SUBJECT: Policies Pertaining to Academic Programs

PROPOSED BOARD ACTION

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/.

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 (June 4, 2007)

**Submitted by:** Provost and Vice President for Academic Affairs Bonnie Yegidis
Executive Summary
Proposed Policies Pertaining to Academic Programs
May 23, 2007

1. ACADEMIC LEARNING COMPACTS

On January 25, 2007, public notice was given of the intent to promulgate a new Board of Governors (BOG) regulation on Academic Learning Compacts. On March 29, 2007, the BOG approved Regulation 6C-8.016 Academic Learning Compacts. This regulation, which was drafted with significant input from university personnel, clarified the requirements for universities to define expected student learning outcomes and to develop related assessment processes to demonstrate student achievement in all baccalaureate degree programs in the State University System. The regulation supplants existing policies and more clearly delineates the authority and responsibilities of the BOG and the university boards of trustees with regard to Academic Learning Compacts.

The proposed FGCU Board of Trustees (BOT) policy on Academic Learning Compacts and related procedures include definitions for terms that describe ALC products and processes. The policy delegates responsibility for developing, approving, implementing, and evaluating the ALCs to appropriate faculty, administrative units, and faculty teams. Approved ALCs are available to current and prospective students on the FGCU website. A student who has completed requirements for a baccalaureate degree at FGCU is certified as having completed a course of study that includes specified learning outcomes in the areas of content-discipline knowledge and skills, communication skills, and critical thinking skills.

The University has had a similar policy since 2005. The earlier policy was approved by the University Faculty Senate, Deans Council, the Executive Group, and the President.

2. ACADEMIC PROGRAM AUTHORIZATION

In July 2006, the BOG Office of Academic Affairs hosted a two-day Academic Affairs Conference attended by state university academic affairs staff to discuss various topics including program authorization. Subsequent to this meeting, the Office of Academic Affairs developed draft regulations and provided those regulations to university staff for review and comment. Public notice of intent to promulgate a new Board of Governors regulation on Academic Program Authorization was given on January 25, 2007.

The resulting Regulation 6C-8.011 Academic Program Authorization, approved March 29, 2007, by the BOG codified into one source program authorization policies that previously existed in various statutes, regulations, resolutions, and policy memoranda. In brief, the new BOG regulation includes:
Definitions for key terms.
Revised BOG New Degree Program Approval Criteria.
Authority and process for approval of degree programs at all levels.
Authority and process for approval of other types of academic program offerings
(clarifies university boards of trustees and BOG authority that was vague in statute).

The regulation also requires university boards of trustees to adopt policy. The proposed
FGCU BOT policy entitled Academic Program Authorization addresses requirements of the
BOG regulation and include:

- Definitions for the following terms used by FGCU: degree program, program major,
  minor, concentration, and academic certificate.
- A formal process for the exploration of new degree programs and program majors for
  implementation.
- A formal process for approving new degree programs and program majors, which
  includes a formal written review of each professional and doctoral program proposal
  by a qualified external consultant prior to consideration by the Board of Trustees.
- The adoption of the common State University System new degree program proposal
  format developed by BOG staff in collaboration with university academic affairs
  officers.
- The delegation of other academic program approval and revision to appropriate
  university administrative units and faculty teams.

3. ACADEMIC PROGRAM REVIEW

The BOG adopted a rule at its March 29, 2007, meeting that requires each university to
conduct a seven-year cyclic review of all its academic degree programs. Program reviews
must document how individual academic programs are achieving stated student learning and
program objectives within the context of the university’s mission, as illustrated in the
academic learning compacts. The results of the program reviews are to inform strategic
planning, program development, and budgeting decisions at the university level, and, when
appropriate, at the state level. The university policy and accompanying procedures ensure
that the program review and continuous improvement processes include the following
required elements:

- A review of the mission and purpose of the program within the context of the
  university mission and the Board of Governors’ Strategic Plan.
- The establishment of teaching, research, service, and other program goals and
  objectives including expected outcomes, particularly in the area of student learning.
- An assessment of how well the program goals/objectives are being met; how well
  students are achieving expected learning outcomes; how the results of these
  assessments are being used for continuous improvement; and the sufficiency of
  resources and support services to achieve the program goals/objectives.
In the case of baccalaureate programs, a review of lower level prerequisite courses to ensure that the program is in compliance with State-approved common course prerequisites and (if appropriate) a review of the limited access status of the program to determine if such status is still warranted.

The attached policy and procedures are designed to meet all these requirements and the procedures themselves have been in operation within the University for the last several years.

4. PROFESSIONAL CERTIFICATE PROGRAMS

The BOG has determined that each State University System (SUS) institution must adopt policies regarding certificate programs. Certificate programs are key elements in Florida Gulf Coast University’s efforts to become a center for life-long learning in Southwest Florida.

The proposed BOT policy addresses the requirements of BOG Regulation 6C-8.011(2)(e) and (5)(d), and provides guidance for the development, approval, and implementation of professional certificates. The term professional certificate is used at FGCU to describe any program that contains non-college-credit experiences (clock hours, continuing education units, competency exams, etc.) offered through continuing education, which leads to a certificate or diploma recognized as a credential for employment. A professional certificate may be comprised of either all non-college-credit experiences or a combination of non-college-credit experiences and college-credit courses.

Policies regarding academic certificates, referred to as college credit certificate programs in BOG Regulation 6C-8.011(2)(d), are addressed in the proposed BOT policy entitled Academic Program Authorization.

5. PROGRAMS OFFERED OUTSIDE FGCU’S FIVE-COUNTY SERVICE AREA

The Board of Governors adopted a regulation at its March 29, 2007 meeting that requires each university to have a policy concerning the implementation and review of off-campus degree program offerings outside of its assigned service area that encompass programs offered through continuing education, degree programs offered under contract as sponsored credit for an external public or private entity, and degree programs offered in foreign countries. Currently FGCU does not offer any programs that fall into these categories but may seek to do so in the future hence the need for developing a policy at this time.

Under the proposed policy, the unit seeking to establish such a program will follow all applicable existing polices and procedures of the University and the Commission on Colleges of the Southern Association of Colleges and Schools.
6. 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
Academic Learning Compacts

POLICY STATEMENT
The Florida Board of Governors (BOG) has determined that each State University System (SUS) institution must adopt policies and procedures for developing, implementing, and reviewing Academic Learning Compacts (ALCs) consistent with BOG Regulation 6C-8.016.

