Florida Gulf Coast University Board of Trustees  
June 10, 2015

SUBJECT: Report on Currently Suspended Programs as requested by the Special Committee for Review of Academic Degree Programs

PROPOSED BOARD ACTION

Information only

BACKGROUND INFORMATION

At its meeting of May 12, 2015, the Special Committee for Review of Academic Degree Programs requested that the Administration provide information on five programs identified by Provost and Vice President for Academic Affairs Ron Toll for further review:

- M.A. in Environmental Studies
- M.S. in Information Systems
- M.S.N. in Nurse Educator
- M.Ed. in Reading
- M.S.N. in Primary Health Care Practitioner

Provost Toll will provide an overview of each program (see attached) along with a proposed disposition for each at the meeting.

Supporting Documentation Included: Background information on: (1) M.A. in Environmental Studies; (2) M.S. in Information Systems (from May 12 Special Committee meeting); (3) Inactive Program Notification Form MSN Nurse Educator; (4) Program Suspended Enrollment Notification Form M.Ed.in Reading, and (5) Inactive Program Notification Form MSN Primary Health Care Nurse Practitioner

Prepared by: Senior Associate Provost Paul Snyder and Associate Vice President for Academic and Curriculum Support Cathy Duff

Legal Review by: N/A

Submitted by: Provost and Vice President for Academic Affairs Ron Toll
Background Information: M.A. in Environmental Studies

The M.A. in Environmental Studies was approved by the Board of Trustees in 2009 and has an interdisciplinary focus encompassing the natural and social sciences. This foundation is necessary for understanding the complex, cross-disciplinary problems faced today by environmental policy decision-makers.

Students gain a thorough grounding in methods, applications, and natural sciences, in addition to a core of courses in common to the field. Students choose an emphasis, within fields including: human populations and their interactions with the environment; effectiveness of environmental analysis and protection institutions; and analysis and resolution of the pressing environmental issues faced by modern society.

The program specializes in educating students in the application of scientific information to policy analysis and management decision-making. Environmental Studies finds a productive complement in the University’s M.S. in Environmental Science, a related degree program that emphasizes scientific research of the natural world. Environmental Studies students choose among the same science-based courses taught by our experts in ecology, marine science, and environmental biology. Every student completes a thesis: a piece of independent scholarly research, in close collaboration with a faculty mentor that makes an original contribution to the field.

The Environmental Studies Master’s Program prepares graduates students for careers and leadership positions in a variety of fields. Graduates have advanced education that opens the doors to a wide range of career possibilities, such as:

- Environmental agencies of local, state, and federal government.
- Consulting firms who work with those agencies in assessing environmental programs, and with private firms who want to be good stewards toward the environment or want to evaluate their environmental impacts.
- Non-government organizations dedicated to protecting the environment, who need skills in assessing environmental systems, designing programs for environmental protection, and critical analysis of public policies.

The program is an effective terminal degree for seeking entry to these fields at a high career level. It also is an opportunity for advanced training to enhance the skills – and boost the careers – of current professionals. And, it is designed to serve as an entry-level research degree for those who wish to pursue studies at the doctoral level.
Admission to the M.A. in Environmental Studies program was suspended beginning fall 2014 to provide an opportunity for faculty to plan and submit a program revision in order to address curricular issues and to increase program enrollment. Faculty met during AY 2014-2015 to plan the program revision and have developed a planning document to guide program revision scheduled for this summer and early fall. The planned revisions will address the following:

**Curricular Issues**

1. A revised schedule of course offerings to better meet the needs of working, part-time students (all currently enrolled are part-time students) and which more effectively builds off shared courses offered in the M.S. in Environmental Science and M.P.A. programs.

2. An improved marketing and recruitment plan to enhance program visibility to targeted populations most interested in the program.

3. A non-thesis option for those students less likely to pursue doctoral studies upon graduation.

**Student Outcomes in the Program**

The program graduated three students between August 2013 and August 2014. All of these graduates are currently employed in Florida in the field of environmental education or environmental policy.

