



**Kern Community College District
Board Policy
Chapter 4 – Academic Affairs**

BP 4020 Program, Curriculum and Course Development

Rely Primarily upon the Advice and Judgment

Reference:

Education Code Sections 70901 subdivision (b), 70902 subdivision (b), and 78016:

Title 5 Sections 51000, 510 22, 55002.5, 55100, 55130 and 55150:

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended: 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8:

ACCJC Accreditation Standards II.A and II. A.9

Note: This policy is legally required.

The programs and curricula of the District shall be of high quality, relevant to community and student needs and evaluated regularly to ensure quality and currency. To that end, the District Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- Appropriate involvement of the faculty and respective Academic Senates in all processes;
- Regular review and justification of programs and course descriptions;
- Opportunities for training of persons involved in aspects of curriculum development; and
- Consideration of job market and other related information for career and technical education programs.

All new programs and program discontinuances shall be approved by the Board of Trustees.

All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board of Trustees. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board of Trustees.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The District Chancellor will establish procedures which prescribe the definition of "credit hour" consistent with applicable Title 5 and federal regulations, as they apply to community college districts.

The District Chancellor shall establish procedures to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable.

The District Chancellor shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of instructional clock hours for each credit hour it claims.

Courses - Course additions, deletions, and modifications shall be determined through established college procedures.

The courses of the colleges shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency.

College procedures for course creation, deletion, and modification shall include:

- Appropriate involvement of the faculty and Academic Senate in all processes;
- Academic Senate involvement requires consideration and action taken by the Academic Senate or appropriate Senate committee(s);
- Appropriate notice and involvement of the affected parties in all processes;
- Regular review and justification of course descriptions;
- Opportunities for training of persons involved in aspects of curriculum development;
- Consideration of job market and other related information for vocational and occupational programs;
- Rationale for the course creation, deletion, and modification; and
- Consideration of the impact of the proposed course creation, deletion, and modification. In addition to course additions, deletions, and modifications initiated by the college procedures, college administration may initiate the appropriate College procedures.

Final recommendations for course additions, deletions, and modifications shall be recommended to the respective college's Chief Instructional Officer who shall make a recommendation to the College President. The College President shall then submit a recommendation to the District Chancellor for approval by the Board of Trustees.



**Kern Community College
District Administrative Procedure
Chapter 4 – Academic Affairs**

AP 4020 **Program and Curriculum Development**

Accreditation Related

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;
34 Code of Federal Regulations Part 600.2;
ACCJC Accreditation Standard II.A;
U.S. Department of Education regulations on the Integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
amended.

Note: This procedure is legally required.

Initiation, Submission, Review, Approval, Evaluation

- The governing board relies primarily upon the advice and judgement of the academic senate for curriculum and educational program development. Each college's Academic Senate will establish a curriculum committee. Faculty on the College Curriculum Committee will ensure that the content and methods of instruction meet the academic and professional standards and expectations of the California Community College system as given in California Education Code and Title 5 regulations.
- Faculty acting through discipline areas within the academic divisions of the College shall be responsible for instructional program and course proposal development, submission, review, approval, and evaluation to the College Curriculum Committee. Working with appropriate faculty, college administration may initiate the college procedures for instructional program and course changes to the College Curriculum Committee.
- Final recommendations for program additions and modifications from the College Curriculum Committee shall be submitted to the respective college's Chief Instructional Officer who shall make a recommendation to the College President. The College President shall then submit a recommendation to the District Chancellor for approval by the Board of Trustees. Once approved by Trustees, the content is submitted for State approval.
- Program and curriculum additions and revisions are published in the respective college's catalog and Board of Trustees meeting minutes.

The District shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections 55100 and 55130.

Credit Hour

Title 5 states one credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work, which may include inside and/or outside-of-class hours. A course requiring 96 hours or more total student work shall provide at least 2 units of credit. Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

Kern CCD course outlines of record target 54 hours of student involvement per unit of credit. The primary term length is 16 weeks in fall and spring. Courses are generally scheduled such that they exceed the in-class hours on the course outline of record by the minimal amount. At times, courses may be scheduled for fewer hours than listed on the course outline of record as long as they meet or exceed the 48-hour minimum stated in Title 5 Section 55002.5. Course outlines of record shall designate the number of units of lecture and/or laboratory with the in-class and outside-of-class hours based on the selected number of units. Credit hours for all courses may be awarded in increments of one unit, a half-unit, or less than a half-unit.

Standard Formula (Relationship) for Hours and Units of Credit

Courses not classified as cooperative work experience use the following formula for calculating units of credit: Divide the total of all student learning hours (lecture, laboratory, and/or outside-of-class hours) by 54, then round down to the nearest 0.5 unit.