The following definitions describe ALC products and processes at FGCU:

*Academic Learning Compact (ALC)*: A student-friendly, jargon-free document that is available on the university’s website to current and prospective students. Each ALC must contain:
  (a) A paragraph that describes the program’s mission or purpose,
  (b) Statements that describe expected core student learning outcomes, and
  (c) Statements that describe potential assessment strategies.

*Core Student Learning Outcomes*: Concise statements that describe what each active and successful graduate, who has participated in the joint teaching-learning-assessment process as part of a given baccalaureate degree program, will know and be able to do (competencies). Each ALC contains jargon-free statements that describe outcomes in the following areas:
  (a) Content/discipline-specific knowledge and skills,
  (b) Communication skills, and
  (c) Critical thinking skills.

*Assessment Strategies*: Mechanisms or tools that may be used to assess individual student attainment of expected core student learning outcomes. The ALC lists possible assessment strategies that may be used, including the courses/locations that students might expect to encounter these strategies. The actual assessment strategies to be used by faculty are described in the Assessment Plan.

*Assessment Plan*: A description of how every student in a given undergraduate degree program is assessed to determine the extent to which the student has met the expected core student learning outcomes. The plan must (a) be feasible, (b) identify the specific assessment strategies
to be used to assess individual student attainment of every core student learning outcome, (c) be of adequate quality to withstand external review, and (d) compare favorably to best practices in the discipline. Data collected for the assessment plan is stored, analyzed, and summarized in accordance with the Evaluation Plan.

*Evaluation Plan:* A description of the system used to substantiate the assertion that graduates have truly achieved the expected core student learning outcomes. The plan and its components (a) can involve sampling, (b) must be robust with appropriate measures of validity and reliability, and (c) may include comparisons of student performance to the student performance at other institutions or to national norms.

*Use of Results:* A description of how results of student assessment and program evaluation are used to continuously improve program effectiveness and student learning.

**RESPONSIBLE EXECUTIVE**
Provost and Vice President for Academic Affairs

**RESPONSIBLE OFFICE**
Office of Curriculum and Instruction

**WHO SHOULD READ THIS POLICY**
- All faculty and administrators charged with delivering baccalaureate degree programs.
- All enrolled and prospective undergraduate students.

**PROCEDURES**
The Office of Curriculum and Instruction coordinates development, approval, and implementation of ALCs in consultation with appropriate teams of the FGCU Faculty Senate, including the Undergraduate Curriculum Team, the Program Review Team, and the General Education Council. ALC processes are described in the document entitled Academic Learning Compacts Development and Review Procedures.

Approved ALCs are available to current and prospective students on the FGCU web site. Students completing baccalaureate degree requirements are certified as having completed a course of study that has included student learning outcomes that address communication skills, critical thinking skills, and content/discipline knowledge and skills with appropriate methods of assessment.

The efficacy of ALC efforts is evaluated as part of FGCU’s program review cycle at least once every seven years as required by BOG Regulation 6C-8.015 Academic Program Review 2007-2014. Each FGCU baccalaureate degree program review must state how results of the assessments have been used to improve student achievement and program effectiveness. The review will also examine the rigor of the assessment methods used in the program.
ACADEMIC LEARNING COMPACTS
DEVELOPMENT AND APPROVAL PROCEDURES

Definitions
The ALC process contains both products and processes, as described in the following definitions:

(a) Academic Learning Compact (ALC): A student-friendly, jargon-free document that is available on the university’s website to current and prospective students. Each ALC must contain:
   a. A paragraph that describes the program’s mission or purpose,
   b. Statements that describe expected core student learning outcomes, and
   c. Statements that describe potential assessment strategies.

(b) Core Student Learning Outcomes: Concise statements that describe what each active and successful graduate, who has participated in the joint teaching-learning-assessment process as part of a given baccalaureate degree program, will know and be able to do (competencies). Each ALC contains jargon-free statements that describe outcomes in the following areas:
   a. Content/discipline-specific knowledge and skills,
   b. Communication skills, and
   c. Critical thinking skills

(c) Assessment Strategies: Mechanisms or tools that may be used to assess individual student attainment of expected core student learning outcomes. The ALC lists possible assessment strategies that may be used, including the courses/locations that students might expect to encounter these strategies. The actual assessment strategies to be used by faculty are described in the Assessment Plan.

(d) Assessment Plan: A description of how every student in a given undergraduate degree program is assessed to determine the extent to which the student has met the expected core student learning outcomes. The plan must (1) be feasible, (2) identify the specific assessment strategies to be used to assess individual student attainment of every core student learning outcome, (3) be of adequate quality to withstand external review, and (4) compare favorably to best practices in the discipline. Data collected for the assessment plan is stored, analyzed, and summarized in accordance with the Evaluation Plan.

(e) Evaluation Plan: A description of the system used to substantiate the assertion that graduates have truly achieved the expected core student learning outcomes. The plan and its components (a) can involve sampling, (c) must be robust with appropriate measures of validity and reliability, and (c) may include comparisons of student performance to the student performance at other institutions or to national norms.

(f) Use of Results: A description of how results of student assessment and program evaluation are used to continuously improve program effectiveness and student learning.

Primary Responsibilities
The following groups and units have primary responsibility for ALC processes:

(a) The Office of Curriculum and Instruction (OCI) has administrative oversight of the ALC process. The ALC Advisory Committee provides advice and counsel to OCI regarding ALC processes and products. The ALC Advisory Committee consists of
the following: Director, OCI; Facilitator, Undergraduate Curriculum Team; Facilitator, Program Review Team; Facilitator, General Education Council; Director of General Education; Assessment Liaisons for each college.

(b) The Undergraduate Curriculum Team (UCT) reviews and approves ALCs for all new baccalaureate programs as part of the New Degree Program or New Program Major approval process. ALC are considered when revisions are made to existing degree programs or majors.

(c) The Program Review Team reviews all ALCs on a periodic basis as part of the FGCU program review cycle. Each FGCU baccalaureate degree program must demonstrate how results of the assessments have been used to improve student achievement and program effectiveness. The review will examine the rigor of the assessment methods used in the program.

(d) The General Education Committee and the Director of General Education are responsible for university-wide communication and critical thinking student learning outcomes including the assessment plan and evaluation plan for those areas.

(e) The College Assessment Liaisons provide guidance and coordination within the colleges and serve as points of contact with OCI and others involved in the ALC process.

Guidelines, and Helpful Hints
The following information was developed by the Academic Learning Compacts Planning Committee for use during development and approval of Academic Learning Compacts (ALCs). Section I is an introduction with general statements and definitions. Section II includes guidelines and helpful hints for developing ALCs. Section III shows a sample ALC that needs revision. Section IV shows the sample ALC that was revised following the guidelines. Section V includes the ALC approval rubric that will be used by the Undergraduate Curriculum Team and the Program Review Team when assessing the acceptability of ALCs. Section VI includes a guide to using Bloom’s Taxonomy in developing ALCs.

