Substantive Change Proposal:
Respiratory Care Baccalaureate Degree Program

Modesto Junior College
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Modesto, CA 95350

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A. Concise description of the proposed changes and the reasons for it:

On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors of California's Community Colleges (BOG), in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. [1] The Board of Governors was charged to develop a process for selection of the pilot programs. The Modesto Junior College (MJC) administration and Respiratory Care Associate Degree Program faculty met and agreed to submit an application to pilot a baccalaureate degree in respiratory care. The Dean of Allied Health and Family and Consumer Sciences and program faculty met with the MJC Academic Senate and College Council and approval was unanimously received to proceed with the application. [2, 3] MJC submitted an application for the Baccalaureate Degree Pilot Program on December 19, 2014 and was announced as one of the 15 successful applicants on January 21, 2015. The Board of Governors (BOG) of the California Community College (CCC) System formally approved the pilot programs on March 17, 2015. [4] MJC will be offering a baccalaureate program in respiratory care beginning the spring semester of 2017.

Evidence of a clear relationship to the institution’s stated mission

MJC Mission Statement:

Modesto Junior College is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens [5].

Vision Statement:

As the first choice for educational excellence in our community, Modesto Junior College will enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world [inside front cover; 6].

The Respiratory Care Baccalaureate Degree Program is perfectly aligned with the mission and vision statements through offering a program that will transform lives and further education. This program will prepare students to meet the ever-changing populations and workforce needs of the region through the development of the intellect, creativity, character, and abilities that will shape students into thoughtful, culturally aware, and engaged citizens and professionals in the field of respiratory care.
Discussion of the rationale for the change including but not limited to labor market analysis

Healthcare reform has impacted California’s workforce, and particularly impacted the labor market demand for trained healthcare workers in the Central Valley. Prior to healthcare reform, more than 1 million residents in the Valley were uninsured. As these residents obtain coverage and participate in preventative care services, the need for qualified healthcare workers in the Valley will drastically increase. The Central Valley historically has a pronounced need for respiratory care practitioners due to air quality issues in the region. [7]

Students completing MJC’s Respiratory Care Baccalaureate Degree Program will be able to work in a wide variety of facilities, including acute care hospitals, durable medical equipment companies, sub-acute facilities, home care agencies, physician’s offices, managed care organizations, sleep labs, and pulmonary function labs. According to the Bureau of Labor Statistics, employment opportunities for respiratory care practitioners are projected to increase 28% in the next six years. California has a particularly high vacancy rate for respiratory care practitioners, largely because there are few accredited education programs in the state. Additionally, the existing respiratory care workforce in California has a large percentage of workers nearing retirement age. In 2012-2022, a 19% employment surge is anticipated in the labor market for respiratory care practitioners resulting in over 22,000 jobs. [8]

In the Central Valley, there are currently two community colleges with state-approved respiratory care programs: MJC and Fresno City College. The most current data states that these two institutions have an average of 35 annual completions for 42 job openings in the Central Valley, resulting in an unmet workforce need for respiratory care practitioners. There are no providers in the region with bachelor’s degree programs. Statewide, there are 18 community colleges with respiratory care programs and two private universities with bachelor’s degree programs (Loma Linda University and California College, San Diego). There are no California State University or University of California campuses with a bachelor’s program in respiratory care. [9]

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

The Respiratory Care Baccalaureate Degree Program will attend to the needed education and training to prepare respiratory care practitioners for practice in an evolving and dynamic workforce. Rapidly changing technology has increased expectations for the respiratory care practitioner and the profession. Both the California Society of Respiratory Care (CSRC), the state professional organization and the American Association of Respiratory Care (AARC), the national professional organization have advised programs that the baccalaureate level will be required for tomorrow’s respiratory care practitioners. The profession of respiratory care has evolved over the past sixty-eight years from an on-the-job trained workforce to a college-educated and licensed profession in forty-nine states. Today, respiratory care practitioners are expected to efficiently perform patient assessment while appropriately applying algorithmic protocols in the provision of respiratory care. Critical thinking, decision-making,
and competency in performing the responsibilities of an advanced practitioner are among the demands of the current workforce employers. Amplified education can only improve the ability of respiratory care practitioners to contribute to the cardiopulmonary health of community members within the Central Valley.

The Respiratory Care Baccalaureate Degree Program at MJC will be built upon a well-established and respected associate of science respiratory care program. Students will complete Committee on Accreditation for Respiratory Care (CoARC) requirements for the associate degree as well as complete required lower division general education courses.

Following a 2+2 model, the CoARC accredited Respiratory Care Baccalaureate Degree Program will accept applications from licensed respiratory care practitioners who hold an associate’s degree in respiratory care. The major curriculum will build upon the associate level coursework at an advanced level. In 2014, California employed 15,060 practitioners with the majority holding an associate degree. These practitioners will potentially seek a baccalaureate degree. [10] The program courses will be offered within the classroom on the MJC campus and as online and hybrid modalities to allow greater access.

**Accreditation Standards and Commission Policies Related to Student Learning Programs, Services, and Resource**

MJC meets all accreditation standards of the Accrediting Commission for Community and Junior College (ACCJC). MJC is fully accredited by ACCJC. [11] No accreditation standards are negatively impacted by the proposed baccalaureate degree.

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

The change’s relationship to the institution’s planning, evaluation, and stated mission

When SB 850 (Block) was announced, MJC applied to become one of the 15 colleges included in the baccalaureate pilot program. A committee was formed that included the College President, Jill Stearsn; the Dean of Allied Health and Family and Consumer Sciences, Patrick Bettencourt; Center of Excellence Director, Michelle Marquez; the Respiratory Care Program Director, Bonnie Hunt; and the program’s interim Director of Clinical Education, John Basile. The application for the program was completed and was reviewed, approved and signed by the Academic Senate President, the College President, the Chief Business Officer, the Chief Instructional Officer, the Chief Student Services Officer, and the YCCD Chancellor.

