in the beauty industry. These courses are sequenced to scaffold learning from foundational business principles to specialized salon operations. The Cosmetology and Business Administration Management AAS curriculum maps are provided in Appendix 1-B.

Salon Emphasis Courses (27 credits):

- BUS 480 – Salon Service Industry Fundamentals (5 credits)
- BUS 481 – Salon Marketing and Sales Mastery (4 credits)
- BUS 482 – Salon Operations Excellence (5 credits)
- BUS 483 – Salon Facilities Layout and Design (4 credits)
- BUS 484 – Salon Retail Sales and Inventory (5 credits)
- BUS 485 – Salon Marketing and Feasibility (4 credits)

Core Business Courses (30 credits):

- BUS 324 – Managing Human Resources (5 credits)
- BUS 326 – Business Law Fundamentals (4 credits)
- BUS 328 – Accounting Information Systems & Management (5 credits)
- BUS 346 – Management Across Cultures (4 credits)
- BUS 350 – Innovation, Development, and Entrepreneurial Thinking (4 credits)
- AIT 300 -Artificial Intelligence Technology in Business Applications (4 credits)
- BUS 491 – Capstone: Strategic Business Planning (4 credits)

General Education (3 credits):

- SPE 321 - Small Group and Team Communication (3 credits)

The Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis includes **120 credits of lower division courses.**

Core Business Courses (7 credits):

- BUS 206 – Management Fundamentals (3 credits)
- BUS 211Z – Principles of Financial Accounting (4 credits)

General Education (34 credits): Courses aligned with ILOs in critical thinking, communication, cultural competence, professional self-efficacy, and teamwork.

General Education Requirements for the Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis **BAS degree:**

- 3 credits of College Survival and Success
- 4 credits of Computer Science
- 8 credits of Writing
- 6-7 credits of Speech or Communication
- 4 credits of Math
- 3-4 credits of Social Sciences
- 3 credits of Arts & Letters
- 3 credits of Cosmetology Science or General Science

Transferred Credits (90-97) This BAS degree requires the career technical education (CTE) credits transferred from an Associate of Applied Science (AAS) Cosmetology, and AAS Business Administration, or a mix of cosmetology licensure courses and business coursework in an Associate of General Studies (AGS) Cosmetology Business degree.

Courses

Courses listed below are intended to collectively build the competencies required for the intended occupation(s) achievable with a BAS in Business Management - Salon Emphasis. They cover everything from industry fundamentals to advanced marketing and operational strategies. This comprehensive approach ensures that graduates are well-prepared to succeed in the competitive salon industry.

Salon Emphasis Courses (27 credits)

BUS 480 - Salon Service Industry Fundamentals (5 credits)

Description: This course provides an overview of the personal care sector, covering key areas such as Cosmetology, Barbering, Esthetics, Nail Technology, and Makeup Artistry. It explores the history, philosophy, technology, and research in these fields. Students will learn about various practices, treatments, and terms, and understand industry trends to enhance revenue and profitability. Prerequisite: COS 102 and COS 104.

Course Learning Outcomes
1. Interrelate the various areas of cosmetology including barbering, esthetics, nail techniques, and makeup application; including the history, philosophy, technology and research of each discipline.
2. Illustrate the trends of the cosmetology industry including the similarities and differences, revenue, and profitability of each discipline.
3. Explain the tradition of each discipline and the terms used.
4. Complete a career self-assessment to understand and evaluate the student's personal and professional strengths and weaknesses.
5. Summarize the personal skills needed to competitively run a salon or spa.
6. Establish a career plan, including long-term goals.

BUS 481 - Salon Marketing and Sales Mastery (4 credits)

Description: This course delves into marketing and sales strategies in the salon industry, focusing on marketing functions, brand building, and customer relationship management. Students will learn about employee involvement in marketing, market analysis, and creating a marketing plan. The course also covers product and service marketing, trend analysis, marketing channels, influencer engagement, and revenue enhancement through pricing, scheduling, and treatments. Prerequisite: BUS 350.

Course Learning Outcomes
1. Develop, define, and market the salon or spa's brand.
2. Construct a marketing plan for a salon or spa.
3. Assess the economics and demographics of your market, ways of efficiently targeting that market including products, services, channels, influences, and trends.
4. Competitively evaluate the costs and benefits of various salon and spa marketing channels.
5. Analyze revenue management and yielding through case studies.
6. View how sales strategies can improve customer relationships and empower employees.

BUS 482 - Salon Operations Excellence (5 credits)

Description: This course covers salon operations, including client services across various platforms, service training, and sustainability practices. It teaches standard procedures for salon management, time and menu management, and environmental practices. The course also focuses on hygiene, health and safety, client expectations, and handling difficult clients, providing a complete understanding of salon operations. Prerequisite: COS 102, COS 104, BUS 206., BUS 350.

Course Learning Outcomes
1. Explain the aspects of developing customer service interfaces (face-to-face, online, marketing, telephone, first impression and reception).
2. Evaluate scheduling for optimizing revenue, maximizing production, while maintaining customer expectations.
3. Select human resource strategies to assist with employee needs, client expectations, and appeasing difficult clients.
4. Create a menu of client offerings and price those selections with consideration for employee yield and inventory costs.
5. Apprise salon operations that affect safety, health and hygiene standards, including chemicals and equipment used.
6. Create standard operating procedures for client care, daily operations, financial and inventory management, sustainability, emergencies, and efficiency.

BUS 483 - Salon Facilities Layout and Design (4 credits)

Description: This course provides an in-depth look at the critical aspects of designing and planning salon facilities that align with budgetary constraints, operational needs, and sustainability practices. Participants will learn to develop a capital budget, apply value engineering principles, and calculate the real cost of equipment. The course covers both front-of-the-house (FOH) and back-of-the-house (BOH) planning, emphasizing long-term design strategies to support efficient operations. Prerequisite: COS 102, COS 104, BUS 328.

Course Learning Outcomes
1. Devise an initial capital budget using value engineering to calculate the cost of equipment over its usable life.
2. Design the client facing and employee areas, considering workflow, ergonomics, and the client's experience of the salon or spa.
3. Develop the back of house areas including security, employee spaces, utility access, inventory and equipment storage.
4. Design electrical, heating, lighting, and plumbing for customer and back of house efficiency, including flexibility to accommodate emerging technology.
5. Explain safety practices inherent in the design of wet, dry, and back of house areas.
6. Contrast strategies for improving the guests' experiences through design.

BUS 484 - Salon Retail Sales and Inventory (5 credits)

Description: This course is designed to equip students with the necessary skills to manage and optimize retail sales and inventory in a salon or spa setting. Prerequisite: COS 102, COS 104, BUS 481.

Course Learning Outcomes
1. Appraise the retail needs of clients and select product inventory for those clients.
2. Work with vendors to maintain inventory, display, and sell the product inventory.
3. Train employees with techniques to sell products.
4. Devise strategies to sell inventory, protect it from theft, and receive the maximum ROI.
5. Account, manage, and select a point-of-sale system for retail inventory.
6. Match retail displays with the salon or spa's theme and place those displays with concerns for customer presentation and movement.
7. Appraise the benefits and liabilities of private labeled products.

BUS 485 - Salon Marketing and Feasibility (4 credits)

Description: This course is designed to provide students with the knowledge and skills necessary to manage and grow a successful salon business, with a strong emphasis on marketing strategies and feasibility analysis.

Course Learning Outcomes
1. Analyze the key performance indicators of establishing, maintaining, and growing a retail cosmetology business.
2. Demonstrate their ability to select a site and business structure for a cosmetology enterprise, including marketing and online presence.
3. Perform a strengths, weaknesses, opportunities, and threats analysis of cosmetology enterprises to evaluate the enterprises' capital budgeting and return on investment.
4. Formulate a business plan and loan applications for a cosmetology enterprise.
5. Evaluate capital budgeting, pro forma financial, investment, debt and equity statements.
6. Create solicitation profiles and criteria of investors in cosmetology enterprises.

Core Business Courses (30 credits)

BUS 324 Managing Human Resources (5 credits)

Description: This course provides an overview of the role of human resource professionals in today's organizations. Recruitment, selection, employee development and appraisal, retention, compensation, and labor relations are examined. Implications of legal and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices will be explored, and opportunities will be provided to apply concepts to workplace scenarios. **Prerequisites**: WRI 121Z

Course Learning Outcomes

1. Analyze the major functions of Human Resource Management (HRM), including employment practices and workplace expectations.
2. Evaluate current issues, trends, and challenges related to HRM responsibilities, such as technological advancements and workforce diversity.
3. Assess ethical, legal, and strategic considerations that influence HR policies and practices, ensuring compliance and organizational integrity.
4. Design workforce planning, talent management, and compensation strategies using data-driven approaches and HR analytics.
5. Develop evidence-based solutions for complex HR scenarios, such as change management and employee engagement initiatives.
6. Propose HR strategies and policies to address workforce challenges and enhance organizational performance.

BUS 326 Business Law Fundamentals (4 credits)

Description: Introduction to the legal environment of business. Topics include contracts, sales, commercial paper, agency, and business organizations. Emphasis is placed on understanding legal principles and their application to business decision making. **Prerequisites**: WRI 121Z

Course Learning Outcomes:
1. Describe the basis and structure of the American legal system at the state and federal level.
2. Explain fundamental laws and legal principles that impact how business operations are conducted.
3. Analyze the roles, responsibilities, and liabilities of principals and agents.
4. Examine the legal requirements for contract formation, enforcement of contracts, and defenses to enforcement of contracts.
5. Examine how disputes are resolved both inside and outside of the legal system.
6. Assess business decisions through the lens of ethical theories and models.
7. Identify elements of valid contracts and apply them to business scenarios.
8. Analyze legal structures such as partnerships, corporations, and LLCs.
9. Apply rules governing negotiable instruments and commercial paper.

BUS 328 Accounting Information Systems & Management (5 credits)

Description: This course is designed to provide students with an overview of the organizational systems contributing to the collection, processing, and reporting of financial accounting information. Considerable emphasis will be given to transaction cycles, internal accounting controls, and system documentation techniques. Prerequisite: BUS 211Z, CAS 133 or CAS 245.

Course Learning Outcomes
1. Understand the key organizational systems involved in the collection, processing, and reporting of financial accounting information.
2. Analyze various transaction cycles and their impact on financial accounting processes.
3. Evaluate the effectiveness of internal accounting controls within an organization.
4. Apply system documentation techniques to accurately represent accounting processes.
5. Identify and address potential issues in the collection and processing of financial accounting information.
6. Develop strategies to improve the accuracy and reliability of financial reporting through effective system management.

BUS 346 Management Across Cultures (4 credits)

Description: This course builds a comprehensive understanding of cross-cultural management issues including leading culturally diverse workforces and managing diversity in the workplace. The content emphasizes theoretical foundations and best practices to address workplace scenarios involving employees, customers, suppliers, and other business stakeholders. Prerequisite: BUS 206.

Course Learning Outcomes
1. Describe the key theories and concepts related to cross-cultural management.
2. Demonstrate cross-cultural awareness and sensitivity not only by explaining your own cultural values and practices, but also by recognizing and discussing others' distinct cultural values and practices.
3. Evaluate the role and function of culture on primary business practices including cross-cultural communication, leadership, decision-making, trust building and scheduling.
4. Develop tools and techniques to motivate culturally diverse employees and teams.
5. Develop a global mindset that will be conducive to successful leadership in multi-cultural work settings and business practices.

BUS 350 Innovation, Development, and Entrepreneurial Thinking (4 credits)

Description: This course explores the principles and practices of innovation development and entrepreneurial thinking. Students will learn how to identify opportunities, develop innovative solutions, and create value in various business contexts. The course covers topics such as creativity, design thinking, business model innovation, and the entrepreneurial mindset. Through case studies, group projects, and hands-on activities, students will gain practical skills and insights needed to succeed in dynamic and competitive environments. Prerequisites: BUS 206

Course Learning Outcomes
1. Understand the fundamentals of innovation and explain its importance in business and society.
2. Apply design thinking methodologies to identify and solve complex problems creatively.
3. Create and evaluate innovative business models that generate value for customers and stakeholders.
4. Foster an entrepreneurial mindset characterized by resilience, adaptability, and a willingness to take calculated risks.
5. Demonstrate effective communication and collaboration by working in teams to explore and pitch innovative ideas,
6. Conduct market research and analysis to identify and assess new business opportunities.

AIT 300– Artificial Intelligence in Business Applications (4 credits)

Description: This course introduces students to the principles and practices of artificial intelligence (AI) as applied to business management. Students will explore how AI technologies such as machine learning, natural language processing, and predictive analytics are transforming decision-making, customer engagement, supply chain management, and human resources. Emphasis is placed on practical applications, ethical considerations, and strategic integration of AI into organizational processes. Prerequisites: BUS 206

Course Learning Outcomes
1. Explain AI concepts and frameworks: Demonstrate understanding of key AI technologies and their relevance to business contexts.
2. Apply AI tools to business problems: Use machine learning, predictive analytics, and natural language processing to analyze data and support decision-making.
3. Evaluate ethical and societal impacts: Assess the implications of AI adoption for privacy, bias, workforce change, and organizational responsibility.
4. Design AI-driven business solutions: Develop proposals for integrating AI into areas such as marketing, operations, HR, and finance.
5. Communicate AI insights effectively: Present findings and recommendations to diverse stakeholders using clear, professional language and visualizations.
6. Collaborate on applied projects: Work in teams to design, test, and evaluate AI applications in simulated business environments.

BUS 491 Capstone (4 credits)

Description: Capstone course that explores how firms can build competitive advantage. Focus is the strategic planning process, including analyzing the external environment, assessing internal strengths and weaknesses, establishing objectives and strategies and implementing strategic plans. Prerequisites: This class should be one of the last classes a student takes before completing the program.

Course Learning Outcomes
1. Utilize appropriate procedures, frameworks, models, and experience to gain knowledge, solve problems, and make appropriate decisions based on various informational sources such as data, written and verbal communication, process analysis, and creative thinking.
2. Have a functional and integrated knowledge of basic general business concepts and disciplines.

3. Be aware of their responsibility to behave ethically in their professional lives (e.g., clients, customers, employers, society, profession, environment, and community).
4. Have a global perspective and understand cultural differences.
5. Apply business processes to developing solutions for realistic problems both in the classroom and/or the larger community.

One upper-division general education communication course is required.

SPE 321 Small Group and Team Communication (3 credits)

Description: Provides instruction and experience in decision-making- through group processes designed to develop competent team leaders and participants. Students engage in participation and evaluation of a variety of group communication activities, focusing on collaboration, leadership, and effective group dynamics. Prerequisite: COM 111Z.

Course Learning Outcomes
1. Apply structured processes to reach consensus and solve problems collaboratively.
2. Demonstrate skills that foster effective team leadership and supportive participation.
3. Demonstrate clear, respectful, and purposeful dialogue in small group settings.
4. Critically assess team interactions, identifying strengths and areas for improvement.
5. Enhance active listening skills to improve team dynamics and decision making
6. Develop a plan for ongoing leadership development focused on enhancing self-awareness, fostering collaboration and teamwork, and cultivating professionalism.

The college has adopted and published course curriculum maps for the lower division coursework required for all associates degrees. The Cosmetology and Business Administration Management AAS curriculum maps can be found in Appendix 1-B.

Below is an example sequence of upper-division courses for a full-time student.

Example Sequence of Upper Division Courses:
Year 1

Term	Fall Term			Winter Term			Spring Term		
Credits	4	4	4	5	4		4	3	4
Course	BUS 206	BUS 350	AIT 300	BUS 328	BUS 346		BUS 324	SPE 321	BUS 211

Year 2

Term	Fall Term			Winter Term			Spring Term		
Credits	5	4	5	5	4	5	4	4	
Course	BUS 480	BUS 481	BUS 324	BUS 482	BUS 483	BUS 484	BUS 485	BUS 491	

If the AS/AAS that is expected to funnel students into the BAS/BSN program currently requires more than 90 credits, your proposal must demonstrate how overall BAS/BSN program requirements (e.g., upper division academic and technical courses, major courses, additional general education, etc.) will be met while requiring a minimum of 60 upper division credits and be 180 credits total for degree completion.

The AAS Cosmetology and the AAS Business Administration are the existing professional and technical degree programs that serve as the foundation for the BAS Business Management – Salon Emphasis. These two AAS degrees are also KCC's largest programs, with 721 students enrolled in Business and 273 enrolled in Cosmetology since Fall 2021. The new AGS Cosmetology Business degree provides an alternative pathway for students interested in pursuing the BAS. The BAS Business Management – Salon Emphasis degree will require 180 credits total. All of the AAS and AGS credits will seamlessly transfer to this BAS.

This BAS degree requires 180 credits including 60 upper-division credits and 90-97 lower division general education and career technical education (CTE) credits transfer from an Associate of Applied Science (AAS) Cosmetology, and AAS Business Administration, or a mix of cosmetology licensure courses and business coursework in an Associate of General Studies (AGS) Cosmetology Business degree.

The BAS includes 34 general education credits in which students will develop critical thinking and problem-solving skills, communication skills, cultural competence, professional competency, self-efficacy skills, and teamwork skills.

Degree Pathway	Transfer Credits	Upper Division Credits	Elective Credits Needed	Elective Notes
AAS Cosmetology	97	60	23	General education and/or business courses
AAS Business Administration	90	60	30	General education and/or business courses
AGS Cosmetology Business	90	60	30	General education and/or cosmetology and business courses

Total Credits Required for BAS Degree: 180
- **Upper Division Requirement: 60 credits**
- **Transfer: 90-97**
- **Elective Options: 23–30 credits depending on degree pathway**

For students that may have completed comparable courses at the lower division level, the following courses will be offered as electives to meet upper division requirements:

PSY 347 – Organizational Behavior (3 credits)

Description: Psychology applied to business organization and operations as they affect employees, customers, and the community with particular interest on group processes.

Course Learning Outcomes
1. Describe key theories and principles of organizational psychology as they relate to business operations and employee behavior.
2. Examine how group processes influence decision-making, communication, and performance within organizations.
3. Assess the impact of organizational structures, policies, and practices on employees, customers, and the broader community.
4. Utilize evidence-based strategies to improve organizational effectiveness, employee well-being, and customer satisfaction.
5. Discuss ethical issues and cultural factors that affect organizational behavior and interventions.
6. Present analyses and recommendations clearly and effectively in written and oral formats for organizational stakeholders.

BUS 420 Salon Management Capstone (5 credits)

Description: Students will integrate theoretical knowledge with practical work experience to prepare for leadership roles within salon operations and business management. Prerequisites: Students must complete the 300 level salon management classes before taking this course.

Course Learning Outcomes

1. Apply leadership and management principles to real-world salon operations, demonstrating effective decision-making and problem-solving in professional contexts.
2. Integrate financial and business strategies to support sustainable salon growth, including budgeting, cost control, and revenue optimization.
3. Evaluate and implement marketing and customer service practices that enhance client satisfaction, retention, and brand reputation.
4. Demonstrate ethical and professional standards in salon management, including compliance with regulations, workplace safety, and responsible business practices.
5. Develop and manage human resources by applying strategies for recruitment, training, performance evaluation, and team development in salon settings.
6. Analyze organizational behavior and strategic planning processes to improve workflow efficiency, foster innovation, and align salon operations with long-term business goals.

BUS 447 – Project Management (4 Credits)

Description: Introduces the fundamentals of project management in business and technology settings. Topics include project initiation, planning, execution, monitoring, and closure. Students gain experience with project management software, learn to balance scope, time, and cost

constraints, and practice communication strategies for diverse stakeholders. Prerequisites: BUS 482, BUS 346, and SPE 321.

Course Learning Outcomes
1. Project planning and scheduling: Ability to design timelines, allocate resources, and manage deliverables.
2. Risk management: Identifying, analyzing, and mitigating risks in complex projects.
3. Leadership and teamwork: Skills in motivating teams, resolving conflicts, and fostering collaboration.
4. Communication proficiency: Presenting project goals, updates, and outcomes clearly to diverse stakeholders.
5. Application of tools and methods: Using project management software and frameworks such as PMBOK or Agile.
6. Ethics and responsibility: Integrating professional ethics and social responsibility into project decisions.

Once degree course requirements are met, students can use the elective options below to reach the 180-credit BAS degree requirement.

- All Science Classes
- AIT 123/L- Introduction to Artificial Intelligence Technology
- BUS 111- Introduction to Accounting
- BUS 101Z - Introduction to Business
- BUS 105 - Introduction to Personal Finance
- BUS 124 - Leadership Skills in Action
- BUS 150 - Intro to Entrepreneurship
- BUS 177 - Payroll Accounting
- BUS 178 - Customer Service Fundamentals
- BUS 206 - Management Fundamentals
- BUS 212 - Principles of Accounting II
- BUS 213Z - Principles of Managerial Accounting
- BUS 214 - Business Communication
- BUS 218 - Personal Finance
- BUS 223 - Principles of Marketing
- BUS 224 - Human Resource Management
- BUS 226Z - Introduction to Business Law
- BUS 228 - Computer Accounting Applications
- BUS 229 - Project Management Fundamentals
- BUS 229L - Project Management Fundamentals Lab
- BUS 230 - Applied Knowledge & Skills for HR Prof
- BUS 233 - Social Media Marketing
- BUS 238 - Sales & Sales Management
- BUS 249 - Retailing
- BUS 250 - Small Business Management
- BUS 261 - Consumer Behavior
- BUS 272 - Financial Analysis & Budget Forecasting

- BUS 280 - Coop Work Experience: Business
- BUS 285 - Human Relations in Organizations
- BUS 169Z - Data Analysis Using Microsoft Excel
- CAS 216 - Word Processing
- CAS 245 - Office Systems and Procedures
- CAS 245L - Office Systems and Procedures Lab
- COM 218Z - Interpersonal Communication
- COS - All Cosmetology Classes
- ECO 201Z - Principles of Macroeconomics
- ECO 202Z - Principles of Macroeconomics
- MTH 105Z-Math in Society
- MTH 111Z-Precalculus I
- PSY 101 - Psychology and Human Relationships
- PSY 216 - Social Psychology
- PSY 228 - Positive Psychology
- SPE 215 - Small Group Communication
- STA 243Z - Statistics I
- TEX 280 - Coop Work Experience Seminar
- WRI 117 - Intro to Technical Communication

Admittance to the Baccalaureate Applied Science in Business Management - Salon Emphasis will require that students have earned an Associate of Applied Science (AAS) Cosmetology, and an AAS Business Administration, or a mix of cosmetology licensure courses and business coursework in an Associate of General Studies (AGS) Cosmetology Business degree.

KCC's AAS Cosmetology program consists of 21 general education requirements and 75-76 credits for cosmetology core classes, for a total of 96-97 credits. The AAS Business Administration program consists of 37 general education requirements, 50 credits for core classes, and 3 credits for electives, for a total of 90 credits. All the AAS credits will seamlessly transfer to the BAS.

All students in the Baccalaureate Applied Science in Business Management - Salon Emphasis program offered through the Community College will be required to earn 180 credits to complete the degree. As indicated above, 90 credits will be applied from the AAS degree. Once degree course requirements are met, students can use electives to reach the 180-credit BAS degree requirement.

Must Complete

| AAS COS 97 credits | or | AAS BUS 90 credits | or | AGS COBM 90 credits |

BAS Business Management - Salon Emphasis
180 credits

Students that currently hold licenses in hair, nail, esthetics, and/or barbering can earn credit for prior learning (CPL) through KCC's student-friendly CPL procedures and processes. Information about CPL options and opportunities is published in the College catalog and posted on the College website. KCC practices a robust Credit for Prior Learning (CPL) process to support professionals who have prior learning through work, certifications or licenses and return to college. CPL is used to grant college credit for learning that has occurred outside of the traditional academic environment. Adult learners who earn credit through prior learning are 17 percent more likely to complete their degrees, compared to those without CPL. Professionals in the fields related to cosmetology, wellness, and salon can use their licenses to apply for CPL and advance themselves through the Cosmetology AAS to the BAS Business Management – Salon Emphasis. Likewise, Business Administration professionals seeking the BAS could also apply for CPL toward their degree.

CPL
Credit for Prior Learning

1 or more licenses
Hair or Nail or Esthetics or Barbering

All licenses
Hair, Nail, Esthetics, and Barbering

Must Complete

AGS BUS COS 90 credits

or

AAS COS 97 credits

BAS Business Management - Salon Emphasis
180 credits
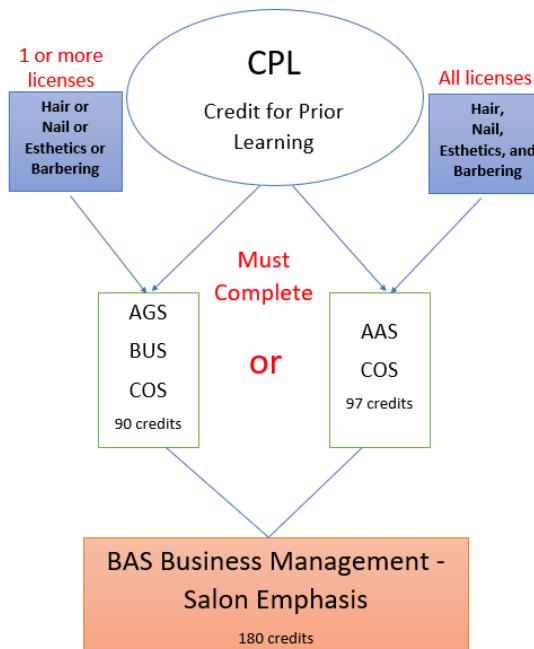
1-D Criteria: NWCCU's General Education Requirements

Alternately, your proposal may also consider how the AS/AAS may be revised to require only 90 credits, and better integrate with the BAS/BSN.

