



CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S
DEGREE PROGRAMS

2025 Baccalaureate Degree Workshop

Monday, June 09, 2025

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CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S
DEGREE PROGRAMS

2025 Baccalaureate Degree Workshop

Overview of the Baccalaureate Degree Program Application Process

Presented by:
Leslie LeBlanc, Community College Specialist
CA Community Colleges Chancellor's Office

June 9, 2025

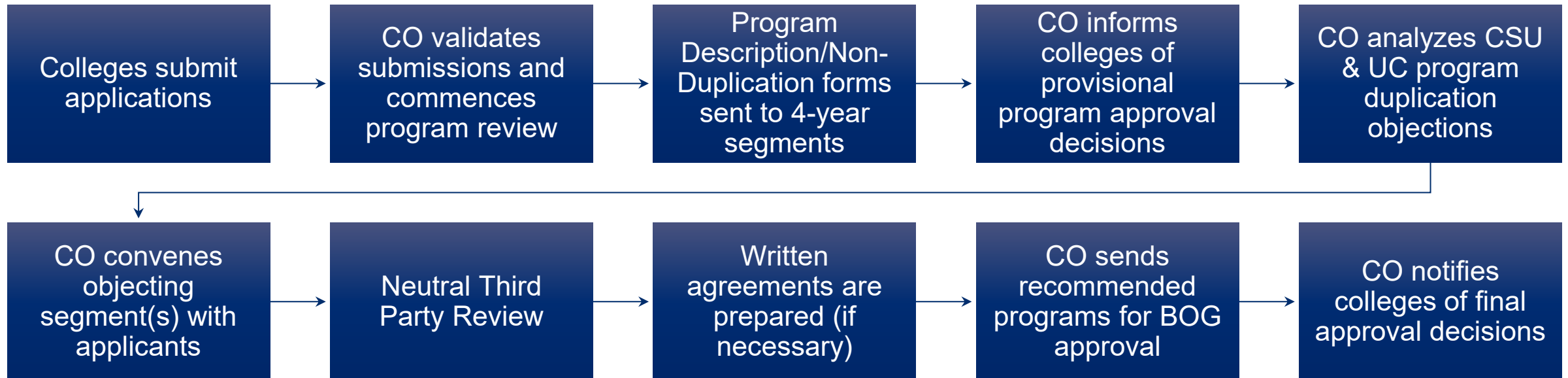


Agenda

- BDP Approval Process, Requirements and Criteria
- Before you begin – Are you Ready
- Scored Elements of the Application
- Red Flags
- The Intersegmental Review Process
- Next Steps – Third Party Review and Written Agreements



BDP Approval Process



BDP Application Approval Requirements

Policy Compliance

Program Quality

- Approval criteria and scoring rubric requiring a minimum score

Intersegmental Agreement

- Consultation with CSU, UC, and AICCU Leadership is required
- Collaboration on objections required
- Establish written agreement addressing whether objections are resolved

ACCJC Approval

- Required for programs to be established
- Colleges submit proof of approval

BOG President Approval

- Informational item to the full BOG

Types of Review

- **Full Review:** New programs being considered for the first time.
- **Streamlined Review:** Previously CCC-based approved programs where there is a quick review that the curriculum is substantially similar.
- **Expedited Review:** Clear career technical education (CTE) or applied degrees that are not in UC's or CSU's wheelhouse and on the list of "low concern."

LIST OF BDP PROGRAMS OF LOW DUPLICATION CONCERN FOR THE CSU TO RECEIVE EXPEDITED INTERSEGMENTAL REVIEW

- Airframe Manufacturing Technology
- Automotive Career Education
- Automotive Technology
- Industrial Automation
- Mortuary Science
- Dental Hygiene
- Dental Hygiene Administration
- Respiratory Care
- Occupational Studies/Occupational Therapy Assistant
- Histotechnology
- Research Laboratory Technology
- Equine and Ranch Management

All CCC proposals for these disciplines are still subject to full review by the CCCCCO and CSU Office of the Chancellor.

Before you Begin – Is your campus ready to support a 4-year Program?

- Conduct detailed research of similar statewide programs
- Survey students and industry partners to determine need
- Obtain a detailed labor market analysis from regional Center of Excellence
- Ensure student outcome data for current associate degree program justify need for the proposed program
- Update college mission
- Update systems for upper division records and reporting
- Update financial aid policies
- Ensure you have the campus-wide expertise and resources to offer a quality CCB
- Ensure all district financial and audit reports have been timely submitted and the district maintains 2 months general fund reserves

Approval Criteria

The Chancellor's Office will review and rank all of the following components:

Verified by CCCCCO (not scored)

- Statutory Compliance and Readiness

Researched and scored by CCCCCO

- Institutional Financial Stability
- Equitable Student Outcomes

Readers' Scoring Criteria

- Non-Duplication Analysis
- Workforce Need/Evidence of Sufficient Demand
- Program Quality and Curriculum Design
- Institutional Capacity

Institutional Health/Stability

Fiscal Portal: Annual Budget and Financial Report (CCFS-311) for 2023-2024 (Yes/No)	Fiscal Portal: Quarterly Financial Status Updates(CCFS-311Q) for 2023-2024 (Yes/No)	Annual district financial audit reports (Yes/No)	District maintains unrestricted general fund reserves sufficient to cover at least two months of total general fund operating expenditures. (No)	Months of Reserves for 2023-24	Formal Policy on Unrestricted Reserves	Total Score
Yes	Yes	No	No	1.5	yes	9
Yes	No (Q1 5 days late, Q2 1 day late)	Yes	Yes	2.7	yes	15
No (6 days late)	Yes	Yes	Yes	2.1	yes	15
No (1 day late)	Yes	Yes	No	1.7	yes	12
Yes	Yes	Yes	Yes	3.4	yes	15
No (1 day late)	Yes	Yes	No	1.8	yes	12

Student/College Outcomes

Enrollment (not scored)	Change in Enrollment	Completion (Statewide-6.6)	Momentum/Persistence (Statewide-69%)	Success (Statewide-84)	Learning Progress (Statewide-13%)
5-year average enrollment in program	Change in enrollment over 5 years (Program level-Top 4 tab)	Average time to Associate degree completion (years) (College-Overall tab)	Associate degree retention from fall to spring (at same college) (Top 4 tab)	Average number of units accumulated by first time Associate degree earners (College-Overall tab)	Percent of students who complete transfer level math and English within one year of their first enrollment in the discipline (College-Overall tab)



Duplication

Anticipate potential objections by CSU regardless of their campus location

Check all available Resources – Statewide!

- Don't ask CSU/UC for letters of support. Rather, identify a workforce need and REQUEST to have a conversation

CIP/SOC Code Alignment/CIP Codes with “Other” are Red Flags for UC and CSU

- Do your program outcomes align to chosen CIP Code?
- Compare and identify any related SOC Codes

Prepare side-by-side analysis for each program that could potentially be duplicative

For each program identified, provide side-by-side comparison of ALL similar courses and learning outcomes



Scoring Non-Duplication Rubric

Strong (24-30 points)	Moderate (16-23 points)
<p>Strong evidence of duplication research efforts using all available resources. Substantiation that program does not duplicate existing CSU or UC programs. Detailed Non-Duplication Analysis form attached for all upper and lower-division courses.</p>	<p>Minimal evidence that program does not duplicate existing CSU or UC programs; Research showed some overlap, but applicant did not provide sufficient analysis to explain how their program differs; Non-Duplication Analysis form missing some content. Unclear if program is duplicative.</p>

Workforce Need/Sufficient Demand

Evidence Must Demonstrate Workforce Need, Higher Wages, and Student/Employer Demand

Is your program necessary to fill a workforce need?

Does your completer data support the need?

Do you have strong student interest?

Do employers require/prefer a bachelor degree?

Are employers willing to pay more?

Does the degree lead to high-wage job opportunities?

Does your labor market evidence support all of the above?

Have you obtained the required COE report?

Scoring Workforce Need Rubric

Strong (24-30 points)

Provides **robust and comprehensive data from multiple reliable sources**. Response clearly demonstrates how the proposed degree will serve the needs of industry with education and training. The response and evidence demonstrate:

- **Compelling workforce need and strong demand**
- Convincing labor market and economic data to support program.
- Convincing regional workforce development board and employer support.
- Justification for the proposed program that matches data provided.
- Robust student interest.

Supporting evidence that:

- Employers prefer workers with a bachelor's degree in the proposed field.
- Employers offer higher salaries to workers with a Bachelor's degree in the proposed major
- Regional demand for workers in the target occupations exceeds the regional supply of qualified graduates.

Program Quality/ Curriculum Design

Shared with CSU/UC/AICCU



Complete Proposed Program Description (template) with all lower and upper division courses and outcomes (Note: CIP Codes that are selected as "other" create speculation, as does "Creative" program naming)



Complete Program Quality and Curriculum Design template

Describe your upper division approval process

Describe how program articulates to/from other programs or allows for transfer

Does the program align with industry standards or is it in good standing for certifications or accreditation?