The development of the Respiratory Care Baccalaureate Degree Program curriculum is a collaborative endeavor with input from faculty discipline experts, Respiratory Care Advisory Committee members, and Respiratory Care Program Student Focus Group members and guided by the values and mission of the Commission on Accreditation of Respiratory Care (CoARC), Respiratory Care Board of California, CSU General Education and IGTEC transfer patterns, Bachelor of Science in Respiratory Care at Loma Linda University, and by the recommendations of the Academic Senate for California Community Colleges. The courses and program design constituting the program at MJC, will be created, reviewed, and
approved by the established curriculum procedures overseen by the MJC Curriculum Committee, a subcommittee of the Academic Senate. With Senate approval, the curriculum will be reviewed and approved by the YCCD Board of Trustees signaling approval of the baccalaureate program, before being submitted to the California Community Colleges Chancellor's Office for final approval. Approved course outlines of record will be integrated into the MJC curriculum management system and college catalog according to existing standards. [12]

This program is seen as supporting the College’s Mission, Strategic Directions, and College Goals 2015/16, to:

Goal 1.2:

Increase and sustain delivery of courses, programs, degrees, certificates and services in support of the comprehensive community college mission by scheduling courses and provide services in modalities and day/time sequences that accommodate student needs including:

- Transfer curriculum, programs and services preparing students for transfer to colleges and universities
- Career technical education in support of community workforce development
- Basic skills curriculum preparing students for college success
- Lifelong learning opportunities to meet the needs of a diverse community

The Respiratory Care Baccalaureate Degree Program supports the goal, and is aligned with the mission of MJC as described in Section A. [13]

The assessment of needs and resources to take place

An implementation taskforce has been developed and is comprised of representatives from every major area within the college potentially impacted by the program. Each member of the implementation taskforce is charged with convening their operational areas to discuss what processes will be required to support the program, and then to identify the resources needed to implement those processes. Additional resources that may be required in student support services, instruction, library and learning support will be discussed and evaluated. One-time startup costs and ongoing costs will be identified and addressed. [14]

The anticipated effect of the proposed change on the institution

The development of the MJC Respiratory Care Baccalaureate Degree Program is expected to have a positive and long-lasting effect. The program will require the creation of new student support service processes for students from the application all the way through commencement. Dedicated orientation, counseling, financial aid, tutoring, and articulation agreements will be in place for the program. MJC will be offering general education and respiratory care upper-division courses.

A clear statement of the intended benefits that will result from the change

There is an increasing demand for more highly educated practitioners in the field of respiratory care and currently a scarcity of institutions that offer the baccalaureate degree
exists in the western region. The labor market demand coupled with expected earnings for successful program graduates make this a desirable program which will promote economic development in the local community. Additionally, offering the associate degree and a baccalaureate degree at MJC will benefit students by facilitating the progression of their education. [7, 8, 9]

A description of the preparation and planning process for the change, i.e., when did the change go into effect

On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors of California’s Community Colleges (BOG), in consultation with representative of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. [1] The Board of Governors was charged to develop a process for selection of the pilot programs. MJC submitted an application for the Respiratory Care Baccalaureate Degree Program on December 19, 2014 and was announced as one of the 15 successful applicants on January 21, 2015. The Board of Governors (BOG) of the California Community College (CCC) system formally approved the pilot programs on March 17, 2015. MJC will be offering a baccalaureate program in respiratory care beginning the spring semester of 2017 [4].

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

Adequate and accessible student support services: enumerate services as detailed as possible; provide non-password required electronic links where available

MJC has several student support services that will be offered to support the baccalaureate program. Many of these services are similar or identical to services offered to students pursuing an associate’s degree at MJC.

Testing

Assessment testing is one of many measures used by college personnel to help students’ select appropriate courses. Testing may also be used to satisfy certain course prerequisites. Assessment testing is free; however, other testing services offered by the Testing Center do require a fee. Students admitted into the Respiratory Care Baccalaureate Degree Program are expected to meet, through established admission criteria, the CSU basic competency requirements in English and mathematical computation (Title V, Section 40402.1).

The testing office also collaborates with the Disability Resource Center to provide accommodations for students that have a verified need. Students with disabilities can arrange reasonable accommodations if the request is made at least 10 days prior to the service. [15]
Orientation

Orientations to the Respiratory Care Baccalaureate Degree Program will be provided for the students. The focus of the orientation is to provide both an orientation to the college and the program. The orientation provides opportunity for the students to interact and meet one another as a cohort, as well as the counselor, faculty, and support staff who work directly with the students. The orientation covers:

- An orientation to the college
  a) Registration procedures
  b) Student services (counseling, student financial services, career, disability resources, and learning support resources)
- A description of the cohort model and how students work together to support one another through the two-year program
- Course and graduation requirements (major, upper division general education, and general graduation requirements);
- Orientation to course modules and academic planning
- Dates, deadlines, financial aid, counseling appointments, and expectations

Additional requirements will be reviewed by a counselor during one-on-one counseling appointments. Orientation information is available in the MJC catalog and online. [pg. 226; 6, 16]

Counseling

The mission of the Counseling Center is to provide transfer and non-transfer students with timely and useful support services and quality information that will assist them in realizing their educational, career, and personal goals. Counselors are available via group advising, individual appointments, online, and on a walk-in basis.

Counselors and dedicated respiratory care faculty advisors will be assigned to students enrolled in the Respiratory Care Baccalaureate Degree Program. These counselors will work with the students by reviewing program graduation requirements and the results of the degree audit report. Students entering the program with course deficiencies will be advised on appropriate steps to meeting those deficiencies. Students enter the program as a cohort, thus semester-by-semester course work is pre-established. As such, counselors work with students to develop individual education plans that incorporate these courses and any other courses the student needs to meet program graduate requirements. [17]

Follow-Up Services

The college has the Early Alert system in place which will be available for Respiratory Care Baccalaureate Degree students. Early Alert is a software solution that allows faculty to send communications to specific departments. Early Alert has options for the faculty to select indicating the concern such as absences, low test scores, etc. Faculty may use this product any time during a semester. When departments receive the e-mail alerts from this system, the staff calls the student and provides referrals to academic and/or support services. [pgs. 17 & 37-38; 6]
Career Services

The college provides services to assist all students with their career explorations and career development needs. These services include:

- career counseling
- career interest and skill assessments
- career development courses
- job postings for on-campus and off-campus employment
- résumé workshops
- postings for internships
- employment interview preparation and resources
- postings for volunteer work opportunities
- career fairs and other job search/career readiness events
- class presentations and class assignments

