

**THE ADULT LEARNER AND THE APPLIED BACCALAUREATE:
NATIONAL AND STATE-BY-STATE INVENTORY**

Barbara K. Townsend
Professor and Director
Center for Community College Research
University of Missouri-Columbia
townsendb@missouri.edu

Debra D. Bragg
Professor and Director
Office of Community College Research and Leadership
University of Illinois at Urbana/Champaign
dbragg@illinois.edu

Collin M. Ruud
Research Assistant
Office of Community College Research and Leadership
University of Illinois at Urbana/Champaign
cruud2@illinois.edu

Supported by
Lumina Foundation for Education

October, 2008

ACKNOWLEDGEMENTS

This report is part of a larger research initiative funded by Lumina Foundation for Education to provide federal, state, and local leaders and policymakers with up-to-date, detailed information about the applied baccalaureate phenomenon in the United States, including the extent to which applied baccalaureate programs are targeting adult learners' educational needs. The authors are grateful to Lumina Foundation for Education for its support of this project and wish to acknowledge in particular the support of Lumina senior program director, Holly Zanville. We also want to thank the many state officials throughout the nation who provided time, attention, and valuable information to enable this 50-state inventory to be developed successfully. Although we would like to acknowledge each individual by name, our research protocol prohibits doing so.

We also wish to acknowledge the project's advisory committee (see Appendix A), whose insights and guidance have strengthened this work, and Peter Ewell at the National Center for Higher Education Management Services (NCHEMS) for his work as project evaluator.

The opinions expressed in this report are those of the authors alone and do not necessarily represent the views of Lumina Foundation for Education nor members of the advisory committee.

TABLE OF CONTENTS

Executive Summary	iv
Introduction.....	1
Definition of the Applied Baccalaureate.....	2
Types of Applied Baccalaureates.....	5
Extent of the Applied Baccalaureate.....	6
Authorization of 2-Year College Baccalaureate Degrees	8
Chronological Development of the Applied Baccalaureate.....	9
Other Ways States Facilitate Adults’ Baccalaureate Attainment.....	12
Conclusion	13
Maps.....	7, 12
Reference List	15
Appendix A: Advisory Committee Members	17
Appendix B: State Profiles.....	18

EXECUTIVE SUMMARY

Without appropriate education, American workers are hampered in their ability to have the requisite technical skills needed to participate fully and effectively in the modern workforce (U.S. Department of Education, 2006). Higher education as a system must develop programs and infrastructures that ensure adult learners receive postsecondary education, including to the baccalaureate degree level.

One such program is the applied baccalaureate, recommended in the recent initiative “Improving Access to the Baccalaureate” (AACC, 2004) as one means to facilitate baccalaureate access and attainment. Viewing the applied baccalaureate as an approach to facilitate adult learners’ baccalaureate attainment, this report describes the current status of applied baccalaureate degree programs in the U.S. The report provides a state-by-state description of the extent to which the applied baccalaureate exists in public higher education institutions in the 50 states. Its intended audience is federal, state, and local leaders and policymakers desiring up-to-date information about the applied baccalaureate phenomenon in the U.S.

Information for this project was collected in a variety of ways, including Web searches for relevant documents and interviews with one or more senior-level administrators in state agencies responsible for higher education. These same individuals were provided an opportunity to review their state’s profile included in this report.

Definition of the Applied Baccalaureate

In this study, the applied baccalaureate degree is defined as *a bachelor’s degree designed to incorporate applied associate courses and degrees once considered as “terminal” or non-baccalaureate level while providing students with the higher-order thinking skills and advanced technical knowledge and skills so desired in today’s job market.* Applied baccalaureate programs treat lower-division technical courses as valid courses that can count as part of the major field of study. Additionally, the upper-division courses required for completion of the applied baccalaureate typically include a high number of general education courses, which in the traditional baccalaureate degree are considered lower-division course work. The degree may be offered by traditional baccalaureate degree-granting institutions or by associate degree-granting colleges, including public, private, and proprietary institutions. Often this degree is titled Bachelor of Applied Science, but it may have other titles, including but not limited to, Bachelor of Science Technology, Bachelor of Technology or Bachelor of Applied Arts and Sciences.

Types of Applied Baccalaureate

Whether offered by an associate degree-granting institution or a traditional baccalaureate degree-granting institution, the applied baccalaureate consists of three kinds of degree programs. As identified by Ignash and Kotun (2005), these kinds are “1) career ladder, 2) inverse or upside down), and 3) management ladder degrees” (p. 115).

The career ladder program requires a substantial number of upper-level courses in the technical major of the applied associate degree. The inverse or upside-down degree is typically titled a Bachelor’s of General Studies, Bachelor of Professional Studies, or Bachelor of Applied Studies. In this type of applied baccalaureate, courses taken in an associate degree program satisfy most of the baccalaureate requirements for a major, while general education courses -- traditionally taken during the first two years of a bachelor’s degree -- are largely taken in the student’s junior and senior years. The management ladder degree designed to provide the degree recipient with management skills sufficient to prepare for a managerial position.

Extent of Applied Baccalaureate

The applied baccalaureate is offered in the public sector of higher education in 39 states, or 78 percent of the 50 states. Of these 39 states, 29 have chosen to offer this degree only at baccalaureate degree-granting institutions, while in several other states these institutions as well as associate degree-granting institutions offer it. The development of the applied baccalaureate is intertwined with the authorization of some associate degree-granting colleges, primarily community colleges, to award the bachelor’s degree. Since the early 1970s, to date 14 states have authorized one or more associate degree-granting colleges in their state to award the applied baccalaureate degree.

Authorization of Baccalaureate Degrees in Associate Degree-Granting Institutions

The concept of the applied baccalaureate has been part of the rationale for authorizing some associate degree-granting colleges (usually community colleges) to award the baccalaureate degree. Among the states authorizing one or more of their associate-degree granting institutions to offer a baccalaureate, some states (Hawaii, New York, North Dakota, and Washington) have limited the community college to the applied baccalaureate as defined in this report. Partly because of workforce shortages in specific occupational fields, other states have authorized one or more community colleges to offer a range of baccalaureate degree programs in fields such as education and nursing. These are fields in which traditional baccalaureate degree-granting institutions have offered baccalaureates for decades. Walker and Floyd (2005) use the term *workforce baccalaureate* to define these programs because the

rationale for their proliferation is to address a workforce shortage and enhance the local and state economy.

Another development in the authorization of associate degree-granting schools to award an applied baccalaureate is the authorization of lower-division regional or branch campuses of a traditional baccalaureate degree-granting institution to offer the program and award the degree. This approach is occurring in Ohio and Oklahoma.

Chronological Development of Applied Baccalaureate

The 1970s marked the first emergence of the applied baccalaureate at public traditional baccalaureate degree-granting colleges (Troy University in Alabama, Southern Illinois University-Carbondale in Illinois, and Northwest Missouri State University in Missouri) and at an associate degree-granting college (Fashion Institute of Technology or FIT in New York City). During the 1980s in a few states at least one public traditional baccalaureate degree-granting college or university offered an applied baccalaureate degree. By the 1990s several states were authorizing this degree in this sector. By the 21st century, the number of states had risen to 39 at the time of this report.

It was not until the 1990s that seven more associate degree-granting colleges were authorized to award the applied baccalaureate degree. To date, an additional six states have authorized one or more associate degree-granting institutions to award the applied baccalaureate. In five of the states, the authorized institutions have joined the ranks of the state's public baccalaureate degree-granting institutions.

Other Ways to Facilitate Adults' Baccalaureate Attainment

In the following 11 states no public higher education institution currently offers an applied baccalaureate degree: California, Colorado, Connecticut, Louisiana, Maryland, Massachusetts, New Hampshire, New Jersey, Oregon, Rhode Island, and Virginia. It may be that these states do not offer an applied baccalaureate, partly because they provide other options for adults to earn a bachelor's degree. One such option is provided through the development of University Centers, in which a group of traditional baccalaureate-granting colleges and universities unite to form a center that provides university courses on a community college campus. Bachelor's degrees (and other degrees) are offered at such centers. These colleges and universities, not the community college, award the baccalaureate, thus enabling students to attain a baccalaureate degree without having to leave the community college campus.

As noted in the section "Types of Applied Baccalaureates," some states' public traditional baccalaureate-granting institutions offer a degree typically titled the Bachelor of General Studies or a Bachelor of Professional Studies to facilitate adults' baccalaureate attainment. If an institution's Bachelor

of General Studies or similarly titled program accepts college credits from a variety of degrees and programs, not just applied credits or an applied associate degree, it is not classified in this inventory as an applied baccalaureate but rather considered as an alternative way to complete a baccalaureate degree.

Conclusion

The applied baccalaureate degree is currently offered in the majority (78 percent) of states, by both associate-degree granting institutions and traditional baccalaureate degree-granting institutions. Whether it will emerge in the other 11 states is not clear. Due partly to their recent emergence, little is known about the actual operation of applied baccalaureate programs, whether at associate degree-granting or baccalaureate degree-granting institutions, nor their acceptance in the marketplace and in higher education. During the second phase of this study, selected states and institutions will be visited to learn more about the development, implementation, and outcomes of these programs as well as the policy forces that led to their development. It is important to understand whether their further development may be crucial to increasing the number of adult learners with a baccalaureate degree, adults who will then be prepared to advance in a workforce that increasingly requires technical and professional-level competencies.

INTRODUCTION

Without appropriate education, American workers are hampered in their ability to have the requisite technical skills needed to participate fully and effectively in the modern workforce (U.S. Department of Education, 2006). Jenkins (2006) projects that "in a global economy, communities will thrive or decline based on how well they do to ensure sufficient numbers of high-value jobs and an ample supply of 'knowledge workers' to fill them" (p. 4). These potential knowledge workers include 54,000,000 working adults who do not have a college degree (Lumina, 2007). Since public higher education is states' primary engine for workforce development, public higher education as a system must develop degree pathways and infrastructures that ensure adult learners receive postsecondary education including to the baccalaureate degree level.

