Florida Gulf Coast University Board of Trustees  
June 10, 2015

SUBJECT: Discontinuance of the Master of Education (M.Ed.) in Reading Program Major

PROPOSED BOARD ACTION

Approve the recommended discontinuance of the M.Ed.in Reading program major effective fall 2015.

BACKGROUND INFORMATION

New enrollments in this program major were suspended in spring 2015 due to a decline in enrollment, degree production, and need. This decline was the result of changes in obtaining a reading instruction endorsement and the elimination of financial incentives for students who were in-service teachers in surrounding district schools. With this decline in student need and demand, the best course of action is the discontinuance of this degree program effective fall 2015. Students who are currently enrolled will be able to complete their requirements for the M.Ed. in Reading program major or may choose to complete requirements for the M.Ed. in Curriculum and Instruction that includes courses needed to receive the reading endorsement.

Supporting Documentation Included: (1) FGCU Policy 2.003; (2) Board of Governors Regulation 8.011; (3) Board of Governors Regulation 8.012, and (4) Program Suspended Enrollment Notification Form

Prepared by: Senior Associate Provost Paul Snyder

Legal Review by: N/A

Submitted by: Provost and Vice President for Academic Affairs Ron Toll
Florida Gulf Coast University Board of Trustees  
June 19, 2007

**SUBJECT:** Policies Pertaining to Academic Programs

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**PROPOSED BOARD ACTION**

*Approved as presented*

Approve the following policies pertaining to academic programs:
- Academic Learning Compacts
- Academic Program Authorization
- Academic Program Review
- Professional Certificate Programs
- Programs Offered Outside FGCU's Five-County Service Area
- Suspension and Discontinuance of Academic Programs

**BACKGROUND INFORMATION**

On January 25, 2007, the Board of Governors (BOG) issued public notice of intent to promulgate several regulations pertaining to academic programs. Subsequently, on March 29, 2007, the BOG adopted regulations dealing with the following topics: program authorization, program termination, limited access, hours to degree, program review, and student learning outcomes. These regulations are available on the BOG website [http://www.flbog.org/BOG_regs/](http://www.flbog.org/BOG_regs/)

The regulations codified many existing practices and brought together numerous policies relating to the above topics that had previously existed in statutes, regulations, resolutions, and policy memoranda. The regulations also clarified authority and responsibility of the BOG and the university boards of trustees, which was vague in statute. In addition, the regulations called for university boards of trustees to adopt policies in specified areas.
The attached policies presented to the FGCU Board of Trustees for review and approval respond to this mandate. The proposed policies are described in the attached executive summary. Relevant University procedures are also included as supporting documentation.

Supporting Documentation Included:
1. Executive Summary
2. Academic Learning Compacts Policy
   • Academic Learning Compacts Development and Review Procedures
3. Academic Program Authorization Policy
   • Curriculum Development Procedures
4. Academic Program Review Policy
   • Program Review Procedures
5. Professional Certificate Programs Policy
6. Programs Offered Outside FGCU’s Five-County Service Area Policy
7. Suspension and Discontinuance of Academic Programs Policy

Prepared by: Associate Vice President for Planning and Institutional Performance Paul Snyder, and Director of Program Development and Curriculum Cathy Duff

Legal Review by: General Counsel Wendy Morris

Submitted by: Provost and Vice President for Academic Affairs Bonnie Yegidis
Suspension and Discontinuance of Academic Programs

Executive Summary
Proposed Policies Pertaining to Academic Programs
May 23, 2007

SUSPENSION AND DISCONTINUANCE OF ACADEMIC PROGRAMS

The BOG adopted a regulation at its March 29, 2007, meeting that requires each university to have a policy for the discontinuance of academic programs. The policy should comprise a number of criteria including the following:

- Inadequate enrollment to justify program expense.
- Misalignment with institutional mission and institutional goals or misalignment with strategic goals of the Board of Governors.
- Failure to meet the needs of Floridians with regard to educational or occupational aspirations.