Financial Aid Services

The Student Financial Services Office is dedicated to assisting students through the financial aid process in the most effective and friendly manner possible. Student Financial Services strives to communicate with each student to respond to all financial aid requests. Students meet with financial aid staff to ensure compliance if over a certain unit level, monitor satisfactory academic progress for successful program completion, and verify the existence of each students education plan. Financial aid services information is available online. [18]

Admissions and Records

The admissions office has locations on both the East and West campus. The records office is located on the East campus. Services provided include processing educational records, such as transcripts and grade reports, enrollment verifications, name and address change, determining residency, processing transcript requests and graduation petitions. Students are able to apply to the college and register for their classes online on the MJC website. All students are provided an e-mail account, allowing another method of communication between staff, faculty and students. [19]

Sufficient and qualified faculty and staff to effect and sustain the change

The Respiratory Care Program is fully accredited by CoARC and has faculty that meet the accreditation requirement. [20] Respiratory care discipline instructional faculty assigned to this program include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonnie J. Hunt</td>
<td>FT</td>
<td>AS Respiratory Care; MPA, RRT, EdD Educational Leadership, August, 2015</td>
</tr>
<tr>
<td>Janet Fantazia</td>
<td>FT</td>
<td>AS Respiratory Care, RRT, BSHS, MS Health Sciences Administration, August, 2015</td>
</tr>
<tr>
<td>Alan Roth</td>
<td>FT</td>
<td>BA, MS, MBA, RRT-NPS, RPFT, FAARC</td>
</tr>
</tbody>
</table>
Professional development for faculty and staff to effect and sustain the change

Support for professional development is available. MJC funds professional development on campus and places great value in developing the skills and talents of its faculty and staff. The college administration believes well-prepared and well-equipped faculty are essential to student success. Special funding from the district and Career Technical Education will provide professional development support. The college and district are committed to providing resources that are identified to support the successful implementation of the pilot program.

Appropriate equipment and facilities, including adequate control over any off-campus site

In 2011, MJC opened a new building, Glacier Hall, which offers state of the art classroom and laboratory environments. The new building is a new experiential learning environment and teaching facility focused on health care programs. MJC’s Allied Health and Family and Consumer Sciences Division has an extensive array of facilities and instructional technology readily available. The Human Patient Simulation Laboratory (HPSL) is one of the finest, state of the art patient care simulation labs in the state. This center allows students to learn important skills through the use of simulation mannequins; and then review their own efforts via an advanced audio visual system. The HPSL center is based on the design of a hospital intensive care unit (ICU).

The Allied Health and Family and Consumer Sciences dedicated computer lab is another resource which will be instrumental for use by the students in the proposed baccalaureate program. The lecture halls and labs have improved technology resources which provide enhanced audio, video and distance learning options. The lecture halls are equipped with advanced audio visual equipment.

Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and analysis of fiscal impact on the institution’s budget

MJC is committed to providing the funding and other resources to develop, implement, and deliver the baccalaureate degree program in respiratory care. An initial five-year budget has been created for this program and funds have been allocated for the 2015-16 academic year. The program budget includes program director reassigned time, full-time RCP faculty, faculty professional development, faculty and staff conference and travel, management/classified/technical support, instructional supplies, software licenses, accreditation application fees, annual accreditation fees, curriculum development, equipment costs, student advising, and outreach.

<table>
<thead>
<tr>
<th>John Basile</th>
<th>PT</th>
<th>AS Respiratory Care, RRT, BS Health Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla Espinoza</td>
<td>PT</td>
<td>AS Respiratory Care, RRT</td>
</tr>
<tr>
<td>Celia Crecy</td>
<td>PT</td>
<td>AS Respiratory Care, RRT, BS Health Administration</td>
</tr>
<tr>
<td>Jeanne Torres</td>
<td>PT</td>
<td>AS Respiratory Care, RRT</td>
</tr>
</tbody>
</table>
The additional costs for supplies, equipment, and software will be funded through the established processes for resource allocation as overseen by the college Resource Allocation Council.

**Plan for monitoring achievement of the desired outcomes of the proposed change**

The Respiratory Care Baccalaureate Degree Program at MJC will be included in the college’s program review process in order to monitor the desired outcomes of the program.

**Evaluation and assessment of student success, retention, and completion**

All programs at MJC engage in the assessment of student learning, success, retention, and completion. Faculty review information related to student learning, success, achievement through a process tied to program goals desired SLOs.

In spring 2013, a new five-year assessment cycle was initiated, and adjustments were made to standardize quantitative CLO data in order to inform program, general education, and institutional learning outcomes. Spring 2013 marked the beginning of a five-year cycle of assessment, in which all CLOs, PLOs, GELOs, and ILOs are to be assessed twice. Every five years, programs engage in this comprehensive program review. [21] The Respiratory Care Baccalaureate Degree Program will also engage in this process.

**E. Evidence that the institution has received all necessary internal and/or external approvals**

A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained

The California Community College Chancellor’s Office (CCCCO) required that the application to participate in the baccalaureate degree pilot program be approved by the District Chancellor, College President, Vice Presidents, and the Academic Senate President. The application included a signature page signed by these individuals. All approvals have been obtained. [12]

**Legal requirements have been met**

The legal requirements to establish the Respiratory Care Baccalaureate Degree Program have been met. [4] These include:

- successful submission of the application to participate in the Baccalaureate Degree Pilot Program to the CCCC.
- approval of the application by the Board of Governors of the CCC System.
- submission to and approval of this Substantive Change Proposal by the ACCJC (pending)
Governing board action to approve the change and any budget detail supporting the change

The YCCD Board of Trustees is poised and prepared to formally approve the development of the Baccalaureate Degree in Respiratory Care upon the recommendation of the college Curriculum Committee. The chancellor, acting on authority granted by the Board of Trustees, approved the application for the baccalaureate degree submitted to the CCCCO. [12]

F. Evidence that each Eligibility Requirement and Accreditation Standards will still be fulfilled, specifically related to the change, and that all relevant Commission policies are addressed

Eligibility Requirements

A summary of the eligibility requirements and the impact, if any, of this substantive change on each of the 21 eligibility requirements follows. Documentation for each requirement is contained in this proposal, is referenced, or provided as a link.

