



INFORMATIONAL WEBINAR SERIES

Baccalaureate

Sonya Christian, ACCJC Commission Member

Eleanor Siebert, ACCJC Commissioner

Pamela Luster, President, San Diego Mesa College

Tim Brown, ACCJC Commissioner and Substantive Change Member

Norv Wellsfry, ACCJC Liaison for Substantive Change

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Sonya Christian

*ACCJC Commission Member,
Administration Sector
CEO Bakersfield College*



Eleanor Siebert

ACCJC Commissioner, 4-Year Expertise Member

Professor Emerita, Mount Saint Mary's University

UNDERLYING DISTINCTION BETWEEN THE BACCALAUREATE AND ASSOCIATE DEGREE

The *associate degree* prepares students for entry-level work with basic skills and knowledge. It is viewed in many cases as the first 2 years of a 4-year degree. The *baccalaureate degree* is generally thought to round out the student not only as a potential worker, but aims to develop skills and knowledge to a higher level, but to include education that prepares them for professional and middle-management jobs. Thus, not only are there specific required courses in the major there are also general education courses—and especially in the area of communication and problem solving.

SETTING THE STANDARDS FOR CC BACCALAUREATE DEGREES IF BASED ON THE FOLLOWING ASSUMPTIONS (ASCCC NOVEMBER 2015)

- Bachelor's degrees offered by the CCCs are at least equivalent in breadth, rigor, and utility to bachelor's degrees offered by any other accredited public college or university in the state of California
- Bachelor's degrees offered by the CCCs should serve as appropriate preparation for the workforce and for further educational goals
- These are no “applied” bachelor's degrees—they are not terminal degrees.

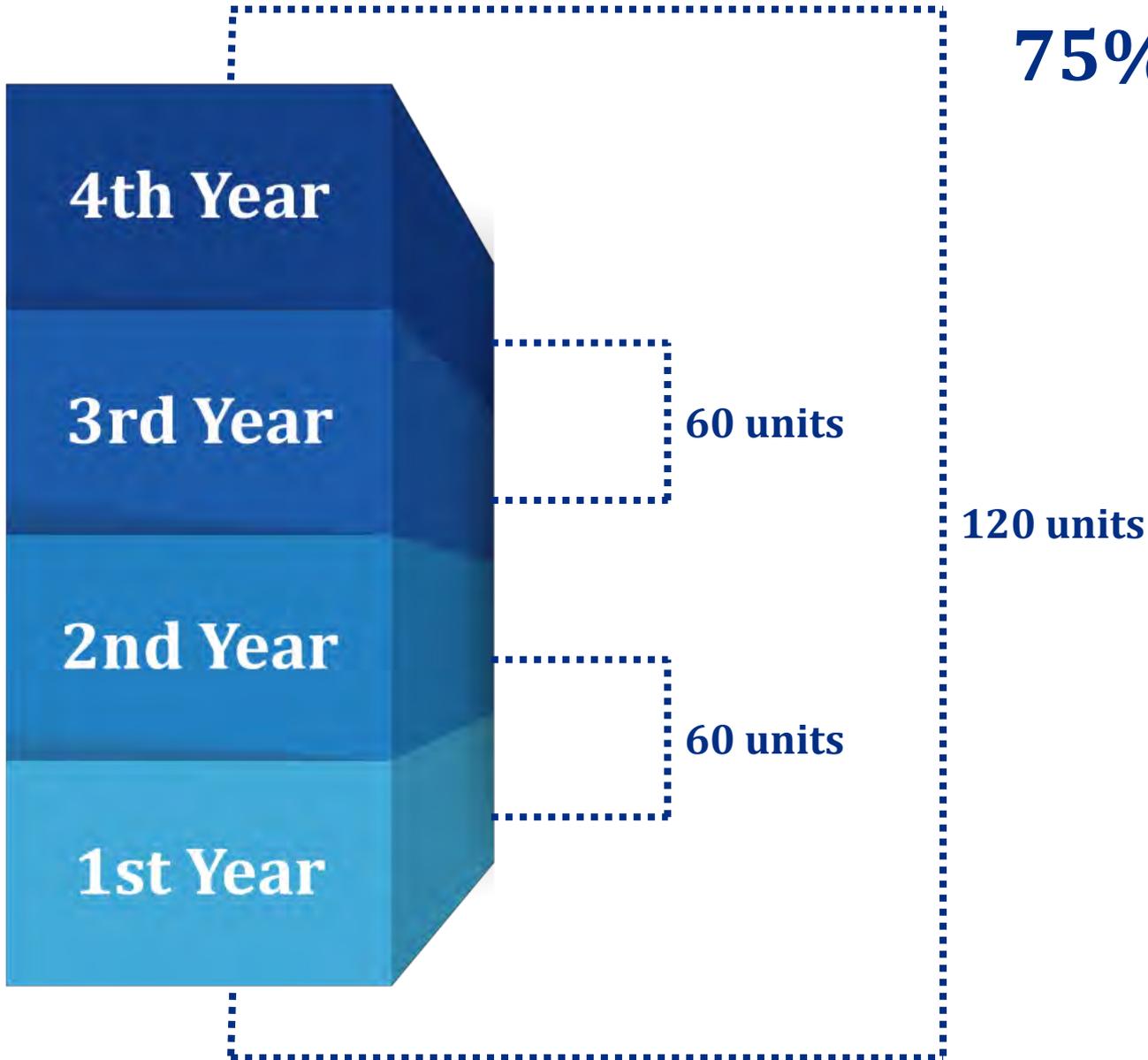
The CCC Baccalaureate was not envisioned as a second-tier degree; CCC students would be exposed to a 120-unit curriculum equal in rigor and breadth as what any baccalaureate student in California's higher education system would receive.