Include Catalog Description that includes:

Program requirements and prerequisite skills

Admission/enrollment limitations

Program goals

Listing of courses and sequencing that includes GE pattern and total units



Scoring Program Quality and Curriculum Design Rubric

Strong (24-30 points)	Moderate (16-23 points)
<p>Program Description form is detailed and complete, including codes, program description and outcomes, and all upper and lower division courses are detailed. Strong catalog description with well-defined requirements and sequencing. Program goals and industry alignment are clear with semester breakdown of courses and units.</p>	<p>Adequately clear, but some components are missing and/or evidence is minimal or vague. Description form is unclear or not fully complete. The curriculum, pathways, approval process, or articulation may be unclear, or there is no discussion of industry standards.</p>



The Administrative and Funding Plans



Describe the systemwide planning process



Identify plan for faculty, staff, and administration



Describe the upper division faculty qualifications



Describe how student services, learning support services, library etc. are tailored specifically to CCB students



Describe the impact to technology, equipment, physical resources



Provide estimated costs to students and a budget demonstrating your district has the capacity to start and maintain the proposed program

Scoring Administrative & Funding Plans Rubric

Strong (24-30 points)

Response provides strong evidence of systemwide planning. Support services are specifically tailored for BDP students. The impact to college resources and student affordability, including ZTC, have been clearly addressed. Applicant provided a budget that provides convincing evidence they have the capacity to start and maintain the proposed program.

BDP Program Quality Review

- Reviewer panel appointed by ASCCC and CCCCCO reviews and scores applications.

CCCCCO Review

Reviewer Assessment

- CCCCCO conducts reviewer norming session for holistic review using the scoring rubric elements.



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California
Community
Colleges

Red Flags

- “Sustainable” or other creative program names
- “Other” CIP Codes
- Incomplete duplication searches
- COE or Labor Market Reports that clearly state there is not a strong need



CCB Application Approval Types

Full Approval

- Policy compliant
- Passing program quality score
- Intersegmental agreement
- ACCJC approval
- BOG approval

Conditional Approval

- Policy compliant
- Passing program quality score
- Intersegmental agreement
- Pending:
 - BOG and/or ACCJC Approval

Provisional Approval

- Policy compliant
- Passing program quality score
- Pending:
 - ACCJC approval &/or intersegmental agreement; and BOG approval

Resubmission

- Is not policy compliant
- Does not have a passing program quality score

Vetted Programs sent to Intersegmental Partners within 45 days

- CCCCO submits vetted program and non-duplication evidence to 4-year segments for intersegmental review
- CCCCO identifies type of review – Full, Streamlined or Expedited

CCCCO Sends
Proposals to
Segments

Segments Respond and
provide Objections within 30
Working Days

- CSUCO/UCOP reviews the program and course information and provides objections and evidence of duplication within 30 working days
- Programs must be more different than alike in comparison to existing programs
- Campus-to-Campus meetings (C2C) are then scheduled within the next 30 working days

Program Duplication Review Rubric

Element	Little to No Duplication (much more different than alike)	Some Duplication (warrants closer review)	Nearly Full or Full Duplication (much more alike than different)
Program Name			
Program Description			
Program Learning Outcomes			
Program Certification or Licensing Outcomes			
Upper Division Major Courses (Broadly, inclusive of titles, descriptions, outcomes, and content)			
External Program Accreditation (where applicable)			
CIP Codes			
Holistic Review - Summary judgment considering all elements above	Proposed program is clearly more different than alike	Enough duplication exists that program and its elements should be reviewed more closely	Proposed program is clearly more alike than different

Intersegmental Program Review

Key Elements of Program Duplication

- CIP Codes
- Program Name and Description
- Outcomes
- Course Details
- Program accreditation
- Intended industry licensure or certification
- Lower division major prep
- Concentrations

Elements NOT Included

- Lower division courses
- Minors and certificates
- Upper division general education
- Method of instruction

Campus to Campus meetings



“Upon receipt of written objections, the Chancellor of the California Community Colleges shall have 30 working days to convene with the applicant and the segment or segments that raised an objection to collaborate and establish a written agreement before the program is approved.” EDC § 78042.



Goal: Collaborate to Inform a Written Agreement

The written agreement established between the objecting segment and the Chancellor of the California Community Colleges shall address, at a minimum, whether each of the elements of the original objection addressed in paragraph (4) have been resolved. (EDC 78042(i)(5).)

Potential options for written agreement:

- Shared agreement that there is not sufficient evidence of program duplication
- Curricular revise and resubmit: Documented changes to the proposed curriculum to eliminate duplication
- Potential opportunities to collaborate to ensure student need is met
- Other

☐ **No written agreement** – both programs go to 3rd party for review

Neutral Third-Party Review - WestEd

The neutral third-party vendor submits a comparative content analysis report for each BDP objection that aligns with California Education Code section 78042

- Review the CCC BDP application.
- Review the CSU and UC program duplication objections and evidence.
- Review the CCC program duplication analysis and responses to CSU and UC objections.
- Review the respective program and content details.
- Provide a report of the analysis and an assessment of program duplication.

What Happens Next???

The WestEd duplication assessment is for intersegmental consideration but is not a decision

Board of Governors Standing Order 429 delegated to the President the authority to approve baccalaureate degree programs.

Prepare the Written Agreements

Reminders & Recommendations

- Submit applications early!
- Be willing to collaboratively share your curriculum
- Don't ask CSU/UC faculty for letters of support. Rather “nicely” request to have a conversation
- CIP Codes of “other” create speculation, as does creative program names
- Coming Soon: Assistance with pre-application duplication research!

California's 51 Approved BDPs by Title

Number of multiples in parentheses

- Airframe Manufacturing Technology
- Applied Building Performance
- Automotive Career Education
- Automotive Technology (2)
- Automotive Technology Management
- Aviation Maintenance Technology: Avionics
- Biomanufacturing (5)
- Building Performance & Enviro Design
- Cyber Defense and Analysis
- Dental Hygiene (6)
- Dental Hygiene Administration
- Drone and Autonomous Systems
- Ecosystem Restoration & Applied Fire
- Electronic Digital Instrument

- Emergency Management
- Emergency Services Administration
- Equine & Ranch Management
- Health Information Management (2)
- Histotechnology
- Industrial Automation (2)
- Interaction Design
- Mortuary Science
- Occupational Studies
- Paralegal Studies
- Paramedicine
- Public Safety Management
- Research Laboratory Technology
- Respiratory Care (9)
- Respiratory Therapy (2)
- Water Resource Management

42 Community Colleges with Approved BDPs

Count of multiple programs in parentheses

Antelope Valley College (2)

Bakersfield College (2)

Cerritos College

College of the Canyons

Crafton Hills College

Cypress College (2)

De Anza College

East Los Angeles College

El Camino College

Feather River College (2)

Foothill College (2)

Fresno College

Fullerton College

- Hartnell College

- Imperial Valley College

- Los Angeles Mission College

- Los Angeles Pierce College

- Los Angeles Valley College

- MiraCosta College

- Mission College

- Modesto College

- Moorpark College

- Moreno Valley College

- Mt. San Antonio College

- Napa Valley College

- Oxnard College

- Palomar College

- Rio Hondo College (2)

- San Bernardino College

- San Diego City College

- San Diego Mesa College

- San Diego Miramar College

- Santa Ana College (3)

- Santa Monica College

- Shasta College

- Siskiyou College

- Skyline College

- Solano College

- Taft College

- Ventura College

- Victor Valley College

- West Los Angeles College (2)

One last reminder – CCCCCO Approval is required before you discontinue an associate degree program

- (j) (1) A community college district shall continue to offer an associate degree program in the same academic subject for which a baccalaureate degree program has been approved, unless that community college district has received approval from the Chancellor of the California Community Colleges to eliminate the associate degree program.
- (2) When conducting a review to approve the elimination of an associate degree program, the Chancellor of the California Community Colleges shall evaluate both of the following:
 - (A) Changes to the labor market viability of the associate degree.
 - (B) Changes to the minimum education required to maintain program accreditation.



Specific application questions will be addressed by Chancellor's Office staff during the weekly Zoom call, BDP Office Hours. The call occurs every Tuesday from 2:00-3:00 p.m.

JOIN BDP OFFICE HOURS OR
EMAIL: BDP@CCCCO.EDU

Questions and Discussion



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Thank you!



