



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES
Western Association of Schools and Colleges

Barbara A. Beno, President
Steven M. Kinsella, Chair

January 22, 2016

Mr. Joe Wyse
Superintendent/President
Shasta College
P. O. Box 496006
Redding, CA 96049

Dear Superintendent/President Wyse:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges has reviewed the Substantive Change Application and supplemental information from Shasta College for a:

- New Program by Distance Education: Bachelor of Science in Health Information Management

The Committee acted to approve the substantive change for the baccalaureate degree. The Committee also acted to require a visit within six months of the start of upper division classes. The Institution is asked to apprise the Commission of the starting date of those classes so that the visit can be scheduled.

The Institution must demonstrate that it meets the 2014 Eligibility Requirements and Accreditation Standards. The Guide to Evaluating Institutions (July 2015 revision) contains sample questions for institutions and evaluation teams in regard to the self-evaluation process and some of the questions relate specifically to baccalaureate degrees. Your institution must demonstrate that the institution's policies, procedures, and practices that relate to the baccalaureate program meet the standards and the College will be evaluated on that basis.

Please call me if you have questions or if I can be of any assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Norval L. Wellsfry".

Norval L. Wellsfry, Ed.D.
Associate Vice President

Cc: Ms. Meridith Randall, Accreditation Liaison Officer
Martina Fernandez-Rosario, U.S. Department of Education
Chair, Substantive Change Committee

Attachment: Annotated Accreditation Standard

ATTACHMENT – SHASTA COLLEGE
ACCREDITATION STANDARDS RELATED TO BACCALAUREATE DEGREES

I.A.1: The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning⁴ and student achievement. (ER 6)

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

II.A.5: The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

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

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

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