

University of Central Florida
Market Tuition Proposals
November, 2012

- a. Masters in Professional Engineering Management

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)
University of Central Florida
Master of Science in Engineering Management Degree Program
Professional Science Master’s Track**

Date	
University Board of Trustees approval date:	September 27, 2012
Proposed Implementation Date (month/year):	January 2013
Description	
<p><i>Describe the program in which market tuition is being requested.</i></p> <p>The master of science degree in engineering management - professional science master’s track (M.S.E.M. - P.S.M.) is a cohort-based program that is tailored to meet the needs of experienced, working professionals. This degree program focuses on effective decision-making and successful project delivery in engineering and technology organizations. Research studies are required in one or more courses. Such studies focus on reviewing and analyzing contemporary research in the profession in order to help students acquire knowledge and skills pertaining to best practices. The program is offered through the Division of Continuing Education (DCE) in collaboration with Regional Campuses Administration. At the University of Central Florida, the DCE falls organizationally under Regional Campuses. This organizational arrangement fits nicely and benefits this particular academic program by seamlessly allowing the program access to UCF’s various campus locations. The cohort currently underway is being held just off campus in the Research Park. Generally, cohorts begin in alternating years, at alternating locations, and are designed to be completed in approximately 18 to 20 months.</p> <p><i>Has the program been approved pursuant to Regulation 8.011?</i></p> <p>Yes. CIP Code: 15.1501 Diploma: Master of Science - Engineering Management - Professional Science Master’s Track Start Date: August 2011</p> <p><i>Does the program lead to initial licensing or certification?</i></p> <p>This program does not lead to initial licensing or certification.</p> <p><i>Is the program identified as a state critical workforce need?</i></p> <p>No, the M.S.E.M. - P.S.M. is not part of the identified state critical workforce need. However, STEM (which includes engineering) is one of the proposed “Areas of Programmatic Strategic Emphasis” identified by the State of Florida Board of Governors.</p> <p><i>Are the program’s admission and graduation requirements the same as other similar programs?</i></p> <p><i>Admission requirements:</i></p> <p>The minimum admission requirements for the M.S.E.M. - P.S.M. degree program are the same as other similar programs in engineering and natural science at UCF: (1) a bachelor’s degree or equivalent from a regionally accredited U.S. institution or its equivalent from a foreign institution, and (2) a 3.0 GPA or better in all work attempted as an undergraduate student, or (3) a 3.0 GPA or better in all work attempted while registered as an upper division student, or (4) a graduate or professional degree from a regionally accredited U.S. institution or its equivalent in a field related to the discipline of the program to which the applicant is applying. Additional specific requirements for the M.S.E.M. - P.S.M. degree program are: (1) an undergraduate degree in engineering or a closely related field, (2) five years’ work experience, (3) a current resume, and (4) a goal statement. Additional information regarding UCF graduate admission requirements can be found at: http://www.admissions.graduate.ucf.edu/Admission_Requirements.</p>	

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Graduation Requirements:

The graduation requirements for the M.S.E.M. - P.S.M. degree program are similar to those of other graduate programs delivered by the Department of Industrial Engineering and Management Systems. Students are required to complete 30 semester hours of coursework (including a capstone course), pass the oral comprehensive exam, and achieve at least a 3.0 overall GPA in order to graduate.

Market Tuition Rate and Process

What is the market tuition rate to be charged for each of the next three years? What is the current tuition rate? Explain the process used to determine market tuition. Provide tuition rates from at least five other institutions (private and public).

What is the market tuition rate to be charged for each of the next three years?

The market tuition rate includes all associated student fees, marketing, faculty development, and instructional costs:

- Cohort beginning 2013: \$29,950
- Cohort beginning 2014: \$29,950
- Cohort beginning 2015: \$29,950
- Cohort beginning 2016: \$29,950

Explain the process used to determine market tuition.

The tuition for this program was determined by

- evaluating five direct competitors, comparing their tuition costs as well as their curriculum and online availability
- reviewing the budget execution for four previous cohorts using the cost-recovery model
- collaborating with industry partners to understand what the sponsoring companies were willing to support.

What is the current tuition rate?

\$29,500 (Fall 2012). The current rate and proposed market tuition rate are the same. The program currently operates and is administered by the Division of Continuing Education as a *cost recovery program*. This proposal requests permission to move from *cost recovery* to *market tuition rate* without increasing the cost to the individual student.

Provide tuition rates from at least five other institutions (private and public)

We identified the following programs and tuition rates (rates do not include fees):

- Stevens Institute of Technology
 - M.S. in engineering management: \$36,600 (30-hour degree program)
 - M.S. in systems engineering: \$26,738 (30-hour degree program)
- University of South Florida
 - M.S. in engineering management: \$14,003 Florida resident (30-hour degree program)
 - M.S. in engineering management: \$26,838 non-resident (30-hour degree program)
- Florida International University
 - professional M.S. degree in engineering management: \$27,877 (30-hour degree program)
- University of Florida
 - outreach M.S. degree engineering management: \$29,920 (32-hour degree program)
- Embry-Riddle Aeronautical University
 - master of systems engineering: \$30,000 (30-hour degree program)

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Similar Program(s) Offered by Other State Universities

Describe any similar programs offered by another state university system institution:

University of South Florida - The professional master's degree program is a 30 credit-hour degree program that includes 12 core classes, six credit hours of thesis, and 12 credit hours of concentrated electives. Florida residents will pay a total of \$14,003 in tuition plus local fees, books and other class materials. Out-of-state residents are charged \$26,838 in base tuition plus local fees, books and other instructional material.

Florida International University – The master of science in engineering management degree is a 30 credit-hour degree program that includes nine credit hours of core classes, nine credit hours of business electives, and 12 credit hours of approved graduate level electives. Students can take it in a traditional format or take advantage of the professional program at the FIU Pines Center. The cost for the traditional program is \$12,665 not including local fees. Alternatively, students can enroll in the professional masters and for a flat total fee of \$35,000.

The University of Florida - The outreach degree program in engineering management is a 32 credit-hour program that includes 28 credit hours of concentrated credits in engineering and research, and a four credit-hour final engineering project. Students enrolling in this program pay a flat rate of \$29,920. However, students are responsible for the cost of textbooks, transportation, lodging, and computer hardware.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The program will enable engineers to

- transition to leadership positions, and
- develop competencies for managing and leading technical projects and organizations.

The program is consistent with the UCF mission. The mission statement for UCF is:

The University of Central Florida is a public, multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experienced-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

The M.S.E.M. - P.S.M. contributes to UCF's mission by providing a high-quality graduate education designed to strengthen the state's engineering workforce. The program enhances the workforce and community's ability to deliver innovative solutions. Because engineering managers are involved in the financial, production, and marketing activities of their firms, business management skills benefit those seeking management positions. In addition to openings resulting from employment growth, job openings will result from the need to replace managers who retire or move into other occupations. Competition for job openings will likely be strong because of the high salaries that natural science managers command and the greater resources and control over projects that scientists can gain from becoming managers.

The program's experiential components contribute to UCF's commitment to experience-based learning.

The program is consistent with UCF Goals 2 and 5.

- Goal 2: Achieve international prominence in key programs of graduate study and research.
- Goal 5: Be America's leading partnership university.

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The curriculum enables graduate students to work with industry partners on research projects that have international components. In addition, the program has fostered partnerships in research through the exchange of scholars in the classroom. The M.S.E.M. - P.S.M. degree program partners with the technical engineering community to enable its sustained growth. Central Florida organizations that are already participating in the cohort program include:

- Harris Corporation
- Siemens Power Generation
- Walt Disney World
- Boeing
- NASA - Kennedy Space Center
- Lockheed Martin

These organizations were involved in the review and refinement of the initial curriculum. They assisted in the review of assessment data and contributed to the validation of the performance improvement plan. They continue to provide an industry perspective to the curriculum.

The program will assist UCF in meeting State University System Goals by strengthening the quality and reputation of UCF while also maximizing resource utilization and productivity. The program will directly assist UCF in meeting the following SUS priorities:

- Increase Degree Productivity and Program Efficiency
- Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
- Strengthen Quality & Recognition of Commitment to Community and Business Engagement
- Increase Levels of Community and Business Engagement
- Increase Community and Business Workforce

Increased revenues from the program will assist UCF in meeting the following SUS priorities:

- Strengthen Quality & Reputation of Academic Programs and Universities
- Strengthen Quality & Reputation of Scholarship, Research, and Innovation
- Increase Research and Commercialization Activity
- Increase Collaboration and External Support for Research Activity

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The M.S.E.M. - P.S.M. degree program will not increase the state's fiscal liabilities or obligations. Any unforeseen costs will be the responsibility of the College of Engineering and Computer Science using non-E&G funds.

Differentiation Between Resident and Non-resident Students

Explain if there will be a differentiation in market tuition rates between a resident and a non-resident student enrolled in the program:

There will be no difference in the tuition rate charged for resident and non-resident students. The program fee takes into account the full cost of delivering and administering this graduate educational program. Thus, there is no need to charge a differential rate.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

No restrictions, limitations, or conditions are anticipated beyond those already stipulated by the Board of Governors' policy on market tuition.

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Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success of market tuition for the M.S.E.M. - P.S.M. degree program will be measured using several metrics collected over a three-year review period. The program staff members will track enrollment data (including enrollment numbers, and demographic data) in order to determine if the program is meeting the needs of the local community and maintaining a diverse student body. They will review student and employer surveys to determine the level of satisfaction with the program. They will evaluate the program revenues relative to program costs in order to evaluate the costs and benefits of the program. Finally, the program faculty members will create an institutional effectiveness plan that identifies specific program goals and evaluates program data to determine their effects on student learning outcomes.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The M.S.E.M. - P.S.M. degree program is a 20-month cohort based degree. As with most other cohort-based programs, classes are limited to students enrolled in the program, and the number of students admitted is tightly controlled, thus facilitating program planning. The program director and departmental chair work closely to ensure sufficient staffing for all programs within the department.

Baseline Enrollments

Provide current enrollments, including a breakout of resident and non-resident enrollment, in the program being submitted for consideration and similar state-funded courses.

UCF M.S.E.M. - P.S.M. degree program (all Florida residents)

Cohort 1 (Spring 2009) - 13 students

Cohort 2 (Summer 2009) - 16 students

Cohort 3 (Summer 2010) - 13 students

Cohort 4 (Fall 2010) - 16 students

Cohort 5 (Spring 2012) - 30 students

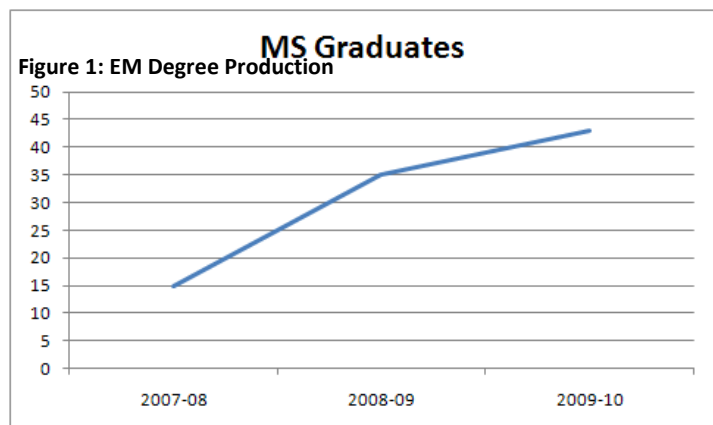
There are no other similar state-funded courses.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This program is unique to the UCF service area and will impact the economy and the university as follows:

- The proposed market tuition rate will generate additional revenues that will be invested in various university priorities, including the M.S.E.M. - P.S.M. degree program. These revenues will allow the department to make additional investments in faculty development, instructional support, and equipment for research and teaching.
- As shown in Figure 1, the UCF M.S.E.M. - P.S.M. degree program is already a productive graduate degree. With the addition of this cohort-based program, more emphasis is placed on partnerships with industry and collaboration in shared research projects. The program had a long-standing cohort-based track with the Kennedy Space Center in the 1990s. We are building a program to re-establish cohort-based programs with leading engineering-based companies in Central Florida.



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- The program will have a positive impact on UCF students by preparing them for high-wage jobs as engineering and natural science managers. As shown in Figure 2, the United States Department of Labor projects an increase in the need for engineering and natural science managers. The UCF M.S.E.M. - P.S.M. degree program teaches the professional skills necessary to fulfill the projected increased need for engineering and natural science managers.

Figure 2. The Projected Need for Engineering and Natural Science Managers

Occupational Title	Standard Occupational Classification Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20	
				Number	Percent
Natural science managers	11-9121	49,300	53,100	3,800	8
Architectural and Engineering managers	11-9041	176,800	192,000	15,200	9
Total	-	226,100	245,100	19,000	8

Taken from United States Department of Labor's Bureau of Labor Statistics *Occupational Outlook Handbook*, 2012-2013 Edition

What is the anticipated gross revenue?