Not applicable. Foundational AAS/AGS do require 90 or more than 90 credits, but the credits will transfer seamlessly into the BAS program. The degree will accommodate the minimum of 60 upper division credits and will have a total of 180 credits for degree completion.

Degree Pathway	Transfer Credits	Upper Division Credits	Elective Credits Needed	Elective Notes
AAS Cosmetology	97	60	23	General education and/or business courses
AAS Business Administration	90	60	30	General education and/or business courses
AGS Cosmetology Business	90	60	30	General education and/or cosmetology and business courses

Total Credits Required for BAS Degree: 180
- **Upper Division Requirement: 60 credits**
- **Transfer: 90-97**
- **Elective Options: 23–30 credits depending on degree pathway**

1-E Criteria: NWCCU's General Education Requirements

Describe how the program will address the requirements as described in NWCCU's Eligibility Requirement #12, for General Education or Related Instruction.

The general education or related instruction courses that are required for the AAS Cosmetology or the AAS Business Administration degree or the AGS Cosmetology Business degree roll seamlessly into the Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis degree.

The general education and related instruction for the Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis degree include:

General Education (34 credits): Courses aligned with ILOs in critical thinking, communication, cultural competence, professional self-efficacy, and teamwork.

Upper Division General Education
- SPE 321 (3 credits) Small Group and Team Communication

Lower Division General Education Requirements and Related instruction:
- 4 credits of Computer Science
- 8 credits of Writing
- 4 credits of Speech or Communication

- 4 credits of Math
- 3-4 credits of Social Sciences
- 3 credits of Arts & Letters
- 3 credits of Cosmetology Science or General Science

Elective Options
- 23–30 credits depending on the degree pathway can also include general education options.

Section 2: Focus on Targeted or Technical Fields

2 Standard

Focus on Targeted Professional or Technical Fields with Input from Members of Those Fields

2-A Criteria: Labor market needs

Describe how this program has been designed to fill specific labor market needs within its targeted field.

The AAS Cosmetology and the AAS Business Administration are the existing professional and technical degree programs that serve as the foundation for the BAS Business Management – Salon Emphasis. In addition, the new Associate of General Studies (AGS) Cosmetology Business degree provides an alternative pathway for students interested in pursuing the BAS Business Management – Salon Emphasis degree. All of the AAS and AGS credits will seamlessly transfer to the BAS.

AAS Cosmetology

The Associate of Applied Science (AAS) Cosmetology degree prepares students for employment in a broad array of areas in the beauty field. Students participate in realistic training through the student-operated salon. This program provides the theory and practical application necessary to take Oregon cosmetologist certification exams and meet employment performance requirements, with 25 general education credits and 72 technical core credits for a total of 97 credits. Students take the state board examination upon the completion of program requirements and class time required by the state of Oregon. After passing the state examination, the students receive a license to practice in their new career.

AAS Business Administration – Management Emphasis

An emphasis in business management is most appropriate for students interested in general business management or ownership; it can lead to promotional opportunities for students already employed in a business occupation or with substantial background in that industry or management. This AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in business or a closely related area. This degree consists of 90 credits: 36 general education credits, 10 elective credits, and 44 credits of technical core coursework in accounting, management, personal finance, business law, human resource management, economics, and computer applications.

AGS Cosmetology Business

The purpose of the AGS Cosmetology Business degree is to offer an alternative option that is designed to prevent loss of credit for students who earn credits in Business and/or Cosmetology classes, but not enough in either specialized area to earn the AAS Cosmetology or the AAS Business Administration – Management but who are interested in pursuing a management role in salon, wellness, or related retail industries. The proposed BAS in Business Management – Salon Emphasis

program will align with the current AGS Cosmetology Business degree to assure that AGS graduates can receive credit for their prior education. KCC's AGS Cosmetology Business degree consists of 42 general education credits and 48 credits of cosmetology, business, and related courses, for a total of 90 credits. The BAS Business Management – Salon Emphasis degree will require 180 credits total. All of the AGS credits will seamlessly transfer to the BAS in Business Management – Salon Emphasis.

Target students can come from the salon or business industries and take advantage of this flexible AGS to seamlessly transfer to the BAS Business Management – Salon Emphasis. This will benefit students who have taken cosmetology classes but have not completed licensure and want to pursue a role in management within the industry. It will also benefit students who are interested in salon or spa management who do not hold a state licensure.

Certifications as Pathways to the Associate and Bachelor of Applied Science
KCC's Associate of Applied Science (AAS) Cosmetology degree is aligned with industry-recognized certifications. One-year certificates of hair design, barbering, and the pathways certificate of esthetics stacks seamlessly into the AAS Cosmetology degree program.

Credit for Prior Learning (CPL)
KCC practices a robust Credit for Prior Learning (CPL) process to support professionals who have prior learning through work, certifications or licenses and return to college. CPL is used to grant college credit for learning that has occurred outside of the traditional academic environment. Adult learners who earn credit through prior learning are 17 percent more likely to complete their degrees, compared to those without CPL. Professionals in the fields related to cosmetology, wellness, and salon can use their licenses to apply for CPL and advance themselves through the AAS Cosmetology or the AGS Cosmetology Business degree to the BAS Business Management – Salon Emphasis. Likewise, Business Administration professionals seeking the BAS could also apply for CPL toward their degree.

The Business Management – Salon Emphasis bachelor's degree has been designed to fill specific labor market needs in the fields of cosmetology and management. The industry encompasses the broader categories of salon, beauty, wellness, personal care and service, leisure and hospitality, and retail. Management training is needed for a wide range of roles in this industry, from entrepreneurs running their own beauty business to managers who oversee salons, spas, and retail stores. This four-year business degree will produce managers who can transfer their skills broadly across non-salon industries as well.

A key design of KCC's Business Management – Salon Emphasis bachelor's degree is that it is online and accessible to students locally, regionally, and nationally. This expansive access will also support the needs of rural, working, and parenting students as well as others who need the flexibly of online learning.

Important findings from the Spring 2025 Oregon Employment Department Job Vacancy Survey support the need for the BAS at KCC. Currently, Oregon's private employers have 51,048 job vacancies. They reported difficulty filling 29,580 (or 58%) of those job vacancies.[2]

At this critical time, KCC's Business Management – Salon Emphasis bachelor's degree is designed to meet the needs of increased employment growth at the local, regional, and national levels. Between

2023 and 2033, the projected growth for hospitality and leisure industries is 11% for Klamath and Lake counties, the East Cascades Region, and Oregon (State of Oregon Employment Department).

Industry Employment Projections, 2023-2033 East Cascades				
	2023	**2033**	**Change**	**% Change**
Leisure and hospitality	22,800	25,400	2,600	11%

Industry Employment Projections, 2023-2033 Klamath and Lake Counties				
	2023	**2033**	**Change**	**% Change**
Leisure and hospitality	2,800	3,120	320	11%

Industry Employment Projections, 2023-2033 Oregon				
	2023	**2033**	**Change**	**% Change**
Leisure and hospitality	206,200	229,600	23,400	11%

https://www.qualityinfo.org/projections#1.

For management occupations, Klamath and Lake counties will see 6.5% growth, the East Cascades Region will see 8.7% growth, and Oregon will see 9.9% growth between 2023 and 2033. (State of Oregon Employment Department)

Occupational Employment Projections for East Cascades (Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Sherman, Wasco and Wheeler Counties), 2023-2033								
Occupation Title	Employment 2023	Projected Employment 2033	Percent Change	Employment Change	Replacement Openings	Total Openings	Typical Entry-Level Education	Competitive Education
Management	15,050	16,365	8.7%	1,315	13,172	14,487	Associate's Degree/ Bachelor's Degree	Bachelor's Degree

Occupational Employment Projections for South Central (Klamath and Lake Counties), 2023-2033								
Occupation Title	Employment 2023	Projected Employment 2033	Percent Change	Employment Change	Replacement Openings	Total Openings	Typical Entry-Level Education	Competitive Education
Management	2,358	2,511	6.5%	153	2,062	2,215	Associate's Degree/ Bachelor's Degree	Bachelor's Degree

Occupational Employment Projections for All Areas, 2023-2033								
Occupation Title	Employment 2023	Projected Employment 2033	Percent Change	Employment Change	Replacement Openings	Total Openings	Typical Entry-Level Education	Competitive Education
Management	178,966	196,681	9.9%	17,715	150,147	167,862	Associate's Degree/ Bachelor's Degree	Bachelor's Degree

https://www.qualityinfo.org/projections#1

Across the nation, it is projected that between 2024 and 2034, personal care and service industries will see 4.2% growth, while Management will experience 6.1% growth.

Top 10 Occupational Groups Projected to Grow the Fastest, 2024-2034

Top 10 Occupational Groups Projected to Grow the Fastest

Projected percent change, 2024–34

Occupational Group	Percent
Healthcare support	12.4%
Computer and mathematical	10.1%
Healthcare practitioners and technical	7.2%
Community and social service	6.6%
Management	6.1%
Architecture and engineering	5.3%
Business and financial operations	5.2%
Construction and extraction	5.2%
Life, physical, and social science	5.0%
Installation, maintenance, and repair	4.6%

← Total, all occupations = 3.1%

National Percentage Change in Employment 2024-2034

Chart 4. Projected percent change in employment, by occupational group, 2024–34

Occupational Group	Percent
Healthcare support	12.4 %
Computer and mathematical	10.1 %
Healthcare practitioners and technical	7.2 %
Community and social service	6.6 %
Management	6.1 %
Architecture and engineering	5.3 %
Business and financial operations	5.2 %
Construction and extraction	5.2 %
Life, physical, and social science	5.0 %
Installation, maintenance, and repair	4.6 %
Personal care and service	4.2 %
Transportation and material moving	4.1 %
Food preparation and serving related	3.5 %
Arts, design, entertainment, sports, and media	2.8 %
Legal	2.7 %
Building and grounds cleaning and maintenance	2.0 %
Protective service	0.8 %
Educational instruction and library	0.6 %
Production	-1.1 %
Sales and related	-2.0 %
Farming, fishing, and forestry	-2.5 %
Office and administrative support	-3.9 %

← Total, all occupations = 3.1%

In 2023, the State of Oregon Employment Department reported that for management occupations, the typical entry-level education and competitive education is a bachelor's degree. This further underscores the critical need for a BAS—Salon Emphasis. Job vacancies requiring education beyond high school generally offer higher than average starting wages and are more likely to require previous experience that can be achieved by earning an associate degree and bachelor's degree.

Additional data from the Oregon Employment Department 2023-2033 employment projections, shows that demand for managers with a bachelor's degree or higher is expected to remain strong, as are opportunities for those who seek positions that go beyond the BAS.[1]

Oregon Employment Projections

Occupation Title	Employment 2023	Projected Employment 2033	Growth	% Change	Typical Entry-Level Education
Management	51,100	54,200	3,100	6%	BAS/BS
Leisure and hospitality*	14,160	15,830	1,670	12%	AAS/AGS/BAS
Professional Services*	9,850	10,820	970	10%	AAS/BAS

*emphasis on east Cascades

The employment statistics for Klamath Community College's service area align with state metrics, and the demand for BAS-prepared salon managers significantly exceeds supply. The BAS will meet the current demands and mitigate the shortage of qualified professional managers mentioned above.

Oregon Employment Department Regional

Area	Title	Base	Projected	Change	% change	Base Year	Projected Year
Oregon	Cosmetologist	4890	6050	1160	23.7	2023	2033
Oregon High-wage/ high-demand	General and operations managers	48,582	53,134	4,552	9.4%	2023	2033

https://qualityinfo.org/web/guest/data

*High-wage, High-demand is considered when >620 available jobs with >$51,500 annual salary

According to the Oregon Employment Department Workforce and Economic Research Division statistics, the Regional (East Cascade Occupational Employment Projections) and Local (South Central Occupation Employment Projections) indicate a considerable need for bachelor's prepared salon managers. The supply of salon managers is woefully inadequate and will fall well short of meeting the current demands. Over 30% of the managerial postings require a BS or BAS effectively shutting certificate holders out of higher paying, more stable positions with opportunities for growth.

According to the Bureau of Labor Statistics, Oregon has one of the lowest quotients in the US, ranging between 0.2-0.4 depending on the year. Oregon has one of the highest starting pay rates in the US, between $41,000-65,000. The state offers better opportunities with higher pay than the national averages.

National

Employment (1) National US	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
294,840	2.6 %	$ 20.09	$ 41,780	0.9 %

Oregon Specific

Occupation code (OR)	Employment Oregon Specific	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
39-5012	2,190	5.1%	1.128	0.58	$16.86	$22.48	$46,760	5.9%

https://www.bls.gov/oes/2023/may/oes395012.htm

Salon-Spa Connection reports that "salons are tightening their belts with an unstable economy and hiring less new grads [with certificates only] ...Demand for experienced salon pros is very high."

According to the Oregon Employment Department (qualityinfo.org), management occupations requiring a bachelor's degree are expected to increase by an average of 11% in the next decade in the Mid-Willamette Valley and southern Oregon regions. Over 40,000 job openings are projected to be available.

There is also a considerable annual wage difference depending on education level. While most salons are managed by an employee who is also a practicing cosmetologist, many positions require business acumen that is not generally taught in-depth at the AAS level.

Hair Salon Manager Wage Gap By Degree Level

KCC's BAS program will increase the number of highly skilled workers locally, regionally, and nationally.

A current review of Oregon's cosmetology manager worker shortage completed in 2025 suggests that there is a growing need for salon and spa service providers who can provide management with culturally and linguistically responsive care with a need to improve the diversity of cosmetology providers due to changing population demographics. To meet this need, we carefully designed this degree with a specialized upper-division course titled Management Across Cultures (BUS 346) and complimentary general education courses, such as Small Group and Team Communication (SPE 321), which focuses on different means of communication.

Moreover, employers report the importance of leadership as a desirable employee characteristic. National survey results reveal that individuals with strong leadership skills are better positioned to gain and maintain employment, cutting attrition and hiring costs, as well as improving company success rates. As demonstrated in Section 1-1, this degree is designed with a robust offering of management and leadership courses.

Additionally, this online degree provides a clear educational pathway that increases skills, pay, stability, and impact that can directly and indirectly address the unequal distribution of providers with greatest need in rural areas. It should be noted that most AAS/AGS graduates who complete degrees at community colleges find that it is recommended by employers, both implied by

application and directly in job description requirements, that more BAS programs be regionally developed rather than require students leave their locales to seek education services elsewhere.

Having a BAS will help to ensure cosmetologists and business management students are well-prepared to enter the workforce and will meet or exceed employers' expectations. Most management roles require a bachelor's degree or higher as a minimum requirement. It is more common that they recommend a bachelor's degree or higher to be competitive, despite a lower minimum qualification (See Appendix 2, 2-A Criteria: Research for Statement of Need). The current workforce does not have the training required to fulfill these requirements for management positions. Employer demand for bachelor's degrees and higher qualifications is over double the current rate of degree attainment in the local population.

Achieving the BAS also allows licensed cosmetologists to continue into master's degree programs, which furthers the profession, provides more qualified options in the salon, spa and wellness, and retail management communities, provides more business acumen, and provides qualified instructors to continue the professional pipeline. By doing so, this degree feeds into faculty in the private industry as well.

KCC's BAS program will increase the number of highly skilled workers locally, regionally, and nationally.

2-B Criteria: Participation of industry professionals

How have industry professionals specifically participated in program planning, defining program outcomes, program design, or other efforts that help ensure success in student employment, stability or advancement? Provide list of industry advisors who assisted with program development, including title, employer and short summary of professional experience.

Klamath Community College has actively engaged an advisory committee composed of faculty, staff, and industry professionals in the development of the Bachelor of Applied Science (BAS) in Business Management – Salon Emphasis. A formal advisory meeting was held on January 30, 2024, during which committee members reviewed the proposed curriculum, course descriptions, and learning outcomes in advance. During the meeting, curriculum leads presented the program goals and structure, and facilitated a collaborative discussion focused on alignment with industry needs and student career advancement.

Summary of Advisory Committee Feedback and Contributions:

- The committee reviewed the curriculum map and affirmed that the program is designed for working professionals seeking to return to school. Members supported the inclusion of general business management, core business, and salon-specific courses. Faculty have already been identified to teach these courses, and the curriculum meets the 180-credit requirement, including 60 upper-division credits. The program also incorporates credit for prior learning, recognizing cosmetology hours earned within the past ten years.
- Industry representatives emphasized that while a bachelor's degree is not required to own a salon, the program provides essential skills and knowledge for successful ownership and management. Courses were intentionally selected to support entrepreneurship and operational readiness.

- A recommendation was made to offer HyFlex delivery options, allowing students to choose between in-person and online participation. This flexibility was seen as critical for developing interpersonal and communication skills while accommodating diverse learner needs.
- The committee noted the program's modular design, which allows for substitution of cosmetology-specific coursework with other discipline content. This structure supports future development of additional Applied Baccalaureate degrees aligned with existing associate pathways.
- Two key gaps identified in salon manager training were financial literacy and de-escalation skills. While financial training is embedded in the curriculum, the committee recommended elevating interpersonal and small group communication courses from elective to required status to better support conflict resolution and team dynamics.
- Cross-cultural management was highlighted as a vital component of the curriculum. The committee inquired about coverage of generational differences, which are addressed in existing lower-division business courses and anticipated to be reinforced in upper-division coursework.
- A suggestion was made to include content on site selection for salon businesses. This topic will be integrated into a course currently under development or embedded within an existing course where appropriate.
- The importance of client and employee recruitment and retention was raised, with a recommendation to incorporate these topics into the human resources curriculum to reflect real-world challenges in salon operations.
- Finally, the committee advocated for the inclusion of digital media competencies, particularly in website creation and online marketing, to support students in building and managing a digital presence for their businesses.

The advisory committee's input has been instrumental in shaping the BAS program to reflect current industry standards, address workforce gaps, and support student success in employment, stability, and advancement. Their recommendations have informed curriculum refinement, delivery modality, and outcome alignment, ensuring the program remains responsive to the evolving needs of the salon and spa sector.

Advisors assisting with program development

Advisor Board Member	Title	Company/ Organization	Professional Experiences
Lynelle Lynch	Owner	Running Y Ranch Resort, Bellus Academy	Founder of the Beauty Changes Lives Foundation, Board member of the American Association of Cosmetology Schools, 20 years of experience in cosmetology and business.
Chris Huffstutter	Consultant/ owner	Summit Salon Business Center	10 years in leadership and business-building, particularly in cosmetology.
Brenda Goble	CTE Cosmetology Teacher	Winter Lakes High School - Coquille School District	CTE Cos. Teacher, Hairstylist, Nail Tech.

Shirley Arnett	CTE Cosmetology Teacher-Director	Gateways High School – Springfield School District 19	43 years in the industry- Cosmetologist, Salon Manager, Salon Owner, District Manager for Regis Corporation, Regional Director of Operations for Regis Corporation, COO of Operations for the Best of the Best, Inc/Supercuts, Expert witness for hair color lawsuits for Farmers Insurance, Advisory Board Member for California Board of Cosmetology, Fullerton Community College of Cosmetology, Everett Community College/Cosmetology, National Trainer for Regis Corporation, Cosmetology Teacher/Director for Gateways Cosmetology Academy.
Sylver Veloz	Employee Trainer and Regional Manager	Great Clips	Business Services Specialist, 31 years of experience in cosmetology and management.
April Hill	Employment Specialist	WorkSource OR	15+ years working closely with business owners to find qualified employees, strong background in monitoring labor and employment trends.
Janet Buckalew	Financial Advisor	Edward Jones	30+ years in financial planning and banking, and is a previous business owner.
Tammy Thomas	Salon Owner	Indulgence Salon	30+ years' experience in Cosmetology and management, 25+ years in Cosmetology education.
Ashley Jones	Salon Owner	Adora Salon & Day Spa	19 years' experience as cosmetologist, guest speaker for color class.
Johnie Ferro	Education Specialist	Oregon Department of Education	Teacher, High School Administrator (Asst. Principal and Principal), CTE Human Resources Specialist.
Jillian Stork	Owner	Express Employment Professionals	10+ years of experience in professional positions and current business owner.
Jamie Jennings	Chief Academic Officer/Vice President of Academic Affairs	Klamath Community College	25 years of experience at Klamath Community College, including 12 years serving as the Vice President of Academic Affairs and Chief Academic Officer (CAO).

Estella Woodley	Director	KCC Small Business Development Center	20+ years in human resources across several business sectors, former business owner, extensive volunteer work in Klamath County.
Beth Stiller	Previous: Career Navigator, KCC CTE Programs Current: Grants Coordinator	Previous: Klamath Community College Current: Sky Lakes Medical Center	Bachelor of Science Business Administration/Human Resources - Oregon State University, 6 years teaching high school personal finance, 6 years managing grant specific funding.
Linda Williamson	Faculty, Program Lead: Business Administration	Klamath Community College	25 years as business faculty for KCC and Northwest Christian University, 20 years providing workplace skills training, former business owner.
Rae Sanchez	Faulty, Program Lead: Cosmetology	Klamath Community College	28 years of experience as cosmetologist, 20 years' experience in operations management, 23 years teaching experience.
Steven Hobbs	Dean of Allied-Health and Sciences	Klamath Community College	20+ years as a faculty member in science and allied health, 13 years in higher education administration
Roni Nelson	Operations Manager	Klamath Community College Cosmetology	General Manager for College of Cosmetology, was board member for the Association of Cosmetology Colleges.
Monika Bilka	Dean of Instruction	Klamath Community College	18 years in the higher education field.
Nicki Petty	Cosmetology Lab Assistant	Klamath Community College	Independent contractor at Naveen, 6 years of cosmetology experience.
Annette Jones	Curriculum and Scheduling Specialist, Administrative Assistant for Academic Affairs	Klamath Community College	Over 25 years' experience in higher education, 25+ years working with Microsoft Office products, 10+ years' experience with technology training and teaching, 20+ years administrative professional experience.

Lynelle Lynch, owner of Bellus Academy, wrote a letter in support of KCC developing a BAS in Business Management – Salon Emphasis to create a pathway for students expand their careers in the beauty industry (see Appendix 2-B).

Section 3: Faculty and Teaching Resources
3 Standard

Availability of qualified faculty and teaching resources.

Klamath Community College demonstrates a strong institutional commitment to ensuring the availability of qualified faculty and extensive teaching resources across its academic programs. Faculty qualifications are consistently aligned with regional and national standards, and hiring practices emphasize both academic credentials and professional experience. Full-time faculty typically hold advanced degrees in their respective fields, and part-time faculty are selected for their subject matter expertise and ability to support instructional needs.

Faculty workloads, ratios, and instructional assignments are regularly reviewed through structured processes such as the Continuous Improvement and Innovation Committee (CIIC) and annual budget planning. These reviews ensure that faculty distribution supports both academic and operational functions, and that instructional quality is maintained across all delivery formats, including online and hybrid modalities.

KCC supports faculty development through access to professional learning opportunities, instructional design support, and technology training. The Center for Teaching and Learning (CTL) plays a pivotal role in assisting faculty with course development, assessment strategies, and integration of digital tools. Faculty are also supported by a mentoring system and receive regular performance evaluations that inform professional development planning.

In terms of teaching resources, KCC provides comprehensive infrastructure to support student learning. The Learning Resource Center (LRC) offers access to thousands of scholarly journals, books, and specialized databases. Students benefit from tutoring services, testing centers, and technology support, including orientation to the Canvas learning management system. High-fidelity simulation units and other hands-on learning environments are available for applied programs, ensuring experiential learning opportunities are both safe and effective.

Faculty and staff collaborate to ensure that instructional materials, facilities, and technology are responsive to evolving educational needs. Strategic planning and accreditation processes further reinforce the College's commitment to maintaining high standards in faculty qualifications and teaching resources.

Regarding the lower division 120 credits, KCC already has qualified, supported instructors available. Instructors must hold a valid CTE license and/or endorsement that is specific to the career area they are teaching, in this case, cosmetology license in hair, esthetics, nails, and barbering. Licensure is governed by Oregon Administrative Rules (OARs), Chapter 584, Division 42.

The upper division 60 credits require a master's prepared instructors. Several of the upper division classes will be taught by the current business management faculty. In addition, KCC is a budgeting for 1.0 FTE for one full time business management faculty with beauty industry experience and 1.0 FTE equivalent part time adjunct support.

3-A Criteria: Current faculty

Provide a profile of current faculty expected to teach within the relevant foundational program, describing each's educational and/or professional experience.

KCC employs sufficient numbers of well-qualified and dedicated administrators, faculty, and staff to support students, programs, and services. The College annually reviews staffing, equipment, and facility needs during the budgetary process. In addition, adequacy of staffing composition, qualifications, professional development, and resources are also reviewed programmatically every 5 years in the instructional and non-instructional program review process. Ratios of full time and part time faculty are examined and evaluated by the Continuous Improvement and Innovation Committee (CIIC) by program and discipline. Comparisons of staffing are also available annually through the Integrated Postsecondary Education Data System (IPEDs) Feedback reports. KCC consistently employs more full-time equivalent faculty, administrators, and staff than comparison institutions.

