

Guide for Preparing an ACCJC Baccalaureate Degree Substantive Change Proposal

The College's Substantive Change Proposal must include the following elements, including evidence. (The 2014 Accreditation Standards should be used as they reference the Degree.)

- A. A concise description of the change and request to add a baccalaureate program, including:
 - 1. Evidence that the field of study for the degree is consistent with the institutional mission
 - 2. Rationale for change

- B. A description of the new program to be offered; level and rigor of upper division courses commonly accepted as appropriate to the baccalaureate degree; program length; identification of delivery mode for the courses

- C. A description of the planning process which led to the request for the change

- D. Evidence that the institution has analyzed, has the capacity, and has provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the baccalaureate program and to assure that the activities undertaken are accomplished with acceptable quality

- E. Evidence that:
 - 1. The institution has received all necessary internal and/or external approvals
 - 2. Verification the institution is authorized by its state/government to offer the proposed baccalaureate degree
 - 3. There is sufficient demand for the program within the area served by the college

- F. Evidence that each Eligibility Requirement will still be fulfilled, specifically related to the change

- G. Evidence that each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed

- H. Evidence that the baccalaureate program meets the minimum requirements for the degree (120 semester units or equivalent)

- I. Evidence that the baccalaureate program meets the minimum baccalaureate level General Education requirements:
 - 1. 36 semester units or equivalent
 - 2. Distributed across the major areas for General Education (arts/humanities, natural science, mathematics, social science, and oral/written communication)
 - 3. Integrated throughout the curriculum (distributed to both lower and upper division courses)

- J. Evidence that library and learning resources are sufficient in quality, currency, variety, quantity, and depth to support the baccalaureate program

- K. Evidence that faculty qualifications are rigorous and appropriate in regard to:
 - 1. Discipline expertise
 - 2. Level of assignment (at least one degree level above the baccalaureate degree for faculty assigned to baccalaureate degree courses or equivalent)