- Spring 2013 UCF Palm Bay Cohort = \$472,000
- Spring 2014 Orlando Cohort = \$885,000

How revenues will be spent?

The proposed market tuition rate revenues will be used to invest in various university priorities, including the M.S.E.M. - P.S.M. degree program. These investments may include hiring specialized instructional faculty including scholars from industry, investing in state-of-the art technologies including statistical software and engineering equipment, recruiting exceptional students through marketing materials and peer outreach efforts, and other university-level activities including inviting guest lecturers and prominent researchers to visit campus and share their expertise with our students and faculty members.

Will private vendors be used?

Several private vendors, including textbook publishers and wholesalers, and hardware and software vendors will continue to be used. Specific examples of services and goods they provide include texts and manuals, computer software, hardware, marketing materials, and other items that are necessary for the program.

What budget entity will be used for the proposed program?

The M.S.E.M. - P.S.M. degree program budget will be administered by the Division of Continuing Education in cooperation with the College of Engineering and Computer Science budget office, and it will have a designated auxiliary account.

Other Information

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Market Tuition Proposals**

	Proposal 1
Degree Program	Masters in Professional Engineering Management
Has the program been approved pursuant to Regulation 8.011?	Yes
Does the program lead to initial licensing or certification?	No
Is the program identified as a state critical workforce need?	No
Are the program's admission & graduation requirements the same as other programs?	Yes
Current Tuition Rate	\$29,500*
Proposed Market Tuition Rate	\$29,500
5 Other Public/Private Rates for Similar Program:	
University name and rate:	University of Nebraska at Lincoln (\$38,280)
University name and rate:	Stevens Institute of Technology (\$36,600)
University name and rate:	Duke University (\$42,480)
University name and rate:	Catholic University (\$36,630)
University name and rate:	Carnegie Mellon University (\$47,600)
Length of Program (SCH)	30
Student Enrollment (Headcount):	30
Resident	30
Non-Resident	0
Total	30
Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes
University and program name:	University of South Florida (Industrial & Management Systems Engineering)
University and program name:	Florida International (Professional MS Engineering Management)
University and program name:	University of Florida (Outreach Engineering Management - MS)
University and program name:	Florida State University (MS: Industrial Engineering and Engineering Management)
Different Rate for Resident vs. Non-Resident (NR)?	No

* Program is currently offered through Continuing Education as a *cost recovery* professional master's degree program.

Florida International University
Market Tuition Proposals
November, 2012

- a. Master of Science in Management Information Systems
- b. Executive Masters in Public Administration
- c. Master of Science in Hospitality and Tourism Management
- d. Professional Master of Counseling Psychology
- e. Master of Science in International Real Estate

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University: Florida International University

Date

University Board of Trustees approval date:	June 14, 2012
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Proposed Implementation Date (month/year):	Fall 2013
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Market Tuition Rate Process

Explain the process used to determine market tuition.

The market tuition for the Executive Master of Science in Public Administration (EMPA) was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.

This major enhances the Master of Public Administration (MPA) program to provide graduate professional training to executive and upper management public service professionals. It provides a hands-on and in-depth exposure to the leadership, managerial and analytic skills critical to advanced public sector professionals and encourages students to actively engage their professional responsibilities with the course content. Traditional MPA programs focus on the education needs of pre-service professionals and individuals early in their public sector career.

For 13/14, the market tuition rate for the executive major in the Master of Public Administration program will be \$32,000. This fee may be adjusted by up to 15% for 2013-14 and each year thereafter.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Executive Master of Public Administration to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

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Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$960,000 during the program. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

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Other Information

See Attached Supplemental Form

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University: Florida International University

Date	
University Board of Trustees approval date:	June 14, 2012
Proposed Implementation Date (month/year):	Fall 2013

Market Tuition Rate and Process

Explain the process used to determine market tuition.

The market rate for the Master of Science in Hospitality and Tourism Management (MSHTM) was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.

There are two majors for the MSHTM. One major consists of 42 credits and provides additional educational and skills development; while the other major is 30 credits and it is intended for professionals with pertinent work experience. Ultimately, both majors provide advanced knowledge and necessary skills to be successful as a manager and/or executive. Additionally, the program is designed to accommodate graduates from other disciplines.

Of the top 25 domestic hospitality and tourism management programs, only five offer graduate online programs. Of these, two are specializations in Dietetics not Hospitality and Tourism Management.

Currently, there are 53 students enrolled in the fully on-line program. Out of this total, 11 are residents and 42 are nonresidents. The proposal is for all on-line and off-campus delivery modes in this degree program to be offered at market tuition rates.

The market tuition rate will depend on the location and delivery mode and will include periodic inflationary increases. For 2013-14, the market tuition rate for programs offered will be \$3,000 per course or \$48,000 and \$30,000 for the executive major. This may be adjusted by up to 15% for 2013-14 and each year thereafter.

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Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Master of Science in Hospitality and Tourism Management (MSHTM) program to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

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Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1 million annually. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

Other Information

See Attached Supplemental Form

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University: Florida International University

Date	
University Board of Trustees approval date:	September 11, 2012
Proposed Implementation Date (month/year):	Fall 2013

Market Tuition Rate Process

Explain the process used to determine market tuition.

The market tuition for the Master of Science in International Real Estate was determined by benchmarking against other national and State of Florida programs. Hence, revenues are based on comparable market tuition rates of competing schools. All associated costs of managing this program were included in the cost projections.

The Master of Science in International Real Estate is a one-year (10-month) program that provides a strong foundation of knowledge and skills required by the real estate industry with a focus on analysis and decision-making. Graduates pursue many career paths in real estate including commercial brokerage, direct and securitized real estate investments, investment management, commercial underwriting, development, property management, residential sales and management and other areas. The program differentiates itself from existing programs by embedding international aspects of the profession into a well-focused skills and knowledge based program.

For Fall 2012, we anticipate 59 students to be enrolled in the program in both traditional face to face classroom settings and on-line. FIU is the only AACSB accredited school to provide formal graduate level education in real estate in the on-line format. The proposal is for all delivery modes in this degree program to be offered at market tuition rates.

For 2013-14, the resident market tuition rate for the Master of Science in International Real Estate degree program offered in a classroom setting for residents will be \$27,500 and for non-residents will be \$30,000. The on-line tuition will be \$30,000 for residents and non-residents. All of these may be adjusted by up to 15% for 2013-14 and each year thereafter.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Master of Science in International Real Estate program to provide students with better support from career services, a greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-

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solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) the number of students enrolled and 2) student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. At the end of the program, a survey will be used to measure student satisfaction. The goal is to enhance a globally recognized graduate program in real estate.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1.7 million during the one year program. The revenue will be spent to cover direct and

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indirect instructional costs, program administration, enhanced student career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

Other Information

See Attached Supplemental Form

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University: Florida International University

Date

University Board of Trustees approval date:	June 14, 2012
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Market Tuition Rate Process

Explain the process used to determine market tuition.

The market tuition for the Master of Science in Management Information Systems was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.

The Master of Science in Management Information Systems is a one-year program that provides a strong foundation with the guidance of IT and management professionals to prepare students with the analytical skills required to pursue a career in the IT field.

Currently, there are 71 students enrolled in the program which is offered in multiple locations in a classroom setting. Future plans are to offer an online version. The proposal is for all delivery modes in this degree program to be offered at market tuition rates.

For 2013-14, the resident market tuition rate for the Master of Science in Management Information Systems degree program offered in a regular classroom setting for residents will be \$30,000. For non-residents, the market tuition rate will be \$33,000. All of these may be adjusted by up to 15% for 2013-14 and each year thereafter.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Master of Science in Management Information Systems program to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

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The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1.8 million during the one year program. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Other Information

See Attached Supplemental Form

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: Florida International University

Date	
University Board of Trustees approval date:	September 11, 2012
Proposed Implementation Date (month/year):	Fall 2013
Market Tuition Rate Process	
Explain the process used to determine market tuition.	
<p>The market tuition for the Professional Masters of Science in Counseling Psychology (PMSCP) was determined by benchmarking against other professional counseling psychology programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.</p> <p>The PMSCP consists of 60 credit hours of graduate study, and its successful completion leads students to become eligible for a license to practice as a Mental Health Counselor (LMHC) in Florida. This license is provided by Florida Board of Social Work, Marriage & Family Therapy, and Mental Health Counseling.</p> <p>Currently, there are 25 students enrolled in the program which is offered at MMC in a classroom setting. Future plans are to offer an online version. The proposal is for all delivery modes in this degree program to be offered at market tuition rates.</p> <p>For 2013-14, the resident market tuition rate for the PMSCP degree program offered in a regular classroom setting for residents and non-residents will be \$32,000 for completion of the 60 credit program. All of these may be adjusted by up to 15% for 2013-14 and each year thereafter.</p>	
Mission Alignment	
Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:	
<p>The market rate tuition will enable the PMSCP program to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$800,000 per cohort. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Other Information
See Attached Supplemental Form

State University System
Market Tuition Proposals

Florida International University - Market Rate Proposals - Summary Table - FY 13-14

	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1 Degree Program	Master of Science in Management Information Systems	Executive Master in Public Administration	Master of Science in Hospitality and Tourism Management	Professional Master of Counseling Psychology	Master of Science in International Real Estate
2 Has the program been approved pursuant to Regulation 8.011?	Yes	Yes	Yes	Yes	Yes
3 Does the program lead to initial licensing or certification?	No	No	No	Yes	No
4 Is the program identified as a state critical workforce need?	No	No	No	No	No
5 Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes	Yes
6 Current Tuition Rate	\$25,798 R/ \$29,398 NR	\$0	\$20,000 (30credits)/ \$32,000 (48 Credits)	\$32,000 for R and NR	Face-to-face is \$25,000 R and \$29,00 NR with On-line at \$29,000 R and NR
7 Proposed Market Tuition Rate	up to \$30,000 R and \$33,000 plus up to 15% increase each year thereafter	up to \$32,000 with up to 15% increase each year thereafter	\$30,000 (30 credit hour program) to \$48,000 (48 credit hour program) with up to 15% increase each year thereafter	\$32,000 for R and NR	Face-to-face at \$27,500 R and \$30,000 NR with on-line at \$30,000 for R and NR with up to 15% increase each year thereafter for either offering
8 5 Other Public/Private Rates for Similar Program:					
9 University name and rate:	Drexel -\$45,000	FAU - \$21,123R/\$48,381NR	University of Nevada, Las Vegas - \$25,850R/\$28,518 NR	NOVA SE U, \$33,000	NOVA SE U, \$29,326
10 University name and rate:	USF - \$14,000R/\$28,000 NR	UM - \$59,100R/\$60,100NR	Kansas State University - \$17,460	U Of Miami, \$92,000	UCF (MSRE), \$29,500 R and \$34,000 NR
11 University name and rate:	UF \$36,000	NOVA SE U - \$28,500	Drexel University - \$45,000	St. Thomas U, \$96,000	U of Miami (MSRED) \$53,120 R/NR
12 University name and rate:	UIS - \$15,100 R/ \$30,300 NR	Barry U - \$35,080	Auburn University - \$10,828	Barry U, \$54,000	University of San Diego \$46,080 R/NR
13 University name and rate:	OKS - \$9,500 R/ \$26,000 NR	University of Washington \$40,750	University of North Texas -	U of Central Florida, \$22,000	Depaul University \$44,800 R/NR
14 Length of Program (SCH)	36	42	30-48	60	30
15 Student Enrollment (Headcount):					
16 Resident	71	249	11	25	34
17 Non-Resident	0	15	42	0	23
18 Total	71	264	53	25	57
19 Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes	Yes	No	Yes	Yes
20 University and program name:	UF - Master of Science in Information Systems & Operations Management	FAU - Master of Science in Public Administration	n/a	U of Central Florida - MS in Psychology	UF-MS in Real Estate
21 University and program name:	USF - Master of Science in Information Systems	FGCU - Master of Science in Public Administration	n/a	n/a	UCF-MS in Real Estate
University and program name:	n/a	FSU - Master of Science in Public Administration	n/a	n/a	USF-MS in Real Estate
University and program name:	n/a	UCF - Master of Science in Public Administration	n/a	n/a	n/a
University and program name:	n/a	USF - Master of Science in Public Administration	n/a	n/a	n/a
## Different Rate for Resident vs. Non-Resident (NR)?	\$25,798 R plus up to 15% increase; \$29,398 NR plus up to 15% increase; and up to 15% each year thereafter	No	No	No	Face-to-face at \$27,500 R and \$30,000 NR with on-line at \$30,000 for R and NR with up to 15% increase each year thereafter for either offering