IN SETTING THE STANDARDS, THE TOPICS FOR MAJOR DECISION POINTS BECAME

- Authorization and Mission
- Total number of units required for a baccalaureate degree
- The number of units of upper division coursework
- General Education requirements
- Minimum Qualifications of instructional faculty
- Support services needed to support baccalaureate students
- Admission and Articulation with universities
- Resources

STANDARDS UNDER I. MISSION, INSTITUTIONAL INTEGRITY

- Some institutions will need to make changes within the institutional mission to reflect the difference in credentials, service areas and intended student populations when the baccalaureate degree is added.
- Assessment of data for the program should be considered in measuring institutional effectiveness and the baccalaureate program should be included in planning and decision making processes.
- Requirements of the baccalaureate program in relation to learning and student support services and resource allocation/management should be recognized.



75% of 60 = 45

120 units

60 units

60 units

STANDARDS UNDER II. PROGRAMS

- Baccalaureate field aligns with the mission
- Learning outcomes are identified, appropriate to a 4-year degree, and assessed
- Two standards stand out in terms of curriculum and programming.

Standard II.A.5: The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that the minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Specifically: 45 semester credits or equivalent of upper division work.

Standard II.A.12: The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees

Specifically 36 semester units or equivalent of general education, including 9 semester units (or equivalent) of upper division general education coursework.

Unit Requirement Distribution recommendations: Total Units and upper division Gen Ed

Standard	ACCJC	CSU	UC	CCCCO
Total Units	120 (Standard II.A.5)	120	120	120
Lower Division Units	60 units minimum, and most associate degrees hold close to that number (Standard II.A.5)			
General Education (Upper Division)	9 units (proposed: IIA.12)	(9-12 units)	varies	6 units
Total Upper division	45 (proposed: II.A.5) (37.5%)	40 (33%)	40-42.7 (33 - 35.6%)	24 units (20%)

Table Notes: Upper division coursework is typically 40-45 units total for a Baccalaureate degree. The exact number varies considerably depending on the major and institution.

ACCJC has produced a modified policy that is now in the field for a first reading, where 45 units of upper division work, constituting 37.5% of the baccalaureate program, would include 9 units of upper division GE courses.

STANDARDS UNDER III. RESOURCE ALLOCATION

Proposals should include baccalaureate considerations specifically in terms of personnel, facilities, technology, financial, and administrative needs.

