

Understanding Program Level Differences: Using Standard III to Establish Degree Program Expectations, Program Outcomes, and Course Outcomes that are Degree-Level Appropriate

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Overview: While colleges may offer degree programs at multiple levels in the same subject, the expectation is that each is academically appropriate for the credential earned. Degree program expectations differentiate the type of instruction, curriculum, and outcomes at each program level. This workshop uses Standard III and other materials to guide the development and evaluation of degree programs at the associate, bachelor, graduate and doctoral levels. Key factors addressed include: DEAC Accreditation Standard requirements, best practices in higher education, program expectations, program outcomes, program scope, and course outcomes.

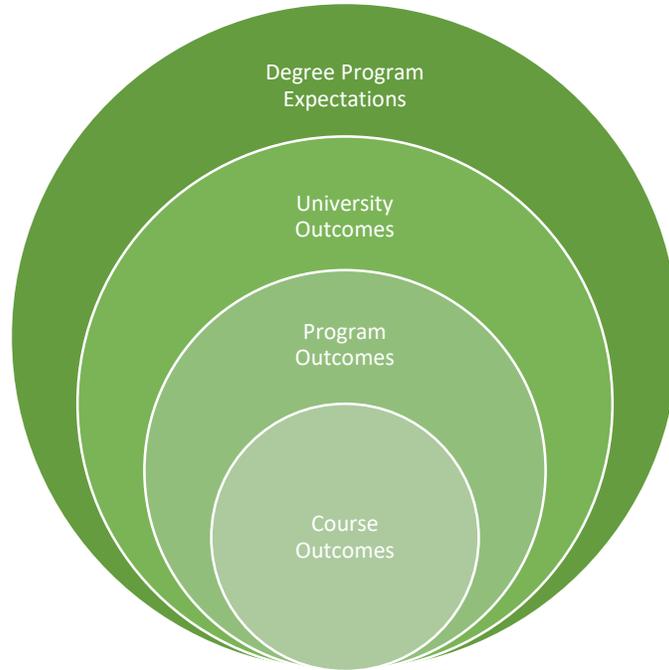
- DEAC sets specific length and scope standards for each program level that are specific to the degree level.
- Outcomes are a key concept in DEAC Standard III. Program and course outcomes are impacted by degree level.
 - Bloom's taxonomy is a useful tool to ascribe action-oriented verbs to "clearly communicate the knowledge, skills, and abilities students will obtain upon completion of the educational offerings." (IIIB2)
 - Upper level Bloom's tasks are most appropriate in graduate learning, while a range of Bloom's taxonomy may be appropriate in undergraduate settings.
 - Program outcomes are informed by the degree program expectations and the scope of the program. (Program level outcomes will be different for an associate level program when compared to a master's level program in the same topical area.)
 - Program Outcomes should be created by a range of stakeholders in accordance with DEAC Standards and regularly reviewed.
 - Program outcomes should map to program outcomes.
 - Collecting data to show how courses and assignments demonstrate student learning and the achievement of program objectives is a critical task for institutions.
- Requirements for qualifications of faculty, learning resources, etc. change depending on the degree level.
 - Faculty/instructors are qualified and appropriately credentialed to teach the subject at the assigned level. IVC
 - Learning resources for faculty and students are available and appropriate to the level and scope of program offerings. IIIG
- Curriculum, the types of assessment used, and credit hour assessments will change depending on the degree level expectations and the program and course objectives.
 - "For each level of credential awarded by the institution (i.e., non-degree, undergraduate degree, graduate degree and/or doctoral degree), the institution can describe how it determines the following:
 - the curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes;
 - the content is relevant based on reliable research and industry practice;
 - the curriculum reflects current knowledge and practice. (IID8)"

Outcomes are discussed in Standard III in many ways:

- All program outcomes are current and relevant based on research, comparison, SMEs, and advisory council input. (IIIA3) The institution utilizes an Advisory Council or other means to obtain external/industry feedback on the institution's educational activities (IIID911)
- Program outcomes guide the development of curricula content. (IIIA3) Curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes. (IIID)
- Course outcomes are mapped to program outcomes. (IIIA4)
- Outcomes are:
 - Measurable (IIIB1)
 - Reasonably attainable through distance education (IIIB1)
 - Clearly communicate the knowledge, skills, and abilities students will obtain upon completion of the educational offerings (IIIB2)
 - Are appropriate to the TYPE and LEVEL of credential being awarded (IIIB3, emphasis added)
 - Promote the development of critical thinking, ethical reasoning, social responsibility, civic engagement, or lifelong learning as applicable to the educational offerings (IIIB4)
- For DEGREE PROGRAMS, program outcomes are comparable to those of similar programs at other appropriately accredited institutions (IIIB5, emphasis added)
- The institution also determines whether courses are offered in a prescribed sequence to maximize student achievement of program outcomes. (IIID22)
- Learning resources support students' achievement of stated program outcomes. (IIIG5)
- Examinations and other assessment techniques provide adequate evidence of the achievement of stated learning outcomes. (IIIH)
- The institution implements grading criteria that it uses to evaluate and document student attainment of learning outcomes. (IIIH)
- The institution affirms that the student who takes the examination is the same person who enrolled in the program and that the examination results will reflect the student's own knowledge and competence in accordance with stated learning outcomes. (III.I)

Degree Program Expectations should be tied to overall institutional outcomes, program outcomes, and course outcomes and align with the mission of the institution.

Impact of Degree Program Expectations¹



Associate	Bachelor	Masters / First Professional	Professional Doctoral
General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related discipline	Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.

¹ Adapted from “A Guide to Learning Outcomes, Degree Level Expectations, and the Quality Assurance Process in Ontario: Ensuring the Value of University Degrees in Ontario” retrieved from: https://www.uwo.ca/tsc/faculty_programs/pdf/ensuring-the-value-of-university-degrees.pdf

Associate: Degree Level Expectations²**(Not derived from DEAC Standards – Provided as a Reference)**

Depth and Breadth of Knowledge	General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline; some detailed knowledge in an area of the discipline; critical thinking and analytical skills inside and outside the discipline; and ability to apply learning from one or more areas outside the discipline.
Knowledge of Methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and devise and sustain arguments or solve problems using these methods.
Research and Scholarship	
Application of Knowledge	The ability to review, present, and interpret quantitative and qualitative information to develop lines of argument; make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and the ability to use a basic range of established techniques to: analyze information; evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; propose solutions; and make use of scholarly reviews and primary sources.
Communication Skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.
Awareness of the Limits of Knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.
Autonomy and Professional Capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring the exercise of personal responsibility and decision making; working effectively with others; the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and behavior consistent with academic integrity and social responsibility.

² Adapted from https://www.uwo.ca/tsc/faculty_programs/pdf/ensuring-the-value-of-university-degrees.pdf

Bachelor: Degree Level Expectations³
(Not derived from DEAC Standards – Provided as a Reference)

Depth and Breadth of Knowledge	Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; developed ability to: gather, review, evaluate and interpret information; and compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; developed detailed knowledge of and experience in research in an area of the discipline; developed critical thinking and analytical skills inside and outside the discipline; and ability to apply learning from one or more areas outside the discipline.
Knowledge of Methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.
Research/Scholarship	
Application of Knowledge	The ability to review, present and critically evaluate qualitative and quantitative information to develop lines of argument; make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; where appropriate use this knowledge in the creative process; and the ability to use a range of established techniques to: initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; propose solutions; frame appropriate questions for the purpose of solving a problem; solve a problem or create a new work; and to make critical use of scholarly reviews and primary sources.
Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences.
Awareness of the Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
Autonomy and Professional Capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring the exercise of initiative, personal responsibility and accountability in both personal and group contexts; working effectively with others; decision-making in complex contexts; the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and behavior consistent with academic integrity and social responsibility

³ Adapted from https://www.uwo.ca/tsc/faculty_programs/pdf/ensuring-the-value-of-university-degrees.pdf

Masters and First Professional: Degree Level Expectations⁴
(Not derived from DEAC Standards – Provided as a Reference)

Depth and Breadth of Knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
Knowledge of Methodologies	
Research/Scholarship	A conceptual understanding and methodological competence that enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: The development and support of a sustained argument in written form; or originality in the application of knowledge.
Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
Communication Skills	The ability to communicate ideas, issues and conclusions clearly
Awareness of the Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.
Autonomy and Professional Capacity	The qualities and transferable skills necessary for employment requiring the exercise of initiative, personal responsibility and accountability; decision-making in complex situations; the intellectual independence required for continuing professional development; the ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and the ability to appreciate the broader implications of applying knowledge to particular contexts.