Expressed as an equation:

[Total Contact Hours + Outside-of-class Hours] = X Units of credit

The result of this calculation is then rounded down to the nearest 0.5 increment. For compelling reasons and with approval of the respective college's curriculum committee, this calculation can be rounded down to the nearest .25. For example, if a course contains 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), then the unit calculation is as follows:

$$\frac{36 + 72 + 72}{54 + 54} = 180 = 3.33, \text{ which is rounded down to 3 units of credit}$$

Calculation Table for Semester Hours and Units (54 Hours + 1 Unit)

	Lecture (Lecture, Discussion, Seminar, and Related Work)	Activity (Activity, Lab with Homework, Studio, and Similar)	Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	Total
Ratios of In-Class/Contact Hours to Outside of Class Hours				

# of Units	1	2	2	1	3	0	Hours per Unit
	Contact Hours	Outside of Class Hours	Contact Hours	Outside of Class Hours	Contact Hours	Outside of Class Hours	
0.5	9	18	18	9	27	0	27
1.0	18	36	36	18	54	0	54
1.5	27	54	54	27	81	0	81
2.0	36	72	72	36	108	0	108
2.5	45	90	90	45	135	0	135
3.0	54	108	108	54	162	0	162
3.5	63	126	126	63	189	0	189
4.0	72	144	144	72	216	0	216
4.5	81	162	162	81	243	0	243
5.0	90	180	180	90	270	0	270

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 16 weeks per semester, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.



Kern Community College District
Administrative Procedure
Chapter 4 – Academic Affairs

AP 4021 PROGRAM DISCONTINUANCE

References:

Education Code Section 78016;
Title 5 Sections 51022 and 55130;
WASC/ACCJC Accreditation Standard II.A.15

NOTE: *A procedure for discontinuance of career and technical programs is legally required. Procedures for discontinuance of other programs are suggested as good practice. Insert local practice.*

The procedure for discontinuance of career and technical programs should include a process for:

- Reviewing such programs every two years to ensure they meet legal standards.*
- Terminating programs by the Board of Trustees if legal and other District standards are not met.*

NOTE: *The language in **blue ink** (immediately below) is from current KCCD Policy 4B6 due to the details contained therein.*

Program discontinuance shall be determined through established college procedures.

College procedures for program discontinuance shall include:

- Appropriate involvement of the faculty and Academic Senate in all processes;
- Academic Senate involvement requires consideration and action taken by the Academic Senate or appropriate Senate committee;
- Appropriate notice and involvement of the affected parties in all of the processes;
- Plan and schedule for implementing the program deletion;
- Consideration of job market and other related information for vocational and occupational programs;
- Rationale for the program deletion; and
- Consideration of the impact of the proposed deletion with evidentiary support.

The procedure for discontinuance of vocational or occupational programs should include:

- Process for reviewing such programs every two years to ensure they meet legal standards; and,

In addition to program discontinuance initiated by the college procedures, the college or District administration may also initiate the appropriate college procedures.

Final recommendations for program discontinuance shall be recommended to the College Chief Instructional Officer who shall make a recommendation to the College President. The College President shall then submit a recommendation to the District Chancellor for approval by the Board of Trustees.

- Discontinued programs may also be deleted subject to review.
- Process for termination of program by the Board of Trustees if legal and other District standards are not met.

NOTE: The following samples from other districts are included below in blue ink for information only and in case the language is beneficial.

Sample 1 from another District:

1.0 Statement of Purpose: The District is committed to the vitality and integrity of its educational programs as validated by processes of regular and ongoing evaluation. The purpose of this Procedure is to provide a framework for the effective consideration of program vitality that utilizes regular and rigorous institutional evaluation, and in those rare instances where consideration of discontinuance is appropriate, to provide a framework and a process of effective engagement within which to consider the relevant issues and to come to an appropriate and timely institutional resolution.

2.0 Consideration of Collective Bargaining Rights: Nothing contained in this Procedure is intended to infringe upon, diminish, or supersede any collective bargaining rights established for employees of the District. It is the intention of the District that consideration of issues appropriately under the scope of bargaining be addressed through the regular processes established for such consideration by the District and its collective bargaining units.

3.0 Process of Regular Program Evaluation: The District is committed to regular processes of evaluation of its programs that support and advance the District mission. The colleges/SCE shall engage in institutional evaluation processes in support of excellence and in accord with all appropriate statutory and accrediting body standards and requirements.

3.1 Based upon information generated as a result of regular evaluation processes, the process of Special Review may be invoked at the request of any of the following site representatives:

3.1.1 College President/Provost of the campus where the program is located, or;

3.1.2 Chief Instructional Officer of the college or appropriate Dean for SCE, or;

3.1.3 Chief Student Services Officer of the college or dean designated by the Provost for SCE, or;

3.1.4 Dean/Program Manager of the program under consideration, or;

3.1.5 Department/Program Faculty from program under consideration, or;

3.1.6 Academic senate from the institution of the program under review, or;

3.1.7 Institutional Researcher.

3.2 Programs may be considered for Special Review in accord with the following Indicators:

3.2.1 The following are considered Tier 1 Indicators. When any one of these criteria are established relative to a program, Special Review shall be initiated:

3.2.1.1 Declining enrollment demand that is statistically significant over the course of at least two (2) academic years;

3.2.1.2 Clear program obsolescence as indicated by appropriate workforce data scans of CTE programs or by recommendation of the program advisory committee;

3.2.1.3 Loss of required program accreditation.

3.2.2 The following are considered Tier 2 Indicators. When two or more of these criteria are established relative to a program, Special Review shall be initiated:

3.2.2.1 Consistently and statistically significant declining retention rates for at least two (2) academic years;

3.2.2.2 Consistently and statistically significant declining student success rates for at least two (2) academic years;

3.2.2.3 Low term to term student persistence for at least two (2) academic years;

3.2.2.4 Low rate of student achievement of program goals as defined in program mission and goals statements for at least two (2) academic years;

3.2.2.5 Insufficient frequency of course offerings to provide pathways to student completion of program mission and goals;

3.2.2.6 Unavailability of transfer major program of study;

3.2.2.7 Decline in importance of program in support of other programs of the college/SCE;

3.2.2.8 Undue impact of program on resources of the college/SCE.

3.2.3 The institutions shall establish appropriate definitions and standards for the criteria listed above and may establish other criteria as mutually agreed upon by the College President/Provost and the academic senate from the institution of the program under consideration.