University of Florida
Market Tuition Proposals
November, 2012

- a. Master of Arts in Art Education
- b. Master of Architecture City Lab in Orlando
- c. Master of Arts in Mass Communication with concentrations in Social Media and Web Design/Online Communication
- d. Master of Science in Forest Resources and Conservation with concentrations in Ecological Restoration and Geomatics
- e. Master of Science in Pharmacy with concentrations in Medication Therapy Management and Clinical Pharmacy

**State University System
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Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of Florida Master of Arts in Art Education

Date	
University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013
Market Tuition Rate Process	
Explain the process used to determine market tuition.	
<p>Pricing will be determined by market forces that might result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>	
Mission Alignment	
Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:	
<p>The UF Master of Arts in Art Education program in the College of Fine Arts requests market rate pricing. The program has been offered on a cost recovery basis to working professionals for the past two years. In this distance learning format, the program attracts fully employed students who could not attend a full-time, weekday program. These cohorts do not generate fundable credit hours and therefore receive no state subsidy.</p> <p>The MA program is a classified instructional program established in accordance with Florida Administrative Code 6C-8.011. The program does not lead to initial certification for Education, nor is it an occupational area identified as "Critical Needs Areas" in the State University System of Florida Strategic Plan, 2005-2013 as amended in 2009. Rather, it offers further skill development for educators.</p> <p>Program admission and graduation requirements for this MA program are the same as the full-time, in-residence MA (traditional) program that is funded by state appropriations. All applicants must provide official transcripts from an acceptable four-year accredited college or university, official test scores on the Test of English as a Foreign Language (TOEFL) exam (international applicants only), three letters of recommendation, a written essay, and an art portfolio. A personal interview may also be required. To obtain a degree, all admitted students must successfully complete the 36-credit hour curriculum while maintaining a minimum grade point average of 3.0 on a 4.0 scale. All students, whether enrolled in the traditional or online MA program, receive the same degree.</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The Master of Arts in Art Education market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MA in Art Education program hinges on our ability to deliver an outstanding MA experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MA-seeking educators in sufficient numbers. Average cohort enrollment that exceeds 20 top quality students is an indicator of a successful pricing strategy. Student quality is defined below.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MA Program. Each cohort will have a minimum mean professional work experience of 4 years and satisfactory portfolios, essays, and GPAs.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize UF College of Fine Arts professors and comparably qualified professors around the country in our MA program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

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- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MA experience of the highest quality in all areas. The UF MA in Art Education program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate, when warranted, to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Fine Arts has been offering the online program for two years. The program has already achieved national prominence, and as a result we have always been able to provide sufficient courses to meet student demand by using academically qualified faculty.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more important for the university to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as the tuition will be based on market place comparisons. The anticipated revenue collection for CY 2013 is \$707,850. This revenue will be used to cover the costs of the program and the forecasted residual of \$20,564 will be utilized to support college activities (such as faculty, staff and other indirect costs.) A private vendor has been used to provide marketing and student recruitment support for the program. Funds will be budgeted through the university's Distance and Continuing Education auxiliary.

Other Information

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of Florida Master of Arts in Mass Communication with Specialization in Social Media and Web Design/ Online Communications

Date	
University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013

Market Tuition Rate Process

Explain the process used to determine market tuition.

Pricing will be determined by market forces that may result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The on-line MAMC program supports UF's and the College of Journalism and Communication's missions by preparing exemplary professional practitioners and scholars; generating, translating, and disseminating new knowledge; and advancing the understanding of communications for a diverse and global community.

- **Teaching:** This program enables the university to fulfill one of its fundamental purposes, teaching, by educating exemplary professional practitioners for various journalism and communications fields. The on-line based format provides an opportunity to obtain a MAMC degree to professionals who wouldn't otherwise be able to participate due to work constraints. The CJC utilizes many of our top faculty to teach in this program. This ensures that program quality, assurance of learning, and overall reputation all remain at optimal levels.
- **Research and Scholarship:** Enrollment in the program provides resources for faculty, research, graduate student support, and future growth plans. It serves to increase the CJC's ability to support and strengthen research advancements and scholarly activity now and in the future.
- **Service:** The program fulfills the university's obligation to share the benefits of its research and knowledge for the public good. MAMC students and graduates are better equipped to serve the state's needs while increasing the state's capabilities and economic potential.

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The on-line MAMC program aligns with the Board of Governors system goals as follows:

Goal 1 - Access to and production of degrees:

The program is delivered fully on-line for working professionals who are unable to commute to campus. It also offers specializations in Social Media or Web Design/Online Communication. The on-line program will provide greater access to this advanced degree for working professionals.

Goal 2 - Meeting statewide professional and workforce needs:

A search of several databases revealed a demand in these areas for people with Master Degree levels of education is strong and growing.

Goal 3 - Building world-class academic programs and research capacity:

The UF MAMC program is consistently ranked in the top ten nationally according to US News and World Report. Market rate tuition will result in financial resources which will allow the College of Journalism and Communications to expand and strengthen research and educational capacity.

Goal 4 - Meeting community needs and fulfilling unique institutional responsibilities:

The program provides the University of Florida's College of Journalism and Communications access to every community within the state of Florida and other regions across the United States. As one of the nation's top journalism and communication programs, UF successfully fulfills an important institutional responsibility as it relates to enabling access to this degree throughout the nation. This access serves to meet statewide professional and workforce needs, as described above.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The Master of Arts in Mass Communication market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

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Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The College of Journalism and Communications will use a variety of metrics to ensure a high quality student experience and justify the proposed tuition rate for all students enrolled in the program.

- Student evaluations via exit interviews will be conducted to assess quality in the programs. We will also use instructor evaluations to examine effectiveness in specific courses. It is noteworthy that student evaluations of our current graduate courses (both face-to-face and online) are consistently rated as very good or excellent.
- Admission standards for the programs will use the same rigorous criteria as our other Master's program specializations, including appropriate GRE scores, a minimum 3.0 GPA, and relevant professional experience. This will ensure that each cohort meets the standards needed for the College of Journalism and Communications to maintain the strong reputation it has earned over time.
- Student enrollment will be used as a metric to justify our tuition rate. Market research suggests the social media specialization should be able to enroll 200 students by 2015 with the proposed tuition rate.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Journalism and Communications has historically been able to meet the staffing needs of its in-residence master's and doctoral programs primarily with full-time faculty. Because we are not limited by geographic barriers, we have been able to successfully staff our online programs in Web Design and Online Communication and Global Strategic Communication with a combination of full-time faculty, quality graduate students, and prominent professional adjuncts. A similar approach will be used here for the Social Media specialization and will not require additional resources from the university.

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Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more important for the university to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as the tuition will be based on market place comparisons. The expected revenue collection for the specialization in Web Design and Online Communication for the CY 2013 is \$484,000. The specialization in Social Media is new this year with projected CY 2013 revenue of \$493,680. The revenues for these programs will be used to cover the program costs and the estimated residuals (Web Design and Online Communication \$3,893; Social Media \$4,000) will be utilized to support the college activities (such as faculty, staff, and other indirect costs.) It is anticipated that a private vendor may be used to provide marketing and student recruitment support for both programs. The programs will operate under the auxiliary budget entity through Distance and Continuing Education.

Other Information

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of Florida Master of Architecture CityLab-Orlando

Date	
University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013
Market Tuition Rate Process	
Explain the process used to determine market tuition.	
<p>Pricing will be determined by market forces that might result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>	
Mission Alignment	
Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:	
<p>This program engages students in the research, analysis, scheming, and community discourse required to implement design at the scale of the public realm- the city. This program will enhance the reputation of the College of Design, Construction & Planning within the community, state, and region. Research-based design and visioning projects in collaboration with civic leaders and community stakeholders will lead to publications, awards, and new projects. Additionally, the program will allow the College to continually expand their presence in Central Florida and increase graduate-level enrollments.</p>	
Declaratory Statement	
Provide a declaratory statement that the policy will not increase the state’s fiscal liability or obligation:	
<p>The Master of Architecture market rate policy will not result in an increase in the state’s fiscal liability or obligation.</p>	
Restrictions / Limitations	
Identify any proposed restrictions, limitations, or conditions to be placed on the policy:	
<p>Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.</p>	

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Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

This program will be closely monitored as the program requires tight course tracking and alignment between Gainesville and Orlando. The metrics for the program are prescribed by the National Architectural Accreditation Board (NAAB) that is the accrediting body for professional architecture programs in the US. The metrics cover architecturally specific aspects of general knowledge, critical thinking skills, analytical skills and the ability to apply knowledge and skill in the design process – synthetic production (please see appendix- *2009 Conditions for Accreditation.*) CityLab will be part of our regular annual reporting (status updates have been submitted the past two years) and part of the NAAB accreditation visits every six years. In addition, we regularly engage professionals in reviews nominally two times each semester (mid-term and final). Student work is presented directly to the professionals for assessment and feedback. Although subjective, we receive detailed verbal evaluations and assessments of the quality of work and level of knowledge our students demonstrate during these regular reviews. Of course we also monitor graduation rates and successful academic progress. We hope to expand monitoring of employment after graduation.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

Courses will be provided through three mechanisms.

1. Faculty will be hired to teach in the Orlando program including tenured/tenure accruing professors and adjunct professors.
2. Gainesville based faculty will commute to teach (seminars only that meet one day per week).
3. Electronic communication for simulcast courses (seminar only) so Gainesville and Orlando students can participate in the same content and have discussion.

These mechanisms have been vetted by the School of Architecture Curriculum Committee and presented to the National Architectural Accreditation Board. This will ensure the students have ample access to required and supplemental courses at UF.

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Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more and more important for the university to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as the tuition will be based on market place comparisons. The anticipated revenue collected for CY 2013 is \$381,759. This revenue will be used to cover the costs of the program and the forecasted residual of \$21,465 will be utilized to support college activities (such as faculty, staff and other indirect costs.) The program will operate under the auxiliary budget entity through Distance and Continuing Education.

Other Information

See Attached Appendix I- *2009 Conditions for Accreditation*

Attached Appendix II - The Nature of the Collaborative Effort

Attached Appendix III - The Record of Collaboration between UF, UCF, and Valencia College.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

The program must document its current performance relative to student learning and the curricular framework for learning and student achievement.

- Programs must demonstrate that graduates are learning at the level of achievement defined for each of the Student Performance Criteria (SPC) that will be listed in this Part. Compliance will be evaluated through the review of student work.
- Programs must also demonstrate their compliance with requirements that address the curricular framework for NAAB accredited degrees.
- Programs must document their processes for evaluating students admitted to the professional degree program.

This Part has four sections that address the following:

- Student Performance. This section includes the Student Performance Criteria (SPC).
- Curricular Framework. This section will address the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education and access to elective study as well as accurate public information concerning the accredited and non-accredited architecture programs. In this section, programs are asked to describe the process by which curriculum is evaluated and how changes or modifications are proposed and implemented.
- Evaluation of Preparatory/Pre-professional Education. The NAAB recognizes that students entering an accredited program from a pre-professional program and those entering an accredited program from a non-pre-professional degree program have different needs, aptitudes and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- Public Information. The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, as well as career information for students and parents.

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

The criteria encompass two levels of accomplishment¹⁰:

- **Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.
- **Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.

¹⁰ See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L.W. Anderson & D.R. Krathwold, Eds. (New York; Longman 2001).

- Communicating graphically in a range of media.
 - Recognizing the assessment of evidence.
 - Comprehending people, place, and context.
 - Recognizing the disparate needs of client, community, and society.
-
- A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.
 - A. 2. Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
 - A. 3. Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
 - A.4. Technical Documentation: *Ability to* make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
 - A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
 - A. 6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.
 - A. 7. Use of Precedents: *Ability to* examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
 - A. 8. Ordering Systems Skills: *Understanding of* the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
 - A. 9. Historical Traditions and Global Culture: *Understanding of* parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
 - A. 10. Cultural Diversity: *Understanding of* the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.
 - A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.
- B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.
- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking
Skills

A.4. Technical
Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions
and Global Culture

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.8. Environmental Systems

B.9. Structural Systems

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
- B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.
- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.
- B. 12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
 - Comprehending the business of building.
 - Collaborating and negotiating with clients and consultants in the design process.
 - Discerning the diverse roles of architects and those in related disciplines.
 - Integrating community service into the practice of architecture.
- C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.
 - C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.
 - C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
 - C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
 - C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and

- business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
- C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
- C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

The APR must include:

- *A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.*
- *A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.*
 - *Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).*
 - *The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.*

*In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)
[NOTE: Elective courses are not to be included on the matrix.]*

The Nature of the Collaborative Effort

The Masters in Architecture, City Lab Orlando represents the final piece of a cooperative effort involving Valencia College, University of Central Florida, and the University of Florida. The result is an educational opportunity epitomized by accessibility that serves the interested students and the community of architectural firms exceedingly well. The interested and qualified student can begin with an Associate of Arts degree at Valencia College, then obtain a Bachelors of Design degree from the University of Central Florida, and finally engage the Masters of Architecture degree from the University of Florida. (The latter is a requirement for licensure as an architect.) This cooperative effort avoids expensive duplication while providing the student a clear path to licensure. The current tuition rate is the rate for the funded (E&G) graduate program delivered in residence. The proposed market rate is the self-funded market rate consistent with (and generally below) the peer market rate. The market rate proposal has been discussed with UCF contacts (P. Lartonoix and L. Hepner) and there were no concerns or objections.