1. Authority

MJC is part of the Yosemite Community College District (YCCD) and is fully accredited by the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Most recently, full accreditation was reaffirmed in a letter from the Commission dated February 7, 2014. Based on the 2013 Accreditation Follow-Up Report with a visit in November of 2013, the Commission acted to remove sanctions from MJC. The college is listed in the directories of the United States Office of Education, American Council on Education, and Western Association of Schools and Colleges and is part of the California Community Colleges system. The University of California and the California State University systems and other public and private universities and colleges grant credit for transfer courses completed at MJC. [11]

2. Mission

The College Mission Statement was revised and approved by the Board of Trustees on September 11, 2013. [22] The statement can be found in the college catalog, on the college webpage, and in the College’s Strategic Plan (currently under revision). The mission states:

*Modesto Junior College is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.*

This statement is both appropriate and consistent with California Educational Code and the College’s vision and strategic plan.
3. Governing Board

MJC is sister college to Columbia College, and these two institutions comprise the YCCD. YCCD has a governing board of seven trustees responsible for the quality, integrity, and financial stability of both institutions and the district. The Board of Trustees also ensures that the mission of the institution and district are carried out. The YCCD Board of Trustees homepage lists board membership and their constituent areas. [23] Also available on this page are agendas and minutes to meetings as well as board policies. Important to note with regard to this substantive change proposal is Board Policy 4020 that deals with program and curriculum development. [24] This policy begins by stating:

*The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.*

This pertains to all modalities of instruction, and the district and MJC are committed to delivering high quality education.

4. Chief Executive Officer

MJC has a Board-appointed chief executive officer whose full-time responsibility is to the institution. Board Policy 2430, Delegation of Authority to the Chancellor, and Policy 2430.1, Delegation of Authority to the Presidents, outlines the responsibilities of the chancellor and president and how those responsibilities connect from the district level to the institutional level. [25, 26] The president of MJC is Ms. Jill Stearns.

5. Administrative Capacity

The administrative staff size at MJC is adequate in number, experience, and qualification to provide appropriate supervision for the courses and programs offered. All support and instructional staff meet the minimum qualifications for their respective positions in terms of education, training, and experience, and all pertinent supporting materials for each are on file in the human resources at YCCD.

6. Operational Status

According to Data Mart reports, available through the California Community Colleges Chancellors Office (CCCCO), MJC served 23,789 (unduplicated headcount) with the equivalent of 14,477.5 FTES. From fall, 2013 to spring, 2014, 1,698 degrees and certificates were awarded. [27, 28, 29]

7. Degrees

The degrees and certificates offered at MJC are listed and described in the 2015-16 MJC catalog. Along with the descriptions of the degrees and certificates, program maps and program learning outcomes are listed as well. To assist students in planning their pathways, course requirements, length of study for each program, general education courses and requirements, and rules and policies for transfer are included in the catalog. MJC offers non-degree applicable courses primarily intended to assist students in basic skills development, and some of these offerings are available as Credit/Noncredit. [pgs. 102-118; 6]
8. Educational Programs

All educational programs, the required and elective courses that support them, and required and suggested curricular sequencing are found in the college catalog. Successful completers are awarded associate of arts and associate of science degrees, certificates of achievement in career and technical fields, and locally approved 17 or fewer units skill recognition certificates in vocational areas. All such programs are based on recognized postsecondary education fields of study, of sufficient content and length, and conducted at levels of quality and rigor appropriate to the degree or certificate offered. MJC’s Curriculum Committee, part of the participatory governance structure, approves courses and programs by its codified processes which adhere to California Education Code and appear on the Curriculum Committee webpage. [30] MJC has developed and approved course learning outcomes (CLOs) and program learning outcomes (PLOs) for all degrees and certificates and college wide general education learning outcomes (GELOs). [31]

9. Academic Credit

MJC awards college credit based on the Carnegie Standard as defined in Title V of the California Education Code. One unit of academic credit is earned based on one hour of lecture/discussion per week or a minimum of three hours of laboratory per week per term. Typically, 17.5 hours of lecture or 52.5 hours of laboratory produce one unit of credit. This is generally accepted practice in degree-granting institutions of higher education and follows the CCCCCO requirement of rewarding academic credit. The college catalog contains policies on awarding and transfer of credit, and this is available both in hard copy and online. [pgs. 60 and 91-101; 6]

10. Student Learning and Achievement

The Outcomes Assessment Workgroup (OAW) at MJC has led a transformation of the institution with regard to outcomes assessment and student learning. The OAW site transparently conveys data regarding CLOs, and it also offers conclusions drawn from the data. The OAW is comprised of representatives from all academic departments and divisions, student support areas, and administration.

GELOs have been crafted and approved through the participatory governance process, and they appear in the college catalog, [pg. 113; 6] The Cycle of Assessment is listed on the OAW webpage. [21]

The Academic Senate recommends a general policy that all regularly offered courses have their respective CLOs assessed twice in a four-year period, followed by program review and curriculum updating.

During the first two years of the cycle, CLOs for all courses in a department are assessed once.

After the first cycle of assessment, program, general education, and institutional learning outcomes (ILO) assessments are completed. The second cycle of CLO assessment for all
courses in a department is initiated during the third year and completed at the end of the fourth year.

The second CLO assessment cycle is followed by a one-year (two-semester) period that includes a second round of PLO-GELO-ILO assessment, program review, and comprehensive curriculum review.