3.2.3.1 At the time of the establishment of additional criteria under this provision, there will also be a determination establishing the tier level of the criteria.

4.0 Process of Special Review

4.1 When Special Review is invoked in accord with Section 3.1 of this procedure, the college/SCE shall convene a Special Review Committee (SRC) consisting of the following:

4.1.1 chief instructional officer or appropriate Dean (SCE), voting;

4.1.2 1 faculty member not from the program area selected by the academic senate from the institution of the program under review, voting;

4.1.3 1 dean/manager not from the program area appointed by the President/Provost, voting.

4.1.4 dean/program manager of the program area undergoing Special Review, non-voting;

4.1.5 department/program coordinator, or designee from the faculty (SCE), of the program undergoing Special Review, non-voting;

4.1.6 institutional research officer, non-voting;

4.1.7 1 faculty member from the curriculum committee from the institution of the program under review appointed by the academic senate, non-voting.

4.2 The Special Review Committee shall conduct a comprehensive review of the program that shall include, but not be limited to, the information serving as the basis for invoking Special Review.

4.2.1 Subsequent to review of all of the relevant information, the SRC shall present its findings, including recommendations on a timeframe for resolution and a course of action, to the college/SCE planning/governance body as established in accord with section 5.0 of this Procedure.

4.2.2 Continuation: The SRC may recommend that the program should continue. This determination shall be based upon a finding that the program under consideration remains viable and meets critical needs in accord with the District and/or college/SCE mission.

4.2.3 Improvement/Revitalization/Re-Focus: The SRC may recommend improvement, revitalization, or refocusing. Under this recommendation, an improvement/revitalization/refocusing plan shall be included in the recommendation. A program undergoing improvement/revitalization/-refocus under this provision shall be reconsidered in accord with a time frame recommended by the SRC or as modified through the regular site governance process.

4.2.4 Reduction: The SRC may recommend that the program be reduced in scope in conjunction with a finding that such reduction is appropriate and necessary in consideration of student and institutional needs. Along with a recommendation for reduction, the SRC shall indicate the rationale and shall also include conditions for reconsideration, if appropriate.

4.2.5 Abeyance: The SRC may recommend that the program be held in abeyance. Along with such a recommendation, the SRC shall indicate the rationale and shall also include conditions for reconsideration. Abeyance shall not be invoked for more than 2 academic years without reconsideration by the SRC.

4.2.6 Discontinuance: The SRC may recommend that the program be discontinued.

4.2.6.1 If the SRC recommendation for discontinuance is validated in accord with provisions of this Procedure, a plan for discontinuance shall be developed jointly by the local administration and academic senate to establish appropriate actions and a timeframe conducive to the needs of students currently engaged in the program.

5.0 Consideration by College/SCE Governance Bodies: Subsequent to a determination by the SRC, the recommendations shall be considered in accord with college/SCE governance and planning structures as mutually agreed between the appropriate academic senate and the College President/Provost.

5.1 The local process of review shall assure the involvement of the academic senate from the institution of the program under review in a timeframe conducive to faculty consideration of the recommendation.

5.2 After consideration of the determinations and recommendations of the SRC, the appropriate college/SCE governance body of the institution of the program under review shall make a recommendation to the College President/Provost for consideration.

5.3 The College President/Provost shall take action in accord with this Procedure regarding any recommendation related to program status.

5.3.1 If the recommended course of action is Continuance, Improvement/Revitalization/Refocus, Abeyance, or Reduction, and the College President/Provost concurs, the College President/Provost shall finalize and implement an appropriate plan in accord with the recommendation.

5.3.1.1 If the College President/Provost does not concur, the matter shall be redirected and given additional consideration by the Special Review Committee and by the appropriate site governance body taking into account the concerns of the College President/Provost.

5.3.2 If the recommended course of action is Discontinuance and the College President/Provost concurs, a recommendation for discontinuance shall be forwarded to Chancellor's Staff for review and discussion prior to consideration by the Board of Trustees.

5.3.2.1 If the College President/Provost does not concur, the matter shall be redirected and given additional consideration by the Special Review Committee and by the site governance body taking into account the concerns of the College President/Provost.

6.0 Consideration by the District Curriculum Coordinating Committee: Cross-curricular issues and program consideration will be considered by the District Curriculum Coordinating Committee prior to consideration by Chancellor's Staff.

7.0 Consideration by Chancellor's Staff: Any recommendation by the appropriate College President/Provost for program discontinuance in accord with these Procedures shall be considered as an agenda item at Chancellor's Staff. In addition to the information provided by the college/SCE, Chancellor's Staff shall also consider information relevant to cross-curricular issues and program coordination.