Outcomes
- Academic Learning Compacts (ALCs) do not need to include all program outcomes.
- Limit the number of outcomes to three to five statements that reflect important real-world abilities necessary for professional applications.
- In some instances, more than 5 recommended statements may be appropriate to align with accreditation requirements. If you include more than five statements, provide a separate justification statement for the reviewing body.
- Begin each statement with a verb following the stem provided. “Graduates from this program will be able to:”
- Try to avoid terms such as “know” and “understand” as they are difficult to interpret
- Use terms that lend themselves to observation or testing, such as “explain”, “compare and contrast”, etc.
- Use terms and statements that will focus on higher-level cognitive abilities. Let the reader know that more than memorization of information is required. (See the Bloom’s Taxonomy Chart for guidance).
- Focus on the definitions for the cognitive levels when writing outcomes, rather than a focus on “key words”. (See the Bloom’s Taxonomy chart)
• Use commonly understood language, avoiding professional jargon. Think about whether an incoming freshman would understand the statements.

Assessments
• Include assessments that lend themselves to validity and reliability checks. In other words, do not include assessments administered by one instructor, but not others who teach the same course.
• Avoid one form of assessment, such as paper and pencil tests, in favor of a variety of assessment tools, such as: tests, presentations, demonstrations, case studies, simulations, field study, business plan, analytic paper, research proposal, treatment plan, standardized tests (if required in the program), etc.
• Avoid acronyms. Be sure to use full titles
• Provide a short descriptor of assessments that are not obvious. For example: Assessing Educational Standards (AES) - A self-evaluation of the program outcomes that is completed during final internship
• One-to-one correspondence of outcomes and assessments is not required, but some explanation of how all outcomes are assessed should be evident. This may be done in many ways, but should be kept to short and easy to read statements:
  • Number key: Example: Clinical fieldwork (Outcomes 1, 4, 7)
  • Explanation: Clinical fieldwork will require student demonstration of all of the program outcomes

Evaluation
• Items in this section should be used for program improvement purposes.
• It is important to include methods for determining internal and external of checking validity and reliability of assessments
• Validity – How effectively do assessments measure what they are intended to assess?
• Reliability – Is there consistency in scoring by raters?
• Sample evaluation strategies that may be included in this section:
  • Statistical correlation between program assessments designed to measure the same outcomes or constructs.
  • Statistical correlation between program assessments and external tests measuring the same constructs.
  • Statistical correlation of scores by two or more raters
  • Expert review of content assessed by specific instruments
  • Analysis of score distributions on specific assessment instruments
  • Student feedback on the assessment
  • Student feedback on how they felt they met program outcomes
  • Follow-up surveys with graduates to determine how well prepared they were for their careers.
  • Survey with employers of program graduates
**ALC Approval Rubric**

<table>
<thead>
<tr>
<th>Component</th>
<th>Criteria Met</th>
<th>Criteria Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong>&lt;br&gt;<em>(Statements of essential competencies for students graduating from the program)</em></td>
<td>3-5 concise statements of student expectations (if more than five statements, justification is provided)&lt;br&gt;Written in one phrase or sentence&lt;br&gt;Statements begin with verbs in agreement with the stem&lt;br&gt;Use of measurable terms&lt;br&gt;Focus on major concepts and/or demonstration of major skills and abilities&lt;br&gt;Represent essential program and/or professional competencies&lt;br&gt;Majority of statements focus on higher-order levels of cognition&lt;br&gt;Statements are understandable to incoming freshman and their families</td>
<td>Less than three outcomes&lt;br&gt;More than five outcomes without a statement of justification&lt;br&gt;Rambling statements or descriptive narratives&lt;br&gt;Statements are too vague to be measurable&lt;br&gt;Outcomes focus on specific facts or isolated procedures or skills&lt;br&gt;Majority of statements are focused on lower-order levels of cognition&lt;br&gt;Use of jargon or terminology that would not be understood by incoming freshman and families</td>
</tr>
<tr>
<td><strong>Assessments</strong>&lt;br&gt;<em>(Methods by which students in a program will demonstrate achievement of program outcomes)</em></td>
<td>Administered to students who complete all program requirements at FGCU.&lt;br&gt;Enough description for new students to gain a general understanding of the type of assessment required&lt;br&gt;Evidence that all outcomes are assessed.&lt;br&gt;May be done with one assessment for each outcome (one-to-one correspondence) or&lt;br&gt;A clear explanation of how all outcomes are assessed&lt;br&gt;Variety of assessment types (tests, projects, portfolios, etc.)&lt;br&gt;At least some assessments are authentic (real-world) in nature, allowing for higher-level applications&lt;br&gt;Should involve some form of integration of multiple concepts and abilities</td>
<td>Assessment administered by one faculty member, but not everyone who teaches the same course&lt;br&gt;Type of assessment is not clear&lt;br&gt;Insufficient evidence that all outcomes are being assessed&lt;br&gt;Over-reliance on one or two types of assessment&lt;br&gt;Majority of assessments require only lower-order cognition&lt;br&gt;Little or no opportunity for students to demonstrate their ability to apply essential knowledge and abilities</td>
</tr>
<tr>
<td><strong>Evaluation</strong>&lt;br&gt;<em>(Ways in which you will assess the effectiveness of your assessments)</em></td>
<td>Demonstrates means for assessing validity and/or reliability of each assessment&lt;br&gt;Includes internal checks, such as faculty review of the ability of the instrument to assess the content it was designed to assess, or correlation of scores on internally developed instruments&lt;br&gt;Includes external checks such as correlation of faculty-designed instruments with standardized certification or licensure exams designed to measure the same constructs&lt;br&gt;Post-graduate surveys&lt;br&gt;Employer surveys&lt;br&gt;Explains how data will be used to make improvements to the program</td>
<td>Little evidence that assessments will be checked for reliability or validity&lt;br&gt;Only internal or external checks are applied&lt;br&gt;No evidence of how evaluation will be used in program improvement.</td>
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Guide to Using Bloom’s Taxonomy

Lower-level Thinking Skills
(Not recommended for Academic Learning Compacts)