The five-year cycle proposed by the OAW now clearly dovetails with the curriculum review cycle, thus making processes at the institution more efficient. [32]

11. General Education

All degree programs at MJC must have a substantial component of general education courses designed to ensure breadth of knowledge and promote intellectual inquiry. To date, 21 degrees offered by MJC have already been through the ADT approval process; therefore, the general education and major portion of these degrees are widely accepted across the state. Students are required to complete courses in language and rationality, the natural sciences and mathematics, arts and humanities, the social sciences, and physical activities and health. Students must also complete a course in cultural diversity and demonstrate proficiency in reading. All courses, as a result of the curriculum review process, are consistent with the levels of quality and rigor appropriate to institutions of higher education and are consistently reviewed by the Academic Senate’s Curriculum Committee. Detailed information about general education requirements can be found in the MJC catalog. [pgs. 113-118; 6]

12. Academic Freedom

YCCD Board Policy 4030 addresses academic freedom and ensures faculty members are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. [33] Board Policy 5-8081 ensures that students are free to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Intellectual freedom and independence are core values of the institution. [34]

13. Faculty

All of the faculty of MJC meet or exceed state-mandated minimum qualifications. The document “Minimum Qualifications for Faculty and Administrators in California Community Colleges” is used to make these determinations, and it is supplied by the California Community College Chancellor’s Office. [35] The MJC Faculty Handbook is available online and it delineates the roles and responsibilities of faculty, and the Yosemite Faculty Association (YFA)/YCCD Contract complements and completes that handbook. [36, 37] The MJC catalog lists faculty degrees and dates of appointment while Central Services’ Human Resources Office has personnel files for all faculty members containing supporting documentation that verifies the meeting of minimum qualifications. [pgs. 355-365; 6]

14. Student Services

MJC provides appropriate student services for all of its students regardless of their learning modality. These services support student learning and development within the context of a California community college, the mission of the college, and the nature of the student
population. Student services include the following areas: Career and Transfer Center, International Student Services, Student Development and Campus Life, Testing and Assessment, Evaluation Services, Matriculation Services, TRiO, Supplemental Instruction, Book Loan Program, CalWORKS, Admission and Records, Counseling, Disabled Students Programs and Services, Extended Opportunity Programs and Services, Financial Aid, Student Health Center, Student Success Center, Tutoring Services, and Veteran Services. Services are listed in the MJC catalog, the online schedule of classes, and the college website. [38]

15. Admissions

Consistent with its own mission, the mission of the California Community Colleges, and Title V of the California Education Code, MJC maintains an open admissions policy. Admission policies are published in the college catalog and on the college website. [pg. 10; 6]

16. Information and Learning Resources

MJC provides information and learning resources that support its mission, instructional programs, and students. This is the primary repository of books, periodicals, media, eBooks, and electronic databases and provides research help, tutoring, and supplemental instruction. The college maintains two libraries, one on each campus. The Library and Learning Center website provides students, staff, and faculty with 24/7 access to resources supporting academic and personal research needs, and research librarians are available to assist students through a variety of methods (e.g. in person, text, chat, phone, email and Twitter). Users can access the online catalog (WorldCat) to search the MJC library’s collection as well as other libraries from which they can obtain materials via interlibrary loan. [39] Students can access librarian created research guides that provide research assistance, subject guides, and useful resources in both text and video format. They also have access to NoodleTools, an online research tool for note-taking, outlining, citation, document archiving, annotation, and collaborative research and writing. [40]

17. Financial Resources

MJC and YCCD have sufficient financial resources to cover the costs associated with the licensing and continual maintenance of the Respiratory Care Baccalaureate Degree Program. MJC assures that financial resources are sufficient to support its instructional programs and services through the integrated planning process in place at the institution. The college’s Resource Allocation Council is charged with allocating resources to the Respiratory Care Baccalaureate Degree Program through the budget development process and strategic planning. [41]

18. Financial Accountability

An independent audit firm performs annual audits to ensure YCCD’s compliance with all regulations of the California Community College Chancellor’s Office (CCCCO) and the United States Department of Education. The Board of Trustees reviews each audit report, and the district responds to any exceptions or findings. The district’s budget reports are generated annually and reviewed by both the YCCCD Board of Trustees and the college. [42, 43, 44]
19. Institutional Planning and Evaluation

MJC’s participatory governance document, “Engaging All Voices,” delineates responsibilities and rights with regard to how institutional planning and evaluation take place. [pg. 8; 45]

The Resource Allocation Council serves as the primary strategic planning and budget committee for the college. The 2008-13 MJC Strategic Plan sets forth the strategic goals and objectives for the college in fulfilling the mission. The college has implemented a program review for the following units: instructional, student services and administrative. To develop an evidence-based Student Equity Plan for MJC, institutional data was identified and assessed by the college research analyst, deans, faculty, Academic Senate leadership, college administrators, and the Student Success and Equity Committee (SSEC). The California Community College Chancellor’s Student Equity Plan, which emphasizes access, success, and equity has informed and shaped this plan. [46]

20. Public Information

All annual publications by the college are reviewed for accuracy and currency. The MJC catalog encapsulates all key policies, descriptions, and information to promote student access and success. The MJC catalog is available in hard copy throughout the college and community as well as online. [6] MJC uses both online resources and social media to inform the community, including the MJC website, Facebook and Twitter sites. MJC also staffs a marketing and public relations officer position. This individual is a key liaison between the college and external stakeholders.

Respiratory Care Baccalaureate Degree Program information and frequently asked questions are available on the MJC homepage website. Inquiries are monitored by an administrative support staff within the division and program information is updated as it becomes available. [47]

21. Relations with the Accrediting Commission

YCCD Board Policy 2430 specifically charges the chancellor with the responsibility to “[E]nsure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion.” [25] A general statement of accreditation for MJC is in the college catalog and information about institutional/regional accreditation, both recent and current, is found on the college’s webpage. All documents submitted by MJC to the commission are available in the MJC library, the Office of Instruction, and online. Specialized program accreditations are also listed in the MJC catalog under applicable program headings. MJC employs a Vice President of Instruction, Brenda Thames, who accepts the responsibility as its Accreditation Liaison Officer and is in full compliance with the Commission’s requests, directives, decisions and policies. All disclosures by the college are complete, accurate, and honest. [48]
G. Evidence that each Accreditation Standard will still be fulfilled, specifically related to the change and all relevant Commission policies are addressed

Accreditation Standards and Commission Policies Related to Student Learning Programs, Services, and Resources

MJC meets all accreditation standards of the Accrediting Commission for Community and Junior College (ACCJC). MJC is fully accredited by ACCJC. MJC had a comprehensive visit in 2005 which resulted in the reaffirmation of accreditation with a midterm report due in 2007. Following the midterm report, the college was placed on probationary status in January 2008 with special reports due in October 2008. The special and midterm reports were accepted by the commission in January 2009 with full accreditation reaffirmed. The college prepared a self-study report and submitted it in October 2011, with the action letter stating “Probation is being imposed at this time for deficiencies addressed by College Recommendations 1, 3, 4, 5, and 8.” After follow-up reports with visits in 2012 and 2013, sanctions were removed. MJC will continue to fulfill all of the accreditation standards with the addition of the baccalaureate degree program.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