7.1 Subsequent to discussion at Chancellor's Staff, if the Chancellor concurs with the recommendation for discontinuance, the matter shall be considered as an agenda item by the Board of Trustees

7.1.1 If the Chancellor does not concur with the recommendation, the College President/Provost of the appropriate site shall present the Chancellor's written rationale to the appropriate governance body for reconsideration.

8.0 Consideration by the Board of Trustees: The Board of Trustees shall consider any recommendation for program discontinuance from the Chancellor at a meeting of the Board in accord with its regular processes and procedures. The Board shall take into account all information generated in accord with these Procedures, and any other information determined to be appropriate by the Board, in their consideration of the recommendation.

8.1 The academic senate at the site of the program under consideration shall have the right to address matters of program discontinuance at meetings where such issues are considered, including those instances where the academic senate disagrees with a recommendation for discontinuance.

8.2 The determination by the Board of Trustees in accord with these procedures shall be final.

Sample 2 from another District:

In accordance with the policy of the Governing Board and through mutual agreement with the Academic Senates, these procedures outline the process for program discontinuance. Program discontinuance may originate in a variety of different ways:

Recommendation through the curriculum process:

- Academic departments may propose discontinuance of a program directly to the respective college Curriculum Committee based on indicators such as a significant reduction in labor market demand, low enrollment, a significant downward trend in enrollment, and lack of currency and/or relevance.

Recommendation through the program review process:

- When reviewing programs/disciplines in the usual program review cycle, the respective college Program Review Committee shall assess indicators such as low enrollment, a significant downward trend in enrollment, and lack of currency and/or relevance. Based on these findings, the Program Review Committee may propose discontinuance of a program as follows:
 - The Program Review Committee shall, in collaboration with the departments and deans, develop a plan with clear recommendations that include specific goals and a follow-up timeline. The

recommendations shall be forwarded to the Curriculum Committee and other appropriate college committees.

- At the conclusion of the time period stated in the recommendations, the Program Review Committee, along with the department chair/coordinator and dean, assess whether the recommended goals were met. If all agree that insufficient progress was made and the program should be discontinued, the department completes the appropriate curriculum forms for deletion of the program.

Recommendation through Career and Technical Education program review process:

- For career and technical education programs/disciplines in a two-year program review cycle, the respective college review process will look for indicators such as significant reduction in labor market demand, low enrollment, a significant downward trend in enrollment, and lack of currency and/or relevance. Based on these findings, the appropriate college committee may propose discontinuance of a program as follows:
 - The Program Review Committee shall, in collaboration with the departments and deans, develop a plan with clear recommendations that include specific goals and a follow-up timeline. The recommendations shall also be forwarded to the Curriculum Committee and other appropriate college committees.
 - If there has been no significant improvement after the time period stated in the recommendations, a mid-cycle program review may be recommended.
 - If there has been no significant improvement shown after the mid-cycle program review, the Program Review Committee may recommend program discontinuance. The department then completes the appropriate curriculum forms for deletion of the program.

Recommendation by Governing Board based on legal standards:

- A program may be discontinued by the Governing Board based upon evidence that the criteria for program approval is no longer met, as set forth in Title 5 Section 55130.

In all cases of program discontinuance, care must be taken to monitor the impact on other areas including articulation, transfer agreements, as well as student notification, transition and assistance in program completion. Opportunities for retraining and reassignment of persons affected by program discontinuance will be provided as per Governing Board/United Faculty agreement.

Colleges shall forward recommendations for program discontinuance in the Governing Board Packet as part of the annual curriculum cycle.

Sample 3 from another District:

Responsibility

The process of program revitalization and discontinuance is linked directly to Program Review, and under the purview of the Academic Affairs Committee. The annual program review process is described in Board Policy 4020–Program, Curriculum, and Course Development.

Criteria

Through the annual program review process, the Academic Affairs Committee will identify those college programs (to include transfer, career and technical education, basic skills, credit, and non-credit) exhibiting, in any combination, the following indicators:

- A. Continued declining or low enrollment for a sustained period of time of not less than three consecutive years.
- B. Continued declining or low retention/persistence/completion rates for a sustained period of time of not less than three consecutive years.
- C. Continued declining or lack of demand in the work place for a sustained period of time of not less than three consecutive years.
- D. Continued declining or lack of institutional resources to support the program for a sustained period of time of not less than three consecutive years.

Once a program has been identified using the above criteria, the Academic Affairs Committee may recommend, in consultation with the program faculty and program dean, that a program revitalization plan be initiated.

Program Revitalization

Program revitalization may take many forms, though central to its process is a commitment to develop a comprehensive plan to strengthen the program before program-discontinuance procedures are considered. The program revitalization plan is to be developed by an ad hoc program revitalization task force, which is specific to the program and created when the Academic Affairs Committee recommends a program revitalization plan be initiated.

This task force is to be comprised of at least the following members:

- A. The program faculty.
- B. A majority of the department faculty, including the department chair.
- C. The program dean.

D. At least one additional dean to be appointed by the Vice President, Instructional Services.

E. At least two additional discipline-related faculty members, one to be selected by the program faculty and one to be selected by the program dean.

F. For career and technical education programs, the advisory committee must be involved in the construction of this plan.