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BREAK



CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH



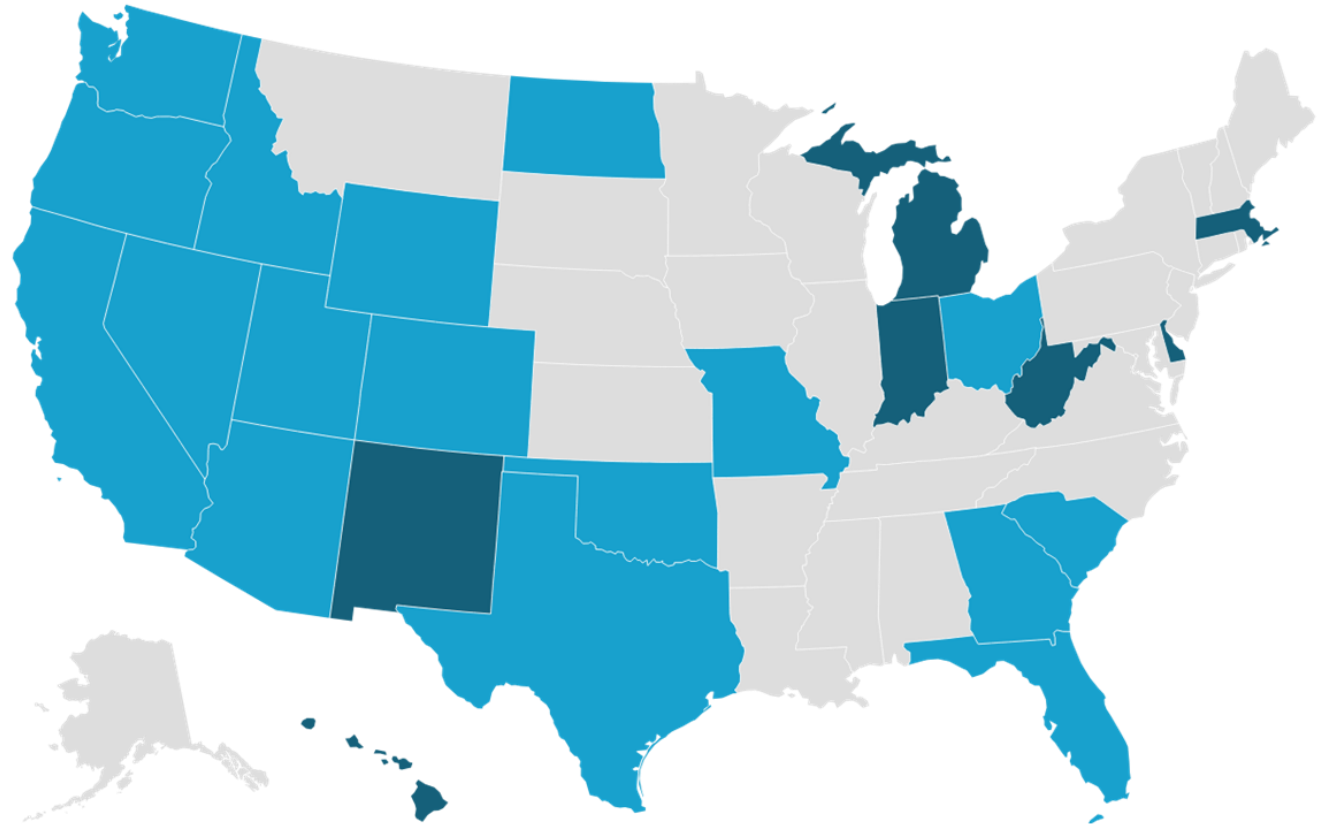
Data-Driven Vision: Labor Market Assessments for BDPs



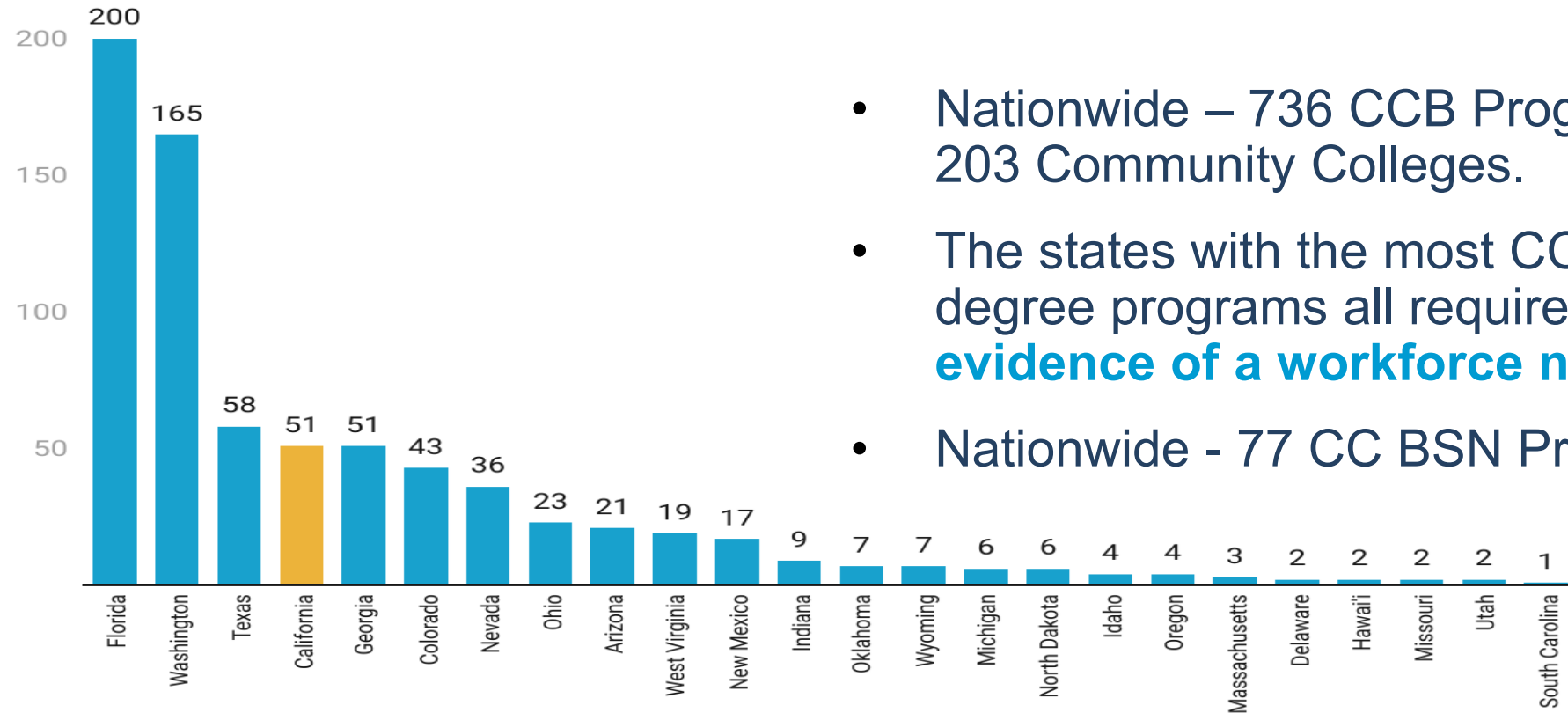
POWERED BY
California Community Colleges

National Landscape of Community College Baccalaureate Degree Programs

- 24 States allow community colleges to **grant baccalaureate degrees**
- At least 17 of those **require the demonstration of a workforce need** for program approval



National Landscape: Community College Baccalaureate Programs by State



- Nationwide – 736 CCB Programs at 203 Community Colleges.
- The states with the most CCB degree programs all require **evidence of a workforce need**
- Nationwide - 77 CC BSN Programs

Source: Community College Baccalaureate Association • Created with Datawrapper



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California
Community
Colleges

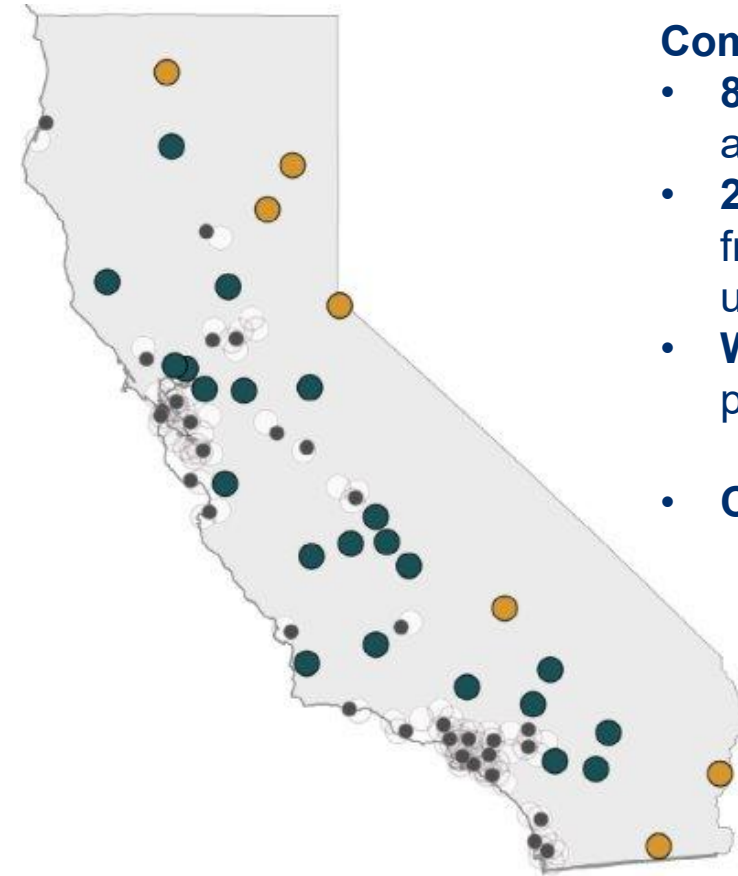
Where we are...