This proposal is evidence of MJC’s commitment to its institutional mission. The college mission, quoted on p. 9 of this report, was approved by the Board of Trustees on September 11, 2013. The mission is published in the catalog and can be found on the college website. This mission is appropriate for an institution of higher learning as described in California Educational Code and consistent with the college statement and the YCCD District mission statement. The mission statement is reviewed annually by the various participatory governance councils and was a topic of the Spring Assessment Retreats in 2009 and 2010. As a result of the deliberations from the retreats and other college dialogue, the mission statement was amended and accepted by the Board in 2013. [22]

MJC provides well-defined and accurate information to current and prospective students, personnel, the community, and all individuals and organizations related to its mission. Information about the baccalaureate degree program will be disseminated through regular and established means, including the college catalog, website, and handbooks. The Respiratory Care Club participates in community outreach and program awareness.

Standard II: Student Learning Programs and Services

MJC offers high-quality instructional programs, student services, and library and learning resource services. The college provides a strong learning environment that facilitates the achievement of our student learning outcomes (SLOs), enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility. Courses in the Respiratory Care Baccalaureate Degree Program will be held to the same review and SLOs assessment processes as other courses and undergo the same curriculum approval process. Academic rigor in baccalaureate degree courses will be held to the appropriate level of rigor.
**Instructional Programs**

MJC utilizes face-to-face, online, hybrid, and web-enhanced delivery methods of instruction to meet the CLOs as approved by departments and the curriculum committee. The variety of delivery modalities enables students to complete their educational goals, whether it is for preparation for transfer to university, degree attainment, job retraining, or personal enrichment.

Traditional face-to-face classes start as early as 6:30 a.m. and end as late as 11:00 p.m. on weekdays to accommodate the scheduling challenges students face. Many students at MJC work in addition to attending classes, and early morning, evening, or weekend classes are vital for the success of those students.

The college’s mission states, “We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community.” Instructional scheduling and best practices support this portion of the mission and allows the college to serve the population of students entering the baccalaureate degree program.

MJC is actively building comprehensive curriculum for the baccalaureate degree that is informed by community input, faculty expertise, and data analysis. The program has gathered data for developing curriculum and SLOs through surveys and advisory meetings. The baccalaureate program is aligned to meet both ACCJC and CoARC accreditation standards. Learning outcomes established and listed at the course, program, and institutional level will be clearly aligned with each other and the college’s mission, vision, and values.

As mentioned earlier, MJC has developed learning outcomes at all levels, and they are publicly accessible on the OAW website. Additionally, CLOs are included on every course syllabi and distributed to students in this manner whether in a face-to-face learning environment or online. PLOs and GELOs are available in the 2015-2016 catalog. [pgs. 113 & 149-235; 6] As referenced earlier, the five-year assessment cycle dovetails with the curriculum review and program review cycles. [21, 32]

The reports generated as a result of the program review process—including the assessment of CLOs are essential elements in decision making with regard to the allocation of resources for the improvement of instructional programs and student and administrative services. [49] The program review process is designed to ensure that decisions for allocation are driven by the analysis of programmatic strengths and weaknesses in addressing student learning. Progress toward achieving the goals identified in the Strategic Plan and the assessment of CLOs are addressed in each unit’s program review in standardized data elements to facilitate the indication of trends over time.

MJC continues to meet the instructional programs component of this standard, ensuring that all instructional programs address and promote the mission, vision, and integrity of the institution; design, implement, and measure the effectiveness of SLOs on an ongoing basis; and meet the varied educational needs of our diverse student population. The institution assures the quality and improvement of instructional courses and programs across all modalities of delivery, conducts ongoing assessment, and ensures the centrality of faculty leadership in establishing and maintaining quality programs and instruction. MJC faculty
welcome the opportunity to add their expertise in the development of upper division courses as current processes have set the stage for forward thinking with the development of the program.

Student Support Services

The Mission Statement of MJC reflects a commitment to “transforming lives through programs and services”, providing “a dynamic, innovative educational environment”, and facilitating “lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.” In support of this commitment, the college offers an array of student support services and programs, both face-to-face and online that identify and address the needs of students. [38] The college’s student support services and programs are systematically evaluated using service area outcomes and SLOs, as well as faculty, staff and student input via campus-wide surveys. Each program is also evaluated using the appropriate measures based on respective governing regulations, as some fall under state and/or federal legislative management laws.

In addition to the existing student support services and programs, new and/or expanded student support programs and services will be developed to support the baccalaureate program. The college will provide the necessary outreach, matriculation, and support services necessary for students to be successful in the program including dedicated counseling, financial aid and learning resources.

Library and Learning Support Services

MJC provides excellent access to the Library and Learning Center and other learning support services. The library web page is designed to support both campus and remote access to information resources. Students have access at all times to the following: subscription databases; the online catalog of the library’s print, electronic, and audio-visual collections; and the learning tools on the Library and Learning Center website, including LibGuides (extensive research guides) covering a variety of subjects and video tutorials. To access the databases from off-campus, students, staff, and faculty log in with their college ID number and date of birth. All resources on the library’s web site, including databases, are accessible from all on-campus computers without need for remote authentication.

Reference assistance by MJC librarians is available in person, by phone, via text, twitter, and chat when the Library and Learning Center is open. Weekend and West campus hours are posted on the Library and Learning Center webpage. The library provides email reference service anytime.

The Library and Learning Center maintains Disabled Student Program and Services (DSPS) computer workstations on both campuses. The specialized software and adaptive equipment provide students with learning differences, physical disabilities, and vision impairments the means to successfully use the library. These workstations provide students an alternative place to study besides the DSPS lab.