The Executive Cabinet regularly reviews faculty, staff, and administrative workload and identifies student needs to adjust responsibilities as needed; This is done to rebalance organizational infrastructure to ensure the College has sufficient employees to achieve its objectives and ensure integrity and continuity of academic programs. Employees are distributed appropriately among the divisions to support academic and operational functions.

Employee Group	Current Number of Employees
Administrators - full time	69
Faculty - full time	37
Staff - full time	59
Total full-time	165
Faculty - part time	137 credits + 23 non-credit = 160
Part-time staff and student workers	65 staff + 73 student workers = 138

Faculty teaching general education or transfer courses must have at least a master's degree in the subject area (or hold a master's degree in a related area and have completed at least 20 quarter hours of graduate credit in the subject area).

See faculty qualifications in next section, 3-B.

3-B Criteria: Faculty requirements

Provide a description of how the institution will attempt to meet the faculty needs for the technical and academic courses by the start of Year 1 of the first two years of upper-division courses. Consider the required FTE for faculty for the various course types: technical course work, general education or related instruction, and academic courses and electives. In addition, provide the total faculty FTE included in the budget plan for the new program.

KCC has a team of highly qualified full-time and part-time adjunct faculty to meet the majority of the instructional needs (please see tables below).

The upper division 60 credits require a master's prepared instructors. Several of the upper division classes will be taught by the current business management faculty. In addition, KCC is a budgeting for 1.0 FTE for one full time business management faculty with beauty industry experience and 1.0 FTE equivalent part time adjunct support.

Each faculty member must either: (A) Hold at least a master's degree in the subject area of instruction or a baccalaureate degree and master's or doctoral degree in a related field with relevant teaching and experience related to the teaching assignment or (B) Document competency in teaching through licensure, experience, educational preparation, or continuing education. Instructors must hold a valid CTE license and/or endorsement that is specific to the career area they are teaching, in this case, cosmetology license in hair, esthetics, nails, and barbering. Licensure is governed by Oregon Administrative Rules (OARs), Chapter 584, Division 42.

Business and Accounting

Instructor Name	Sub Group	Degree / Credentials	Major	School
Katherine Hewitt	ADJCR	Master of Business Administration	Accounting	University of Phoenix
		Bachelor of Science	Business Administration /Accounting	San Diego State University
Lacey Hammond	F9MO	Master of Business Administration	Accounting	Eastern Oregon University
		Bachelor of Science	Business Administration & Accounting, Minor-Communication Studies	
Corri Ellis	ADJCR	Master of Business Administration	Finance	Concordia University Chicago
		Master of Arts	School Leadership	Maryhurst University
Ashleigh Taylor	ADJCR	Bachelor of Science	Psychology	Oregon Institute of Technology
Michelle Horne	ADMFT	Bachelor of Science	Psychology	Oregon Institute of Technology

Ann Strunk	ADJCR	Master of Arts	Teaching	Southern Oregon University
Cathy Saunders	ADJCR	Master of Science	Education	Southern Oregon University
		Bachelor of Science	Business Administration	Oregon State University
Amy Fox	ADJCR	Bachelor of Science	Animal Science	Oregon State University
Lauren Aspell	ADJCR	Bachelor of Arts	Political Science	Oregon State University
Dennis Oden	ADJCR	Bachelor of Science	Business	Southern Oregon University
Linda Williamson	F9MO	Master of Science	Management	Southern Oregon University
		Bachelor of Science	Business Administration	
Patricia McMann	ADJCR	Master of Business Administration	Business Administration	Southern Oregon University
		Master of Science	Education	Northwest Christian University
		Bachelor of Science	Business Administration	Eastern Oregon University

Cosmetology

Instructor Name	Sub Group	Degree / Credentials	Major	School
Cherri Peterson	F12MO	Associate of Applied Science	Business Administration - Marketing	Klamath Community College
		Fully licensed cosmetologist with 25 years' experience as a stylist and 6 years teaching cosmetology.		
Johnna Thomas	F12MO	Associate of Applied Science		Klamath Community College
		Fully licensed cosmetologist with 4+ years teaching cosmetology.		
Rae Sanchez	F12MO	Fully licensed cosmetologist with 28 years' experience.		

Communications

Instructor Name	Sub Group	Degree / Credentials	Major	School
Cochran Jo	F9MO	Master of Arts	English	University Washington
		Bachelor of Arts	English	
	ADJCR	Master of Arts	English	University of Utah

Name	Code	Degree	Field	Institution
Margaret Wood		Bachelor of Arts	English	
Collison Karin	ADJCR	Master of Arts	Communication	Wheaton College
		Bachelor of Arts	East Asian Studies	
Patrick Hockersmith	ADJCR	Master of Arts	Communication	Washington State University
		Bachelor of Arts	Social Sciences	
Atkin Suzanne	ADJCR	Master of Science	Communication Studies	Portland State University
		Bachelor of Science	Communication Studies and Social Science	
Andrea LoMonaco	ADJCR	Master of Arts	English	Morehead State University
		Bachelor of Arts	Liberal Studies and History	Eastern Oregon University
Rochelle Daniel	F9MO	Doctor of Education (EdD)	Educational Leadership and Management	Drexel University
		Master of Arts	Communication and Leadership	Gonzaga University
		Bachelor of Science	Communication Studies, Minor-Human Interaction	Oregon Institute of Technology
Jeremy Huston	F9MO	Doctor of Philosophy (PhD)	Technical Communication and Rhetoric	Texas Tech University
		Master of Arts	Rhetoric, Composition, and Technical Communication; Certificate in the Teaching of Literature	Eastern Washington University
		Bachelor of Arts	English/Literary Studies and Spanish	
		Associate of Arts	General Studies	Columbia Basin College
Michelle Runyan	ADJCR	Master of Arts	English Studies	Western Washington University
		Bachelor of Arts	English with Literature Emphasis	
Lindsey Davis	ADJCR	Master of Arts	English	Washington State University
Jason Shrontz	F9MO	Doctor of Philosophy (PhD)	Contemporary American Literature	University of Rhode Island
		Master of Fine Arts	Creative Writing-Fiction	Northern Michigan University
		Master of Arts	Literature	
		Bachelor of Arts	Writing and Communications	Indiana Wesleyan University

Klamath Community College (KCC) affirms its institutional capacity to support the BAS Business Management – Salon Emphasis through robust faculty, staff, facilities, equipment, and instructional resources. The proposed program builds upon two of the College's highest-enrolled disciplines: Cosmetology and Business, both of which already benefit from substantial infrastructure and personnel investment.

The budget is based on an anticipated KCC student enrollment of 20 Full Time Equivalent (FTE) students for the program for the first year and 30 Full Time Equivalent (FTE) for the second year.

The proposed Bachelor of Applied Science (BAS) in Salon Management program is designed to be financially sustainable and scalable, with projected enrollment growth and corresponding increases in revenue and instructional capacity.

KCC currently supports the following personnel budgets through general fund allocations:

Program Area	FY25 General Fund Allocation
Accounting	$ 149,084
Business Management	$ 225,262
Cosmetology	$ 886,000
Auxiliary Cosmetology	$ 166,100
Total	$1,426,446

To ensure the successful launch and sustainability of the BAS Business Management – Salon Emphasis, the following projected expenditures reflect additional institutional investment in faculty, staffing, and instructional development. These costs support both the cosmetology and business management components of the program and are aligned with accreditation standards for academic rigor and operational capacity.

INSTRUCTIONAL	Year 1	Year 2	Year 3	Year 4
Faculty FTE for FT	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Faculty FTE for PT Adjunct	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Faculty FT Salaries/Benefits	$150,000	$157,500	$165,375	$173,644
PT Faculty Adjunct Salaries/Benefits	$75,000	$78,750	$82,688	$86,822
Faculty Support (Lab or Designated Teaching Assts, etc.)				
List: Center for teaching and learning support staff	$30,000	$5,000	$5,000	$5,000
Other instructional related expenditures				
SUBTOTAL	$255,000	$241,250	$253,063	$265,466

Additionally, the College utilizes Perkins Grant funding to enhance career and technical education pathways, including equipment upgrades, curriculum development, and student support services aligned with workforce needs.

3-C Criteria: Additional teaching resources

Additionally, describe the adequacy or challenges to acquiring access to other needed teaching resources, such as internship opportunities, industry partnerships, clinical placement sites, access to advanced technical or technology resources or other core assets required of teaching within an applied baccalaureate program in the focus areas as your proposal.

Klamath Community College (KCC) offers extensive and well-established teaching resources to support instruction in the proposed applied baccalaureate program. All of the upper division coursework will be offered online, which will be well supported with the college's Center for Teaching and Learning. KCC's Center for Teaching and Learning (CTL) ensures faculty are equipped with advanced instructional and technological resources. The CTL employs five full-time staff who specialize in instructional design, educational technology, assessment of student learning outcomes, and curriculum development. Faculty receive support in designing courses across all modalities (face-to-face, online, hyflex), with emphasis on accessibility, universal design for learning, curriculum mapping, and assessment. The CTL provides access to tools such as Canvas, Turnitin, Proctor360, Harmonize, Articulate360, VR headsets, LinkedIn Learning, and video creation/editing platforms.

Instructional design at KCC centers student success by creating structured, engaging, and inclusive learning experiences. These resources directly contribute to improved learning outcomes, retention, and equity across diverse student populations.

In addition, students will engage in capstone projects and experiential learning tied to salon and spa operations, with strong institutional support for workplace integration.

KCC's Career Services Center plays a pivotal role in facilitating access to internships and employment opportunities. With two full-time staff members, the center maintains active partnerships with over 300 local businesses that participate in advisory committees, career fairs, and paid learning experiences. These connections provide students with direct access to industry-relevant internships, networking events, and job placement support. Because the program is offered online, students may also secure workplace opportunities within their own communities, expanding access and flexibility.

The Executive Cabinet considers comprehensive College needs, priorities, and mission prior to granting approval for hire for all new and vacant general-funded positions. Each recruitment is based on an approved job description. Job descriptions clearly define duties and qualifications based on a classification system and the relevant decision-making authority. They outline essential and other functions of the job, qualifications, physical requirements if any, knowledge skills and abilities, work schedule, and other conditions of employment, and list minimum and preferred experience and skills. Human Resources carefully reviews position descriptions for parity with other similar College positions.

Human Resources, working with department administrators, is responsible for the recruitment of all new employees. Open positions are advertised on the College website, through online publications, and specialty publications. Depending upon the type of position, recruitment may be

local, regional, or national to yield a healthy pool of well-qualified, demographically diverse candidates.

Foundational Program Faculty Qualifications

Instructors must hold a valid license and/or endorsement that is specific to the career area they are teaching. For the BAS, instructors are fully licensed cosmetologists. Licensure is governed by Oregon Administrative Rules (OARs), specifically Chapter 584, Division 42. This type of qualification is designed for individuals coming directly from business or industry.

Faculty teaching general education or transfer courses must have at least a master's degree in the subject area (or hold a master's degree in a related area and have completed at least 20 quarter hours of graduate credit in the subject area). All 60 upper-level hours must be taught by a qualified instructor with a master's degree or higher.

Preferred Qualifications for upper level
- Master's degree from an accredited institution
- Teaching experience at the baccalaureate level within the past five years
- Bilingual English/Spanish

Currently KCC has adequate qualified faculty to meet the instructional needs for the lower 120 division credits.

Several of the upper division classes will be taught by the current business management faculty. In addition, KCC is a budgeting for 1.0 FTE for one full time business management faculty with beauty industry experience and 1.0 FTE equivalent part time adjunct support.

Evaluation
All employee groups are evaluated regularly to assess effectiveness and to support professional development in alignment with the College's mission, educational objectives, and policies and procedures.

The KCC Employee Handbook states that performance evaluations will be conducted regularly or as specified in the current bargaining agreements. Standardized evaluation forms have been created for each employee group to ensure an equitable, consistent, and predictable process is followed. Evaluation form templates are available to all employees on the College's dashboard. Evaluations incorporate the employee's professional development goals and progress as well as the supervisor's assessment of effectiveness and areas for improvement across a number of performance categories. Completed evaluations are signed by the employee and supervisor, reviewed by the Human Resources Director, and placed in the employee's file for permanent storage. Employees have the right to view the contents of their file.

Evaluation Processes
Evaluation processes for administration, and staff follow agreed-upon procedures outlined in the KCC Employee Handbook. Faculty evaluations are specified in the Klamath Community College Faculty Association (KCCFA) Collective Bargaining Agreement (CBA) (Article 6) and the Faculty Excellence Program (FEP) manual. The Faculty Excellence Program (FEP) manual provides for the regular and systematic evaluation of faculty performance and professional development

opportunities to ensure teaching effectiveness in fulfillment of Klamath Community College's commitment to offer quality learning opportunities. The FEP specifies the process and criteria for formative and summative evaluation of faculty members and outlines the components and funding of professional development. Faculty are evaluated annually as outlined in the Collective Bargaining Agreement (Article 6), supervisors evaluate classified employees prior to the completion of the six-month probationary period, then annually after that. Supervisors evaluate exempt employees prior to the completion of the one-year probationary period, then annually after that, as described in the handbook.

Full- and part-time faculty are evaluated annually. After three years of satisfactory evaluations, the faculty member may continue observations every other year, or complete an approved evidence-based project as defined by the Vice President of Academic Affairs with support from the Faculty Senate.

The primary purpose of faculty evaluation is to improve instruction and support ongoing professional development. In addition to performance, the evaluation process provides a means of identifying and acknowledging professional growth and service

In the spring of each academic year, all full-time faculty members will receive an annual performance evaluation and establish an annual plan for the upcoming academic year. Annual plans will be used as part of a faculty member's evaluation.

The performance evaluation shall be reviewed and signed by the full-time faculty member, a Dean, and the Vice President of Academic Affairs. A copy will be provided to the faculty member and the original will be placed in the full-time faculty member's personnel file.

Per FEP manual guidelines (Article 6, pg. 19) all adjunct faculty members will be assessed every other year using the following assessment tools:
1) Student course evaluations will be given every class each term; and
2) A class observation will be completed by the Vice President of Academic Affairs or Dean

A written evaluation will be provided to the adjunct faculty member. A conference regarding the written evaluation may occur upon request by either party.

After two satisfactory evaluations, the faculty member may continue every other year, or complete an approved evidence-based project as defined by the Vice President of Academic Affairs with support from the Faculty Senate.

Professional Development

The College's Center for Teaching and Learning provides various methods of obtaining Professional Development Units (PDUs), including pedagogical best practices, cultural literacy curriculum development, training with instructional technology, evidence-based teaching, and many more.

All full- and part-time faculty have access to the Faculty Professional Activity Fund. The College sets aside an annual dedicated training fund to support faculty participation in workshops and conferences throughout the year. These funds are allocated by the Faculty Senate through an application process. Unspent funds are carried forward in the Faculty Professional Activity account from academic year to academic year. Additional funds are available to encourage part-time faculty participation in KCC-sponsored trainings and events, including: in-service, data summit, college-

hosted workshops, department and staff meetings, advisory committee meetings, online instruction, course design and assessment, and best practices in pedagogy.

Virtual On-demand Training

Klamath has contracted with SafeColleges and LinkedIn Learning to support employee development through unlimited access to online on-demand e-learning. Online books, presentations, and courses meet a wide variety of training needs, from highly technical topics to software application instruction to business skills development. The materials can be used as reference tools to help answer day-to-day on-the-job questions or as part of a personal development plan.

Independent External Professional Development

The College offers a collection of opportunities for all employee groups to pursue professional development that aligns with department strategic and personal goals. These include tuition waivers, tuition discounts at other institutions, sabbatical, and other professional leave programs. All employees also have access to annually-allotted professional development funds.

Section 4: Admissions Process

4 Standard

Selective admissions process, if used, is consistent with an open access institution.

4-A Criteria: Selection and admission process

Describe the selection and admission process. Explain effort that will be used to assure the program serves diversity and equity to the fullest possible extent. Include specific detail for how students will be selected for admittance when there are more applicants than available seats in the program.

Admittance to the Baccalaureate Applied Science in Business Management - Salon Emphasis will require that students have earned an Associate of Applied Science (AAS) Cosmetology, or an AAS Business Administration, or a mix of cosmetology licensure courses and business coursework in an Associate of General Studies (AGS) Cosmetology Business degree.

The Bachelor of Applied Science (BAS) in Business Management with a Salon Management emphasis provides *future-focused education and services* that anticipate *future regional and national job market changes*. This program supports Oregon's educational goals by offering a clear pathway for licensed cosmetologists and professionals in the beauty and spa industry to advance their careers through higher education, directly contributing to the state's 40-40-20 goal (40% of Oregonians with a bachelor's degree or higher, 40% with an associate's degree or undergraduate certificate, and 20% with a high school diploma or equivalent). By integrating advanced business management principles with technical expertise in salon operations, the program enhances career opportunities, strengthens workforce development, and promotes economic growth across the region.

Importantly, the BAS Salon Management emphasis also serves students who have already completed an Associate of Applied Science (AAS) in Business. These students may be drawn to the program because of their interest in the beauty and spa industry or because they are already

working in salon management, cosmetology, or related fields. For them, the BAS provides a specialized pathway to apply their foundational business knowledge within a growing sector of Oregon's economy. This alignment of prior business education with industry-specific leadership training ensures that graduates are prepared not only to manage successful salon enterprises but also to innovate within the broader beauty and wellness marketplace. In doing so, the program expands professional advancement opportunities, supports entrepreneurial growth, and meets the evolving needs of Oregon's workforce.

KCC's current AAS Cosmetology program targets student populations to include: high school accelerated learning students, traditional students that are recent high school graduates, non-traditional students, transfer students, industry providers that have not received degrees or certificates and could be given prior learning credit, General Education Diploma (GED), Adult Basic Education (ABE), English as a Second Language (ESL), High School Equivalency Program (HEP) students, community education and workforce students, Workforce Innovation Opportunity Act (WIOA), Supplemental Nutrition Assistance Program (SNAP) participants, veterans and military families, and English Language Acquisition (ELA) and Limited-English Proficiency (LEP) students.

The BAS Business Management – Salon Emphasis degree will expand our targeted population to include licensed cosmetologists through the state that need a seamless transferable pathway to an associate degree. Upon completion of the AAS Cosmetology, or AAS Business Administration – Business Management Emphasis, or the AGS Cosmetology Business degrees, students can apply for the BAS Business Management – Salon Emphasis degree. Students that have successfully completed the AAS Cosmetology or the AAS Business Administration, or the Associate of General Studies (AGS) Cosmetology Business degree will meet the admission qualification to enroll in the BAS Business Management – Salon Emphasis degree. All credits earned through these associate degrees will fully articulate into the BAS Business Management – Salon Emphasis program. No additional admission criteria or qualification standards are required beyond completion of one of the approved associate degrees.

The BAS program will be delivered fully online to support statewide access and flexibility. Enrollment will remain open and uncapped to ensure equitable opportunity for all qualified applicants.

Section 5: Student Services Plan

5 Standard

Appropriate student services plan

5-A Criteria: Services and resources

Describe services and resources that will be needed by the students admitted to the degree program and the college's plan for providing those services for baccalaureate-level students. (Resources should include both broad and program-specific needs, such as clinical placement sites, technical support for learning management systems and other aspects of online course delivery, specialized equipment or rooms for courses, or access to library resources.)

KCC provides a broad array of services and supports for all of its students. The College's holistic

approach to student support provides academic, health, socio-emotional, financial, and logistical support. Wraparound support services are important for all students but have been shown to be particularly critical and impactful for our traditionally underserved student population made up of low income, first-generation, non-traditional, and students of color; many of our students are part of at least one of those categories. Our support systems serve the students no matter where they are on their educational journey.

Guided Pathways Framework
Guided Pathways serve as the base for the College's system of support for student learning. KCC joined the Oregon Higher Education Coordinating Commission (HECC)'s community college Guided Pathways initiative; a noted best practice to address equity. The College also uses the guided pathways metric to measure student success. These metrics can be found in the College's mission fulfillment scorecard and utilize national comparison metrics gathered from the voluntary framework of accountability.

Some examples of support services and resources include:
Library
Students have access to library services, including online databases, print resources, research guides, course reserves, computers, and study space.

KCC has a Learning Resource Center (LRC), which provides a wide range of information resources and services that meet the needs of faculty and students. The LRC provides access to over 15,000 scholarly, peer-reviewed journals and many print holdings. Students may request materials from one of 77 SAGE libraries in southern and eastern Oregon. The LRC houses over 7,000 shelved books and videos, 15 periodicals, and 1 newspaper.

Testing
KCC testing center provides face-to-face and remote options for testing services.

Tutoring
Tutoring (remote, online, and on campus) is widely available and widely advertised both on campus and online and is used at increasing rates by students. Tutoring services are linked to our "early alert" system. Our Canvas LMS system has a direct link to KCC Tutors and Tutor.com via the navigation bar in courses.

Career Services Center
The Career Services Center can assist students with the following services:

- Placement into clinical, internship, cooperative work experience
- Provide various resources to assist in finding new career opportunities both local and beyond.
- Career Assessment Tests to determine what job fields a student might be interested in.
- How to get experience in a position.
- How to create a properly formatted and professional cover letter and professional resume.
- Assisting with preparation for an upcoming interview.

Student Childcare
KCC is partnering with the Oregon Child Development Coalition to offer childcare to our students.

15 to Finish
15 to Finish programming will pay for three lecture credits to students who take 15 credits or more per term.

Community Resource Benefits Navigator
The Benefits Navigator provides support and assistance to KCC students to address non-academic issues that can prevent degree completion including but not limited to:

- food and housing insecurity,
- mental and emotional health,
- physical health,
- childcare issues,
- and flexible employment opportunities

KCC Food Pantry
ASKCC (student government) and the Office of Student Life have partnered to create an on-campus food pantry to provide support for students in need.

Center for Teaching and Learning
KCC's Center for Teaching and Learning (CTL) team assists faculty with development, training, and they support all the course and staff needs for programming. KCC CTL team consists of seven full-time staff to support instruction at KCC. A director and instructional innovation trainer, administrative assistant, assessment and curriculum coordinator, two instructional designers, and two artificial intelligence coordinators.

Canvas: All KCC courses are available in the Canvas learning management system (LMS). The Canvas LMS provides 24/7 support for students. In addition, the CTL team provides face-to-face and on-line support for students. New students are required to complete a Canvas orientation course.

Mental Health Services
KCC provides free counseling and student support services to students who need extra support. Students sometimes get overwhelmed with balancing life and school, and a support specialist or counselor can help provide options and support for success. Help is available for test anxiety, school stress, home stress, and whatever else may be challenging a student's academic or personal success.

Technology Support
The KCC Technology Help Desk technical support includes:

- Connecting to Wi-Fi.
- Installing Office 365.
- Help resetting passwords.
- Some tutoring of Microsoft Office.

Tech Bootcamp training opportunities. KCC is offering a series of drop-in Tech Bootcamps for students who need extra help with all things technology. Every Tech Bootcamp will be held in the KCC Library, located in Founders Hall on the second floor. Also available is the Center for Teaching

and Learning. The CTL team can offer faculty, staff, and students additional technology support for Canvas KCC's student learning management system.

Veterans Services

KCC is a military-friendly institution.

KCC's Veterans Certifying Official provides general information on the different types of education benefits available to veterans and their eligible dependents and certifies the student's enrollment with the Veterans Administration.

5-B Criteria: Student Services

Include a description of financial aid services and academic advising that will be available for students admitted into the program, and highlight alternative ways that adult, non-traditional students may access these services.

Financial Aid

KCC provides a comprehensive financial aid program for students needing assistance paying for educational expenses. The College is approved for participation in the Title IV programs under the Higher Education Act as well as with State of Oregon financial aid funding administered through the Higher Education Coordinating Commission (HECC). KCC offers support services (remote, online, and on campus) to accommodate traditional and nontraditional student populations. Information is provided in a variety of formats to accommodate students with sensory impairments, and English as a second language students.

Additional scholarships and other funding support are available to KCC students through the College. The KCC Foundation awards scholarships on an annual basis. Funding includes academic scholarships, non-credit apprenticeship Educational Access & Opportunity (EAO) funds, Howard Johnson Memorial scholarship, general scholarships funds, equal access and opportunity fund, and student emergency grant fund.

First-Generation Student Success Program

Scholarship and grant programming specifically to support first-generation students and assist them with completing college success and survival coursework, college-level math, and college-level writing.

Information about financial aid programs is published on the College website, in the College catalog, and in the student handbook. In addition to published material, information about financial aid is shared with students through presentations that financial aid staff offer at the College and at area high schools, new student orientation, career services center as well as during advising appointments and throughout the enrollment process.

The KCC financial aid website describes loan obligations to prospective and current students. Specific materials are delivered electronically with the financial aid offer, paying special attention to loan requirements and the need that they be repaid. KCC requires active loan acceptance from students in their financial aid offers.

Prior to the first disbursement of an accepted student loan at KCC, student loan borrowers must complete online loan entrance counseling, utilizing the tool provided by the US Department of

Education. When a student ceases to be enrolled at least half-time, loan exit counseling materials are sent electronically to the student's personal email address. If the student does not complete the loan exit counseling electronically within 30 days, a follow-up letter is mailed to the student using US mail.