Appendix III

From: "Gold, Martin" <mgold@ufl.edu>

Date: Fri, 12 Oct 2012 10:22:26 -0400

To: Nanni, Kenneth Ray <knanni@dce.ufl.edu>

Cc: Silver, Christopher <silver2@dcp.ufl.edu>

Subject: Record of collaboration between UF, UCF and Valencia College - Citylab-Orlando

Ken,

As per your request for more information regarding our educational partners in Orlando, please find a summary narrative and letters transmitted to UCF Administrators including the then Provost Terry Hickey and Vice Provost David Harrison.

The SoA has been working closely with UCF and Valencia College since 2008 to develop what has been referred to often as the 2+2+2 architecture professional degree program. Over that four year period, we have met with the President of Valencia College, Dr. Sandy Shugart, UCF Provosts Dr. Terry Hickey and more recently Dr. Tony Waldrop. We have had extensive meetings regarding coordination issues with the UCF program leader in 2009 Dr. David Harrison and later with Dean Jose Fernandez, Associate Dean Lynn Hepner, Assistant Dean Paul Lartonoix, former Director John Jeronimo and current Interim Director Allen Waters.

Citylab-Orlando's facilities are housed within the UCF Emerging Media Center and there is a formalized contract between UF and UCF with regard to the space allocation and lease agreement that could be provided if needed.

For the entire 2+2+2 program to be successful, which it has been a great success to this point, it required a sustained collaborative effort over the past four years with regular meetings (sometimes monthly) and discussions of curricular content and administrative logistics. The SoA feels this is a shining success story where three institutions worked closely together to produce a path for residents of the greater Orlando area and others from around the US and abroad to achieve the accredited degree required by the Florida Department of Business and Professional Regulation to practice architecture in the state.

None of the partners has engaged in discussions regarding financial structures with their respective programs to my knowledge.

Please feel free to contact any of the UCF and VC representatives listed who are familiar with and have participated within the 2+2+2 program development process. I am happy to provide additional information as needed.

Martin

Martin A. Gold, AIA
Director

School of Architecture | University of Florida College of Design Construction and Planning
231 ARCH | Gainesville, FL 32611- 5702
p. 352.392.0205 ext. 209 | f. 352.392.4606

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of Florida Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics

Date	
University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013

Market Tuition Rate Process
<p>Explain the process used to determine market tuition.</p> <p>Pricing will be determined by market forces that might result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>

Mission Alignment
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The College of Agricultural and Life Sciences' mission is to provide "lifelong learning in the areas of food, agriculture, natural resources and life sciences as they relate to human resources, the environment, individual communities and a global society." This program supports the School of Forest Resources and Conservation's mission to deliver integrated graduate programs with an aim at achieving social, economic and environmental sustainability by educating professionals, scientists, leaders, and citizens. Offering the Geomatics and Ecological Restoration Concentrations of the Master of Science in Forest Resources and Conservation degree will expand the number of students educated by the School of Forest Resources and Conservation, broaden the diversity of students served, generate income to support development and teaching of online courses, and respond to needs expressed by working professionals in Florida and nationwide.</p> <ul style="list-style-type: none"> ▪ Teaching: The degree programs enable the university to fulfill one of its fundamental purposes, teaching, on a far greater scale to a wide range of clientele. As a part of UF's land grant mission, UF is the only state university that offers this kind of program that supports sustainable agricultural productivity and protection of natural resources and the environment. The variety of formats provides an opportunity to obtain a University of Florida master's degree to citizens who wouldn't otherwise be able to attend due to work and/or location constraints. The College utilizes many of our top faculty to teach in this program. This ensures that program quality, assurance of learning, and overall reputation all remain at optimal levels. ▪ Research and Scholarships: Enrollment in this degree program provides resources for faculty, research, graduate student support and future growth plans. It serves to increase the College's ability to support and strengthen research advancements and scholarly activity now and in the future.

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- **Service:** The degree program fulfills the university's obligation to *share the benefits of its research and knowledge for the public good*. Students and graduates are better equipped to serve the state's needs and increase the state's capabilities and economic potential.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The Master of Science in Forest Resources and Conservation (Concentration in Ecological Restoration and Geomatics) market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The School of Forest Resources and Conservation will use a number of different measures to ensure program quality and accountability for our students and the university in these concentrations. These measures will provide feedback regarding the appropriateness of the proposed tuition rates for each program. Individual program accountability will be measured in the following ways:

- **Admissions criteria.** Applicants to the online MS in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics are held to the same standards as other graduate students in the School of Forest Resources and Conservation, including acceptable GRE scores, minimum GPA requirements, letters of reference, and a vouching faculty member to serve as major advisor for each student.
- **Enrollment numbers.** Program growth is a metric that will be used to determine the success of our tuition rate. The number of professionals in the fields of restoration and surveying and mapping is increasing, and market research has suggested that enrollment in these nearly-unique programs will rise for the foreseeable future.
- **Student evaluations of programs and instructors.** Students will be polled and surveyed at regular intervals during the course of their studies in each program, as well as after completion, to ensure that they are satisfied with their experiences within the programs.

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- **Student Learning Outcomes (SLO) assessments.** Program quality will be closely monitored via SLO assessments conducted at regular intervals for each individual program. Data will be used to make modifications to program administration or courses as needed.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

Courses for the Ecological Restoration and Geomatics concentration are established offerings taught primarily by full-time faculty in the School of Forest Resources and Conservation. We also have courses taught by prominent professionals who are able to provide unique perspectives to students seeking real-world knowledge. These individuals are paid by the revenues generated in the programs. As enrollment grows, we will continue to utilize professionals, graduate students, and adjuncts as needed for our offerings, without incurring resource costs to the University.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more important for the university to find alternative sources of funding. The ability to charge market rate allows the university to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as tuition will be based on market place comparisons. The expected revenue collection for the Ecological Restoration concentration for CY 2013 is \$89,199. The Geomatics concentration is new this year with projected CY 2013 revenue of \$81,090. The revenues for these programs will be used to cover the program costs and the estimated residuals (Ecological Restoration \$7,270; Geomatics \$872) will be utilized to support the college activities (such as faculty, staff, and other indirect costs.) The programs will operate under the auxiliary budget entity through Distance and Continuing Education.

Other Information

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

**University: University of Florida Master of Science in Pharmacy with a
Concentration in Medication Therapy Management and Clinical Pharmacy**

Date

University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013

Market Tuition Rate Process

Explain the process used to determine market tuition.

Pricing will be determined by market forces that might result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format. The difference in market tuition rates reflects the fact that the economic factors (supply/demand) differ in the markets for these concentrations and that difference is captured in the request. The tuition for the Clinical Pharmacy concentration is significantly less because it is designed for the European market and the tuition requested is the relevant rate for that market. This concentration is for International students so they may acquire credentials (and knowledge) similar to our Working Professional Doctor of Pharmacy (WPPharmD) program required in the United States. Graduates of this program with this concentration will not be eligible for U.S. licensure because they do not have clinical experience in the U.S. This also is reflected in the learning objectives in as much as the applicant for Clinical Pharmacy would not be eligible for the Medication Therapy Management (MTM) concentration and the Clinical Pharmacy concentration would not be relevant to the MTM applicants who will be licensed U.S. Pharmacists.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The College of Pharmacy promotes the health and welfare of the citizens of Florida and the nation by preparing graduates in Pharmacy to take independent professional responsibility for the outcome of drug therapy in patients. Graduates have the scientific and cultural background necessary to assume leadership roles in the profession and the community. The programs fit with the strategic goal of expanding and developing new entrepreneurial and lifelong learning opportunities within the university.

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Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The Master of Science in Pharmacy market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional programs, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow through recruiting quality graduate students. Student quality is defined below.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Students must have a relevant undergraduate degree as well as a satisfactory GRE score and GPA.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate, from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the programs.

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- **Student Satisfaction.** A large part of recruiting efforts for the programs involves word of mouth advertising. Students and graduates of the programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The College of Pharmacy will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate, when warranted, to continue to produce highly valuable and successful programs.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Pharmacy has been offering online graduate education to working professionals for 10 years under Continuing Education Rule 6C-8.002(2)(b)4. We have always been able to provide sufficient courses to meet student demand by using academically and/or professionally qualified faculty. All courses in the UF Master of Science in Pharmacy programs are taught by full- or part-time UF faculty with approximately 85% of courses taught by full-time UF faculty. The course schedule and instructors are determined before students are admitted. These concentrations have been successfully delivered on a cost recovery basis for the past two years.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more important for the university to find alternative sources of funding. The ability to charge market rate allows the university the opportunity to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as the tuition will be based on market place comparisons. The expected revenue collection for the Medication Therapy Management concentration for CY 2013 is \$276,024. The Clinical Pharmacy concentration is projecting CY 2013 revenue of \$210,375. The revenues for these programs will be used to cover the program costs and the estimated residuals (Medication Therapy Management \$3,587; Clinical Pharmacy \$9,414) will be utilized to support the college activities (such as faculty, staff, and other indirect costs.) It is anticipated that a private vendor

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may be used to provide marketing and student recruitment support for both programs. The programs will operate under the auxiliary budget entity through Distance and Continuing Education.

Other Information

University of South Florida
Market Tuition Proposals
November, 2012

- a. Master in Business Administration with a concentration in Sport and Entertainment Management
- b. Master of Arts in Global Sustainability
- c. Master of Education in Curriculum and Instruction with a concentration in Secondary Education: (TESOL - Teaching English to Speakers of Other Languages)
- d. Graduate Certificate in Business Foundations

August 22, 2012

Frank T. Brogan, Chancellor
State University System of Florida
325 W. Gaines Street, # 1614
Tallahassee, FL 32399

Dear Chancellor Brogan:

In accordance with BOG Regulation 7.001 (15)(a)2, the University of South Florida (USF) is requesting a special exception to implement market tuition for a graduate program leading to certification in a State critical workforce need area on the basis that implementation of market tuition will increase the number of graduates in the State of Florida.

The Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL (Teaching English to Speakers of Other Languages) is offered through USF's College of Education (COE). The concentration was approved by the Graduate Council in 2009 and made effective fall semester of 2009. The first group of students was admitted into this program in spring 2010. Admission to this graduate degree program is based on a holistic evaluation of demonstrated potential to complete successfully all of the course requirements specific to the degree. An overview of the program follows.

Program Curriculum

ESOL (English for Speakers of Other Languages) training is provided by Colleges of Education throughout the State of Florida to mainstream teachers. The USF M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL distinguishes itself from these programs in that it offers to teachers a TESOL specialization.

The M.Ed. with TESOL specialization is a fully online, 24 month, 33 credit hour program; the focus in TESOL includes:

- 3 core courses in professional education which provide the necessary foundation in educational theories
- 1 course in current trends in foreign language/ESOL
- 5 ESOL specialization courses, and
- 2 elective courses in the ESOL field

Job Outlook and Career Options

Due to the growth of the immigrant population, the U.S. Bureau of Labor Statistics projects a 15 – 17% employment growth for ESL Teachers in the period 2008 – 2018. The online M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL will train teaching professionals on innovative models of education preparing them for the demands of teaching an increasing number of English language learners in the schools. Career opportunities for graduates of this program also extend globally. “Asia is widely regarded as one of the world's top TESOL job destinations. This is mainly due to the fact that there are hundreds of millions of people learning English in Asia and they all need TESOL teachers” (teach-overseas.com.au/continents/asia/).

Admissions Data

If the USF College of Education is permitted to establish market tuition rates for the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL, the number of students admitted, and consequently the number of graduates, will increase. Since the program's inception, the COE has been admitting a growing number of applicants. The table below shows the history of applicants and admits since the M.Ed. with TESOL specialization was approved in 2009:

Year	Applicants	Admitted
2010	14	10
2011	31	22
2012	50	29

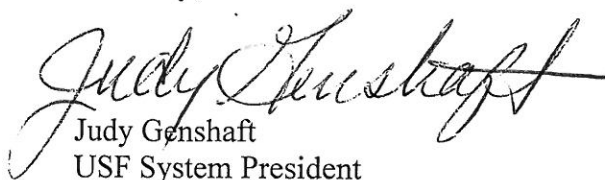
Strong Institutional Profile

USF's M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL is one of the pioneer programs in ESOL Education in the State of Florida. Very few universities offer an online M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL, or other related program, with a focus on K-12 TESOL. With a strong group of ESOL faculty in the Department of Secondary Education of USF's College of Education, USF is well positioned to serve students at the state, regional and global levels.