- Science Education Coordinator, Children’s Science Explorium Sugar Sand Park, Boca Raton, FL
- Growth Management Specialist, Conservancy of Southwest Florida, Naples, FL
- Adjunct Faculty, Florida Gulf Coast University, Fort Myers, FL

One student left the program in spring 2014 and transferred to the Teacher Certification program at FGCU.

Four students are currently enrolled in the program. These four students are currently at work on their Master’s thesis research. As each of these students is currently working toward the completion of a Master’s thesis, their projected timeline for completion is 1-2 years at the outside.
FGCU Fall Enrollments by Year

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies M.A.</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
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FGCU Degrees Awarded by Year

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>5-Year Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies M.A.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: The academic year for this purpose consists of summer, fall and spring graduates, thus doesn’t include the August 2014 graduate mentioned above.
I. **Program Productivity and Efficiency**

**FGCU Fall Enrollments by Major and Year**

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Systems</td>
<td></td>
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</tr>
</tbody>
</table>

**FGCU Degrees Awarded by Major and Year**

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<th>Fall 2012-13</th>
<th>Fall 2013-14</th>
<th>5-Year Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

**Average Cost Per Student Credit Hour (SCH) By Selected Programs**

<table>
<thead>
<tr>
<th>Major</th>
<th>Average Cost Per Credit Hour</th>
<th>Percent of University Average</th>
<th>Percent Lower Level SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>124.20 88.73 80.94</td>
<td>128% 88% 78%</td>
<td>69% 73% 81%</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>229.66 226.047 277.66</td>
<td>238% 223% 268%</td>
<td>35% 33% 16%</td>
</tr>
<tr>
<td>Economics</td>
<td>134.82 106.64 97.41</td>
<td>139% 105% 94%</td>
<td>74% 70% 73%</td>
</tr>
<tr>
<td>Journalism</td>
<td>84.57 109.57 91.51</td>
<td>87% 108% 88%</td>
<td>62% 42% 42%</td>
</tr>
<tr>
<td>Music</td>
<td>176.81 165.11 131.71</td>
<td>183% 163% 127%</td>
<td>67% 73% 85%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>48.14 45.52 42.90</td>
<td>50% 45% 41%</td>
<td>61% 66% 48%</td>
</tr>
<tr>
<td>Sociology</td>
<td>41.25 36.43 35.56</td>
<td>43% 36% 34%</td>
<td>83% 85% 83%</td>
</tr>
<tr>
<td>Theatre</td>
<td>111.38 145.15 162.28</td>
<td>115% 143% 157%</td>
<td>65% 70% 63%</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td>(Percent Undergraduate SCH)</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>113.39 136.07 95.52</td>
<td>117% 134% 92%</td>
<td>92% 92% 95%</td>
</tr>
<tr>
<td>(Percent Undergraduate SCH)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td>325.46 223.71 251.62</td>
<td>337% 221% 243%</td>
<td>80% 77% 82%</td>
</tr>
<tr>
<td>Total University</td>
<td>96.67 101.38 103.66</td>
<td>100% 100% 100%</td>
<td>51% 53% 53%</td>
</tr>
</tbody>
</table>
II. Post-Graduation Outcomes for Information Systems Alumni

Current employment outside Florida includes:

- Digital Marketing Strategist at Women for Women International, Washington D.C.
- Director of Software Development at PlayMaker CRM, Nashville TN
- Agency Data & Analytics Manager at First American Title, Nashville TN
- WLead Systems Analyst, Tractor Supply Co., Nashville, TN
- Chief, Medical Expeditionary, IM/IT, USAF

Typical occupations graduates of this program usually enter:

- IS/IT Entrepreneur
- Project Manager
- Business Analyst
- Systems Administrator

Florida Education & Training. Placement Information Program (FETPIP)

The graphs on the next page include only those graduates who stay in Florida for employment and/or further education.
No data value given for % of graduate degrees granted

