### The Proposal for Discontinuation

The proposal for discontinuation should include the following information:

1. Name of administrator, department or group originating the proposal. Include the name of contact person(s).

2. Name of the program.

3. Name of the department(s) which administers the program.

4. Rationale for discontinuation.

5. Availability of similar programs at other Regent's institutions.

6. Enrollment data for current and previous four years.

7. Information required by the Board of Regents:

a) A survey of students currently enrolled in a program to determine the impact of the discontinuance on their academic plans. The survey should attempt to identify students who wish (i) to complete the program; (ii) to transfer to other programs at the same institution; and (iii) to leave the institution.

b) On the basis of the data collected, a projection of faculty and staff needed to accommodate student needs in order to maintain program quality, and both a time frame for, and the costs of, program phase-out.

c) A description of the amount of money, if any, that would become available for redirection under the institution's strategic plan as a result of the discontinuance of a program.

d) A description of the impact the discontinuance will have on other programs offered by and the overall mission of the institution.

e) A description of the impact on minorities and on women.

f) A description of the potential faculty and staff reductions or reassignments that would result from the discontinuance.

g) A description of how existing facilities and equipment freed by the discontinuance would be utilized.

### Proposal to discontinue the Master of School Mathematics program (MSM)

1. Department originating the proposal: MATHEMATICS

2. Name of the program: MASTER OF SCHOOL MATHEMATICS

3. Name of the department(s) which administers the program: MATHEMATICS

4. Rationale for discontinuation: This program has had a gradual decrease in enrollment due to changes in the mechanism for promotion and career advancement following the elimination of collective bargaining for teachers in Iowa. It used to be very beneficial for high school teachers to obtain a Masters degree in their discipline, and that is not the case any further.

Moreover, we had several retirements in the faculty that used to teach the Summer courses that are part of the program, so the Department would also have trouble staffing those courses.

5. Availability of similar programs at other Regent's institutions:

The University of Northern Iowa has a *Masters in Mathematics – Secondary Teaching Emphasis* program ([https://continuinged.uni.edu/distance/secondary-math)](https://continuinged.uni.edu/distance/secondary-math%29) that is similar the MSM, though with more of a Mathematics Education emphasis, rather than the Mathematics one in our program.

6. Enrollment data for current and previous four years.

One student graduated from the program in 2019, one in 2018, five in 2017, three in 2016, and six in 2015.

7. Information required by the Board of Regents:

* 1. Five students have taken courses in the last five years in the program but have not graduated. Three of them indicated that they will not pursue finishing the program. One of them started more than a decade ago and has too many expired courses and thus cannot graduate. The last student only needs to do her creative component. We are working with this student to help her finish the program.
	2. Assuming this last student decides to do her creative component, three faculty would be needed to be on her committee, with one of them being the advisor. This would fall well within the faculty normal workload, and faculty willing to help with this effort have already been identified. No costs would be incurred.
	3. One course buyout for the director of the program would be freed, which will enable the department to shore up its teaching needs.
	4. The elimination of this program might encourage some prospective students to look into Masters of Education programs housed in the School of Education.
	5. No impact on minority or women students is foreseen. As indicated above, the demand for the program was almost nil, and it hadn’t had a strong minority presence.
	6. As described in point 4, most of the faculty associated with this program has retired. Moreover, since the program run in the Summer, it never required additional staffing.
	7. The program did not use any exclusive facilities.