Location of California BDPs



Where we can be...

University Deserts



Community College

- **80+ miles** away from a public CA university
- **25-79 miles** away from a public CA university
- **Within 25 miles** of a public CA university
- **CSU and UC**

Source: The RP Group (2025, Policy Brief). Distance Matters: Addressing Geographic Barrier to Transfer for California Community College Students.

COE aspires to be the leading source of workforce information and insight for California's community colleges.

The COE provide quality labor market data and information to help colleges with:



Assessing labor market needs



Reviewing career education programs



Investing in new career education programs



Grant program planning and investment

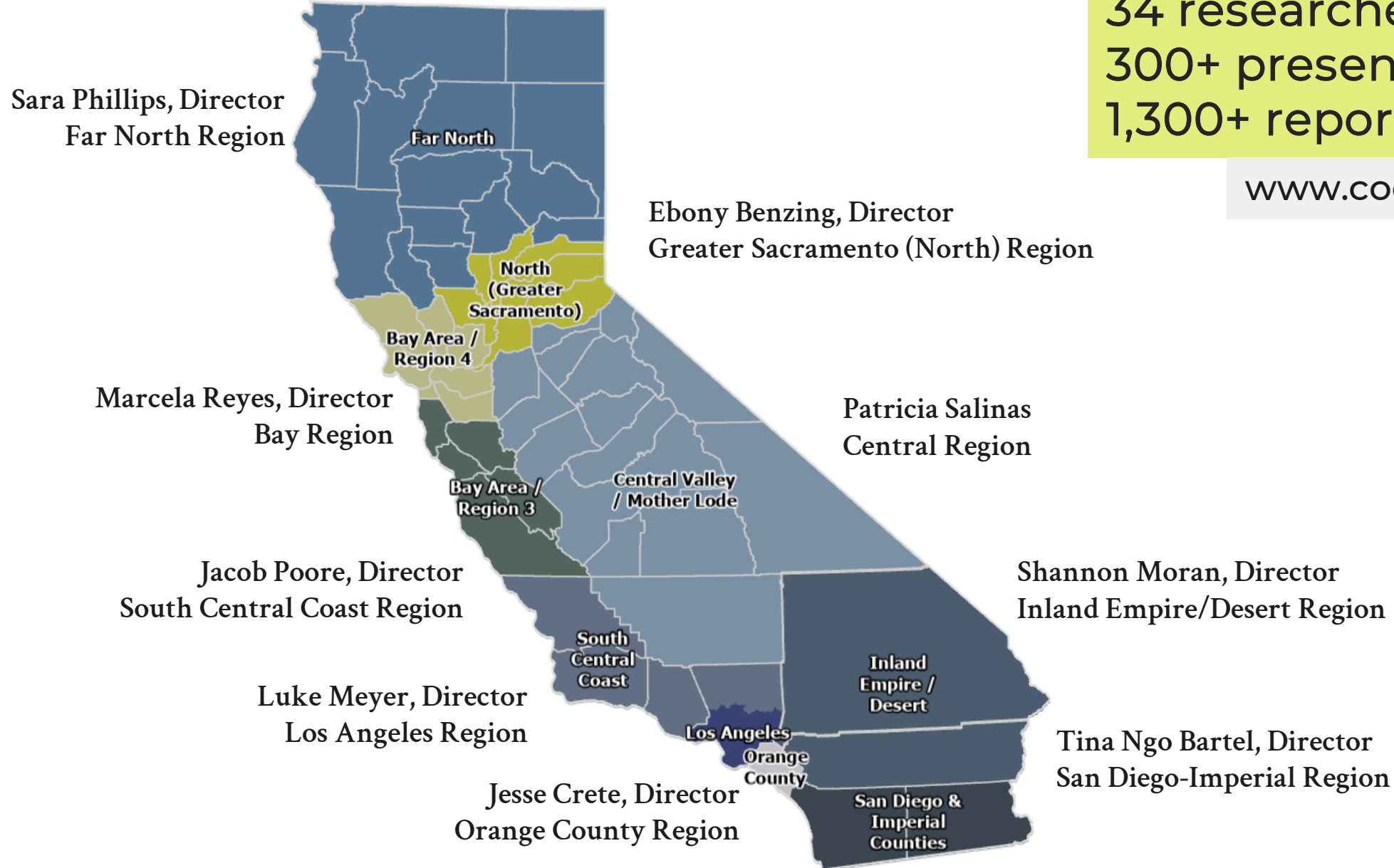


CENTER OF EXCELLENCE
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The COE Network

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1,300+ reports annually

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Labor Market Assessment



Banking and Finance

Labor Market Assessment



Cosmetology

Labor Market Assessment



Data Analytics

Labor Market Assessment



Animation and Gaming

Labor Market Assessment



Audio Engineering and Music

Labor Market Assessment



Agricultural Pest Control

Labor Market Assessment

- Required for any new CTE credit certificate or degree to go through Region
- Ensures alignment between target occupations and degree program
- Measures demand in field of study - past and future occupational employment
- Establishes earning potential - entry-level and self-sufficiency comparison, family-supporting

COE deliver about 1k LMAs every PY

Establishing Workforce Need

Does this program meet a real, documented need in the job market?

The COE Labor Market Assessment (LMA) addresses that question. Through the lens of occupational analysis, the LMA documents employment demand, wage potential, and employer preferences, to inform as to whether the proposed program is:

Rooted in Real Opportunity

- Occupational analysis demonstrates opportunity for graduates
- Employers require or prefer workers with proposed degree or certificate
- Data reveals unmet demand for workers in a technical field

Focused on Regional Impact

- Regional data shows sustained annual demand for new entrants to the occupation(s)
- Earnings data support self-sufficiency, potentially family-sufficiency
- Employers validate labor market value for the degree or certificate*

*Via job postings analysis, employer surveys, advisory groups, etc.

Community College Baccalaureate Programs Must Have:

Documentation must include

- Evidence of consultation with regional employers and regional workforce development boards.
- Statewide and regional workforce data relevant to the proposed CCB.
- Evidence that the baccalaureate degree to be offered will help address unmet workforce needs.








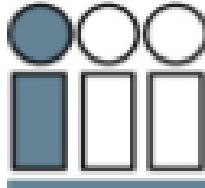


Requesting a BDP Assessment

- Colleges are strongly encouraged to initiate the request early in application development
- COE require 90 days prior to application submission (CCCCO deadlines)
- Factor in the Regional Consortia recommendation process - may need to request LMA even earlier
- You will need to work with COE re: TOP code, CIP code, SOC codes

Submit a
Request



COE Report











BDP PROGRAM RECOMMENDATION?	EVIDENCE OF A SUPPLY GAP?	JOB POSTINGS WITH BA/BS OFFER HIGHER WAGES THAN THOSE WITHOUT BA/BS?	EXPECTED EDUCATION FOR OCCUPATION ANALYZED
 Proceed with New Program	 	 	Bachelor's Degree
DOES A SIMILAR PROGRAM EXIST AT A UC OR CSU?	EXISTING ASSOCIATE DEGREE PROGRAM IN REGION?	NUMBER OF ANNUAL JOB OPENINGS	OCCUPATION PAYS LIVING WAGES FOR A...?
YES, a UC or CSU currently offers a similar program	 	<div>LOW</div> 	 Single Adult  Adult with Child

Example: COE Certification Letter Assessment

Baccalaureate Labor Market Analysis

October 2024

SUMMARY

BDP PROGRAM RECOMMENDATION?	EVIDENCE OF A SUPPLY GAP?	JOB POSTINGS WITH BA/BS OFFER HIGHER WAGES THAN THOSE WITHOUT BA/BS?	EXPECTED EDUCATION FOR OCCUPATIONS ANALYZED
 Proceed with Caution	 	 	Associate degree expected, but bachelor's degree preferred in online job postings
DOES A SIMILAR PROGRAM EXIST AT A UC OR CSU?	EXISTING ASSOCIATE DEGREE PROGRAM IN REGION?	NUMBER OF ANNUAL JOB OPENINGS	OCCUPATIONS PAY LIVING WAGES FOR A...?
YES, a UC or CSU currently offers a similar program but not in the same CIP code	 	LOW 	 Single Adult  Adult with Child



- Demand
- Supply
- Gap Analysis

Conclusion & Recommendations



It is unclear whether the projected demand for XXX and XXX specialists is unmet by the talent supply from related education and training programs



Questions and Discussion



California Community Colleges

Thank you!

www.cccco.edu



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BREAK

California Community Colleges Baccalaureate Degrees (CCC BDP): Navigating the Duplication Analysis

Dr. Shelly L. Hess

*Dean, Instructional Services
Secretary (CCC BDP)*

Presentation Overview

- Understand Education Code §78042(d):
- Clarify Nonduplication Requirement—CCC BPDs
- Review Examples how Colleges Meet this Requirement
- Review Strategies and Tools to Support Compliance

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Nonduplication: What is is... What it isn't....