Advisement
Academic advising is a unified collaboration between the Vice President of Student Affairs and the Vice President of Academic Affairs to provide a consistent source of support and guidance for all advisors. Advisement services are provided by Career Service Advisors, Accelerated Learning Coordinator, Student Success Advisors, TRiO Advisors, Veteran's Services, and faculty. Mandatory holistic advising is required for all students seeking a certificate or degree. KCC has adopted a guided pathways advisement structure that groups advisors and students into career communities.

The College offers wrap-around support services (remote, online, and on campus) to accommodate traditional and non-traditional student populations. Information is provided in a variety of formats to accommodates student with sensory impairments, and English as a second language students. The KCC TRIO program provides support services to KCC's students that identify as first-generation college students, are considered low-income, and/or are experiencing disabilities. This federally funded TRiO Student Support Services program is designed to increase the student retention, good academic standing, graduation, and transfer rates of program participants.

KCC has implemented a carefully structured mandatory advising system in response to current research and best practices for supporting community college students. This comprehensive effort provides wrap-around services and early, required interactions between students and advisors to ensure students start out on the right path and have a clear plan for their future. All BAS degree-seeking students will work with program advisors, meeting quarterly for the first year. The Career Service Center staff and faculty advisor will also assist with internship placement, career opportunities and final credit attainment in the second year.

Advisors use Jenzabar web tools, an automated system that allows students and their advisors to view all necessary information for developing effective educational plans, including grade point averages, placement assessment, completed courses, prerequisites, degree audits showing remaining courses required for any range of certificate or degrees, and certificate and degree requirements.

Mandatory term-to-term advising
All students pursuing a degree or certificate, or planning to transfer to another institution, must meet with their academic advisor each term. KCC has deployed appreciative advising, established career communities for academic advisors, developed an advisor student enrollment tracking tool, and developed a degree completion tool. The mandatory advisement model used requires a student to meet with an advisor each term before they can enroll. The meeting can be face to face, ZOOM or even via e-mail, therefore limiting barriers to access.

KCC Developmental Co-Requisite Model
Students can enroll directly into college-level courses while enrolling in 1 credit co-requisite classes that provide additional instructional support for writing and math courses.

Placement Processes that incorporate Multiple-Measures
KCC employs multiple measures to effectively place students in math and writing courses. Each student meets with a Student Success Representative (SSR) to review their academic history, degree goals, Smarter Balanced score (if applicable), transcripts from high school and/or college, and their comfort level with math and writing. Based on this meeting, the SSR may enroll a student into the appropriate math or writing course, or the student may need to take a placement examination. Disability-related accommodation for placement tests is available on a case-by-case basis by contacting Accessibility Services & Resources.

Mandatory Orientation
Student orientation is required for all new students, including distance education students, who take credit-bearing classes. Orientation includes information on financial aid, registration, advising, and college success strategies.

Intrusive Interventions
All new students are required to complete a Canvas training module. In addition, intrusive measures are integrated into all Distance Education courses. In accordance with federal requirements, faculty have required training through the CTL to ensure that they practice regular and substantive interactions in all Distance Education courses.

Section 6: Commitment to build and sustain a quality program

6 Standard

Commitment to build and sustain a quality program. See Appendix D for sample worksheet.

6-A Criteria: Financial plan

Provide a financial plan for the first four years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses (direct and indirect); (3) any new facilities, equipment, technology, or instructional resources needed for the program; and (4) anticipated revenue based on reasonable assumptions relative to revenue sources. See Appendix D for sample worksheet for projected revenue and expenditures for first four years of program. You may use any format that addresses the four items listed above.

Klamath Community College (KCC) affirms its institutional capacity to support the BAS Business Management – Salon Emphasis through substantial faculty, staff, facilities, equipment, and instructional resources. The proposed program builds upon two of the College's highest-enrolled disciplines: Cosmetology and Business, both of which already benefit from substantial infrastructure and personnel investment.

The budget is based on an anticipated KCC student enrollment of 20 Full Time Equivalent (FTE) students for the program for the first year and 30 Full Time Equivalent (FTE) for the second year.

The proposed Bachelor of Applied Science (BAS) in Salon Management program is designed to be financially sustainable and scalable, with projected enrollment growth and corresponding increases in revenue and instructional capacity.

KCC currently supports the following personnel budgets through general fund allocations for FY2025:

Program Area	FY25 General Fund Allocation
Accounting	$ 149,084
Business Management	$ 225,262
Cosmetology	$ 886,000
Auxiliary Cosmetology	$ 166,100
Total	$1,426,446

*FY2026 will continue to see general fund allocation in each area listed above. There will likely be a 3% increase if funding trends continue.

To ensure the successful launch and sustainability of the BAS Business Management – Salon Emphasis, the following projected expenditures reflect additional institutional investment in faculty, staffing, and instructional development. These costs support both the cosmetology and business management components of the program and are aligned with accreditation standards for academic rigor and operational capacity.

INSTRUCTIONAL	Year 1	Year 2	Year 3	Year 4
Faculty FTE for FT	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Faculty FTE for PT Adjunct	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Faculty FT Salaries/Benefits	$150,000	$157,500	$165,375	$173,644
PT Faculty Adjunct Salaries/Benefits	$75,000	$78,750	$82,688	$86,822
Faculty Support (Lab or Designated Teaching Assts, etc.)				
List: Center for teaching and learning support staff	$30,000	$5,000	$5,000	$5,000
Other instructional related expenditures				
SUBTOTAL	$255,000	$241,250	$253,063	$265,466

Additionally, the College utilizes Perkins Grant funding to enhance career and technical education pathways, including equipment upgrades, curriculum development, and student support services aligned with workforce needs.

KCC currently offers related programs that encompass all lower-division coursework, with only upper-division offerings representing new instructional content. As a result, the anticipated cost of implementing this program is minimal. With the exception of cosmetology labs and clinical courses, all instruction will be delivered online.

General fund budgets are already available for business management and cosmetology programming. The business management degree budget will include costs for an additional full-time faculty of $150,000 1.0 FT as well as adjunct and new course development totaling $105,000.

6-A-1 Criteria: Types of funds to be used to support the program

The proposed BAS program will utilize the existing systems and capital resources of the College for the lower division 120 credit hours, reducing the overall cost of the program.

Adding the BAS program will improve the overall viability and sustainability of KCC's current Cosmetology and Business Management programs.

The Cosmetology AAS program has substantial resources already allocated to support the program, including general funds of $719,900. for personnel expenditures for faculty, staffing, and support, as well as general funds of $203,070 in Career Technical Education funds for materials, services, and equipment outlay, and $200,000 in course fees for consumable supplies, materials and equipment repair and replacement.

The Business Management AAS program's resources include general funds of $225,262 for personnel expenditures for faculty, staffing, and support, and $5,000 in course fees for consumable supplies, materials and equipment repair and replacement.

In ad Revenue for the BAS Business Management – Salon Emphasis program is derived from two primary sources: state reimbursement based on Full-Time Equivalent (FTE) enrollment and student tuition. In the first year (2026–2027), the program anticipates 20 FTE students, generating approximately $216,260 in state reimbursement and tuition and fees revenue. In the second year (2027–2028), enrollment is projected to increase to 30 FTE, resulting in $436,120 in state FTE reimbursement and tuition and fee revenue.

In addition to utilizing existing staff, equipment, and resources, the College anticipates revenue generated from the BAS programming to provide a sustainable, quality program.

Revenue related to tuition, course fees, and state reimbursement for Full Time Equivalent (FTE) enrollment will be applied to the general fund to pay for expenses related to contracted services to support the Learning Management System, administrative costs, adjunct instructional costs, marketing, outreach expenditures, and instructional resources.

Worksheet for BAS Business Management-Salon Emphasis Projected Revenue

Projected Revenue	Year 1	Year 2	Year 3	Year 4	NOTES
Non-Resident tuition per upper division credit with $3 tuition increase/credit/year	$277	$280	$283	$286	Upper division lecture credits
Non-Resident tuition per student for 60 upper division lecture credits	$16,590	$16,770	$16,950	$17,130	
Non-Resident tuition per credit	$197	$200	$203	$206	lower division lecture credits
Non-Resident tuition per student	$4,334	$4,400	$4,466	$4,532	22 lower division credits
Resident Student tuition per credit with $3 tuition increase/credit/year	$175	$178	$181	$184	
Resident Student tuition per student for 60 upper division lecture credits	$10,500	$10,680	$10,860	$11,040	
Resident Student tuition per credit	$115	$118	$121	$124	lower division lecture credits
Resident Student tuition per student	$2,530	$2,596	$2,662	$2,728	22 lower division credits
Resident Student fees per credit	$3,526	$3,526	$3,526	$3,526	$43 fee/credit
Resident Student tuition for students	$105,000	$213,600	$217,200	$220,800	10 FTE 1 year 20 FTE 2year
Resident Student fees for students	$35,260	$70,520	$70,520	$70,520	10 FTE 1 year 20 FTE 2year
Contributions/Grants	$0	$0	$0	$0	
Other Revenues	$76,000	$152,000	$152,000	$152,000	CCSF $7600/FTE (assumes same FTE reimbursement rate)
TOTAL PROJECTED BAS REVENUE	$216,260	$436,120	$439,720	$443,320	

*The assumptions used in this budget include using the current KCC tuition rates and fees. Only the KCC board has the authority to establish course fees and tuition, and these rates are established annually as part of the budgetary process. KCC's per credit fees are $43.00 per credit. Lecture

tuition rate is $153.00 per credit. For this budget, tuition was adjusted to $3 per credit per year.

6-A-2 Criteria: Projected program expenses

Program expenses are calculated based on the additional expense of faculty, administrative costs, and additional instructional support provided by the Center for Teaching and Learning.

Worksheets for BAS Business Management-Salon Projected Expenditures

INSTRUCTIONAL	Year 1	Year 2	Year 3	Year 4
Faculty FTE for FT	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Faculty FTE for PT Adjunct	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Faculty FT Salaries/Benefits	$150,000	$157,500	$165,375	$173,644
PT Faculty Adjunct Salaries/Benefits	$75,000	$78,750	$82,688	$86,822
Faculty Support (Lab or Designated Teaching Assts, etc.)				
List: Center for teaching and learning support staff	$30,000	$5,000	$5,000	$5,000
Other instructional related expenditures				
SUBTOTAL	$255,000	$241,250	$253,063	$265,466
OPERATING EXPENSES	Year 1	Year 2	Year 3	Year 4
Academic Administration FTE (e.g., Chair, director, etc.)	$10,000	$10,500	$11,025	$11,576
Academic Administration-other expenses				
Materials/supplies-required for teaching	$1,000	$1,000	$1,000	$1,000
Travel for capstone meetings in district	$1,000	$1,000	$1,000	$1,000
Student Services Support				
Other Professional Support				
Communication / Marketing	$5,000	$5,250	$5,513	$5,788
Other program supplies / services				
Other program specific operation expenses				
SUBTOTAL	$17,000	$17,750	$18,538	$19,364
CAPITAL OUTLAY	Year 1	Year 2	Year 3	Year 4
Library Resources: Purchase/Subscription/Access fees/Other	$2,500	$2,500	$2,500	$2,500
Technology equipment or resources	$2,500	$2,500	$2,500	$2,500
Other equipment required for program instruction				
Facilities/Renovations (specific to new program)				
SUBTOTAL	$5,000	$5,000	$5,000	$5,000
TOTAL PROJECTED EXPENDITURES	$277,000	$264,000	$276,600	$289,830

For additional notes on Expenditures, see Appendix 6-A-2.

6-A-3 Criteria: New facilities, equipment, technology, or instructional resources needed for the program

Currently, the cosmetology building is located near downtown Klamath Falls but KCC has developed plans to move it to the main campus. As of September 2025, $4 million has been allocated by HECC for the new on-campus 22,000sq ft Cosmetology Center which requires an institutional $1 to $1 match. The Concept Design for the new Cosmetology Building can be found in Appendix 6-A-3.

The BAS program, however, will not require new facilities or facility modifications. The classes will be provided online. KCC's Center for Teaching and Learning (CTL) is assisting in developing the program online materials, including a shared course shell and optimal materials for online learning. The College has budgeted additional $150,000 in financial support for instruction of the BAS courses.

6-A-4 Criteria: Anticipated revenue based on reasonable assumptions relative to revenue sources

The projected budget is based on an anticipated KCC student enrollment of 20 full-time equivalent (FTE) in the first year. In alignment with college policy, final tuition rates will be approved by the Board of Education in the established tuition fee timeline. Klamath Community College has a differentiated tuition model for the cosmetology program. The rates included in the expense and revenue reflect the current student tuition and fee rates.

Section 7: Program specific accreditation

7 Standard

Program specific accreditation

7-A Criteria: Accreditation status

Provide a copy of the most recent accreditation status report for the institution, as well as specific program accreditation status report, if relevant to the proposed program.

Klamath Community College's accreditation was reaffirmed August 11, 2025 and is included in Appendix 7 in this document and can be found on KCC's website: Accreditation Evaluation Reports.

After HECC approval of the BAS, the College will make a Request for Substantive Change to NWCCU.

The Executive Committee of the Northwest Commission on Colleges and Universities' (NWCCU) Board of Commissioners approved the request from Klamath Community College to add a new degree level (Bachelor of Science) and new degree program (Bachelor of Science in Nursing) effective May 19, 2025. See Appendix: Executive Summary for the approval letter from NWCCU.

Details on this process can be found in the 2023 NWCCU Substantive Change Manual.

7-B Criteria: Specialized program accreditation

Summarize whether the institution will seek specialized program accreditation or recognition, and if so, identify the source, any specialized requirements to achieve that status and expected timeline to file for submission and receive accrediting agency review.

KCC will not be seeking specialized program accreditation for the Bachelor of Applied Science in Business Management-Salon Emphasis.

KCC's Cosmetology program has Oregon Health Authority (OHA) approval until 2027 (see Appendix 7-B). This allows KCC Cosmetology graduates to be eligible to take all qualifying examinations for certification.

Section 8: External expert evaluation

8 Standard

External expert evaluation

8-A Criteria: External experts

Select three external experts within the occupational focus of degree, to review the program, and respond to the attached criteria. External experts should include representation from:

   a) *community college or university, i.e., departmental professor, academic dean or department head with relevant experience as a faculty member; and*

   b) *the relevant industry, i.e., a technical manager or professional staff with depth of knowledge about specific skill sets/competencies needed to enter and succeed in occupational expectation for degree.*

KCC sought feedback from four external experts:

External Experts	Title	Company/Organization	Professional Experiences
Lynelle Lynch	Owner	Running Y Ranch Resort, Bellus Academy	Founder of the Beauty Changes Lives Foundation, Board member of the American Association of Cosmetology Schools, 20 years of experience in cosmetology and business.
Maureen Sevigny	Professor Emerita	Oregon Institute of Technology	30+ years in higher education as a department professor and experience developing BAS degrees

| Chris Huffstutter | Consultant/owner | Summit Salon Business Center | 10 years in leadership and business-building, particularly in cosmetology |
| Sylver Veloz | Employee Trainer and Regional Manager | Great Clips | Business Services Specialist, 31 years of experience in cosmetology and 21 years in salon management |

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)			
College Name:	Klamath Community College	**BAS Degree Title:**	BAS in Business Management - Salon Emphasis
Reviewer Name:	Lynelle Lynch	**Institutional or Professional Affiliation:**	
Professional License or Qualification, if any:	Founder of the Beauty Changes Lives Foundation, Board member of the American Association of Cosmetology Schools	**Relationship to Program, if any:**	Advisory Committee Chair
Please evaluate the following specific elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment: The greatest opportunity for this program lies in the spa specific sector. Currently, most spa directors hold bachelor's degrees but lack specialized preparation in spa and salon management. Many come from hospitality backgrounds and often do not possess the business acumen or industry-specific expertise required to lead effectively. There is a significant need in the beauty and wellness space for graduates who combine strong business skills with targeted knowledge of spa operations. This program is well-positioned to fill that gap and support job placement in a growing field.		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	Comment: The bachelor's degree learning outcomes have been thoughtfully adapted to align with industry expectations. The curated courses build upon the fundamental components of a traditional baccalaureate program while integrating an industry-specific lens. This approach ensures that students gain both the academic rigor expected at the bachelor's level and the practical relevance required by employers in the field.		
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		

	Comment: The curriculum directly addresses the Statement of Needs and positions the program for national impact. Industry managers will be attracted by the opportunity for CPL. By offering the curriculum through an online platform, the program ensures accessibility to a broad audience across the country. Flexible options for both part-time and full-time enrollment further strengthen its alignment with workforce needs and expand its potential for national adoption.
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	Comment: The curriculum aligns strongly with employer needs in the beauty and wellness industry. Unlike traditional business management degrees, this program emphasizes the unique challenges of leading creative professionals, including motivation, personnel management, and HR functions. The upper-level courses provide rigorous preparation in leadership, marketing, and finance, ensuring graduates have a solid foundation for success. Importantly, the curriculum integrates contemporary industry demands such as social media management and the impact of online reviews (e.g., Yelp, Reddit), which are critical to service-based businesses. This combination of academic rigor and industry relevance positions graduates to meet employer expectations and thrive in leadership roles.
e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment: The general education requirements demonstrate appropriate breadth and depth for a baccalaureate-level program. Their specificity ensures that articulations are more seamless and relevant, supporting transferability and alignment with academic standards. Additionally, the inclusion of courses in areas such as facilities layout and design provide students with practical skills that directly contribute to running a successful business. This integration of academic rigor with applied learning strengthens the overall program and enhances student preparedness for industry leadership.
f) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment: KCC demonstrates flexibility and innovation in engaging instructional advisors and industry experts who bring strong professional foundations to the program. Faculty are well-positioned to connect lifelong industry experience with academic instruction in the beauty and wellness field. Beauty professionals are always seeking ongoing professional development. This program can provide another avenue for these professionals. I am deeply impressed with the level of employer engagement in this program. Many of my professional colleagues and business owners have already expressed strong interest in hiring program graduates.
g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?

	Comment: Yes. KCC demonstrates adequate resources to sustain and advance the program. The BAS builds upon the strong foundation of the existing AAS Cosmetology and AAS Business Management pathways, ensuring students are well-prepared for advanced study. The online format further enhances accessibility by leveraging current resources and providing adaptive, responsive access to library e-resources that reflect ongoing changes in the industry. In addition, membership to professional organizations such as ISPA and PBA contribute valuable support and resources that strengthen the program. Together, these elements ensure students have the services, facilities, and professional connections necessary for success.
h) Membership and Advisory Committee	Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?
	Comment: Yes, the program has received significant assistance through input and feedback from its Advisory Committee. The college should be commended for identifying industry professionals to help shape the curriculum and verify its relevance. The program has also responded appropriately to recommendations, ensuring that the curriculum remains aligned with industry needs. Importantly, the fully online format further enhances accessibility and responsiveness to employer expectations.
i) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment: This program is a true game-changer for the industry and will be very well received by both professionals and owners of leading spas and salons. It creates strong recruitment opportunities by preparing graduates to step into leadership roles with the skills employers need. Marketing the program will be essential to maximize its reach, and I am excited to support those efforts.

Lynelle Lynch Bio

As an advocate for the arts and education, dedicated philanthropist and active business leader, Lynelle Lynch believes in the power of perseverance, tenacity and giving back.

She balances her philanthropic time between the Beauty Industry, humanitarian causes and the Arts. One of her earlier starts in San Diego was with the Junior League where she partnered with Kristi Pieper to launch the Volunteer 10 Connection partnering Channel 10, the United Way and the Junior League to publically raise the awareness of volunteer opportunities in San Diego!

Her passion for the arts started in the early 2000's as she joined the board of trustees of the La Jolla Playhouse. She has served as Chairman of the Board for the 2019 – 2021 year, a role that she previously held from 2014 – 2016. Lynelle is very dedicated to the mission of being a safe harbor for the unsafe and surprising new work. Today, the Tony award winning La Jolla Playhouse continues to attract and capture the hearts and minds of the nation's most talented performers, thoughtful theatre critics and adoring patrons.

In addition to her service and leadership in the arts community, Lynelle took the leadership role for a chain of beauty and wellness academies in 2006- a business her husband had owned for years. Within a decade Bellus Academy emerged as the top academy in North America as recognized by the prestigious Intercoiffure Award. Lynelle's leadership inspires staff and students to achieve their personal best. Over the past 10 years, Bellus Academy team members have placed in the nation's most prestigious competitions.

As a member of the business community, Bellus Academy was also honored with the San Diego Regional Chamber of Commerce Small Business Award in 2017. For two consecutive years, Bellus Academy has received California's highest honors for community service in the career and college post-secondary school category. The school earned the "Gold" award in 2017 and the "Silver" award for community service in 2018.

Lynelle has been an advocate for the Industry serving on a variety of boards in both higher education and in the professional industry, She has been on the board of AACS, CAPPS, CECU CIDESCO and ISPA. Lynelle is the immediate past chair of CECU the leading advocate for higher education in DC and served in this role for 3 years.

Recognizing that beauty touches everyone's life – she was challenged with the low perception of the career. This was the catalyst that drove Lynelle to unite the Leaders of the professional industry to pay their success forward and she created the Beauty Changes Lives Foundation. To date they have raised over $6 million and given away $2.5 million in scholarships with the mission to elevate the perception of the career in beauty as a first choice career. In addition to the foundation, Lynelle is passionate for the trade colleges and serves on 3 of the national boards for higher education advocating for quality education, where she is a frequent author and contributor.

Lynelle also has a heart for helping families and children supporting her husband Bill Lynch with the Lynch Family Foundation and his passionate commitment to the Child Sex Trafficking cause by focusing on supporting victims and elevating the awareness of the tremendous harm this industry is creating for the future of our communities.

In addition to the beauty industry Lynelle and her husband William D Lynch purchased the Running Y Resort in 2013. The RYR is a 3,600-acre resort with over 1000 homesites, a hotel, spa, Signature Arnold Palmer Golf course, fitness center and numerous amenities. They purchased a second home in the community in 2021 and now spend more time in Klamath Falls, OR. Lynelle has joined the Discover Klamath board of directors and serves as the Chair of the Cosmetology board for KCC.

Closer to home, Lynelle recently accepted a position on the Board of Trustees for the Foundation of San Diego Zoo Global and the La Jolla Music Society. She looks forward to serving and supporting their mission.

WORKSHEET FOR EXTERNAL REVIEWERS			
College Name:	Klamath Community College	**BAS Degree Title:**	Bachelor of Applied Science (BAS) in Business Management
Reviewer Name:	Chris Huffstutter	**Institutional or**	Oregon Private career school owner (Summit Salon Academy)
		Professional Affiliation:	
Professional License or	Summit Salon Business Center Consultant	**Relationship to Program, if any:**	
Qualification, if any:			

Please evaluate the following specific elements	
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	Comment: Demand in the cosmetology field continues to grow with the largest requested need being in business understanding and financial planning to ensure salon/Spa and service provider profitability. Because of this, the academic standards as written align well with the current market needs. As there are very few Cosmetology focused BAS options nationwide this will have an opportunity to fill an educational need for many current and future salon owners.
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	Comment: Yes, the current outcomes demonstrate appropriate rigor. Foundational Benchmarking against CIDESCO's proven learning outcomes ensures relevancy and rigor.
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	Comment: Yes.

d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	Comment: Core courses align well. Elective courses all align with great opportunity in BUS 272, Bus169Z, Bus 261, BUS 228 as they are some of the most in demand training topics currently with salon and spa owners and managers.
e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment: Yes, the requirements are suitable. I feel the breath is wide and depth is aligned with success upon graduation and entry into the field.
f) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment: Yes, the faculty is heavily weighted towards communication and Business & Accounting which is great, however I have concern over their direct application of principles to cosmetology without proper exposure to industry trends and specificity.
g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment: Yes
h) Membership and Advisory Committee	Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?
	Comment: Yes all feedback has been thoughtfully reviewed and addressed.
i) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment: The program has been well thought out and designed. The need for a BAS in the cosmetology industry has been well documented and being one of the first colleges to offer the program should lead to high demand. The courses offered under the program are completely in alignment with current industry need, and with that being said the cosmetology industry is very quick to change needs. Currently having a urgent need in de-escalation skills, digital media competencies, and generational differences does not lead to a program that will last for years without major updates. Teaching students about how to build and maintain websites may do more damage to their career than benefit due to the majority of business growth comes from a google business listing or social media trend exploits. The need for this program is high, the care and focus to detail in building the program is wonderful to see. The amount of financial courses in the program will continue to help graduates grow their incomes and improve the service providers working for and with them. This program helps the local community, the State of Oregon, and the public at large who all the graduates will continue to serve for years to come.

Reviewer Bio or Resume

Chris Huffstutter is an innovative manager and knowledgeable leader, part of the fourth generation of his family in the Cosmetology business.
Currently, Chris holds several key positions:
- President of Summit Salon Academy - PDX
- Shareholder at Annastasia salon
- Consultant with Summit Salon Business Center

    Since 2014, Chris has served as Managing Member and President of Summit Salon Academy - Portland. In this role, he has successfully managed day-to-day operations, implemented new systems, and significantly grown the academy's enrollment, graduation, and placement rates. He actively reduced student loan debt of alumni by focusing on non-government funding sources and financial literacy. He believes "Education should be available to all without saddling students and alumni with debt."