0.7% of undergraduate degrees granted


III. Potential Impact Upon Performance Funding Metrics

- FGCU Performance Metric 8A is “Graduate Degrees Awarded in Strategic Areas of Emphasis (STEM).
- The Bureau of Labor Statistics (BLS) estimates that STEM-related jobs is expected to grow to more than 9 million from 2012 to 2022.
- The BLS has listed Computer and Information Systems Managers and other computer occupations as a STEM occupation.
- The MSIS program in one of FGCU’s STEM programs.
IV. **Prospective Cost Benefits or Disadvantages Associated with Program Discontinuance**

The most recent academic year for which faculty productivity data were available was 2013-14. During this period, the faculty in the MSIS Program generated 2721 student credit hours (the vast majority at the undergraduate level). The tuition and fee revenue generated by these primary faculty at $204 per credit yielded a total revenue to the University of $555,084 for this program. The total direct cost of instruction (i.e., faculty salary) for these primary faculty was $682,406. Thus the direct return to the University was a net loss of $127,322.

Currently this program is under suspension to address many of the concerns that have been raised through this process. Notwithstanding, the program faculty generate training grant activity that more than offsets deficits in tuition revenue generation and generates a net profit to the University. The program faculty devote most of their instructional effort to the highly successful undergraduate program. Allowing the opportunity to restructure the graduate program so it is in line with regional market needs and demands should increase its attractiveness. Eliminating the program would have a major impact on other graduate programs within the College of Business as well.

While the MSIS Program may generate a modest number of graduates, the primary faculty of the program clearly have an impact on the overall annual undergraduate student credit hour production at FGCU.
V. **Potential Impact Discontinuance of Information Systems Might Have on the University**

*Impact on the delivery of University General Education*

There should be no specific impact on the delivery of University General Education Courses.

*Faculty Retention and Recruitment*

Faculty members in the ISOM Department must possess high-level academic and professional credentials in order to teach graduate courses.

The MSIS degree program is a source of great pride within both the ISOM Department and the Lutgert College of Business. The College only has three masters-level degree programs. Additionally, the MS in IS and BS in CIS are the only STEM degree programs in the Lutgert College of Business.

Elimination of the MSIS would severely hurt morale within both the ISOM Department and the College.

IS faculty may choose to leave the College if the MSIS degree program is eliminated.

It will be extremely difficult to recruit high quality IS faculty to the College because applicants will be very reluctant to apply to a College that has eliminated its MSIS degree and top faculty are attracted to institutions with graduate programs in their field.

It will be difficult to recruit business faculty to the College because applicants will view the elimination of the MSIS as a “first step” in the potential elimination of other graduate and undergraduate programs.

The cost to replace faculty that choose to leave the University would be very expensive.

*Loss of Courses Used by Other Programs*

An estimated half of the MSIS degree course are used as electives in the Master of Business Administration (MBA) program.

The loss in student enrollment in these MBA elective courses may lead to small class sizes that could not be supported by the College.

The College may have to eliminate the MSIS courses – adversely impacting the offerings and quality of the MBA program.
Reaction of Alumni

The College has 57 alumni with MSCIS and MSIS degrees working in companies throughout the region and the state.

There is the potential that MSIS alumni will react negatively to the news that the degree they worked hard to earn is no longer be offered by FGCU. Two students currently in the MSIS program are transferring to other programs in Florida, fearing that the current suspension of the MSIS program will cause a MSIS degree from FGCU to be viewed as worthless.

There is the potential of the following negative impacts:

1. The reputation of the College will be adversely impacted by all organizations and businesses that employ disgruntled MSIS degree holders.
2. It may be difficult to recruit businesspeople to serve on the IS Advisory Board.
3. It may be difficult to obtain donations and funding from organizations and businesses that employ disgruntled MSIS degree holders.
4. It may be difficult to find jobs and internships for undergraduate students if employers see the elimination of the MSIS as a “first step” in eliminating all IS degree programs.

Grants and Sponsored Awards

The largest grant in the history of the College ($12 million) was awarded to Dr. Rodriguez—a senior IS faculty member.

Dr. Rodriguez uses his grant funding to support the operation of the Institute for Technological Innovation—an institute within the College.

Dr. Rodriguez is developing a new grant submission for his Institute.