G. Additional members maybe added, with the final composition to be approved by the Academic Affairs Committee Chair in consultation with the Academic Senate President

The program revitalization plan should address, where applicable, at least the following considerations.

A. Continued declining or low enrollment issues:

1. Active recruitment of targeted populations.

2. Cooperative ventures with local employers, transfer institutions, and/or other community colleges.

3. Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.).

4. Adjustment of course scheduling – times of day, block scheduling, short and flexible courses, instructional modality changes, frequency and number of sections.

5. Analysis of demand for the program through use of labor market information.

6. Curriculum modifications, updates, and creation.

7. Related professional development and training of faculty to teach modified and updated curriculum.

8. Realignment, reduction, and right sizing of offerings.

9. Analysis of demand for the program at other community colleges in the region, including an analysis of how those programs may be structured differently or if different curriculum is offered.

This task force is to be comprised of at least the following members:

A. The program faculty.

B. A majority of the department faculty, including the department chair.

C. The program dean.

D. At least one additional dean to be appointed by the Vice President, Instructional Services.

E. At least two additional discipline-related faculty members, one to be selected by the program faculty and one to be selected by the program dean.

F. For career and technical education programs, the advisory committee must be involved in the construction of this plan.

G. Additional members maybe added, with the final composition to be approved by the Academic Affairs Committee Chair in consultation with the Academic Senate President

The program revitalization plan should address, where applicable, at least the following considerations.

A. Continued declining or low enrollment issues:

1. Active recruitment of targeted populations.

2. Cooperative ventures with local employers, transfer institutions, and/or other community colleges.

3. Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.).

4. Adjustment of course scheduling – times of day, block scheduling, short and flexible courses, instructional modality changes, frequency and number of sections.

5. Analysis of demand for the program through use of labor market information.

6. Curriculum modifications, updates, and creation.

7. Related professional development and training of faculty to teach modified and updated curriculum.

8. Realignment, reduction, and right sizing of offerings.

9. Analysis of demand for the program at other community colleges in the region, including an analysis of how those programs may be structured differently or if

different curriculum is offered.

10. Feedback from regional deans.

11. Articulation of programs and courses – K-12, Tech Prep, etc. and a four-year sequencing of offerings to ensure student ability to transition to subsequent levels.

12. Visitations of other similar programs to consider best practices.

B. Continued declining or low retention/persistence/completion rates issues:

1. Faculty development in classroom techniques such as addressing alternative learning styles, student course contracts, etc.

2. Analysis of the curriculum to ensure alignment with course outcomes with next course entry skills in sequences.

3. Enhanced student support services, such as: tutoring, financial aid, learning and study skills, childcare, etc.

C. Continued declining or lack of demand in the work place issues:

1. Analysis of local and regional labor market trends.

2. Analysis of advisory board feedback.

3. Meetings and job shadowing with potential employer internship and career resource development.

D. Continued declining or lack of institutional resources to support the program issues:

1. Analysis of the ways in which institutional resources might be shifted or combined to assist the program.

2. Analysis of adequate faculty, both in numbers of full-time faculty and in their particular expertise.

3. Analysis of physical resources including facilities, equipment, and supplies.

4. Analysis of external funding opportunities such as grants, partnerships, and workforce-development initiatives.

5. Analysis of levels of outside support such as classified staff, course offerings, library materials, and work-place learning opportunities.

6. Analysis of cost savings through offering instruction in different facilities, locations, and instructional modalities.

The program revitalization plan must include a timeline of not more than two years and must be submitted to the Academic Affairs Committee no later than the second to last meeting of the following semester in which the program revitalization plan was recommended. Academic Affairs will either approve the plan or make recommendations to modify the plan. The plan will go into effect immediately upon final approval.

If, upon completion of the approved program revitalization plan, the program continues to exhibit, in any combination, the indicators listed in the criteria section above, the ad hoc program revitalization task force will recommend, vis-à-vis a formal report to the Academic Affairs Committee, one of the following options:

A. Giving the program an extension of one year. At the end of the extension, the committee will reconvene and re-evaluate.

B. Accept the program in its current state if it serves a community, instructional, or training need.

C. Create a new program revitalization plan.

D. Recommend discontinuance of the program.

E. Once this task force's work is finished, it will be disbanded.

Program Discontinuance

If the ad hoc program revitalization task force recommends discontinuance of the program, a new ad hoc program discontinuance task force, specific to the program, will be created. The task force will be comprised of the following members:

A. The chair of the Academic Affairs Committee.

B. The chair of the Courses and Programs Committee.

C. Two Academic Affairs Committee faculty members to be appointed by the Academic Affairs Committee Chair.

D. One student ASG Member appointed by the Associated Student Government President.

E. Two faculty appointed by the Academic Senate President.

F. The Academic Senate President.

G. One Academic Senate Council member appointed by the Academic Senate President.

H. The dean of the program being recommended for discontinuance.

I. One additional dean appointed by the Vice President, Instructional Services.

J. The Vice President, Instructional Services.

K. One additional vice president appointed by the Academic Senate President. The ad hoc program discontinuance task force will meet and complete a comprehensive review of all information available. Special attention will be given to both quantitative and qualitative factors. In addition, primary consideration is to be given to the college's need for a comprehensive set of offerings and appropriate mix of transfer, career and technical education, and basic skills courses in serving its overall mission to the community. As part of this comprehensive review, a public forum will be held by this task force to hear from members of the community.