One degree pathway that has emerged in the past couple decades is the applied baccalaureate. This degree was referenced in the recent initiative "Improving Access to the Baccalaureate" (AACCC, 2004). This initiative was conducted by the American Association of Community Colleges (AACCC) in partnership with the American Association of State Colleges and Universities (AACSU) and supported by Lumina Foundation for Education. Calling for changes in state-level policy and practice to enhance access to the baccalaureate, especially for adults, the initiative recommended the development of applied baccalaureate programs by states and local institutions as one possible change.

Although applied baccalaureate programs have been in existence for several decades, they are still relatively new offerings and are not available in every state. This report describes the current status of applied baccalaureate degree programs in the public sector of U.S. higher education. It also includes a state-by-state description of the extent to which the applied baccalaureate degree exists in public higher education institutions in each of the states. Its intended audience is federal, state, and local leaders and policy makers desiring up-to-date information about the applied baccalaureate phenomenon in the U.S.

Although this study is limited to the public sector of higher education in the U.S, it does include a search for this degree in two types of public institutions. These institutions include (1) those whose highest degree awarded is typically the associate degree (commonly referred to as two-year colleges and sometimes as community colleges), and (2) those whose most frequently or commonly awarded degree is the baccalaureate (typically referred to as four-year colleges or colleges and universities). We chose not to use the labels of *two-year* colleges and *four-year* colleges in referring to these institutions since these words portray an outdated view of the time to degree completion for the majority of today's college students. For example, among the full-time students who started college immediately after high school

and received their bachelor's degree in 1999-2000, only 36% completed the degree in four years (Bradburn et al., 2003).

Instead we have selected to use the phrase *associate degree-granting institution* in place of the phrase *two-year college*. We do, however, use the phrase *community college* to refer to an institution so labeled in its state because of the institution's open-access educational mission and its emphasis upon providing transfer education, career and technical education, developmental education, and community service.

To describe those institutions whose most frequent degree awarded in the baccalaureate, we use the phrase *traditional baccalaureate degree-granting institution*. The word *traditional* is included because some states have authorized one or more associate degree-granting institutions to award the applied baccalaureate degree. We wish to distinguish between these institutions and ones whose state-designated mission has traditionally or historically been to award the baccalaureate.

Information for this project was collected in a variety of ways. First, we extensively searched the Web for information about the presence or lack thereof of the applied baccalaureate degree in each state. We then created a profile of what we found for each state and sent it to a senior-level administrator in the state agency having primary responsibility for higher education. Although we began with the state's higher education executive officer, we were sometimes referred to another person or had to seek someone else within the agency to respond. We also included an explanation of the study and a request to interview the person about the possible development of the applied baccalaureate in the state. One or more administrators from 48 (96%) of the states agreed to a telephone interview. Two more sent an e-mail response to the questions. After the interviews, which used a semi-structured interview protocol, we continued to search the Web for further explanation of what we learned in the interviews. We also provided those whom we had interviewed with another version of the state's profile and asked them to ascertain its accuracy. Thirty-nine (78%) of those interviewed responded to this request. Any suggested changes were incorporated into the state profiles appearing in the appendix.

DEFINITION OF THE APPLIED BACCALAUREATE

To develop the definition of applied baccalaureate that drove our data collection, we first reviewed some existing definitions. Arney, Hardebeck, Estrada, and Permenter (2006) have defined the applied baccalaureate offered by a traditional baccalaureate degree-granting institution as a "baccalaureate program designed to meet the needs of nontraditional students by allowing technical hours to be transferred for credit to a baccalaureate degree" (p. 184). Technical hours or an entire two-year technical degree (typically the Associate of Applied Science or AAS degree but sometimes other applied

associate degrees) are accepted by this institution and constitute the bulk of a student's major or area of specialization.

In comparison, Floyd, Skolnik & Walker (2005) have developed a definition of the applied baccalaureate awarded by a community college. Employing the phrase "applied workforce baccalaureates" (p. 99), Walker and Floyd (2005) define these degrees as "those which have been specifically created to meet identified workforce demands such as teacher education and certification, nursing, culinary arts, electronic technology, information systems technology, computing, and business administration" (p. 99). These authors then use the phrases "applied baccalaureates" and "workforce baccalaureates" interchangeably in describing this degree. By using the phrase "workforce baccalaureates," Walker and Floyd include baccalaureates in fields like education and nursing, fields in which traditional baccalaureate degree-granting institutions have awarded baccalaureates for many years. In other words, these authors broaden the concept of the applied baccalaureate degree beyond Arney et al.'s (2006) definition. According to Walker and Floyd, bachelor's degrees in fields or disciplines historically taught in traditional baccalaureate degree-granting institutions are included in their definition of applied baccalaureates as long as the baccalaureates address pressing local, regional, and even statewide workforce needs.

In addition to broadening the definition of applied baccalaureate in terms of likely fields of study, Walker and Floyd (2005) also included a pedagogical dimension not included in Arney et al.'s (2006) definition. Arney et al.'s definition focuses solely on the dominant curricular aspect of the applied baccalaureate degree -- its inclusion of applied courses once treated as "terminal" courses not acceptable in transfer to four-year colleges. According to Walker and Floyd, the two-year college applied baccalaureate has a variety of characteristics, including its use of "applied and contextual learning methods and significant learning on the job" (p. 96).

Unlike Walker and Floyd (2005) but like Arney et al. (2006), we have chosen to focus initially on the curricular dimension of the applied baccalaureate degree. A primary reason was because this dimension could be verified by examining program descriptions and articulation agreements. That is, we could check these documents to see if the applied baccalaureate program included applied courses and degrees. In contrast, the pedagogical dimension described by Walker and Floyd (2005) could not be easily found in these documents nor were state officials able to address this dimension in our interviews.

However, the primary reason we concentrated on the curricular dimension is our finding that many of the states offering an applied baccalaureate claim that a major reason for doing so is the lack of transferability of applied associate degrees and associate-level applied courses. Thus adults with applied courses and degrees are unable to build upon them to earn a baccalaureate degree in a traditional field of

study. At institutions offering the traditional baccalaureate degree, the development of the applied baccalaureate is a way to ensure that applied courses and associate degrees can be accepted in transfer and thus count toward completion of a baccalaureate degree. Authorizing an associate degree-granting institution to award an applied baccalaureate is another way of ensuring that applied courses and degrees count toward a bachelor's degree.

Another distinction between Walker and Floyd's (2005) definition of an applied baccalaureate and ours is that we do not consider baccalaureates in education as applied baccalaureates. Our reason is because degrees in these fields are not built upon applied courses and applied associate degrees that traditionally would not transfer. Education degrees have been offered by traditional baccalaureate degree-granting institutions for decades, although we do note that in the first half of the 20th century a teaching degree could be completed in what was then called a junior college. Additionally, programmatic articulation agreements in teacher education are commonly developed between associate degree-granting and traditional baccalaureate degree-granting institutions.

Whether a baccalaureate degree in nursing is an applied one is more difficult to ascertain. Miami University Middletown and Miami University Hamilton in Ohio each offer a Bachelor of Science in Nursing (BSN). This degree is designed to articulate with an AAS in nursing and thus would be considered an applied baccalaureate degree, as defined in this report. However, Miami University also offers an Associate Degree in Nursing (ADN), designed as a transfer degree to articulate with the institution's RN-BSN program. The ADN program "provides courses in liberal arts, sciences, and nursing" (Miami University, no date). Our interviews with state officials confirmed inconsistencies in the ways states classify nursing programs that award the baccalaureate degree. Complicating matters, some state officials were adamant that their nursing programs should not be considered applied baccalaureates. Others were concerned that their programs would be left out of the inventory count. Historical patterns of state versus institutional programs further complicated our understanding of what constitutes an applied baccalaureate versus a traditional transfer baccalaureate nursing program. Given these inconsistencies and confusions, we elected to publish this inventory without including nursing programs. In the second phase to this study, we will conduct case studies of eight to ten states. In these studies we intend to unearth definitions and variables that will enhance the overall understanding of how nursing programs align with the applied baccalaureate phenomenon nationwide.

Thus in this study the applied baccalaureate degree is defined as *a bachelor's degree designed to incorporate applied associate courses and degrees once considered as "terminal" or non-baccalaureate level while providing students with higher-order thinking skills and advanced technical knowledge and skills*. Applied baccalaureate programs help ensure the transferability of technical course credits so that

those with applied associate degrees can pursue a baccalaureate degree without penalty and thus compete for jobs that require this degree. Additionally, the upper-division courses required for completion of the applied baccalaureate typically include a high number of general education courses. In the traditional baccalaureate degree, these courses are considered lower-division course work. Other upper division courses may include management courses and ones that allow for technical expertise at the baccalaureate level. The degree may be offered by associate degree-granting institutions or by traditional baccalaureate-degree grants institutions, including public, private, and proprietary institutions. Often this degree is titled Bachelor of Applied Science, but it may have other titles, including but not limited to, Bachelor of Applied Technology, Bachelor of Science Technology, Bachelor of Technology, and Bachelor of Applied Arts and Sciences.

TYPES OF APPLIED BACCALAUREATES

Whether offered by an associate degree-granting institution or a traditional baccalaureate degree institution, the applied baccalaureate degree consists of three kinds. As identified by Ignash and Kotun (2005), these kinds are “1) career ladder, 2) inverse or upside down), and 3) management ladder degrees” (p. 115).