The elimination of this graduate degree would threaten his potential ability to receive additional grants and may result in the closing of the Institute.

Philanthropy

Donors like to give to degree programs that they believe have the support of the University.

The elimination of the MSIS will signal to donors that FGCU does not place a high value on supporting IS programs or STEM.

It will be almost impossible to convince potential donors to provide resources to support any IS program within the College.

This is extremely problematic because the curriculum in the undergraduate and graduate programs require students learn the most current software applications (e.g., SAP, Terradata, Mobile Applications, etc.). The absence of donor funding will mean the University will be required
to cover the complete costs of all degree program software out of its operational budget – since the University has promised not to increase course fees.

Public Opinion

On April 30, 2015, the LCOB Business Advisory Council (see Attachment 1) met to discuss a variety of topics including the possible elimination of the MSIS degree.

All Council members were unanimously against the elimination of the MSIS degree. They provided the following rationale:

- A key to most large industries coming to southwest Florida will be the availability of talent pool of qualified employees to staff their new facility. Large businesses simply do not operate without significant IS personnel resources. Elimination of the MSIS may be a factor in businesses choosing not to come to southwest Florida.

- One of the major industries in the region is healthcare. It is projected that all organizations and businesses operating in the healthcare sector will require significant IS support over the next decade. Elimination of the MSIS will hurt the region’s ability to attract and keep IS talent.

- The vast majority businesses in southwest Florida are small businesses. They require a small number of IS professionals with extensive IS experience to run their IT operations. The MSIS programs produces highly educated individuals that possess the variety of requisite skills needed to support small business. Elimination of the MSIS will require these businesses to outsource their IT operations to firms that are outside of southwest Florida.

- Entrepreneurship is quickly becoming the fastest growing market trend in Southwest Florida. Evidence of this growth is the Accelerator in Naples and the new iHub in Estero. Many of the most successful global entrepreneurs launched new products from the IS sector. Elimination of the MSIS will limit opportunities for IS entrepreneurs to launch their own business. This will adversely impact economic growth and expansion in the region.

- The region is looking to diversify their traditional business sectors (e.g., construction, healthcare, hospitality, real estate, golf, banking and financial services) in order to be less dependent on cyclical economic conditions. The growth of IS in the region would provide a new market sector that may attract new businesses to southwest Florida.
Diversity of Students and Faculty

For over two decades, U.S. Colleges and Universities have been at the epicenter of the global “technology innovation” explosion, attracting doctoral students from all over the world to both earn their degree in the United States and often stay as faculty members.

The Lutgert College of Business is a perfect example of how the global growth of IS can lead to the establishment of a diverse faculty – 70% of the ten faculty teaching in the MS in IS program are ethnically diverse or foreign born.

Over 28% of the graduates from the MS CIS / MS IS program have been women, higher than the 26% of women comprising the STEM workforce.

FGCU’s MSIS program enrolls minority and international students. Over 19% of the graduates have been from minority groups (Hispanic, Black, Asian). Approximately 5% have been international.

Degree Program Support – Nationwide

Forbes (2013) “Best and Worst Master’s Degrees for Jobs”.¹

- No. 1 Best Master's Degree for Jobs: Information Systems
- Mid-career median pay: $101,000
  Projected employment increase for common jobs associated with this degree: 30%

PayScale.com “Best-Paying and Worst-Paying Master’s Degrees”.²

- No. 10: Master’s in Management Information Systems
- Median Pay: $95,000
- Possible Jobs: Senior software engineer ($105,000), IT manager ($92,600), systems analyst ($82,400)


Study conducted by the National Association of Colleges and Employers (NACE)

No. 8: Master of Information Sciences & Systems (Just ahead of Logistics & Supply Chain)

Job Outlook: Computer and Information Systems (BLS)

• “The U.S. Bureau of Labor Statistics predicts that employment of computer and information systems managers will grow 15% from 2012 to 2022 – faster than the average for all occupations. A number of jobs is expected to be created in the healthcare industry, which is aggressively implementing information technology. This industry is expected to increase IT use greatly, resulting in job growth. In general medical and surgical hospitals, employment of IT managers is projected to grow 42 percent.”