Upon completion of the comprehensive review, this task force will create a report along with a recommendation that addresses the following specific issues:

A. Justification for program discontinuance.

B. A timeframe for notifying affected faculty, students, staff, advisory committees, and other interested individuals.

C. A support and transition plan for students currently enrolled in the program.

D. Where program discontinuance will result in a full-time tenured faculty member(s) having less than a full teaching load, a retraining and reassignment plan will be developed as part of the recommendation.

Upon completion of the report and recommendation, this task force will submit their report and recommendation to the Academic Affairs Committee.

The Academic Affairs Committee will vote on the report and recommendation from the task force. The report and recommendation may not be altered by the Academic Affairs Committee.

If the Academic Affairs Committee votes to accept the report and recommendation, the recommendation will be sent to the Academic Senate Council. The Academic Senate Council will vote on the report and recommendation from the task force. The report and recommendation may not be altered by the Academic Senate Council.

If the Academic Senate Council votes to accept the report and recommendation, the report and recommendation will be sent to the Board of Trustees.

The Board of Trustees will vote on the report and recommendation.

If the Board of Trustees votes to accept the report and recommendation, the timeframe for notifying affected faculty, students, staff, advisory committees, and other interested individuals will be implemented, the support and transition plan for students currently enrolled in the program will begin, and the affected full-time tenured faculty member(s) will be offered the retraining and reassignment plan. If the affected full-time tenured faculty member(s) choose to not accept this plan, Human Resources will notify affected full-time tenured faculty member(s) of their employment rights and begin layoff procedures.

If the ad hoc program discontinuance task force, Academic Affairs Committee, Academic Senate Council, or Board of Trustees does not recommend or affirm the program for discontinuance, the program will be reevaluated, similar to any other program, the following year by the Academic Affairs Committee using the indicators listed in the criteria section above. If the same program is identified a second time as exhibiting, in any combination, the indicators listed in the criteria section, the Academic Affairs Committee may recommend, in consultation with program faculty and program dean, that a program revitalization plan be initiated or program discontinuance procedures be initiated. In either recommendation, no more than 25 percent of the individuals comprising the new ad hoc program revitalization task force or the new ad hoc program discontinuance task force may be the same.

Note that in the rare case where a program has become not viable because of exceptional external factors (for example, state law changes), and the program and department faculty unanimously agree and submit their own recommendation for program discontinuance to the Academic Affairs Committee through the program-review process, the Academic Affairs Committee may recommend, in consultation with the program faculty and program dean, a program revitalization plan be initiated or program discontinuance procedures be initiated. It is understood that if program discontinuance is recommended by the Academic Affairs Committee, the overall time frame, as compared to non-faculty initiated program discontinuance (described above), is potentially reduced but that the exact same program discontinuance procedures are to be followed (described above).

Sample 4 from another District:

The purpose of the Program Discontinuance Review is to provide the Superintendent/President of the college with a recommendation for continuing or discontinuing programs (CTE and non-CTE) in response to the following:

- A significant decline in enrollment over time.

- Changes in labor market demand and/or technology.
- Facility or equipment issues.
- Availability of qualified faculty.
- A significantly low number of students served by the program.
- Failure to meet licensure requirements, state mandates, certification standards or accreditation requirements.

Role of Program and Services Review (PSR) in Program Discontinuance

As a shared governance body consisting of management, faculty, and classified members, the PSR Committee reviews program self-studies. The PSR Committee documents any concerns related to the criteria above in the self-study and may place a program on warning status. The PSR Committee may initiate the warning status but does not initiate the Program Discontinuance Review process.

If a program is placed on warning status, program faculty develop a Program Improvement Plan in lieu of the Visionary Improvement Plan required in PSR. If there is no full-time faculty, the school dean, with the assistance of the program coordinator, will prepare the plan. Progress on the Program Improvement Plan is assessed annually by the PSR Committee.

The school dean or Chief Instructional Officer may recommend removal from warning status or move to the Program Discontinuance Review process at any time, informed by the PSR process or other pertinent data.

Program Discontinuance Review Process

A written request for Program Discontinuance Review may be initiated by the Chief Instructional Officer or may be submitted to the Chief Instructional Officer by the school dean. The request should state the specific reason(s) a discontinuance review is being requested and should include supporting data and other rationale. Once the Program Discontinuance Review process has started, a decision made at any level to continue the program (not discontinue) will require a Program Improvement Plan.

The Chief Instructional Officer convenes a Program Discontinuance Review Committee consisting of:

- The school dean
- Four faculty members appointed by the Faculty Senate: one should be from the program in question, one should be from outside the program, and the remaining two are at the discretion of the Faculty Senate. If there is no full-time faculty member in the program being reviewed for discontinuance, a faculty member from the educational unit or related area should be appointed.
- A classified employee nominated by the Classified Senate
- A dean assigned by the Chief Instructional Officer

The Program Discontinuance Review Committee:

- Reviews the rationale for discontinuing the program and verifies any supporting data as determined by Institutional Research and/or other formal labor market information.
- Seeks out and documents input from the program faculty including the Curriculum Committee.
- Seeks out and documents input from any other faculty or students who would be affected by the program's discontinuance.
- Provides a recommendation to the Chief Instructional Officer that considers the negative impact on students and faculty of discontinuing the program. A minority recommendation may be submitted by the committee if not all members are in agreement.