The *career ladder program* requires a substantial number of upper-level courses in the technical major of the applied associate degree. For example, Great Basin College in Nevada awards the Bachelor of Applied Science (BAS) in several emphasis areas, including instrumentation technology. The degree is designed to provide students “with stronger technical skills from upper-division study in instrumentation and process control” (Great Basin College, no date. p. 1). Similarly, the institution’s BAS in land surveying/geomatics enables the degree recipient to sit for a state licensure exam that is only open to those with a baccalaureate degree (Great Basin College, no date, p. 1).

The *inverse or upside down degree* is typically titled a Bachelor’s of General Studies (BGS), Bachelor of Professional Studies (BPS), or Bachelor of Applied Studies (BAS). This degree does not follow the course-taking pattern of the traditional baccalaureate, a pattern in which general education courses are taken in the first two years of study and courses in the major or area of specialization are taken in the last two years. Rather, this degree reverses or turns the traditional curriculum sequence upside down by accepting courses taken in an associate degree program as satisfying much of the baccalaureate requirements for a major. Additional general education courses sufficient to meet a traditional baccalaureate’s general education requirements are then taken in the student’s junior and senior years. When the BGS is designed to articulate only with applied associate degree or courses, it is considered in this report as a form of applied baccalaureate. For example, New Mexico State University offers through

its College of Extended Learning a Bachelor of Applied Studies for students already possessing an AAS degree. The degree program “provides students with broader experiences and increased opportunities in career areas” (New Mexico State University College of Extended Learning, no date, p. 1).

The *management ladder degree* is designed to provide the degree recipient with applied management skills sufficient to prepare for a managerial position. For example, Peru State College in Nebraska offers the BAS in Business Administration – Management. According to Peru State’s Web site, this degree is “for individuals interested in developing management skills to complement their technical background.” Entry into the program requires “completion of a technical associate degree or the equivalent in prior course work and life experience” (Peru State College School of Professional Studies, Programs, no date, p. 1). Similarly, the University of Arkansas at Fort Smith offers a BAS to accommodate students with an AAS or AAT degree. No additional coursework in the student’s technical field is required; rather, the program provides management courses to enable the students to become managers in their technical area. Also, the University at West Oahu in Hawaii has recently received permission to award a BAS in Respiratory Therapy. This degree functions as a management top to an associate degree in respiratory therapy.

EXTENT OF THE APPLIED BACCALAUREATE

As Map 1 illustrates, the applied baccalaureate is offered in 39 states’ public sector of higher education or 78% of the 50 states. Of these 39 states, 29 have chosen to offer this degree only at traditional baccalaureate degree-granting institutions. In 10 other states both these institutions and associate degree-granting institutions offer it. Some of the states that offer the applied baccalaureate degree include ones that had authorized one or more associate degree-granting colleges to award an applied baccalaureate degree. These institutions either became baccalaureate degree-granting institutions or remained as community colleges even though considered by IPEDS as baccalaureate institutions..

Thus the development of the applied baccalaureate is intertwined with the authorization of some associate degree-granting colleges, primarily community colleges, to award the bachelor’s degree. At of the writing of this report, 14 states have authorized one or more associate degree-granting colleges in their state to award one or more applied baccalaureate degrees (see Map 2).

AUTHORIZATION OF APPLIED BACCALAUREATE DEGREES AT ASSOCIATE DEGREE-GRANTING COLLEGES

Part of the rationale for authorizing some associate degree-granting colleges (usually community colleges) to award the baccalaureate degree has been the existence of the applied baccalaureate. The applied baccalaureate is viewed as an appropriate degree for these institutions because in many states community colleges have historically been designated as the primary provider of applied science and technical programs with strong ties to the labor market (Floyd, 2006; Townsend, 2004).

Among the states authorizing one or more associate degree-granting institutions to offer a baccalaureate, some states have limited the institution to the applied baccalaureate as defined in this report: Hawaii, New York, North Dakota, and Washington. Often attributed to workforce shortages in specific occupational fields, other states have authorized one or more community colleges to offer baccalaureate programs, including in fields like education, nursing, and a range of technological fields (e.g., computer, engineering, business). Some baccalaureates in these areas would fit Walker and Floyd's (2005) definition of workforce baccalaureates. For example, in 2001 Florida authorized community colleges to submit proposals to award the baccalaureate degree to address the state's workforce needs. St. Petersburg College, formerly St. Petersburg Junior College, was the first Florida community college authorized to develop baccalaureate programs. The programs were "to address the state's workforce needs, especially the need for teachers, nurses, and business managers in agencies and firms that require expertise in technology" (Florida Senate, 2007, Section 1004.73). Since that time, St. Petersburg College has led the state in developing baccalaureate programs. As of July 2008 the College offers 20 baccalaureate programs, including nine in various areas of teacher education and 10 in applied sciences. Nine other Florida community colleges are authorized to offer a total of 51 additional programs, in teaching, nursing, and applied sciences.

Not only the community college but also institutions designated as the lower-division regional or branch campuses of a traditional baccalaureate degree-granting institution have been authorized to offer and award the applied baccalaureate degree. Miami University Middletown and Miami University Hamilton are each lower-division regional campuses of Miami University in the state of Ohio. At both these campuses students can complete a bachelor's degree in engineering technology or in nursing. Additionally, on these two campuses students can complete a Bachelor of Integrative Studies degree, designed to build upon a required associate's degree but not necessarily an applied one. Oklahoma has also authorized two regional campuses of Oklahoma State University not only to offer but also to award a

particular applied degree – the Bachelor of Technology degree. These campuses are Oklahoma State University-Oklahoma City and Oklahoma State University Institute of Technology – Okmulgee.

CHRONOLOGICAL DEVELOPMENT OF THE APPLIED BACCALAUREATE

The development of the applied baccalaureate represents yet one more example of the blending of liberal arts, general studies, technical and/or professional education seen in the hundreds of different baccalaureate degrees that have emerged since the Bachelor of Arts (BA) was first awarded in the colonial colleges. In the mid 19th century the Bachelor of Science (BS) degree first appeared in Harvard's Lawrence Scientific School/ The degree received criticism for its questionable quality as compared to the BA. Since that time many different kinds of baccalaureate degrees have developed in a wide range of fields of study. By 1960 almost 700 different kinds of baccalaureate degrees, including 108 kinds of BA degrees and 426 kinds of BS degrees, were being awarded (Rudolph, 1990, p. 9). The proliferation of different kinds of baccalaureates reflects the movement away from the classical curriculum embodied in the liberal arts and associated with a limited range of professional occupations. Instead, there is a movement toward baccalaureate degrees that integrate a broad spectrum of academic and technical knowledge and skills deemed necessary for career advancement in occupations ranging from entry-level to semi-professional to professional employment (see, for example, Seppanen, Bloomer, & Thompson, 2005)

The 1970s marked the first emergence of the applied baccalaureate at public traditional baccalaureate degree-granting institutions (Troy University in Alabama, Southern Illinois University-Carbondale in Illinois, and Northwest Missouri State University) and at an associate degree-granting institution (Fashion Institute of Technology or FIT in New York City). Table 1 illustrates the offering of the applied baccalaureate at traditional baccalaureate degree-granting institutions over four decades. During the 1980s in a few states (Indiana, Texas, Utah and Vermont), at least one traditional baccalaureate degree-granting institution offered an applied baccalaureate degree. By the 1990s several states were authorizing this degree. Sometimes the degree was authorized in traditional baccalaureate degree-granting institutions and sometimes in associate degree-granting institutions that later became baccalaureate degree-granting schools. By the 21st century, the number of states had risen to 39 at the time of this report.

Table 1. Appearance of First Applied Baccalaureate Offered by a Public Traditional Baccalaureate degree-granting Institution*

1970s	1980s	1990s	2000s
Alabama	Delaware	Arizona	Florida
Missouri	Idaho	Arkansas	Hawaii
Illinois	Indiana	Georgia	Iowa
	Nebraska	Kentucky	Kansas
	Oklahoma	Minnesota	Mississippi
	Texas	Montana	Maine
	Vermont	New York	Nevada
		South Dakota	New Mexico
			North Carolina
			North Dakota
			Tennessee
			Washington
			West Virginia
			Wisconsin
			Wyoming

* Missing data for Alaska, Michigan, Ohio, Pennsylvania, South Carolina, and Utah.

NOTE: States not included because none of their public traditional baccalaureate degree-granting institutions offer an applied baccalaureate: California, Colorado, Connecticut, Louisiana, Maryland, Massachusetts, New Hampshire, New Jersey, Oregon, Rhode Island, and Virginia.

The first applied baccalaureate awarded by a public associate degree-granting institution was developed in the 1970s when the New York state legislature authorized Fashion Institution of Technology (FIT) to award applied baccalaureates in fields related to the fashion industry. Currently FIT offers applied baccalaureates in 22 areas, all of which require an AAS degree for entrance.

As Table 2 illustrates, it was not until the 1990s that seven more associate degree-granting institutions colleges besides FIT were authorized to award the applied baccalaureate degree. In four of the seven states in which this occurred (Arkansas, Georgia, Utah, and Vermont), the institutions later became baccalaureate degree-granting institutions. At this point in the 21st century, six more states have

authorized one or more community colleges or lower-division branch campuses of traditional baccalaureate degree-granting institutions to award the applied baccalaureate (Florida, Hawaii, North Dakota, Oklahoma, Texas, and Washington). The initial authorization in most of these states was for one or more applied baccalaureates as defined in this study and sometimes for workforce baccalaureates, e.g., ones in education and nursing.