Additionally, the policy is to provide for a formal review process with appropriate input from within the University, a teach-out plan as necessary, and an impact analysis concerning the consequences of discontinuance. The University has had policy that addressed these areas since 2004. The prior policy was approved by the University Faculty Senate, Deans Council, Executive Group, and President. The proposed policy for BOT consideration is designed to meet all of the requirements stipulated by the BOG.

As a point of information, programs beyond the advanced master’s level, i.e., professional (e.g., Doctor of Physical Therapy, Doctor of Nursing Practice) and doctoral programs (e.g., Ed.D., Ph.D.) will require additional approval by the BOG before discontinuance can be implemented.
POLICY TITLE
Suspension and Discontinuance of Academic Programs

POLICY STATEMENT
As institutions grow and mature it becomes necessary for them to periodically review programs to ensure that they remain central to the mission of the college or school to which they belong and that they serve to further the mission of the institution as a whole. Among the spectrum of actions that can be considered following the results of such a review are program suspension or program discontinuance. These options become necessary when the program in question exhibits some or all of the following characteristics over time:

(a) It is out of alignment with the institution’s mission,
(b) It is out of alignment with professional accreditation standards,
(c) Student demand is marginal,
(d) Market demand in the service area is weak,
(e) Program productivity is relatively low,
(f) Program vitality is questionable, or
(g) Cost is high relative to available institutional resources and is therefore inconsistent with the maintenance of high quality instruction either in the program in question or more generally upon other instructional offerings within the institution.

This policy articulates the circumstances under which and the process by which existing degree programs may be suspended or discontinued. In the evaluation of any academic program covered under this policy for discontinuance, the following four factors will be given key consideration: centrality to mission, quality, efficiency, need, and demand.

In this policy, the term program refers to all courses of study (i.e., majors) that result in the award of a degree at either the bachelor’s, master’s, specialist, or doctoral levels. This policy does not apply to programs that may be discontinued as a result of fiscal (financial) exigency as declared by the FGCU Board of Trustees, nor to programs that have been in operation under four years. Nor does the policy apply to the case of
elimination of individual courses or concentrations which are under the purview of the colleges offering them and subject to their policies and procedures.

Suspension is the cessation of the offering of a program for a finite or indefinite period of time depending upon circumstances.

Discontinuance is an action to completely eliminate the offering of a course of study as defined above under the definition of program. Such a decision requires action by the Board of Trustees and subsequent removal from the state's program inventory.

RESPONSIBLE EXECUTIVE
Provost and Vice President for Academic Affairs

RESPONSIBLE OFFICE
Office of Planning and Institutional Performance

WHO SHOULD READ THIS POLICY
-Academic officers, deans, program directors, and department heads
-Faculty

PROCEDURES
Programs to be considered for suspension or discontinuance can arise from a variety of sources including:

(a) The department or college offering the program (as proposed by the department chair or the program faculty themselves)
(b) A college committee charged with responsibility for the college curriculum
(c) The college dean
(d) The Provost and Vice President for Academic Affairs
(e) The President
(f) A university-wide faculty committee charged with this responsibility

Evaluation
In the evaluation of any academic program covered under this policy for discontinuance, the following four factors are given key consideration: centrality to mission, quality, efficiency, need, and demand.

Centrality of mission relates to the program’s significance both within the college of its offering and to the University’s mission. Decision variables for making a determination of mission alignment include the following:

(a) Community service to area industry/business or other community based agencies
(b) Contribution to diversity
(c) Service to other colleges
(d) Service within the college
**Quality** is assessed through a programmatic review focusing on a number of factors, among these:

(a) Accreditation status (if eligible for such)
(b) Merit and reputation (viewed by scholarly productivity, currency of curriculum, and program leadership)
(c) The quality of students and program graduates
(d) Success of faculty recruitment and retention efforts
(e) Status of program support infrastructure and facilities

**Efficiency** is an assessment of the balance between the institutional resources required to operate the program at a high level of quality and the productivity of the program viewed across multiple dimensions including:

(a) Student/faculty ratio both headcount and full-time equivalent
(b) Program expenditures/full-time equivalent faculty
(c) Program expenditures/degree awarded
(d) Time to degree
(e) Retention of majors
(f) Additional dollars needed to enhance or expand the program
(g) Dollars to be saved by discontinuance of the program

**Need** is defined along societal dimensions. The societal dimension reflects labor market needs that can be viewed by looking at employment rates and opportunities for program graduates, regional labor projections, and through advisory board consultation with regional employers.