The Program Discontinuance review must be completed within the academic term in which the process is started.

The Chief Instructional Officer reviews the recommendation of the Program Discontinuance Review Committee and either accepts or rejects the recommendation or sends it back to the committee with instructions for revision. If the Chief Instructional Officer accepts the Committee's recommendation, then he/she forwards the recommendation to the Superintendent/President for consideration. Faculty and/or students who disagree with the Chief Instructional Officer's recommendation may appeal directly to the Superintendent/President. Recommendations for program discontinuance that are approved by the Superintendent/President are forwarded to the Governing Board for final determination.

Once discontinuance of a program has been approved by the Board, a timeline for program termination is developed by the school dean, with the assistance of the program coordinator. Every effort should be made to make appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. Retraining and reassignment of program faculty must also be addressed in accordance with the current CCFA bargaining agreement.

Once discontinuance of a program has been approved by the Board, the appropriate school dean will notify the Curriculum Chair to initiate program discontinuance on the Program Inventory with the Chancellor's Office. This will involve formal approval of the program deactivation by the Curriculum Committee, completion of appropriate forms and paperwork to be filed with the Chancellor's Office, and appropriate certificate or degree unit changes required as a result of the program deactivation.

(NOTE: Also see sample language from other Districts included in the notebook)

NOTE: The **red ink** signifies language that is **legally required** and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore). The language in **blue ink** is included for consideration.

Approved:

(This is a new procedure)

Legal Citations for AP 4021

EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060]

(Title 3 enacted by Stats. 1976, Ch. 1010.)

DIVISION 7. COMMUNITY COLLEGES [70900 - 88651]

(Division 7 enacted by Stats. 1976, Ch. 1010.)

PART 48. COMMUNITY COLLEGES, EDUCATION PROGRAMS [78015 - 79210]

(Part 48 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 1. Education Programs [78015 - 78034]

(Chapter 1 enacted by Stats. 1976, Ch. 1010.)

ARTICLE 1. General Provisions [78015 - 78016.5]

(Article 1 enacted by Stats. 1976, Ch. 1010.)

78016.

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public.

(Amended by Stats. 1998, Ch. 365, Sec. 2. Effective January 1, 1999.)

5 CCR § 51022

Cal. Admin. Code tit. 5, § 51022

Title 5. Education

Division 6. California Community Colleges

Chapter 2. Community College Standards

Subchapter 1. Minimum Conditions

➔§ 51022. Instructional Programs.

(a) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

(b) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies and procedures to provide that its courses and programs are articulated with proximate baccalaureate colleges and high schools.

Note: Authority cited: Sections 66700, 70901 and 78401, Education Code.
Reference: Sections 70901, 70902 and 78016, Education Code.

HISTORY

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).

2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

3. Editorial correction of History 2 (Register 95, No. 15).

4. Amendment of section and Note filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

5 CCR § 55130
Cal. Admin. Code tit. 5, § 55130

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 2. Approval by the Chancellor

[Article 1.](#) Approval of Credit Educational Programs

→§ 55130. Approval of Credit Programs.

(a) Before offering any credit course as part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor.

(b) The application for approval shall contain at least the following:

(1) The name of the proposed program.

(2) The description of the proposed program.

(3) a list of required courses to be included in the program.

(4) course outlines of records for all courses in the program.

(5) The purposes and specific objectives of the proposed program.

(6) The place of the proposed program in the district master plan.

(7) An explanation of how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.

(8) The need for the proposed program ascertained with regard to at least the following factors:

(A) Other community colleges in the area currently offering the program;

(B) Other programs closely related to the proposed program offered by the college;

(C) Relation of the proposed program to job market analysis, where applicable;

(D) Enrollment projection for the proposed program;

(E) Recommendations of career technical education regional consortia, when applicable; and

(F) The classification of the courses in the program in accordance with section 55001.

(9) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:

(A) Library and media center resources;

(B) Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.

(C) Availability of adequate or proposed financial support; and

(D) Availability of faculty.

(c) The development, establishment and evaluation of an education program shall include representative faculty involvement.

(d) An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. The Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

(e) In multicollge districts, program approval is granted for a specific college.

Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of History 1 (Register 95, No. 20).

1. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and

institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.



**Kern Community College
District Administrative Procedure
Chapter 4 – Academic Affairs**

AP 4022 **Course Approval**

Accreditation Related

Reference:

Title 5 Section 55100 and 55150
Education Code Section 84030;

Note: This procedure applied to the processes for approving individual credit and non-credit courses.

Credit Courses

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office: and

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:

- These courses must be approved by the curriculum committee.
- The individuals on the curriculum committee must have received the training provided for in Title 5 Section 55100
- Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the California Community Colleges Chancellor's Office.
- Students may only count a limited amount of semester units approved toward satisfying the requirements for a certificate or completion of an associate degree.
- Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.
- All courses approved must be reported to the California Community Colleges Chancellor's Office.