    Chris has co-written the cosmetology ebook, Double edged Shears: Self care for the cosmetologist. He is passionate about the industry's ability to allow anyone, regardless of background, to become an entrepreneur and develop into a powerful leader. His philosophy centers on fostering "solid work-life balance and confidence" in leaders to create thriving environments for all team members.

    In his personal time, Chris enjoys playing with his wife and kids while ensuring that their is always time for meditating and breathing exercises daily.

    Contact Information:

    #503.928.9220

    Chris@ssaportland.com

WORKSHEET FOR EXTERNAL REVIEWERS			
College Name:	Klamath Community College	**BAS Degree Title:**	BAS in Business Management - Salon Emphasis
Reviewer Name:	Maureen Sevigny	**Institutional or Professional Affiliation:**	Professor Emerita, Oregon Institute of Technology
Professional License or Qualification, if any:	Ph.D. economics	**Relationship to Program, if any:**	

Please evaluate the following specific elements	
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	Comment: Concept is relevant as there are few bachelor's degree programs for students who are licensed cosmetologists or who have a specific interest in salon management. A general business degree is offered by many colleges and universities but that does not address specific issues related to the science and regulatory climate of salon management. This degree fills this niche.
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	Comment: Yes. The salon-emphasis courses build on the foundational understanding developed in lower division cosmetology courses (e.g. COS 102, COS 104) and appropriate business/management courses. The upper division business and speech communication courses cover the expected range of outcomes for a business bachelor's degree. The emphasis on strategic management, operations management, financial management and leadership is appropriate.
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	Comment: Yes. The program will provide opportunities for students who are licensed cosmetologists to develop management skills needed to advance beyond the practitioner level. The degree also provides sufficient understanding of salons and cosmetology for the general business student who wants to move into this specific career field. There are few focused bachelor's degrees in salon management. The online offerings allow flexibility for working students.
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	Comment: Courses appear to align with stated employer needs. Upper division courses appear to be sufficiently rigorous and sequenced in a way to reinforce skills that are developed earlier in the program. The capstone, BUS 491, appears to aim to develop the students' problem-solving skills while focusing on strategic management.

e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment: General education for a BAS degree usually has fewer credits than a BS or BA degree. The 34 credits in this BAS are sufficiently broad and cover the key areas of math, science, computer science, writing, oral communication, social science and arts and letters.
f) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment: The program has enough experienced faculty with master's degrees to teach the upper division business courses. KCC plans to hire another full-time faculty member for the advanced salon-management courses. Faculty and staff have experience with curriculum development and assessment to allow the program to evolve over time. The new course in AI (AIT 300) is an example of this innovation.
g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment: While all colleges and universities are in a period of financial uncertainty given the unknown future of the US Department of Education and its financial support for students, KCC has the resources at this time to move forward on this proposal.
h) Membership and Advisory Committee	Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?
	Comment: KCC relies on industry advisory committees to ensure the relevance of its programs and the job-readiness of its students. As this program has been developed, suggestions offered by the external advisors have been reviewed carefully with many changes implemented. The current proposal reflects this collaborative approach.
i) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment: I have no personal background in the salon industry, so I rely on industry professionals for their input into the technical courses. The business and management courses and outcomes seem well aligned with the needs of small businesses in general, especially the emphasis on intercultural communication, leadership, operations management and strategic planning. I recommend approval of this program.

MAUREEN SEVIGNY

11942 N. Potosi Point Dr.   (541) 891-7337
Oro Valley, AZ 85737   maureen.sevigny@gmail.com

EDUCATION: Ph.D., Economics, University of Maryland
                   MBA, Business Economics, New York University
                   BA, History, Barnard College

POSITIONS:

2023 – present	Professor Emerita, Oregon Institute of Technology
1995 – 2023	Professor (2003-2023), Associate Professor (1998-2003), Assistant Professor (1995-1998), Oregon Institute of Technology, Klamath Falls and Wilsonville, OR
2011 – 2023	Director, BAS in Technology and Management, Oregon Institute of Technology
2004 – 2008	Director, Environmental Sciences Program, Oregon Institute of Technology
2000 – 2003	Chair, Department of Management, Oregon Institute of Technology
1993 – 1995	Transportation Economist, Cambridge Systematics, Washington, DC
1990 – 1994	Teaching Assistant/Instructor, University of Maryland, College Park, MD
1987 – 1990	Assistant Professor, East Stroudsburg University, East Stroudsburg, PA
1979 – 1987	Commodity Research Manager (1984-1987), Commodity Research Analyst (1979-1984), M&M/Mars, Hackettstown, NJ
1978	Management Trainee, Citibank, New York, NY
1977 – 1978	Programmer, ADP Network Services, New York, NY
1975 – 1976	Programmer Trainee, Conversational Systems Corporation, New York, NY

GRANTS/AWARDS/HONORS:

2009	Phi Kappa Phi (while on sabbatical as a graduate student, Clemson University)
2007 – 2011	National Science Foundation, S-STEM Scholarships Grant (co-PI, $598,000)
2004	Oregon Institute of Technology, Faculty Achievement Award
2003 – 2007	National Science Foundation, Computer Science, Engineering, & Mathematics Scholarships Grant (co-PI, $372,000)
2002 – 2004	Engineering Technology Industry Council of Oregon University System pre-college programs grant (PI, $57,000)
2001	Oregon Institute of Technology Commission on College Teaching grant ($800)
2001	Oregon Department of Parks and Recreation, Statewide Recreational Trails Volunteer of the Year (Doug Newman Award)
2000	Oregon Institute of Technology, Student Affairs Most Valuable Partner Award
2000	Oregon Institute of Technology Commission on College Teaching grant ($1095)
1998 – 2000	National Science Foundation, Course and Curriculum Development Grant (PI, $189,758)
1997	Oregon Institute of Technology Commission on College Teaching grant ($1500)
1996	Oregon Institute of Technology Commission on College Teaching grant ($1000)
1991, 1992, 1993, 1994	University of Maryland, Economics Department Teaching Award
1978	Beta Gamma Sigma
1977	University Fellowship, New York University, Graduate School of Business
1976	Benjamin J. Levy Fellowship, New York University, Graduate School of Business
1976	Phi Beta Kappa

PUBLICATIONS/PAPERS/CONFERENCE PRESENTATIONS:

"A Business Case for Home Performance Contracting, PNNL 21196" with Baechler, M., Hefty, M., Antonopolous, C., and Gilbride, T., October 2012. Report available at: http://www.pnnl.gov/main/publications/external/technical_reports/PNNL-21196.pdf

"LaGrande, Oregon 2002 Woodheating Survey: Overview Report," prepared for Oregon Department of Environmental Quality, 2002.

"Lakeview, Oregon 2002 Woodheating Survey: Overview Report," prepared for Oregon Department of Environmental Quality, 2002.

"Lake County Business Retention and Expansion Study," prepared for the Lake County Chamber of Commerce, Lakeview, OR, 2001.

"FERC Relicensing and the Economic Valuation of Non-market Resources," for presentation at the Klamath Basin Fish and Water Management Symposium, 2001.

"Environmental Technology Education 2000 and Beyond," with Martha Anne Dow, for presentation at the East-West Conference, 2000.

"Klamath Falls, Oregon 1999 Woodheating Survey: Overview Report," prepared for Oregon Department of Environmental Quality, 1999.

Taxing Automobile Emissions for Pollution Control, (Cheltenham, UK: Edward Elgar), 1998.

"Surface Water Trading in Upper Klamath Basin," in *Watershed Management: Moving from Theory to Implementation*, May 3-6, 1998, Colorado Convention Center, (Water Environment Federation: Alexandria, VA), 1998.

"Promises and Pitfalls of an Interdisciplinary Environmental Science Undergraduate Program," with John A. Ritter, for presentation at the Air & Waste Management Association Annual Meeting, 1998.

"Beyond the B/C Ratio," for presentation at the American Society for Engineering Education Annual Meeting, 1998.

"Feasibility, Design, and Potential Benefits from Surface Water Trading in the Upper Klamath Basin," for presentation at the Klamath Basin Restoration and Management Conference, 1997.

"Including ISO 14000 in an Undergraduate Environmental Management Course," in *Conference Proceedings*, December 12-14, 1996, Seattle, WA, PNWIS, 1996.

"Who Should Pay for Clean Air?" in *Conference Proceedings*, December 12-14, 1996, Seattle, WA, PNWIS, 1996.

"Equity vs. Efficiency in Public Policy Choices," for presentation at the ASEE Pacific Northwest Section Annual Meeting, 1996.

"Reinvestment of Pricing Revenues: The Positive Feedback Approach," with A.Reno and R.Stanley for presentation at the Transportation Research Board Annual Meeting, 1996.

"Taxing Mobile Source Emissions in California's South Coast Air Basin," Ph.D. dissertation, 1995.

"Positive Feedback Approach to Mobile Source Emissions Reduction," with A.Reno and R.Stanley for presentation at the Western Economic Association Annual Meeting, 1994.

"Vacancy and Turnover Study of the Annapolis Maritime Zone," prepared for City of Annapolis, Department of Planning and Zoning, 1993.

CONSULTING:

Pacific Northwest National Laboratories, Richland, WA; Office of Sustainable Development, City of Portland, OR; Oregon Department of Environmental Quality, Lake County Chamber of Commerce, Lakeview, OR; City of Annapolis, MD; Jack Faucett Associates, Bethesda, MD.

SERVICE:

Statewide and Regional:

Oro Valley Parks and Recreation Advisory Board 2024-present
Tualatin Parks Master Plan Advisory Board 2022
HECC Business Major Transfer Map Working Group 2019-2021
Statewide Joint Boards Articulation Commission, 2005-2009
Oregon Bicycle and Pedestrian Advisory Committee (Governor appointed), 2005-2013
Klamath County Bicycle and Pedestrian Advisory Committee, 1999-2004
Pacificorp Citizen's Advisory Committee, 2000-2006
InterInstitutional Faculty Senate, 1998-2000, 2004-2009
InterInstitutional Faculty Senate Executive Committee and representative to the Oregon University
    System Provosts' Council, 2005

Institutional:

New Faculty Advisor Trainer, Wilsonville 2018-2023
Assistant Chair, Department of Management, 2016-2019
OIT Faculty Senate, 2003-2009, 2015-2016; 2018-2019
OIT Faculty Senate Executive Committee at large member, 2015-2016
Program Director and Curriculum Coordinator, BAS in Technology and Management, 2011-present
OIT Promotion Advisory Committee, 2003-2006
OIT Women's Resource Center Steering Committee, 2006-2008
OIT NWASC Accreditation Self-Study Standard 7 (Finance) Subcommittee Co-Chair, 2005-2006
Advising Coordinator, Environmental Sciences Program, 2005-2009
Oregon Tech Foundation Faculty Achievement Award Committee, 2004-2005
OIT Academic Council, 2000-2003
Curriculum Coordinator, BS Marketing and BS Small business/entrepreneurship, 1997-2000
Curriculum Coordinator, BS Operations Management, 1997-2000, 2003-2005
OIT Fiscal Operations Advisory Committee, 1998-2003
OIT Sustainability Steering Committee, 2001-2003
OIT School of Engineering, Technology, and Management Dean Search Committees, 1995, 1998
OIT Provost Search Committees, 1998, 2001
OIT Student Success Seminar Steering Committee, 1998-2000
OIT Admissions Review Committee, 1997
Advisor, OIT Environmental Sciences Club, 1998-1999
OIT Rank, Tenure, and Promotion Committee 1997-1998

PROFESSIONAL AFFILIATIONS:

Association of Environmental and Resource Economists
Women's Transportation Seminar
National Academic Advising Association (NACADA)

TECHNICAL EXPERTISE:

Proficient in Excel, Word, PowerPoint. Knowledge of ArcView GIS

WORKSHEET FOR EXTERNAL REVIEWERS			
College Name:	Klamath Community College	**BAS Degree Title:**	BAS in Business Management - Salon Emphasis
Reviewer Name:	Sylver Veloz	**Institutional or** **Professional Affiliation:**	Great Clips Tambry Ventures
Professional License or **Qualification, if any:**	Cosmetology license	**Relationship to Program, if any:**	Advisory Committee Member

Please evaluate the following specific elements		
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?	
	Comment: Yes, the program appears to be relevant and appropriate to employer needs. I believe the program will strongly aid in job placement.	
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?	
	Comment: While I have a bachelor's degree, I have not ever been involved in course or degree development. While it looks like solid program to me, I do not believe I can effectively answer this question.	
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?	
	Comment: Yes, I believe it does. I have reviewed the courses and content and it appears to align very well with the stated needs.	
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?	
	Comment: In training and developing managers, I have found that the hurdle common to all is how to navigate difficult conversations. From the paragraph and six bullet points listed to describe COM 419 Communication for Leaders, it appears this will, at the least, lay a solid foundation for future leaders to navigate challenging conversations. BUS 346 Management Across Cultures appears to be information that will blend nicely with preparing future leaders in this area.	
e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?	
	Comment: Again, I have never designed a degree program and do not believe I can answer this question effectively.	
f) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?	

	Comment: I was pleased to see a broad variety of educational backgrounds relevant to the needs of preparing future leaders. This faculty listed appear to be well suited to the task.
g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment: As far as I can tell, yes.
h) Membership and Advisory Committee	Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?
	Comment: As a member of the advisory committee, I believe the answer is yes. This program appears to have made adjustments to address the concerns of the advisory committee. Well done!
i) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment: From my perspective this appears to be a comprehensive program that will help prepare future leaders for the market place as managers or salon/spa owners. I think this looks absolutely fantastic. Well done!

Reviewer Bio or Resume
Hello, May name is Sylver Veloz and I am currently a GM for Tambry Ventures (dba Great Clips). In my current position I am responsible for 10 salons in central and southern Oregon. I have been a licensed cosmetologist for 31 years. In that time I have been involved in various levels of salon and multi-unit management for 21 years. I also spent 7 years as a corporate educator where it was my job to train newly hired stylists and newly promoted managers.

8-B Criteria: College's responses to reviewer's comments

Summarize the college's responses to the reviewers' comments and note any subsequent modification to the proposal based on evaluator's recommendations. Provide copies of external evaluators' report or letters, in addition to the college's summary.

The following paragraphs are in response to the reviewer's comments, concerns, and questions.

The original Phase 2 BAS proposal was significantly shaped by the perspectives of the four external evaluators. Their key concerns emphasized the need to add prerequisite requirements to ensure students possess the foundational knowledge and skills necessary for success in advanced coursework, thereby protecting academic rigor and supporting student achievement. They also highlighted the importance of establishing clear learning pathways, expanding upper-division business electives for students transitioning from the Associate of Applied Science (AAS) in Business Management, integrating innovation and responsiveness to industry change, and staffing courses with qualified industry professionals.

Curriculum Changes

- **Added prerequisites for upper division courses**

- **Artificial Intelligence Integration**
  - Added *AIT 300: Artificial Intelligence in Business Applications* (upper-division). This course introduces students to AI principles and practices applied to business management, including machine learning, natural language processing, and predictive analytics. Emphasis is placed on practical applications, ethical considerations, and strategic integration of AI into organizational processes.
  - Added a lower-division election option of *AIT 123: Introduction to Artificial Intelligence Technology* to provide foundational knowledge for students entering the BAS program.
- **Upper-Division Electives**
  - Added *PSY 347: Organizational Behavior*
  - Added *BUS 420: Salon Management Capstone* – integrates business coursework with salon experience, particularly for students without prior industry work.
  - Added *BUS 430: Advanced Project Management* – focuses on leveraging technology and project management tools to support advanced business strategies.
- **Communication and Human Resources Enhancements**
  - Replaced a unique communication course with an established *SPE 321: Small Group and Team Communication*, broadening accessibility for both salon emphasis students and transfer students.
  - Expanded *BUS 324: Human Resource Management* from 4 to 5 credits, with additional advanced learning outcomes to deepen student understanding of HR principles in salon and spa operations.

KCC recognizes that the direct application of general business management principles to cosmetology programs requires careful adaptation to maintain relevance and effectiveness. While foundational business concepts are essential for students pursuing leadership or ownership roles in salon operations, these principles must be contextualized within current industry trends and practices to ensure graduates are prepared for real-world challenges. This concern has informed the approach to faculty staffing and instructional design for the salon emphasis within the BAS Business degree. To address this, we are implementing a comprehensive strategy that combines academic expertise with practical industry knowledge:

Faculty Capacity and Expertise
KCC will hire one full-time faculty member (1 FTE) dedicated to the salon portion. In addition, we will allocate the equivalent of a full-time faculty load in adjuncts (1 FTE) to provide flexibility and ensure coverage of specialized courses; This staffing model supports both continuity and depth of instruction.

Collaborative Teaching Model
Certain courses within the BAS will be delivered using a co-teaching approach, which is a model KCC has successfully employed in other programs. This method pairs an industry expert, who brings current, hands-on experience in salon operations and emerging trends, with an experienced academic faculty member. Together, the faculty will design and deliver instruction collaboratively,

ensuring that theoretical business concepts are integrated with practical applications relevant to the salon industry.

Section 9: Collaborative plans and concerns

9 Standard

Collaborative plans or unresolved concerns

9-A Criteria: Collaboration with providers, industry, and the community

Provide a summary of how the College will be collaborating with other higher education providers, industry, or relevant parties, relative to this program. Provide details on how collaboration serves Oregon, e.g., increases access, ensures greater equity, improves program quality or improves use of state resources relative to educating students.

The work to develop the BAS degree is driven by Klamath Community College's commitment to increasing access to higher education, especially for members of historically marginalized groups. As the College successfully recruits and graduates these students, we see a need to ensure they will be able to grow in their careers and compete for promotions. Creating an accessible, relevant path to a four-year degree with a high-quality, industry-guided program is central to the design of the program. Collaboration with our community partners is the most economical and effective way to reach the goal of increasing student achievement.

As detailed in section 2 of this proposal, the Klamath Community College cosmetology provider advisory committee members and the business management advisory committee members who have helped craft this program will continue to guide its development to assure on-going quality and relevance to workforce requirements.

The advisory committee members have shared numerous stories of their need for BAS candidates for leadership positions. The BAS degree seeks to add leverage to the College's educational expertise for the benefit of our AAS graduates and the community as a whole with motivated employers.

The Business Management – Salon Emphasis bachelor's degree has been designed to fill specific labor market needs in the fields of cosmetology and management. The industry encompasses the broader categories of salon, beauty, wellness, personal care and service, leisure and hospitality, and retail. Management training is needed for a wide range of roles in this industry, from entrepreneurs running their own beauty business to managers who oversee salons, spas, and retail stores. This four-year business degree will produce managers who can transfer their skills broadly across non-salon industries as well.

A key design of KCC's Business Management – Salon Emphasis bachelor's degree is that it is online and accessible to students locally, regionally, and nationally. This expansive access will also support the needs of rural, working, and parenting students as well as others who need the flexibly of online learning.

Thousands of licensed cosmetologists do not have degrees. If a licensed cosmetologist wants to pursue a degree, their industry coursework and experience does not usually count toward a

bachelor's degree. However, KCC offers the only credit for prior learning articulated pathway toward degree completion for licensed cosmetologists in Oregon. KCC is well suited to support industry professionals who are seeking formalized development opportunities and who need a flexible part-time online learning opportunity will find this BAS works around their careers and families. Providing this BAS at a public institution also means student funding opportunities are available. Industry professionals may need Title IV funding to pay for school. There are a very limited number of bachelor's degree programs in the country that cater to the unique needs of beauty industry professionals which means KCC has an opportunity to serve the local community as well as the region, the State of Oregon, and the nation as a whole. The BAS offers a degree pathway for underserved students who would otherwise be unable to achieve a bachelor's degree.

 KCC's current AAS Cosmetology program targets student populations to include: high school accelerated learning students, traditional students that are recent high school graduates, non-traditional students, transfer students, industry providers that have not received degrees or certificates and could be given prior learning credit, General Education Diploma (GED), Adult Basic Education (ABE), English as a Second Language (ESL), High School Equivalency Program (HEP) students, community education and workforce students, Workforce Innovation Opportunity Act (WIOA), Supplemental Nutrition Assistance Program (SNAP) participants, veterans and military families, and English Language Acquisition (ELA) and Limited-English Proficiency (LEP) students. The BAS Business Management – Salon Emphasis degree will expand our targeted population to include licensed cosmetologists through the state that need a seamless transferable pathway to an associate degree. Upon completion of the AAS Cosmetology, AAS Business Administration – Business Management Emphasis, or the AGS Cosmetology Business degrees, students can apply for the BAS Business Management – Salon Emphasis degree.

9-B Criteria: Concerns regarding proposal

Provide a summary of content and status of discussion if any other institution raised concerns with you about any aspect of your proposal for this program. If these issues remain unresolved, or incomplete, please include the relevant name and contact information for the other parties.

Klamath Community College has not received correspondence from other institutions that would need to be resolved.

NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

May 19, 2025

Jamie Jennings
CAO/Vice President of Academic Affairs
Klamath Community College
7390 South 6th Street
Klamath Falls, Oregon 97603

Dear Vice President Jennings:

Following the recommendation of the peer review panel, the Executive Committee of the Northwest Commission on Colleges and Universities' (NWCCU) Board of Commissioners approved the request from Klamath Community College to add a new degree level (Bachelor of Science) and new degree program (Bachelor of Science in Nursing) effective May 19, 2025. Accordingly, this change is now included under the accreditation of Klamath Community College.

There will be a required ad hoc report without a visit associated with the new degree level and degree program, one year post-implementation. This report will address the effectiveness of program implementation and any changes in implementation from the submitted program proposal. This report is due in the fall of 2026.

Thank you for keeping NWCCU apprised of the developments at Klamath Community College, and congratulations.

Sincerely,

Teresa Rivenes, PhD
Senior Vice President
NWCCU

cc: Dr. Roberto Gutierrez, President, Klamath Community College
        Jeff Fox, Interim President, NWCCU
        Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission
        Mellissa Thoreson, Director of Institutional Evaluation and Planning, NWCCU
        Dr. Gita Bangera, Senior Vice President, NWCCU

8060 165th Ave NE | Suite 200 | Redmond, WA 98052 | nwccu.org

Appendix: Phase 1 Statement of Need

Double-click the picture to see the full document.

KLAMATH COMMUNITY COLLEGE

Klamath Community College provides accessible, quality education and services in response to the diverse needs of the student, business, and community. The College supports student success in workforce training, academic transfer, foundational skills development, and community education.

TRANSMITTAL PAGE

Klamath Community College
Bachelor of Applied Science Business Management – Salon Emphasis

Please accept this Statement of Need and supporting documentation for our application to offer a Bachelor of Applied Science in Business Management – Salon emphasis degree at Klamath Community College. The Klamath Community College Board approved Action Item IX.C Bachelor of Applied Science Business Management – Salon Degree on December 3, 2024. We look forward to working with you to advance this project to increase educational opportunities for our community.

Dr. Roberto Gutierrez, President, Klamath Community College
gutierrezr@klamathcc.edu
541-880-2210
7390 S. 6th Street
Klamath Falls, OR 97603

Secondary Contact:
Jamie Jennings, Vice President of Academic Affairs, Chief Academic Officer
jennings@klamathcc.edu
541-880-2228

HECC contact:
Luis Juarez, 971-375-5231
luis.juarez@hecc.oregon.gov
K.C. Andrew, 503-979-5670
kc.andrew@hecc.oregon.gov
Shalee Hodgson, 971-372-0889
shalee.hodgson@hecc.oregon.gov

Emailed to:
HECC.AB@HECC.Oregon.Gov

Mailing address: 3225 25th Street SE, Salem, OR 97302

Documents Attached:
Statement of Need
Attachments:
    U.S. Spa Industry Studies from 2019, 2022, and 2024
    Degree Flowchart
    Credit for Prior Learning to Degree Flowchart
    Letter of Support
    Bureau of Labor Statistics
    Economic Data: Lightcast report - Occupation Overview - Hairdressers, Hairstylists, and Cosmetologists in Klamath County

7390 South 6th Street - Klamath Falls, OR 97603 - 541-882-3521 - www.klamathcc.edu

1-A Criteria: Program Learning Outcomes and Criteria

Bachelor of Applied Science in Business Management – Salon Emphasis

Measured Proficiency	MP	Students master the learning outcome at a community-college level.
Reinforced	R	The skills associated with the learning outcome are worked on at a level above introduction, and/or the skills are being developed at a deeper level.
Introduced	I	The skills associated with the learning outcome are introduced to a limited degree in the course.
Not Introduced	N	The skills associated with the learning outcome are not introduced in the course.