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Education Code: §78042(d):

*A district shall not offer a baccalaureate degree program or curricula that is already offered by the California State University (CSU) or the University of California (UC) . **

- Ensures CCC BDPs fill workforce and regional gaps
- Avoids unnecessary duplication of public funds
- Promotes collaboration, not competition

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Why Nonduplication Matters



REQUIRED FOR STATE
CHANCELLOR'S OFFICE AND
BOARD OF GOVERNORS
APPROVAL



ADDRESSES LEGISLATIVE
INTENT: INNOVATION, NOT
REPLICATION



PROTECTS PROGRAM
SUSTAINABILITY AND
AVOIDS FUTURE
CHALLENGES

What Counts as Duplication



Same CIP Code of Existing CSU/UC Degree



CCC BDP Closely mirrors the title and curriculum of existing CSU/UC bachelor's



Curriculum has substantial overlap in learning outcomes or upper-division major coursework

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[ICAS Nonduplication \(Link\)](#)

Let's Be Clear: What Duplication *Doesn't* Mean



Prepares for *specific workforce roles* not addressed by CSU/UC



Includes *technical or applied coursework* not offered at CSU/UC



Uses *stackable credentials* from associate to bachelor's level

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CCC BDP—Offered at Another CCC
(Colleges share curriculum/Validated workforce need)

List of Programs Approved for Expedited Review

- Airframe Manufacturing Technology
- Automotive Career Education
- Automotive Technology
- Industrial Automation
- Mortuary Science
- Dental Hygiene
- Dental Hygiene Administration
- Respiratory Care
- Occupational Studies/Occupational Therapy Assistant⁶⁴
- Histotechnology
- Research Laboratory Technology
- Equine and Ranch Management

Tip:

Nonduplication analysis is still required as part of the CCCCCO application process

Blurred Lines

Already Offered
at CCC

CIP Code Not
Offered by CSU

Nonduplication
analysis indicates
no curricular
overlap

Lower Division

Upper Division
General
Education

Programs Pending Intersegmental Agreements

Cycle 2 (Spring 2023)

- Applied Cybersecurity and Network Operations
- Stem Cell and Gene Technologies
- Cloud Computing

Cycle 3 (Fall 2023)

- Cyber Security Technology
- Physical Therapy Assistant
- Digital Infrastructure & Location Service
- Land Stewardship and Sustainability

Cycle 4 (Spring 2024)

- Police Science
- Building Trades Management
- Applied Advocacy and Organizing

Cycle 5 (Fall 2024)

- Field Ironworker Supervision
- Modern Police Science
- Health Information Management

Cycle 6 (Spring 2025)

- Restorative Justice and Rehabilitation
- Transborder Environmental Design

Demonstrating Nonduplication

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Demonstrating Nonduplication

- Conduct program inventory: CSU/UC degrees in the same CIP code
- Review and Analyze: Program Titles*, Course titles, course descriptions, SLOs, program goals
- Document distinctions: applied focus, industry credentials, faculty expertise
- Secure letters of support from industry and CSU/UC as needed*

Nonduplication Checklist

Name of Resource	Mark with X if utilized
UC Majors (link provided by UC)	X
CSU Academic Master Plan (link provided by CSU)	X
WASC Programs Directory (link provided by AICCU)	X
COE CSU and UC Program Finder Tool	X
COE CSU and UC Program Finder Tool Instructions	X
Search Degrees at the CSU	X
CSU Majors by CIP Code	X
CSU Degrees and CIP Codes Report ⁶⁹	X
Guidance Search for CSU Programs	X
CIP SOC Crosswalk	X
Others (please identify)	COE Exhibit 1

Tip: Don't let duplication concerns over-complicate program titles—use titles that will mean something to business and industry partners

[Checklist Link](#)

Expedited Review: Don't Skip Nonduplication Analysis



REVIEW CIP CODES, TITLES,
PROGRAM LEARNING
OUTCOMES, CURRICULUM



REVIEW YOUR COE
ANALYSIS REPORT—
ANALYZE AND REPORT ANY
POSSIBLE DUPLICATION



REVIEW CURRICULUM—IS
YOUR COLLEGE USING THE
EXACT SAME CURRICULUM
OR ADDING COURSES



COMPLETE ALL OF THE
FORMS IN THE APPLICATION

Nonduplication Analysis: Sample Outline



Services and Support
1102 Q Street, Sacramento, CA 95811
916.445.8752 | www.cccco.edu

Baccalaureate Degree Program (BDP) Non-Duplication Analysis
Pursuant to Education Code section 78042(d)(2), colleges may not offer a baccalaureate degree program or program curricula already offered by the CSU or UC. The purpose of this form is to collect results and evidence of your district/college's comparison of the proposed baccalaureate degree program and programs or program curricula offered by the CSU or UC. Where potential duplication or overlap does occur, please provide a side-by-side comparison of each course with course descriptions and student-level learning outcomes. See Sample Non-Duplication Analysis. This form is a template only and may be adjusted as needed to fit your circumstances.

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B. Search Results 3

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 1. Imperial Valley College/California State Polytechnic University-Pomona 8

 CIP Code: 15.0303 8

 2. Imperial Valley College/California State Polytechnic University-Pomona 8

 3. Imperial Valley College/California State University Long Beach 8

 CIP Code 15.0612 8

 4. Imperial Valley College/California State Polytechnic University-San Luis Obispo 8

 5. Imperial Valley College/California State University Fresno 8

 6. Imperial Valley College/California State University Los Angeles 8

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 3. Imperial Valley College/California State University Long Beach 13

Chancellor's Office, Educational Services and Support
1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

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Non-Duplication Evidence of Search Results, Item B 38

Form Instructions

Complete the questions below and upload this form as a pdf as part of the BDP application.
Upload all other evidence as a separate pdf in response to the BDP Application Question No. 7.
No page limit.

Details	Response
Name of College/Applicant:	Imperial Valley College/Efrain Silva
Title of Proposed Program:	Bachelor of Science Degree in Industrial Automation

A. Resources

Please indicate which of the following resources were utilized in your search for other similar statewide programs:

Name of Resource	Mark with X if utilized
UC Majors (link provided by UC) 71	X
CSU Academic Master Plan (link provided by CSU)	X
WASC Programs Directory (link provided by AICCU)	X
COE CSU and UC Program Finder Tool	X
COE CSU and UC Program Finder Tool Instructions	X
Search Degrees at the CSU	X
CSU Majors by CIP Code	X
CSU Degrees and CIP Codes Report	X
Guidance Search for CSU Programs	X
CIP SOC Crosswalk	X
Others (please identify)	COE Exhibit 1

Help the reviewers navigate this section

CIP/SOC Code Alignment

Comparison Learning Outcomes to SOC Code:

The provided program learning outcomes (PLOs) align with the key responsibilities and expectations mentioned in the SOC (Standard Occupational Classification) code for this profession. Highlighted below is a breakdown of how each PLO corresponds with the SOC Code:

1. **Select and perform safe and effective interventions within the PTA scope of practice and Physical therapists plan of care.**
 - o **Relation to SOC Code:** The SOC Code emphasizes that PTAs are responsible for assisting physical therapists in providing treatments and possibly modifying those treatments based on the patient's status. This PLO ensures that graduates are trained to choose and administer the right interventions within the guidelines set by physical therapists.
2. **Demonstrate knowledge of California physical therapy laws and regulations.**
 - o **Relation to SOC Code:** The reference to "in accordance with State laws" in the SOC Code indicates the importance of understanding local regulations. This PLO ensures graduates are knowledgeable about the specific laws and regulations governing their profession in California.
3. **Demonstrate ethical and professional behaviors consistent with professional standards and practice.**
 - o **Relation to SOC Code:** Maintaining professional standards is inherent in any healthcare role. This PLO ensures that graduates uphold the highest ethical and professional standards in line with the expectations outlined in the SOC Code.
4. **Communicate effectively, both verbally and in writing, as appropriate for a PTA practice.**
 - o **Relation to SOC Code:** PTAs are responsible for documenting the progress of treatment. Effective communication, both verbal and written, is vital to ensure that patient information is accurately captured, shared, and understood. This PLO ensures that graduates have the communication skills required for their role.
5. **Participate in self-assessment and develop plans to improve knowledge, skills, and behavior as appropriate for a PTA.**
 - o **Relation to SOC Code:** The mention of "generally requires formal training" in the SOC Code suggests the importance of continuous learning and professional development. This PLO emphasizes the importance of self-awareness, ongoing assessment, and commitment to improvement, ensuring graduates remain competent throughout their careers.
6. **Incorporate an understanding of the implications of individual and cultural differences, and adapt behavior and delivery of care accordingly in all aspects of physical therapy services**

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Comparison of Learning Outcomes to CIP Code:

1. **Select and perform safe and effective interventions within the PTA scope of practice and Physical therapists plan of care.**
 - o **Relation to CIP Code:** The CIP Code incorporates implementing physical therapy treatment care plans, conducting treatment interventions, and the instruction in biomechanics, exercise physiology, and kinesiology.
2. **Demonstrate knowledge of California physical therapy laws and regulations.**
 - o **Relation to CIP Code:** While the CIP Code doesn't specifically address California laws and regulations, it includes instruction in professional standards and ethics, which likely includes a foundation in understanding the importance of local regulations.
3. **Demonstrate ethical and professional behaviors consistent with professional standards and practice.**
 - o **Relation to CIP Code:** Aligned with instruction in professional standards and ethics.
4. **Communicate effectively, both verbally and in writing, as appropriate for a PTA practice.**
 - o **Relation to CIP Code:** The CIP Code mentions training patients, observing and recording patient progress, and instruction in communication and clinical documentation.
5. **Participate in self-assessment and develop plans to improve knowledge, skills, and behavior as appropriate for a PTA.**
 - o **Relation to CIP Code:** While the CIP Code doesn't directly address self-assessment, the emphasis on behavioral sciences, professional standards, and ethics suggests the importance of continuous improvement and reflection in one's practice.
6. **Incorporate an understanding of the implications of individual and cultural differences, and adapt behavior and delivery of care accordingly in all aspects of physical therapy services with respect to patients' values, preferences, and needs.**
 - o **Relation to CIP Code:** The CIP code is aligned with: Instruction in behavioral sciences, which would encompass understanding individual and cultural differences.