⁴ Adapted from https://www.uwo.ca/tsc/faculty_programs/pdf/ensuring-the-value-of-university-degrees.pdf

Doctoral: Degree Level Expectations⁵
(Not derived from DEAC Standards – Provided as a Reference)

Depth and Breadth of Knowledge	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
Knowledge of Methodologies	
Research/Scholarship	The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; the ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and the ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.
Application of Knowledge	The capacity to undertake pure and/or applied research at an advanced level; and contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
Communication Skills	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
Awareness of the Limits of Knowledge	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
Autonomy and Professional Capacity	The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; the intellectual independence to be academically and professionally engaged and current; the ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and the ability to evaluate the broader implications of applying knowledge to particular contexts.

⁵ Adapted from https://www.uwo.ca/tsc/faculty_programs/pdf/ensuring-the-value-of-university-degrees.pdf

Blooms Taxonomy in Undergraduate Settings⁶
(Not derived from DEAC Standards – Provided as a Reference)

Examples of Bloom's Taxonomy in Undergraduate Programs		
Level	Verbs	Examples
<p>Remember: The learner must be able to recall information, such as dates, events, places, ideas, definitions, formulas, theories, etc.</p> <p>Remembering of previously learned material; of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures). Knowledge is defined as the remembering (recalling) of appropriate, previously learned information.</p>	<p>Arrange, define, describe, detail, draw, duplicate, identify, inventory, label, list, locate, match, name, outline, pick, point, pronounce, quote, recall, recite, recognize, record, relate, repeat, reproduce, restate, state, underline</p>	<p>The student will be able to: Locate the parts of the heart. Outline the steps in the writing process. List the steps taken to make a kite. Recite the Gettysburg address.</p>
<p>Understand: The learner must be able to grasp the meaning of the information, express it in their own words, and/or cite examples.</p> <p>Comprehension: Grasping (understanding) the meaning of informational materials.</p>	<p>Classify, cites, confirm, contrast, convert, decipher, defend, designate, differentiate, equate, estimate, example, express, extend, extrapolate, generalize, give examples, group, infer, interpret, liken, makes sense of, order, paraphrase, predict, reorder, rephrase, rewrite, sort, specify, substitute, summarize tell, translate.</p>	<p>The student will be able to: Defend a position about creating flat taxes. Give an example of an adjective. Specify the role of project management in an organization.</p>
<p>Apply: The learner must be able to use or apply knowledge or skills to new situations. The learner must be able to use information and knowledge to solve a problem, answer a question, or perform another task. The use of previously learned information in new and concrete situations to solve problems that have single or best answers.</p>	<p>Add, allocate, alter, apply, calculate, change, choose, complete, compute, conduct, coordinate, demonstrate, determine, direct, discover, divide, dramatize, draw, employ, execute, formulate, gather, graph, implement, make, manipulate, model, multiply, operate, perform, present, provide, recount, report, schedule, show, sketch, subtract, use, utilize</p>	<p>The student will be able to: Choose criteria to assess change readiness. Demonstrate the proper technique for drawing blood. Graph the results of the market analysis.</p>

⁶ Adapted from <http://www.apus.edu/community-scholars/learning-outcomes-assessment/university-assessment/resources/Blooms%20Taxonomy2.pdf> and <http://www.krummefamily.org/guides/bloom.html>

Blooms Taxonomy in Graduate Settings⁷
(Not derived from DEAC Standards – Provided as a Reference)

Examples of Bloom's Taxonomy in Graduate Programs		
Level	Verbs	Examples
<p>Analyze: The learner must be able to break down knowledge into parts and show/ explain the relationships among the parts.</p> <p>Examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.</p>	<p>Analyze, appraise, associate, break down, criticize, discern, diagram, differentiate, discriminate, dissect, distinguish, elect, establish, explain, expound, illustrate, inspect, organize, profile, question, refute, separate, simplify, subdivide, summarize, test</p>	<p>The student will be able to: Explain the ramifications of sexual harassment in the workplace. Appraise potential suppliers according to organizational needs. Distinguish between ethical and unethical behavior in a professional setting.</p>
<p>Evaluate: The learner must be able to judge or assess the value of material and methods for a given purpose.</p> <p>Evaluation: Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.</p>	<p>Argue, assess, attack, champion, check, compare and contrast, conclude, critique, debate, decide, deduce, diagnose, evaluate, forecast, improve, judge, justify, measure, prioritize, prove, rank, rate, recommend, resolve, revise, score, select, solve, support, value, verify, weigh</p>	<p>The student will be able to: Support the value of diversity in a project team. Recommend a course of action for a comprehensive organizational change. Resolve ethical issues that plague researchers conducting experiments on animals.</p>
<p>Create: The learner must be able to pull together parts of knowledge to form a new whole and build relationships for new situations.</p> <p>Synthesis: Creatively or divergently applying prior knowledge and skills to produce a new or original whole.</p>	<p>Assemble, assimilate, categorize, collect, combine, compile, compose, condense, construct, create, design, derive, develop, devise, elaborate, expand, generate, guide, hypothesize, integrate, invent, manage, modify, originate, organize, plan, prepare, prescribe, produce, propose, rework, set up, synthesize, theorize, transform, write</p>	<p>The student will be able to: Devise a plan to deal with violence in their classroom. Design an instructional unit which meets the needs of online students. Modify the instructional design process.</p>

