PROTOCOL AND POLICY ON THE ACCREDITATION OF BACCALAUREATE DEGREES
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Submitted by:

Cypress College
9200 Valley View Street
Cypress, CA 90630-5897

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges
Eligibility Requirements

ER1 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.

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 (BP1-Chancellor’s Letter).
Accreditation Standards

The Accreditation Standards listed below apply to the institution as a whole and to each baccalaureate program. As appropriate, the list includes criteria indicating how the Standards specifically apply to baccalaureate programs. In addressing the standards, the institution must also address and provide evidence of its practices for the baccalaureate program-specific evaluation criteria identified below.

STANDARD I – MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard IA Mission

Standard IA1. 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.

Cypress College has modified its mission to include the baccalaureate degree among other educational pathways that previously included only associate degrees and certificates (BP2-Mission). The students served historically by the Mortuary Science Department were limited to occupational certificates and associate in science degrees in Mortuary Science (BP3-Catalog 16-17, p. 237). As one of only 59 Funeral Service programs in the country, and only 14 offering a Bachelor of Science, the demand for a baccalaureate degree in this field was quite high (BP4-ABFSE Directory). With the ability granted to begin offering upper division courses in Funeral Service, Cypress College students and those in the surrounding area will now be better able to continue their educational pathway to completion of their four-year bachelor degree.
Standard IA2. 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.

In Fall 2017, when instruction begins for the baccalaureate degree in Funeral Service, relevant data will be utilized to assess the effectiveness of the program. This data shall be differentiated from the assessment of the overall institutional outcomes. The Mortuary Science Department uses a variety of assessment data to measure the effectiveness of the program including both outside accrediting agencies as well as local College measures (BP5-MS Program Review). The American Board of Funeral Service Education (ABFSE) accredits Funeral Service and Mortuary Science education programs across the United States at the certificate/diploma, associate, and bachelor degree level. Within their standards, programs are annually assessed on licensure board passing rates, employment in the industry, and graduation rates. These outcomes will continue to be used at the associate degree level and now must be collected separately for the baccalaureate completion program. For programs falling below the accreditation standard of 60% (board passing rate, employment rate, and graduation rate), disciplinary actions, up to and including revocation of accreditation, are instituted (BP6-ABSFE Standards). In addition, the department has developed Student Learning Outcomes (SLOs) and assessments appropriate to the upper division coursework necessary for the baccalaureate degree (BP7-MORT CORs). Further, the College plans to conduct a separate and distinct baccalaureate degree Instructional Program Review, complete with baccalaureate degree data and outcomes, in addition to the department’s regular Instructional Program Review.

Standard IA3. 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.

In April 2016, Cypress College began the process to revise the mission to include the newly approved baccalaureate degree program (BP8-Mission Report). The inclusion of the baccalaureate degree reflects the College’s commitment to provide “premier educational opportunities,” and specifically identifies the baccalaureate
degree. The program has clearly identified goals for student learning and achievement as dictated by national standards (BP6-ABSFE Standards).

The Baccalaureate Degree Advisory Committee and workgroup was formed in 2015 to aid in the development of a comprehensive plan for implementing the baccalaureate degree completion program and was instrumental in developing the process for ensuring curriculum and graduation requirements were aligned with nationally recognized standards for bachelor degree programs in terms of level of rigor in courses and outcome measures for graduates (BP6-ABSFE Standards; BP9-BDPP Handbook). The institutional learning outcomes guided these discussions and were integral in the development of the graduation requirements for general education and major coursework (BP3-Catalog, p. 70). In addition, the baccalaureate degree Instructional Program Review will include information related to how the program contributes to the College’s own Institution-Set Standards.

The baccalaureate degree was also included in planning discussions at the Strategic Plan Colloquium held in April of 2017. Colloquium participants addressed the degree specifically to ensure its inclusion in both planning and decision-making. Further, the Strategic Plan discussions addressed how to develop, sustain and enhance the baccalaureate degree after the conclusion of the Pilot Program (BP10-SP).

Standard IB Assuring Academic Quality and Institutional Effectiveness

Standard IB2. 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.

The American Board of Funeral Service Education (ABSFE) requires that all accredited programs have the following outcomes regardless of level of degree:
- Enlarge the background and knowledge of students about the funeral service profession;
- Educate students in every phase of funeral service and help enable them to develop proficiency and skills necessary for the profession, as defined in the Preamble at the beginning of this chapter;
- Educate students concerning the responsibilities of the funeral service profession to the community at large;
Emphasize high standards of ethical conduct;
Provide a curriculum at the post-secondary level of instruction; and
Encourage student and faculty research in the field of funeral service (BP6-ABFSE Standard 3).

Currently, associate degree students graduate from the program and become licensed embalmers and funeral directors. Those finishing the baccalaureate degree will leave the program with additional skills to serve as licensed cemetery managers, licensed crematory managers, supervising embalmers, and mortuary managers. Baccalaureate degree course SLOs and assessments reflect the appropriate rigor and depth of content of upper division coursework (BP7-MORT CORs).

Standard IB3. 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.

Cypress College will utilize external accrediting agency metrics, as well as the established Institution Set Standards (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 (BP6-ABFSE Standard 11). Baccalaureate degree ISS results will be reported separately consistent with established College practices as referenced above and results will be used to set future goals for improvement and student success.

Standard IB7. 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.

In anticipation of the baccalaureate degree, the District and College have initiated changes in Board Policy and Instructional Program Review respectively. The District is planning to revise Board Policy and Administrative Procedure 4100-Graduation Requirements for Degrees and Certificates to include the units required for the baccalaureate degree. In addition, the College has added a separate Funeral Service Bachelor Degree review to the Program Review cycle schedule (BP11-PR Cycle). The baccalaureate degree program has also established controls to monitor resource management. The California Community Colleges Chancellor’s Office provided each pilot college with $350,000 to initiate the baccalaureate degree in their respective districts and enacted upper division enrollment fees to offset the increased cost of offering bachelor-level courses. It is anticipated that the increased enrollment fees will partially offset the costs of delivering instruction, and after the pilot programs’ report to the legislature in 2018, additional budgetary concessions will provide more funding to allow for expansion (BP12-BDPP Press Release).

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Standard IC Institutional Integrity

Standard IC1. 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 are clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

The College catalog currently reflects the American Board of Funeral Service Education (ABFSE) program objectives for the associate in science program which are required for all accredited programs regardless of level of degree, two-year or four-year (BP3-Catalog). The baccalaureate program requirements for graduation will be updated to include the following:
**Required upper division major courses**

<table>
<thead>
<tr>
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<tr>
<td>and MORT 498 C Funeral Service Practicum II</td>
<td>12</td>
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</tbody>
</table>

12 units from MORT 497 C and MORT 498 C will be used to fulfill upper division major requirements (BP13-BS Funeral Service).

