

Bachelor of Science in Funeral Science

Cypress College

Introduction

The visiting team would like to commend the College for developing a baccalaureate program in Funeral Science. The rigorous program of study will allow current and future employees in the industry to enhance their skills, improve their marketability, and qualify for new, developing baccalaureate-level employment requirements in many states. The baccalaureate program is structured as mainly online to meet the needs of students who work full-time jobs. The faculty are well qualified, currently engaged in professional work in the field, and committed to enhancing student success through the continuous refinement of student learning objectives. The College assembled an advisory committee of various college staff including the Dean of Health Sciences, Vice President of Instruction and Student Services, Mortuary Science faculty, and representatives from key support areas like admissions, financial aid, library/learning resources, and counseling who have worked collaboratively to facilitate a smooth transition for the first cohort of students. The visiting team found that sufficient time has not elapsed to gather and use assessment data. Since the commitment of the faculty to SLO's and program improvement is exceptional at the associates degree level, the visiting team's expectation is that the baccalaureate degree level will also develop a strong culture of assessment/use of data as the program grows and matures.

Eligibility Requirements

1. Authority: *The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Specified Baccalaureate Degree Program Evaluation Criteria:

- Authority requires that an institution be authorized or licensed as a post-secondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution's authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.

Evidence and Findings:

Cypress College is a two-year community college operating under the authority of the State of California Education Code, Division 7, which establishes the California community college system under the leadership and direction of the Board of Governors. The Accrediting Commission of Community and Junior Colleges and the Western Association of Schools and Colleges have accredited the College since it received initial accreditation in 1968. In October 2015, Cypress College was selected and approved by the Board of Governors of the California

Community Colleges to offer a bachelor's degree in Funeral Service/Mortuary Science. A letter from the Chancellor of the California Community College System is evidence of the approval to offer the baccalaureate degree.

Accreditation Standards

MISSION

Standard I.A.1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate degrees generally extend beyond previously identified credentials, service areas, and intended student populations. Member institutions may need to make changes within the institutional mission to reflect these differences.
- The baccalaureate degree program must align with the Institutional mission.
- Student demand for the baccalaureate degree should demonstrate its correlation with the institutional mission.

Evidence and Findings:

Cypress College recently modified its mission to include "baccalaureate degrees" in the statement of premier educational opportunities. As one of only fourteen baccalaureate degrees in funeral/mortuary science in the U.S., the program is certainly providing a program which enriches the lives of students interested in this area of study and employment. Data collected from students during their last day of class for the past 2-3 years demonstrate a desire for higher level training beyond the associate's degree. This is also true for surveys of past graduates and employers.

Standard I.A.2: *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment of data, in addition to measuring institution effectiveness, must also demonstrate the effectiveness and success of the baccalaureate program.

Evidence and Findings:

Cypress College uses data such as the CCCCCO Student Success Scorecard, Institutional-Set Standards for Student Achievement, and Institutional Learning Outcomes to determine how effectively it is accomplishing its mission. The baccalaureate program will be assessed like all other programs. The American Board of Funeral Service Education provides industry standards for measurement of success. A separate Instructional Program Review will be conducted for the baccalaureate degree which will produce data and outcomes. The process for collecting and

using data, if applied in the feedback loop of continuous quality improvement, is appropriately designed and organized. The faculty involved with the baccalaureate program have an excellent track record of establishing SLO's, evaluating student learning, and refining course content at the lower division level. In fact, the Hilgenfeld Family Summer Curriculum Workshop grant provides an opportunity for department faculty to evaluate 3-4 of the 17 major learning objectives each year. Although it may take several years of data on student learning outcomes, graduates' feedback, and employer's feedback to develop and respond to the trends observed; this Mortuary Science program has demonstrated a long history of commitment to these endeavors.

Standard I.A.3: *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate program is clearly aligned with the institutional mission.
- The institution has included the baccalaureate degree in its decision making and planning processes, and in setting its goals for student learning and achievement.

Evidence and Findings:

The mission statement reflects the College's commitment to provide "premier educational opportunities," and lists the baccalaureate degree. The baccalaureate degree has been included in institutional planning, decision-making and resource allocation.

ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Standard I.B.2 *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education.
- Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.

Evidence and Findings:

Evidence is presented for the upper division courses in Mortuary Science. Course syllabi clearly reflect the higher levels of depth and rigor of upper division courses. In an interview with the twelve students currently enrolled in the first semester of the program they unanimously recognized the higher level of depth and rigor. The students, all of whom had completed the AS degree at Cypress College, described the lower division SLO's as information you need to learn and remember versus enhancing that knowledge and exploring options for responses at the upper division. Also, it was pointed out by faculty in the program that the baccalaureate degree is required for licensure in 8 states.