Program Learning Outcome	AIT 300	BUS 324	BUS 326	BUS 328	BUS 346	BUS 350	BUS 480	BUS 481	BUS 482	BUS 483	BUS 484	BUS 485	BUS 491	BUS 499	SPE 321
1 Demonstrate foundational knowledge of cosmetology, barbering, esthetics, nail technology, spa services, and makeup artistry by exploring the history, philosophy, technology, and research relevant to each emphasis area.							MP				MP		MP		
2 Apply quantitative financial analysis to making business decisions.				R								MP			
3 Develop and implement salon marketing strategies to enhance brand and revenue.									I			MP			
4 Explain legal, ethical, and sustainability implications of salon business operations.			R							MP					
5 Demonstrate effective leadership and communication in professional salon environments.		MP			MP										R
6 Use technology and software applications for salon business operations.				MP							I				
7 Design and manage salon facilities for operational efficiency and customer experience.										MP					
8 Apply business law principles to salon operations and human resource management.		R	MP												
9 Create and evaluate a comprehensive salon business plan.												MP	MP		
10 Demonstrate cultural competence and teamwork in diverse professional settings.					R										MP
11 Apply knowledge of safety and sanitation practices in salon business operations.									R	MP					
11 Apply AI practical applications to real-world business situations.	MP								R	MP					

The following curriculum requirements for the AAS Cosmetology is posted in the KCC catalog.

Student
ID:_____ Catalog: Catalog 2025-26
Student   Program: Cosmetology AAS
Name:_____ Minimum Credits
Adviser   Required:_____
Name:_____

Cosmetology AAS

Two-Year Associate of Applied Science Degree

The Associate of Applied Science (AAS) cosmetology degree prepares students for employment in a broad array of areas in the beauty field. This program provides the theory and practical application necessary to take Oregon cosmetologist certification exams and meet employment performance requirements.

KCC's Associate of Applied Science (AAS) cosmetology degree is aligned with industry-recognized certifications. One-year certificates of hair design, barbering, and esthetics and nail technician roll seamlessly into the AAS cosmetology degree program. Pathways certificate of esthetics and pathways certificate nail technician stack seamlessly into the esthetic and nail technician one-year certificate. Students are evaluated on the performance of each competency of the curriculum to ensure readiness to meet state licensure requirements and enter the profession. Students participate in realistic training through the student-operated salon. The program also provides prior learning credit and extended learning opportunities for persons previously or currently employed in related professions.

Included in this program are academic courses in which students will develop critical thinking and problem-solving skills, communication skills, cultural competence, professional competency and self-efficacy skills and teamwork skills. In addition to cosmetology courses, students are required to take courses in business management, information systems, student success, communication, computation, arts and letters, social science, and science that provide knowledge and abilities that enhance personal development and serve as a foundation for technical skills.

The Cosmetology program consists of seven consecutive terms, including summer term, depending on the student's previous academic history. Attendance is vital to complete the program hour requirement and averages 30 hours each week. Hours consist of lecture, lab, clinical time and general education. Students will prepare to take the state board examination upon the completion of program requirements and class time required by the state of Oregon. After passing the state examination, the student will receive a license to practice in their new career.

All COS courses and TEX 281 must be completed with a 75% or better.

Students intending to transfer to a university will have completed substantial coursework necessary for successful transfer to a bachelor's degree program.

For more information about the program, please see our program page: www.klamathcc.edu/cosmetology

Credit for Prior Learning

This program may provide prior learning credit and extended learning opportunities for persons previously or currently employed in related professions.
For more information: https://www.klamathcc.edu/cpl

Special Accreditation Information

This program has special accreditation, certification, or approval from professional organizations.
For more information: https://www.klamathcc.edu/accreditation

Program Learning Outcomes

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

- Assess, evaluate and engage in safety and sanitation protocols to ensure a safe and hygienic environment in professional settings.
- Design and implement a comprehensive client service plan that integrates the client's personal anatomy, physiology, and microbiological considerations while ensuring safety and optimal results.
- Analyze how widely accepted theories in the study of nails, esthetics, hair sculpture, design, texture and coloring can be incorporated into client services to improve results and client experience.
- Evaluate the effectiveness of applying a thorough understanding of electricity and chemistry in the delivery of services, considering safety and client satisfaction.
- Assess the importance of providing client consultation before, during, and after all hair, nail, and skin care services, taking into account the quality of the service and overall client experience.
- Exhibit professional behavior consistently, with careful attention to legal and ethical standards.
- Utilize knowledge and understanding of effective business practices to establish and maintain a successful salon.

Program Requirements

Number of credit hours necessary for completion: 97

Required Courses

Student Success

Course Name	Credits	Term Taken	Grade	Gen Ed
CGS 100 - College Survival & Success	3.00 credits			

Communications

Information Systems

Course Name	Credits	Term Taken	Grade	Gen Ed
CAS 133 - Intro to Computing Skills	3.00 credits			
CAS 133L - Intro to Computing Skills Lab	1.00 credit			

or

| CAS 245 - Office Systems & Procedures | 3.00 credits | | | |
| CAS 245L - Office Systems & Procedures Lab | 1.00 credits | | | |

Writing

For information about placement in a writing course, please refer to the: Writing Pathway.

Course Name	Credits	Term Taken	Grade	Gen Ed
WRI 117 - Intro to Technical Communication or	4.00 credits			
WRI 121Z - Composition I or	4.00 credits			
WRI 121M - Composition I	5.00 credits			

Computation

Students must select one course in this general education requirement.

For information about placement in a math course, please refer to the: Math Curriculum Pathway.

Course Name	Credits	Term Taken	Grade	Gen Ed
MTH 105Z - Math in Society	4.00 credits			
MTH 105M - Math in Society	5.00 credits			
MTH 111Z - Precalculus I: Functions	4.00 credits			
MTH 112Z - Precalculus II: Trigonometry	4.00 credits			
STA 243Z - Elementary Statistics I	4.00 credits			

Arts & Letters

Recommended

Course Name	Credits	Term Taken	Grade	Gen Ed
ART 116 - Basic Design: 2-D Color	3.00 credits			

Additional Options

- Arts and Letters Course Options

Social Sciences

A minimum of three Social Sciences credits are required from these options.

Course Name	Credits	Term Taken	Grade	Gen Ed
PSY 101 - Psychology & Human Relations	3.00 credits			
PSY 228 - Positive Psychology	4.00 credits			

Technical Core

Course Name	Credits	Term Taken	Grade	Gen Ed
BUS 178 - Customer Service Fundamentals	*1.00 credits*			
BUS 218 - Personal Finance or	*3.00 credits*			
BUS 150 - Intro to Entrepreneurship	*3.00 credits*			
COS 102 - Oregon Laws and Rules	*2.00 credits*			
COS 104 - Salon Management	*1.00 credit*			
COS 105 - Cosmetology Science	*3.00 credits*			
COS 111 - Hair Design Theory I	*2.00 credits*			
COS 111L - Hair Design Theory I Lab	*3.00 credits*			
COS 112A - Hair Design Theory II or	*2.00 credits*			
COS 112B - Hair Design Theory II for Barbers	*1.00 credits*			
COS 112L - Hair Design Theory II Lab	*2.00 credits*			
COS 113 - Hair Design Theory III	*2.00 credits*			
COS 113L - Hair Design Theory III Lab	*2.00 credits*			
COS 114 - Hair Design Theory IV	*2.00 credits*			
COS 114L - Hair Design Theory IV Lab	*3.00 credits*			
COS 115C - Hair Design Clinical	*7.00 credits*			
COS 116C - Hair Design Clinical	*7.00 credits*			
COS 117C - Hair Design Clinical	*9.00 credits*			
COS 121 - Esthetics Theory	*1.00 credit*			
COS 121L - Esthetics Theory Lab	*5.00 credits*			
COS 122C - Esthetics Clinic II	*8.00 credits*			
COS 131 - Nail Tech Theory	*1.00 credits*			
COS 131L - Nail Tech Theory Lab	*4.00 credits*			

COS 132C - Nail Tech Clinic II   *5.00 credits*

TEX 281 - Coop Wk Exp: Cosmetology Seminar   *1.00 credit*

Arts and Letters

Course Name	Credits	Term Taken	Grade	Gen Ed
ART 115 - Basic Design: 2-D Black and White	*3.00 credits*			
ART 117 - Basic Design: 3-D Foundations	*3.00 credits*			
ART 131 - Intro to Drawing	*3.00 credits*			
ART 154 - Ceramics I	*3.00 credits*			
ART 211 - Mod Art Hist - 19th Century Art in Europe	*3.00 credits*			
ART 212 - Mod Art Hist - Early 20th Century Art	*3.00 credits*			
ART 213 - Mod Art Hist - Art Since 1945	*3.00 credits*			
ART 281 - Painting	*3.00 credits*			
ART 284 - Watercolor I	*3.00 credits*			
ART 293 - Sculpture	*3.00 credits*			

Notes:

The following curriculum requirements for the AAS Business Administration is posted in the KCC catalog.

Catalog: Catalog 2025-26
Program: Business Administration AAS (Emphasis in Business Management or Marketing)
Minimum Credits Required:_____

Student ID:_____
Student Name:_____
Adviser Name:_____

Business Administration AAS (Emphasis in Business Management or Marketing)

Two-Year Associate of Applied Science Degree

The Business Administration AAS degree is offered to students seeking employment in occupations related to business functions such as management, marketing, retail, human resources, and sales. Technical core coursework in accounting, management, personal finance, business law, and computer applications is required, in addition to selection of either the emphasis in business management or the emphasis in marketing. All coursework required in this degree is available both in the traditional classroom and also online through distance education. Please note that schedules will vary based on which option you select.

The first year of the AAS degree program offers technical specialty coursework and completion of prerequisites. The second year covers a broad range of skills, including those necessary for diversification and upward mobility within the occupational area.

For more information about the program, please see our program page: www.klamathcc.edu/busadmin

Credit for Prior Learning

This program may provide prior learning credit and extended learning opportunities for persons previously or currently employed in related professions.
For more information: https://www.klamathcc.edu/cpl

Business Management Emphasis

An emphasis in business management is most appropriate for students interested in general business management or ownership; it can lead to promotional opportunities for students already employed in a business occupation or with substantial background in that industry or management. This AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in business or a closely related area.

Marketing Emphasis

Coursework in marketing is most beneficial for students who are specifically interested in marketing-related occupations such as sales, advertising, retail management, purchasing, e-commerce, or other marketing functions. The AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in marketing.

Core Program Learning Outcomes

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

- Apply concepts, methods, and tools of management in an ethical manner to typical business operations.
- Explain the primary components of general business law, including the court system, contracts, principal/agent law, common business structures, and human resources activities as they relate to standard business operations.
- Analyze general accounting practices and apply them to the managerial accounting process.
- Demonstrate the ability to work effectively with others in a team environment.
- Explain marketing concepts as they relate to the primary functions and competitive advantage of a business or organization.
- Use technology and software applications effectively for common business operations.

In addition to the core program learning outcomes above, upon successful completion of the **business management emphasis**, students will be able to:

- Create components of a standard business plan, including financial, marketing, and other common business functions related to development and operation of a business entity.
- Use professional conduct that is appropriate for chosen technical area.

In addition to the core program learning outcomes above, upon successful completion of the **marketing emphasis**, students will be able to:

- Apply social media tools and strategies to business operations and general marketing strategies.
- Analyze the primary components of the retail mix as they relate to best practices in the retail and service industry.
- Demonstrate personal selling strategies using techniques that are considered effective in a particular industry.

Program Recommendations

Students interested in occupations related to general business, accounting, management, and marketing should work closely with their academic advisor to create a plan that addresses their specific career interests. Advanced training may be required for certain occupations, and transfer degrees may be more appropriate for students intending to further their education beyond KCC.

Program Requirements

Number of credit hours necessary for completion: 90

Required Courses

Student Success

Course Name	Credits	Term Taken	Grade	Gen Ed
CGS 100 - College Survival & Success	3.00 credits			

Communications

Information Systems

Course Name	Credits	Term Taken	Grade	Gen Ed
CAS 133 - Intro to Computing Skills	3.00 credits			
CAS 133L - Intro to Computing Skills Lab	1.00 credit			

Oral Communications

Course Name	Credits	Term Taken	Grade	Gen Ed
COM 111Z - Public Speaking or	4.00 credits			
COM 111M - Public Speaking	5.00 credits			

Writing

Students must select two courses in this requirement. *7.00 credits*
For information about placement in a writing course, please refer to the: Writing Pathway.

Course Name	Credits	Term Taken	Grade	Gen Ed
WRI 121Z - Composition I or	4.00 credits			
WRI 121M - Composition I	5.00 credits			
and				
BUS 214 - Business Communication or	3.00 credits			
WRI 227Z - Technical Writing	4.00 credits			

Computation

Students must select one course in this requirement.
For information about placement in a math course, please refer to the: Math Curriculum Pathway.

Course Name	Credits	Term Taken	Grade	Gen Ed
MTH 105Z - Math in Society	4.00 credits			
MTH 105M - Math in Society	5.00 credits			
MTH 111Z - Precalculus I: Functions	4.00 credits			

Arts and Letters

A minimum of three Arts and Letters credits are required from these options.

Recommended Courses

Course Name	Credits	Term Taken	Grade	Gen Ed
PHL 209 - Business Ethics	3.00 credits			
SPE 215 - Small Group Communication: Process & Theory	3.00 credits			

Additional Options

- Arts and Letters Course Options

Social Sciences

A minimum of three Social Sciences credits are required from these options.

Recommended Courses

Course Name	Credits	Term Taken	Grade	Gen Ed
BUS 285 - Human Relations in Organizations	3.00 credits			
ECO 201Z - Principles of Microeconomics	4.00 credits			
ECO 202Z - Principles of Macroeconomics	4.00 credits			
PSY 201Z - Introduction to Psychology I or	4.00 credits			
PSY 201M - Introduction to Psychology I	5.00 credits			

Additional Options

- Social Sciences Course Options

Science / Math / Computer Science

Students must select two courses in this general education requirement. Students planning to transfer should work closely with their advisor to choose a science course with a lab.

Recommended Courses

Course Name	Credits	Term Taken	Grade	Gen Ed
CIS 206 - Intro to Information Technology	3.00 credits			
CIS 206L - Intro to Information Technology Lab	1.00 credits			
CIS 275 - Database I	3.00 credits			
CIS 275L - Database I Lab	1.00 credits			
ENV 170 - Environmental Science	3.00 credits			
ENV 170L - Environmental Science Lab	1.00 credits			

Additional Options

- Science / Math / Computer Science Course Options

Technical Core

Course Name	Credits	Term Taken	Grade	Gen Ed
BUS 111 - Intro to Accounting	4.00 credits			
BUS 206 - Management Fundamentals	3.00 credits			
BUS 211Z - Principles of Financial Accounting	4.00 credits			
BUS 213Z - Principles of Managerial Accounting	4.00 credits			
BUS 218 - Personal Finance	3.00 credits			
BUS 223 - Principles of Marketing	3.00 credits			
BUS 226Z - Introduction to Business Law	4.00 credits			
BUS 169Z - Data Analysis Using Microsoft Excel	4.00 credits			

or

BUS 229 - Project Management Fundamentals	3.00 credits			

and

BUS 229L - Project Management Fundamentals Lab	1.00 credits			
TEX 280 - Coop Wk Exp: Seminar	1.00 credits			

Emphasis - Business Management

Course Name	Credits	Term Taken	Grade	Gen Ed
BUS 101Z - Introduction to Business	4.00 credits			
BUS 224 - Human Resource Management	3.00 credits			
BUS 250 - Small Business Management	3.00 credits			

Course Name	Credits	Term Taken	Grade	Gen Ed
BUS 280 - Coop Wk Exp: Business	2.00 credits			
ECO 201Z - Principles of Microeconomics or	4.00 credits			
ECO 202Z - Principles of Macroeconomics	4.00 credits			

Emphasis - Marketing

Course Name	Credits	Term Taken	Grade	Gen Ed
BUS 233 - Social Media Marketing	3.00 credits			
BUS 238 - Sales & Sales Management	3.00 credits			
BUS 249 - Retailing	3.00 credits			
BUS 261 - Consumer Behavior	3.00 credits			
CIS 243 - E-Commerce	4.00 credits			

Business Management Emphasis Recommended Electives

Students must complete electives as required to bring the total number of credits to 90. The following courses are recommended, but any 100- or 200-level courses may be chosen as an elective.

Course Name	Credits	Term Taken	Grade	Gen Ed
BUS 124 - Leadership Skills in Action	1.00 credit			
BUS 150 - Intro to Entrepreneurship	3.00 credits			
BUS 177 - Payroll Accounting	3.00 credits			
BUS 178 - Customer Service Fundamentals	1.00 credits			
BUS 203 - Intro to International Business	3.00 credits			
BUS 212 - Principles of Accounting II	4.00 credits			
BUS 228 - Computer Accounting Applications	3.00 credits			
BUS 229 - Project Management Fundamentals	3.00 credits			
BUS 229L - Project Management Fundamentals Lab	1.00 credits			

BUS 230 - Applied Knowledge and Skills for HR Professionals	4.00 credits
BUS 231 - Exam Prep: SHRM-CP	1.00 credit
BUS 232 - Exam Prep: PMI CAPM	1.00 credit
BUS 233 - Social Media Marketing	3.00 credits
BUS 249 - Retailing	3.00 credits
BUS 261 - Consumer Behavior	3.00 credits
BUS 285 - Human Relations in Organizations	3.00 credits
CAS 122 - Keyboarding for Speed & Accuracy	3.00 credits
CAS 216 - Word Processing	3.00 credits
CAS 245 - Office Systems & Procedures	3.00 credits
CAS 245L - Office Systems & Procedures Lab	1.00 credits
CGS 124 - Leadership Skills in Action	1.00 credit
CIS 135 - Mobile App Development	3.00 credits
CIS 135L - Mobile App Development Lab	1.00 credits
CIS 181J - CMS Website Creation	3.00 credits
CIS 181JL - CMS Website Creation Lab	1.00 credits
CIS 243 - E-Commerce	4.00 credits
HPE 207 - Stress Management	3.00 credits
HPE 295 - Health & Fitness for Life	3.00 credits
MMT 240 - Digital Photography & Photoshop	3.00 credits
MMT 240L - Digital Photography & Photoshop Lab	1.00 credits
MTH 244 - Statistics II	4.00 credits
PSY 244 - Research Methods	3.00 credits
STA 243Z - Elementary Statistics I	4.00 credits

Marketing Emphasis Recommended Electives

Students must complete electives as required to bring the total number of credits to 90. The following courses are recommended, but any 100- or 200-level courses may be chosen as an elective.

Course Name	Credits	Term Taken	Grade	Gen Ed
BUS 101Z - Introduction to Business	4.00 credits			
BUS 124 - Leadership Skills in Action	1.00 credit			
BUS 150 - Intro to Entrepreneurship	3.00 credits			
BUS 178 - Customer Service Fundamentals	1.00 credits			
BUS 212 - Principles of Accounting II	4.00 credits			
BUS 214 - Business Communication	3.00 credits			
BUS 224 - Human Resource Management	3.00 credits			
BUS 229 - Project Management Fundamentals	3.00 credits			
BUS 229L - Project Management Fundamentals Lab	1.00 credits			
BUS 230 - Applied Knowledge and Skills for HR Professionals	4.00 credits			
BUS 231 - Exam Prep: SHRM-CP	1.00 credit			
BUS 232 - Exam Prep: PMI CAPM	1.00 credit			
BUS 250 - Small Business Management	3.00 credits			
BUS 280 - Coop Wk Exp: Business	2.00 credits			
BUS 285 - Human Relations in Organizations	3.00 credits			
CAS 245 - Office Systems & Procedures	3.00 credits			
CAS 245L - Office Systems & Procedures Lab	1.00 credits			
CGS 124 - Leadership Skills in Action	1.00 credit			
CIS 135 - Mobile App Development	3.00 credits			
CIS 135L - Mobile App Development Lab	1.00 credits			

Course Name	Credits
CIS 181J - CMS Website Creation	*3.00 credits*
CIS 181JL - CMS Website Creation Lab	*1.00 credits*
CIS 195 - Intro to Web Page Design	*3.00 credits*
CIS 195L - Intro to Web Page Design Lab	*1.00 credits*
MMT 240 - Digital Photography & Photoshop	*3.00 credits*
MMT 240L - Digital Photography & Photoshop Lab	*1.00 credits*

Arts and Letters Course Options

Course Name	Credits	Term Taken	Grade	Gen Ed
ART 102 - Intro to Art History: Visual Arts	*3.00 credits*			
ART 115 - Basic Design: 2-D Black and White	*3.00 credits*			
ART 116 - Basic Design: 2-D Color	*3.00 credits*			
ART 117 - Basic Design: 3-D Foundations	*3.00 credits*			
ART 131 - Intro to Drawing	*3.00 credits*			
ART 154 - Ceramics I	*3.00 credits*			
ART 211 - Mod Art Hist - 19th Century Art in Europe	*3.00 credits*			
ART 212 - Mod Art Hist - Early 20th Century Art	*3.00 credits*			
ART 213 - Mod Art Hist - Art Since 1945	*3.00 credits*			
ART 231 - Drawing II	*3.00 credits*			
ART 265 - Art for Teachers	*3.00 credits*			
ART 281 - Painting	*3.00 credits*			
ART 284 - Watercolor I	*3.00 credits*			
ART 293 - Sculpture	*3.00 credits*			
ENG 104Z - Introduction to Fiction	*4.00 credits*			
ENG 105Z - Introduction to Drama	*4.00 credits*			

ENG 106Z - Introduction to Poetry	4.00 credits
ENG 195 - Film Studies: Film as Art	4.00 credits
ENG 201 - Shakespeare's Early and Middle Works	3.00 credits
ENG 202 - Shakespeare's Late Works	3.00 credits
ENG 206 - Survey of English Literature 19th & 20th Century	3.00 credits
ENG 213 - Latin American Literature	3.00 credits
ENG 216 - Intro Lit Children and Young Adults	3.00 credits
ENG 220 - Intro to Non-European Literature	3.00 credits
ENG 240 - Intro to Native American Literature	3.00 credits
ENG 261 - Literature of Science Fiction	3.00 credits
ENG 275 - Bible as Literature	3.00 credits
MUS 201 - Intro to Music & Its Literature I	3.00 credits
MUS 206 - History of Rock Music	3.00 credits
MUS 206M - History of Rock Music	5.00 credits
MUS 265 - Music for Teachers	3.00 credits
PHL 103 - Critical Thinking	3.00 credits
PHL 204 - Philosophy of Religion	3.00 credits
PHL 204M - Philosophy of Religion	5.00 credits
PHL 209 - Business Ethics	3.00 credits
SPA 101 - First Year Spanish I	4.00 credits
SPA 101M - First Year Spanish I	5.00 credits
SPA 201 - Second Year Spanish I	4.00 credits
SPE 215 - Small Group Communication: Process & Theory	3.00 credits
WRI 241 - Creative Writing - Fiction Workshop	3.00 credits

Course Name	Credits
WRI 242 - Creative Writing - Poetry Workshop	*3.00 credits*
WRI 243 - Introduction to Creative Writing: Screenwriting	*4.00 credits*
WRI 244 - Creative Writing - Advanced Fiction Workshop	*3.00 credits*
WRI 245 - Creative Writing - Advanced Poetry Workshop	*3.00 credits*

Social Sciences Course Options

Course Name	Credits	Term Taken	Grade	Gen Ed
BUS 285 - Human Relations in Organizations	*3.00 credits*			
CJA 105 - Cultural Diversity in Criminal Justice Professions	*3.00 credits*			
ECO 201Z - Principles of Microeconomics	*4.00 credits*			
ECO 202Z - Principles of Macroeconomics	*4.00 credits*			
GEO 106 - Human Cultural Geography I	*3.00 credits*			
GEO 107 - Human Cultural Geography II	*3.00 credits*			
HST 101 - Western Civilization I: Ancient World to 1000	*3.00 credits*			
HST 101M - Western Civilization I	*5.00 credits*			
HST 102 - Western Civilization II: 1000 to 1800	*3.00 credits*			
HST 103 - Western Civilization III: 1800 to Present	*3.00 credits*			
HST 103M - Western Civilization II	*5.00 credits*			
HST 201 - United States History I: Colonial Period to 1840	*3.00 credits*			
HST 201M - United States History I	*5.00 credits*			
HST 202 - United States History II: 1840 to 1914	*3.00 credits*			
HST 203 - United States History III: 1914 to Present	*3.00 credits*			
HST 203M - United States History II	*5.00 credits*			
POL 201 - Intro to US Government	*3.00 credits*			
POL 203 - State & Local Government	*3.00 credits*			

PSY 101 - Psychology & Human Relations   *3.00 credits*

PSY 201Z - Introduction to Psychology I or   *4.00 credits*

PSY 201M - Introduction to Psychology I   *5.00 credits*

PSY 202Z - Introduction to Psychology II or   *4.00 credits*

PSY 202M - Introduction to Psychology II   *5.00 credits*

PSY 216 - Social Psychology   *4.00 credits*

PSY 225 - Abnormal Psychology I   *3.00 credits*

PSY 228 - Positive Psychology   *4.00 credits*

PSY 233 - Psychology of Violence and Aggression   *4.00 credits*

PSY 235 - Human Growth & Development I   *3.00 credits*

Science / Math / Computer Science Additional Course Options

Course Name	Credits	Term Taken	Grade	Gen Ed
BIO 101 - Biology I	*3.00 credits*			
BIO 101L - Bio I Lab	*1.00 credits*			
BIO 102 - Biology II	*3.00 credits*			
BIO 102L - Bio II Lab	*1.00 credit*			
BIO 103 - Biology III	*3.00 credits*			
BIO 103L - Bio III Lab	*1.00 credits*			
BIO 112 - Integrated Chemistry and Cell Biology for Health Occupations	*3.00 credits*			
BIO 112L - Integrated Chemistry and Cell Biology for Health Occupations Lab	*1.00 credits*			
BIO 221Z - Principles of Biology: Cells	*5.00 credits*			
BIO 222Z - Principles of Biology: Organisms	*5.00 credits*			