We look forward to your favorable consideration of this request for special exception.

Please contact me if additional information is needed.

Sincerely,



Judy Genshaft
USF System President

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of South Florida

Date	
University Board of Trustees approval date:	TBD
Proposed Implementation Date (month/year):	January 2013
Market Tuition Rate Process	
<p>Explain the process used to determine market tuition.</p> <p>The Graduate Certificate in Business Foundations (CIP Code: 52.0101) provides an intensive, graduate level introduction to business concepts, tools, and techniques across three critical dimensions: decision making, measurement, and market orientation. The 16 credit hour program prepares current and aspiring managers to effectively contribute to strategic and operating decisions within their organizations and professions; it also fulfills prerequisite requirements and serves as a pathway for entry into the MBA Program. The Graduate Certificate in Business Foundations at the University of South Florida is not currently offered online.</p> <p>Approval is being sought to charge market tuition in the amount of \$950/credit hour for both resident and non-resident students for a fully online Graduate Certificate in Business Foundations program. In subsequent years, market conditions could result in an increase in tuition; any increase, per BOG requirement, will not exceed 15% per year.</p> <p>The requested market tuition rate was developed based on program cost, expected enrollment, and the costs of similar but not identical programs offered at six AACSB-accredited schools (see table below). Unaccredited programs were excluded from consideration.</p>	

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University (Program)	Public/Private	Online Tuition per Credit Hour (Resident)	Online Tuition per Credit Hour (Non-Resident)
University of Massachusetts Dartmouth	Public	\$1,325/credit hour 12 credit hour program Program total - \$15,900	\$1,325/credit hour 12 credit hour program Program total - \$15,900
Meredith College Raleigh, NC	Private	\$682/credit hour 12 credit hour program Program total - \$8,184	\$682/credit hour 12 credit hour program Program total - \$8,184
St. Louis University St. Louis, MO	Private	\$935/credit hour 18 credit hour program Program total - \$16,830	\$935/credit hour 18 credit hour program Program total - \$16,830
University of North Carolina Greensboro, NC	Public	\$1,353/credit hour 12 credit hour program Program total - \$16,236	\$1,572/credit hour 12 credit hour program Program total - \$18,864
University of Wisconsin Oshkosh, WI	Public	\$710/credit hour 12 credit hour program Program total - \$8,520	\$710/credit hour 12 credit hour program Program total - \$8,520
Marshall University Huntington, W VA	Public	\$346/credit hour 15 credit hour program Program total - \$5,190	\$855/credit hour 15 credit hour program Program total - \$12,825

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The Graduate Certificate in Business Foundations is designed to increase interest in graduate education in business; grow enrollment in the MBA program by offering a non-degree opportunity to “sample” graduate study in business; provide an opportunity for non degree-seeking students to acquire the business knowledge, skills, and abilities that will help them advance in their careers; fulfill the common body of knowledge and breadth of requirements addressed in MBA foundation courses; offer a well-designed, coherent graduate level program in business to complement graduate study in other disciplines at USF; and serve as a pathway for admission to the MBA program.

Florida Board of Governors Strategic Plan

To realize its mission and vision for the State University System, the Board of Governors identified three critical points of emphasis in its 2012-2025 Strategic Plan: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. The Board further identified strategic initiatives at the intersection of each of these points of emphasis with universities’ teaching and learning; scholarship,

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research and innovation; and community and business engagement missions. The proposed market tuition Graduate Certificate in Business Foundations aligns with these Board initiatives:

Excellence

A market tuition online Graduate Certificate in Business Foundations will make a high-quality, readily accessible introduction to graduate study in business available globally to a fully-employed and often place-bound student population. Residual revenue will be used to enhance the teaching and research missions of the College of Business and University of South Florida by providing funding for additional faculty positions, graduate assistantships, and faculty grants in support of research. The proposed program will support excellence in community and business engagement by providing an opportunity for non degree-seeking students to acquire the business knowledge, skills, and abilities that will help them advance in their careers and support innovation and economic development.

Productivity

The market tuition program is proposed with the goal of increasing interest in graduate education and growing graduate enrollment by offering a non-degree opportunity to “sample” graduate study in business and meet foundation requirements for further study in business. Online delivery will increase program efficiency and potentially increase enrollment and graduation rates for the MBA. Students enrolled in non-business online graduate programs will have the opportunity to enroll in the proposed program to complement their other graduate studies. For example, for students enrolled in engineering or health sciences graduate programs, the proposed program can provide the basic business skills to support entrepreneurial commercialization activities.

Strategic Priorities for a Knowledge Economy

A market tuition online Graduate Certificate in Business Foundations will create opportunities for students enrolled in STEM programs and other areas of strategic emphasis to gain business skills critical to managing public and private sector ventures.

University of South Florida System Strategic Plan

The proposed market tuition program aligns with goals outlined in the USF System Strategic Plan 2010-2015:

Academic Excellence, Student Access, and Student Success

The proposed market tuition online Graduate Certificate in Business Foundations will augment and complement the rich array of USF graduate programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The online program will provide expanded access to intellectually challenging graduate education in business to a qualified and diverse student

**State University System
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body within the state, regionally and globally. Because the program creates a “pathway” to admission to College of Business graduate programs, it is expected to support enrollment growth in the MBA and other master’s level business programs. Additionally, students enrolled in non-business online graduate programs will have the opportunity to enroll in the proposed program to complement their other graduate studies.

Impactful Research, Economic Leadership, and Community Engagement

The proposed program directly supports SUS and USF System goals of meeting professional and workforce needs across the state and region in support of economic development. According to the U.S. Bureau of Labor Statistics, employment in the occupation group Business and Financial Operations is forecast to increase by 17.3% in the decade spanning 2010 – 2020. Based on this information, students completing the Graduate Certificate in Business Foundations will be well positioned for career opportunities in this area. A market tuition online Graduate Certificate in Business Foundations will directly support research and innovation by providing additional financial resources to enhance the research missions of the College of Business and University of South Florida by funding additional faculty positions, graduate assistantships, and faculty grants in support of research.

Innovation and Engagement to Build Sustainable University-Community Partnerships and Collaboration

The proposed program indirectly supports innovation and university-community engagement by providing an opportunity for USF non-degree seeking students and students pursuing graduate studies in STEM, health sciences, and other non-business fields to gain the necessary business skills to effectively manage commercialization efforts in complex organizations and entrepreneurial ventures.

Consistency with USF Strategic Initiatives

The proposed market rate online Graduate Certificate in Business Foundations directly or indirectly supports the following USF strategic goals and initiatives:

Access and production of degrees: The proposed program directly supports access to and the production of graduate degrees by providing an opportunity for working professionals who are unable to attend the existing on-campus certificate program at USF due to distance or time constraints to complete business foundation requirements for graduate degrees in business.

Building world-class academic programs and research capacity: Residual revenue will be used to enhance the teaching and research missions of the College of Business and University of South Florida by providing funding for additional faculty positions, graduate assistantships, and faculty grants in support of research.

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Meeting community needs and fulfilling unique institutional responsibilities: The proposed market tuition online program creates a “pathway” to admission to College of Business graduate programs. The proposed program directly supports USF’s institutional priorities of economic and workforce development.

Specific Benefits to Key Stakeholders

For Students. The target student population is working professionals, entrepreneurs and small business owners, students who are interested in graduate degree programs in business, and students pursuing non-business graduate degrees who want to complement their discipline with knowledge, skills, and abilities in business. The online format would extend student access and support student success throughout the State of Florida and would also provide global access to graduate education for business. This is consistent with the vision of the University to have state, national and global impact.

For Research and Scholarship. The proposed market tuition online Graduate Certificate in Business Foundations will directly support research and innovation by providing additional financial resources to enhance the research missions of the College of Business and University of South Florida by providing funding for additional faculty positions, graduate assistantships, and faculty grants in support of research.

For the State of Florida and the Tampa Bay Community. The proposed program will enable place-bound students to develop and enhance the business knowledge, skills and abilities critical to success in an increasingly competitive global environment and support economic and workforce development, entrepreneurial ventures, and commercialization of technology.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state’s fiscal liability or obligation:

University of South Florida’s market tuition online Graduate Certificate in Business Foundations program will not increase the State’s fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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The College of Business has a robust assessment process that evaluates student learning for each academic program and major course of study at least once each year and demonstrates how results are used for program improvement. Learning outcomes and assurance of learning policies and procedures for a market tuition online Graduate Certificate in Business Foundations will be consistent with those of the on-site program. Consistent with University policy, an in-depth review of all programs is conducted at least once every seven years.

Additional success metrics for the proposed market tuition program include:

- **Student Enrollment.** If the online Graduate Certificate in Business Foundations program attracts sufficient qualified students to reach a total unduplicated headcount of 25 students in the first year and 75 students per year by the third year of the program, the market rate policy would be considered successful. The Certificate in Business Foundations is a new program and has no enrollment history.
- **Student Satisfaction.** This would be measured by exit surveys and the percentage of students willing to recommend the online Graduate Certificate in Business Foundations program to others.
- **Employer Satisfaction.** Because many students will be fully-employed working professionals, the satisfaction of employer organizations, many of whom will reimburse students for all program costs, will be critical to the ongoing success of the program. Employer satisfaction would be measured via surveys and focus groups. An additional indicator would be the number of employer organizations willing to sponsor additional students over a five-year period.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Business is committed to ensuring the timely delivery of all courses in the online program. The proposed market tuition Graduate Certificate in Business Foundations is a fixed set of seven courses taken by all students. The schedule for the program will be finalized well in advance, with faculty resources allocated to meet the needs of both on-site and online programs. Incremental funds accrued by the program would allow the hiring of additional part-time faculty to collaborate on and teach courses in both the on-site and online programs. Extraordinary demand would be met by hiring additional full-time faculty to support the program.

Online advising and counseling as well as early intervention for students struggling academically will help ensure that students complete the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

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The economic reality of higher education funding in Florida and throughout the country is that state support will continue to decline as a percentage of total resources required to meet teaching, research, and service missions. Recognizing the dimensions of the challenge, the Florida Legislature provided universities additional flexibility to increase tuition and fees to compensate for declining state funding. Addressing the revenue gap has been a priority for the Board of Governors and is a continuing strategic initiative for both the College of Business and the University of South Florida.

A market tuition online Graduate Certificate in Business Foundations provides an opportunity to meet local, regional, and global demand for a high-quality program targeted to place-bound working professionals that will cover all educational costs of delivering the program and provide incremental funds to support on-site business programs.

An innovative program designed to educate and extend the reach and reputation of the College of Business beyond traditional on-site graduate education in business, a market tuition online Graduate Certificate in Business Foundations will provide a unique educational opportunity for working professionals and individuals disadvantaged by distance and time constraints

Estimated annual revenue for the market tuition Graduate Certificate in Business Foundations program is \$380,000 (25 students, 16 credit hours, \$950/credit hour). A portion of the revenue will be used to recover costs for online course development and delivery of the program. The residual revenue generated each year will be used to enhance online and on-site programs by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in state-of-the-art technologies, and recruiting exceptional out-of-state and international students.

Although private vendors will not be used, well-qualified academics and practitioners in the field of business will be sought as adjunct faculty. The revenue from the online program will be budgeted/managed in a specific continuing education auxiliary account within USF.

Other Information

CIP Code: 52.0101

Currently the Graduate Certificate in Business Foundations is not offered online and is not offered on a self-supporting basis through continuing education.

With the approval of this program for market tuition, the Graduate Certificate in Business Foundations will be developed to a fully online program and offered to non-traditional students who are unable to attend a program on campus. The market tuition format provides opportunities for USF to increase access to the program as it provides resources that will cover costs associated with course development and program delivery throughout the State of Florida and globally, as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G program.

The market tuition program will be offered in addition to an existing E&G-funded Graduate Certificate in Business Foundations that is currently offered; the new program will not supplant existing University offerings funded by State appropriations.