**Demand** is defined along personal dimensions. The personal dimension reflects student choice or preference and can be assessed by examining enrollment trends over time and the number of students seeking admission to the program over time.

**Review Process**
Following the identification of program candidates a statement is developed addressing the four key criteria with a rationale as to why the program should be suspended or discontinued supported by an analysis of the decision variables as appropriate listed under each of the four criteria. A majority of the quantitative indicators cited should be below acceptable thresholds in comparison to other programs either within the college offering the program or university-wide (e.g., lower quartile). The proposal should address why other alternatives to discontinuance are not practical. The evaluation must also include an analysis of any potential negative impact (and how it might possibly be mitigated) the proposed termination may have on the current representation of females and ethnic minorities among the program’s faculty and students. If the proposal originates within the college offering the program it should state what the consequences of discontinuance are and how they are to be addressed especially with regard to students and service courses to other programs within or outside the college offering the program.
Suspension and Discontinuance of Academic Programs

The document is then presented to the Provost (if not originating with the Provost), the dean of the affected program, the department chair or division head if appropriate, and the full-time program faculty. A response from the program leadership to the proposal is required within forty-five (45) calendar days from its receipt explaining whether or not the program and its faculty agree with the proposal or disagrees. If it disagrees, it should provide whatever documentation it believes appropriate to support its position. Such documentation should address criteria established in guidelines developed by the Faculty Senate for this purpose. The views of students, alumni, and affected members of the community may be included in the response. The response is shared with the college dean who forwards his/her response to the Provost within fourteen (14) days of receipt of the program faculty response.

The Provost arranges to share all documentation with the appropriate curriculum committee (undergraduate or graduate) which is charged to review all the documentation, hold a public hearing and provide its findings to the Faculty Senate and Deans’ Council for review and recommendation. Both bodies are expected to provide their findings to the Provost within one month of receipt of the documentation. The Director of Equity and Compliance also provides findings on the potential for adverse impact on diversity and how it might be mitigated at this time. The Provost provides a recommendation to the President’s Executive Group and the President who then render a determination based on all advice received in the process and if approved, present the proposed discontinued program to the Florida Gulf Coast University Board of Trustees (“Board of Trustees”) for action at the next meeting. However, throughout the review process, the Provost will be available to meet and confer with those potentially affected by the decision until such time as a decision is placed on the Board of Trustees agenda for action.

Process for Suspension
A decision to suspend a program is an alternative to discontinuance and can be used to allow for program restructuring to occur. In such an instance, the program restricts new admissions for a period of time. A program may be suspended for an indefinite period if the proposal to suspend originates from the college authorized to offer the program. During the period of suspension, new students are not admitted to the program and suitable arrangements must be approved by the Provost for the instruction of existing students enrolled in the program. An appropriate annotation concerning the status of the program is included in the University catalog. Suspension of a program does not require the review and approval of the Board of Trustees. Nor does it invoke the detailed review procedures detailed in this policy. The consensus of the department’s or division’s head, the college faculty, the college dean, the Provost and President are sufficient. If such consensus is not apparent, then the review process contained in this policy must be followed. In the event problems persist, a further review with regard to discontinuance may occur.

Staff associated primarily with the program shall be treated in accordance with the rules and policies in force at the time of the decision to suspend. Faculty associated primarily
with the program shall be treated in accordance with the FGCU-UFF Collective Bargaining Agreement.