Standard I.B.3: *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The Institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.
- Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.

Evidence and Findings:

The ISER reports the following: “Cypress College will utilize external accrediting agency metrics, as well as the established ISS to assess student achievement in the newly created baccalaureate degree.” The American Board of Funeral Service Education (ABFSE) requires that each degree program, associate and bachelor, be reported separately in terms of student outcomes in graduation, employment, and licensure examination passing rates.” The upper division course outcomes are clearly articulated in all syllabi. There are concrete plans developed for assessing students during and at the conclusion of the program.

Standard I.B.7: *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

Evidence and Findings:

The College has added a separate Funeral Service Bachelor’s degree review to its program review cycle and is planning to revise its Board policy which lists graduation requirements for degrees and certificated. Controls have been established to monitor resource management for the B.S. program and it is anticipated that additional revenues from enrollment fees from baccalaureate courses will be used to offset some of the costs of the program. The Strategic Plan and annual reports provide the mechanism for ongoing review of institutional effectiveness and subsequent modifications and the baccalaureate program is part of that system.

INSTITUTIONAL INTEGRITY

Standard I.C.1: *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations*

related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Specified Baccalaureate Degree Program Evaluation Criteria:

- Information related to baccalaureate programs is clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

Evidence and Findings:

The catalog section concerning the Mortuary Science Baccalaureate Program is clear and contains the essential information on program requirements and course descriptions. The college website contains the following statement “We are in the process of obtaining approval of the upper division curriculum and baccalaureate program application requirements and will update the Mortuary Science webpage as new information becomes available.” This site contains good, accurate information about Mortuary Science, but the B.S. degree requirements should be updated to mirror the catalog pages.

Standard I.C.3: *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment results of student learning and student achievement in the baccalaureate degree programs are used in the communication of academic quality.

Evidence and Findings:

The College will follow the same procedure it uses to assess student learning objective for upper division courses as it does for lower division courses. These learning objectives, course requirements, degree content and purpose are/will be included in the College catalog, website, and other printed resources. All upper division courses, with evidence presented through a complete inventory of upper division course syllabi, have student learning objectives which reflect the higher order thinking and written/oral presentation requirements that are typical of upper division courses in U.S. higher education. The baccalaureate program is in the first semester of operation and therefore no assessment data or use of data is available.

Standard I.C.4: *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.

Evidence and Findings:

The catalog describes the purpose, content, course requirements. Learning outcomes for each course are identified in part under the course descriptions. The syllabi for the upper division courses clearly identify learning objectives for each upper division course. The website needs to be updated to identify the information currently included in the catalog.

INSTRUCTIONAL PROGRAMS

Standard II.A.1: *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree field of study aligns with the institutional mission.
- Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.

Evidence and Findings:

Cypress College recently modified its mission to include “baccalaureate degrees” in the statement of premier educational opportunities. As one of the few baccalaureate degree programs in Mortuary Science in the U.S., this B.S. program offers an exceptional employment/career opportunity to students. Data collected from students during their last day of class for the past 2-3 years demonstrate a desire for higher level training beyond the associate’s degree. This is also true for surveys of past graduates and employers.

Standard II.A.3: *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

Evidence and Findings:

Every upper division course required for the B.S. degree has a course outline that includes clear statements of expected learning outcomes. There are statements about the utility of completing the degree. Although assessment strategies are in place for the courses and program level outcomes (as there are for all programs at the college), there is currently no data as the degree is in the first semester of operation. Students received a syllabus for each course that clearly label the learning objectives. The students were able to articulate the expectation that the baccalaureate degree would enhance their career success and mobility. All twelve

students are currently working in the field.

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 minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- A Minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education is required.
- The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.
- The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.
- Student expectations, including learning outcomes, assignments and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

Evidence and Findings:

The bachelor's degree in Mortuary Science requires 41 units of upper division credit in courses which are clearly distinguished as upper division by their rigor and higher level of student learning objectives. The upper division courses are comparable with commonly accepted norms for upper division courses including higher levels of knowledge, inquiry, and rigorous communication and critical thinking skills development. Student expectations are clearly at a level commiserate with the rigor which is typically required among higher education courses.

Standard II.A.6: *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.¹ (ER 9)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

Evidence and Findings:

¹ Glossary- Established expectations in higher education (also, appropriate for, accepted in, common to, accepted norms in, etc.): Shared and time honored principles, values and practices within the American community of higher education.