**Standard IC2.** The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

The College catalog will be updated in Fall 2017 to reflect the following information regarding the baccalaureate degree:

To earn the Bachelor in Science Degree in Funeral Service, students must complete: (1) requirements for Associate in Science Mortuary Science degree or equivalent (2) all upper division major course requirements with a minimum grade of “C”; (3) 37 units of IGETC lower division general education coursework or 39 units CSU GE Breadth lower division general education coursework, or previously awarded baccalaureate degree; (4) 9 units of Upper Division General Education Graduation Requirements; (5) the cultural diversity requirement; (6) any elective courses to complete a minimum of 120 units; and, (7) have a minimum GPA of 2.0 in all college level courses attempted and at least 24 units of upper division course work must be completed at Cypress College (residency requirement) (BP13-BS in Funeral Service).

**Standard IC3.** 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 programs are used in the communication of academic quality.
Beginning in Fall 2017, the assessment of SLOs and dissemination of results will model after the process in place for associate degree programs and will be used to communicate academic quality and achievement of ABFSE mandated outcomes on an annual basis as required for program continuation of accreditation (BP6-ABSFE standards).

**Standard IC4. 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.

With classes approved to begin in Fall 2017, the 2017/18 College Catalog (including updates to relevant websites) will have all necessary information regarding the new Baccalaureate degree in Funeral Service/Mortuary Science. All courses offered within the baccalaureate degree completion program contain appropriate content and include clearly described student learning outcomes commensurate with upper division courses (BP7-MORT CORs).

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**STANDARD II – STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES**

**Standard IIA Instructional Programs**

**Standard IIA1. 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.
The baccalaureate degree completion program in Funeral Service is designed for students who wish to advance their career and employment opportunities as a funeral service practitioner and aligns with the Cypress College mission to enrich “student’s lives by providing premier educational opportunities” (BP2-Mission). The American Board of Funeral Service Education (ABFSE), recognized by the Council for Higher Education Accreditation, has accredited 59 higher education programs or institutions in the field of funeral services. Of these, 8 offer baccalaureate degrees. The Cypress College baccalaureate program is especially unique since currently there are no other colleges or universities that offer this type of degree in the Western United States (BP4-ABFSE Directory).

The baccalaureate degree in funeral services has appropriate higher education SLOs for all of the upper division courses approved (BP14-SLOs BS Courses) and will be added to the Mortuary Science Department SLO assessment cycle when the program begins in Fall 2017. Those students graduating have both employment and additional higher education opportunities. According to ABFSE employment statistics, the bachelor’s degree program leads to high post-graduation employment rates (BP4-ABFSE Directory).

Standard IIA3. 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.

The Cypress College baccalaureate degree in Funeral Service utilizes learning outcome (LO) data consistent with all College courses and programs (success and retention, degrees, and transfer rates), and also complies with the national learning outcomes established by the American Board of Funeral Service Education (ABFSE). The ABFSE requires that all accredited programs have the following outcomes regardless of level of degree:
- Enlarge the background and knowledge of students about the funeral service profession;
- Educate students in every phase of funeral service and to help enable them to develop proficiency and skills necessary for the profession, as defined in the Preamble at the beginning of this chapter;
• Educate students concerning the responsibilities of the funeral service profession to the community at large;
• Emphasize high standards of ethical conduct;
• Provide a curriculum at the post-secondary level of instruction; and
• Encourage student and faculty research in the field of funeral service (BP6-ABFSE Standard 3).

Currently, associate degree students graduate from the program and become licensed embalmers and funeral directors. Those finishing the baccalaureate degree will leave the program with additional skills to serve as licensed cemetery managers, licensed crematory managers, supervising embalmers, and mortuary managers (BP15-Mort. Sci PR).

The Mortuary Science Department will include assessment of learning outcomes and SLOs as part of the regular baccalaureate degree Program Review.

**Standard IIA5. 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.**

To earn the Bachelor in Science Degree in Funeral Service, students must complete: (1) requirements for Associate in Science Mortuary Science degree or equivalent (2) all upper division major course requirements (numbered 300 and 400) with a minimum grade of “C”; (3) 37 units of IGETC lower division general education coursework or 39 units CSU GE Breadth lower division general education coursework, or
previously awarded baccalaureate degree; (4) 9 units of Upper Division General Education Graduation Requirements (numbered 300 and 400); (5) the cultural diversity requirement; (6) any elective courses to complete a minimum of 120 units; and, (7) have a minimum GPA of 2.0 in all college level courses attempted and at least 24 units of upper division course work must be completed at Cypress College (residency requirement).

<table>
<thead>
<tr>
<th>Prerequisites (lower division major preparation)</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MORT 100 C Orientation to Funeral Service</td>
<td>3</td>
</tr>
<tr>
<td>MORT 163 C Embalming Anatomy/Pathology I</td>
<td>4</td>
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<td>MORT 164 C Funeral Service Thanatology I</td>
<td>2</td>
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<tr>
<td>MORT 165 C Funeral Service Management I</td>
<td>3</td>
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<tr>
<td>MORT 170 C Funeral Service Ceremonies</td>
<td>3</td>
</tr>
<tr>
<td>MORT 261 C Restorative Art I</td>
<td>2</td>
</tr>
<tr>
<td>MORT 262 C Embalming I</td>
<td>3</td>
</tr>
<tr>
<td>MORT 263 C Embalming Anatomy/Pathology II</td>
<td>4</td>
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<tr>
<td>MORT 265 C Funeral Service Management II</td>
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<td>MORT 271 C Restorative Art II</td>
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<td>MORT 272 C Embalming II</td>
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<tr>
<td>MORT 274 C Funeral Service Thanatology II</td>
<td>3</td>
</tr>
<tr>
<td>MORT 275 C Mortuary Law I</td>
<td>3</td>
</tr>
<tr>
<td>MORT 285 C Mortuary Law II</td>
<td>3</td>
</tr>
<tr>
<td>MORT 292 C Funeral Service Science</td>
<td>3</td>
</tr>
<tr>
<td>MORT 294 C Funeral Service Counseling</td>
<td>4</td>
</tr>
<tr>
<td>MORT 297 C Mortuary Computer Applications</td>
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Acceptance into Baccalaureate degree pilot program and Embalmer License and Funeral Director License Or Funeral Service Practitioner certification

<table>
<thead>
<tr>
<th>Required upper division major courses</th>
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<tbody>
<tr>
<td>MORT 402 C Funeral Service Standards of Practice</td>
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(12 units from MORT 497 C and MORT 498 C will be used to fulfill upper division major requirements.

