HUMBOLDT STATE UNIVERSITY
Academic Program Discontinuance Procedure

The Chancellor's Office memo states that each campus shall have written procedures, approved by the Chancellor, for the discontinuance of academic programs (EP&R 79/10). An academic program is defined for this purpose as a sequence of courses leading to a degree or credential.

Stage One: Program Status Review (PSR)

1. Discontinuance begins when the department wishes to discontinue a program, or when one or more areas of concern emerge in the course of the Program Review, Evaluation, and Planning (PREP) process and a program is "flagged" and benchmarks set in an memorandum of understanding (MOU).

2a. If the program meets the benchmarks specified by the MOU, then the flag will be removed and the program **not** discontinued

2b. If the program does **not** meet the benchmarks specified by the MOU, or if a department wishes to discontinue a program, then an appropriate party proposes a Program Status Review (PSR) to the Provost with a rationale based on the factors in Appendix 1 (i.e., curriculum, quality, and/or viability).

3. The Provost determines if the PSR will be conducted or the process ended (maximum 10 academic days).

3a. If the Provost determines the PSR will **not** be conducted, then the discontinuance procedure is ended and the program is not discontinued.

3b. If the Provost determines the PSR should be conducted, then the program completes a PSR and the Dean completes an Impact Statement, as described in Appendix 2 (minimum **25** academic days).

3c. If there is a consensus among all interested parties that a program should be discontinued, then the program's discontinuance is simply placed on the consent calendar of the Integrated Curriculum Committee (ICC) and the agenda of the University Senate. [This is a shortcut to "voluntary" discontinuance.]

4. The college dean and the whole ICC reviews the PSR and IS and makes recommendations to the Provost and to the University Senate Executive Committee as to whether there is adequate cause, given the initiating rationale, to conduct an Academic Program Discontinuance Review (maximum **20** academic days).

5. The Provost provides the program and other interested parties time to respond to the dean and ICC's recommendations (minimum **15** academic days).

Stage Two: Academic Program Discontinuance Review (APDR)

6. The Provost, in consultation with the University Senate Executive Committee, determines whether or not to begin the Academic Program Discontinuance Review (APDR) process (maximum **10** academic days).

6a. If the Provost determines the APDR should **not** be conducted, then the discontinuance procedure is ended and the program is not discontinued.

6b. If the Provost determines the APDR should be conducted, then the Provost sends all relevant documents to the University Senate along with the Provost's specific rationale supporting the discontinuance of the program under review.

7. The University Senate considers the evidence and makes a recommendation to the President (maximum **25** academic days). The Provost also forwards a recommendation to the President.

8. The Provost provides the program and other interested parties time to respond to the Provost's and Senate's recommendations (minimum **10** academic days).

9. The President decides whether to retain or discontinue the program (maximum **10** academic days).

9a. If the President decides to retain the program, then the discontinuance procedure is ended and the program is not discontinued.

9b. If the President decides to discontinue the program, then he forwards his decision to the Chancellor's office and notifies the program, which should begin discontinuation per the PSR (#4 in Appendix 1).

[**125** academic days total]

Stage One: Program Status Review (PSR)

Discontinuance begins when the department wishes to discontinue a program, or when one or more areas of concern emerge in the course of the Program Review, Evaluation, and Planning (PREP) process and a program is "flagged" and benchmarks set in an memorandum of understanding (MOU) (**Step 1**). The MOU is forwarded to the Provost and to the ICC for possible comment, and the ICC forwards it to the Senate. A new or revised MOU will define:

1. specific benchmarks to be reached.
2. a timeline for reaching the benchmarks.
3. specific actions to be taken if the benchmarks are not met. These may include suspension of admissions, suspension of the program, or discontinuance of the program.

If the program meets the benchmarks on the timeline specified (**Step 2a)**, then the flag will be removed and the program **not** discontinued. The College will notify the Provost and the ICC. The ICC will, in turn, notify the Senate and the President.

If the program does **not** meet the benchmarks on the timeline specified (**Step 2b**), then an appropriate party may propose a Program Status Review (PSR) to the Provost.

The PSR may be proposed in writing by one of the following appropriate groups or individuals: a majority of probationary and tenured faculty in an academic department or school, the integrated curriculum committee, or an academic administrator with oversight. In addition, where an academic program includes courses and faculty from several departments (e.g. Environmental Science, Liberal Studies Elementary Education, Social Sciences), a PSR may be initiated by a majority of faculty with oversight responsibility for, or who routinely teach courses in, the program. The initiating group or individual will present a proposal for commencing a PSR along with a rationale to the Provost, who, to ensure timeliness, will oversee the process.

Once the proposal is submitted, within 10 academic days the Provost determines if the PSR will be conducted or not (**Step 3**).

If the Provost decides **not** to conduct the PSR process (**Step 3a**), then the discontinuance procedure is ended and the program is not discontinued, and the Provost will respond to the program, dean, and ICC.

If the Provost decides that the PSR should continue (**Step 3b**), then the program will be allowed no less than 25 academic days to complete an ad hoc Program Status Review. A normal five-year Program Review which was completed within the last twelve months may be substituted for the ad hoc review and require only minor additions and updates to address the information items required for the PSR (App. 1).

If there is a consensus that a program should be discontinued among all interested parties, including the departmental faculty, Dean, and College Council of Chairs, the Academic Master Planning Subcommittee, and community partners (**Step 3c**), then the program may decline to complete a PSR, and then the discontinuance of the program is placed on the consent calendars of the ICC and the University Senate.