BIO 223Z - Principles of Biology: Ecology and Evolution	5.00 credits
BIO 227 - Introduction to Forensic Science	3.00 credits
BIO 227L - Introduction to Forensic Science Lab	1.00 credits
BIO 231 - Anatomy & Physiology I	3.00 credits
BIO 231L - Anat & Phys I Lab	1.00 credits
BIO 232 - Anatomy & Physiology II	3.00 credits
BIO 232L - Anat & Phys II Lab	1.00 credits
BIO 233 - Anatomy & Physiology III	3.00 credits
BIO 233L - Anat & Phys III Lab	1.00 credits
BIO 234 - Microbiology I	4.00 credits
BIO 234L - Microbiology I Lab	1.00 credits
BIO 270 - Ecosystems	3.00 credits
BIO 270L - Ecosystems Lab	1.00 credits
CHE 104 - General Chemistry I	4.00 credits
CHE 104L - Gen Chem I Lab	1.00 credits
CHE 105 - General Chemistry II	4.00 credits
CHE 105L - Gen Chem II Lab	1.00 credits
CHE 106 - General Chemistry III	4.00 credits
CHE 106L - Gen Chem III Lab	1.00 credits
CIS 206 - Intro to Information Technology	3.00 credits
CIS 206L - Intro to Information Technology Lab	1.00 credits
CIS 275 - Database I	3.00 credits
CIS 275L - Database I Lab	1.00 credits
ENV 170 - Environmental Science	3.00 credits

ENV 170L - Environmental Science Lab	*1.00 credits*
GEO 105 - Physical Geography	*3.00 credits*
GEO 105L - Physical Geography Lab	*1.00 credits*
GSC 107 - Physical Science (Astronomy)	*3.00 credits*
GSC 107L - Phy Sci Astr Lab	*1.00 credits*
MTH 112Z - Precalculus II: Trigonometry	*4.00 credits*
MTH 244 - Statistics II	*4.00 credits*
PHY 101 - Fundamentals of Physics I	*3.00 credits*
PHY 101L - Fundamentals of Physics I Lab	*1.00 credits*
PHY 102 - Fundamentals of Physics II	*3.00 credits*
PHY 102L - Fundamentals of Physics II Lab	*1.00 credits*
PHY 103 - Fundamentals of Physics III	*3.00 credits*
PHY 103L - Fundamentals of Physics III Lab	*1.00 credits*
PHY 211 - General Physics I (Calculus-based)	*4.00 credits*
PHY 211L - Gen Physics I Lab	*1.00 credits*
STA 243Z - Elementary Statistics I	*4.00 credits*

Notes:

2-A Criteria: Research for Statement of Need

Requirements:

Positions (directors, managers, supervisors, etc.) that require/prefer a bachelor's degree: Barbering, nails, aesthetics, hair design, natural/textured hair

Oregon & Northern California

- East Cascades (Counties: Hood River, Wasco, Sherman, Gilliam, Jefferson, Wheeler, Crook, Deschutes, Klamath, Lake, Baker, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa):
  - Aesthetic Practice Manager I – Esthetix MD (Bend, OR)
- West Cascades (Counties: Benton, Clackamas, Columbia, Douglas, Jackson, Josephine, Lane, Linn, Marion, Multnomah, Polk, Washington, Yamhill):
  - District Manager – Ulta Beauty (Medford, OR)
  - General Manager – Ulta Beauty (Salem, OR)
  - Experience Manager – Ulta Beauty (Portland, OR)
  - Director of Spa and Wellness – Cascada PDX LLC (Portland, OR)
  - Patient Success Manager – Style Aesthetics (Portland, OR)
- Oregon Coast (Counties: Clatsop, Coos, Curry, Lincoln, Tillamook):
  - **No positions listed**
- Northern California (Counties: Sacramento, Shasta, Siskiyou, Lassen, Humboldt, Del Norte):
  - Experience Manager – Ulta Beauty (Elk Grove, CA)
  - Operations Manager – Ulta Beauty (Sacramento, CA)
  - General Manager – Ulta Beauty (Sacramento, CA)
  - Experience Manager – Ulta Beauty (Eureka, CA)
  - Experience Manager – Ulta Beauty (Santa Rosa, CA)
  - Operations Manager – Ulta Beauty (Novato, CA)
  - Sales Manager – Ulta Beauty (Petaluma, CA)
  - Co-Manager – Ulta Beauty (Colma, CA)
  - Experience Manager – Ulta Beauty (San Jose, CA)
  - Sales Manager – Ulta Beauty (San Jose, CA)
  - Co-Manager – Ulta Beauty (Modesto, CA)
  - Operations Manager – Ulta Beauty (Lodi, CA)

Pacific Northwest (Washington & Idaho):

- East Cascades - Washington (Adams, Asotin, Benton, Chelan, Columbia, Douglas, Ferry, Franklin, Garfield, Grant, Kittias, Klickitat, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens, Walla Walla, Whitman, Yakima):
  - **No positions listed**
- West Cascades – Washington (Clallam, Clark, Cowlitz, Grays Harbor, Island, Jefferson, King, Kitsap, Lewis, Mason, Pacific, Pierce, San Juan, Skagit, Skamania, Snohomish, Thurston, Wahkiakum, Whatcom):
  - Director – Professional Services – Zenoti (Seattle, WA)

- o Experience Manager – Ulta Beauty (Tukwila, WA)
    - o General Manager – Ulta Beauty (Bellevue, WA)
    - o Operations Manager – Ulta Beauty (Lakewood, WA)
    - o Spa Manager – Little Creek Casino Resort (Shelton, WA)
    - o Co-Manager – Ulta Beauty (Marysville, WA)
    - o Sales Manager – Ulta Beauty (Bellingham, WA)
- West Idaho (Counties: Ada, Addams, Benewah, Boise, Bonner, Boundary, Camas, Canyon, Clearwater, Elmore, Gem, Gooding, Idaho, Kootenai, Latah, Lewis, Nez Perce, Owyhee, Payette, Shoshone, Valley, Washington):
    - o Salon Manager – Slick Rock Tanning & Spa (Boise, ID)
    - o Assistant Salon Manager – Slick Rock Tanning & Spa (Boise, ID)
    - o District Manager – Slick Rock Tanning & Spa (Boise, ID)
    - o Assistant Salon Manager – Slick Rock Tanning & Spa (Post Falls, ID)
- East Idaho (Counties: Bannock, Bear Lake, Bingham, Blaine, Bonneville, Caribou, Cassia, Clark, Custer, Franklin, Fremont, Jefferson, Jerome, Lemhi, Lincoln, Madison, Minidoka, Oneida, Power, Teton, Twin Falls):
    - o Co-Manager – Ulta Beauty (Ammon, ID)
    - o Sales Manager – Ulta Beauty (Twin Falls, ID)

Southeastern United States:
- Florida
    - o Assistant Director of Spa – Fontainebleau Florida Hotel, LLC (Miami Beach, FL)
    - o Director of Spa Operations – Fontainebleau Florida Hotel, LLC (Miami Beach, FL)
    - o District Manager – Ulta Beauty (Miami, FL)
    - o Assistant Spa Director – Arch Amenities Group (Miami, FL)
    - o Manager - #1 Spa, LLC (Miami, FL)
    - o Cowshed Assistant Spa Manager – Soho House & Co (Miami Beach, FL)
    - o Spa Services Supervisor – Fontainebleau Florida Hotel, LLC (Miami Beach, FL)
    - o Spa Director – Day Spa (Ft. Lauderdale, FL)
    - o Experience Manager – Ulta Beauty (Deerfield Beach, FL)
    - o General Manager – Ulta Beauty (Pompano Beach, FL)
    - o Spa Manager – Hand & Stone (Weston, FL)
    - o Sales Manager – Ulta Beauty (Dania Beach, FL)
    - o Co-Manager – Ulta Beauty (Davie, FL)
    - o Operations Manager – Ulta Beauty (Coral Springs, FL)
    - o Spa & Wellness Assistant Manager – Amrit Ocean Resort & Residences (Riviera Beach, FL)
    - o Sales Manager – Ulta Beauty (Wellington, FL)
    - o Center Manager – XpresSpa (Ft. Meyers, FL)
    - o Aesthetic Experience Manager – Evolus (Tampa, FL)
    - o General Manager – Ulta Beauty (Winter Garden, FL)

- - Sales Manager – Ulta Beauty (Apopka, FL)
    - Sales Manager – Ulta Beauty (Gainesville, FL)
    - General Manager – Ulta Beauty (St. Johns, FL)
    - Sales Manager – Ulta Beauty (Jacksonville, FL)
    - General Manager – Ulta Beauty (Tallahassee, FL)
    - Co-Manager – Ulta Beauty (Tallahassee, FL)
    - Operations Manager – Ulta Beauty (Tallahassee, FL)
- Georgia
  - Assistant Spa Manager – XpresSpa (Atlanta, GA)
  - Spa Director – Marriott International, Inc. (Atlanta, GA)
  - Assistant Manager – Too Groovy Salon (Atlanta, GA)
  - Operations Assistant Manager – Yellowhammer Salon Group (Atlanta, GA)
  - General Manager – Ulta Beauty (Athens, GA)
  - Operations Manager – Ulta Beauty (Dawsonville, GA)
- Alabama
  - Sales Manager – Ulta Beauty (Decatur, AL)
  - Spa Front Desk Manager – Arch Amenities Group (Birmingham, AL)
  - Director of Operations – Melanie L Petro MD LLC (Vestavia, AL)
  - Sales Manager – Ulta Beauty (Birmingham, AL)
  - Experience Manager – Ulta Beauty (Hoover, AL)
  - Experience Manager – Ulta Beauty (Montgomery, AL)
- Tennessee
  - Operations Manager – Ulta Beauty (Knoxville, TN)
  - District Manager – Ulta Beauty (Nashville, TN)
  - General Manager – Ulta Beauty (Nashville, TN)
  - Spa Director – The Joseph Nashville (Nashville, TN)
- South Carolina
  - Sales Manager – Ulta Beauty (Columbia, SC)
  - Business Manager – Massage Envy (Myrtle Beach, SC)
- North Carolina
  - Business Manager – Massage Envy (Rock Hill, NC)
  - Operations Leader – Ulta Beauty (Charlotte, NC)
  - Market Leader – Yellowhammer Salon Group (Charlotte, NC)
  - Experience Manager – Ulta Beauty (Concord, NC)
  - Assistant Manager – European Wax Center (Raleigh, NC)
  - Operations Manager – Ulta Beauty (Raleigh, NC)
  - Sales Manager – Ulta Beauty (Raleigh, NC)
  - Spa Manager – Recovery & Rehabilitation Wellness Spa (Durham, NC)
  - Regional Sales Operations Manager (Raleigh, NC)
  - Sales Manager – Ulta Beauty (Greensboro, NC)
  - Sales Manager – Ulta Beauty (Fayetteville, NC)
- Virginia:

- - Spa Manager – Arch Amenities Group (Richmond, VA)
    - Sales Manager – Ultaa Beauty (Chester, VA)
    - Spa Manager – Luxura (Richmond, VA)
    - Spa Manager – Chaan Thai Massage (Fairfax, VA)
    - Clinic Manager – SkinSpirit (McLean, VA)
    - Cosmetic Manager – Forefront Dermatology (Arlington, VA)
    - Assistant Manager – HairClub (McLean, VA)
- Kentucky
    - Brand Executive – Oribe (Louisville, KY)
    - Area LP Manager – Ulta Beauty (Louisville, KY)
    - Sales Manager – Ulta Beauty (Louisville, KY)
    - Co-Manager – Ulta Beauty (Lexington, KY)
    - Co-Manager – Ulta Beauty (Florence, KY)
- Mississippi
    - Experience Manager – Ulta Beauty (Hattiesburg, MS)
- Louisiana
    - Experience Manager – Ulta Beauty (Harvey, LA)
    - General Manager – Ulta Beauty (Shreveport, LA)
    - Experience Manager – Ulta Beauty (Lake Charles, LA)
- Arkansas
    - Spa Manager – Atrium Hospitality (Rogers, AR)
    - Sales Manager – Ulta Beauty (Little Rock, AR)
    - Sales Manager – Ulta Beauty (Texarkana, AR)
    - Experience Manager – Ulta Beauty (Jonesboro, AR)
- Texas
    - Operations Manager – Ulta Beauty (Houston, TX)
    - Spa Operations Lead – Thompson Houston (Houston, TX)
    - Medical Spa Administrative Lead – Artavi Med Spa (Houston, TX)
    - Aesthetic Experience Manager – Evolus (Houston, TX)
    - Center Manager – OrangeTwist (Houston, TX)
    - Experience Manager – Ulta Beauty (College Station, TX)
    - Clinic Manager – TOMA Holdings, LLC (Austin, TX)
    - Spa Director – Marriott International, Inc. (Austin, TX)
    - Operations Manager – Ulta Beauty (Grand Prairie, TX)
    - Sales Manager – Ulta Beauty (San Antonio, TX)
    - Experience Manager – Ulta Beauty (San Antonio, TX)
    - District Manager – Palm Beach Beauty & Tan (Lubbock, TX)

Mid-Atlantic/Northeast Region
- Washington D.C.
    - Front Desk Manager – Georgetown Allure Medical Spa (Washington D.C)
    - Spa Supervisor – Montage International (Washington D.C.)
    - Spa Director – Arch Amenities Group (Washington D.C.)
    - District Manager – Ulta Beauty (Washington D.C.)
- Maryland

- - - o Experience Manager – Ulta Beauty (Silver Spring, MD)
    - o Operations Manager – Ulta Beauty (Cockeysville, MD)
    - o Sales Manager – Ulta Beauty (Cockeysville, MD)
    - o Salon Manager – LaBuzbe Beauty Company (Largo, MD)
  - Delaware
    - o None
  - New Jersey
    - o Day Spa Lead – UFC Gym (Wayne, NJ)
    - o Salon Manager – Substance Salon & Barberspa (Rutherford, NJ)
    - o General Manager – Ulta Beauty (Kearny, NJ)
    - o Experience Manager – Ulta Beauty (Garfield, NJ)
  - Connecticut
    - o Med Spa Practice Manager – Franchise Corporate Office (Orange, CT)
    - o Sales Manager – Ulta Beauty (Wethersfield, CT)
  - Rhode Island
    - o Area Manager – Medspa (Providence, RI)
    - o Experience Manager – Ulta Beauty (Lincoln, RI)
  - Massachusetts
    - o Sales Manager – Ulta Beauty (Framingham, MA)
    - o Spa Sales Manager – Semper Laser LLC Holdings (Boston, MA)
    - o Spa Director – BELLA SANTE (Boston, MA)
    - o General Manager – Ulta Beauty (Northborough, MA)
    - o Director of Operations – DiGrigoli School (Springfield, MA)
    - o Sales Manager – Ulta Beauty (Woburn, MA)
  - New Hampshire
    - o Co-Manager – Ulta Beauty (Manchester, NH)
    - o General Manager – Ulta Beauty (Salem, NH)
    - o Assistant Spa Manager – 3 Degrees Infared Sauna Studio (Hudson, NH)
    - o Experience Manager – Ulta Beauty (Rochester, NH)
  - Vermont
    - o Operations Manager – Ulta Beauty (Williston, VT)
    - o Sales Manager – Ulta Beauty (Williston, VT)
  - Maine
    - o None

The Rust Belt
  - New York
    - o Sales Consultant – BeautyFix Medspa (New York, NY)
    - o Med Spa Manager – Medi Pedi Nyc (New York, NY)
    - o Spa Operations Manager – Aman (New York, NY)
    - o Spa Director – Arch Amenities Group (Brooklyn, NY)
    - o Team Manager – Patek Salon – Tiffany & Co. (New York, NY)
    - o Regional Sales Manager – Paramount Beauty Supply Distributors (New York State)

- o Beauty Sales Relationship Manager – ARROJO NYC (New York, NY)
- o Sales Manager – Ulta Beauty (College Point, NY)
- o Operations Manager – Ulta Beauty (Ithaca, NY)
- o Sales Manager – Ulta Beauty (Ithaca, NY)
- o Experience Manager – Ulta Beauty (Ithaca, NY)
- o Experience Manager – Ulta Beauty (De Witt, NY)
- o Regional Director of Operations – Empower Aesthetics (Syracuse, NY)
- Pennsylvania
  - o Assistant Salon Manager – Duafe Holistic Hair Care (Philadelphia, PA)
  - o Institute Director – Jean Madeline Education Center (Bensalem, PA)
  - o Operations Manager – Ulta Beauty (Allentown, PA)
  - o Co-Manager – Ulta Beauty (Mechanicsburg, PA)
  - o Spa Practice Manager – Aestique Medispa (Wexford, PA)
- West Virginia
  - o Sales Manager – Ulta Beauty (Morgantown, WV)
- Ohio
  - o Student Salon and Spa Manager – Aveda Insitutes & Nurtur Salon & Spas (West Chester, OH)
  - o Sales Manager – Ulta Beauty (Norwood, OH)
  - o General Manager – Ulta Beauty (Cincinnati, OH)
  - o Ultraceuticals Specialist – Aveda Institutes & Nurtur Salon & Spas (Columbus, OH)
  - o General Manager – Ulta Beauty (Columbus, OH)
  - o Sales Manager – Ulta Beauty (Columbus, OH)
- Indiana
  - o Ultraceuticals Specialist – Aveda Institutes & Nurtur Salon & Spas (Indianapolis, IN)
  - o Brand Executive – Oribe (Indianapolis, IN)
  - o District Manager (Outside Field Sales) - L'Oreal (Indianapolis, IN)
  - o Experience Manager – Ulta Beauty (Indianapolis, IN)
  - o Operations Manager – Ulta Beauty (Indianapolis, IN)
  - o Sales Manager – Ulta Beauty (Plainfield, IN)
  - o Operations Manager – Ulta Beauty (Goshen, IN)
- Illinois
  - o Sales Manager – Ulta Beauty (Peoria, IL)
  - o Spa Manager – The Wax & Skin Lounge (Chicago, IL)
  - o Experience Manager – Ulta Beauty (Chicago, IL)
  - o General Manager – Ulta Beauty (River Forest, IL)
  - o Sales Manager – Ulta Beauty (Chicago, IL)
  - o Spa Director – SMASHOTELS (Chicago, IL)
  - o Clinic Manager – SkinSpirit (Oak Brook, IL)

- o Sr Manager, Brand Merchandising – Ulta Beauty (Bolingbrook, IL)
  - o Experience Manager – Ulta Beauty (Oak Brook, IL)
- Michigan
  - o Operations Manager – Ulta Beauty (Royal Oak, MI)
  - o General Manager – Ulta Beauty (Walker, MI)
  - o Executive Director (Cosmetology School) - Empire Education Group (Portage, MI)
  - o Operations Manager – Ulta Beauty (Portage, MI)
- Missouri
  - o General Manager – Ulta Beauty (Brentwood, MO)
  - o Operations Manager – Ulta Beauty (Columbia, MO)
  - o Experience Manager – Ulta Beauty (Springfield, MO)
  - o District Manager – Palm Beach Beauty & Tan (Lee's Summit, MO)
  - o Experience Manager – Ulta Beauty (Kansas City, MO)
  - o General Manager – Ulta Beauty (Kansas City, MO)
- Wisconsin
  - o Executive Director (Cosmetology School) - Empire Education Group (Milwaukee, WI)
  - o Experience Manager – Ulta Beauty (Grafton, WI)

Midwest

- Kansas
  - o Sales Manager – Ulta Beauty (Overland Park, KS)
  - o District Manager – Palm Beach Beauty & Tan (Wichita, KS)
  - o Sales Manager – Ulta Beauty (Wichita, KS)
- Oklahoma
  - o District Manager – Palm Beach Beauty & Tan (Tulsa, OK)
  - o District Manager – Ulta Beauty (Tulsa, OK)
  - o Experience Manager – Ulta Beauty (Tulsa, OK)
  - o District Manager – Palm Beach Beauty & Tan (Yukon, OK)
  - o Operations Manager – Ulta Beauty (Oklahoma City, OK)
  - o Experience Manager – Ulta Beauty (Moore, OK)
- Nebraska
  - o Sales Manager – Ulta Beauty (Gretna, NE)
  - o Student Recruitment & Enrollment Coordinator – College of Hair Design (Lincoln, NE)
- Iowa
  - o Student Success Team Member – Aveda Institutes & Nurtur Salon & Spas (West Des Moines, IA)
  - o Ultraceuticals Specialist – Aveda Institutes & Nurtur Salon & Spas (West Des Moines, IA)
  - o Experience Manager – Ulta Beauty (West Des Moines, IA)
- Minnesota
  - o Experience Manager – Ulta Beauty (Richfield, MN)
  - o Franchise Business Consultant – Waxing the City (Woodbury, MN)
  - o Spa Manager – XpresSpa (St. Paul, MN)

- - - Office Manager – Infinite Youth Medical Spa (Minnetonka, MN)
    - Operations Manager – Ulta Beauty (Rochester, MN)
    - Sales Manager – Ulta Beauty (Rochester, MN)
- South Dakota
  - None
- North Dakota
  - None
- Montana
  - None
- Wyoming
  - Experience Manager – Ulta Beauty (Cheyenne, WY)
  - Sales Manager – Ulta Beauty (Laramie, WY)
  - Director of Spa and Wellness – The Lodge & Spa at Brush Creek Ranch (Saratoga, WY)

Southwest

- Colorado
  - Cosmetic Director – Dermatology of the Rockies (Longmont, CO)
  - Sales Manager – Ulta Beauty (Fort Collins, CO)
  - General Manager – Ulta Beauty (Denver, CO)
  - Spa Operations Manager – East West (Avon, CO)
  - Sales Administration Manager – Westin Riverfront Resort & Spa (Avon, CO)
  - Experience Manager – Ulta Beauty (Grand Junction, CO)
- New Mexico
  - Experience Manager – Ulta Beauty (Albuquerque, NM)
- Arizona
  - Spa Director – Canyon Ranch (Tucson, AZ)
  - Spa Manager – Ethereal Wellness and Esthetics (Scottsdale, AZ)
  - General Manager – Camelback Village Health Club & Spa (Phoenix, AZ)
  - Sr. Manager, Category Management (Beauty) - WellBiz Brands (Phoenix, AZ)
  - General Manager – Ulta Beauty (Goodyear, AZ)
  - Experience Manager – Ulta Beauty (Chandler, AZ)
  - Sales Manager – Ulta Beauty (Peoria, AZ)
- Utah
  - Store Manager – Beaches Tanning Center (Salt Lake County, UT)
  - General Manager – Ulta Beauty (Park City, UT)
  - Experience Manager – Ulta Beauty (Park City, UT)
  - Operations Manager – Ulta Beauty (St. George, UT)
- Nevada
  - Medspa Regional Manager – Kalologie Las Vegas (Las Vegas, NV)
  - Salon Supervisor – Canyon Ranch (Las Vegas, NV)
  - Experience Manager – Ulta Beauty (Las Vegas, NV)

- o Sales Manager – Ulta Beauty (Las Vegas, NV)
- o Director of Spa Operations – Atlantis Casino Resort & Spa (Reno, NV)
- o Operations Manager – Ulta Beauty (Reno, NV)
- o Director of Spa – Patrice & Associates Franchising (Reno, NV)
- Southern California
  - o Sales Manager – Ulta Beauty (Fresno, CA)
  - o General Manager – Ulta Beauty (Hollister, CA)
  - o Sales Manager – Ulta Beauty (San Luis Obispo, CA)
  - o Experience Manager – Ulta Beauty (Valencia, CA)
  - o Spa Manager – The Tox (Studio City, CA)
  - o Spa Manager – Maybourne Beverly Hills Hotel (Beverly Hills, CA)
  - o Medspa Regional Manager – Kalologie Santa Monica (Santa Monica, CA)
  - o District Manager – Palm Beach Beauty & Tan (Los Angeles, CA)
  - o District Manager – Ulta Beauty (Los Angeles, CA)
  - o Sales Manager – Ulta Beauty (Redondo Beach, CA)
  - o Experience Manager – Ulta Beauty (North Hollywood, CA)
  - o Operations Manager – Ulta Beauty (Northridge, CA)
  - o Spa Supervisor – Montage International (Newport Beach, CA)
  - o Co-Manager – Ulta Beauty (Glendora, CA)
  - o Operations Manager – Ulta Beauty (Menifee, CA)
  - o Sales Manager – Ulta Beauty (Perris, CA)
  - o Spa Director – Marriott International, Inc (Rancho Mirage, CA)

Outside the Continental US
- Hawaii
  - o Experience Manager – Ulta Beauty (Kahilui, HI)
- Alaska
  - o No positions listed