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<tr>
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<tbody>
<tr>
<td>IGETC or CSU-GE Lower Division Breadth</td>
<td>37 - 39</td>
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</table>
### Required upper division general education courses

<table>
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<tr>
<th>Courses</th>
<th>Units</th>
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<tbody>
<tr>
<td>Upper Division General Education courses</td>
<td>9</td>
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</table>

**Total Units** 128 - 130

(BP13-BS Funeral Service Program)

The baccalaureate degree program is modeled after and consistent with the Funeral Services program at the State University of New York (SUNY) College of Technology at Canton (BP16-SUNY Requirements). As such, both the instruction and curriculum of the upper division coursework are comparable to commonly accepted degrees in this field and reflect the higher levels of knowledge necessary for upper division coursework. Upper division courses reflect the appropriate rigor and complexity of methods of instruction, course materials and expectations of students. The number of units needed for the degree and the methods of instruction, including classroom and online instruction, as well as clinical requirements, are consistent with other baccalaureate degrees in the field (BP6-ABFSE Standard 6).

**Standard IIA6.** 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. (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.

The number of units required for completion of the baccalaureate degree are consistent with those expected from other four-year degrees (BP13-BS Funeral Service). The Mortuary Science Department plans to schedule courses such that full-time students should be able to finish the degree within the prescribed timeframe. In addition, with the majority of baccalaureate degree students being working adults, the department plans 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.

**Standard IIA9.** 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.

The baccalaureate degree in funeral service requires successful completion of 120-131 units of approved coursework (BP13-BS Funeral Service). The Student Learning Outcomes (SLOs) for the baccalaureate degree are consistent with the practices used for all courses and programs on campus. The upper division course SLOs and assessments have been designed to conform to generally accepted standards of upper division education to reflect the expected rigor and complexity of content and coursework and are included for each class offered in the baccalaureate degree completion program (BP14-BS SLOs).

Standard IIA10. 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.

Students are admitted to the baccalaureate degree program based on space availability and 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. Students are admitted to the program in the spring and fall based on the date of their completed application. As an open access institution, students meeting all program prerequisites are admitted on a first-come, first-served basis (BP17-FSBD web page).

Standard IIA11. 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.**

  The Student Learning Outcomes (SLOs) within the baccalaureate degree completion program align with those prescribed within the accreditation standards of the American Board of Funeral Service Education (ABFSE) and are consistent with generally accepted norms in upper division coursework. The terminology utilized in the SLOs is consistent with the advanced nature and the increased complexity of the course content and expectations (BP14-Mort Sci SLOs). The assessments will evaluate the outcomes with this increased complexity in mind. The Program Learning Outcomes (PLOs) are also consistent with the prescribed requirements (BP3-Catalog, p. 236).

**Standard IIA12. 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.**

The ILOs and PLOs of the baccalaureate degree are consistent with those established by Cypress College. Baccalaureate degree students must complete or have completed the required general education courses that are intrinsic to the College’s ILOs. To earn the Bachelor in Science Degree in Funeral Service, students must complete: (1) requirements for Associate in Science Mortuary Science degree or
equivalent (2) all upper division major course requirements with a minimum grade of “C”; (3) 37 units of IGETC lower division general education coursework or 39 units CSU GE Breadth lower division general education coursework, or previously awarded baccalaureate degree; (4) 9 units of Upper Division General Education Graduation Requirements; (5) the cultural diversity requirement; (6) any elective courses to complete a minimum of 120 units; and, (7) have a minimum GPA of 2.0 in all college level courses attempted and at least 24 units of upper division course work must be completed at Cypress College (residency requirement).

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<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>128 - 130</td>
</tr>
</tbody>
</table>

(BP13-BS Funeral Service)

The Mortuary Science Department PLOs are articulated in the College Catalog and will reflect the inclusion of the baccalaureate degree beginning in Fall 2018.

Standard IIA13. 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 include 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.

The baccalaureate degree completion program in Funeral Service is a focused area of inquiry that requires 50 units of lower division major coursework in Mortuary Science and at least 31 units of upper division Funeral Service coursework (BP13-BS Funeral Service).

Standard IIA14. 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.

The Cypress College Bachelor of Science in Funeral Service ensures that students will be able to meet employment standards and licensure or certification as required by adhering to the national standards as dictated by the American Board of Funeral Service Education (ABFSE). The ABFSE is the only recognized accreditor of funeral service and mortuary science education programs by the United States Department of Education (BP4-ABFSE Directory). Graduation from an ABFSE-accredited program is required for licensure in every state in which personal licenses to practice are issued (BP18-Regulations in FS; BP19-ICFSEB Regulations). 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 (BP20-CFB website). Students graduating from the baccalaureate degree completion program will be eligible for licensure in all 50 states (BP19-ICFSEB Regulations).

IIB Library and Learning Support Services

Standard IIB1. 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.

In anticipation of the need for upper division course resources, the Mortuary Science faculty worked closely with the library and learning resources...
personnel. The campus library collections are sufficient to support the baccalaureate degree program and have been expanded to include resource collections specific to the Funeral Service baccalaureate degree program such as LexisNexis (BP21-Cassens email). Learning support services, including mentors, tutors and library counseling, will continue to be made available to baccalaureate degree students. The College plans to make adjustments to planning and budget allocations processes to account for four years of services to meet the needs of bachelor degree seeking students.

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**IIC Student Support Services**

**Standard IIC6.** 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 pathways 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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**Baccalaureate Degree**

Baccalaureate degree students are provided with sufficient information and counseling appropriate to the bachelor degree. Program requirements and pre-requisites are clearly delineated in counseling materials. The Health Science Counseling Office provides students with the following information regarding the baccalaureate degree program when students meet with their academic counselor:

**Program prerequisites:**

1. Associate Degree in Mortuary Science from a ABFSE-Accredited program

2. CSU GE or IGETC Certification or a Bachelor's degree from a California State University

3. Embalmer and Funeral Director License or Funeral Service Practitioner Certification
Program Curriculum

Upper Division Major Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORT 402 C</td>
<td>Funeral Service Standards of Practice</td>
<td>3</td>
</tr>
<tr>
<td>MORT 430 C</td>
<td>Cemetery and Crematory Operations</td>
<td>3</td>
</tr>
<tr>
<td>MORT 450 C</td>
<td>Issues and Trends in Funeral Service</td>
<td>3</td>
</tr>
<tr>
<td>MORT 482 C</td>
<td>Clinical Embalming Externship</td>
<td>4</td>
</tr>
<tr>
<td>MORT 492 C</td>
<td>Funeral Service Externship</td>
<td>4</td>
</tr>
<tr>
<td>MORT 495 C</td>
<td>Mortuary Jurisprudence</td>
<td>3</td>
</tr>
<tr>
<td>MORT 497 C</td>
<td>Funeral Service Practicum I &amp; II</td>
<td>12</td>
</tr>
<tr>
<td>MORT 498 C</td>
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Upper Division General Education Courses

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 308 C</td>
<td>Anthropology of Death for Mortuary Science</td>
<td>3</td>
</tr>
<tr>
<td>COMM 340 C</td>
<td>Communication for Mortuary Science</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 310 C</td>
<td>Advanced Writing in the Health Science</td>
<td>4</td>
</tr>
</tbody>
</table>

(BP22-FS Checklist; BP23-Villasen email)

STANDARD III – RESOURCES

IIIA Human Resources

Standard IIIA1. 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.