Table 2. Authorization of First Applied Baccalaureate Offered by a Public Associate Degree-Granting Institution¹

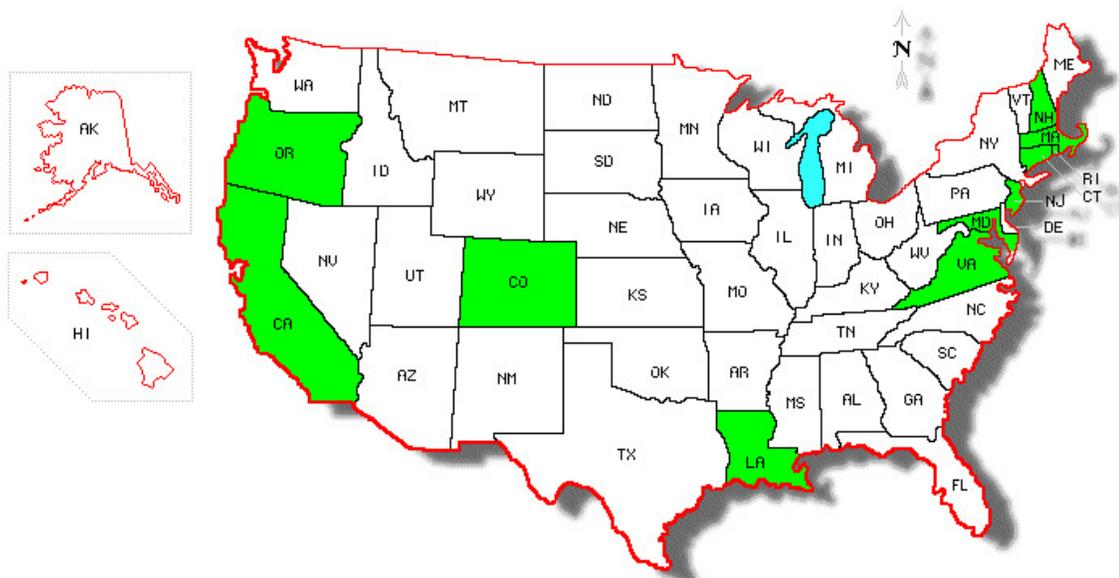
1970s	1980s	1990s	2000s
New York: Fashion Institute of Technology, early 1970s		Vermont: Vermont Technical College, 1993	Florida: St. Petersburg Junior College, now Saint Petersburg College, 2001
		West Virginia: West Virginia University at Parkersburg, 1993	Texas: Brazoport College, Midland College, South Texas Community College, 2003
		Utah: Utah Valley Technical College, now Utah Valley State University, 1993	Hawaii: Maui Community College, 2004
		Ohio: Miami University Middletown and Hamilton, 1996	Washington: Bellevue Community College, Peninsula College, Olympic College, South Seattle Community College, 2005
		Arkansas: Westark College, now University of Arkansas at Fort Smith, 1997	North Dakota: Bismarck State College, 2006
		Georgia: Dalton College, now Dalton State College, 1998	Oklahoma: Oklahoma State University – Oklahoma City, 2007
		Nevada: Great Basin College, 1999	

¹ In some states when an associate degree-granting college was authorized to award a baccalaureate degree, regional accrediting requirements or other factors led to the institution becoming a baccalaureate degree-granting institution. These states include Arkansas, Georgia, Utah, and Vermont.

OTHER WAYS STATES FACILITATE ADULTS' BACCALAUREATE ATTAINMENT

As Map 3 indicates, 11 states do not offer applied baccalaureate degree programs in public higher education institutions: California, Colorado, Connecticut, Louisiana, Maryland, Massachusetts, New Hampshire, New Jersey, Oregon, Rhode Island, and Virginia. It may be that these states' public institutions do not offer an applied baccalaureate, partly because the states provide other opportunities for adults to earn a bachelor's degree. One such opportunity is provided through the development of University Centers, in which a group of traditional baccalaureate degree-granting colleges and universities unite to form on a community college campus a center that provides university courses leading to a bachelor's degree (and other degrees). The universities, not the community college, award the baccalaureate, thus enabling students to attain a baccalaureate degree, without having to leave the community college campus (Lorenzo, 2005). Though this study did not attempt to inventory University Centers (because this model is not limited to the offering of applied baccalaureate degrees), many states have community and technical colleges that offer University Centers on their campuses. Virginia provides one such example: it has four Higher Education Centers where multiple traditional baccalaureate degree-granting institutions provide a baccalaureate education to community college students. The degrees offered are influenced by workforce development needs. For example, a Motorsports Technology baccalaureate degree option is available in an area influenced by national racing industry.

Map 3: States Not Awarding Applied Baccalaureate Degrees



NOTES:
The Adult Learner and the Applied
Baccalaureate (Townsend, Bragg, & Ruud)

9-3-08

As noted in the section “Types of Applied Baccalaureates,” some states’ public traditional baccalaureate degree-granting institutions offer a degree typically titled the Bachelor of General Studies (BGS) or a Bachelor of Professional Studies (BPS) to facilitate adults’ baccalaureate attainment. Arkansas, Kentucky, Massachusetts, West Virginia, and several other states have higher education administrative agencies that articulate a preference for this type of bachelor’s degree over the applied baccalaureate, tying BGS or BPS degrees to baccalaureate completion initiatives. Some BGS or similarly titled programs accept college credits from a variety of degrees and programs without specifying applied credits or an applied associate degree as an intentional focus of the BGS or BPS. Such programs are not classified in this inventory as applied baccalaureate degrees but rather are considered as an alternative way to complete a baccalaureate degree. For example, Arkansas Tech University (ATU) offers a BPS “to assist persons in the workforce in their efforts toward job progression and career advance” (Arkansas Tech University, 2007, p. 1). With concentrations in six areas, including early childhood education and information technology, the degree builds upon associate degrees of any kind as well as certificates and community college programs. Another example is West Virginia’s Regents BA Degree Program, authorized in 1975 by the West Virginia State Board of Regent. Offered by all public traditional baccalaureate degree-granting institutions in West Virginia, the program is “designed to meet the special needs of the adult learner” by offering a “flexible, individualized academic program” (West Virginia University, 2008, p. 1). While not titled a BGS, this degree program operates in the same way in that it accepts up to 72 credit hours, applied or traditional, from associate degree-granting schools for baccalaureate completion.

CONCLUSION

The applied baccalaureate degree has grown from appearing in only four states in the 1970s to appearing in the majority (39 or 78%) of states in 2008. Whether it will emerge in the other 11 states is not clear. While some states use the applied baccalaureate to facilitate baccalaureate attainment of adults, other states seem to rely primarily upon a BGS or University Centers located on community college campuses. They may also rely upon baccalaureate degree programs at regional lower-division campuses of traditional baccalaureate degree-granting schools to facilitate this attainment. A number of states use several of these approaches. Also, several states that offer an applied baccalaureate degree in public sector institutions also have traditional baccalaureate degree-granting institutions offering a BGS and may have one or more University Centers at community colleges.

Little is known about the actual operation of applied baccalaureate programs. To aid states without these degree programs to decide whether to develop them and to aid higher education institutions considering their development, we need more detailed information about how these programs work, what are their key elements or components, and what are the characteristics of the learners they serve. At the same time, studies need to be conducted on how the applied baccalaureate is perceived and received in the job market or in graduate programs. Will some employers look negatively upon the degree as a corruption of the traditional baccalaureate? Will this degree be accepted by most graduate degree programs or only those that are closely related to the baccalaureate degree's field of study? It is important to understand whether their further development may be crucial to increasing the number of adult learners with a baccalaureate degree, adults who are then prepared to fill positions in the workforce that require technical and professional level competencies.

To that end, the second phase of this research study will include site visits to selected states and institutions to learn about key features of the programs as well as the characteristics of their adult learner student populations. In addition to a state's willingness to participate in this phase of the study, criteria for selecting the states and institutions include why these programs were developed, how long they have been in existence, and how much data are available on the outcomes of these programs. Additionally, states will be selected to reflect a variety of approaches used in offering this degree, such as authorizing community colleges to award the applied baccalaureate. At the institutional level, the key programmatic features of applied baccalaureate degree programs will be documented, and the adult learners' demographic and educational characteristics and employment needs will be described. Evidence of ways the applied baccalaureate programs strengthen adult learners' opportunities to advance in employment will be sought. At the state level, the report will assess the extent to which these programs align with states' workforce development strategies, including policies associated with the Carl D. Perkins Career and Technical Education Act, the Workforce Investment Act, and other state policy initiatives.

REFERENCES

- American Association of Community Colleges. (2004). *Improving access to the baccalaureate*. Washington, D.C.: Community College Press.
- Arkansas Tech University. (2007). Professional Studies. Retrieved at <http://commed.atu.edu/prostud/bps.htm> on April 2, 2008.
- Arney, J. B., Hardebeck, S., Estrada, J., and Permenter, V. (2006). An innovative baccalaureate degree: Applied versus traditional. *Journal of Hispanic Higher Education*, 2006, 5(2), 184-194.
- Bradburn, E. M., Berger, R., Li, X., Peter, K., & Rooney, K. (2003). *A descriptive summary of 1999-2000 bachelor's degree recipients 1 year later: With an analysis of time to degree*. Washington, DC: U.S. Department of Education and National Center for Education Statistics.
- Florida Senate. (2007). The 2007 Florida Statutes. Section 1004.73 St. Petersburg College. Retrieved at http://www.flsenate.gov/statutes/index.cfm?App_Mode=Display_Statute&Search_String=&URL=Ch1004/Sec73.htm&StatuteYear=2007&CFID=67019510&CFTOKEN=32624431 on August 30, 2008.
- Floyd, D. (2006). Achieving the baccalaureate through the community college. In D. Bragg and E. Barnett (Eds.), *Academic pathways to and from the community college* (pp. 59-72). San Francisco: New Directions for Community Colleges, no. 135.
- Floyd, D., Skolnik, M., & Walker, D. (eds.). (2005). *Community college baccalaureate: Emerging trends and policy issues*. Sterling, VA: Stylus.
- Great Basin College. (no date). Bachelor of Applied Science (BAS) instrumentation emphasis. Retrieved at <http://www.gbcnv.edu/academics/programs/bas-i.html>, on November 14, 2007.
- Great Basin College. (no date). Bachelor of Applied Science (BAS) land surveying/geomatics emphasis. Retrieved at <http://www.gbcnv.edu/academics/programs/bas-lsg.html> on November 14, 2007.
- Ignash, J., & Kotun, D. (2005). Results of a national study of transfer in occupational/technical degrees: Policies and practices. *Journal of Applied Research in the Community College*, 12(2), 109-120.
- Jenkins, D. (2006, August). *Career pathways: Aligning public resources to support individual and regional economic advancement in the knowledge economy*. New York: Workforce Strategy Center.
- Lorenzo, A. L. (2005). The university center: A collaborative approach to baccalaureate degrees. In Floyd, D. L., Skolnik, M. L., & Walker, K. P. (Eds.), *The community college baccalaureate: Emerging trends & policy issues* (pp. 73-93). Sterling, VA: Stylus.
- Lumina Foundation for Education. (2007, March). *Returning to learning: Adults' success in college is key to America's future*.
- Miami University. (no date). Associate degree in nursing (ADN). Retrieved at <http://www.eas.muohio.edu/?id=7625> on October 9, 2008.