<table>
<thead>
<tr>
<th>Level</th>
<th>Actions</th>
<th>Student Outcome (Examples)</th>
<th>Sample Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Student memorizes and recalls factual level information.</td>
<td>Identify major organs in each human biologic system&lt;br&gt;Identify dates of important historical events in American history&lt;br&gt;Identify artists of a specific period&lt;br&gt;List the elements of a business plan&lt;br&gt;Memorize Calculus formulas&lt;br&gt;Identify types of K-12 evaluation instruments</td>
<td>Fill-in-the-blank tests&lt;br&gt;Matching tests&lt;br&gt;Multiple choice tests&lt;br&gt;Oral recitation</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Student recalls and restates information in own words.</td>
<td>Define terminology appropriate to the field&lt;br&gt;Describe what should be included in each section of a lesson plan&lt;br&gt;Explain the meaning of each variable in an equation&lt;br&gt;Sequences steps in a consultation&lt;br&gt;Explain what should be included in each component of a business plan&lt;br&gt;Describe the how K-12 evaluation instruments are used</td>
<td>Short-answer tests&lt;br&gt;Multiple choice tests&lt;br&gt;Graphic organizers&lt;br&gt;Outlines</td>
</tr>
<tr>
<td>Application</td>
<td>Student learns and uses skills to complete a task.</td>
<td>Correctly punctuate a written work&lt;br&gt;Apply specific mathematical procedures to solve problems&lt;br&gt;Plot data on a graph&lt;br&gt;Demonstrate a physical therapy treatment technique&lt;br&gt;Use a traditional and non-traditional K-12 assessments&lt;br&gt;Demonstrate a correct golf swing&lt;br&gt;Play a non-interpretive musical score&lt;br&gt;Balance a ledger&lt;br&gt;Follow a lab procedure and write up the results</td>
<td>Demonstrations&lt;br&gt;Models&lt;br&gt;Short-answer tests&lt;br&gt;Work samples&lt;br&gt;Non-analytic lab reports</td>
</tr>
</tbody>
</table>
Higher-level Thinking Skills  
(Recommended for Academic Learning Compacts)

<table>
<thead>
<tr>
<th>Level</th>
<th>Actions</th>
<th>Student Outcome (Examples)</th>
<th>Sample Assessments</th>
</tr>
</thead>
</table>
| Analysis | Student examines content or breaks it apart in order to determine distinguishing characteristics or components of a concept, procedure, or system. | Compare & contrast characters in one or more literary works  
Write analytical essays or papers  
Explain why mathematical procedures work  
Describe how components of a system interact  
Determine historical trends or cycles  
Use statistical data to predict an outcome or trend  
Describe components of an artistic composition  
Observe and describe characteristics of a system  
Compare and contrast two different approaches for conducting a market analysis  
Discuss the benefits and challenges to special education service options | Analytic papers  
Presentations  
Open-ended response test  
Computer Simulations  
Field logs  
Lab analyses  
Policy analyses |
| Synthesis | Student uses inductive reasoning (specific to general) to create generalizations or products from multiple skills and concepts that demonstrate in depth understanding. | Develop and explain strategies for solving complex problems.  
Create categories for classifying information  
Design a scientific investigation  
Create an assessment plan for a K-12 unit of instruction  
Develop physical, graphic, or mathematical models  
Develop a theory to explain a historic, social, or scientific phenomena  
Choreograph a dance  
Write a scene for a play  
Develop a marking plan  
Prepare a treatment plan based on diagnostic information | Authentic Projects  
Open-ended Exams  
Model Development  
Theoretical Development papers  
Creative works  
Policy briefs  
Research proposals |
| Evaluation | Student decides on the value or quality of something based on a set of criteria. | Critique a literary or artistic work  
Justify the use of a mathematical procedure and/or solution  
Discuss the implications of social actions  
Assess the effectiveness of a governmental policy  
Defend the value of a scientific discovery  
Assess quality of their own work  
Determine the efficiency or effectiveness of a problem solution  
Evaluate the effectiveness of an educational strategy | Critiques  
Evaluative analysis  
Policy evaluations  
Action research projects  
Self analyses |
POLICY TITLE
Academic Program Authorization

POLICY STATEMENT
The Florida Board of Governors (BOG) has determined that each State University System (SUS) institution must adopt policies that address academic program planning and approval consistent with BOG Regulation 6C-8.011 New Academic Program Authorization. These policies must include the following:

(a) A formal process for determining degree programs that the university will explore for implementation over the period covered by the university strategic plan and Board of Governors’ SUS Strategic Plan;
(b) A formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university;
(c) A formal written review of all professional and doctoral program proposals by a qualified external consultant prior to consideration of the proposal by the Board of Trustees; and
(d) The adoption of a common state university system new degree proposal format developed by BOG staff in collaboration with university academic affairs officers, which is available from the Chancellor.

Academic programs addressed in this policy include: (a) degree program, (b) program major, (c) minor, (d) concentration, and (e) academic certificate.

A degree program is an organized curriculum leading to a college 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 similar programs existing at other colleges and universities, and having designated faculty and instructional resources. Approved degree programs are listed on the SUS Academic Degree Program Inventory.

A program major is an organized curriculum in an area of study that is part of an existing or proposed degree program and does not constitute sufficient distinct coursework, faculty, and instructional resources to be considered a separate degree program. A program major shares common core or prerequisite courses with the degree program under which it is offered and other
majors within the same degree. Program majors are not assigned CIP codes and are not included in the SUS Academic Degree Program Inventory. Students enrolled in a program major are reported under the CIP code of the degree program under which the major is offered.

A concentration is an organized curriculum that is offered as part of an individual student’s degree plan and enhances or complements the degree to be awarded in a manner that leads to specific educational or occupational goals. Concentrations are not assigned CIP codes and are not included in the SUS Academic Degree Program Inventory.

A minor is an organized curriculum that is offered as part of an individual student’s degree plan and enhances or complements the degree to be awarded in a manner that leads to specific educational or occupational goals. Minors are not assigned CIP codes and are not included in the SUS Academic Degree Program Inventory.

An academic certificate, also referred to as a college credit certificate program, is 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 or diploma. Completion of an academic certificate is noted on the student’s official transcript. FGCU academic certificates are offered at the post-baccalaureate level or above. Academic certificates are not assigned CIP codes and are not included in the SUS Academic Degree Program Inventory. (See FGCU Board of Trustees policy on Professional Certificate Programs for processes relating to certificates that include non-college-credit experiences.)

RESPONSIBLE EXECUTIVE
Provost and Vice President for Academic Affairs

RESPONSIBLE OFFICE
Office of Curriculum and Instruction

WHO SHOULD READ THIS POLICY
All faculty and administrators charged with planning and approving FGCU academic programs.