Baccalaureate Degree

Faculty positions in the Mortuary Science Department have clearly articulated job descriptions that accurately describe their responsibilities. The current job
announcement includes the desirable qualification of upper division/university level teaching experience associated with the baccalaureate degree (BP24-Mort Sci Job Announcement).

Standard IIIA2. 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.

Baccalaureate Degree

The faculty qualifications for teaching in an accredited funeral service education program, regardless of level of degree, is prescribed by the American Board of Funeral Service Education (ABFSE) (BP6 –Standard 7). All full-time faculty within the Mortuary Science Department possess the necessary qualifications to teach upper and lower division courses. Minimum qualifications for Mortuary Science positions 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 (BP24-Mort Sci Job Announcement).

**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.

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**Baccalaureate Degree**

All Mortuary Science faculty possess the necessary qualifications to teach in the baccalaureate degree program as prescribed by the American Board of Funeral Service Education. The Mortuary Science Department has three full-time faculty members and thus exceeds the required number of faculty assigned to the baccalaureate degree program (BP3-Catalog, p. 236). While all faculty possess the necessary qualifications to teach upper division courses, the Department Coordinator is the full-time instructor assigned to the baccalaureate degree program.

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**IIB Physical Resources**

**Standard IIB3.** 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.

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The facilities needed for the baccalaureate completion program are those also utilized in the associate degree program and include the construction of a new
incineration facility under the Measure J capital bond measure projects (BP25- Measure J web page: BP26- PEIR, p. 14-16). The design of the new Science Engineering and Math building includes facilities for training students in crematory operations and management specifically in support of the baccalaureate completion program (BP27- BOT PowerPoint). The Mortuary Science Department includes assessment and evaluation of their facilities and equipment as part of their regular Program Review. Plans for anticipated growth and/or need, including resource allocation, are included in the review (BP5- Mort Sci PR). In order to account for potential unique needs related to the bachelor degree, the Department plans to conduct a separate Program Review for the baccalaureate program.

IIIC Technology Resources

**Standard IIIC1.** 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.

Currently, with the majority of baccalaureate degree students being working adults, the need to offer classes in as flexible a format as possible necessitates the inclusion of online and hybrid courses. The reliance on an effective course management system (CMS) such as Blackboard and the related hardware needed to support the CMS is required. The current fiscal resources of the College and District provide the relevant technology services and support as well as cyclical hardware and software updates required by the baccalaureate program such as industry specific software, The Director’s Assistant and Wilbert Family Advisor (BP28- Cassens email).

IIID Financial Resources

**Standard IIID1.** 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.

The California Community Colleges Chancellor’s Office provided each pilot college with $350,000 to initiate the baccalaureate degree in their respective districts and enacted upper division enrollment fees to offset the increased cost of offering bachelor-level courses (BP29-SDCC Press Release). It is anticipated that the increased enrollment fees will partially offset the costs of delivering instruction, and after the pilot programs’ report to the legislature in 2018, additional budgetary concessions will provide more funding to allow for expansion (BP30-BDPP Projected Revenue).

STANDARD IV – LEADERSHIP AND GOVERNANCE

IVA Decision-Making Roles and Processes

Standard IVA4. 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.

Consistent with the established Cypress College Curriculum development processes, 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 have responsibility for conducting Advisory Committee meetings with industry professionals who forward industry recommendations (BP31-HSAC Minutes). Using the campus shared governance and decision-making processes already established, faculty and administrators develop appropriate curriculum and learning support services.
Catalog Requirements

The institution assures that the Catalog provides the following information about the baccalaureate degree program:

1. General Information
   - Course Program and Degree Offerings: The Bachelor in Science in Funeral Service (BSFS) Course offerings and program requirements are listed in the Cypress College Catalog (BP3-Catalog, p. 257-258)
   - Student Learning Outcomes for Programs and Degrees: The PLOs for the BSFS are currently under construction and will included in the next revision of the College Catalog.

2. Requirements for
   - Degrees, Certificates, Graduation and Transfer: The BSFS degree requirements are listed in the College Catalog (BP3- Catalog, p. 257).
Commission Policies

In preparing its ISER, an institution with one or more ACCJC-accredited baccalaureate degrees must, for the evaluation criteria cited in the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies in the categories identified below, specifically address and provide evidence of its practices as to the baccalaureate degree and how those practices meet the criteria.

- Standards and Performance with Respect to Student Achievement
- Credits, Program Length, and Tuition
- Transfer Policies
- Distance Education and Correspondence Education
- Institutional Disclosure and Advertising and Recruitment Materials

Certification of Continued Institutional Compliance with Commission Policies

Standards and Performance with Respect to Student Achievement

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.

Cypress College has established Institution Set Standards (ISS) for student achievement and annually assesses how well it is achieving those standards in an effort to continuously improve. The ISS for the College are grounded in the mission and were created utilizing data from the ACCJC Annual Report (BP32), and from the 2016 – 2017 Institutional Effectiveness Partnership Initiative Framework Indicators (IEPI) (BP33). Based on this data, the College set ISS benchmarks for course completion, degrees, certificates, and transfers.

In 2016, the Course completion goal was set at the highest level for the past three years in order to build on the successes achieved in the most recent year. The Degree, Certificate, and Transfer completion targets were set based on the weighted average of the last three years. Due to the increased uncertainty in the variables related to completion of degrees, certificates and transfers (e.g. economy, employment fluctuations, etc.) the College felt that the weighted average of the last three years was a more accurate representation of success. The College believes that the goals set are reasonable, attainable, and promote continuous improvement.

Baccalaureate Degree

The student success results from the baccalaureate degree in Funeral Service will be included in the data used to assess the College’s ISS. In addition, the Bachelor in
Science in Funeral Service will be subject to its own separate Program Review that will include the ISS results for baccalaureate degree courses. Finally, the American Board of Funeral Service Education (ABSFE), the only nationally recognized accreditor of funeral service and mortuary science education programs, has its own independent requirements. ABSFE requires that all accredited programs maintain the following rates: at least 60% passing for first time test-takers of the National Board Examination (NBE) administered by the International Conference of Funeral Service Examining Boards, at least a 60% graduation rate, determined by the number of students entering the program annually (denominator) and the number of annual graduates (numerator), and the job placement rate for graduates (currently required to be at least 60%) (BP6-ABFSE Standards).