- New Mexico State University College of Extended Learning. (no date). Bachelor of Applied Studies. Retrieved at <http://extended.nmsu.edu/academics/bas/index.html> on May 5, 2008..
- Peru State College School of Professional Studies. (no date). Programs. Retrieved at http://www.peru.edu/professionalstudies/programs/bas_management.htm on July 17, 2008.
- Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: The University of Georgia Press.
- Seppanen, L., Bloomer, T., & Thompson, M. (2005, April). *Baccalaureate enrollment growth needed to meet educational needs of technical associate degree graduates*. Olympia, WA: Workforce Training and Education Board and Washington State Board of Community and Technical Colleges.
- Townsend, B. (2004). *The upside-down degree*. Paper presentation in symposium "Democratization or Destruction of the Baccalaureate? The Upside Down Degree and the Community College Baccalaureate, Association for the Study of Higher Education, Kansas City, MO.
- U. S. Department of Education. (2006). *A test of leadership: Charting the future of U.S. higher education*. Washington, DC: Author.
- Walker, K., & Floyd, D. L. (2005). Applied and workforce baccalaureates. In D. L. Floyd, M. L. Skolnik, & K. P. Walker (Eds.). *The community college baccalaureate* (pp, 95-102). Sterling, VA: Stylus.
- West Virginia University. (2008). Flexible individualized academic program. Retrieved at <http://rba.as.wvu.edu/> on July 11, 2008.

APPENDIX A: ADVISORY COMMITTEE MEMBERS

- **George Boggs**, President, American Association of Community Colleges
- **Deborah L. Floyd**, Professor of Higher Education, Florida Atlantic University
- **Kimberly Green**, Executive Director, National Association of State Directors of Career and Technical Education
- **Beth Hagan**, Executive Director of the Community College Baccalaureate Association
- **Davis Jenkins**, Senior Research Associate, Community College Research Center, Teachers College
- **Paul Lingenfelter**, President, State Higher Education Executive Officers
- **Loretta Seppanen**, Assistant Director, Education Services, Washington State Board for Community and Technical Colleges
- **Kenneth Walker**, President of the Community College Baccalaureate Association and President, Edison State College (FL)
- **Judy Wertheim**, Vice President for Higher Education Services, Council for Adult and Experiential Learning

APPENDIX B: STATE PROFILES

ALABAMA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Troy University

Regional Accrediting Body: Southern Association of Colleges and Schools,
Commission on Colleges

Background: In the late 1990s there were discussions among associate degree-granting colleges about offering the baccalaureate degree, but Alabama's public traditional baccalaureate-granting institutions did not support this concept, seeing the degree as duplicative of their existing offerings.

Impetus for Applied Baccalaureate: For several decades Troy University has offered the applied baccalaureate in order to accommodate current and former military personnel who had technical degrees or courses and desired a baccalaureate degree.

ALASKA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of Alaska - Anchorage

Regional Accrediting Body: Northwest Commission on Colleges and Universities

Background: The applied baccalaureate degree is designed with and without an emphasis on business courses designed for management, allowing full transfer of AAS degrees.

Impetus: Not specified.

ARIZONA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Arizona State University-Polytechnic Campus(formerly ASU-East)
- Arizona State University-West Campus
- Northern Arizona University
- University of Arizona-South

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: Since the mid-1990s the state legislature has deliberated on several occasions the community college baccalaureate degree, but the efforts have failed thus far. Part of the push for baccalaureates awarded by the community college was the belief that the universities were not responding well to the workforce needs of the state, e.g., need for more baccalaureate options for fire science personnel and police (first responders).

Impetus for Applied Baccalaureate: Arizona State University's East Campus developed the first BAS as a response to the concern that universities were not meeting some of the state's workforce needs. Also, the BAS was a way of ASU-East developing its identity.

ARKANSAS

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Arkansas State University - Jonesboro
- University of Arkansas at Fort Smith
- University of Arkansas at Little Rock
- University of Arkansas at Monticello

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: In 1997 the legislature authorized Westark [Community] College to offer, as a pilot project, up to nine technical bachelor's degrees. Authorization to award the applied baccalaureate was to help meet workforce needs. Only one baccalaureate was developed: a three-year Bachelor of Manufacturing Technology (BAMT). Run as a cohort program, after a couple of cohorts the area's need for people with this degree was satisfied and the BAMT was discontinued. No other community colleges have since been authorized to award the baccalaureate degree. In January 2002, Westark College became the University of Arkansas at Fort Smith.

Impetus for Applied Baccalaureate: Traditional baccalaureate degree-granting institutions saw the need to help students with technical education degrees to get baccalaureate degrees. These institutions made the case for years that these students needed to be served. Arkansas has 2 + 2 programs in which the AAS is taken in its entirety and aligned with general education and upper-level courses such as business, allied health, information systems, and management type courses to allow for technical expertise at the baccalaureate degree level.

CALIFORNIA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: Western Association of Schools and Colleges,
Accrediting Commission for Community and Junior
Colleges

Background: No community college in California has been authorized to award baccalaureate degrees, nor is there a formal movement to advance the concept. There do not appear to be applied baccalaureates, as defined in this report, in California's public traditional baccalaureate-granting institutions.

COLORADO

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: North Central Association of Colleges and Schools

Background: Although no formal applied baccalaureate degrees are approved at this time, the state is working actively to facilitate the transfer of AAS degrees to BA degree programs. The state has one transfer agreement with Metro State College of Denver, a traditional baccalaureate degree-granting institution that shares a campus with the Community College of Denver. Also, state staff is holding meetings with Colorado State University to forge additional transfer options. The state anticipates accepting over 25 AAS degrees as reverse BA transfer degrees in the near future.

CONNECTICUT

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: New England Association of Schools and Colleges

Background: Approximately 15 years ago, technical and community college systems were merged and technical colleges no longer offered the “technical” designation. Most programs offered at community colleges are transfer-friendly Associate of Science degrees. The public institutions have historically offered BGS as completion programs for adults returning to higher education.

DELAWARE

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of Delaware

Regional Accrediting Body: Middle States Association of Colleges and Schools

Background: Around 1987, student and technical college demands for allowing students in applied associate's programs in engineering technology to transfer to the University of Delaware that is designing a new degree program. The Bachelor of Engineering Technology allows students to attend a baccalaureate program part-time, and primarily through distance and night courses. A similar program in Agricultural Engineering was phased out in the late 80s, with graduates finishing in 1994. Five to six years ago, the degree designation was changed to a BS, although it still is designed specifically for Delaware Technical and Community College Engineering Technology students. At present, the program at the University of Delaware graduates 20 to 25 students per year.

Impetus: The program was designed as a result of primarily adult students in Engineering Technology programs desiring a bachelor's degree after receiving the once-terminal Associates in Engineering Technology (AET). The degree was designed with three tracks: construction technology and management, application controls and electronics, and general engineering technology.

FLORIDA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- Broward College
- Chipola College
- Florida Community College at Jacksonville
- Daytona State College
- Edison State College
- Indian River State College
- Miami Dade College
- Palm Beach Community College
- St. Petersburg College

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of Central Florida
- University of South Florida

Regional Accrediting Body: Southern Association of Colleges and Schools,
Commission on Colleges

Background: In 2001 SB1162 placed into statute a process for community colleges to submit proposals to offer baccalaureate programs in limited areas. This Senate Bill established sections 1007.33 and 1004.73 of the Florida Statutes. Section 1004.73 re-established St. Petersburg Junior College as St. Petersburg College and provided it with the authority to grant baccalaureate degrees in nursing, education, and information technology. As of February 2008, the number of Florida approved community college baccalaureate programs totals 71, including 43 in various education areas, 7 in nursing, and 21 in applied science programs. With the exception of St. Petersburg College, community colleges must seek state approval from the State Board of Education to offer baccalaureate degree programs. All 28 colleges must remain a part of the community college governance system. All degrees must be reauthorized every five years, and the institutions must maintain their community college mission.

Impetus for 2-year baccalaureate: The impetus for the development of the baccalaureate at the community college level was the state's need for workers in specific areas such as education and nursing, and the inability of the state's eleven public traditional baccalaureate-degree Granting Institutions to meet the need for a sufficient number of baccalaureate degrees.