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University: University of South Florida

Date			
University Board of Trustees approval date:	TBD		
Proposed Implementation Date (month/year):	August 2013		
Market Tuition Rate Process			
<p>Explain the process used to determine market tuition.</p> <p>The University of South Florida's Patel School of Global Sustainability currently offers a fully online Master of Arts in Global Sustainability through the College of Graduate Studies. CIP Code: 30.3301.</p> <p>Approval is being sought to charge a market tuition rate in the amount of \$750/credit hour for both resident and non-resident students for the fully online Master of Arts in Global Sustainability program (33 credit hours). In subsequent years, market conditions could result in an increase in tuition. Any increases, per BOG requirement, will not exceed 15% per year.</p> <p>The USF Master of Arts in Global Sustainability is a specialized program that is offered by very few universities using an online format. The requested market tuition rate is based on the costs of the following Master of Arts programs that are similar, but not identical to the proposed program.</p>			
University (Program)	Public/Private	Tuition per Credit Hour (Resident)	Tuition per Credit Hour (Non-Resident)
Arizona State University (Master of Advanced Study: Sustainable Tourism) Online	Public	\$536/per credit (with fees) 31 hour program (7.5 week terms) Program total - \$16,616	\$536 /per credit (with fees) 31 hour program (7.5 week terms) Program total - \$16,616
St. Louis University (Master of Sustainability) Cross disciplinary	Private	\$990/per credit (no fees) 30 hour program Program total - \$29,700	\$990/per credit (no fees) 30 hour program Program total - \$29,700
University of California Santa Barbara (Environmental Science and Management)	Public	California residents pay only fees: \$26,132	Non-residents pay tuition and fees: \$41,234
Harvard University (Sustainability and Environmental Management) Partially Online	Private	\$19,000 to \$24,000 depending on thesis or capstone track	\$19,000 to \$24,000 depending on thesis or capstone track
George Mason University (Masters of Interdisciplinary Studies – Energy and Sustainability Concentration)	Public	\$478.75/per credit (without fees) 36 hour program Program total - \$17,235	\$1142.50/per credit (without fees) 36 hour program Program total - \$41,130

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Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

University of South Florida System Strategic Plan

The proposed market tuition Master of Arts in Global Sustainability program aligns with goals outlined in the USF System Strategic Plan 2010-2015:

Academic Excellence, Student Access, and Student Success

The USF System will require its institutions to provide a rich array of academic programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The USF System will enable access to these programs to qualified and diverse students and will promote student learning and success throughout the System by supporting activities that result in retention and graduation at higher than externally predicted rates, employment or admission to graduate or professional schools at specified rates, lower than average student debt loads, and higher than average satisfaction when compared to peer institutions.

Impactful Research, Economic Leadership, and Community Engagement

The USF System will coordinate and promote research and innovation by providing information and services creating synergies among faculty across the System and fostering external partnerships. These activities will lead to measurable increases in the creation, dissemination, and utilization of new knowledge. In addition, the USF System will coordinate the activities and promote synergies among its institutions to become a major economic engine for the region and the state. It will do so by challenging its institutions to increase the production of graduates in high demand fields; increase applied research supported by the private sector; and incubate a significant number of new companies, agencies, and occupations.

The USF System will also challenge its institutions to further increase their level of community engagement by sharing best practices, by supporting their applications to achieve the Carnegie "Community Engaged" designation, and by facilitating increased collaborations among institutions and across the region. For its leadership in strengthening the economy and community engagement, the USF System will be recognized as the key unifying element for the region.

For Students. Very few universities offer an online Master of Arts in Global Sustainability, or related programs. With a strong group of multidisciplinary faculty in the Patel School of Global Sustainability, USF is well positioned to serve students nationally and internationally, as the premier knowledge provider in the field of Global Sustainability. Additional funding generated by a market tuition online Master of Arts in Global Sustainability would not only increase student access and success within the State of Florida, but would also provide access to sustainability education around the world. This is consistent with the USF System Strategic Plan to have state, national, and global impact.

For Research and Scholarship. Organizations, institutions, and companies from which many of the

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students (researchers and working professionals) are to be recruited are likely to serve as sites for data collection for research and case writing. Further, participating faculty members also have the potential to gain access to these organizations to showcase their research, thereby increasing the prospects of grant/contract funding from these organizations. Additionally, a market tuition Master of Arts in Global Sustainability, having global reach, has the potential to attract high achieving graduate students to the USF Patel School of Global Sustainability graduate program. In summary, a market tuition online Master of Arts in Global Sustainability program has the potential to enhance the research productivity of USF's Patel School of Global Sustainability.

For the State of Florida and the Tampa Bay Community. A market tuition program will fund increased opportunities for the USF Master of Arts in Global Sustainability program to train members of the workforce throughout the State of Florida on innovations in sustainability, empower them with the necessary skills needed to compete for the new jobs that are being created in the 21st Century knowledge-based green economy, and expose them to emerging research.

Florida Board of Governors Strategic Plan

The following statements address the alignment of the proposed market tuition USF Master of Arts in Global Sustainability program with the Board of Governors system priorities for the State University System - Teaching and Learning; Scholarship, Research and Innovation; and Community and Business Engagement - with three points of emphasis: Excellence, Productivity, and Strategic Priorities. (State University System Board of Governors Strategic Plan 2012-2025).

Access and production of degrees: The proposed market tuition program provides resources to increase access to the fully online Master of Arts in Global Sustainability program for working professionals and others. The proposed program is therefore likely to increase the production of degrees granted by USF.

Meeting statewide professional and workforce needs: The proposed market tuition for the online Master of Arts in Global Sustainability program will increase opportunities to train members of the workforce for the new types of jobs that are being created due to innovations in sustainable technology.

Building world-class academic programs and research capacity: The proposed market tuition Master of Arts in Global Sustainability program resides in the Patel School of Global Sustainability and is offered through the College of Graduate Studies. USF's Master of Arts in Global Sustainability is regarded as a quality program, as evidenced by an internationally diverse pool of students with strong academic credentials seeking enrollment. The proposed market tuition program will further increase the visibility and global footprint of the USF Master of Arts in Global Sustainability, thereby increasing the reputation of USF and the Master of Arts in Global Sustainability program. The resources generated from a market tuition program will be used to enhance the research capacity of the Patel School of Global Sustainability. Increased visibility of the USF program and brand will attract even higher quality graduate students to enroll in the graduate program, leading to higher quality research output.

Meeting community needs and fulfilling unique institutional responsibilities: USF will continue to fulfill its institutional responsibilities by embracing opportunities such as the BOG market tuition program to generate greater access to graduate education. Employers expected to add 3,385 green

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jobs between 2010 and 2011, amounting to 45,807 green jobs in 2011 at a growth rate of 8.0 percent. (State of Florida Green Jobs Survey Report 2010). According to the U.S. Bureau of Labor Statistics (BLS), the forecast for employment in the occupation group *Architecture and Engineering* is an increase by 10.4% in the decade spanning 2010 – 2020. By providing additional resources for online access to the Master of Arts in Global Sustainability program, USF is providing educational and career advancement opportunities throughout the State of Florida and beyond. This potentially leads to economic investments in the State of Florida by resident and non-resident individuals and businesses.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

University of South Florida's market tuition online Master of Arts in Global Sustainability program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success metrics for the proposed online Master of Arts in Global Sustainability market tuition program also include:

- **Student Enrollment.** If the online Master of Arts in Global Sustainability program attracts sufficient qualified students to reach a cohort size of 15 or more, then the market rate policy is a success.
- **Student Quality.** Student quality for the program will be determined by GPAs, letters of recommendation, and overall student profile including previous work experience.
- **Student Satisfaction.** This would be measured by exit surveys and the percentage of students willing to recommend the online Master of Arts in Global Sustainability program to others.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

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The schedule for the program will be finalized well in advance, with faculty resources committed. Historically, for the existing Master of Arts in Global Sustainability program, the availability of courses has not been an issue. The market tuition program is comprised of a fixed set of courses that all students would be required to take. USF is committed to ensuring the timely delivery of all the courses for the program. Extraordinary demand would be met by hiring additional faculty using funds accrued by the market tuition program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Given the continued decline in the State of Florida's financial support of public universities, institutions of higher education are exploring alternate sources of funding that are supported by the BOG. One such opportunity is the market tuition program for the online Master of Arts in Global Sustainability proposed by USF's Patel School of Global Sustainability.

The Patel School of Global Sustainability programs such as the Master of Arts in Global Sustainability empower students with skills needed in today's green economy. The continued development and delivery of these programs prepare the workforce with the necessary knowledge and skills that new jobs demand, thereby providing employers with a workforce for jobs in sustainability and creating opportunities for graduates to advance their careers.

The online Master of Arts in Global Sustainability market tuition program will provide a greater number of students with a new set of skills that are in great demand in today's workplace, including opportunities relating to many emerging organizations. Working professionals and individuals disadvantaged by distance and time constraints would have access to a program that would provide many sought-after skills.

Estimated revenue for a market tuition Master of Arts in Global Sustainability program is \$371,250 (15 students; 33 credit hours; \$750/credit hour). A portion of the revenue will be used to support the delivery of the program. The residual revenue generated each year will be used to enhance the Master of Arts in Global Sustainability program by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in new research areas, and recruiting exceptional out-of-state and international students to help improve the educational experiences for Florida residents.

Private vendors will not be utilized. The revenue from the online Master of Arts in Global Sustainability program will be budgeted in a specific continuing education auxiliary account within USF.

Other Information

CIP Code: 30.3301

Currently the Master of Arts in Global Sustainability online program is not offered on a self-supporting basis through continuing education. Enrollments reported in the USF Market Tuition Proposal

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Summary Spreadsheet are E&G enrollments.

The market tuition format provides opportunities for USF to increase access to the Master of Arts in Global Sustainability program as it provides resources that will cover costs associated with the delivery of Master of Arts in Global Sustainability programs throughout the State of Florida and globally, as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G program.

The market tuition program will be offered in addition to the E&G-funded program that is currently offered and does not supplant existing University offerings funded by State appropriations.

Additional information requested by the BOG:

M.A. in Global Sustainability - The program website states that a \$7,500 fee is charged to cover the cost of the Interdisciplinary Seminar and Internship.

- o Will this fee also be charged for market tuition rate cohorts? **YES**

- o What is the current authority for charging this fee?

A fee in the amount of \$10,000/student was approved at the USF System Board of Trustees Meeting on December 3, 2009 to cover costs associated with technology fees, residency, study abroad costs, etc. This fee was subsequently reduced to \$7500/student to cover the above costs.

- o Are the Interdisciplinary Seminar and Internships required as part of the curriculum? **YES**

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University: University of South Florida

Date	
University Board of Trustees approval date:	TBD
Proposed Implementation Date (month/year):	August 2013

Market Tuition Rate Process

Explain the process used to determine market tuition.

The University of South Florida's College of Business currently offers an MBA in Business Administration with a Concentration in Sport and Entertainment Management. CIP Code: 52.0201. The MBA in Business Administration with a Concentration in Sport and Entertainment Management is not currently offered online.

Approval is being sought to charge a market tuition rate in the amount of \$750/credit hour for both resident and non-resident students for a fully online MBA in Business Administration with a Concentration in Sport and Entertainment Management program (32 credit hours). In subsequent years, market conditions could result in an increase in tuition. Any increases, per BOG requirement, will not exceed 15% per year.

The MBA in Business Administration with a Concentration in Sport and Entertainment Management is a specialized program that is offered by few schools using an online format. The requested market rate tuition is based on the costs of programs that are similar, but not identical to the proposed MBA in Business Administration with a Concentration in Sport and Entertainment Management program. Fees are included in the cost:

University (Program)	Public/Private	Tuition per Credit Hour (Resident)	Tuition per Credit Hour (Non-Resident)
Ohio University MS Athletic Administration (online)	Public	\$547/credit hour 36 credit hour program Program total - \$19,692	\$566/credit hour 36 credit hour program Program total - \$20,376
St. Leo's University MBA-Sport Business (online)	Private	\$630/credit hour 36 credit hour program Program Total - \$22,680	\$630/credit hour 36 credit hour program Program Total - \$22,680
University of Massachusetts - Amherst MBA (online)	Public	\$750/credit hour 37 credit hour program Program total - \$27,750 (total includes a one-time entering fee of \$357)	\$750/credit hour 37 credit hour program Program total - \$27,750 (total includes a one-time entering fee of \$357)
New York University MS Sports Business (offered through the School of Continuing and Professional Studies – not online)	Private	\$1,511/credit hour 42 credit hour program Program total - \$63,462	\$1,511/credit hour 42 credit hour program Program total - \$63,462

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Texas A&M MS Sports Management (online)	Public	\$1,617/1 course (3 credits) \$3,061/2 courses \$4,505/3 courses 36 credit hour program Approx. program total – \$18,020	\$2,550/1 course (3 credits) \$4,927/2 courses \$7,304/3 courses 36 credit hour program Approx. program total – \$29,216
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Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The proposed online market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management aligns with Board, University, and College missions and strategic plans and supports USF's strategic goals:

Florida Board of Governors Strategic Plan

To realize its mission and vision for the State University System, the Board of Governors identified three critical points of emphasis in its 2012-2025 Strategic Plan: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. The Board further identified strategic initiatives at the intersection of each of these points of emphasis with universities' teaching and learning; scholarship, research and innovation; and community and business engagement mission. The proposed program aligns with these Board initiatives:

Excellence

A market tuition online MBA in Business Administration with a Concentration in Sport and Entertainment Management targeted specifically to working professionals in the global sport and entertainment industry will be a signature program of the College of Business. As a highly differentiated, immediately competitive program characterized by industry partnerships, a rigorous curriculum, and a global focus, the proposed program will provide access to graduate study in the business of sport and entertainment management to a fully-employed and often place-bound student population, gaining recognition for and enhancing the reputation of the University's academic programs. Market tuition revenue will cover the cost of online course development and program delivery; residual revenue will be used to enhance the teaching and research missions of the College and University of South Florida by funding additional faculty positions, graduate assistantships, and faculty grants in support of research. The proposed program will support excellence in community and business engagement by providing an opportunity for professionals working in the field to acquire up-to-date business knowledge, skills, and abilities. This will allow place-bound professionals to update their skill sets, and will help them advance in their careers. The program will further support innovation and community engagement by having the working professional students mentor the on-campus students, thus partnering with state, regional and national sport and entertainment organizations.