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

As indicated above, student achievement in all academic programs are used to determine whether the established ISS targets have been met. In addition to the ISS, the College sets forth other targets for programs in the Career Technical Education (CTE) and Health Science (HS) Divisions. These programs utilize job placement and licensure exam pass rates to set standards of student achievement. Individual CTE programs set job placement rates based on the Federal Perkins Core Indicator Reports. Licensure Examination pass rates are locally developed by each individual program. Both job placement rates and licensure examination pass rates along with the targets set for both are reported in the ACCJC Annual Report (BP32).

In addition to the graduation rates, job placement rates, and NBE passing rates, the Bachelor in Science in Funeral Service program has determined that state-based licensure will also be assessed for graduates of the program using the same thresholds as set by the ABFSE for NBE passing rates, graduation, and job placement, which is currently 60% of graduating students.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

Cypress College ISS are used in three primary ways, Instructional Program Review, the Institutional Effectiveness Report (IER) and the ACCJC Annual Report. Standards for successful course completion are used within the Departmental Planning and Instructional Program Review process where departments and programs compare their success rates to the ISS for the two most recent fall and spring semesters. Additionally, Program Review also includes the ISS for degrees, certificates, and transfers. In this way, programs have the opportunity to compare how they are
contributing to student success through these measures in relation to overall college results. ISS are also part of the College’s overall assessment of institutional effectiveness and are included in both the *IER* (BP37) and the required *ACCJC Annual Report* (BP32).

Given the fact that Cypress College has outperformed the statewide CCCCO Student Success Scorecard averages for the past several years, the College believes that the targets set for the ISS are reasonable and appropriate performance levels within higher education.

In an effort to promote continued success, Cypress College publishes both the ISS as well as the annual results in a variety of ways. The standards and results can be found on the Cypress College website or published in the *Strategic Plan Annual Reports* (BP34-SP Year 1; BP35-SP Year 2; BP36-SP Year 3) and the *IER* (BP37). The standards and results are also discussed at the annual Opening Day Meeting (BP38-Fall 2016 Opening Day Slides, p. 125-130) as well as included in the Program Review data (BP39-AC-R PR) so that faculty and staff are able to incorporate the information into their departmental planning.

In addition to inclusion of baccalaureate degree results in the ISS results published in the aforementioned documents, the Mortuary Science BS is subject to the national accrediting body’s standards as well. The ABFSE publishes the annual directory of programs that requires all accredited programs to disclose passing rates, job placement rates, timely graduation rates (determined to be completion of the program within 150% of the length of the program), and graduation rates (BP4-ABFSE Directory). This information is also required to be published in college catalogs (BP3-Catalog, p. 253-254), on campus websites (BP40-MS Accred. webpage), and distributed to all who inquire.

As discussed previously, the Funeral Service BS is subject to an independent Program Review (BP11-BD-PR Schedule). In this process, on-going planning, changes and potential resources needed for improvement are identified based, in part, on ISS and student achievement results (BP39- AC-R PR).

*The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.*

Cypress College is committed to the continuous improvement of student success rates and to achieving the standards the institution has set. To that end, the College has established several vehicles to be utilized by departments across campus for improvement. The *Strategic Plan (SP)* Fund was established in 2013 to provide resources to promote student success. In 2016, in an effort to focus attention on meeting the ISS, the fund was expanded to facilitate that specific goal and renamed the SP/ISS Fund (BP41-PBC Minutes, September 2016). In addition to this fund, other resource allocation opportunities are available to faculty and staff to promote student success. Language Arts and Mathematics faculty propose funding requests through the Basic Skills Coordinating Committee (BP42-BSCC Minutes) to target improvement for underprepared students. Faculty and staff across disciplines can submit One-time Funding requests to address specific one-time needs in their areas (BP43-One-time template). These funds provide additional
resources so that the College can meet targets and achieve the desired outcomes more effectively.

The ABFSE accreditation requires that all programs comply with ABFSE Standard 11: Evaluation of Aims and Objectives, and have in place a process for continual program review and improvement (BP6-ABFSE Standards). The Mortuary Science Department faculty and staff annually review the program to determine alignment with ABFSE stated aims and objectives and make program adjustments based on the outcomes of these analyses.

Credits, Program Length, and Tuition
Regulation Citation: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.)

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

In accordance with NOCCCD Board Policy and Administrative Procedures, the College follows applicable federal regulations to ensure that curricula comply with the definitions of “credit hour” or “clock hour” where applicable. (BP44-BP4020; BP45-AP4020). Credit hours are calculated by using the units-to-hours worksheet provided by the Chancellor’s Office (BP46-Carnegie Units). Full-time equivalent student (FTES) is calculated following the guidelines provided in the Student Attendance Accounting Manual (BP47-SAAM).

The Bachelor in Science in Funeral Service (BSFS) program complies with all applicable NOCCCD policies and procedures in regards to credit hour assignment and degree program lengths.

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

In addition to the formulas utilized described above, there are additional internal checks and balances to ensure accuracy of hours-to-units conversion for all courses regardless of delivery mode. The Curriculum Committee in collaboration with the Instruction Office ensures the relationship between hours and units are accurately computed (BP48-Bandyopadhyay email). The Cypress College Curriculum Training Guide outlines the required instructional hours for lecture and lab (including clinical) units consistent with the Program and Course Approval Handbook (BP49-Curriculum Training Guide) for both on-line and face-to-face classes. In addition, the DE handbook includes a table which provides a range for unit values (BP50-DE
The campus scheduling process then ensures the classes are held for the appropriate number of hours (BP51-Schedule).

The Bachelor in Science in Funeral Service (BSFS) program complies with all applicable NOCCCD policies and procedures in regards to credit hour assignment and degree program lengths.

*Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).*

Cypress College publishes current and in depth information about the total cost of attendance on the College website. A list and explanation of Enrollment Fees are covered in the Cypress College Catalog (BP3, p. 8-9). The Schedule of Classes provides a Fee Calculation Worksheet (BP51, p. 12) as well as information regarding any additional material fees specific to a particular course (BP51-Schedule).

The enrollment fee of $46/223 per unit for residents and non-residents is consistent with California State Legislature actions (BP3-Catalog, p. 8). Additional fees, including health, material and other fees are in accordance with the Ed Code.

The Cypress College Mortuary Science program was selected as one of the participants in the Baccalaureate Degree Pilot Program which requires additional fees. Beginning in Fall 2017, the College will comply with the baccalaureate degree programs fees set by the State Legislature. The baccalaureate fee for upper division courses is set by the state legislature at $84/unit in addition to the enrollment fees previously listed (BP52- BD Flyer).

*Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.*

As dictated by NOCCCD Board Policy 4020, credit hours are consistent with federal regulations applicable to federal financial aid eligibility. The District assesses and designates each of its programs as either a “credit hour” program or a “clock hour” program. Further, the Vice Chancellor, Educational Services & Technology, establishes procedures, which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts. Additionally, the Vice Chancellor establishes procedures to assure that curricula in the District complies with the definition of “credit hour” or “clock hour,” where applicable (BP44-BP4020).

The Bachelor in Science in Funeral Service (BSFS) program complies with all applicable NOCCCD policies and procedures in regards to credit hour assignment and degree program lengths.
The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Cypress College ensures appropriate breadth and depth by requiring that associate degree programs have a minimum of 60 units of credit (consistent with Title 5 Section 55063); at least 18 units in general education; at least 18 units in a major listed in the community college’s taxonomy of programs; at least 12 units of study in residence with exception for undue hardship; a 2.0 or higher grade point average in courses completed; and demonstrated competence in reading, written expression, and mathematics (BP53-BP4100; BP54-AP4100).

The units of credit are consistent with generally accepted norms in higher education as dictated by the Program and Course Approval Handbook (BP55-PCAH) and are part of the Curriculum Review Process (BP49-Curriculum Training Guide). Credits are awarded according to the Carnegie classifications and are consistent with Federal Norms (BP55-PCAH p. 80-83).

In addition, the newly established baccalaureate degree in Funeral Service requires successful completion of 120-131 units of approved coursework (BP13-BS Funeral Service). NOCCCD is currently working on revisions to Board Policy and Administrative Procedure 4100 to include the appropriate baccalaureate degree requirements.

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)

Transfer policies are appropriately disclosed to students and to the public.

Articulation information is widely available in several different forms. The articulation statement is published in the College Catalog, which can be found on the website (BP3-Catalog, p. 32). Articulation agreements with public universities are published and available on assist.org (BP56-Assist.org). Articulation agreements (current and historical) with independent institutions are available on a shared drive for all part time and full time counselors to access (BP57-Pass Along Manual) and are available in the Transfer Center. Cypress has an internal Articulation Request Log, which allows the Articulation staff to keep track of current and pending articulation and request further articulation as needed (BP58-Articulation Log).

Students are able to find instructions for transferring units from prior institutions on the Cypress College website under Students Services -Counseling, FAQs (BP59-Counseling FAQs).

The Bachelor in Science in Funeral Service program complies with established Cypress College transfer policies and procedures as described above.
Policies contain information about the criteria the institution uses to accept credits for transfer.

Cypress College accepts credits from other educational institutions as deemed acceptable by the campus Articulation Officer. The process and criteria is identified in the Catalog (BP3-Catalog, p. 69). When receiving course credit from other institutions, students submit a “Pass Along” request (BP60-Pass Along Form) to Admissions and Records for their transfer credit to be evaluated. A link to a Pass Along form is available to students and counselors via the Admissions and Records website, which allows General Education courses to be evaluated by the counselors with regard to articulation and course content/learning outcomes to be reviewed by Admissions and Records evaluators (BP60-Pass Along Form). The specific criteria used to evaluate requests are delineated in the Cypress College Pass Along Manual (BP57). Moreover, students can submit a Course Substitution form for major-specific course evaluation by faculty, counselors, and Admissions and Records (BP61-Course Substitution Form).

The Bachelor in Science in Funeral Service program complies with established Cypress College transfer and credit acceptance policies and procedures as described above.

The institution complies with the Commission Policy on Transfer of Credit.

Cypress College, through NOCCCD Board Policy and Administrative Procedure 4050, as well as its own procedures ensures the transfer of coursework in order to facilitate mobility of students without penalty. These policies are regularly reviewed to minimize student difficulties in moving between institutions while assuring a high quality education. The Cypress College Articulation Officer coordinates the careful evaluation of credits of students who wish to transfer. The campus acts to initiate and maintain articulation efforts between the College and universities, including UC and CSU campuses, as well as with independent colleges and universities. Articulation information is published in the College Catalog (BP3-Catalog p. 32, 56-69), can be found on the website and is also available on assist.org (BP56-Assist.org).

The Bachelor in Science in Funeral Service program complies with established Cypress College and NOCCCD transfer policies and procedures as described above.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
The Cypress College Distance Education Plan, in conjunction with NOCCCD Administrative Procedure 4105-Distance Education, provides appropriate guidelines for teaching and learning. AP 4105 governs course approvals, certification, and duration of approvals (BP62-AP4105). The DE Plan provides guidelines for online, hybrid, and web enhanced courses regarding accessibility, copyright, course guidelines, evaluation of faculty, electronic mail, faculty homepages, student authentication and fraud prevention, syllabus requirements, and training (BP63-DE Plan).

In accordance with the Board procedure, course quality standards and determinations for Distance Education (DE) are assessed by the Curriculum Committee and are the same as all courses adopted by the College (BP64-SLO Handbook; BP62-AP4105). Course outlines used in DE courses are approved in the same manner as traditional face-to-face courses by the Cypress College Curriculum Committee.

Baccalaureate Degree

The Bachelor in Science in Funeral Service program is governed by and adheres to all established campus and district Distance Education policies and procedures as described above.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

Cypress College only offers Distance Education (DE) courses, both on-line and hybrid, and does not offer any Correspondence Education (CE) courses. As such, the DE courses must all adhere to the appropriate standards of regular and substantive, instructor initiated interaction and graded online activities. According to AP 4105 each proposed or existing course offered by Distance Education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education (BP62-AP4105). Further, the review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020-Program and Curriculum Development (BP45). DE courses shall be approved under the same conditions as all other courses and funded according to established campus procedures. However, courses offered in the DE mode shall be subject to an additional, independent review process and evaluated according to the criteria and standards outlined in the DE Addendum (approved Spring 2017).

The College DE Plan provides regular and substantive contact guidelines and definitions consistent with Title V including type and frequency of contact, requirements for instructor initiated contact, and syllabus requirements. All DE instructors must complete the Faculty Basics course in order to be eligible to teach DE courses. The course is equivalent to a three-unit college class (BP63-DE Plan).
DE courses utilize various methodologies, including orientations, lecture, discussion, collaborative group learning, multimedia presentations, internet research, group projects, role playing, review sessions, telephone contact, correspondence, supplemental study sessions, chat rooms, on-campus examinations, virtual office hours, threaded discussions, conferencing, and other course management system activities (BP65-DE Faculty Basics). The methods used are selected by the faculty originator and department faculty within the discipline and then approved by the DE Coordinator during the Curriculum approval process (BP66-DE Curriculum Approval Process).