Process for Discontinuance  
If a program is to be discontinued, a phase-out schedule is established by the Provost that details:

(a) The cut-off date for the admission of any new students to the program  
(b) Those students currently enrolled in the program are given time to complete their studies and informed of the length of time they have to do so  
(c) Other related majors within the institution or the system that students might wish to consider for transfer purposes  
(d) An office or person that assists students with questions related to the discontinuance

Staff associated primarily with the discontinued program shall be treated in accordance with the rules and policies in force at the time of the decision to discontinue. Faculty associated primarily with the program shall be treated in accordance with the FGCU-UFF Collective Bargaining Agreement.

After approval by the President, discontinuance of a program requires the approval of the Board of Trustees. Notice of the discontinuance of any program is made to all appropriate authorities and agencies and actions necessary to inform the public and prospective students taken.

8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

(1) New Academic Degree Program Authorization - To ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university strategic plans, the following criteria and processes for new academic program authorization are established.

(2) Definitions - Within the context of this regulation, academic degree programs are defined as follows:
   (a) Degree Program – An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program, based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2) (b), but may have multiple majors.
   (b) Program Major – An organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program under which it is offered and shall share common core courses with any other majors within the same degree program. Although in some cases the major and the degree program names are synonymous, only the degree program shall be assigned a CIP Code and shall be included in the State University System Academic Degree Program Inventory as a stand-alone program. The number of credit hours for a program major for each degree level shall be established by the university within the parameters of paragraph (3) (a) 6c.

(3) Criteria for New Degree Program Approval – A proposal for a new degree program shall be approved by a university board of trustees and the Board of Governors only if it meets the following criteria:
   (a) Institutional and State-Level Accountability
      1. The Program is Consistent with the State University System Strategic Plan, and the University Mission, University Strategic Plan, and University Work Plan. – The proposal shall demonstrate that the goals of the program are consistent with current State University System strategic planning goals by identifying which of the goals the program will directly advance. Additionally, the proposal shall demonstrate that the program goals are aligned with the university’s mission and strategic planning goals and relate to specific institutional strengths, and that the program is consistent with the
program list provided in the university work plan required by Board of Governors Regulation 2.002.

2. **There is a Demonstrated Need for Program Graduates, Research, and/or Service.** - The proposal shall demonstrate a need for more individuals to be educated in the program at the level proposed, provide an estimate of the headcount and full-time equivalent (FTE) for students who will major in the program, and indicate steps to be taken to achieve a diverse student body. If an argument is made for the program based upon research or service need, then specific supporting information shall be provided. In analyzing the need for the proposed program, the university shall consider whether similar programs are offered at other postsecondary institutions in Florida and what impact, if any, such programs may have on the proposed program, and shall include this analysis in the proposal to substantiate the need for the program.

3. **The Program Does Not Unnecessarily Duplicate Existing State University System Degree Programs.** - If the program duplicates another degree program at a state university in Florida which has a substantially similar curriculum, evidence shall be provided that the university has investigated the potential impact on that program, has discussed opportunities for collaboration with the affected university, and can substantiate a need for duplication. If the proposed program curriculum substantially duplicates an existing program at a historically black university in the State University System, an analysis shall be conducted to determine whether the proposed program may adversely affect that university’s ability to achieve or maintain student diversity in its existing program.

4. **Financial Planning and Resources are Sufficient for Implementation.** - The proposal shall include a complete budget for the program which is comparable in cost to similar existing programs, reflects the purpose of the proposal, and provides evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.

5. **There is a Sufficient Projected Benefit of the Program to the University, Local Community, and State.** - The proposal shall describe the projected benefit to the university, local community, and the State if the program is implemented. The proposal should demonstrate efficient use of resources and justification for the investment. The projected benefit may be both quantitative (data driven) and qualitative in nature.