⁷ Adapted from <http://www.apus.edu/community-scholars/learning-outcomes-assessment/university-assessment/resources/Blooms%20Taxonomy2.pdf> and <http://www.krummefamily.org/guides/bloom.html>

DEAC Program Scope and Length Expectations

Level	Scope	Length
Associate	<p>Associate degrees are awarded in academic or professional subjects whether for terminal career or for technical programs. (IIID4)</p> <p>Institutions design and offer programs in a way that appropriately balances distinct types of education and training and includes a comprehensive curriculum with appropriate coursework to achieve the program outcomes. (IIID41/2)</p>	<p>A minimum of 60 semester credit hours or 90 quarter credit hours. (IIID4) General education courses account for a minimum of 25 percent of the credits required for successful completion of an associate degree program. (IIID4)</p>
Bachelor	<p>Bachelor's degree programs are designed and offered in a way that appropriately balances distinct types and levels of education and training and must include a comprehensive curriculum with appropriate coursework to achieve the program outcomes. (IIID5)</p>	<p>Bachelor's degree programs consist of a minimum of 120 semester credit hours or 180 quarter credit hours. (IIID5) General education courses represent a minimum of 25 percent of the credits required for successful completion of a bachelor's degree program. (IIID6)</p>
Master	<p>Master's degree programs are a minimum of 36 semester credit hours or 54 quarter credit hours. (IIID6) Graduate-level courses are based on appropriate prerequisites, learning outcomes, and expectations. (IIID6) Institutions establish whether graduate courses are completed in a prescribed sequence to facilitate student achievement of program outcomes. (IIID6)</p>	<p>Master's degree programs are designed and offered in a way that provides for a distinct level of education and fosters independent learning and an understanding of research methods appropriate to the academic discipline. (IIID6)</p>
First Professional	<p>Demonstrated learning outcomes are comparable to those achieved during a minimum of 50 semester credit hours or their equivalent beyond the bachelor's degree. (IIID7)</p>	<p>First professional degree programs are designed to offer a required academic credential leading to entry into a specific profession. (IIID7)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Professional Doctoral</p>	<p>The program of study requires 60 graduate-level semester credit hours or their equivalent beyond the master’s degree with a maximum of 15 semester credit hours for the dissertation or final research project. (IIID83a)</p> <p>Professional doctoral degree programs are completed in no fewer than two years and no more than 10 years from the date of initial enrollment. (IIID83a)</p> <p>A first professional degree in the same discipline may reduce the program requirements when the institution requires a minimum of 90 total graduate semester credit hours after the bachelor’s degree. (IIID83a)</p>	<p>Professional doctoral degree programs are designed to offer practice-oriented content leading to an advanced academic credential. (IIID8)</p> <p>The graduate degree program identifies competencies required for successful practice in the discipline. (IIID7)</p> <p>First professional degree programs require prior undergraduate preparation appropriate to the degree offered. (IIID7)</p> <p>Graduates of the first professional degree program demonstrate competencies that enable them to evaluate theories and engage in research relevant to the field of study. (IIID7)</p> <p>Professional doctoral degrees prepare scholars to become leaders in their field of study through the pursuit of and contribution to contemporary research that is applied, practical, or project-oriented research that is focused on the application of knowledge to a profession (IIIB632a)</p> <p>Professional doctoral degrees prepare scholars in their field of study (IIIB632b2). The professional doctoral degree program identifies and teaches the competencies that support advancements in the field of study. (IIID81) The institution measures graduates’ ability to conduct, interpret, and apply the result of appropriate research. (IIID82)</p> <p>Learning activities (e.g., practica, seminars, in-residence requirements, research activities, capstone experience, dissertation, etc.) are assimilated to support the program outcomes. (IIIB632b1) Professional doctoral degrees require dissertations or capstone projects involving original contributions to the field of study and applied research methods. (III83b)</p> <p>A dissertation or capstone project manual is provided that includes guidelines on identifying, researching, writing, and presenting the selected topic. (III83b)</p> <p>Dissertations or capstone projects are appropriately defended by doctoral candidates before a doctoral committee via distance or in person. (III83b) Professional doctoral degrees are awarded upon final approval by a majority of the doctoral committee. (III83b)</p>
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Learning Resources