With respect to faculty teaching in the upper division courses for the baccalaureate degree (Standard III.A.2.)

The **California Code of Regulations, CCR Title 5**, addresses CC MQ for faculty in the context of associate degrees; Division 7 addresses baccalaureate faculty in connection with unaccredited private secondary education requiring that faculty hold a degree at least equivalent to the level of instruction being taught. §40500 of Title 5 that applies to the CSUs requires 40 units of upper division coursework. §40405.1 requires 9 units of upper division coursework in General Education.

The **ACCJC policy** now in the field, and that to which the first group was held, calls for faculty teaching in the upper division courses to hold a credential that is at least one degree level above the level of teaching assigned. For faculty teaching the upper division courses, that would mean a master's degree.

Minimum Qualification for faculty teaching in baccalaureate programs

Baccalaureate Handbook	MQ for faculty
WASC ACCJC	Master's level degree
WASC SCUC	Not codified except to indicate that "a preponderance of faculty should have a terminal degree in the discipline."
SAACS	Master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline)
HLC	Assumed Practices: "Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established."
Middle States	faculty and other professionals appropriately prepared and qualified for the positions they hold,

STANDARDS UNDER IV. DECISION-MAKING / GOVERNANCE

Specific considerations include attention to baccalaureate program evaluation criteria and catalog requirements.

The USDE staff analysis specifically discussed the “specific general education requirements and the level and rigor of upper division courses within the baccalaureate degree program”, and “faculty qualifications”, and imposed the following requirements:

1. The agency must demonstrate it has developed a consistent, regular, and thorough process for review and approval of baccalaureate degree programs both via substantive change process and comprehensive accreditation process. The agency must revise its standards related to baccalaureate degree programs to ensure they are comparable to commonly accepted standard and process for assuring quality in baccalaureate degree programs. (602.16(b)) **ACCJC response is the *Policy on Accreditation of Baccalaureate Degrees*, which includes both the standards and specific criteria that are required. These criteria are comparable to commonly accepted standards.**

2. The agency must revise its curricular standards related to baccalaureate degree programs to ensure they are comprehensive, sufficiently rigorous and comparable to commonly accepted standards and processes for ensuring quality in baccalaureate degree programs. (602.16(a)(1)(ii)) **ACCJC response is the *Policy on Accreditation of Baccalaureate Degrees*, which includes criteria for minimum numbers upper division general education units as well as program units, comparable to other institutions of higher education. The ACCJC will examine the rigor of courses labeled “upper division” for comparability to the rest of higher education.**

3. The agency must revise its faculty standards related to baccalaureate degree programs to ensure they are comprehensive, sufficiently rigorous and comparable to commonly accepted standards and processes for ensuring quality in baccalaureate degree programs. (602.16(a)(1)(iii)) **The ACCJC response is the definition of faculty qualifications as one degree above the bachelor’s degree, a master’s degree, must be held by all faculty teaching at the upper division level.**

4. The agency must revise its curricular standards related to baccalaureate degree programs to ensure that they are comprehensive and sufficiently rigorous for **institutions to maintain baccalaureate degree requirements that at least conform to commonly accepted standards.** (602.17(a)) (*emphasis added as per USDE staff emphasis – institutional maintenance of conforming degree requirements.*) *The ACCJC response is the **Policy on Accreditation of Baccalaureate Degrees** which describes how each standard applies to baccalaureate degree programs, and describes criteria for application. ACCJC will review institutions in comprehensive evaluation reviews and substantive change reviews and site visits to demonstrate consistent application of that policy.*



PERSPECTIVE OF A COLLEGE CEO

Pamela Luster

President, San Diego Mesa College

Baccalaureate Program:
Health Information Management

SUBSTANTIVE CHANGE PROCESS AT SAN DIEGO MESA COLLEGE

Preparing for the Site Visit

RESPONSE TO ACCJC PROPOSED POLICY

Perspectives from the Field:

- Other accreditors do not spell out directly the number of units for upper division and upper division GE. Why is ACCJC doing so?
- There are no minimum qualifications delineated for our AA level work in CTE in the ACCJC standards – the Title 5 guidelines have been our guideposts, which includes options for an associates plus experience for certain CTE programs. Local research reveals that other accrediting agencies do not typically spell out minimum qualifications for various programs.
- The issue of rigor arises quite often in regard to courses that are in the major, but not for GE courses. Are we assuming that rigor only happens in GE courses?