The CIP Code 51.0806 for "Physical Therapist Assistant" provides a foundational training for individuals to become PTAs. Its focus is on the core aspects of the role, such as clinical interventions, patient training, and equipment use.

The program learning outcomes provide a more advanced curriculum that builds upon the foundation of the associate degree level curriculum, steering PTAs towards leadership roles, advanced clinical judgment, and a deeper emphasis on cultural implications and diversity in healthcare.

Nonduplication Analysis: Search Results

CSU Degrees and CIP Codes Report

The CSU Degree and CIP Codes Report search for CIP Code 15.0407 (Mechatronics, Robotics, and Automation Engineering Technology/Technician) returned no results, indicating that no degrees within the CSU system are currently aligned with this specific CIP Code.

To ensure a comprehensive review, we took an addition step to review the similar programs identified in the CSU Academic Master Plan search. It was determined the programs identified have different CIP Codes:

- California Polytechnic State University, San Luis Obispo: Industrial Technology and Packaging, Bachelor of Science Degree (CIP Code 15.0612)
- California State University, Fresno: Industrial Technology, Bachelor of Science Degree (CIP Code 15.0612)

Additionally, this search revealed another program with the same CIP Code, the Bachelor of Science in Industrial Technology at California State University, Los Angeles (CIP Code 15.0612)

Analysis: while both of these CIP codes involve the application of engineering principles, CIP 15.0407 is specialized in mechatronics and automation technologies, whereas CIP 15.0612 is geared towards industrial technology and processes.

Other Resource: Centers of Excellence Labor Market Analysis Report

The summary below outlines the Centers of Excellence Labor Market Analysis Report of availability of programs at California State Universities (CSU) and University of California (UC) institutions by CIP code, with a focus on applied engineering, engineering technologies, and design technologies. As indicated below there is limited representation of engineering technology and design-related programs within CSU and UC systems.

CSU institutions with related programs include California State Polytechnic University-Pomona and California State University-Long Beach, particularly for Electrical, Mechanical, and Communications Engineering Technology. Notably, the programs listed below have different CIP codes than Imperial Valley College's (IVC) proposed program, indicating distinct areas of academic focus.

Exhibit 1: California UC and CSU Institutions with Related Programs by CIP Code (2022)¹¹¹

CIP Code and Title
<u>15.0001 Applied Engineering Technologies/Technicians</u> <ul style="list-style-type: none">• No CSU or UC
<u>15.0303 Electrical, Electronic, and Communications Engineering Technology/Technician</u> <ul style="list-style-type: none">• California State Polytechnic University-Pomona• California State University-Long Beach
<u>15.0306 Integrated Circuit Design Technology/Technician</u> <ul style="list-style-type: none">• No CSU or UC

Samples: CIP Code

Exhibit 1: California UC and CSU Institutions with Related Programs by CIP Code (2022)⁹

CIP Code and Title
15.0001 Applied Engineering Technologies/Technicians <ul style="list-style-type: none">No CSU or UC
15.0303 Electrical, Electronic, and Communications Engineering Technology/Technician <ul style="list-style-type: none">California State Polytechnic University-PomonaCalifornia State University-Long Beach
15.0306 Integrated Circuit Design Technology/Technician <ul style="list-style-type: none">No CSU or UC
15.0403 Electromechanical/Electromechanical Engineering Technology/Technician <ul style="list-style-type: none">No CSU or UC
15.0404 Instrumentation Technology/Technician <ul style="list-style-type: none">No CSU or UC
15.0405 Robotics Technology/Technician <ul style="list-style-type: none">No CSU or UC
15.0406 Automation Engineer Technology/Technician <ul style="list-style-type: none">No CSU or UC
15.0407 Mechatronics, Robotics, and Automation Engineering Technology/Technician <ul style="list-style-type: none">No CSU or UC
15.0805 Mechanical/Mechanical Engineering Technology/Technician <ul style="list-style-type: none">California State Polytechnic University-Pomona

⁸ CIP data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data). The COE uses the national SOC-CIP crosswalk to determine which programs could potentially train for the occupation in question. nces.ed.gov/ipeds/cipcode/post3.aspx?y=56
⁹ Lightcast, Q3 2024 Data Set, Program Overview, Completions by Institutions, Completions data for 2020 and 2022 to account for programs not captured after decline in enrollment from the COVID-19 pandemic.

Samples: Side by Side Analysis

Upper Division Summary Course Analysis

Item	Imperial Valley	Cal Poly Pamona	Cal Poly Pamona	CSU Long Beach	Cal Poly San Luis Obispo	CSU Fresno	CSU Los Angeles
Program Title	Industrial Automation	Electromechanical Systems Engineering Technology	Electronic Systems Engineering Technology	Electronics Engineering Technology	Industrial Technology and Packaging,	Industrial Technology	Industrial Technology
CIP Code	15.0407	15.0805	15.0303	15.0303	15.0612	15.0612	15.0612
	INDA 300 Industrial Automation Networks	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review
	INDA 301 Industrial Leadership	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review
	INDA 305* Maintenance and Operations This course covers the principles and practices of maintenance and operations management in industrial automation. Students will learn about preventive maintenance, equipment	No similar course	No similar course	No similar course	No similar course	IT 118 Production Operations A survey of production manufacturing operations: quality assurance, work sampling, testing, time and motion study; routing, scheduling, and inventory control; flow processes, material	No similar course

Samples: Side by Side Analysis

Upper Division Summary Course Analysis

Item	Imperial Valley	Cal Poly Pamona	Cal Poly Pamona	CSU Long Beach	Cal Poly San Luis Obispo	CSU Fresno	CSU Los Angeles
Program Title	Industrial Automation	Electromechanical Systems Engineering Technology	Electronic Systems Engineering Technology	Electronics Engineering Technology	Industrial Technology and Packaging,	Industrial Technology	Industrial Technology
CIP Code	15.0407	15.0805	15.0303	15.0303	15.0612	15.0612	15.0612
	INDA 300 Industrial Automation Networks	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review
	INDA 301 Industrial Leadership	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review	No duplication, deemed appropriate for expedited review
	INDA 305* Maintenance and Operations This course covers the principles and practices of maintenance and operations management in industrial automation. Students will learn about preventive maintenance, equipment	No similar course	No similar course	No similar course	No similar course	IT 118 Production Operations A survey of production manufacturing operations: quality assurance, work sampling, testing, time and motion study; routing, scheduling, and inventory control; flow processes, material	No similar course

Samples: Summaries

1. Imperial Valley College/California State Polytechnic University-Pomona

Imperial Valley College: Industrial Automation, Bachelor of Science Degree
California State Polytechnic University-Pomona: Electromechanical Systems Engineering Technology, Bachelor of Science Degree

Imperial Valley INDA 401 Thermal Systems Management This course covers the design, operation, and management of thermal systems in industrial automation. Students will explore thermodynamics, heat transfer, and energy management in industrial processes, with a focus on optimizing thermal systems for efficiency and reliability.	Cal Poly Pomona ETM 3141L Thermal Fluids Laboratory Experimental study of Thermodynamics, Fluid Mechanics, and Heat Transfer.
--	---

Imperial Valley College's INDA 401: Thermal Systems Management and Cal Poly Pomona's ETM 3141L: Thermal Fluids Laboratory are distinct courses designed to address different aspects of thermal systems in industrial and engineering contexts. INDA 401 prioritizes practical applications in industrial automation, integrating thermal systems into broader operational processes. EMT 3141L focuses on experimental study, it emphasizes the conceptual understanding of thermal and fluid principles through laboratory work.

+ Key Differences between INDA 401 and EMT 3141L		
Elements	INDA 401	ETM 3141L
Primary Approach	Theoretical and applied with a focus on system optimization.	Experimental and applied with a focus on conceptual understanding.
Industry Application	Automation-heavy industries, focusing on operational reliability and energy efficiency.	Broader engineering fields, focusing on physics and system behavior.
Hands-On Component	Primarily lecture-based with applied system management.	Fully laboratory-based, involving real-world experiments.
Outcomes	Prepares students for management roles optimizing thermal systems in automation.	Prepares students to understand and verify principles for engineering applications.