Knowledgeable instructional support assistants staff the learning labs and assist students with operating MJC equipment and computer software applications. Students who prefer to use
their own computers to access the library’s electronic resources can do so by connecting to the secure wifi connection offered on both campuses. [39]

**Standard III: Resources**

*Human Resources*

MJC uses the same hiring and evaluation standards and processes for all faculty. All faculty must meet the minimum qualifications in their respective disciplines. [35]

The YCCD has developed and approved district policies and procedures to ensure that the district hires qualified staff and faculty, maintains a commitment to diversity in recruiting and hiring, and adheres to continued professional evaluation processes while creating access to professional development. [50]

The district’s Human Resources Office, MJC’s administration, the Academic Senate, California School Employees Association (CSEA) and the Yosemite Faculty Association (YFA) work through participatory governance to enable coordination of policies, such as adherence to the district’s Equal Employment Opportunity (EEO) plan; compliance with federal, state, and local laws; access to a wide variety of professional development workshops and seminars; open discussion and dialogue on issues of civility and ethics; and a commitment to confidentiality throughout these processes. When there are openings, the YCCD Human Resources Office coordinates with MJC in recruitment and hiring. To streamline district processes and to provide potential applicants with an efficient and user-friendly application process, the district uses an on-line application submittal and tracking system from PeopleAdmin. [51] All position announcements clearly identify minimum qualifications, education, and experience requirements. Applications that fail to meet the minimum qualifications or equivalency are removed from consideration. Input from the screening committee chosen for each position helps identify preferred qualifications, characteristics, job duties and responsibilities for inclusion in the position announcement. Furthermore, the vice chancellor of human resources and the EEO officer will work with the screening committee’s chair to resolve any questions if a position’s desirable qualifications are deemed questionable.

Finally, the YCCD ensures that faculty are meaningfully involved in the hiring process for new faculty. The Human Resources Office works with the college’s Academic Senate to ensure that all candidates for faculty positions meet minimum qualifications or show equivalency. The MJC Academic Senate coordinates with human resources staff in approving faculty membership on screening committees. The membership of faculty screening committees is outlined in the currently approved contract faculty hiring procedures. [pg. 20; 37]

*Physical and Technology Resources*

MJC has acquired the equipment and resources necessary to support the Respiratory Care Baccalaureate Degree Program. MJC’s allied health building, Glacier Hall, offers up-to-date classroom and laboratory environments. The building has a new experiential learning environment and teaching facility focused on health care programs. There is an extensive array of facilities and instructional technology readily available. The Human Patient
Simulation Laboratory (HPSL) is one of the finest, state of the art patient care simulation labs in the state. This center allows students to learn important skills through the use of simulation mannequins and then review their own efforts via an advanced audio visual system. The HPSL is based on the design of a hospital intensive care unit (ICU). Wireless mannequins simulate real patients at various ages. This allows the student to gain detailed virtual experience prior to walking into an actual hospital room.

The Allied Health and Family and Consumer Sciences Division has a dedicated computer lab which will be instrumental for use by the students in the Respiratory Care Baccalaureate Degree Program. The lecture halls and labs have improved technology resources which provide enhanced audio, video and distance learning options. The lecture halls are equipped with advanced audio visual systems enabling students in the back rows to be able to view the teachers’ demonstrations up close with the use of cameras and large viewing screens.

Technology support is available for faculty and students from knowledgeable instructional support assistants.

Financial Resources

MJC and YCCD have sufficient financial resources to support its student learning programs and services and to improve institutional effectiveness. Through sound fiscal management and strong leadership, the college has maximized resources and continues to demonstrate a reasonable expectation of both short-term and long-term solvency and stability.

Financial planning at the college is conducted through an integrated, well-documented, and participatory process that involves all constituencies and is grounded in MJC’s mission and vision. The college Resource Allocation Council is charged with allocating resources to the Respiratory Care Baccalaureate Degree Program through the budget development process and strategic planning. [49]

**Standard IV: Leadership and Governance**

*Decision-Making Roles and Processes*

As mentioned earlier, the participatory governance document entitled, “Engaging All Voices”, clearly outlines the responsibilities of the various governing councils, and the document includes definition of membership on the councils, the councils’ missions and charges, and direction for how to successfully participate on a college wide council. In addition, it clarifies where administration must rely primarily on faculty in some areas and must come to mutual agreements in other areas per Title 5. The document itself has been accepted by all participatory governance bodies and approved by administration and the board of trustees. [45]

This Substantive Change Proposal was developed using the participatory governance structure, processes, and procedures of the college. [41]
Board and Administrative Organization

The appropriate MJC administrators and the YCCD Board of Trustees in accordance with district administrative procedures will review any proposed policy and procedure for MJC Respiratory Care Baccalaureate Degree Program for approval. The district maintains and regularly updates a district policy and procedures manual which is posted on the district website. All policies that go to the Board for adoption or revision are first vetted through a review process. The process consists of a policy and procedures committee which is represented by all constituency groups, including MJC and Columbia College’s Academic Senates, Yosemite Faculty Association, CSEA, a MJC administrator, Columbia College administrator, students and chancellor’s office staff. [52]

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

The bachelor of science degree in respiratory care will include the following requirements:

- Completion of 120 semester units.
- Completion of lower division course work for a Commission on Accreditation of Respiratory Care (CoARC) accredited Respiratory Care Associate Degree.
- Completion of a minimum of 48 upper division semester units in Respiratory Care:

Upper-division General Education Courses:

- Sociology: Diversity/Cultural Awareness/Generational Nuances
- Philosophy: Ethical Challenges in Healthcare/Professional Responsibility
- Communication Studies: Organizational Behavior and Communications

Respiratory Care Major Courses:

- Pharmacology
- Critical Review of Healthcare Research
- Independent Study
- Cardiopulmonary Diagnostics and Rehabilitation
- Patient Healthcare Education in Alternate Care Sites & Venues
- Healthcare Operations Management
- Healthcare Leadership
- Cardiopulmonary/Discharge/Disease Management
- Advanced Neonatal and Pediatric Critical Care
- Healthcare Disparities
- Advanced Adult Critical Care
- Capstone Research Project

Curriculum for the upper division Respiratory Care and general education courses will be submitted in fall 2015 to the MJC Curriculum Committee and the YCCD Board of Trustees for approval for submission to the California Community Colleges Chancellor’s Office for approval. These courses will be developed by faculty who meet qualifications in their
respective disciplines. The outcome of the baccalaureate degree program is to prepare students beyond direct patient care to practice in research, management, and clinical and outpatient education.