Plans call for courses to be scheduled such that full-time students should be able to finish the degree within the prescribed timeframe. The majority of baccalaureate degree students will be working adults: thus, plans are to offer classes in as flexible a format as possible, including online and hybrid courses, as well as short-term/part of term and intersession offerings. Fall 2017 courses (MORT 402, MORT 430, MORT 450, and MORT 495) were all scheduled as hybrid (majority online) with students required to attend once near the beginning of the semester and Thursday/Friday at the end of the semester. In an interview with the twelve students currently in the program they were essentially a cohort with students taking 3-5 courses dependent upon their needs for completing general education requirements. The students felt comfortable that they would be able to complete all requirements in a two year timeframe.

Standard II.A.9: *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate Degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.

Evidence and Findings:

Each upper division course in the program has a series of student learning outcomes. The student learning outcomes are consistent with accepted norms for upper division courses in high education. The degree requirements, major and general education, are consistent with usual baccalaureate degree standards in a career-related field.

Standard II.A.10: *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

Evidence and Findings:

Acceptance to the baccalaureate degree program is on space availability basis. The program uses a separate application process that verifies completion of prerequisite courses and GE

requirements. Transfer requirements, including articulation agreements, are consistent with established College policies and practices. In addition, acceptance into the baccalaureate degree pilot program requires an Embalmer License and a Funeral Director License or Funeral Service Practitioner certification.

Standard II.A.11: *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

Evidence and Findings:

Each upper division course in the program has a series of student learning outcomes. The student learning outcomes are consistent with accepted norms for upper division courses in high education. Individual course requirements include research papers, projects, and oral presentations (during on-campus days at the end of the semester) which are consistent with accepted course evaluation practices at the upper division level. The degree requirements, major and general education, are consistent with usual baccalaureate degree standards in a career-related field. There are statements about the utility of completing the degree and the enhanced learning objectives beyond the associate's degree level.

Standard II.A.12: *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.
- At least 9 semester units or equivalent of upper division general education coursework is required.
- The general education requirements are integrated and distributed to both lower division and upper division courses.

- The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

Evidence and Findings:

At least 36 semester units of lower and upper division general education (37-39 minimum), with 9 semester hours at the upper division, are part of the required program of the B.S. in Mortuary Science. These requirements are integrated and distributed in both the lower and upper division. The general education requirements are distributed across major subject areas and appropriately mirrors baccalaureate level student learning outcomes and expectations.

Standard II.A.13: *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree programs include a focused study on one area of inquiry or discipline at the baccalaureate level and include key theories and practices appropriate to the baccalaureate degree level.

Evidence and Findings:

The baccalaureate degree program requires 50 units of lower division and at least 31 units of upper division coursework in Mortuary Science. Key theories and practices of upper division courses are evident throughout the course descriptions/course outlines and are in line with certification requirements from the American Board of Funeral Service Education.

Standard II.A.14: *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

Evidence and Findings:

Students who graduate from an ABFSE-accredited baccalaureate program will be eligible for licensure in all 50 states. The ABFSE accreditation is required for licensure in every state in which personal licenses to practice are issued. In California there are five individual licenses issued by the Cemetery and Funeral Bureau, the regulating agency with the Department of Consumer Affairs responsible for licensing funeral service practice. The College catalog states that the B.S. degree in Mortuary Science is an accredited study in funeral studies education which prepares students for licensure in states which require the B.S. degree in order to

practice the full services in funeral science.

LIBRARY AND LEARNING SUPPORT SERVICES

Standard II.B.1: *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning support services to support the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program.
- Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs.

Evidence and Findings:

Mortuary Science faculty worked closely with the library and learning resources personnel and determined that the campus library collections are sufficient to support the baccalaureate degree program. In addition, resources were expanded to include collections specific to the Funeral Service baccalaureate degree program such as LexisNexis. Learning support services, including mentors, tutors and library counseling, will continue to be made available to baccalaureate degree students. Plans for future budget allocations to meet the needs of bachelor degree seeking students are being developed and could be funded through the additional fees collected from baccalaureate students.

STUDENT SUPPORT SERVICES

Standard II.C.6: *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways² to complete degrees, certificate and transfer goals. (ER 16)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The prerequisites and other qualifications for the baccalaureate are appropriately communicated and applied to students.
 - The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.
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Evidence and Findings:

Prerequisites and other qualifications, including required certificates or licenses are clearly presented in published material like the College catalog. Students interested or enrolled in the program are advised by advisors in the Health Sciences Counseling Office. An interview was conducted with the two counselors, who in addition to advising students in other Health Science programs, have the responsibility of advising the Mortuary Science baccalaureate students. The advisors were clearly aware of requirements of the B.S. program and how this degree enhances career pathways. In the interview with the twelve students currently in the program they unanimously cited the Health Sciences Counseling Office as extremely helpful and well informed.