PROCEDURES

Exploration of New Degree Programs and New Program Majors

The exploration of new degree programs and program majors for implementation is coordinated by the Office of Curriculum and Instruction, which is located in the Office of the Provost, in consultation with the President, the Provost, the Deans Council, the Long-Range Planning and Institutional Effectiveness Committee (LRPIEC), the Office of Planning and Institutional Performance, and the Director of Graduate Studies.

The Office of Curriculum and Instruction creates a list of degree programs and program majors to be explored for implementation over the period covered by the FGCU Strategic Plan and Board of Governors’ SUS Strategic Plan. This list is reviewed and updated annually by the Deans Council and approved by the Provost.
Faculty and academic units proposing new degree programs and new program majors complete a Request for Approval to Plan that describes the proposed curriculum and addresses need, demand, resources, and fit with the University’s mission. Proposed new degree programs and program majors must support the goals and initiatives described in the current FGCU Strategic Plan and the current BOG SUS Strategic Plan.

The completed Request for Approval to Plan is reviewed by the Office of Curriculum and Instruction, the Office of Planning and Institutional Performance, and the Provost. If approval to plan is granted by the Provost, the faculty and academic unit complete a Request to Offer a New Degree Program or a Request to Offer a New Program Major.

Approval of New Degree Programs and New Program Majors

Approval of new degree programs and program majors is coordinated by the Office of Curriculum and Instruction, which is located in the Office of the Provost, in consultation with the President; the Provost; the Undergraduate Curriculum Team and the Graduate Curriculum Team, standing teams of the FGCU Faculty Senate; the college deans; the Office of Planning and Institutional Performance; and the Director of Graduate Studies.

Faculty and academic units who have been granted approval to plan by the Provost complete the common proposal format entitled Request to Offer a New Degree Program or Request to Offer a New Program Major. Completed proposals and supporting documents are reviewed and approved by the relevant college/school curriculum team, the college dean, the Undergraduate Curriculum Team or Graduate Curriculum Team, the Provost, and the President prior to submission to the Chair of the Academic/Student/Faculty Affairs Committee of the FGCU Board of Trustees. A qualified external consultant reviews professional and doctoral level proposals prior to consideration by the FGCU Board of Trustees.

New degree program proposals that have been approved by the FGCU Board of Trustees are forwarded to the Office of Academic and Student Affairs, Board of Governors, for assignment of a CIP and inclusion in the SUS Academic Degree Program Inventory.

The Office of Academic and Student Affairs, Board of Governors, is notified of new program majors approved by the FGCU Board of Trustees; however, no CIP code is assigned and the majors are not listed on the SUS Academic Degree Program Inventory.

Additional details regarding planning and approval of new degree programs and new program majors are contained in the document Curriculum Development Procedures.

Other Academic Program Approval and Revision

Development, approval, and revision processes for other academic programs (concentrations, majors, and academic certificates) and processes for revision of existing degree programs and program majors are described in the document Curriculum Development Procedures.
CURRICULUM DEVELOPMENT PROCEDURES

The following descriptions and procedures supplement FGCU Policy XXX Academic Program Authorization, which addresses the planning and approval of academic programs including degree programs, program majors, minors, concentrations, and academic certificates.

Degree Program

Definition: A degree program is an organized curriculum leading to a college 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 similar programs existing at other colleges and universities, and having designated faculty and instructional resources. Approved degree programs are listed on the SUS Academic Degree Program Inventory.

A baccalaureate degree program consists of 120 hours. Exceptions must be approved consistent with BOG Regulation 6C-8.014 Bachelors’ Degree Exceptions to 120 Credit Hours Requirement. The 120 hours are distributed as follows:

a. The first 60 hours include general education courses, common prerequisites courses, and electives. Courses can be used to satisfy both general education and common prerequisite requirements. The university can suggest, but not require, students take specific courses for the lower division electives (Rule 6A-10.024, Articulation Between and Among Universities, Community Colleges, and School Districts).

b. The last 60 hours (plus additional hours for approved exceptions) are distributed as follows:
   o University Colloquium: 3 hours
   o College common core (optional)
   o Major: Minimum of 27 hours [proposed]
   o Concentration (optional): 9 to 18 hours [proposed]
   o Upper division coursework: At least 48 hours at the 3000 level or higher
   o Senior Seminar: A 3-hour course included in the college common core or the major

A master’s degree program consists of at least 30 semester credit hours distributed as follows:

   o Major: At least 21 hours [proposed]
   o Concentration (optional): 9 to 18 hours [proposed]

New Degree Programs: Faculty and academic units proposing new degree programs complete a Request for Approval to Plan that describes the proposed curriculum and addresses need, demand, resources, and fit with the University’s mission. The completed Request for Approval to Plan is reviewed by the Office of Curriculum and Instruction, the Office of Planning
and Institutional Performance, and the Provost. If approval to plan is granted by the Provost, the faculty and academic unit complete a Request to Offer a New Degree Program.

The Request to Offer a New Degree Program and supporting documents are reviewed and approved by the relevant college/school curriculum team, the college dean, the Undergraduate Curriculum Team or Graduate Curriculum Team, the Provost, and the President prior to submission to the Chair of the Academic/Student/Faculty Affairs Committee of the FGCU Board of Trustees. A qualified external consultant reviews professional and doctoral level proposals prior to consideration by the FGCU Board of Trustees. Upon approval by the FGCU Board of Trustees, the proposal is forwarded to the Board of Governors’ Office of Academic and Student Affairs for assignment of a CIP and inclusion in the SUS Academic Degree Program Inventory.

Revisions to Existing Degree Programs: Faculty and academic units proposing revisions to existing degree programs complete the Degree Program Revision Proposal form, which addresses program requirements; rationale and fit with the FGCU mission; need and demand; library, faculty, technology, space and other physical and financial resource needs; and impact on existing programs. The proposal is reviewed and approved by the college curriculum team, college dean, Undergraduate Curriculum Team or Graduate Curriculum Team, and the Provost (or designee).

Program Major

Definition: A program major is an organized curriculum in an area of study that is part of an existing or proposed degree program and does not constitute sufficient distinct coursework, faculty, and instructional resources to be considered a separate degree program. A program major shares common core or prerequisite courses with the degree program under which it is offered and other majors within the same degree. Program majors are not assigned CIP codes are not are not included in the SUS Academic Degree Program Inventory. Students enrolled in a program major are reported under the CIP code of the degree program under which the major is offered. Program majors are not included in the SUS Academic Degree Program Inventory.

A program major at the baccalaureate level consists of a minimum of 27 semester credit hours [proposed]. A program major at the master’s level consists of a minimum of 21 hours [proposed].