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Productivity

The proposed online program will increase access to graduate study in the business of sport and entertainment management within the state and region. Online delivery will make the program attractive to managers and professionals in the global sport and entertainment industry and increase program efficiency. Organizations from which students in the proposed program are likely to be drawn are expected to serve as sites for data collection that will support research in the sport and entertainment industry.

Strategic Priorities for a Knowledge Economy

The proposed program directly supports the SUS goal of meeting professional workforce needs. As sports at all levels have grown in importance and economic impact, so has the need for well-prepared, professional managers at all levels. Because the proposed program will support partnerships with sport and entertainment organizations, there are significant opportunities for collaboration, for external support for research activities, and for enhanced business/community engagement. Many of the students will be working professionals; therefore, they will have a need for new skills and knowledge. An integral part of the MBA in Business Administration with a Concentration in Sport and Entertainment Management is enabling the workforce to meet the challenges their organizations are facing and lead them forward.

University of South Florida System Strategic Plan

The proposed market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management program aligns with the mission and goals outlined in the USF System Strategic Plan 2010-2015:

Academic Excellence, Student Access, and Student Success

The proposed online market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management will augment and complement the rich array of USF graduate programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The online program will provide expanded access to intellectually challenging graduate education in business to a qualified and diverse student body and will promote student engagement, learning and success within the state, regionally and globally. This will be accomplished by recruiting a diverse group of working professionals from around the globe and from a variety of sport and entertainment segments. The diverse group of professional students will be linked together with each other to further enhance learning excellence. Further, their roles as mentors of USF's on-campus students will help ensure the broadest professional network and opportunities for career growth.

Impactful Research, Economic Leadership, and Community Engagement

The proposed program directly supports SUS and USF System goals of meeting professional and

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workforce needs across the state and region in support of economic development. It also supports research and innovation by providing additional financial resources to enhance the research missions of the College of Business and University of South Florida via additional faculty positions, graduate assistantships, and faculty grants in support of research.

Consistency with USF Strategic Initiatives

The proposed market rate online MBA in Business Administration with a Concentration in Sport and Entertainment Management directly or indirectly supports the following USF strategic initiatives:

Access and production of degrees: The proposed program directly supports access to and the production of graduate degrees by providing an opportunity for working professionals who are unable to attend the existing on-campus MBA in Business Administration with a Concentration in Sport and Entertainment Management at USF due to distance or time constraints.

Meeting statewide professional and workforce needs: The online MBA in Business Administration with a Concentration in Sport and Entertainment Management program directly supports the SUS goal of meeting statewide professional and workforce needs across the state. Florida is home to an extraordinary number of sport franchises in football (3), hockey (2), basketball (2), and baseball (3) while 13 additional major league baseball franchises hold their spring training in Florida and 28 minor league baseball clubs are based in Florida. As sports and sport/entertainment organizations have grown in importance and economic impact in the state, the need and demand for high-quality, relevant, accessible graduate education has grown.

Building world-class academic programs and research capacity: None of the SUS institutions offers a fully online MBA in Business Administration with a Concentration in Sport and Entertainment Management that targets working professionals in the field. Sponsoring organizations/employers are expected to partner with College of Business faculty, providing opportunities for research that will have the potential to change industry practice both in the U.S. and abroad. The proposed online program will further increase the visibility and global footprint of the USF College of Business and the reputation of the University's undergraduate and graduate programs.

Meeting community needs and fulfilling unique institutional responsibilities: The proposed market tuition online program is aligned with USF's strategic priorities by expanding world-class interdisciplinary research, creative, and scholarly endeavors; promoting globally competitive programs that support interdisciplinary inquiry; and expanding local and global engagement activities.

Specific Benefits to Key Stakeholders

For Students. The target student population is working professionals in the global sport and entertainment industries. The proposed program will provide a unique opportunity for these individuals to enhance their knowledge, skills, and abilities by completing a fully-accredited MBA in Business Administration with a Concentration in Sport and Entertainment Management while continuing to work full time. To our knowledge, no similar program is currently available online. With

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a strong group of faculty in sport and entertainment management as well as traditional business disciplines, the MBA in Business Administration with a Concentration in Sport and Entertainment Management is well positioned to serve students globally as the premier knowledge provider in the sport and entertainment space. The online format would extend student access and success throughout the State of Florida and would also provide global access to sport and entertainment management education. This is consistent with the vision of the University to have state, national and global impact.

For Research and Scholarship. The sport and entertainment organizations from which the students in the proposed program will be drawn are expected to serve as sites for data collection for research and case writing. Further, participating faculty members also have the potential to gain access to these organizations to showcase their research, thereby increasing the prospects of grant/contract funding from these organizations. In summary, the online MBA in Business Administration with a Concentration in Sport and Entertainment Management program has the potential to enhance the research productivity of USF's College of Business as well as the Management department.

For the State of Florida and the Tampa Bay Community. The proposed program will enable fully employed professionals in the sport and entertainment industry in the Tampa Bay community, in Florida and globally to enhance the knowledge skills and abilities critical to success in this rapidly growing and globalizing industry.

For the Full-time Graduate Students in the USF MBA in Business Administration with a Concentration in Sport and Entertainment Management Degree Program.

Students in the proposed on-line program will serve as professional mentors and advisors to the full-time students enrolled in the on-site program. As such, the students currently working in the field will assist with research projects and other curricular endeavors as well as support the faculty with internship and ultimately job placements.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

University of South Florida's market tuition online MBA in Business Administration with a Concentration in Sport and Entertainment Management program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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The College of Business has a robust assessment process that evaluates student learning for each academic program and major course of study at least once each year and demonstrates how results are used for program improvement. Learning outcomes for the market tuition online MBA in Business Administration with a Concentration in Sport and Entertainment Management will be consistent with the on-site MBA in Business Administration with a Concentration in Sport and Entertainment Management. Consistent with University policy, an in-depth review would be conducted at least once every seven years.

Additional success metrics for the proposed online MBA in Business Administration with a Concentration in Sport and Entertainment Management market tuition program include:

- **Student Enrollment.** If an online MBA in Business Administration with a Concentration in Sport and Entertainment Management program attracts sufficient qualified students to reach a cohort size of 20 or more, the market rate policy would be considered successful.
- **Student Quality.** The quality of the applicant pool will be determined by the applicants' portfolio of academic and professional qualifications (GRE/GMAT scores, GPAs, work experience, etc.); selectivity will be assessed by the ratio of applicants to acceptances.
- **Program Assessment.** Broad based business knowledge, skills, and abilities will be assessed in the MBA capstone course, Integrated Business Applications. In addition, industry-specific learning will be assessed via projects in industry-focused coursework.
- **Student Satisfaction.** This would be measured by exit surveys and the percentage of students willing to recommend the online MBA in Business Administration with a Concentration in Sport and Entertainment Management program to others.
- **Employer Satisfaction.** Because students will be fully-employed working professionals, the satisfaction of employer organizations, many of whom will reimburse students for all program costs, will be critical to the ongoing success of the program. Employer satisfaction would be measured via surveys and focus groups. An additional indicator would be the number of employer organizations willing to sponsor additional students over a five year period.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Business, Management Department, and Sport and Entertainment program are committed to ensuring the timely delivery of all courses in the online program. The market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management will have a fixed set of courses taken by all students. The schedule for the program will be finalized well in advance, with faculty resources allocated to meet the needs of both on-site and online programs. Incremental funds accrued by the program would allow the hiring of highly respected academics and practitioners in the field of sport and entertainment management to collaborate on and teach courses in both the on-site and online programs. Extraordinary demand would be met by hiring additional full-time and/or adjunct faculty to support the program.

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One of two new hires approved for the full-time MBA in Business Administration with a Concentration in Sport and Entertainment Management program could be designated as the Online Coordinator/Director for the program. Online advising and counseling as well as early intervention for students struggling academically will help ensure that students complete the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The economic reality of higher education funding in Florida and throughout the country is that state support will continue to decline as a percentage of total resources required to meet teaching, research, and service missions. Recognizing the dimensions of the challenge, the Florida Legislature provided universities additional flexibility to increase tuition and fees to compensate for declining state funding. Addressing the revenue gap has been a priority for the Board of Governors and is a continuing strategic initiative for both the College of Business and the University of South Florida.

The market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management provides an opportunity to meet local, regional, and global demand for a high-quality program targeted to place-bound working professionals that would 1) cover all educational costs of delivering the program and 2) provide incremental funds to support on-site sport and entertainment management programs.

The sport and entertainment industry is an important and growing segment of the economy at the local and global levels. The Department of Labor projects a 16.5% increase in employment in the category of arts, design, entertainment, sports, and media for 2008-2018. Further, A.T. Kearney, a global consulting firm focusing on competitive and strategic positioning, has estimated the annual economic impact of the global sports industry—from infrastructure and sporting goods to licensed products, events, media rights, and sponsorships—at as much as \$620 billion. Sports and the business of sport/entertainment have a major economic and social impact on communities across Florida and the region. An innovative program designed to educate the next generation of global sports business leaders, the online MBA in Business Administration with a Concentration in Sport and Entertainment Management will provide a unique educational opportunity for working professionals and individuals disadvantaged by distance and time constraints.

Estimated revenue for the market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management program from the first class is \$480,000 (20 students, 32 credit hours, \$750/credit hour). A portion of the revenue will be used to support online course development and the delivery of the program. The residual revenue generated from each cohort will be used to enhance sport and entertainment management programs by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in state-of-the-art technologies, and recruiting exceptional out-of-state and international students to help improve the educational experiences for Florida residents.

Although private vendors will not be used, leading academics and practitioners in the field of sport and entertainment management will be sought as adjunct faculty. The revenue from the online MBA in

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Business Administration with a Concentration in Sport and Entertainment Management program will be budgeted in a specific continuing education auxiliary account within USF.

Other Information

CIP Code: 52.0201

Currently the MBA in Business Administration with a Concentration in Sport and Entertainment Management program is not offered online and is not offered on a self-supporting basis through continuing education.

With the approval of this program for market tuition, an MBA in Business Administration with a Concentration in Sport and Entertainment Management will be developed into a fully online program and offered to non-traditional students who are unable to attend a full-time weekday program on campus. The market tuition format provides opportunities for USF to increase access to the MBA in Business Administration with a Concentration in Sport and Entertainment Management program as it provides resources that will cover costs associated with course development and program delivery throughout the State of Florida and globally, as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G program.

The market tuition program will be offered in addition to an existing E&G-funded MBA in Business Administration with a Concentration in Sport and Entertainment Management program that is currently offered; the new program will not supplant existing University offerings funded by State appropriations.

Additional information requested by the BOG:

The market-rate students will serve as mentors to the on-campus students for several reasons. The on-line MBA students will all be experienced professionals having already worked in the industry for a number of years. (Possible candidates we have already spoken with range from 5-20 years in the industry.) As such, the on-campus students can benefit from the experience of the on-line industry professionals. So while it might appear to be peers advising peers, it is in reality, a group of experienced industry professionals working on advancing their careers mentoring and advising a group of younger students preparing to embark on their careers. There are no problems with accreditation; student-to-student mentoring regularly occurs in many programs.