Level	Learning Resources
Undergraduate	<p>Learning resources for faculty and students are available and appropriate to the level and scope of program offerings. The institution provides faculty and students with access to learning resources and libraries that are appropriate for the achievement of program learning outcomes. IIIG</p> <p>Resources are systematically and regularly evaluated to assure they meet student needs and support the institution's programs and mission. A variety of educational materials are selected, acquired, organized, and maintained to fulfill the institution's mission and support all educational offerings. Faculty are involved in the selection of resources. Additional allocation of resources is reflective of educational offerings to support increases in student enrollment and to assure continued access to appropriate educational media and learning materials. IIG1</p>
Graduate	<p>Learning resources for faculty and students are available and appropriate to the level and scope of program offerings. The institution provides faculty and students with access to learning resources and libraries that are appropriate for the achievement of program learning outcomes. IIIG</p> <p>In addition to the forgoing, graduate students are provided with access to library resources that are sufficient for research at the graduate level. The institution provides and encourages the use of library services, and if required, research and laboratory facilities, at a distance or through arrangements with local institutions. IIIG2</p>

Assessment

Level	Assessment	Student Integrity
Undergraduate	The institution assesses student achievement through multiple means of evaluation (e.g., student presentations, group projects, essays, research papers, participation in threaded discussions, supervised practica, or externships). IIIH1	Institutions meet this requirement by using a secure login and passcode, administering proctored examinations, or by other means of secure technology. Additionally, degree-granting institutions meet this requirement by administering proctored examinations at appropriate intervals throughout the program of study. Proctors use valid government-issued photo identification or other means to confirm student identity. III.I.2
Masters	The institution assesses student achievement through multiple means of evaluation, including a culminating experience required for program completion (e.g., capstone experience, comprehensive examination, research project, or master's thesis). IIIH2	Institutions meet this requirement by using a secure login and passcode, administering proctored examinations, or by other means of secure technology. Additionally, degree-granting institutions meet this requirement by administering proctored examinations at appropriate intervals throughout the program of study. Proctors use valid government-issued photo identification or other means to confirm student identity. III.I.2
Doctoral	The institution assesses student achievement through multiple means of evaluation, including qualifying examinations, comprehensive examinations, and dissertation or final research project. The institution requires students to successfully complete a comprehensive examination when all coursework is completed and prior to commencing work on the dissertation or final research project. IIIH3	Institutions meet this requirement by using a secure login and passcode, administering proctored examinations, or by other means of secure technology. Additionally, degree-granting institutions meet this requirement by administering proctored examinations at appropriate intervals throughout the program of study. Proctors use valid government-issued photo identification or other means to confirm student identity. III.I.2

Faculty Qualifications

Level	Qualifications
Undergraduate	Faculty teaching undergraduate degree program courses possess, at a minimum, a degree at least one level above that of the program they are teaching and demonstrate expertise in the subject field of the discipline. Faculty teaching undergraduate level general education courses at the undergraduate level must possess a master's degree in the assigned general education subject field or have a master's degree and 18 semester credit hours in the general education subject field. IVC4
Masters	Master's program faculty have earned a doctoral/terminal degree relevant to the program being offered, consistent with accepted educational practices of other similar programs. Faculty are assigned responsibilities based on their degree qualifications and area(s) of expertise. IVC5
First Professional	All teaching faculty and involved practitioners possess a first professional or higher degree earned at an appropriately accredited institution in a related subject field and possess specialized knowledge and skills in the subject area, consistent with educational practices of other similar programs. IVC6
Professional Doctoral	All teaching faculty possess terminal degrees (e.g., professional doctoral degree or Ph.D.) earned at an appropriately accredited institution in a related subject field. Prior to enrolling students, the institution has in place a dedicated dean, director, or other academic officer with credentials appropriate to the degree(s) being offered. IVC7