These courses are not the same. INDA 401 is tailored for practical applications in industrial automation management, ETM 3141L focuses on experimental learning to enhance conceptual understanding in engineering contexts. Both courses provide valuable insights into thermal systems but serve different academic and professional goals.

Samples: Summaries

Baccalaureate Degree Program (BDP) Non-duplication Analysis

CIP Code Analysis

Both CIP Code 51.0806 (Physical Therapist Assistant) and CIP Code 31.0501 (Sports, Kinesiology, and Physical Education/Fitness, General) pertain to the field of physical health and wellness. However, they are directed towards different goals, methodologies, and career paths. Below is a comparison and contrast between the two programs:

Similarities:

1. **Human Movement:** Both programs touch upon understanding human movement. For the Physical Therapist Assistant, it's from a therapeutic standpoint, while in the Sports/Kinesiology field, it's more from a performance and efficiency perspective.
2. **Anatomy and Physiology:** A foundational knowledge of human anatomy and physiology is essential for both fields.
3. **Injury Prevention and Care:** Both programs cover basic principles of preventing injuries and caring for them, although the depth and application may differ.
4. **Ethical Aspects:** There's an emphasis on ethical considerations in both fields, ensuring that individuals are treated with respect, integrity, and in accordance with professional standards.

Differences:

1. **Primary Focus:**
 - o **Physical Therapist Assistant:** The program is specifically tailored for individuals to apply advanced knowledge in clinical skills to assist physical therapists in patient care. The goal is to provide therapeutic interventions to patients for rehabilitation and to improve or restore their physical functionalities.
 - o **Sports, Kinesiology, and Physical Education/Fitness, General:** This is broader in scope, emphasizing physical fitness, athletic performance, and the principles behind sports and physical activities.
2. **Application:**
 - o **Physical Therapist Assistant:** The emphasis is on implementing treatment care plans and interventions under the guidance of a physical therapist.
 - o **Sports/Kinesiology:** Here, the emphasis is on enhancing athletic performance, understanding motivation in sports, and organizing and leading fitness programs.
3. **Career Paths:**
 - o **Physical Therapist Assistant:** Graduates typically work in clinical settings, rehabilitation centers, or hospitals as a licensed physical therapist assistant assisting physical therapists.
 - o **Sports/Kinesiology:** Graduates might find careers as fitness trainers, coaches, sports managers, or even researchers in the field of human movement.
4. **Academic Content:**
 - o **Physical Therapist Assistant:** More in-depth on topics like electrotherapy, wound and injury care, orthotics, prostheses, and specific procedures of physical therapy.
 - o **Sports/Kinesiology:** Includes a broader range of subjects, including specific sports rules, exercise techniques, and human motivation studies.

Samples: Summaries

Courses	Course Title	California Maritime	CalPoly Humboldt	CalPoly Pomona	CalPoly San Luis Obispo	CSUBakersfield	CUSChamellelands	CSUC Chico	CSUDomestic Hills	CSUEast Bay	CSUFresno	CSUFullerton	CSUHayward	CSULong Beach	CSULA	CSUMaritime	CSUMonterey	CSUNorthridge	CSUSacramento	CSUSan Bernardino	CSUSan Marcos	CSU Stanislaus	SDSU	SFSU	SJSU
FIPT101	Fire Protection Organization																								
FIPT102	Fire Prevention Technology																								
FIPT103	Fire Protection Equipment and Systems																								
FIPT104	Building Construction for Fire Protection																								
FIPT105	Fire Behavior and Combustion																								
FIPT120	Firefighter Safety and Survival																								
EMGM105A	Emergency Medical Technician - National Registry																								
	Periaryngeal Airway																								

PADM 401 - Public Safety Leader Communications (Upper Division)

This course analyzes leadership theories, skills, and techniques used in public safety management. The objective is to define and explain basic concepts of leadership; analyze personal leadership knowledge, skills, and abilities; and evaluate leadership performance in the current public safety environment. Topics include leadership theories and styles, roles of the leader in the emergency management environment, including planning, organizing, leading, controlling and communications necessary in a complex emergent environment. Emphasis includes transferable leadership traits for public safety managers deployed in a unified response to large scale disaster or community crisis.

Miramar's course focuses on leadership public safety as it relates to leadership styles, planning, organizing. Bakersfield's courses focuses on nonprofit and health care management with relation to organization behavior and leadership.

PPA 3000 Public Management and Leadership

Introduces basic principles of responsible leadership, effective management, organizational change in public, nonprofit and health care management settings. Includes social science issues in authority, motivation, organization behavior and leadership styles.

Contemporary Police Technologies, Associate of Science

Control Number: 11263 Major Units: 33 TOP Code: 2105.00* Administration of Justice_CIP Code: 43.0100 Criminal Justice and Corrections, General.

Courses	Course Title	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC
ADJU160	Criminal Law II									
ADJU161	Juvenile Procedures									
ADJU180	Drug Abuse and Law Enforcement									
ADJU182	Street Gangs and Law Enforcement									
ADJU201	Criminal Procedure									
ADJU210	Rules of Evidence									
ADJU230	Constitutional Law I									
ADJU260	POST Certified Regional Academy									

No courses in this lower division track are articulated to a UC

Samples: Side by Side Program

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Miramar College/ San Diego State University

Miramar College, Bachelor of Science, Public Safety Management	San Diego State University, Bachelor of Arts in Public Administration
<p>Lower Division Courses</p> <p>Associate of Science, Public Safety Management</p> <p>Lower Division Track</p> <p>Required Courses</p> <p>PADM200 Introduction to Public Administration</p> <p>ADJU101 Introduction to Administration of Justice or</p> <p>HSEC100 Introduction to Homeland Security</p> <p>ADJU201 Criminal Procedure</p> <p>BUSE119 Business Communications</p> <p>BUSE150 Human Relations in Business</p> <p>BUSE201 Business Organization and Management</p> <p>CBTE180 Microsoft Office or</p> <p>CBTE210 Computers in Business</p> <p>Complete at least 3 units from the following:</p> <p>COMS103 Oral Communication</p> <p>ADJU102 Criminal Law I</p> <p>HSEC120 Transportation and Border Security</p> <p>HSEC100 Introduction to Homeland Security</p> <p>ADJU101 Introduction to Administration of Justice</p> <p>CBTE210 Computers in Business</p> <p>CBTE180 Microsoft Office</p> <p>ADJU106 Diversity and Community Relations</p> <p>ADJU270 Work Experience</p> <p>PADM270 Public Administration Internship / Work Experience</p> <p>HESC110 Intelligence Analysis and Security Management</p> <p>Or</p> <p>Associate of Science: Contemporary Police Technologies</p> <p>Lower Division Track</p> <p>Required Core</p> <p>ADJU 260 POST Certified Regional Academy</p> <p>Select nine units from the following:</p>	<p>Seven (7) required prerequisite courses:</p> <p>ACCTG 201 - Financial Accounting Fundamentals (3 units)</p> <p>ECON 101 - Principles of Economics (3 units)</p> <p>ECON 102 - Principles of Economics (3 units)</p> <p>MIS 180 - Principles of Information Systems (3 units)</p> <p>P A 200 - The Urban Scene (3 units)</p> <p>POL S 102 - Introduction to American/Californian Government and Politics (3 units)</p> <p>STAT - Statistics Course (3 units)</p> <p>Students may choose from any of the following statistics courses to fulfill the three-unit statistics requirement: STAT 119, ARP 201, BIOL 215, CIV E 160, ECON 201, POL S 210, PSY 280, or SOC 201</p>

Common Pitfalls

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Common Pitfalls

- Overreliance on title differences without curricular distinctions
- Lack of clear documentation or evidence during application
- Challenges engaging with *CSU* colleagues when overlap is unclear
- Ignoring advisory board input or workforce alignment

Best Practices

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Best Practices

- Start with labor market demand and advisory board validation
- Engage early with articulation officers and researchers
- Use cross-functional teams: faculty, IR, admin, employers
- Draft a clear justification narrative and keep documentation updated
- Keep detailed records of CSU/UC search
- Organize information—use table of contents; consistent format
- Use AI as a tool to help guide your analysis

Tools and Resources

Tools and Resources

- CCCCO CSU/UC Search Tools
- CCCCO PCAH
- Labor market data – EMSI/Burning Glass, Centers of Excellence
- ICAS Nonduplication Document
- SDCCD Baccalaureate Degree Manual
- CCC BDP
- Community Colleges Baccalaureate Degree Association

Questions and Discussion

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Contact

BDP Office Hours: Tuesday 2:00 pm-3:00 pm

Dr. Shelly L. Hess
shess@sdccd.edu

Community College Baccalaureates: Pending Regulatory Changes

Erin Larson

Dean, Educational Services and Support

June 9, 2025

Legislation and Regulation

Education Code, Article 3. Baccalaureate Degree Program, Sections 78040-78043

- Senate Bill 850 (Block, 2014) and Assembly Bill 927 (Medina, 2021)