Oregon – 6 jobs	East Cascades (Oregon) - 1 job	West Cascades (Oregon) - 5 jobs
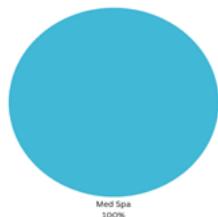
West Coast (OR, WA, ID, HI, AK, and CA) - 49 jobs	Southeast (FL, GA, SC, NC, VA, KY, TN, AL, MS, LA, AR, and TX) - 87 jobs	Mid-Atlantic/Northeast (DC, MD, DE, NJ, CT, RI, MA, NH, VT, ME) - 28 jobs
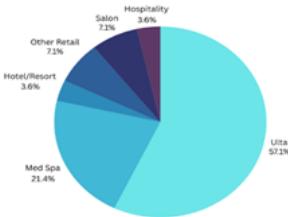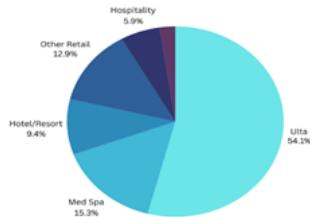
Rust Belt (NY, PA, WV, OH, IN, IL, MO, MI, MD, WI) - 53 jobs	Midwest (KS, OK, NE, IA, MN, SD, ND, WY) - 23 jobs	Southwest (CO, NM, AZ, NV, UT) - 25 jobs
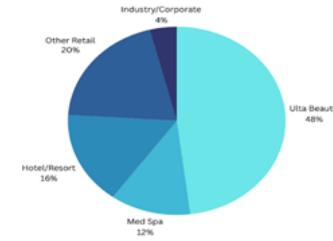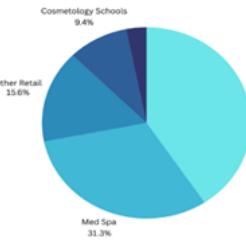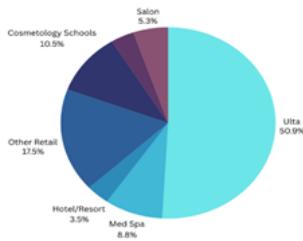
General Managerial Positions: require/prefer a bachelor's degree in business administration

West Coast

- Oregon – 18 jobs
  - Merchandise Assistant Store Manager – Diamond Home Improvement (Klamath Falls, OR)
  - Operations Manager – Oregon Tech (Klamath Falls, OR)
  - Store Manager – Jo-Ann Stores, LLC (Klamath Falls, OR)
  - Senior Owner Relations Manager – Meredith Lodging (Bend, OR)
  - Studio Manager – SweatHouz Infared Sauna Studio (Bend, OR)
  - Sales Manager – Helen of Troy (Bend, OR)
  - General Manager – FreedomRoads, LLC. (Bend, OR)

- - Community Relations Director/Sales and Marketing Manager – Solista Senior Living (Newburg, OR)
    - Research Project Manager – Oregon Tech (Scappoose, OR)
    - Purchasing Manager (Salem, OR)
    - Dental Office Manager – Timber Dental (Portland, OR)
    - Business Development Manager (Portland, OR)
    - General Manager – Umpqua Public Transportation District (Roseburg, OR)
    - Portfolio Manager – Meredith Lodging (Seaside, OR)
    - Operations Manager/General Manager – Rising Star Group, LLC (Portland, OR)
    - Account Manager – GloryBee Foods (Eugene, OR)
    - Store Leader – Dogtopia (Lake Oswego, OR)
    - Practice Manager – Advantage Dental (Eagle Point, OR)
  - California – 15 jobs
    - Business Admin Manager – Sacramento Housing and Redevelopment Agency (Sacramento, CA)
    - Anticipated Business Administrator – Shippensburg Area School District (Sacramento, CA)
    - Accounting Operations Manager (Administrator I) - California State University, Sacramento (Sacramento, CA)
    - General Manager (Business Operations Leader) -Stantec (San Francisco, CA)
    - Business Development Rep – AHF (San Francisco, CA)
    - Head of Business Management – Mighty Fly (Santa Rosa, CA)
    - Operations Manager – Acutecare Health System (Fresno, CA)
    - Business Management Manager – HCVT (Los Angeles, CA)
    - Global Support Manager – Arc (Torrence, CA)
    - Associate Business Manager – Daymon (San Bernardino, CA)
    - Business Process Improvement Manager – AppleOne Employment Services (San Bernardino, CA)
    - Senior Manager of Operations – Ignite Human Capital (San Diego, CA)
    - Business Administration (Business Manager) - Sunroad Automotive (San Diego, CA)
    - General Manager – Residence Inn and Springhill Suites, Marriott International (San Diego, CA)
    - Project Manager, Sytems & Business Intelligence – Sony Corporation (San Diego, CA)
  - Washington - 9
    - Business Services Manager – Clark Regional Wastewater District (Vancouver, WA)
    - Field Service Manager – Quench USA (Vancouver, WA)
    - Assistant Manager of Business Development – Port of Longview, WA Longview, WA)

- - - Business Analyst – Lacey Fire District 3 (Lacey, WA)
    - Sales Operations Manager – Cory M. Dean LLC (Kent, WA)
    - Customer Success Manager, Amazon Key – Ring (Seattle, WA)
    - Manager, Logistics Operations – Northwest Pathology, PS (Bellingham, WA)
    - Business Manager – Washington State University (Pullman, WA)
    - Property Manager – Ag World Support Systems (Cheney, WA)
  - Idaho - 6
    - Business Manager I – University of Idaho (Moscow, ID)
    - Project Manager or Senior Project Manager – University of Idaho (Moscow, ID)
    - Retail General Manager – Office Depot Office Max (Pocatello, ID)
    - Spa Manager – Coeur d'Alene Casino Resort Hotel (Worley, ID)
    - General Manager – Resolute Road Hospitality (Coeur d'Alene, ID)
    - Business Manager II – University of Idaho (Coeur d'Alene, ID)

Southwest

- Nevada
  - Senior Revenue Recognition Finance Manger – Microsoft (Reno, NV)
  - Retail Store Manager – The Slime Kitchen (Reno, NV)
  - Office Manager/Accountant - Culligan 93IL (Reno, NV)
  - Attractions Manager – Need 2 Speed (Reno, NV)
  - Business Program Manager – Microsoft (Reno, NV)
  - Director of Guest Experience – Grand Sierra Resort & Casino (Reno, NV)
  - Project Manager – Legal Match (Reno, NV)
  - Assistant Manager – KEDPLASMA (Las Vegas, NV)
- Arizona
- New Mexico
- Colorado
- Utah

Midwest

- Kansas
- Oklahoma
- Iowa
- Nebraska
- North Dakota
- South Dakota
- Minnesota
- Montana
- Wyoming

The Rust Belt

- New York
- Pennsylvania
- Ohio

- Indiana
- Michigan
- Illinois
- Missouri
- Wisconsin
- West Viriginia

Mid-Atlantic/Northeast
- Washington D.C.
- Maryland
- Delaware
- New Jersey
- Massachusetts
- Rhode Island
- New Hampshire
- Maine
- Vermont
- Connecticut

Southeast
- Florida
- Georgia
- Tennessee
- South Carolina
- North Carolina
- Virginia
- Kentucky
- Alabama
- Mississippi
- Louisiana
- Arkansas
- Texas

B E L L U S
A C A D E M Y

February 14, 2025

RE: KCC Associate Degree in Salon and Spa Management

To Whom it may concern

I am writing in support of the development of a Bachelor's degree in business with an emphasis in Salon and Spa management at KCC. My name is Lynelle Lynch and I am the owner of Bellus Academy, a chain of beauty and wellness schools. https://bellusacademy.edu/

In addition, I am the founder of Beauty Changes Lives, a non-profit that provides scholarships, mentorships and entrepreneurial grants to students and professionals in the beauty and wellness industry. https://beautychangeslives.org/

Individuals entering the beauty and wellness industry aspire to be entrepreneurial. The industry offers a wide range of professional career paths from working in a salon or spa to starting a business. I have been fortunate to work with a vast range of professionals that have a passion for the beauty industry and enroll in the beauty "trade" school to learn the craft. The challenge with this educational path is that it does not provide the education needed to become either a manager or an entrepreneur.

Top salon chains and destination spas typically recruit managers out of the hospitality college degree courses as there has not been an educational path for beauty and wellness student prior to KCC's decision to develop a salon and spa management program.

KCC has a unique opportunity to build this program online and capitalize on national enrollments where both beauty school graduates and professionals can enroll and gain the necessary education to pursue their dream careers in either management or ownership.

There are a number of associations that can assist in marketing this program to their members. A few examples of associations include:

- American Association of Cosmetology Schools (AACS) – 600 beauty school members across the United States with approximately 6,000 students annually
- Professional Beauty Association (PBA) the largest association of licensed cosmetologists
- International Spa Professional Association (ISPA) the largest association of spa owners, directors and manufactures

Beauty Changes Lives has a relationship with19 associations and has organized a coalition titled Unite as One where the associations meet quarterly on strategy. I will be able to coordinate having KCC present this program to the associations and define how they can market to their members.

13266 Poway Rd.,	970 Broadway, Suite 110	1073 E. Main St.,	1130 Westloop Pl.,
Poway, CA 92064	Chula Vista, CA 91911	El Cajon, CA 92021	Manhattan, KS 66502
(858) 748-1490	(619) 474-6607	(619) 442-3407	(785) 539-1837

bellusacademy.edu

BELLUS
ACADEMY

Thank you for the opportunity to share the importance of the Bachelors degree in Business with an emphasis in Salon and Spa Management program and the marketing strategies that I can assist with.

Sincerely,

Lynelle Lynch

CEO   Founding President

Bellus Academy   Beauty Changes Lives

Appendix 6

6-A-2 Criteria: Worksheet for BAS Projected Expenditures

Worksheet for BAS Business Management -Salon Projected Expenditures

INSTRUCTIONAL	Year 1	Year 2	Year 3	Year 4	NOTES
Faculty FTE for FT	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE Business Management faculty Salon Management experience to teach 45 credits
Faculty FTE for PT Adjunct	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	adjunct faculty to teach 45 credits
Faculty FT Salaries/Benefits	$150,000	$157,500	$165,375	$173,644	New course development $1500/course + CWE, CPL, CPC work, instruction loaded rate +5% increase each year
PT Faculty Adjunct Salaries/Benefits	$75,000	$78,750	$82,688	$86,822	New course development $1500/course + CWE, CPL, CPC work, instruction loaded rate +5% increase each year
Faculty Support (Lab or Designated Teaching Assts, etc.)					
List: Center for teaching and learning support staff	$30,000	$5,000	$5,000	$5,000	Year 1 includes new course dev work
Other instructional related expenditures					
SUBTOTAL	$255,000	$241,250	$253,063	$265,466	
OPERATING EXPENSES	Year 1	Year 2	Year 3	Year 4	NOTES
Academic Administration FTE (e.g. Chair, director, etc.)	$10,000	$10,500	$11,025	$11,576	10% of the Dean of Allied Health and Sciences with 5% increase (salary and benefits)
Academic Administration-other expenses					
Materials/supplies-required for teaching	$1,000	$1,000	$1,000	$1,000	

	Year 1	Year 2	Year 3	Year 4	
Travel for capstone meetings in district	$1,000	$1,000	$1,000	$1,000	
Student Services Support					
Other Professional Support					
Communication / Marketing	$5,000	$5,250	$5,513	$5,788	5% increase
Other program supplies / services (Describe briefly below)					
Other program specific operation expenses					
SUBTOTAL	$17,000	$17,750	$18,538	$19,364	
CAPITAL OUTLAY	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**NOTES**
Library Resources: Purchase/Subscription/Access fees/Other	$2,500	$2,500	$2,500	$2,500	
Technology equipment or resources	$2,500	$2,500	$2,500	$2,500	
Other equipment required for program instruction					
Facilities/Renovations (specific to new program)					
SUBTOTAL	$5,000	$5,000	$5,000	$5,000	
TOTAL PROJECTED EXPENDITURES	$277,000	$264,000	$276,600	$289,830	

KLAMATH COMMUNITY COLLEGE COSMETOLOGY
CONCEPT DESIGN

FINAL CONCEPT DESIGN PACKAGE
February, 2025

KLAMATH
Community College

TABLE OF CONTENTS

FINAL CONCEPT PROGRAM

01

Concept Program for New Building

| List of Spaces				
Area	Qty	Unit	Total	Detail/Comments
Office Spaces		SF		
Lobby/Reception	1	200	200	10' x 20' Reception desk and retail. Waiting for 6-8 people.
Vestibule	1	150	150	
Teacher Office	5	100	500	
Large Teacher Office	1	150	150	Directors office with meeting space
Work/ Prep Area	1	150	150	Copier, computers. Near teachers offices
Subtotal			1,150	
Salon Area		SF		
Massage & Wax	1	440	440	20' x 20'. 4' bed area low wall dividing areas into (4) quadrants
Esthetics	1	440	440	20' x 20'. (4) stations, (1) shower
Make Up Area	1	120	120	10' x 12'. (2) stations back to back
Facial Area	1	440	440	20' x 22'. (6) stations, small linen closet, clean up sink/ handwash
Public Nail	1	196	196	14' x 14'. (10) small tables for nail work
Public Shampoo Sinks	6	22	132	22' x 6'. (6) sinks attached to salon area
Pedicure Area	1	120	120	12' x 10'. (8) stations, (1) sink
Salon Hair Cutting Area	1	1000	1,000	(36) cutting stations, (6) hair washing stations, cabinets & extra power. Could expand later if needed
Subtotal			2,888	
Learning Spaces		SF		
Classroom 1	1	750	750	25' x 30'. Lecture for 9 students, (2) shampoo bowls
Classroom 2-Nail & Esthetics	1	785	785	28' x 28'. Lecture for 16 students, lots of storage:
Classroom 3-Hair & Barber	1	1120	1,120	28' x 40'. 16 student hair salon. Specialized cabinetry & power for simulate stations. (3) hair wash sinks
Subtotal			2,655	
Building Support		SF		
Dedicated Storage/ Receiving Area	1	300	300	15' x 20'.
Dispensary	1	150	150	Product storage & delivery to students sink counters. Lots of cabinetry
Janitor Closet	1	100	100	
IT IDF Room	1	100	100	
Mechanical Room	1	250	250	
Traditional Restrooms	2	300	600	(6) toilets total
Laundry Room	1	150	150	
Subtotal			1,650	
Total Assignable Area			8,343	
Grossing Factor 30%			2,502	Circulation, walls
TOTAL			10,845	

CONCEPT SITE PLAN LOCATIONS & FLOOR PLAN

02

CONCEPT SITE PLAN

CONCEPT FLOOR PLAN
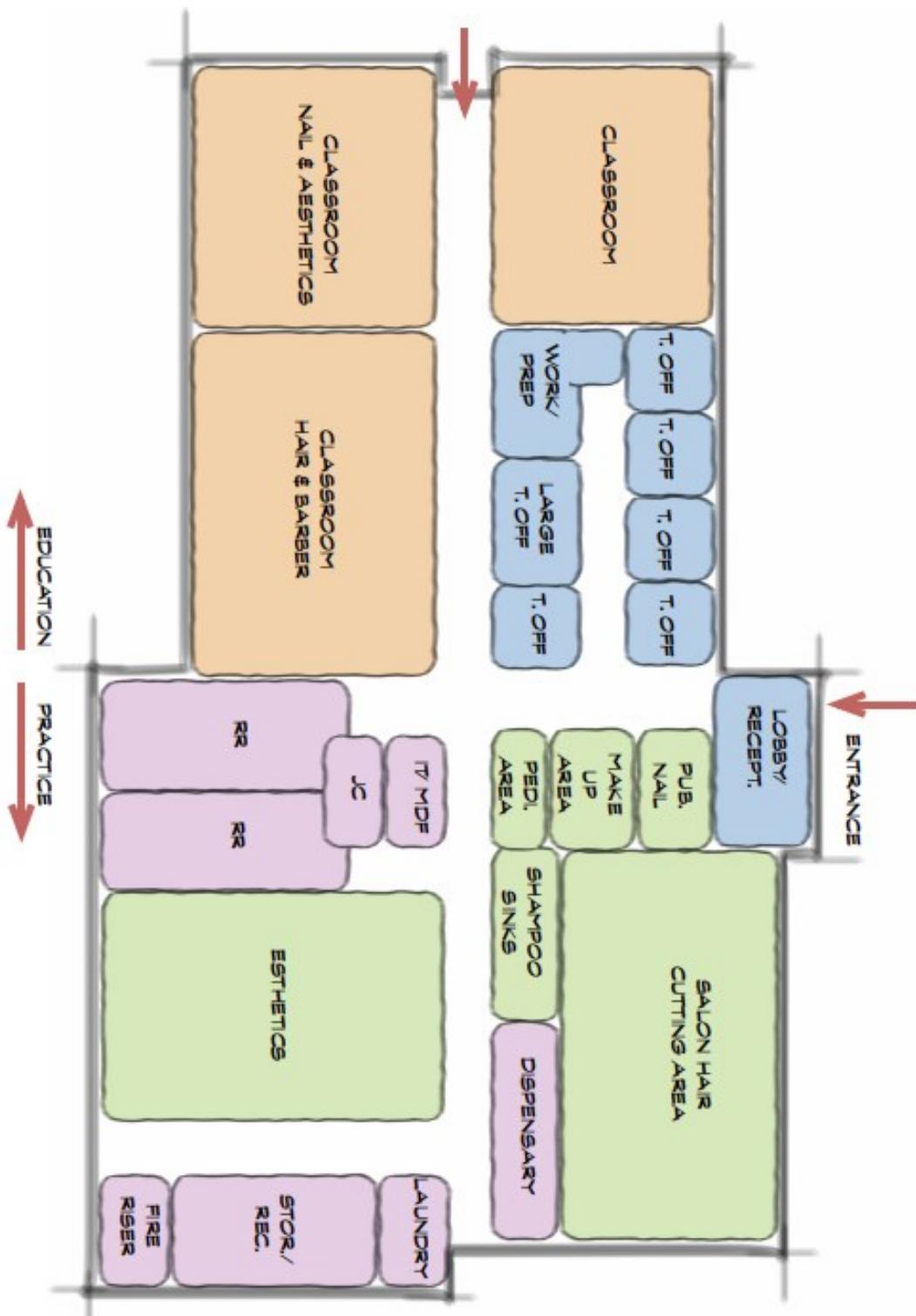
PROJECT BUDGET SUMMARY

03

Project Budget Summary

KCC COSMETOLOGY - NEW BUILDING
Project Budget Summary
February 2025 Pricing

Cost Item			Budget	Notes	Ratio
Construction Costs:					
Construction Budget					
Building Construction	10,845 SF @	$550	$5,964,750		
Escalation Increase		1.5%	$95,448		
Site Construction			$0	Included Above	
Off-Site Improvements			$0	Not Anticipated	
Subtotal - *(Construction Contract Award)*			$6,060,198		
Construction Change Order Contingency		5%	$303,010	Based Upon Const. Budget	
Solar Panels		1.5%	$95,448		
Subtotal Construction Budget			**$6,363,208**		79.54%
Consultant Costs:					
Architectural & Engineering - Basic Fees		7.00%	$445,425		
Architectural & Engineering - Expenses			$15,000	Printing, Travel Expenses, Misc.	
Civil Engineer			$90,000		
Landscape Architect			$72,000		
Land Use Consultant			$0	Not Anticipated	
Data / Communication Design			$50,000		
Acoustical Engineer			$0	Not Anticipated	
Commissioning			$0	Not Anticipated	
Land Survey & Topo Mapping			$15,000		
GeoTech Investigation			$10,000		
Traffic Report			$0	Not Anticipated	
Testing & Inspections			$45,000		
Project Management		0%	$0	Not Required	
Contingency - Other Services Unknown			$75,000		
Subtotal Consultant Budget			**$817,425**		10.22%
Owner Costs:					
Building Permit Plan Check Fee			$2,500		
Land Use Application			$600		
System Development Charges (SDC)			$3,500		
Builder's Risk Insurance		0.5%	$31,815		
Salon Equipment			$125,000		
Fixtures / Furnishings			$150,000		
Bond / Legal Costs					
Contingency			$125,000		
Subtotal Owner Budget			**$438,415**		5.48%
TOTAL PROJECT COST TODAY					
Total Project Contingency		5.00%	$380,952	Based upon Total Project Budget	4.76%
TOTAL PROJECT BUDGET			**$8,000,000**		100.00%

CONCEPT RENDERINGS

04

SALON HAIR CUTTING AREA

Appendix 7

7-A Criteria: NWCCU Accreditation Affirmation

August 11, 2025

Dr. Roberto Gutierrez
President
Klamath Community College
7390 South 6th Street
Klamath Falls, OR 97603-7121

Dear President Gutierrez:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on July 8-11, 2025, concerning the Spring 2025 Evaluation of Institutional Effectiveness of Klamath Community College.

Accreditation
　　Reaffirm Accreditation

Status of Previous Recommendations Addressed in this Evaluation
- Finding Type 2: Spring 2024 Policies, Regulations, and Financial Review - Fulfilled

Commendations
The Commission commends Klamath Community College for:
1. Creating a welcoming environment for students, consistently providing for their basic needs, and supporting their academic success through offering a wide variety of college, foundation, and grant-funded services.
2. KCC's information services for their extraordinary contributions to student success by creating a program to donate surplus computer hardware and peripherals to students in financial need.
3. The pivotal role that institutional research plays in supporting institutional and program planning and analysis for continuous improvement.
4. A comprehensive, systematic instructional and non-instructional program review process facilitated by the Continuous Improvement and Innovation Committee. The process facilitates cross-divisional understanding of programs and priorities across the college that play an instrumental role in the annual budget process, which is tied to the college's strategic plan.
5. Its marketing, outreach, and recruitment plan that is integrally tied to the college's mission and strategic plan.

Recommendations Substantially in Compliance but in Need of Improvement
The Commission recommends that Klamath Community College:
- Recommendation 1: Spring 2025 Evaluation of Institutional Effectiveness - Formalize the meaningful role faculty play in establishing the curriculum. (2020 Standard(s) 1.C.5)
- Recommendation 2: Spring 2025 Evaluation of Institutional Effectiveness - Create an evaluation process for staff that is equitable, fair, and consistent. (2020 Standard(s) 2.F.4)

Future Evaluations
- Ad Hoc Report Fall 2026 to address implementation of Bachelor of Science in Nursing degree
- Ad Hoc Report Fall 2026
    - Recommendation 1: Spring 2025 Evaluation of Institutional Effectiveness
- Mid-Cycle Review Spring 2028
- Ad Hoc Report Fall 2028
    - Recommendation 2: Spring 2025 Evaluation of Institutional Effectiveness
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Spring 2031

- Year 7 - Evaluation of Institutional Effectiveness Spring 2032

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Gita Bangera, at gbangera@nwccu.org.

Sincerely,

Selena M. Grace
President

cc: Mrs. Jamie Jennings, CAO/Vice President of Academic Affairs
       Mr. Dave Jensen, Board Chair
       Mrs. Brenda Hanson, Director, Assessment, Accreditation, and Compliance, Flathead Valley
       Community College
       Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission

MEMORANDUM OF UNDERSTANDING

January 2023

Purpose: Ensure Klamath Community College (KCC), Cosmetology Education Program (CEP) that includes barbering, hair design, nail technology and esthetics (fields of practice) teaches the curriculum for each field of practice that is currently developed and maintained by the Higher Education Coordinating Commission (HECC), Private Career School Unit (PCS), pursuant to ORS 345 and OAR 715-045-0200. KCC is regulated by the HECC, Office of Community Colleges and Workforce Development (CCWD).

Background: The College of Cosmetology (COC), is licensed by HECC-PCS, located in Klamath Falls, Oregon, and recently transferred students to KCC. As part of the transfer, the HECC-PCS reviewed the KCC, CEP curriculum for each field of practice to ensure KCC, CEP met the minimum standards set forth by HECC-PCS.

Need: To allow students who have completed their education at the KCC, CEP to be eligible to take all qualifying examinations for certification in a field of practice administered by HLO.

Agreements:

"To mutually agree that HECC-CCWD require the KCC, CEP meet the HECC PCS's minimum hours and operations in a field of practice established in OAR 715-045-0200.

"To mutually agree that HECC-CCWD require the KCC, CEP to employ teachers that are at least 18 years of age and hold an active Oregon certificate in the field of practice that they teach.

"To mutually agree that HLO will allow KCC, CEP students who have completed education in one or more fields of practice, to take all qualifying examinations for certification required by the Board of Cosmetology under ORS 690.046 and under the oversight of HLO pursuant to ORS 676.565."

Page 1 of 2

Review Schedule: This Memorandum of Understanding shall be reaffirmed, terminated, or revised as needed every five years, beginning in 2027. If at any time in the future, HECC-PCS's authority over curriculum for each field of practice is transferred to another state agency, this agency will ensure that KCC, CEP meets minimum hours and operations in a field of practice, as determined by this agency.

This Memorandum of Understanding shall become void if HECC-CCWD ceases to regulate the KCC, CEP and if the KCC, CEP does not meet the HECC PCS's minimum hours and operations in a field of practice established in OAR 715-045-0200.

_____

Higher Education Coordinating Commission, Office of Community Colleges and Workforce Development; Donna Lewelling, Director   Date

_____

Klamath Community College; Camille Preus, Acting President   Date

_____

Oregon Health Authority, Health Licensing Office; Robert Bothwell, Interim Director   Date

_____1/30/2023_____

Higher Education Coordinating Commission, Office of Academic Policy and Authorization Private Career Schools Unit; Kia Sorensen, Interim Director   Date