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This chapter presents models and terminology representative of the contemporary utilization of the terms community college baccalaureate, applied baccalaureate, and workforce baccalaureate to provide a foundation for the evolving language about pathways leading to baccalaureate degrees.

Applied and Workforce Baccalaureate Models

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Community colleges have a storied history of successfully providing pathways and access to credentials and degrees through various models of delivery and in diverse programs of study. Until recently, the highest degree offered by community colleges was the associate degree. During the past decade, major changes have occurred in the landscape of higher education, with one of the most significant being the expansion of community college missions to include the delivery and conferring of baccalaureate degrees.

The community college baccalaureate has emerged as a continued pathway to a higher level of education—four-year degrees with specializations in applied and workforce fields of study, such as technology, management, business, nursing, engineering, and teacher education. As community colleges evolved from junior colleges to comprehensive institutions, contemporary community colleges demonstrated a commitment to increased access to the baccalaureate through education partnerships. Providing access to baccalaureate degree credentials is not new for community colleges, as almost all implement some form of partnerships. Such partnership models include *articulation models*, *university extension models*, *university center models*, and *community college baccalaureate models* (Floyd, 2006; Floyd, 2005).

This chapter describes the aforementioned community college models and selected terminology as a means for further understanding the uses of the terms *community college baccalaureate*, *applied baccalaureate*, and *workforce baccalaureate*.

Articulation Models

Most community colleges across the United States have articulation agreements with universities to ensure the effective and efficient transfer of community college associate degrees to university baccalaureates. Articulation agreements are the state, local, and institutional policies and principles that align the exit requirements of a community college with the receiving institution's baccalaureate or graduate programs of study (Falconetti, 2009). These agreements are fundamental to state higher education policy and are integral to the success or failure of many dimensions of higher education including access, equity, affordability, and degree productivity (Ignash and Townsend 2000, 2001; Wellman, 2002, 2007).

States such as Florida, Texas, Illinois, New York, California, Oklahoma, Tennessee, and Washington possess a transfer student rate above the national average as a result of formal collaboration between community colleges and universities (Floyd, 2006; Wellman, 2007). For example, Florida's 2+2 statewide articulation policy guarantees the students of the Florida College System enrollment at four-year public universities. The statewide 2+2 articulation policy is supported by a common course numbering system that aligns all courses of similar content offered at public community colleges and universities. Strong 2+2 systems, like Florida's, are well-coordinated and well-supported statewide policies that are geared to ensure the efficient and effective transfer of community college students to universities. Hence, access to a baccalaureate-level education is stipulated by statute and applicable to the twenty-eight colleges of the Florida College System and the eleven universities of the State University System.

University Centers and Concurrent-Use Campus Models

University centers and concurrent-use campuses are becoming more prevalent across the United States. Windham, Perkins, and Rogers noted that Wisconsin, Utah, and Texas operated with the most partnership campuses in the United States, followed by Kentucky, Oklahoma, Mississippi, and Virginia (Windham, Perkins, and Rogers, 2001). Lorenzo (2005) described six models of university center and concurrent-use partnerships: the *co-location* model, the *enterprise* model, the *integrated* model, the *virtual* model, the *sponsorship* model, and the *hybrid* model. All models presented by Lorenzo designated senior institutions or universities to confer the degree, as opposed to community colleges.

The *co-location* university center and concurrent-use model is defined by the use of space shared by the senior institution or university and community college. The *enterprise* model includes the use of a higher education center through which baccalaureate education partnerships are employed between community colleges and senior institutions and universities. Much like the *enterprise* model, the *integrated* model also includes the use of a

higher education center to provide baccalaureate partnerships; however, the center is located on community college campuses. The *virtual* model solely encompasses the offering of upper level course work online, per distance education. The *sponsorship* model is defined by the community college operating a university center and determining baccalaureate curricular offerings. The *hybrid* model is comprised of the offering of baccalaureates by community colleges and partnering with the senior institutions or universities for other degrees, such as graduate programs (Lorenzo, 2005).

Community College Baccalaureate

The term *community college baccalaureate* (CCB) has been used to describe both degrees offered by community colleges in partnership with other institutions of higher education and those offered by colleges viewed as community colleges. Colleges with seamless articulation agreements that ensure students completing an associate degree will move to baccalaureate degree completion with ease may view this model as offering a “community college baccalaureate.” Similarly, community colleges providing space on campus through university centers and other partnerships are offering “community college baccalaureate” degrees (Floyd and Walker, 2009). Most of the time, however, the term has been used to describe baccalaureate degrees conferred by community colleges on their campuses that added these degrees to their offerings while maintaining the community college mission of open access.

Community College Applied and Workforce Baccalaureate Models

Community college applied and workforce baccalaureate models include the offering of baccalaureates by community colleges in which the curriculum focuses on applied and workforce specializations and primarily articulates with associate in science degrees. The terms *applied* and *workforce* are often used interchangeably, as workforce degrees are generally in applied fields such as business, education, and nursing.

Townsend, Bragg, and Ruud's (2009) research includes a study of adult learners enrolled in applied baccalaureates in universities and community colleges (Ruud, Bragg, and Townsend, 2010). They posited that degrees in disciplines, such as nursing and teacher education, are not always built upon applied courses. Hence, such degrees do not easily lend themselves to the articulation of applied associate degrees. In contrast, Floyd and Walker (2009) and Floyd (2005) included teacher education, nursing, technology management, business management, and information technology in their definitions of applied and workforce baccalaureates. Furthermore, Floyd and Walker (2009) noted that degrees such as nursing

and teacher education that are created by four-year universities do in fact articulate with applied science degrees.