Title 5 Code of Regulations Update

- Adding a new “Article 9. Baccalaureate Degree”
 - 55090 – District Policies
 - 55091 – Upper Division
 - 55092 – Conditions for Awarding
 - 55093 – Admissions
- Amending 3 sections
 - 53410 – Minimum Qualifications
 - 53430 – Equivalencies
 - 58501 – Enrollment fees
- Repealing 2 sections: 55009 and 58520



Pending New Section 55090

- **Section 55090: District Baccalaureate Degree Policies**

*Community college baccalaureate degrees shall be offered pursuant to **policies adopted and maintained by district governing boards** that meet the requirements of this article. These policies shall also reflect **districts' philosophy on general education, and state districts' baccalaureate degree goals** which shall include addressing unmet local and regional workforce needs.*



Pending New Section 55091

- **Section 55091: Upper Division Requirements**
 - Defines upper division courses
 - Minimum 40 semester or 60 quarter units of upper division major and general education
 - Minimum 9 semester 13.5 quarter units of upper division general education
 - Enrollment must be limited to students admitted to the baccalaureate degree program



Pending New Section 55092

- **Section 55092: Conditions for Awarding the Baccalaureate Degree**
 - Completion of 120 semester or 180 quarter units
 - Completed a minimum of 36 semester or 54 quarter units of (lower and upper division) general education
 - Upper division courses must be completed with a grade of “C” or “P”
 - 12 semester or 18 quarter units of upper division courses taken at colleges with the district (policies to allow undue hardship waivers)
 - Minimum 2.0 cumulative GPA
 - May count courses from other accredited institutions
 - May receive credit through CPL



Pending New Sections 55093

- **Section 55093: Admissions**
 - Must have a separate application process
 - Must align to existing enrollment and admission priorities
 - When enrollment must be restricted (limits on funding, facilities, sites, capacity, etc.) districts may apply criteria for admission to the baccalaureate program.
 - “Permissible admissions criteria” will be established and maintained by the Chancellor’s Office. (Guidance to follow)



Pending Revisions: Section 53410

- **53410. Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians**
 - For upper division, one of the following applies to faculty assignments:
 - **Master's degree**, or equivalent foreign degree, **in assigned discipline**; or
 - **Master's degree** in a discipline **reasonably related AND bachelor's in the assigned discipline**, or
 - For upper division courses **in disciplines where the master's is not expected or available, but a bachelor's or associate is**, then must have either:
 - Directly related **master's AND 2 yrs professional experience** AND any appropriate licensure
 - Directly **related bachelor's AND 6 yrs professional experience** AND any appropriate licensure
 - For upper division courses **in disciplines where both the master's and bachelor's are not generally expected or available**, then must have either:
 - **Any master's AND 2 yrs** professional experience AND any appropriate licensure, or
 - **Any bachelor's AND 6 yrs** professional experience AND any appropriate licensure



Pending Revisions: Sections 53430 and 58501

- **Section 53430: Equivalencies**

(d) For faculty assigned to teach upper division courses, equivalency is not allowed for the bachelor's degree required of the minimum qualifications outlined in Section 53410(b).

- **Section 58501: Enrollment Fee**

- Adds new subsection to incorporate legislated fees for community college baccalaureate degrees
 - Upper division courses are \$84 unit + enrollment fees)
- Requires that fees be published in catalogs and websites



Pending Repeals: Section 55009 and 58520

- **Section 55009: Baccalaureate Degree Pilot Handbook**
 - The handbook was necessary for the pilot program but is not longer required
- **Section 58520: Baccalaureate Degree Pilot Program Fees**
 - Content is incorporated into Section 58501 for transparency and simplification



Next Steps

- Codification by the Secretary of State
- PCAH and technical manual update
- Guidance emo
- Baccalaureate degree webinar highlighting the changes and guidance





CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S
DEGREE PROGRAMS

Thank you!



CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S
DEGREE PROGRAMS

BREAK



CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S
DEGREE PROGRAMS

Articulation and Upper Division Curriculum

Elizabeth Ramirez, Articulation Officer and Curriculum Chair, Rio Hondo College

Upper Division Curriculum

- What is your current local curricular approval process?
 - Discipline faculty develop, curriculum committee reviews (may include separate technical, requisite, DE review), local governing board approval, submit to Chancellor's Office (via COCI)
 - Note: distinction between curriculum submission for application (outline/overview/proposal) vs. full local review/approval process
- Provide training for your local curriculum committee so that they'll know what to review for
- Be aware of available resources and information to support
 - Similar California Community College baccalaureate degree programs
 - Advisory board and industry leader recommendations
 - External accreditation standards (if applicable)

Upper Division Course Characteristics

- Build on foundational skills developed in lower division coursework
- Demonstrate evidence of advanced focus or greater depth
- Target higher-order critical thinking skills
- Develop advanced writing, speaking, communication, and information literacy skills
- Specialized: application of theories and/or development of professional skills
- Encourage engagement in original research or projects
- Bridge the gap between theoretical knowledge and real-world application
- Emphasize mastery of advanced skills and techniques
- Curricular design incorporates diversity, equity, inclusion, anti-racism, and accessibility (IDEAA)



Upper Division Requirements

- Minimum of 40 semester (60 quarter) units of upper division coursework for a BDP
 - Including major and general education
- Upper Division Major Requirements
 - Minimum of 18 semester (27 quarter) units of upper division within the major
 - Upper division major courses must be completed with a minimum grade of “C” (or a “P”)
- CCC Chancellor’s Office Curricular Process
 - Courses and program submitted as usual in COCI
 - CB27 Course Upper Division Status
 - A – Course is an upper division course
 - N – Course is not an upper division course (note: this field is auto-populated with “N” so be sure to change it as applicable)
 - Streamlined process for courses
 - Baccalaureate degree program is review by the CCCCO
 - Control number is issued

Upper Division General Education

- Should come from at least two disciplines outside of the major and be related to the required coursework for the degree
- One course must have an emphasis in written communication, oral communication, or computation
- Courses should be open only to students who are enrolled in a California Community College baccalaureate degree program



Upper Division GE Course Examples

- Technical and Professional Writing
- Applied and Professional Ethics
- Organizational Behavioral Psychology
- Research Methodology
- Analysis of Social Change
- Advanced Communication Skills
- History of Science and Technology

Expedited Review Process

Our Chancellor's Office has established a process with the CSU system for the expedited review of programs which have been previously approved. Those programs include:

- **Airframe Manufacturing Technology**
- **Automotive Career Education**
- **Automotive Technology**
- **Industrial Automation**
- **Mortuary Science**
- **Dental Hygiene**
- **Dental Hygiene Administration**
- **Respiratory Care**
- **Occupational Studies/Occupational Therapy Assistant**
- **Histotechnology**
- **Research Laboratory Technology**
- **Equine and Ranch Management**

Please see the Board of Governors agenda from November 13, 2023 for more details:

<https://go.boarddocs.com/ca/cccchan/Board.nsf/goto?open&id=CWSM6857BDEB>

The Role of Articulation in CCC Baccalaureate Degrees

- CCC to CCC articulation
 - Course to course (example: SMC's Interaction Design (IXD) program)
 - Program to program (example: RHC's Automotive Technology program)
- General education approaches and considerations
 - Evaluating coursework for GE approval
 - Monitoring and implementing title 5 revisions
- ASSIST.org considerations
 - Request to add CCC to CCC articulation functionality in ASSIST.org (pending)
 - Upper division coursework in ASSIST as baccalaureate level transfer courses (BCT)

CCC BDP AO Group

- Best practices and considerations
 - General education
 - Credit for prior learning, evaluation/acceptance of foreign coursework, grade requirements
- Input in shaping local policy and practice
- Norming across group
- Resources
 - Twice yearly virtual CCC BDP AO meetings
 - Chancellor's Office CCC BDP AO listserv
 - Monthly BDP Steering Group meetings

What questions do you have?

BDP Updates and Closing Remarks

Ginni May, Visiting Executive Educational Services and Support

June 9, 2025 | 4:40-5:00

Challenges in Developing BDPs in the CCCs

- Program Duplication Determination Challenges
- Application Process
- SSCF: BDPs < ADTs
- Resource Limitations
- Workload
- Legislative and Policy Setbacks
- Support
- Workforce Aligned Degrees

Equitable Baccalaureate Attainment

Vision 2030: Transfer Workplan

Outcomes:

- Increase the number of California Community Colleges baccalaureate degree offerings from 51 statewide to 200 statewide by 2030
- Increase the number of California community colleges offer baccalaureate degree programs from 42 to at least 58 by 2030

Potential Capacity in the California Community College system:

- If each BDP enrolled 20 students, CCCs could serve 4000 students seeking a California Community College Baccalaureate Degree
- Encourage **transfer within the CCCs to CCC BDPs**
- Provide access to CCC BDPs for students in University Deserts



California Community Colleges

Thank you!

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CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S
DEGREE PROGRAMS

2025 Baccalaureate Degree Workshop