Job Outlook: Computer and Information Systems (NACE)

• The National Association of Colleges and Employers (NACE) Job Outlook Report 2015 provides the following information:

• Computer & information systems was identified by employers as the third most “in demand” general graduate degree by field of study – just behind business and engineering.
• Information sciences & systems was identified as the seventh most “in demand” graduate degree program behind three engineering graduate degree programs and three other business degree programs.

Degree Program Support – Florida

The Florida Department of Economic Opportunity

The following is data points that were collected from various reports developed by the Florida Department of Economic Opportunity Web Site:

2015 State of Florida Job Projection Report

• Position: Computer and Information Systems Manager
• Degree: Undergraduate (Minimum)
• Current Number Employed (2014): 9,792
• Projected Number Employed (2022): 11,016
• Employment Growth: 2,224
• Percent Change in Position: 12.5%
• Projected Total Job Openings: 2,350

2014 State of Florida – Highest Paid Bachelor’s Degree Level Occupations (Master’s Degree Data Not Available)

- Chief Executives $200,148
- Airline Pilots, Copilots, an Flight Engineers $146,501
- Computer and Information Systems Managers $133,933

Bureau of Labor Statistics Data: Florida

- The job of Computer and Information Systems Manager was identified as the 18th highest paid job in the State of Florida with an annual average salary of $131,300. The first seventeen highest paid positions includes 13 in the field of medicine, judges, airline pilots, physicists, and CEOs.

Degree Program Support – Regional

The October 22, 2014 Workforce Now report, IT Employment in Southwest Florida: Opportunities and Challenges, found that 32% of employers surveyed in the five counties (Charlotte, Collier, Glades, Hendry, and Lee) had difficulty filling IT-related positions. Among the positions most difficult to fill were systems analysts, IT managers and business analysts. These are positions graduates from the MS in IS program are prepared to fill.

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INACTIVE PROGRAM NOTIFICATION FORM
Board of Governors, State University System of Florida

UNIVERSITY: Florida Gulf Coast University

PROGRAM NAME: Nurse Educator

DEGREE LEVEL(S): (BS/BA, MS/MA, S, Ed.D., Ph.D., etc) MSN

IS THIS FOR AN ENTIRE CIP CODE (Classification of Instructional Programs)? No

IF YES, CIP CODE: N/A

IF NO AND FOR MAJOR/TRACK ONLY:

CIP CODE: CIP 51.3801

NAME OF MAJOR/TRACK: Nurse Educator

TERM DATE FOR INACTIVE STATUS:
(First term that no new students will be accepted into the program) Fall 2013

TERM DATE FOR ANTICIPATED REACTIVATION: (Term that new students will again be accepted into the program, if known)

Fall 2015 or Spring 2015 pending Commission for Collegiate Nursing Education (CCNE) approval of curriculum and other preparation work as necessary.

1. Provide a short rationale for inactivation of the program.

Allows for time to prepare the materials for CCNE and to receive CCNE accreditation approval for the MSN-Nurse Educator major.

2. State what steps have been taken to inform native and, in the case of baccalaureate programs, transfer students from the Florida College System of the intent to halt enrollments?

No new students were admitted fall 2013 or spring 2014. Prospective students will be informed that the program is under development and approval.

3. For baccalaureate programs, state if the program needs to be flagged as inactive in the Common Prerequisite Manual and in other articulation tools.
This is the form to be used for the university to notify the Board of Governors, State University System of Florida that an academic degree program has been placed on inactive status and that new enrollments are not being accepted. This action will allow for more accurate data analysis of enrollment and degree productivity, and will initiate any necessary changes to articulation manuals and online search tools.
UNIVERSITY: Florida Gulf Coast University

PROGRAM NAME: Reading

DEGREE LEVEL(S): (BS/BA, MS/MA, S, Ed.D., Ph.D., etc) M.Ed

IS THIS FOR AN ENTIRE CIP CODE (Classification of Instructional Programs)?