New Program Majors: Faculty and academic units proposing a new program major complete a Request for Approval to Plan that describes the proposed curriculum and addresses need, demand, resources, and fit with the University’s mission. The completed Request for Approval to Plan is reviewed by the Office of Curriculum and Instruction, the Office of Planning and Institutional Performance, and the Provost. If approval to plan is granted by the Provost, the faculty and academic unit complete a Request to Offer a New Program Major.

The Request to Offer a New Program Major is reviewed and approved by the relevant college/school curriculum team, the college dean, the Undergraduate Curriculum Team or Graduate Curriculum Team, the Provost, and the President prior to submission to the Chair of the
Academic/Student/Faculty Affairs Committee of the FGCU Board of Trustees. Upon approval by the FGCU Board of Trustees, the Board of Governors’ Office of Academic and Student Affairs is notified of the new major. No CIP is assigned.

Revisions to Existing Program Majors: Faculty and academic units proposing revisions to existing program majors complete the Degree Program/Major Revision Proposal form, which addresses program requirements; rationale and fit with the FGCU mission; need and demand; library, faculty, technology, space and other physical and financial resource needs; and impact on existing programs. The proposal is reviewed and approved by the college curriculum team, college dean, Undergraduate Curriculum Team or Graduate Curriculum Team, and the Provost (or designee).

Concentration

Definition: A concentration is an organized curriculum that is offered as part of an individual student’s degree plan and enhances or complements the degree to be awarded in a manner that leads to specific educational or occupational goals. Concentrations are not assigned CIP codes and are not included in the SUS Academic Degree Program Inventory.

A concentration in a baccalaureate degree program consists of 9-18 hours [proposed]. A concentration in master’s degree program consists of 6-18 hours [proposed].

New Concentrations: Concentrations may be included as part of the curriculum for the in a degree program or major (see New Degree Programs or New Program Majors).

Revisions to Existing Concentrations: Concentrations are revised as part of a revision to the degree program or major under which the concentration is offered (see Revisions to Existing Degree Programs or Revisions to Existing Program Majors.)

Minor

Definition: A minor is an organized curriculum that is offered as part of an individual student’s degree plan and enhances or complements the degree to be awarded in a manner that leads to specific educational or occupational goals. Minors are not assigned CIP codes and are not included in the SUS Academic Degree Program Inventory.

A minor consists of at least 15 semester credit hours, but not more than 21 hours. Prerequisite courses are included in this count unless the prerequisites are normally taken as part of the student’s general education requirements or major. The following guidelines apply:

a. At least 12 of the hours of the minor must be taken at FGCU and at least 9 of the hours must be upper division (3000-4000 level).

b. Students must meet with a college advisor to declare a minor and review the course requirements.

c. Students desiring certification of a minor and designation on the official academic transcript must (1) note the minor on the Application for Graduation and (2)
contact a college advisor to certify completion of all course requirements for the declared minor.

**New Minors:** Faculty and academic units proposing a new minor complete the New Minor Proposal form, which addresses program requirements; rationale and fit with the FGCU mission; need and demand, including enrollment estimates; library, faculty, technology, space, and other physical and financial resource needs; and impact on existing programs. The proposal is reviewed and approved by the college curriculum team, college dean, Undergraduate Curriculum Team, and Provost (or designee).

**Revisions to Existing Minors:** Faculty and academic units revising an existing minor complete the Minor Revision Proposal form, which addresses program requirements; rationale and fit with the FGCU mission; need and demand, including enrollment estimates; library, faculty, technology, space, and other physical and financial resource needs; and impact on existing programs. The proposal is reviewed and approved by the college curriculum team, college dean, Undergraduate Curriculum Team, and Provost (or designee).

**Academic Certificate**

**Definition:** An academic certificate, also referred to as a college credit certificate program, is 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 or diploma. Completion of an academic certificate is noted on the student’s official transcript. FGCU academic certificates are offered at the post-baccalaureate level or above. Academic certificates are not assigned CIP codes and are not included in the SUS Academic Degree Program Inventory. (See FGCU Policy XXX Professional Certificate Programs for policies and procedures relating to certificates that include non-college-credit experiences.)

Each college has overall responsibility for the administration of its academic certificate programs in coordination, as appropriate, with the Office of Curriculum and Instruction, the Office of the Executive Director for Off-Campus Programs and Continuing Education, the Office of the Registrar, and various offices within the Division of Student Affairs and Division of Administrative Services.

The following guidelines apply:

a. Typically, an academic certificate consists of 12 to 18 semester credit hours, which includes a capstone experience. Academic certificate programs required for licensure may consist of more than 18 hours.

b. Typically, more than half of the courses in an academic certificate are part of the curriculum of an existing or proposed degree program. When more than half of the courses in a certificate are not part of the curriculum of an existing or proposed degree program, the proposal (1) must be exceptionally strong in terms of fit, need, and demand; and (2) must demonstrate adequate administrative and fiscal capacity to implement and sustain the academic certificate.

c. An academic certificate at the post-baccalaureate level consists of upper division courses (3000-4000 level) and/or graduate courses (5000 level and above). An
academic certificate program at the post-master’s level consists of all graduate courses.

d. Applicants to an academic certificate program must submit a completed FGCU Post-Baccalaureate Non-Degree Application to the Office of Graduate Studies.

e. International applicants must provide verification of TOEFL or IELTS scores that meet minimum university admission requirements.

f. Applicants to a post-baccalaureate academic certificate program must provide official transcripts showing award of baccalaureate degree from a regionally accredited institution or equivalent. Applicants to a post-master’s academic certificate program must provide official transcripts showing award of a master’s degree from a regionally accredited institution or its equivalent.

g. A college may impose additional requirements for admission. Acceptance into an academic certificate program does not ensure acceptance into an FGCU degree program.

h. The FGCU policy regarding the number of credits a student may enroll in as a non-matriculated student does not apply to academic certificate programs.

i. In order to be awarded an academic certificate, a student must achieve an overall G.P.A. of 3.0 in coursework applied to the certificate. An individual college may apply the university’s grade forgiveness policy to undergraduate courses in its academic certificate programs.

j. It is the responsibility of the leadership of the college/unit offering the academic certificate to ensure that courses are available for students to complete the program in a timely manner. Typically, the time allotted for completion of an academic certificate program is two to four years.

k. Separate course sections for academic certificate programs are permitted; however, these sections must be offered at the same level of quality and require the same prerequisites as the sections offered for degree programs. Course sections for academic certificate programs are subject to the same minimum enrollment class sizes as all other courses. Class sizes below established minimums must be justified and approved by the Provost.