The program's ad hoc PSR shall include broad consultation with groups or persons likely to be affected by the discontinuance, including currently enrolled students and community partners. Both members of the program faculty and the administrators overseeing the process should be involved in the consultations where feasible. *Consultation may take a variety of forms, but should be primarily dialogue based, rather than simply a review of incoming communications. The goal of this consultation is to fully assess the benefits of the program and the likely consequences of discontinuance on stake holders, and of equal importance, to vet the rationale for proposing the program discontinuance with those who will be affected by the decision.*

Once the PSR is complete, within 20 academic days the Integrated Curriculum Committee and the appropriate college dean make a recommendation (**Step 4**) to the Provost and Senate Executive Committee whether or not the discontinuance process should continue on to the Academic Program Discontinuance Review (APDR) stage. The recommendation will include the specific rationale (based on the factors in Appendix 1) for recommending the program be reviewed for discontinuance.

The program and/or other interested parties are allowed no less than 15 academic days to respond to the recommendations and provide clarification (**Step 5**).

Stage Two: Academic Program Discontinuance Review (APDR).
The Provost, in consultation with the campus Senate Executive Committee, determines within 10 academic days whether to initiate the Academic Program Discontinuance Review (APDR) (**Step 6**).

If the Provost determines that the APDR process will **not** be conducted (**Step 6a**), then the discontinuance procedure is ended and the program is not discontinued, and the Provost will respond to the program, dean, and ICC.

If the Provost determines the APDR will be conducted (**Step 6b**), then the Provost sends the relevant documents to the University Senate along with the Provost's specific rationale supporting the discontinuance of the program. Those groups and individuals responsible for making recommendations during the review process will have access to the relevant documents and correspondence directly bearing on the matter.

The Provost may amend the proposal developed in Stage One as needed before initiating the APDR. However, if circumstances do require a different rationale for discontinuance from that stated in the original proposal, then the procedure begins again (**return to Step 2**).

NOTE: If the APDR decision is in regards to a core academic program, a program that would leave a large population without program alternatives, and/or a program that is impacted system-wide, additional evidence beyond that of the PSR may be required by the campus reviewers and the Chancellor's office.

The Provost and the University Senate will review the PSR, Provost's rationale and supporting documents within 25 academic days (**Step 7**). The University Senate will provide an opportunity for the program to offer additional information and respond to the factual basis of the recommendations and rationale. Following this review, The Provost and the University Senate each forward a recommendation regarding the discontinuance of the program to the President.

The program and/or other interested parties are allowed no less than 10 academic days to respond to the Senate and Provost's recommendations and provide clarification (**Step 8**).

Within 10 academic days the President shall review the discontinuance proposal, the recommendation of the Provost, and the recommendation of the University Senate, and then make the final campus determination regarding the discontinuance of the program (**Step 9**). If the President decides to retain the program, then the discontinuance procedure is ended and the program is not discontinued (**Step 9a**). If the President decides to discontinue the program, then he forwards Chancellor's Office for final review and notifies the program, which should begin discontinuation per the PSR (#4 in Appendix 1) (**Step 9b**).

Appendix 1

In addition to the standard requirements of a program review, a set of specific requests for data may be added to insure that those involved in the discontinuance process are fully informed of the relevant facts. Whether it is a regular Program Review or an ad hoc review being conducted as part of the PDR, the process begins with a self-study that must address the following elements of a regular Program Review:

1. A report on the broad consultation required in Step 1.

2. A careful assessment of the quality of the academic program, based on the regular updates and memoranda of understanding generated by the PREP process, including:

   2a. The grounding of the program in a recognized scholarly discipline.
   2b. The coherence of the program's curriculum, and the future curricular directions for the program.
   2c. The results of any external review since the last program review.
   2d. A discussion of how the academic program achieves overall university goals, as expressed in the university's vision, priorities, and/or student learning outcomes.

3. A discussion of the program's resource needs and viability, and future resource requirements, including:

   3a. The program's fulfillment of a recognized student, or societal need.
   3b. The enrollment history (including CSU and national comparisons if available).
   3c. Faculty and staff use, and the need for resources in the areas of supplies and services, equipment, library computing and facilities.
   3d. Consideration of the questions to be addressed in the dean's Impact Statement (Appendix 2).

4. A description of the process by which currently enrolled students would be permitted to complete their degrees, should the program be discontinued. The following provides some guidance.

   "Our obligation to CSU students who are regularly matriculated in state-support programs is critical. We must take steps to ensure that these students are allowed a reasonable opportunity to complete their degree programs in accord with what could generally be expected when they first enrolled in those programs." (David Spence June 4, 2004 Coded memo AA-2004-19 related to moving programs to Extended Education). No distinction can be found in the available records from the Chancellor's office or at HSU that distinguishes classes of students (e.g., first majors, second majors, or second degrees. Minors are not included.) *The pace of discontinuance might be based on the fastest one could complete the program if it was his/her first priority.*

Appendix 2
In addition to the data provided in the Program Review, the program or dean will complete an Impact statement which includes:

1. How many courses will be deleted from the catalog or suspended indefinitely?

2. Which courses in the program will be maintained even if the degree program is discontinuance?

3. What are the consequences to GE of discontinuing the degree program?

4. What percentage of the students taking the program's courses for GE are non-majors?

5. How many of the courses are cross-listed, and would their deletion require other units to create new courses to meet the demand for GE/majors?

6. How many faculty members would be retrained/reassigned?

7. Which other CSU campuses offer the degree?

8. How many minors/majors are affected?

9. How many current students are second majors?

10. How would discontinuance affect student retention?

11. How will the discontinuance of the program affect HSU FTES?

12. What effect will discontinuance have on student and faculty diversity?

13. What effect will this have on the community?

14. What are some likely long-term consequences of discontinuance?

Academic Policies Committee: 03/09/12
University Senate: Passed, 04/24/12 (Resolution #31-11/12-APC)
President Richmond: Approved, 05/03/12