IF YES, CIP CODE: 13.1315 Reading Teacher Education

IF NO AND FOR MAJOR/TRACK ONLY:

CIP CODE: _________________________________

NAME OF MAJOR/TRACK: _________________________________

TERM DATE FOR SUSPENDED ENROLLMENT STATUS: Fall 2015
(First term that no new students will be accepted into the program)

TERM DATE FOR ANTICIPATED REACTIVATION: Unknown
(Term that new students will again be accepted into the program, if known)

1. Provide a short rationale for suspending new enrollments into the program.
   Suspension of the Reading M.Ed. program is recommended due to enrollment decline
   for several years. There are two primary reasons to which we attribute this decline. First,
   the students who matriculate through our undergraduate teacher preparation programs are
   graduating with their reading endorsement, thus eliminating a need to obtain one at the
   graduate level. In addition, several local school districts removed financial incentives
   attached to obtaining a master’s degree or getting reading endorsement. Given these
   reasons, the Reading Education, M.Ed. program is recommended for suspension until a
   time when external factors make a master’s degree in Reading attractive for teachers. The
   Curriculum & Instruction, M.Ed. is adding a Concentration in Reading to accommodate
   prospective students who wish to pursue an advanced degree with an emphasis in
   Reading or to meet state requirements for a Reading Endorsement. The five courses
   needed for a state Reading Endorsement will be offered in the C & I degree. Further, the
   Reading Concentration will be noted on transcripts enabling eligible program completers
   to qualify for a salary supplement under the state statute pertaining to graduate degrees.

2. State what steps have been taken to inform native and, in the case of
   baccalaureate programs, transfer students from the Florida College System of
   the intent to halt new enrollments?
   Suspension will not affect current students in the program. They will be able to
complete their degree requirements within the timeframe projected in their Programs of Study. We will inform prospective students and current applicants of the change and the option to pursue the C & I, M.Ed. with a Reading Concentration. Students admitted in the 2014-2015 academic year will have the option of completing the Reading, M.Ed. or switching to the C & I, M.Ed. in the Fall of 2015. Updates will be made to the university web pages to reflect the changes.

3. For baccalaureate programs, state if the program needs to be flagged as suspended for new enrollments in the Common Prerequisite Manual and in other articulation tools.

Not applicable. This is a master’s program.

This is the form to be used for the university to notify the Board of Governors, State University System of Florida that no new enrollments are being accepted in an academic degree program. This action will allow for more accurate data analysis of enrollment and degree productivity, and will initiate any necessary changes to articulation manuals and online search tools.
UNIVERSITY: Florida Gulf Coast University

PROGRAM NAME: Primary Health Care Nurse Practitioner (major and certificate)

DEGREE LEVEL(S): (BS/BA, MS/MA, S, Ed.D., Ph.D., etc) MSN

IS THIS FOR AN ENTIRE CIP CODE (Classification of Instructional Programs)? No

IF YES, CIP CODE: N/A

IF NO AND FOR MAJOR/TRACK ONLY:

CIP CODE: CIP 51.3801

NAME OF MAJOR/TRACK: Primary Health Care Nurse Practitioner

TERM DATE FOR INACTIVE STATUS:
(First term that no new students will be accepted into the program) Fall 2014

TERM DATE FOR ANTICIPATED REACTIVATION: (Term that new students will again be accepted into the program, if known)

A date for reactivation of this major along with the certificate is not known.

1. Provide a short rationale for inactivation of the program.

The MSN- Primary Health Care (PHC) Nurse Practitioner major is transitioning to the Doctor of Nursing Practice (DNP) level in accordance with national requirements for Nurse Practitioner programs to move to the DNP level.

2. State what steps have been taken to inform native and, in the case of baccalaureate programs, transfer students from the Florida College System of the intent to halt enrollments?

No new students were admitted fall 2014 or spring 2015. Prospective students will be informed that the major is under transition to the DNP level and that the PHC Nurse Practitioner major and Primary Health Care Nurse Practitioner Certificate will not be offered.
3. For baccalaureate programs, state if the program needs to be flagged as inactive in the Common Prerequisite Manual and in other articulation tools.

Not applicable.