GEORGIA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

State Colleges:

- Abraham Baldwin Agricultural College
- Dalton State College
- Gainesville State College
- Gordon College
- Macon State College
- Middle Georgia College

State Universities:

- Albany State University
- Clayton State University
- Southern Polytechnic State University
- Valdosta State University

Regional Accrediting Body: Southern Association of Colleges and Schools, Commission on Colleges

Background: A combination of conditions led to the community colleges seeking to award applied baccalaureates including demographic changes, town-gown partnerships where communities wanted a baccalaureate-granting institution near them, and entrepreneurial community college presidents. Transferability of applied courses was also an issue. Once a Georgia community college is authorized to award one or more baccalaureate degrees, it becomes a state college that offers the applied baccalaureate with a workforce emphasis. Permission to award the BAS is granted by the Board of Regents.

Impetus for Applied Baccalaureate: The offering of the applied baccalaureate at the state universities resulted from a combination of economic, educational, and political conditions. The Georgia Postsecondary Education Commission was addressing issue of student access and cooperative degrees and transfer through the BAS degree in the late 1990s. Approval of the BAS began in 1996. There was also a desire for a stronger linkage to adult and technical education. The BAS developed from a partnership with the Department of Technical and Adult Education.

HAWAII

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- Maui Community College

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of West Oahu

Regional Accrediting Body: Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC); Accrediting Commission for Senior Colleges and Universities (ACSCU)

Background: The University of West Oahu was an upper division institution that was recently expanded to include lower division. A distinct aspect of its mission is to provide career-related degrees that build upon applied associate degrees. The institution recently received permission to award a BAS with a concentration in Respiratory Therapy. Other concentrations are to follow. There is desire on the part of Maui Community College, an institution that is part of the University of Hawaii system, to be a Traditional Baccalaureate Degree-Granting institution, partly because there are currently no such institutions on Maui. (Baccalaureate and graduate degrees are offered by distance via a University of Hawaii Center.) Seeking to offer the baccalaureate degree is the first step in Maui Community College possibly becoming a baccalaureate-degree granting institution. One baccalaureate allows the campus to remain within ACCJC; the addition of a second will require a change in accreditation (a move to the senior association ACSCU).

Impetus: The applied baccalaureate degree is seen as a way of increasing baccalaureate attainment of adults. This degree is one way of enabling adults to return to college and build on credits attained previously. In Hawaii the population between 25 and 34 years in age has a lower level of educational attainment than those 35 and older. Also, the college-going rate of traditional age high school graduates has dropped over the past decade. A central goal of the University is to increase the number of people who hold degrees to meet workforce demands and to sustain the quality of life.

IDAHO

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Boise State University
- Idaho State University
- Lewis and Clark State College

Regional Accrediting Body: Northwest Commission on Colleges and Universities

Background: None provided.

Impetus for Applied Baccalaureate: The state implemented applied baccalaureate programs at the traditional baccalaureate-granting level to provide a seamless pathway for technical degree students to a baccalaureate degree. The applied baccalaureate program helps ensure full transferability of technical credits and thus provides an opportunity for technical degree-holders to continue their educational goals without penalty and compete for jobs in the workforce that require a baccalaureate degree. A statute passed by the state legislature allows associate degree-granting colleges in urban areas the ability to provide upper-division coursework and award baccalaureate degrees in liberal arts and sciences, education, and business. However, at present no community or technical college institutions are offering these degrees.

ILLINOIS

Applied Baccalaureate Awarded by Associate Degree- Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Eastern Illinois University
- Chicago State University
- Governors State University
- Illinois State University
- Northeastern Illinois University
- Northern Illinois University
- Southern Illinois University-Carbondale
- Southern Illinois University-Edwardsville
- Western Illinois University
- University of Illinois-Chicago
- University of Illinois-Springfield

Regional Accrediting Body: North Central Association of Colleges and Schools

Background: The Illinois Board of Higher Education does not allow a distinction to be made between baccalaureate degrees, such as between a BS and BAS. All baccalaureate-level programs are required to offer common general education course requirements. Further, with respect to a baccalaureate awarded by community colleges, House Bill 1434 would authorize the awarding of the baccalaureate degree. This legislation is presently inactive and if authorized it is unclear whether the community college baccalaureate would fit this study's definition of an applied baccalaureate.

Impetus for Applied Baccalaureate: In the 1970s, when the community college system grew rapidly statewide, the Southern Illinois University-Carbondale (SIU-C) shifted a longstanding academic unit that had awarded associate degrees to a primarily baccalaureate degree-granting unit. Desiring to maintain its preparation of students for employment in a wide range of technical occupations, the university continues to offer three associate degrees but most of the degree programs now award the BS. The program descriptions offered by SIU-C state explicitly that the degree programs are intended for AAS recipients. In addition to SIU-C, all public universities in the state award at least one similar baccalaureate degree that is focused on providing the upper-division course work for an AAS degree program.

INDIANA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Indiana State College of Technology
- Purdue Statewide Technology-West Lafayette Campus
- Indiana University-South Bend

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: One community college in Indiana has been authorized to award a baccalaureate degree: Vincennes University was authorized in November 2004 to award baccalaureate degrees and began doing so in 2005-06. The Indiana Commission on Higher Education, which has the authority to approve new programs for public institutions, approved seven BS degrees, which are not designed to articulate with an applied associate degree. The official rationale for the authorization of the baccalaureate at Vincennes University was to increase opportunities for students to pursue the bachelor's degree.

Impetus for Applied Baccalaureate: At the traditional baccalaureate degree-granting institutions, there was a desire to add a third type of baccalaureate: a discipline-specific baccalaureate in supervision. The applied baccalaureate takes into account a student's technical courses in a variety of fields and may provide additional discipline-specific technical training in fields such as automotive technology.

IOWA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Iowa State University
- University of Iowa
- University of Northern Iowa

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: In addition to the applied baccalaureate being offered by some of the Illinois institutions near the border of Iowa, there is a long history of independent colleges and universities (non-profit) offering capstone programs, including the Baccalaureate of Applied Manufacturing. Thus there is little need for the community colleges to offer applied baccalaureates. The likelihood of community colleges making such a proposal is minimal and controversial. Also, baccalaureate attainment is facilitated through traditional baccalaureate degree-granting institutions offering the last two years of a baccalaureate at community college campuses.

KANSAS

Applied Baccalaureate Awarded by Associate Degree- Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Fort Hays State University
- Pittsburg State University
- Washburn University

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher learning Commission

Background: No formal discussions are occurring on community colleges offering a baccalaureate degree, and discussions are seen as unlikely at this time. The Board’s oversight role in defining higher education mission would play a role if such discussions begin.

Impetus for Applied Baccalaureate: At the state level, there is a consistent focus on looking for opportunities to create additional seamless movement from technical colleges to community colleges to four-year institutions to address a shortage of trained workers and thus a need for workforce development. Also, universities are seen as needing to look beyond the traditional age college student, who is declining in Kansas, to increase revenue through tuition dollars.

KENTUCKY

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Eastern Kentucky University
- Kentucky State University
- Morehead State University
- Murray State University
- Northern Kentucky University
- University of Kentucky
- University of Louisville
- Western Kentucky University

Regional Accrediting Body: Southern Association of Colleges and Schools

Background: Between 2002 and 2007 there was an enrollment decline of approximately 2,000 students in AA/AS programs, but an increase of approximately 9,000 students in AAS programs, which raised the stakes on the issue of transferring applied courses. In 2004 state legislation required all public institutions to provide transfer for associate's degree programs as part of a statewide seamless transfer policy. Adults are the specified in state policy as the target of the completer degree program.

Impetus for Applied Baccalaureate: AAS transfer degrees were created as part of a larger completer degree program required of all public traditional baccalaureate degree-granting institutions in Kentucky. The degrees are designated as BGS, Bachelor of Integrative Studies, etc., and all provide full transfer of AAS degrees.

LOUISIANA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: Southern Association of Colleges and Schools,
Commission on Colleges

Background: There are no applied baccalaureates awarded by public traditional baccalaureate degree-granting institutions in Louisiana. Typical applied areas have not evolved in the workplace to the extent that Louisiana needs baccalaureate-degreed people. However, the Louisiana Board of Regents has "approval authority for implementation of a BAS degree" (Academic Affairs Policy 215, #9), and Louisiana State University at Alexandria was an associate degree-granting institution for many years. After the legislature authorized the baccalaureate degree in 2001, it was authorized in 2002 by SACS to become a traditional baccalaureate degree-granting institution. It was allowed to continue to offer associate degrees but not applied baccalaureates.

MAINE

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of Maine at Augusta
- University of Southern Maine

Regional Accrediting Body: New England Association of Schools and Colleges

Background: University of Maine at Augusta’s program accepts any AAS program and applies the credits toward a baccalaureate degree. This approach requires students to declare a minor for the baccalaureate degree, allowing applied baccalaureate students to either move forward into management or advanced technical studies, which it refers to as “hyper-technical” programs, or to change their career goals entirely.

Impetus for Applied Baccalaureate: These programs were implemented by the respective institutions as a way to keep AAS degree-holders in the state of Maine and to facilitate the transfer of students holding technical degrees.

MARYLAND

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: Middle States Association of Colleges and Schools

Background: The state has recognized an increasing need for adult baccalaureate attainment. Some private and not-for-profit institutions have begun to provide applied baccalaureate degrees, but thus far the applied baccalaureate has not been awarded by public institutions. Discussions regarding applied baccalaureate degrees are not happening at the state level, partially due to a preoccupation with recent changes to the workforce education system in the state.

MASSACHUSETTS

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: New England Association of Schools and Colleges

Background: AAS degrees are not offered in the state. There are AS degrees that are considered technical but many offer limited transfer options because they require relatively few general education credits. A state task force has taken up the issue of transfer from associate to the baccalaureate level to further strengthen baccalaureate attainment, noting that the state already has one of the highest baccalaureate attainment rates in the United States.