Non-Credit Courses

Districts may approve non-credit courses pursuant to Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook. Procedures for course approval of non-credit course must address at least the following:

- The curriculum committee and District governing board have approved each non-credit course pursuant to Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook.
- The District promptly reported all non-credit courses approved by the District governing board to the California Community Colleges Chancellor's Office Curriculum Inventory Management Information Systems.
- District personnel involved in the non-credit course approval process, including curriculum committee members, received training regarding the rules, regulations, and local policies applicable to the approval of non-credit courses, including but not limited to, the provisions of Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook.
- The District governing board has established local policies or procedures specifying attendance counting consistent with Education Code Sections 84030 et seq.
- Annual certification to the California Community Colleges Chancellor's Office before the conclusion of each academic year that the District has complied with the requirements of Title 5 Section 55150 relating to the approval of non-credit courses.



**Kern Community College District
Board Policy
Chapter 4 – Academic Affairs**

BP 4023 Program Review

Rely Primarily Upon the Advice and Judgment

Reference:

Education Code Section 78016
Title 5 Sections 51022 and 53200
WASC/ACCJC Accreditation Standards I.B.5 and I.B.9

Note: This policy is unique to Kern CCD.

Program review shall be determined through each college's established procedures and shall meet all statutory and accreditation requirements.

College procedures for program review shall include:

- Appropriate involvement of the faculty and respective Academic Senates in all processes;
- Academic Senate involvement requires consideration and action taken by the Academic Senate or appropriate Senate committee;
- Regular review and justification of programs and course descriptions; and
- Consideration of job market and other related information for vocational and occupational programs.



**Kern Community College District
Board Policy
Chapter 4 – Academic Affairs**

BP 4100 Graduation Requirements for Degrees and Certificates

Rely Primarily Upon the Advice and Judgment

Reference:

Education Code Section 70902(b)(3);
Title 5 Sections 55060 et seq.

Note: This policy is legally required.

The District grants the degrees of Associate in Arts, Associate in Science, and Baccalaureate of Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average (GPA) in subjects attempted. Students must also complete the general education, residence, and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement (COA) upon successful completion of a minimum of 8 semester units of degree- applicable coursework designed as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

The District Chancellor or designee shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the respective college's curriculum committee. The procedures shall assure that graduation requirements are published in the District's catalogs and other resources that are convenient for students.



**Kern Community College
District Administrative Procedure
Chapter 4 – Academic Affairs**

AP 4100 Graduation Requirements for Degrees and Certificates

Rely Primarily Upon the Advice and Judgment

References:

Title 5 Sections 55000 et seq.

Note: This procedure is legally required.

For the Associate in Arts or Associate in Science degree, a student must demonstrate competence in reading, in written expression, and in mathematics. The student must satisfactorily complete at least 60 semester units degree-applicable, college work (including transfer coursework, if applicable) and maintain a minimum cumulative grade point average (GPA) of 2.0. In accordance with the Program & Course Approval Handbook, "There may also be additional graduation requirements at individual colleges, such as physical education. Some students who intend to transfer will complete more than 60 semester or 90 quarter units in order to meet all requirements for the associate degree."

For a baccalaureate degree, a student must satisfactorily complete at least 120 degree-applicable semester units, of which 24 semester units must be in upper-division courses, including a minimum of 6 semester units of upper-division general education courses. Additionally, students must identify a major that includes a minimum of 18 semester units of lower-division courses and 18 semester units of upper-division courses. Students must maintain a minimum cumulative grade point average (GPA) of 2.0.

"College work" refers to courses acceptable toward the associate or baccalaureate degree include those that have been properly approved pursuant to Title 5 Section 55002(a) or if completed at other than a California community college, would reasonably be expected to meet the standards of that section.

The work must include at least 18 semester units in general education and at least 18 semester units in a major listed in the Community Colleges "Taxonomy of Programs" or in an area of emphasis involving lower-division coursework which prepares students for a field of study, or for a specific major at the University of California or the California State University. Completion of coursework with minimum grades of "C" or "P" must be earned in each course required in the major/area of emphasis. Any course taken on a "Pass/No Pass" basis with a grade of "P" shall apply toward the major/area of emphasis units provided a "P" is equivalent to a "C" or better, per Title 5 Section 55063(a)(2).

College work must include at least 12 semester units of study in residence. Exceptions to the residence requirement may be waived by the Board when an injustice or undue hardship would otherwise result.

At a minimum, general education requirements must include course work in the natural sciences, social and behavioral sciences, humanities, and language and rationality. Ethnic studies must be offered in at least one of these required areas.

Students may petition to have noncredit courses applied toward the satisfaction of requirements for an associate degree.

District policies and procedures regarding general education and degree requirements must be published in the college catalog and must be filed with the California Community Colleges Chancellor's Office.

For a certificate of achievement (COA), a student must successfully complete a program of study or curriculum that consists of 8 or more semester units of degree-applicable credit coursework (per Title 5, section 55070(c)). The awarding of a certificate of achievement demonstrates that the student has completed coursework and developed capabilities relating to career or general education.

The District may establish shorter credit programs, such as Job Skills Certificates

Content and assessment standards shall ensure that certificate programs are consistent with the mission of the Kern Community College District, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

Certificates for which California Community Colleges Chancellor's Office approval is not sought, such as job skills certificates, may be given any name or designation deemed appropriate, except for certificate of achievement, certificate of completion, or certificate of competency.

The District may obtain approval for a direct assessment competency-based program for the California Community College Chancellor's Office.