The Bachelor in Science in Funeral Service on-line and hybrid courses are governed by and adheres to all established campus and district Distance Education policies and procedures as described above.

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

In order to ensure honesty, responsibility and academic integrity for students enrolled in DE courses, DE students need to verify their ID and password through the log-on process on the campus MyGateway Portal and Blackboard Login (BP67-MyGateway Login; BP68-Blackboard Login). Additionally, hybrid courses have an orientation or in-class sessions to confirm the identity of those students in attendance. Several courses (particularly Math) have in-person tests to address student verification (BP69-Cassens email). Some students enrolled in DE online courses can take their exams on campus in a proctored setting in the LLRC. It is at this time that students are required to show ID in order to take this test (BP70-Make-up Instructions).

There are provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for DE courses and programs is reliable and sustainable (BP71-BB Managed Hosting Schedule p. 4-6). All users in the District (faculty, students, and administrators) are issued a unique user ID and control their password to assure privacy and security (BP63-DE Plan, p. 22-33). The primary application for ensuring network privacy on campus is Active Directory (AD), which manages the use of unique user IDs and passwords for every user in the Cypress College domain (BP72-Technology Plan p. 8-9).

The Bachelor in Science in Funeral Service program is governed by and adheres to all established campus Distance Education student verification policies and procedures as described above.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

Cypress College ensures that its technology needs are identified and supported through the Technology Plan, Technology Consultation Council, Campus Technology Committee (CTC) documents, regular meetings held between the Academic Computing Technology (ACT) Office
and its vendors, email requests received by Academic Computing for technology needs and changes, and the Annual One-Time Funding Request process that provides an opportunity to faculty and staff to purchase items outside annual budget allowances. Training and support of all campus technology systems, training, and resources are maintained by the Academic Computing staff to include maintenance and support contracts with various vendors and contractors to ensure maximum and optimal up-time for all systems and services. Cypress College regularly assesses whether the campus technology appropriately and adequately meets the broad range of needs of both students and staff. ACT evaluates technology services, facilities, hardware, and software through many sources.

For technology provided directly by the institution or through contractual arrangements, Cypress College has provisions to ensure reliability, disaster recovery, privacy, and security (BP73-Security Notification; BP74-Wireless Access Notice; BP75-Wireless Authentication). Reliability is achieved through redundant hardware and software. The College employs industry standard practices using High Availability VMware software combined with redundant hardware across its server farms and also utilizes redundant switches and redundant appliances for critical LAN services. Daily backups of critical server data using Veeam Enterprise software are performed, and data retention is a minimum of 14 days and usually longer. Backups of network switch and router configurations are routinely performed using network management product solar winds, which will allow recovery from a catastrophic switch failure. Security and Privacy at the edge of the campus LAN is achieved through the use of multiple appliances such as Cisco Firewall, Bluecoat Packet Shaper, and Infoblox DNS appliance (BP76-CENIC Status, BP77-MyGateway Status; BP78-Website Status).

The existing campus technology infrastructure policies and procedures are adequate to support the Bachelor in Science in Funeral Service program. Additional needs will be determined and met through normal campus resource allocation procedures as necessary.

_The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education._

Cypress College makes every attempt to ensure that all learning opportunities provided have equivalent quality, accountability and focus on student outcomes, regardless of delivery mode. The College develops, implements, and evaluates all courses; has clearly defined student learning outcomes; the necessary resources provided to achieve these outcomes and a student verification process for all courses offered through DE. The College is currently completing a substantive change report identifying all degrees and certificates in which 50% or more of the courses can be taken via DE.

_The Bachelor in Science in Funeral Service program is governed by and adheres to all established campus and district Distance Education policies and procedures as described above. As such, the baccalaureate degree program demonstrates compliance with ACCJC Distance Education Commission Policy._
Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1)(vii); 668.6

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

Cypress College provides an annual precise, accurate, and current catalog in print and on the College website (BP3-Catalog). Printed copies may be obtained through the College Bookstore and are also distributed when registering for the COUN 140 C (Educational Planning) course.

Depending on the publication, there are varying members of the campus responsible for ensuring the accuracy of publicly disseminated information. The Office of Instruction is responsible for ensuring the accuracy of the Schedule of Classes and the College Catalog. To ensure that the catalog and schedule accurately reflect the courses and programs offered by the College, drafts are disseminated to Deans, Division Office Managers, and Department Coordinators prior to publication (BP79-Spec. Interests Memo). Non-course and program information, such as Student Support Services, Special Programs, Instructional Support Services, Distance Education and NOCCCD Administrative Procedures, is obtained from responsible parties and adhere to NOCCCD Board Policy 4020-Program and Curriculum Development guidelines (BP44).

The Director of Campus Communications is delegated authority to review all print publications and also oversees the newly established Web Content Specialist position who is responsible for the accuracy of materials posted.

The Bachelor in Science in Funeral Service program is governed by and adheres to all established campus institutional disclosure, advertising, and recruitment policies and procedures as described above. The specific baccalaureate degree program requirements are delineated in the Catalog (BP3-Catalog, p. 257) and all materials distributed by counselors. In addition, the College has established a specific Funeral Service Bachelor’s Degree webpage on the campus website with detailed program information (BP17-FSBD Webpage screen shot).

The baccalaureate degree fees are published in the materials utilized by the Mortuary Science Department and Health Science counselors (BP52- BSFS Flyer) as well as the Funeral Service Bachelor’s Degree-Financial Aid and Program Costs webpage (BP80- FSBD FAWebpage). The baccalaureate degree fees will also be included in the Spring 2018 Schedule of Classes (BP81-Fee Calc revision, BP82- Fees Revision) and the 2018-19 Catalog (BP83- Catalog Revision).

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
Cypress College exhibits integrity and responsibility in advertising, student recruitment and the representation of its accredited status through continual review of materials posted to printed publications such as the Catalog and Schedule of classes.

The Cypress College Catalog is the primary means of disseminating official information regarding campus policies and procedures. The Catalog is available in print and on the website and accurately depicts the required elements including, name, address(es), telephone number(s), and website address of Cypress College (BP3-Catalog, p. 1); the mission statement, purposes, and objectives (p.4); entrance requirements and procedures (p. 6); basic information on programs and courses with required sequences (p. 48-300); degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate (p. 4-300); faculty with degrees held and the conferring institution (p. 309-315); instructional support services (p. 26-27); student rights and responsibilities (p. 45), as well as discipline procedures (p.42); the institution’s academic freedom statement (pp. 9, 45); tuition, fees, and other program costs (p. 8); opportunities and requirements for financial aid (p. 35); refund policies and procedures (p. 9); transfer policies (pp. 56, 69, 73); nondiscrimination statement (p. 46); members of the Governing Board (p. inside cover); the accredited status of the institution (p. 1), and specialized program accreditation required for licensure or employment in particular fields (pp. 91, 97, 154, 161, 188, 237, 248, 279, 284).