New Academic Certificates: An individual college may offer academic certificates in only those subject areas related to the academic programs it offers. Colleges are encouraged to work cooperatively in the development of academic certificates. Faculty and academic units proposing a new academic certificate complete the New Certificate Proposal form, which addresses program requirements; rationale and fit with the FGCU mission; need and demand, including enrollment estimates; library, faculty, technology, space, and other physical and financial resource needs; and impact on existing programs. The proposal is reviewed and approved by the college curriculum team, college dean, Graduate Curriculum Team (in consultation with the Undergraduate Curriculum Team regarding upper division courses), and Provost (or designee).

Revisions to Existing Academic Certificates: Faculty and academic units revising an existing academic certificate complete the Certificate Revision Proposal form, which addresses program requirements; rationale and fit with the FGCU mission; need and demand, including enrollment estimates; library, faculty, technology, space, and other physical and financial
resource needs; and impact on existing programs. The proposal is reviewed and approved by the college curriculum team, college dean, Graduate Curriculum Team (with consultation with the Undergraduate Curriculum Team regarding upper division courses), and Provost (or designee).
POLICY TITLE
Academic Program Review

POLICY STATEMENT
The Florida Board of Governors (BOG) has determined that each state university system institution should have a policy concerning the periodic peer review of all its academic degree programs to occur between 2007 and 2014. According to BOG regulation 6C-8.015, each university must do the following: establish and maintain a schedule for submission of program review summary reports for every degree program to occur between 2007-2014; publish clearly defined policies and procedures for reviewing academic degree programs during this time frame; and ensure that the program review leads to continuous improvement. This requirement is a continuation of a longstanding requirement within the SUS and codifies a directive from the Chancellor dated August 11, 2004. Consequently FGCU already has policies and procedures in place to accomplish these purposes. The current regulation is intended to devolve the responsibility for program review upon the university boards of trustees.

RESPONSIBLE EXECUTIVE
Provost and Vice President for Academic Affairs

RESPONSIBLE OFFICE
Office of Planning and Institutional Performance

WHO SHOULD READ THIS POLICY
All faculty and academic administrators charged with the oversight and delivery of academic degree programs within FGCU.

PROCEDURES
Academic program review is coordinated by the Office of Planning and Institutional Performance in consultation with the Program Review Team of the University Faculty Senate according to a timetable mutually agreed upon by the division of the university offering the program and the office of Planning and Institutional Performance. Procedures and a schedule for all academic program reviews can be found on the Planning and Institutional Performance...
Program Review
Procedures

Revised... March 2006
Program Review Procedures

1 Notification of the Review by the Office of Planning and Institutional Performance

Once the Office of Planning and Institutional Performance develops a master schedule for reviews of all FGCU programs, individual programs may request a specific review schedule to precede or coincide with other reviews – for example, from their professional accrediting body, or from the state, based on this overall schedule. The Office of Planning and Institutional Performance will provide notification of program reviews, based upon the master schedule, one year in advance.

2 Appointment of Program Review Committee

Once the review is scheduled, a program should establish a Program Review Committee (PRC) that would be chaired by the Dean or a designated program representative who reports to the Dean. Each college is responsible for ensuring that a PRC have membership that is representative of the program faculty. The committee’s first duty will be to coordinate the schedule for producing the final report with the schedule of any external reviewer. This committee will also liaise with the Program Review Team (PRT), informing them of schedules set for the review, and progress made towards completing it. The PRT will be consulted by the committee when the external reviewer is to be engaged, and will also be informed at that time whether there will be a site visit or a ‘Paper Review’.

3 Selection and briefing of the external reviewer

Through the program review committee, program leadership in consultation with the College dean, will begin the process of engaging a consultant for External Review by nominating candidates and submitting their vitae to the Program Review Team for consideration. They will do this at least twelve months before the final program review report is due.

The PRC will prepare a ‘charge’ for the consultant based on models provided by the Office of Planning and Institutional Performance (OPIP). The Program Review Team, the program review committee and OPIP will then agree upon the consultant to be used, after which OPIP will prepare contracts for the consultant. The program leadership will contact the consultant and after securing an agreement, will provide materials on the program and any other
information needed for the conduct of the external review. If a site visit is planned the schedule for the site visit will be discussed with the external reviewer, and then finalized.

4 Program Orientation

The Office of Planning and Institutional Performance will arrange an orientation for the program describing the process, materials, and outputs expected from the review and will provide program faculty with the latest version of the Guidelines for preparing the final program review report <http://www.fgcu.edu/planning/review/Process/PRGuidelines.pdf>.

5 The Internal Self-Study

At FGCU Academic Program Review will take place in two stages: 1) an internal self study stage; and 2) the external review and reporting stage. The process will begin with the preparation of an internal self-study. This takes place at the program level, is directed by the program review committee, and will involve all program faculty. The internal self-study will be prepared using the outline and suggestions provided in the FGCU Program Review Guidelines <http://www.fgcu.edu/planning/review/Process/PRGuidelines.pdf>.

The self-study and any supporting documentation needed should be completed and available to the committee and to the external reviewers at least two months before any scheduled site visit, or at least three months before the final report from an external ‘paper review’ is due.

6 College Review

Appropriate deans of the colleges (including the graduate dean in the case of graduate programs) will work with the program leadership in the preparation of the internal self-study. The appropriate Dean(s) will prepare formal comments and possible recommendations for revision of the document that will be shared with the program leadership and the PRT prior to submission of the final version of the self-study report. The PRT will provide oversight of the report as appropriate. The dean will sign off on the final draft of the self-study before it is submitted to the Office of Planning and Institutional Performance.
7 Site Visit and External Reviewer’s Report

Stage Two of Program Review at FGCU includes a review of the internal self-study by the external reviewer. This may incorporate a site-visit during which the external reviewer conducts interviews with faculty, administrators, students and staff associated with the program. With the assistance of the Office of Planning and Institutional Performance and the program staff, the program review committee will arrange for any planned site visits.

Alternatively this external review may take the form of a ‘Paper Review’ where there is no site visit, but materials, including the internal self-study, are made available to the external reviewer. In either instance the external reviewer is expected to provide a written report of findings. This report should follow the outline of the internal self-study, should comment specifically on program strengths and weaknesses, and should provide recommendations for improvement. It should address each item on the outline, and be approximately 12 to 15 pages in length including a two page executive summary.

At the conclusion of the site visit or after receiving all program materials, the external reviewer will have four weeks to provide a draft report to the university. The final external reviewer’s report is due after eight weeks.

