

4024. ADMINISTRATIVE REGULATIONS ON PROGRAM ESTABLISHMENT,
MODIFICATION, AND DISCONTINUANCE

4024.1 The Vice President of Academic Affairs shall administer these regulations.

4024.2 A program is defined as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher learning” (Title 5, Section 55000).

4024.3 Program Establishment

- A. The development of a program consists of three steps: 1) preliminary research, data collection, and discussion; 2) formal presentation to Long Beach City College governing bodies including the Associate Degree/General Education Subcommittee, the Curriculum Committee, and the Board of Trustees; and 3) formal submittal to appropriate external governing agencies such as the Los Angeles/Orange County Workforce Development Leaders, the California Postsecondary Education Commission, and the Chancellor’s Office.
- B. Transfer programs are exempt from the extensive data required of vocational programs and have a slightly abbreviated path for approval. They must, however, be based upon an articulation agreement “that specifies that all courses required in the new . . . program will be counted by a four year college towards the fulfillment of either its own general education or the major requirements in a specified field” (the current Curriculum Standards Handbook).
- C. Proposed certificates of completion within existing programs that include less than eighteen units must be approved by the Associate Degree/General Education Subcommittee and the Curriculum Committee. These certificates of completion are then taken to the Board of Trustees.
- D. Faculty members interested in developing new programs begin the process by meeting with the Chair of the Associate Degree/General Education Subcommittee, who will provide an information handbook, necessary forms, and additional assistance.

4024.4 Program Modification

- A. Certificate and degree program information, as described in Curriculum Guides, is distributed annually to appropriate department heads for review.

- B. The Curriculum Guides are then returned to the Associate Degree/General Education Subcommittee for a secondary review. If there are no changes or when any Subcommittee concerns have been addressed, the Curriculum Guides are forwarded to the Office of School and College Articulation.
- C. The modification of educational programs by the addition or deletion of courses, use of updated technology, or through other means to improve the effectiveness or to maintain the currency of the program do not necessitate external approval as long as the original goals of the program remain intact. Such changes, however, must be submitted to the Associate Degree/General Education Subcommittee.
- D. A program is considered to have been modified in a substantial way if its goals and objectives become significantly different from those for which the program was originally approved. In this case the program must be treated as a new program proposal and approved by the internal and external committees and offices listed in section 4024.3.A. above.

4024.5 Program Discontinuance

- A. The review and decision regarding the viability of a program is a joint venture of the faculty and administration.
- B. Concern about the viability of a program may initially come from the Vice President of Academic Affairs, the school dean, department head, or program coordinator. A program may be considered at-risk due to a sustained (three or more years) period of low enrollment; ongoing low retention, persistence, or completion rates; insufficient frequency of course section offerings that result in the inability of students to complete the program in a timely fashion; or a lack of demand in the workforce or unavailability of the transfer major. For all meetings in which program discontinuance decisions or recommendations are made, all full time faculty must be notified and are encouraged to be present and given the opportunity to participate.
- C. Within a month of being notified of an at-risk program, the Vice President of Academic Affairs will call a meeting of the appropriate school dean and the full-time faculty of the department or program. The charge of this group is to study the program and decide whether to recommend the use of intervention strategies to support the program or the elimination of the program. The research and recommendation are to be included in a written document that is to be completed within a semester.

1. Research may include information from the Office of Institutional Research/Academic Services; faculty, staff, and students of the program; Program Plan and Program Review documents; the Advisory Committee; the Articulation Officer; Office of Economic and Resource Development; employers in the workforce; and deans and department heads from other affected programs.
2. The following set of questions, at minimum, must be addressed:
 - a. What is the student demand for the program, considering recent and current enrollment?
 - b. What are the retention, persistence, and completion rates for the program?
 - c. What is the long-term viability of the program?
 - d. What is the workplace demand for the graduates of this program?
 - e. What is the success level of students who have completed the program and are currently working in the field?
 - f. Which high school and/or university programs are articulated with this program?
 - g. What percent of students who have graduated from this program have transferred?
 - h. What is the cost of the program compared to similar programs at other colleges and other programs at this college?
 - i. Are there any courses within this program that are required in another program?
 - j. Could elements of this program be combined with another program?
 - k. Is the program offered at any nearby colleges?
 - l. What effort has already been made to support the program?
 - m. What effect has this program had on college diversity efforts?
 - n. How would the elimination of this program affect the ability of the college to fulfill its mission?
 - o. Does this program meet a special community need or provide special benefits to the college?
 - p. How would the elimination of this program affect students maintaining continuous enrollment in the program?
 - q. What strategies are in place to guarantee that students maintaining continuous enrollment in the program achieve their academic and vocational goals?
- D. If it is determined, based on the documented evidence, to recommend continuation of the program, intervention strategies to support the program are to be listed in the research document. Such strategies may include specific outreach projects to recruit new students, the development of articulation agreements, modification of scheduling,

curriculum development, faculty retraining, and/or investment in updated equipment.

- E. If it is determined, based on the documented evidence, to recommend continuation of the program in a modified form, the modification, including a list of courses required for completion of the program, are to be listed in the research document. The modifications may include the introduction of a Certificate of Completion or may entail a substantial change to the program. If a substantial change is recommended, the program change must be approved through the process outlined in 4024.3.A.
- F. If it is recommended that the program be eliminated, a plan to address the needs of affected students, faculty, staff and operations will need to be designed and a timeline for the elimination process developed.
 - 1. Students already enrolled in the program must be given the time to complete the program or assistance in transferring to a college which offers a similar program. Students should also be encouraged to utilize career and/or academic counseling. It is the responsibility of the college to protect the investment students have already made in their education.
 - 2. A process to facilitate the retraining of faculty which includes timelines and college support must be developed in conjunction with the local bargaining unit.
 - 3. Staff must be given assistance to transfer to another area of the college.
 - 4. A plan must be developed to inactivate courses, reestablish the program (if appropriate in the future) and address other operational issues.
- G. The final written document will include the research, and recommendation for support, modification, or discontinuance plan which will then be forwarded to the Academic Council where a final recommendation will be made to the Superintendent-President's Executive Committee for action to the Board of Trustees, and communicated to the research group.