Student recruitment is conducted by well-qualified admissions officers and trained representatives such as counselors, student ambassadors, and other college personnel. Representatives clearly communicate their credentials, purposes, and position or affiliation with Cypress College when representing the institution. College personnel are trained to avoid assuring employment; misrepresenting job placement and employment opportunities for graduates; misrepresenting program costs; misrepresenting abilities required to complete intended program; offering to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment.

As described above, Cypress College communicates its accreditation status on the College website as required, and on page one of the College Catalog.

Cypress College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, (10 Commercial Blvd., Ste. 204, Novato, CA 94949, 1-415-506-0234, Fax 1-415-506-0238, http://www.acscwasc.org/index.htm), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

The College also posts on its website, the names of all regional bodies that accredit various programs on campus and their current accreditation status (BP84-External Accreditation).

The Bachelor in Science in Funeral Service program is governed by and adheres to all established campus institutional disclosure, advertising, and recruitment policies.
and procedures as described above. The ABSFE Accreditation Status is posted on the Program-Specific Accrediting Bodies webpage (BP84- External Accreditation) as well as the Mortuary Science Department webpage (BP40- Mort Sci Accred. webpage).

Evidence Sources

BP1 – California Community Colleges Chancellor’s Office Baccalaureate Degree Letter
BP2 – Cypress College Mission Vision web page
BP3 – Cypress College Catalog 2016 – 2017
BP4 – American Board of Funeral Service Education Member Directory 2016
BP5 – Mortuary Science Department Program Review 2014-15
BP6 – American Board of Funeral Service Education Accreditation Standards
BP7 – Mortuary Science Course Outlines of Record
BP8 – Cypress College Mission Review Leadership Team and Survey Findings
BP9 – Baccalaureate Degree Pilot Program Handbook
BP10 – Cypress College Strategic Plan 2017 – 2020
BP11 – Program Review Cycle and Comprehensive Schedule 2016 – 2020
BP12 – Baccalaureate Degree Pilot Program Press Release, Marty Block
BP13 – Cypress College Bachelor in Science, Funeral Service Program of Study
BP14 – Cypress College Bachelor in Science, Funeral Service Course SLOs
BP15 – Mortuary Science Department Program Review 2016
BP16 – SUNY Funeral Services Administration – Program Description
BP17 – Cypress College Bachelor in Science, Funeral Service web page screenshot
BP18 – Regulations in Funeral Service Licensing, Continuing Education and Pre-Need, The Conference, The International Conference of Funeral Service Examining Boards, June 2017
BP19 – The International Conference of Funeral Service Examining Boards; Regulations in Funeral Service Licensing, Continuing Education and Pre-need. June 2015
BP20 – California Funeral Board website
BP21 – Treisa Cassens, Dean of Library and Learning Resources, materials email
BP22 – Cypress College Bachelor in Science, Funeral Service Prerequisite Checklist
BP23 – Doreen Villasenor, Counselor, Health Science, Funeral Service Counseling email
BP24 – People Admin Mortuary Science Instructor Job Description
BP25 – NOCCCD Measure J website screenshot
BP26 – Findings of Fact for the Cypress College Facilities Master Plan Final Program Environmental Impact Report, October 2016
BP27 – NOCCCD Board of Trustees Meeting, Schematic Design Presentation, March 28, 2017
BP28 – Treisa Cassens, Dean, Library, LRC, and Distance Education, Resources email
BP29 – San Diego Community College District Marty Block Press Release
BP30 – Projected Revenue and Instructional Costs for First Year Baccalaureate Degree Pilot Program (BDPP) Enrollments
BP31 – Health Science Division Advisory Committee Meeting Minutes, April 23, 2014
BP33 – Institutional Effectiveness Partnership Initiative Framework Indicators
BP34 – Strategic Plan 2014 – 2017 at Cypress College, Year 1 Report, Progress and Evaluation June 2015
BP36 – Strategic Plan 2014 – 2017 at Cypress College, Year 3 Report, Progress and Evaluation June 2017
BP38 – Opening Day Slides Fall 2016
BP39 – Air Conditioning and Refrigeration Department Program Review 2016
BP40 – Mortuary Science ABFSE Accreditation Statement webpage
BP41 – Planning and Budget Committee Minutes, September 15, 2016
BP42 – Basic Skills Coordinating Committee Minutes, March 18, 2016
BP43 – One-time Funding Template 2016 – 2017
BP44 – NOCCCD Board Policy 4020 - Program and Curriculum Development
BP45 – NOCCCD Administrative Procedure 4020 - Program and Curriculum Development
BP46 – Carnegie Units Worksheet
BP47 – Student Attendance Accounting Manual
BP48 – Santanu Bandyopadhyay, Executive Vice President, Educational Programs and Student Services, Units of Credit email
BP49 – Curriculum Training Guide
BP50 – Cypress College Distance Education Faculty Handbook 2015 – 2016
BP51 – Cypress College Schedule of Classes Spring 2017
BP52 – BSFS Information Flyer
BP53 – NOCCCD Board Policy 4100 - Graduation Requirements for Degrees and Certificates
BP54 – NOCCCD Administrative Procedure 4100 - Graduation Requirements for Degrees and Certificates
BP55 – Program and Course Approval Handbook
BP56 – ASSIST.org Prompt page
BP58 – Articulation Log Summer 2016
BP59 – Counseling FAQs
BP60 – Pass-Along Request Form
BP61 – Course Substitution Form
BP62 – NOCCCD Administrative Procedure 4105 - Distance Education
BP63 – Cypress College Distance Education Plan 2011 – 2014
BP64 – Cypress College Student Learning Outcomes Handbook 2017
BP65 – Cypress College Distance Education Faculty Basics
BP66 – Distance Education Curriculum Approval Process
BP67 – MyGateway Login
BP68 – Blackboard Login
BP69 – Treisa Cassens, Dean, Distance Education, DE email
BP70 – Faculty Make-up Exam Instructions
BP71 – BB Managed Hosting Schedule
BP72 – Cypress College Technology Plan 2017 – 2020
BP73 – Security Notification
BP74 – Wireless Access Notice
BP75 – Wireless Authentication
BP76 – CENIC Status
BP77 – MyGateway Status
BP78 – Website Status
BP79 – Special Interests Memo
BP80 – Financial Aid & Program Costs, Funeral Service Bachelor's Degree webpage
BP81 – Revised Schedule Fee Calculation Worksheet
BP82 – Revised Schedule Fees p. 15
BP83 – Revised Cypress College Catalog p. 8
BP84 – Cypress College External Accreditation Status web page screenshot