6. **Access and Articulation are Maintained for All Programs.**
   a. In a proposal for a baccalaureate program, all prerequisite courses shall be consistent with common prerequisites for similar degree programs within the State University System and the Florida College System, or an exception shall be sought through the Articulation Coordinating Committee in accordance with Board Regulation 8.010.

   b. In a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a
designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

c. In a proposal for a baccalaureate program, the total number of credit hours shall not exceed 120, or an exception shall be sought from the Board of Governors in accordance with Board Regulation 8.014.

d. A proposal for any degree level shall include a plan to achieve a diverse student body in the program.

(b) Institutional Readiness

1. The Institution Demonstrates an Ability to Implement a High-Quality Program. - The proposal shall provide evidence that the institution has the resources in place, or will make the necessary investments, to ensure that the proposed program will be of high quality. If appropriate, the proposal shall provide evidence that the proposed program will specifically relate to existing institutional strengths such as other academic programs that have achieved national recognition, or related institutes and centers. If program reviews or accreditation activities in the discipline pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.

2. The Curriculum is Appropriate for the Discipline and Program Level. - The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning. Admissions and graduation criteria shall be clearly specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006.

3. Sufficient Qualified Faculty is Available. – The proposal shall demonstrate that sufficient qualified faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years. The proposal shall demonstrate that the academic unit or units associated with this new degree have been productive in teaching, research, and service. For a research or professional doctoral program, evidence shall be provided that the faculty in the aggregate has the necessary instructional experience, as well as research and grant activity, to sustain a doctoral program.

4. Sufficient Institutional Resources are Available. – The proposal shall demonstrate that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites shall be available to implement the program. For a graduate-level program, the proposal shall indicate whether
appropriate fellowships, scholarships, and graduate assistantships are in place, or if the university has made sufficient plans for their existence when student support is the norm in similar programs in the discipline.

(4) New Degree Program Approval Authority and Process –

(a) Professional and Research Doctoral Degree Programs - Each university board of trustees shall approve new research and professional doctoral degree programs for submission to the Board of Governors for authorization, in accordance with the criteria outlined in section (3) of this regulation. In approving a new doctoral degree program, the Board of Governors shall consider the sufficiency of the university proposal evaluation process, the distinctive mission of the university, alignment with the State University System and university strategic plans, and the extent to which the program will contribute to the economic development of the local community and the state as demonstrated by its alignment with the Areas of Programmatic Strategic Emphasis adopted as part of the State University System Strategic Plan.

1. A proposal that is complete and has been determined by Board staff to meet all criteria for new program authorization shall be considered by the Board of Governors for approval and, subsequent to a program’s approval, an institution may offer the new program at a date no sooner than that specified in the proposal.

2. If a university contemplates implementing a master’s or specialist program and a doctoral program in the same discipline simultaneously, a single proposal for both degree levels should be developed, differentiating elements within the proposal as necessary. Both degree levels shall be approved by the university board of trustees prior to submitting the doctoral program proposal to the Board of Governors for consideration.

3. New doctoral programs shall be considered by the Board of Governors only at the June and November meetings, unless extenuating circumstances justify the need for Board consideration during a different timeframe. The Chancellor shall establish deadlines for university submission of new degree proposals for consideration.

(b) Bachelor’s, Master’s, Advanced Master’s, Specialist and other Non-Doctoral Degree Programs - Each university board of trustees shall approve for implementation new degree programs at the bachelor’s, master’s, advanced master’s, and specialist levels in accordance with sections (3) and (5) of this regulation.

(c) University Policies for New Degree Program Authorization - Each university board of trustees shall ensure that university policies for new degree program planning and approval are consistent with this regulation and provide a copy of the policies to the Board of Governors Office. The university policies shall include at a minimum:

1. A formal process for determining degree programs that the university will explore for implementation over the period covered by the university strategic plan and the university work plan;

2. A formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university;
3. A formal written review of doctoral program proposals by a qualified external consultant prior to consideration of the proposal by the board of trustees. Alternatively, institutions may utilize a cross-section of visiting experts who contribute to the proposal development process. Their contribution to the process must be documented and described in the proposal;

4. A process for final consideration by the board of trustees that includes review of the proposed program by the full board or a designated committee with regard to Board of Governors approval criteria and implementation costs; and

5. Adoption of a common State University System new degree proposal format developed by Board staff in collaboration with university academic affairs officers.