Tim Brown

*ACCJC Commissioner and Substantive
Change Member,
Faculty Riverside Community College*

ACCJC PROCESS FOR APPROVAL OF A BACCALAUREATE DEGREE – SUBSTANTIVE CHANGE

- Required elements – Substantive Change Manual and all Commission Policies
 - Description of Change
 - Evidence of consistency with Mission (ER 6, Standard I.A.1)
 - Rationale for Change
 - Description of New program (Standards I.C.4, II.A.5, II.A.14)
 - Level and rigor of upper division courses commonly accepted as appropriate to baccalaureate degree
 - Program length
 - Identification of Delivery Mode
 - Planning process which led to change

SUBSTANTIVE CHANGE PROCESS

(continued)

- Evidence of capacity, resources, and acceptable quality (Standards III.A.1, III.B.3, III.C.1, III.D.1)
- Approvals
 - Internal and External Approvals
 - Authorization from the State
 - Sufficient Demand
- Evidence that Eligibility Requirements will be fulfilled
- Evidence that each Accreditation Standards will be fulfilled specifically related to change and all relevant policies.

SUBSTANTIVE CHANGE PROCESS

(continued)

- Evidence that program meets minimum requirements for degree (Standard II.A.5)
- Evidence that program meets minimum General Education requirements (Standard II.A.12)
- Evidence that Library and learning resources are sufficient (Standard II.B.1)
- Evidence that faculty qualifications are rigorous and appropriate with regard to:
 - Discipline expertise
 - Level of Assignment (one degree level above the baccalaureate degree)



Norv Wellsfry
ACCJC Liaison for Substantive Change
Associate VP, ACCJC

COMPARISON OF PROPOSED PROGRAMS TO POLICY

College	PROGRAM	Upper Division Requirements			Variation from Policy		
		Major (36 req'd)	General Education (9 Req'd))	Total Upper Division (45 Req'd)	General Education 9 units	Total Upper Division 45 units	Faculty - Masters in Appropriate discipline
ANTELOPE VALLEY	AIRFRAME MANUFACTURING TECH	41	12	53	3	8	yes
RIO HONDO	AUTOMOTIVE TECH	39	24	63	15	18	yes
MIRA COSTA	BIO-MANUFACTURING	34	9	52	0	7	yes
SOLANO	BIO-MANUFACTURING	47	9	56	0	11	yes
FOOTHILL <i>Program units converted from Quarter to Semester Equivalent</i>	DENTAL HYGIENE	66.7	6	40.5	-3	-4.5	yes
WEST LA	DENTAL HYGIENE	65	9	74	0	29	yes
FEATHER RIVER	EQUINE AND RANCH MANAGEMENT	36	6	42	-3	-3	yes
SAN DIEGO MESA	HEALTH INFORMATION MANAGEMENT	42	18	60	9	15	yes
SHASTA	HEALTH INFORMATION TECH (DE)	49	6	55	-3	10	yes
BAKERSFIELD	INDUSTRIAL AUTOMATION	51	9	60	0	15	yes
SANTA MONICA	INTERACTION DESIGN	35	6	41	-3	-4	yes
CYPRESS	MORTUARY SCIENCE	24	6	30	-3	-15	yes
SANTA ANA COLLEGE	OCCUP STUDIES- OCCUP THERAPY	50	18	68	9	23	yes
MODESTO	RESPIRATORY CARE	48	9	57	0	12	yes
SKYLINE	RESPIRATORY CARE	17	9	26	0	-19	yes
SAN JOAQUIN VALLEY	RESPIRATORY THERPY	24	9	33	0	-12	no



Q&A

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