Determining how many CCBs exist is literally trying to hit a moving target. The American Association of State Colleges and Universities (AASCU) documented 465 CCB programs at fifty-four institutions in eighteen states in October of 2010 (Russell, 2010). These figures are already out of date as new CCB programs come online across the nation each semester. The growth of the CCB is truly exponential. However, Florida has led the nation in the number of community colleges authorized to offer baccalaureate degrees. Initially intended to provide a means for increasing the workforce in areas such as teaching and nursing, Florida expanded its reach to include degrees such as interior design and engineering technology.

Florida's oldest community college, St. Petersburg College, was the first in the state approved to offer baccalaureates. In 2001, Florida enacted Senate Bill No. 1162, which granted St. Petersburg College the authority to confer baccalaureate degrees in content areas that specifically addressed the workforce demands of private and public employers such as nursing, teacher education, and information technology (Floyd and Falconetti, in press; Smith and Holcombe, 2008). The CCB has since expanded significantly in Florida in the last decade. As of June 2012, the colleges of the Florida College System offer approximately 145 applied and workforce baccalaureates (Florida Department of Education, 2012b). According to the Florida Department of Education, 19,266 students were enrolled in a CCB program in 2010–2011, with 2,729 achieving their dream of graduating with their baccalaureate from a community college (Florida Department of Education, 2012a).

Types of Applied and Workforce Baccalaureates

Ignash and Kotun (2005) posited that regardless of the method in which applied and workforce baccalaureates are offered, such degrees can be categorized into three types: *career ladder*, *inverse* or *upside-down*, and *management ladder degrees*. The *career ladder* applied and workforce baccalaureate program requires the majority of upper-level courses to focus on the technical major of the applied baccalaureate. For example, Florida State College at Jacksonville, in Jacksonville, Florida, offers a bachelor of applied science (B.A.S.) in Fire Science. The principal admission requirement for the B.A.S. is the completion of an associate in science (A.S.) in fire science technology (Florida State College at Jacksonville, 2011). The A.S. and B.A.S. degrees are based on the recommended core curriculum of the National Fire Academy, which emphasizes the advancement of fire science, administrative management skills, and critical communication skills (Florida State College at Jacksonville, 2011).

The *inverse* or *upside-down* applied and workforce baccalaureate includes the bachelor of applied studies (B.A.S.), the bachelor of general

studies (B.G.S.), and the bachelor of professional studies (B.P.S.). The B.A.S., B.G.S., and B.P.S. turn the traditional curriculum sequence of general studies pursued during the associate degree upside down by accepting courses in the associate degree that satisfy the specific content-area curriculum requirements of the baccalaureate. Additional general education courses are completed during the pursuit of upper level study. In cases where the B.G.S. articulates solely with applied associate degree courses, Ignash and Kotun (2005) classified it as an upside-down applied baccalaureate. Townsend, Bragg, and Ruud (2009) cite New Mexico State University's B.A.S. degree that is offered through the College of Extended Learning to students possessing A.A.S. degrees as an upside-down applied CCB because that particular B.A.S. degree includes a curriculum that is broader in nature.

The *management ladder* applied and workforce baccalaureate offers a curriculum that prepares students with applied management skills sufficient to operate effectively in a managerial role. For example, several of the colleges of Florida's College System, such as Daytona State College and Brevard State College, offer B.A.S. degrees in supervision and management. Such B.A.S. degrees are offered by colleges of business, preparing students to work effectively and efficiently in managerial and supervisory roles. The degrees include courses such as management, leadership, and business fundamentals.

Looking to the Future

Community colleges across the United States have forged critical partnerships to provide students with access to the baccalaureate. Such baccalaureate pathway models as *articulation*, *university extension*, *university center*, and *community college baccalaureate* models present the applied and workforce baccalaureate in various forms to meet the access needs of students. The types of applied and workforce baccalaureate models as categorized by Ignash and Kotun (2005), *career ladder*, *inverse* or *upside-down*, and *management ladder degrees*, further develop Floyd and others' (2005; 2006) models of degree provision.

As new models emerge for providing access to students and directly delivering baccalaureate degrees by community colleges and partners, new terms and models will continue to develop. Evolutionary change is often messy, and terminology for research purposes often does not reflect practicing models until many years after implementation. Nevertheless, continuing efforts should be made to sort and classify delivery models for purposes of understanding and research, especially for measures of effectiveness and for policy making and funding considerations.

If the past is a predictor of the future, more states will join this movement by authorizing community colleges to offer baccalaureate degrees, especially in high-need areas to meet local workforce demands. Universities

and other providers of baccalaureate degrees will decrease their emphasis on certain baccalaureate degrees offered by community colleges and focus more on specialized, research-based, and scholarly fields, as well as graduate education. College missions, and even names, will continue to change to more accurately describe their evolution. State systems will also evolve, as Florida did when the system name was changed to the Florida College System and many institutions changed their names from *community college* to *state college*.

While traditionalists view these changes as revolutionary, others see this as a time of evolutionary change. As universities evolved and elevated priorities such as graduate education and research, community colleges stepped forward to fill the gaps and address unmet needs. Individually and with partners, community colleges continue to address unmet needs and develop new pathways, new models, and creative new terminology to deliver viable baccalaureate degrees in formats that are relevant, accessible, and affordable. We enter a new era as community colleges evolve and creatively address new challenges and opportunities.

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