HUMAN RESOURCES

Standard III.A.1: *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.

Evidence and Findings:

The faculty positions in Mortuary Sciences have job descriptions which clearly define their responsibilities. A current job description for a new position in the department has a complete list of responsibilities related to teaching, professional development, curriculum development, and a myriad of aspects of the job. This job description has a statement that teaching experience at the upper division/university level or with adult populations is preferred.

Standard III.A.2: *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.
- In cases where no Master's degree is available for the field of study, the qualifications

for faculty teaching upper division courses in the baccalaureate degree include a bachelor's degree in the discipline or closely related discipline, and a Master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.

- The Commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

Evidence and Findings:

All three full-time faculty in Mortuary Science have a Master's degree, two of them in forensic science. All three possess the credentials to teach the upper division courses; however, the department coordinator and a temporary FT faculty member are the ones initially teaching in the baccalaureate degree. As the department is currently expanding the faculty by adding a new position, the qualification for that position include:

- Master's degree or equivalent foreign degree AND a Bachelor's degree in the discipline or closely related discipline AND six (6) years of professional experience directly related to the assignment which must include a minimum of two years of clinical decedent care as a California licensed embalmer; AND ALL OF THE FOLLOWING:
 - ✓ Graduation from an institution of funeral service education accredited by the ABFSE.
 - ✓ National Board Exam certification from the ICFSEB.
 - ✓ Possession of a valid California funeral director's license or acquisition of license not later than August 24, 2017, as a condition of employment.
 - ✓ Possession of a valid California embalmer's license or acquisition of license not later than August 24, 2017, as a condition of employment.
 - ✓ Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff.

Standard III.A.7: *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- There is at least one full-time faculty member assigned to the baccalaureate program.

Evidence and Findings:

All three full-time faculty have a Master's degree, two of them in forensic science. All three possess the credentials to teach the upper division courses; however, the department coordinator and a temporary FT faculty are the ones initially teaching in the baccalaureate degree. Both are qualified for baccalaureate teaching. A challenge for the College will be when and if the baccalaureate program reaches full enrollment (4 cohorts of 20 students). At that point 2-3 new full-time faculty trained in online teaching will be required.

PHYSICAL RESOURCES

Standard III.B.3: *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

Evidence and Findings:

The facilities needed for the baccalaureate program are those also utilized in the associate degree program. In addition, construction of a new incineration facility and the design of the new Science Engineering and Math building which includes facilities for training students in crematory operations and management will supplement the baccalaureate completion program. The Mortuary Science Department includes assessment and evaluation of their facilities and equipment as part of their regular Program Review.

TECHNOLOGY RESOURCES

Standard III.C.1: *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program.

Evidence and Findings:

The majority of baccalaureate degree students are working adults and the schedule of classes has been tailored (online/hybrid) to meet their needs for flexibility. The College has a reliable course management system and the related hardware. Fiscal resources of the College and District provide the relevant technology services and support required by the baccalaureate program. Evidence provided by the Dean of Library Resources also states that the fiscal resources provided by the addition of the baccalaureate program has allowed the purchase of industry-related software needed for students in the program. In an interview with students, several mentioned accessing these resources.

FINANCIAL RESOURCES

Standard III.D.1: *Financial resources are sufficient to support and sustain student learning*

programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Specified Baccalaureate Degree Program Evaluation Criteria:

- The financial resources allocated to the baccalaureate program are sufficient to support and sustain program student learning and effectiveness.
- Financial resources allocated to the baccalaureate program ensure the financial stability of the program.

Evidence and Findings:

The State of California provided a \$350,000 grant for the initiation of the baccalaureate degree in Mortuary Science. A plan for the eventual spending of the one-time grant and additional fees from student enrollments has been provided as evidence and, if enrollment goals are attained, would ensure the financial stability of the program.

DECISION-MAKING ROLES AND PROCESSES

Standard IV.A.4: *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

Evidence and Findings:

As is the case with all departments and programs, the Mortuary Science Department faculty and Health Science Division Dean are tasked with making recommendations about the curriculum, Student Learning Outcomes (SLOs), and student support services for the baccalaureate degree program. The Department and Dean conduct Advisory Committee meetings with industry professionals who forward industry recommendations. Using the campus shared governance and decision-making processes already established, faculty and administrators develop appropriate curriculum and learning support services. The Dean and the VP of Academics and Student Services serve on the program advisory committee.