8 Final Report with Recommendations

The external reviewer’s final written report on the program, and on the site visit if there is one, will together with the internal self-study constitute the final program review report. Programs will have some twelve (12) to fifteen (15) months – from the beginning of the review process to its completion - to submit the final program review report to the Office of Planning and Institutional Performance. The amount of time available will vary slightly depending on the scheduled submission date.

The Office of Planning and Institutional Performance will then submit the final report to the Provost and to the Division of Colleges and Universities at the (Florida) Department of Education. The PRT will review the report of the external reviewer and make recommendations on the adequacy of the report for program review.
9 Agreements for Future Program Development in Response to Recommendations

After reviewing the external reviewer’s final report and comments, the Provost will meet with program representatives and the deans to determine future action in response to the recommendations. The PRT will also provide comments/recommendations in addition to those of the external reviewer as appropriate.

10 Follow Up to Recommendations

If agreements require action that is extended or ongoing, a follow-up session will be arranged within eighteen months.

11 Use of Program Review

These results will be reported to the President, the FGCU Board of Trustees and deans’ council, and the program leadership, and will be made available to all university bodies involved in planning, assessment, budgeting and public relations processes. Each college must include in its annual report to the President/Provost incremental progress reports on each of the recommendations made in the program review reports, for each of its programs.

12 Permanent Record

The Office of Planning and Institutional Performance will keep a permanent record of the program review report and agreements, and will assist colleges in making and reporting on recommended changes.
POLICY TITLE
Professional Certificate Programs

POLICY STATEMENT
The Florida Board of Governors (BOG) has determined that each State University System (SUS) institution must adopt policies regarding certificate programs. FGCU offers both academic certificates and professional certificates. Certificate programs are key elements in Florida Gulf Coast University’s efforts to become a center for life-long learning in Southwest Florida.

This policy provides guidance for the development, approval, and implementation of professional certificate programs pursuant to BOG Regulation 6C-8.011(2)(e) and (5)(d) adopted March 29, 2007. The FGCU Board of Trustees policy on Academic Program Authorization addresses processes relating to academic certificates, referred to as college credit certificate programs in BOG Regulation 6C-8.011(2)(d).

The term professional certificate is used to describe any program that contains non-college-credit experiences (clock hours, continuing education units, competency exams, etc.) offered through continuing education, which leads to a certificate or diploma recognized as a credential for employment. A professional certificate may be comprised of either all non-college-credit experiences or a combination of non-college-credit experiences and college-credit courses. The completion of a professional certificate is not recorded on the student’s official university transcript.

Consistent with BOG Regulation 6C-8.011, professional certificate offerings are not assigned a Classification of Instructional Programs (CIP) code and are not included in the SUS Academic Degree Program Inventory as a stand-alone academic program at the university.

RESPONSIBLE EXECUTIVE
Provost and Vice President for Academic Affairs

RESPONSIBLE OFFICE(S)
-Office of Off-Campus Programs and Continuing Education
WHO SHOULD READ THIS POLICY
All faculty and academic administrators charged with the responsibility of developing and delivering professional certificate programs.

PROCEDURES
The Office of Off-Campus Programs and Continuing Education and the Office of Curriculum and Instruction have administrative oversight regarding the development, approval, and implementation of professional certificates consistent with the following guidelines:

(a) Professional certificates must be approved by the unit’s leadership, which is responsible for ensuring quality.

(b) If more than one unit has strength in subject areas addressed in a proposed certificate, communication between or among the units is recommended and will be facilitated by the Office of the Executive Director for Off-Campus Programs and Continuing Education.

(c) If the professional certificate program is intended to satisfy credentialing standards for employment purposes, then the unit offering the certificate must ensure that the program’s content, delivery, duration, and staffing meet all necessary requirements of the designated profession.

(d) The leadership of the unit offering the professional certificate is responsible for ensuring that credit courses required for a professional certificate are available for students to complete the program in a timely manner.

(e) Admission or completion standards are determined by the leadership of the unit offering the professional certificate.

(f) Recruitment, marketing, admission, registration, and record keeping are the responsibility of the unit offering the professional certificate, under the dean’s direction and with the dean’s approval. However, a unit may contract with the Office of the Executive Director for Off-Campus Programs and Continuing Education for provision of any of these services.

(g) Enrollment in credit courses required for the professional certificate is handled by the Office of the University Registrar in accordance with existing university procedures and standards.

(h) It is the responsibility of the offering unit’s leadership to certify that a student has completed a professional or continual learning certificate program. The unit offering the professional or continual learning certificate program may award a hard-copy certificate in recognition of completion of the program.

(i) Revenues and expenditures in association with professional and continual learning certificate programs are managed and accounted for in the university’s auxiliary trust fund.

(j) If more than one unit cooperates in the delivery of a professional certificate, the leadership of the units are jointly responsible for ensuring that all activities and requirements listed above are adequately addressed.
FLORIDA GULF COAST UNIVERSITY
BOARD OF TRUSTEES

POLICY TITLE
Programs Offered Outside FGCU’s Five-County Service Area

POLICY STATEMENT
The Florida Board of Governors (BOG) has determined that each state university system institution should have a policy concerning the implementation and review of off-campus degree program offerings outside of its assigned service area to include: programs offered through continuing education, degree programs offered under contract as sponsored credit for an external public or private entity, and degree programs offered in foreign countries. This policy is intended specifically to address BOG regulation 6C-8.011(5)(c). Currently FGCU does not offer any programs that fall into this category but it may choose to do so in the future and hence the need for the policy framework now. Under this policy the unit seeking to establish such a program will follow all existing policies and procedures of the university and the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as they may apply.

RESPONSIBLE EXECUTIVE
Provost and Vice President for Academic Affairs

RESPONSIBLE OFFICE(S)
-Office of Curriculum and Instruction
-Office of Academic Affairs

WHO SHOULD READ THIS POLICY
All faculty and academic administrators seeking to offer programs in the aforementioned categories.

PROCEDURES
If the program to be offered is new, i.e., is not currently offered by the university, it will be reviewed by the Office of Curriculum and Instruction according to its procedures and those of the relevant curriculum team of the University Faculty Senate. If the program to be offered is currently offered by the unit, then that unit’s leadership will seek the approval of the Provost who will review the adequacy of the proposed program in terms of mission fit, goals, quality,
fiscal integrity, and evidence that the unit has or will have the administrative capacity to offer the program in accord with all relevant university, BOG, and SACS policies and procedures.

The Provost in consultation with the unit’s leadership will annually review the status of the offering to ensure that it continues to meet its goals successfully and in a fiscally sound manner so as not to adversely affect resources or programs within the university’s primary service area.
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 and Discontinuance of Academic Programs

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)
Suspension and Discontinuance of Academic Programs

(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.

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.