MICHIGAN

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Central Michigan University
- University of Michigan – Flint
- Wayne State University

Regional Accrediting Body: North Central Association of Colleges and Schools

Background: Three recent reports made suggestions about the feasibility of applied baccalaureate degrees: the Lieutenant Governor’s Commission on Higher Education and Economic Growth Final Report (2004), the Institute for Higher Education Policy Report (2008), and a white paper released from Voorhees Group (2008). Additionally, legislation has been introduced in the House and Senate to allow community colleges to provide baccalaureate degrees in applied and technical areas in order to provide greater affordability and access to the baccalaureate degree.

MINNESOTA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Bemidji State University
- Metropolitan State University
- Minnesota State University – Mankato
- Southwest Minnesota State University
- St. Cloud State University
- University of Minnesota – Rochester
- University of Minnesota – Twin Cities

Regional Accrediting Body: The Higher Learning Commission, a North Central Association of Colleges and Schools

Background: In 1995, a merger of Minnesota’s community colleges, technical colleges and state universities into one system (Minnesota State Colleges and Universities), coupled with a goal to enable AAS degree holders to move into positions that require baccalaureate degrees, led to institutions revising their transfer and articulation programs to include AAS degrees. The University of Minnesota is a separate system that is authorized to provide applied baccalaureate degrees.

Impetus for Applied Baccalaureate: These degrees are implemented as part of a larger comprehensive state transfer policy.

MISSISSIPPI

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of Southern Mississippi

Regional Accrediting Body: Southern Association of Colleges and Schools,
Commission on Colleges

Background: There is some interest at the community college level to be able to award the baccalaureate. However, a general belief in distinct differences between associate degree-granting and traditional baccalaureate degree-granting institutions (sector differentiation) appears to preclude the likelihood of this occurring. There is awareness that more adults need the baccalaureate degree and institutions are exploring additional ways for this to happen.

MISSOURI

Applied Baccalaureate Awarded by Associate Degree-Granting Institution No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Missouri Southern State University
- Missouri State University
- Northwest Missouri State University
- Southeast Missouri State University
- University of Central Missouri

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: Missouri is unlikely to authorize associate degree-granting institutions colleges to award an applied baccalaureate degree because of official sector differentiation with only traditional baccalaureate degree-granting institutions having the authority to deliver the baccalaureate.

Impetus for Applied Baccalaureate: The genesis for the applied baccalaureate degree in public traditional baccalaureate degree-granting institutions was Missouri Senate Bill 101 (1995), which charged the Missouri Coordinating Board for Higher Education with “develop[ing] a state plan for a continuous integrated system to deliver postsecondary technical education programs” (www.mocca.org/rtec, 2003). The desire was to build a technical workforce. A State Plan for Postsecondary Technical Education was developed in 1996 and called “for the strengthening of existing and the development of new associate of applied science (AAS) degree and technical certificate programs at two-year colleges and related baccalaureate degrees at certain four-year institutions” (p. 1).

MONTANA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Montana State University – Billings
- Montana State University – Northern
- Montana Tech of the University of Montana
- University of Montana – Missoula
- University of Montana – Western

Regional Accrediting Body: Northwest Commission on Colleges and Universities

Background: In the 1980s, Montana’s Colleges of Technology, which provided associates degrees in technical and nontechnical fields and were governed by the K-12 system of education, shifted to the higher education system of Montana. The Colleges of Technology encouraged the state public institutions to allow AAS degrees to transfer, and the system endorsed this recommendation. At present, Montana’s traditional baccalaureate degree-Granting Institutions that are not geographically close to existing Colleges of Technology are considering dropping the programs due to low enrollment.

NEBRASKA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution Yes

- Chadron State College
- Peru State College

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: The issue of associate degree-granting colleges offering an applied baccalaureate has never come up at the state level. Unlike some states, capacity in baccalaureate programs is not an issue. Nebraska's traditional baccalaureate degree-granting institutions have plenty of room.

Impetus for Applied Baccalaureate: At least some of the impetus for the applied baccalaureate offered by traditional baccalaureate degree-granting schools is that the majority of associate degrees awarded in Nebraska are AAS degrees with a state average of 80% of community college students in technical fields.

NEVADA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- Great Basin College
- College of Southern Nevada
- Western Nevada College

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Nevada State College

Regional Accrediting Body: Northwest Commission on Colleges and Universities

Background: Three of the four community colleges in Nevada have been authorized to award workforce-related baccalaureate degrees. The first institution so authorized was Great Basin College in 2002. The Regents Handbooks states that a community college can offer a baccalaureate degree only if none of the traditional baccalaureate degree-granting institutions want to offer the particular degree.

Impetus for Applied Baccalaureate: The authorization of community colleges to award the baccalaureate resulted from workforce development needs, especially for teachers and nurses. At the traditional baccalaureate degree-granting college level, students with AAS degrees who were attempting to obtain baccalaureates were also having to take an excessive amount of credits to do so because very little of their AAS degree transfers. Nevada has a high population of adult learners. However, the applied baccalaureate discussion has not focused on adult learners, although recent conversation may result in the BAS being targeted to adult learners.

NEW HAMPSHIRE

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: New England Association of Schools and Colleges

Background: There has been some demand, particularly from private associate degree-granting colleges, to allow terminal AAS degrees to transfer. Since the state has not facilitated the creation of applied baccalaureate degrees, the private colleges have begun modifying their degrees to fill the void and offer transfer-compatible AS degrees.

NEW JERSEY

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: Middle States Association of Colleges and Schools

Background: Discussions have occurred within the state regarding the need for career pathways that support the transfer of AAS degrees, but no significant proposals have come forward to date.

NEW MEXICO

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- New Mexico State University
- Western New Mexico University

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: New Mexico's seven independent public community colleges do not offer a baccalaureate degree. However, one former community college, Northern New Mexico College, was authorized in the early 21st century to award baccalaureate degrees and then became a baccalaureate degree-granting institution. As a constitutional entity in the state, this institution can determine its own degrees and currently offers a variety of baccalaureate degrees, none of which fit the definition of applied baccalaureate as used in this study.

Impetus for Applied Bacclaureate: The applied baccalaureate is used to facilitate baccalaureate degree attainment. College presidents also wish to extend their educational system to those who want to learn.

NEW YORK

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- Fashion Institute of Technology

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- State University of New York College of Technology at Delhi
- Morrisville State College
- New York City College of Technology

Regional Accrediting Body: Middle States Association of Schools and Colleges, Commission on Higher Education.

Background: The State University of New York (SUNY) system consists of 64 campuses, including 30 community colleges. The associate degree-granting college Fashion Institute of Technology was authorized in the early 1970s to award bachelor's and master's degrees that articulate with AAS degrees. While currently there is interest on the part of some SUNY community colleges to pursue awarding a baccalaureate, it is unlikely that SUNY community colleges will seek or be authorized to do so. Between 1985 and 2000, the six SUNY Colleges of Technology were authorized to award various baccalaureate degrees in addition to associate degrees. SUNY College of Technology at Delhi is an example (see above). The City University of New York (CUNY) system has one institution that offers the applied baccalaureate (Bachelor of Technology).

NORTH CAROLINA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- East Carolina University

Regional Accrediting Body: Southern Association of Colleges and Schools

Impetus for Applied Baccalaureate: East Carolina University offers a management-type applied baccalaureate degree to existing AAS degree holders. The degree is BS in Industrial Technology.

NORTH DAKOTA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- Bismarck State College

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Dickinson State University
- Mayville State University
- Minot State University

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: Bismarck State College offers a ‘niche’ baccalaureate: the BAS in Energy Management. Despite a concern about the meaning of this degree for the institution’s mission, the degree program addresses a recognized workforce need for the state. Energy is a particular area of focus and strength for Bismarck State College, so this program is a natural extension. No other associate degree-granting college is currently considering a baccalaureate degree program

Impetus for Applied Baccalaureate: From 2000 to 2017 North Dakota’s high school graduate numbers are projected to decline by 30%. Institutions are struggling for enrollments. They are seeking to serve part-time, older, and graduate students, and finding new niche markets. The applied baccalaureate is a way to bridge the gap between community colleges and traditional baccalaureate degree-granting schools. Common course numbering and articulation agreements make this easier. There is also a workforce demand for the BAS.

OHIO

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- Miami University – Hamilton
- Miami University – Middletown

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Miami University of Ohio
- Ohio University
- University of Cincinnati
- University of Toledo

Regional Accrediting Body: North Central Association of Colleges and Schools

Background: In 1989 legislation allowed institutions to count credits that at one time did not count toward the baccalaureate degree, including technical courses. Transfer modules were created to increase the seamlessness of transfer, including general education modules and technical modules that some institutions have allowed to transfer. These efforts were undertaken to enhance access and “to ensure equitable treatment for students.”

Impetus for Applied Baccalaureate: Institutions implemented applied baccalaureate programs due to recommendations made in state policy to enhance transfer within the state.

OKLAHOMA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- Oklahoma State University-Oklahoma City
- Oklahoma State University Institute of Technology – Okmulgee

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Cameron University
- Langston University
- Northeastern State University
- Northwestern Oklahoma State University
- Oklahoma Panhandle State University
- Rogers State University
- Southeastern Oklahoma State University
- University of Central Oklahoma

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: Oklahoma does not have community colleges that award a bachelor's degree, but two of the lower-division branch campuses of Oklahoma State University were authorized after 2000 to award the Bachelor of Technology, an applied baccalaureate degree. The state emphasizes cooperation among institutions and funds institutions to enhance relationships with nearby schools. Institutions will receive programs they do not have from institutions with the desired programs, thus enhancing access to baccalaureate programs statewide.