I. Evidence that the baccalaureate program meets the minimum baccalaureate level General Education requirements

Thirty six (36) semester units or equivalent

Both associate and baccalaureate degree programs offered by MJC require general education components. General education requirements are defined by YCCD Policy 4025 and are consistent with Title 5 general education policy for California community colleges and is consistent with State and district requirements regarding levels of quality and rigor appropriate to higher education.

The baccalaureate degree program includes 27 lower division semester units and 9 upper division semester units for a total of 36 general education units.

Distributed across the major areas for General Education (arts/humanities, natural science, mathematics, social science, and oral written communication)

Students receiving a bachelor of science degree in respiratory care shall complete with a grade point average of 2.0 (a “C” average) or better a minimum of 36 semester general education requirements. The college’s lower-division and upper-division general education curriculum incorporates overarching principles consistent with general education and requires students take courses in the major areas of knowledge including writing and computation, communication and analytical thinking, natural sciences, humanities, and social and behavioral sciences.

General education courses are designed to ensure breadth of knowledge and promote intellectual inquiry. They introduce students to content and methodology, as well as historical and aesthetic contexts and implications. General education courses also develop a life-long learning capability and the skills such as oral and written communication, scientific and quantitative analysis, critical and logical thinking, information competency, computer literacy, interpersonal abilities, and creative approaches to problem solving. [53]

Integrated throughout the curriculum (distributed to both lower and upper-division courses)

The general education courses are integrated throughout the curriculum and distributed to both lower and upper division courses.

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

MJC will provide adequate access to the Library and Learning Center and other learning support services to support the Respiratory Care Baccalaureate Degree Program. The MJC
Library and Learning Center web page is designed to support both on-campus and remote access to information resources. Students have access at all times to the following: subscription databases; the online catalog of the library’s print, electronic, and audio-visual collections; and the learning tools on the Library and Learning Center Web page, including LibGuides (extensive research guides) covering a variety of subjects and video tutorials. Access to the library databases are available off-campus to the students, staff, and faculty with a log in using their college ID number and date of birth. All resources on the library’s web site, including databases, are accessible from all on-campus computers without need for remote authentication.

Reference assistance by MJC librarians is available in person, by phone, via text, twitter, and chat when the Library and Learning Center is open. Weekend and West campus hours are posted on the Library and Learning Center webpage. The library provides email reference service anytime. [39]

K. Evidence that faculty qualifications are rigorous and appropriate in regard to:

Discipline Expertise

The staffing for the Respiratory Care Baccalaureate Degree Program is largely regulated by the Commission on Accreditation of Respiratory Care (CoARC). The program requires a qualified Program Director to manage the curriculum and program operations. MJC currently has a qualified Program Director managing the Associate Degree program. The current Respiratory Care Program Director will serve as the Program Director for the baccalaureate program. CoARC also requires the program to have a qualified full-time faculty member on staff to teach the curriculum. Information regarding staffing requirements can be found on the CoARC website. [54]

Level of assignment (at least one degree level above the baccalaureate degree for faculty assigned to baccalaureate degree courses or equivalent)

Minimum qualifications for faculty teaching in the MJC Respiratory Care Baccalaureate Degree Program are a master’s degree, a Registered Respiratory Therapist credential (RRT), an unencumbered California Respiratory Care licensure, according to CoARC and Respiratory Care Board standards. These requirements will be aligned with the pending approval by the State Academic Senate.
Links to Evidence

1. Senate Bill 850 (Block)
2. Academic Senate Meeting Minutes, October 30, 2014
3. College Council Minutes, October 27, November 10, November 24 BA was discussed.
4. CCCC0 Press Release: Twelve California Community Colleges receive final approval from Board of Governors to offer bachelor’s degrees
5. Modesto Junior College Mission
6. Modesto Junior College Catalog 2015-2016
7. San Joaquin Valley Air Pollution Daily Air Quality Forecast
9. American Association of Respiratory Care Degree Advancement Programs in Respiratory Care
10. Respiratory Therapists – Central Valley Region
12. Respiratory Care Application Signature Page
13. Modesto Junior College: College Mission, Draft Strategic Directions and Draft College Goals
14. Implementation Task Force Roster 1
   Implementation Task Force Roster 2
15. Modesto Junior College Testing Center
16. Modesto Junior College Orientation
17. Modesto Junior College Counseling
18. Modesto Junior College Student Financial Services
19. Modesto Junior College Enrollment Services
20. Respiratory Care Program Accreditation Status
21. Modesto Junior College Outcomes Assessment Cycle
22. YCCD Board of Trustees Agenda and Minutes September 11, 2013, pgs. 13-14
23. YCCD Board of Trustees Website
24. YCCD Policy No. 4020: Program and Curriculum Development
25. YCCD Policy No. 2430: Delegation of Authority to the Chancellor
26. YCCD Policy No. 2430.1: Delegation of Authority to the Presidents
28. 2015 Student Success Scorecard
29. Data Mart Award Summary 2013-2014
30. Modesto Junior College Curriculum Committee
31. Modesto Junior College Outcomes Assessment
32. Curriculum Cycle of Review
33. YCCD Policy No. 4030: Academic Freedom – Faculty
34. YCCD Policy No. 5-8081: Academic Freedom - Students
35. Minimum Qualifications for Faculty and Administrators in California Community Colleges
36. Modesto Junior College Faculty Handbook
37. YCCD/YFA Contract, July 1, 2012 – June 30, 2014
38. Services for Students
39. Modesto Junior College Library Services
40. NoodleTools
41. Modesto Junior College Resource Allocation Council
42. YCCD Audit Reports
43. YCCD Board Policy No. 6400: Audits
44. YCCD Board Policy No. 6300: Fiscal Management
45. Engaging All Voices: MJC Participatory Governance Handbook
46. Student Equity Plan
47. Respiratory Care FAQ
48. Modesto Junior College Accreditation Website
49. MJC Budget Development and Resource Allocation Process
50. YCCD Board Policy Nos. 7100 – 7-8058: Human Resources
51. PeopleAdmin
52. YCCD Policy and Procedures Review - 2015
53. YCCD Board Policy No. 4025: Philosophy and Criteria for Associate Degree and General Education
54. Commission on Accreditation for Respiratory Care: Accreditation Standards for Degree Advancement Programs in Respiratory Care - 2014 CoARC Report on Accreditation