(d) **State University System Academic Degree Program Inventory** –

1. The Board Office shall maintain a State University System Academic Degree Program Inventory that will identify the approved degree programs for each university and that will be used by the universities for reporting enrollments, degree completions, and other information related to instructional delivery. Within four weeks of approval of a bachelor’s, master’s, specialist, or advanced master’s degree by the university board of trustees, a university shall notify the Board of Governors Office in writing and provide an electronic copy of the proposal for each program, along with related board of trustees approval documents. For baccalaureate programs, the notification shall include any request for approval of limited access status, exceptions to the 120 credit hours to degree, and exceptions to the established statewide common prerequisite courses. A CIP code for each program shall be assigned by the Board of Governors Office in consultation with the university.

2. Upon resolution of any outstanding issues regarding the program, it shall be added to the State University System Academic Degree Program Inventory and a letter of notification shall be provided to the university.

(5) Independent Degree Programs at Branch Campuses and Off-Campus Sites - Complete degree programs, or substantially complete degree programs, having designated faculty lines with independent curricular decision-making authority, designated facilities and instructional resources, and a designated student body, shall not be implemented at a branch campus or other off-campus instructional location unless approved by the university board of trustees, even if the university already has authority to offer the degree program at another location. Each such program shall meet the Board of Governors’ new degree program approval criteria and follow the same approval process as other new program offerings at the university. This requirement does not apply to programs currently approved for one location that share faculty and students between or among instructional locations.

(6) Each university shall establish policies for academic degree program offerings away from the main campus, including degree programs offered through continuing
education or outreach, degree programs offered under contract as sponsored credit for an external public or private entity, degree programs offered in other states, and degree programs offered in foreign countries.

(7) Authorization of Other Academic Curricular Offerings - Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7) (a)-(c) of this regulation. Copies of each university’s policies for approving other academic curricular offerings shall be provided to the Board of Governors Office.

(a) Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering. - Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university with the credit-hour length set in accordance with university policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.

(b) College Credit Certificate Program - An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.

(c) Non-College-Credit Certificate - An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals, and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the university.

Authority: Section 7(d), Art. IX, Fla. Const.; History: 3-27-07, Amended 3-24-11.
8.012 Academic Program Termination

(1) To ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the State University System, programs may be terminated. Reasons for terminating programs may include but are not limited to the following:
   (a) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the university.
   (b) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
   (c) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective.

(2) Each University Board of Trustees must adopt policies and procedures for degree program termination, with copies provided to the Board of Governors, Office of Academic and Student Affairs. The policies will include at a minimum:
   (a) A formal process for determining degree programs that are candidates for termination that includes review by the appropriate curriculum, financial, and administrative councils of the university; and
   (b) A plan to accommodate any students or faculty who are currently active in a program that is scheduled to be terminated; and
   (c) A process for evaluation and mitigation of any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the faculty and students.

(3) Each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor’s, master’s, advanced master’s, and specialist level in accordance with BOG Regulation 6C-8.012 (1) and subsection (2). Upon termination of a degree program, the university will notify the Board of Governors, Office of Academic and Student Affairs within four weeks of the University Board of Trustees decision.

(4) Each University Board of Trustees has the responsibility and authority to recommend termination of degree programs at the professional and doctoral level to the Board of Governors in accordance with BOG Regulation 6C-8.012 (1) and subsection (2). In its request for termination of a program the university will provide documentation that it has followed its established policies, including those related to faculty affected by program termination, and that there is a plan in place to accommodate any students who are currently active in the program.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-29-07.
PROGRAM SUSPENDED ENROLLMENT NOTIFICATION FORM
Board of Governors, State University System of Florida

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 in 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.