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University: University of South Florida

Date	
University Board of Trustees approval date:	TBD
Proposed Implementation Date (month/year):	August 2013
Market Tuition Rate Process	
<p>Explain the process used to determine market tuition.</p> <p>The University of South Florida's College of Education currently offers a fully online and on campus Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL (Teaching English for Speakers of Other Languages). CIP Code: 13.031.</p> <p>ESOL (English for Speakers of Other Languages) training is provided by Colleges of Education throughout the State of Florida to mainstream teachers. The USF M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL distinguishes itself from these programs in that it offers to teachers a TESOL specialization.</p> <p>Approval is being sought to charge a market tuition rate in the amount of \$500/credit hour for both resident and non-resident students for the fully online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program (33 credit hours). In subsequent years, market conditions could result in an increase in tuition. Any increases, per BOG requirement, will not exceed 15% per year.</p> <p>The Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL is a specialized program that is offered using an online format. The requested market tuition rate is based on the costs of programs that are similar, but not identical to the proposed program (see table on next page).</p>	

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University (Program)	Public/Private	Tuition per Credit Hour (Resident)	Tuition per Credit Hour (Non-Resident)
Grand Canyon University (M.Ed. in TESOL)	Private (For profit)	510.00/credit hour (34 Credits) Program total - \$17,340	510.00/credit hour (34 Credits) Program total - \$17,340
Florida International (MS Foreign Language Education: TESOL)	Public	399.95/credit hour (36 Credits) Program total - \$14,398 (plus 175.61/semester)	\$904.03/credit hour (36 Credits) Program total - \$32,545 (plus 175.61/semester)
Walden University (MS in Adult Learning: Teaching Adults English as a Second Language)	Private (For profit)	620.00/credit hour (includes textbooks and materials) (36 Credits) Program total - \$22,330 (plus \$130 Tech fee/semester)	620.00/credit hour (includes textbooks and materials) (36 Credits) Program total - \$22,330 (plus \$130 Tech fee/semester)
Temple University (M.S.Ed. TESOL)	Public	\$687/credit hour (30 credits) Program total - \$20,610	\$961/credit hour (30 credits) Program total - \$28,830
University of Cincinnati (M.Ed. Literacy & Language Studies)	Public	\$710/credit hour (30 credits) Program total - \$21,300	\$1285/credit hour (30 credits) Program total - \$38,550

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

University of South Florida System Strategic Plan

The proposed market tuition Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program aligns with goals outlined in the USF Strategic Plan 2010-2015:

Academic Excellence, Student Access, and Student Success

The USF System will require its institutions to provide a rich array of academic programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The USF System will enable access to these programs to qualified and diverse students and will promote student learning and success throughout the System by supporting activities that result in retention and graduation at higher than externally predicted rates, employment or admission to graduate or professional schools at specified rates, lower than average student debt loads, and higher than average satisfaction when compared to peer institutions.

Impactful Research, Economic Leadership, and Community Engagement

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The USF System will coordinate and promote research and innovation by providing information and services creating synergies among faculty across the System and fostering external partnerships. These activities will lead to measurable increases in the creation, dissemination, and utilization of new knowledge. In addition, the USF System will coordinate the activities and promote synergies among its institutions to become a major economic engine for the region and the state. It will do so by challenging its institutions to increase the production of graduates in high demand fields; increase applied research supported by the private sector; and incubate a significant number of new companies, agencies, and occupations.

The USF System will also challenge its institutions to increase further their level of community engagement by sharing best practices, by supporting their applications to achieve the Carnegie "Community Engaged" designation, and by facilitating increased collaborations among institutions and across the region. For its leadership in strengthening the economy and community engagement, the USF System will be recognized as the key unifying element for the region.

Global Engagement, Literacy, and Impact

Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully-engaged, learner centered environment.

Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL:

For Students. Very few universities offer an online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL, or related programs, with a focus on K-12 TESOL. USF's Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL is one of the pioneer programs in ESOL Education in the State of Florida. With a strong group of ESOL faculty in the Department of Secondary Education of USF's College of Education, USF is well positioned to serve students globally. A market tuition fully online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL has the potential to not only increase student access and success within the State of Florida, but also provide access to TESOL education globally. This is consistent with the USF System Strategic Plan to have state, national and global impact.

For Research and Scholarship. K-12 schools from which prospective students (primarily working professionals) for the proposed program will be drawn are likely to serve as sites for data collection for research and case writing. Further, participating faculty members also have the potential to gain access to these K-12 schools to showcase their research, thereby increasing the prospects of grant/contract funding from these schools. Additionally, the online program with a global reach has the potential to attract high achieving graduate students to the USF College of Educational doctoral program. In summary, a market tuition online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program has the potential to enhance the research productivity of USF's College of Education as well as the Department of Secondary Education.

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For the State of Florida, the Tampa Bay Community and Global Outreach. A market tuition fully online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program will create and support increased access to a competitive, relevant, and distinctive academic program that addresses the changing educational needs of the region, state, and nation, for prospective students who demonstrate the aptitude to succeed. It will further improve and promote cultural and global literacy, language proficiency, and the international competitiveness of USF graduates. The proposed program also increases the potential for enrollment and participation of international students in USF's Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program.

Florida Board of Governors Strategic Plan

The following statements address the alignment of the proposed USF Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL market tuition program with the Board of Governors system priorities for the State University System - Teaching and Learning; Scholarship, Research and Innovation; and Community and Business Engagement - with three points of emphasis: Excellence, Productivity, and Strategic Priorities. (SUS System of Florida Board of Governors Strategic Plan 2012-2025).

Access and production of degrees: The proposed online market tuition program provides resources to increase access to excellence in higher education for teaching professionals, and is, therefore, likely to increase the production of degrees granted by USF.

Meeting statewide professional and workforce needs: The U.S. Bureau of Labor Statistics projects 15-17% employment growth for ESL Teachers in the period of 2008-2018 due to the growth of the immigrant population. The proposed online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program will train teaching professionals on innovative models of education, preparing them for the demands of teaching an increasing number of English language learners in the schools.

Building world-class academic programs and research capacity: The proposed market tuition Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program resides in the Department of Secondary Education in USF's College of Education. USF's Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL is regarded as a quality program, as evidenced by an internationally diverse pool of students with strong academic credentials seeking enrollment. The proposed online program will further increase the visibility and global footprint of the USF Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL, thereby further increasing the reputation of USF and the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program. The resources generated from this program will be used to enhance the research capacity of the Department of Secondary Education. Increased visibility of the USF program and brand will attract even higher quality graduate students to enroll in the doctoral program, leading to higher quality research output.

Meeting community needs and fulfilling unique institutional responsibilities: USF will continue to fulfill its institutional responsibilities by embracing opportunities such as the BOG market tuition program to generate greater access to graduate education. By providing additional resources for online access to the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in

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Secondary Education: TESOL, USF is providing educational and career advancement opportunities throughout the State of Florida and beyond. This potentially leads to economic investments in the State of Florida by resident and non-resident individuals and businesses.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

University of South Florida's market tuition online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success metrics for the proposed online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL market tuition program also include:

- **Student Enrollment.** If the online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program attracts sufficient qualified students to reach a cohort size of 25 students or more, then the market rate policy is a success.
- **Student Quality.** Student quality for the program will be determined by GPAs, and previous work experience.
- **Student Satisfaction.** This would be measured by exit surveys and the percentage of students willing to recommend the online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program to others.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The schedule for the program will be finalized well in advance, with faculty resources committed.

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Historically, for the existing Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program, the availability of courses has not been an issue. The online program is comprised of a fixed set of courses that all students would be required to take. The Department of Secondary Education is committed to ensuring the timely delivery of all courses for the online program. Extraordinary demand would be met by hiring additional faculty using funds accrued by the online program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Given the continued decline in the State of Florida's financial support of public universities, institutions of higher education are exploring alternate sources of funding that are supported by the BOG. One such opportunity is the online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL market tuition program proposed by USF's Department of Secondary Education.

Secondary Education programs such as the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL empower students with skills needed in today's school system. The continued development and delivery of these programs prepare educators with the necessary knowledge and skills that new jobs demand, thereby providing school districts with teachers who are competent to teach in the diverse schools and creating opportunities for graduates to advance their careers.

Estimated revenue for the market tuition Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program is \$412,500 (25 students, 33 credit hours, \$500/credit hour). A portion of the revenue will be used to support the delivery of the program. The residual revenue generated each year will be used to enhance the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in state-of-the-art technologies, and recruiting exceptional out-of-state and international students to help improve the educational experiences for Florida residents.

Private vendors will not be utilized. The revenue from the online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program will be budgeted in a specific continuing education auxiliary account within USF.

Other Information

CIP Code: 13.0301

Currently the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program is offered online but is not offered on a self-supporting basis through continuing education. Enrollments reported in the USF Market Tuition Proposal Summary Spreadsheet are E&G enrollments.

The market tuition format provides opportunities for USF to increase access to the Master of

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Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program as it provides resources that will cover costs associated with the delivery of Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL programs throughout the State of Florida and globally, as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G program.

The market tuition program is proposed for the purpose of expanding access to the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program, will be offered in addition to the E&G-funded program that is currently offered, and will not supplant existing University offerings funded by State appropriations.

Additional information requested by the BOG:

Market rate will increase the number of TESOL teachers in the state, as required in Board Regulation 6.001(15)(a)2:

- The market tuition program is proposed for the purposes of expanding the capacity and access to the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program, thus increasing the number of teachers in the state.
- The present E&G-funded program will benefit by the increased exposure that the market tuition program will provide, both in the state of Florida, throughout the United States, and internationally. This will have a direct effect on the number of TESOL teachers in the state of Florida.
- The Market tuition program will benefit by potential faculty lines that could be added as a direct result of the market tuition program, adding to the capacity of the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program to prepare TESOL teachers for the state of Florida.
- The increased diversity of students, both international and from other states in the United States that the market tuition program will attract to USF will enrich our present Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program, and make TESOL an attractive choice of profession for teachers in Florida.
- The market tuition program will surely impact the number of teachers in the state of Florida by increasing the capacity and access, increasing the exposure, increasing the number of faculty, and increasing the diversity and quality of the students in the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program.

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The program has the potential for increasing the number of graduates:

- The market tuition program for the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program will not target in-service teachers in Florida, but will be offered in addition to the E&G-funded program that is currently offered, and will not supplant existing University offerings funded by the State appropriations.
- The present E&G-funded program will benefit by the increased exposure that the market tuition program will provide.
- The present E&G-funded program will benefit by faculty that will be added as a result of the market tuition program.
- The present E&G-funded program will benefit by enhancing the research capabilities of the faculty in the Department of Secondary Education and increase the visibility of the USF program and brand, attracting high quality graduate students not only to this program, but also to the doctoral programs at USF.
- The market tuition program for the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program will have the effect of increasing the number of in-service teachers in Florida and nationally and internationally, providing access to TESOL globally, which is consistent with the USF System Strategic Plan to have state, national, and global impact.

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Market Tuition Proposals**

USF Market Tuition Proposal Summary 9-25-2012

	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1 Degree Program	MBA in Sport and Entertainment Management	MA in Global Sustainability	M.Ed. in TESOL	Graduate Certificate in Business Foundations	
2 Has the program been approved pursuant to Regulation 7.001?	Yes	Yes	Yes	Yes	
3 Does the program lead to initial licensing or certification?	No	No	No	No	
4 Is the program identified as a state critical workforce need?	No	No	Yes	No	
5 Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes	
6 Current Tuition Rate (Resident/Non-Resident)	\$466.76/\$891.28	\$430.85/\$855.37	\$430.85/\$855.37	\$466.76/\$891.28	
7 Proposed Market Tuition Rate	\$750/credit hour	\$750/credit hour	\$500/credit hour	\$950/credit hour	
8 5 Other Public/Private Rates for Similar Program:					
9 University name and rate:	Ohio University \$19,692/\$20,376	Arizona State University \$16,616/\$16,616	Grand Canyon University \$17,340/\$17,340	University of Massachusetts \$15,900/\$15,900	
10 University name and rate:	St. Leo's University \$22,680/\$22,680	St. Louis University \$29,700/\$29,700	Florida International University \$15,101/\$33,248	Meredith College, Raleigh, NC \$8,184/\$8,184	
11 University name and rate:	University of Massachusetts \$28,107/\$28,107	UC Santa Barbara \$26,132/\$41,234	Walden University \$22,840/\$22,840	St. Louis University \$16,830/\$16,830	
12 University name and rate:	New York University \$63,462/\$63,462	Harvard University \$24,000/\$24,000	Temple University \$20,610/\$28,830	UNC Greensborough \$16,236/\$18,864	
13 University name and rate:	Texas A&M \$18,020/\$29,216	George Mason University \$17,235/\$41,130	University of Cincinnati \$21,300/\$38,550	Wisconsin Oshkosh \$8,520/\$8,520	
14 Length of Program (SCH)	32	33	33	16	
15 Student Enrollment '11 - '12 AY (Headcount):					
16 Resident	16	26	15	Launches Fall 2012	
17 Non-Resident	7	7	4		
18 Total	23	33	19		
19 Similar Program at other SUS Institutions (if yes, provide university and program name)	No	No	Yes	No	
20 University and program name:			Florida Int'l University - MS Foreign Language Education: TESOL)		
21 Different Rate for Resident vs. Non-Resident (NR)?	No	No	No	No	