Impetus for Applied Baccalaureate: The applied baccalaureate represents another avenue to the baccalaureate for students interested in technical fields. The state wants to utilize all facets of the adult population for the workforce. Oklahoma has consistently been below average in the percent of adults 25 or older with the baccalaureate. Only 20% of its adults have attained the baccalaureate while the national average is 25%. The Oklahoma Department of Commerce has identified gaps in the workforce, and applied baccalaureates are seen as a vehicle to address these areas.

OREGON

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: Northwest Commission on Colleges and Universities

Higher Education Governance: Statewide board of control with gubernatorial appointment

Background: Discussions have occurred within the state concerning the applied baccalaureate degree, but it has not yet been recognized formally in the state. In particular, AAS degree holders have sought transfer opportunities, articulating difficulties with promotions because of not having baccalaureate degrees.

PENNSYLVANIA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Penn State University (Pennsylvania College of Technology)

Regional Accrediting Body: Middle States Association of Colleges and Schools

Impetus for Applied Baccalaureate: Public higher education institutions are authorized to develop baccalaureate degree programs, pending state board approval. Implementation of applied baccalaureate degrees at Penn State University (Pennsylvania College of Technology) stemmed largely from regional workforce needs and institutional responsiveness to these needs.

RHODE ISLAND

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: New England Association of Schools and Colleges

Background: Rhode Island has a long-standing goal of improving transfer and baccalaureate attainment, but seeks to realize this goal by using BGS completer programs rather than applied baccalaureate degrees. These programs were designed for allied health fields, not extending into technical education programs. A task force is currently looking at adult learners and will present suggestions for improving adult baccalaureate attainment.

SOUTH CAROLINA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of South Carolina – Upstate
- Francis Marion University

Regional Accrediting Body: Southern Association of Colleges and Schools

Background: Degree designations differ from most other states. The technical degrees that transfer into Bachelor of Engineering Technology and Management programs are designated as Associate's in Engineering Technology (AET). These degrees are part of the state's transfer program. A number of AAS degrees that do not transfer continue in the state.

SOUTH DAKOTA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- South Dakota State University
- Black Hills State University

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: South Dakota has four technical institutes and no community colleges. An applied baccalaureate to be awarded by the technical institutes is not being considered.

Impetus for Applied Baccalaureate: The applied baccalaureate offered at the traditional baccalaureate degree-granting institutions was designed to provide a direct link for technical institute graduates to obtain the baccalaureate. There is limited demand for this degree, so it is unlikely that other traditional baccalaureate degree-granting schools will offer it. Since the technical institutes are not recognized by the regional accrediting body as transfer institutions, there are direct programmatic articulation agreements and not all technical credits transfer.

TENNESSEE

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- East Tennessee State University

Regional Accrediting Body: Southern Association of Colleges and Schools,
Commission on Colleges.

Background: Tennessee has not considered nor is considering authorizing its community colleges to award the baccalaureate degree. Tennessee officials expressed more interest in traditional baccalaureates, citing a lack of a compelling argument to offer applied baccalaureates. Most of the public traditional baccalaureate degree-granting institutions offer a BGS, which can assist adults to obtain a baccalaureate.

Impetus for Applied Baccalaureate: East Tennessee State University seeks to accommodate transfer students, hence its interest in a bachelor's degree that articulates with the AAS in technical fields.

TEXAS

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- Brazosport College
- Midland College
- South Texas College

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of Texas at Brownsville
- University of Houston-Downtown
- Midwestern State University
- Sam Houston State University
- Stephen F. Austin State University
- Tarleton State University
- Texas A&M International University
- Texas A&M University-Kingsville
- Texas State University
- University of North Texas
- University of Texas Pan American
- University of Texas of the Permian Basin
- University of Texas at San Antonio
- West Texas A&M University
- Texas Woman's University

Regional Accrediting Body: Southern Association of Colleges and Schools, Commission on Colleges.

Impetus for Applied Baccalaureate: The impetus for applied baccalaureates was the desire to increase adult students' baccalaureate attainment. Also, the traditional baccalaureate degree-granting institutions were interested in enrolling students who already had quite a few college credits. Texas has 3 million adults who have some college credit but not a baccalaureate degree.

Background: In 2003 Texas authorized a community college pilot project until January 1, 2009 with three community colleges to be selected. In May 2007, three institutions with the baccalaureate had their pilot status removed and the granting of "baccalaureate degree programs in the fields of applied science and technology" (H. B. 2198) at these schools was made permanent provided that the institutions meet certain conditions such as submitting biennial reports to the state coordinating board. Among the public traditional baccalaureate degree-granting institutions, 15 offer approved BAAS degree programs.

UTAH

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Dixie State College
- Utah Valley State University
- Weber State University

Regional Accrediting Body: Northwest Commission on Colleges and Universities

Background: Two former Utah community colleges have been authorized to award the baccalaureate degree: Dixie State College and Utah Valley State University. These two community colleges became baccalaureate degree-granting institutions: Dixie State in 2000 and Utah Valley in the 1990s. In July 2008 Utah Valley became a university authorized to award master's degree.

Impetus: The rationale for authorizing community colleges to award the baccalaureate was to increase access to the baccalaureate. There were also some unique considerations: Students in Utah get married and have children earlier than students in other states. Plus, 90% of students work full-time and are landlocked because of their family responsibilities. These characteristics, plus mountainous terrain, make driving 40 miles to another institution a burden.

VERMONT

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Vermont Technical College

Regional Accrediting Body: New England Association of Schools and Colleges,
Commission on Institutions of Higher Education

Impetus: In the early 1990s a lot of Vermont Technical College (VTC) graduates were matriculating to the baccalaureate level. But some students wanted to stay at VTC to get a bachelor's degree there. VTC's president decided to offer baccalaureate degrees and was able to convince the presidents of the three traditional baccalaureate degree-granting colleges in the Vermont State Colleges System to support this decision. The Vermont State Colleges Board of Trustees approved the institution doing so, and no other approval, e.g., legislative, was needed.

VIRGINIA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: No

Regional Accrediting Body: Southern Association of Colleges and Schools

Background: A transfer study is planned to be undertaken in the summer/fall 2008 to explore how transfer can be improved in Virginia. Access to the baccalaureate is mainly facilitated by Higher Education (University) Centers that offer specific degree programs such as Motorsports Technology and provide students in underserved regions of the state to gain greater access to the baccalaureate. The applied baccalaureate is not expected to gain traction because the most viable associate degree programs are “highly traditional,” plus many AAS programs have low enrollments.

WASHINGTON

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- Bellevue Community College
- Olympic College
- Peninsula College
- South Seattle Community College

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Central Washington University
- Eastern Washington University
- Evergreen State College
- Washington State University

Regional Accrediting Body: Northwest Commission on Colleges and Universities

Background: Legislation authorizing community colleges to implement pilot programs that award applied baccalaureate degrees was specifically targeted toward adult students. The program began in fall 2007 with an indefinite end date. New institutions have been proposed to create similar programs starting in fall 2009. The approved institutions are Columbia Basin College, Lake Washington Technical College, and Seattle Central Community College.

Impetus: A needs assessment on baccalaureate attainment and legislative involvement created pilot programs for community colleges to award applied baccalaureate degrees and to facilitate transfer and articulation between associate degree-granting and traditional baccalaureate degree-granting institutions.

WEST VIRGINIA

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: Yes

- West Virginia University at Parkersburg

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- Marshall University
- Potomac State College of West Virginia University
- West Liberty State College
- West Virginia University Institute of Technology

Regional Accrediting Body: North Central Association of Colleges and Schools,
The Higher Learning Commission

Background: West Virginia University at Parkersburg began in 1961 as a branch of West Virginia University (WVU). In 1971 it became Parkersburg Community College and in 1989 became WVU Parkersburg, a regional campus of West Virginia University. As of spring 2008 its governance structure changed because of state legislation so that the institution is governed by a local Board of Governors and is under the West Virginia Community and Technical Council, created by the legislation. The college is authorized to offer six bachelor's degrees, including the Bachelor in Applied Technology.

Impetus: Authorization of West Virginia University at Parkersburg occurred because Parkersburg is one of the larger cities in West Virginia, but is not close to a traditional baccalaureate degree-granting institution. So Parkersburg's civic leaders sought the baccalaureate degree at the West Virginia University at Parkersburg. Community support was pivotal because there was some divisiveness about offering this degree. At the traditional baccalaureate degree-granting institutions, the applied baccalaureate developed because it was thought to offer more baccalaureate opportunities for AAS degree holders. Its development was also part of a proactive stance on the Higher Education Policy Commission's part to limit the legislature's involvement in transfer issues regarding the AAS. There is legislative and gubernatorial interest in enhancing the education and training of workforce, addressing the fact that only 14% of West Virginia's citizens have a baccalaureate.

WISCONSIN

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of Wisconsin – Green Bay
- University of Wisconsin – Osh Kosh

Regional Accrediting Body: North Central Association of Colleges and Schools

Background: At present, a proposal is under development that would allow the University of Wisconsin associate degree-granting branch campuses to award BAAS degrees. A representative from the System notes that these degrees, if approved, could be implemented as early as fall 2009.

Impetus for Applied Baccalaureate: The current applied baccalaureate degrees were created to assist students graduating from the Technical College system to attain baccalaureate degrees.

WYOMING

Applied Baccalaureate Awarded by Associate Degree-Granting Institution: No

Applied Baccalaureate Awarded by Traditional Baccalaureate Degree-Granting Institution: Yes

- University of Wyoming

Regional Accrediting Body: North Central Association of Colleges and Schools

Impetus for Applied Baccalaureate: Community colleges were asked to award their own form of baccalaureate degrees in order to increase baccalaureate attainment and improve geographic accessibility to the degree. The University of Wyoming System chose instead to award the degrees through the traditional baccalaureate degree-granting system, using online delivery.