Florida Gulf Coast University Board of Trustees
June 18, 2013

SUBJECT: Addition of a Degree Program Major: D.P.T. in Physical Therapy-Transitional (t-DPT) as a Market Tuition Program

PROPOSED BOARD ACTION

Approve Physical Therapy-Transitional as a post-professional major for the existing clinical Doctorate in Physical Therapy (D.P.T.) degree program effective fall 2013 and authorize request to seek approval from the Board of Governors as FGCU’s first market tuition program.

BACKGROUND INFORMATION

In June 2007, the Florida Gulf Coast University Board of Trustees approved the establishment of the University’s first doctoral program, the Doctor of Physical Therapy. The program was implemented in response to a mandate by the program’s accreditor, the Commission on Accreditation in Physical Therapy Education (CAPTE) that required all entry-level programs leading to licensure be at the doctoral level. This was done to provide for more post-graduate education needed by physical therapists than could be handled at the master’s level. At that time, FGCU offered the Master of Science in Physical Therapy and so following approval of the DPT by the Board of Governors in 2009 the transition was made until all remaining master’s students earned their degrees and only the Doctor of Physical Therapy was offered by the University.

At the same time the DPT was approved, the transitional DPT was also approved. However the t-DPT was not launched at that time to allow for the complete development of the DPT program. That developmental phase is now complete, the DPT program is extremely successful, and the College of Health Professions and Social Work is now ready to implement the t-DPT.

FGCU is authorized to offer professional doctorate level programs under Classification of Instruction (CIP) code 51.2308, Physical Therapy/Therapist.

Currently, FGCU offers the D.P.T. with a major in Physical Therapy that is designed as an entry-level program. The term “entry-level” refers to professional
education that prepares graduates for initial entry into the practice of physical therapy. Applicants to the entry-level program do not possess a license in physical therapy.

The proposed Physical Therapy-Transitional major is a 30-credit hour, post-professional program that will be offered entirely online intended for all licensed physical therapists whose entry-level degree was earned at either the baccalaureate or master’s level. It is anticipated that students will begin course work in spring 2014. The curriculum was approved by the college curriculum team and subsequently approved by the university-wide Graduate Curriculum Team on February 26, 2013. The program is consistent with Florida Board of Governors Regulation 8.011 Authorization of New Academic Programs and Other Curricular Offerings.

The term “post-professional” refers to professional education for the advancement of practicing physical therapists. Applicants to the proposed Physical Therapy-Transitional must meet the following admission standards: (a) an active physical therapy license issued by the State of Florida; (b) a baccalaureate or master’s degree in physical therapy from an accredited program; and (c) a minimum GPA of 3.0 or greater on a 4.0 scale for the last 60 hours of the baccalaureate or master’s degree in physical therapy, or a minimum score of 4.0 on the Analytic portion of Graduate Record Exam [GRE] and a minimum total Quantitative-Verbal GRE score of 1000 with a minimum score of 400 on both the Quantitative and Verbal portions of the GRE if taken prior to August 2011 or equivalent Quantitative-Verbal (combined and individual) scores for GRE tests taken after August 1, 2011.

It is intended to provide the additional coursework that bridges the knowledge acquired in the initial baccalaureate or master’s programs with that which has become a standard part of professional preparation in the DPT. Currently, it is estimated that thousands of practicing physical therapists lack the DPT of which many will seek to acquire the additional credential in the coming years.

Since the t-DPT program is offered entirely online, is at the graduate level, and does not lead to initial licensure it is eligible for designation as a market tuition program according to Board of Governor’s regulation 7.001. The Board of Governors implemented the concept of market tuition programs in 2011 to allow State University System institutions to compete in the online market on a nationally competitive basis. Since that time the BOG has designated approximately 50 such programs as market tuition programs.

Market tuition programs allow for establishment of a single tuition rate for both in-state and out-of-state students based on a comparison of tuitions established for similar programs at a sample of public and private institutions. The attached form provides detailed information and a rationale for the proposed tuition rate. The curriculum for the t-DPT program was recently reviewed and approved by the
Graduate Curriculum Team of the FGCU Faculty Senate and is endorsed by the Provost and Vice President for Academic Affairs.

The t-DPT will not adversely impact the DPT program. Rather its market tuition will provide additional revenue to the benefit of the DPT program’s students and faculty and will enhance the programs and services offered more generally by the College of Health Professions and Social Work. Similar to other t-DPT programs in Florida and nationally, the enrollment is expected to be a mix of in-state and out-of-state students.

Upon approval by the Florida Gulf Coast University Board of Trustees, a request seeking the authorization of the Board of Governors will be submitted. The Board of Governors reviews market tuition requests once a year at its November meeting. With the BOG’s concurrence, the market tuition t-DPT program will be initiated in 2014.

Supporting Documentation Included: (1) Market tuition proposal for the transitional Doctor of Physical Therapy. (2) BOG Regulation 7.001 “Tuition and Associated Fees”

Prepared by: Dean of College of Health Professions and Social Work Mitchell Cordova, Associate Vice President for Academic and Curriculum Support Cathy Duff, and Associate Provost for Planning and Institutional Performance Paul Snyder

Legal Review by: Vice President and General Counsel Vee Leonard (May 21, 2013)

Submitted by: Provost and Vice President for Academic Affairs Ron Toll
State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)

University: Florida Gulf Coast University
Proposed Market Tuition Program: Transitional Doctor of Physical Therapy Program

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>University Board of Trustees approval date:</td>
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<tr>
<td>Proposed Implementation Date (month/year):</td>
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<tr>
<td>Graduate online or Graduate Continuing Ed. Course:</td>
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Description of the Program and the Market Tuition Rate Process

Describe the program in which market tuition is being requested.

The Department of Physical Therapy and Human Performance proposes to offer a Transitional Doctor of Physical Therapy (t-DPT) program, in addition to the existing entry-level DPT program. The t-DPT program is designed to meet the needs of the practicing physical therapist. The program allows physical therapists to augment their knowledge and skills to reflect contemporary physical therapy practice at the clinical doctoral level. Students become proficient in employing current sources of information as they relate to learning and evidence-based practice. Students develop into self-directed learners through acquiring skills that aid them in being resourceful scholars and clinicians.

Physical Therapy (PT) has been evolving as a profession since its founding of “Reconstruction Aides” following World War I. As the profession has matured, the level of education has expanded in response to the needs of the practice and demands from consumers. In 1989, an American Physical Therapy Association (APTA) task force recommended to the APTA Board of Directors that the Doctorate in Physical Therapy (DPT), which is a clinical doctorate degree, should be the appropriate entry-level degree for physical therapists based on the framework of practice and academic requirements. Entry-level refers to professional education that prepares graduates for entry into the practice of physical therapy in contrast to a post-professional Doctorate in Physical Therapy, which reflects education for the advancement or practicing physical therapists. This perceived need for change in the entry-level degree was facilitated by observed changes in society’s expectations for health, wellness and prevention of disease and disability, changes in health care delivery systems, and expanding scope of practice.

In June 2000, APTA’s House of Delegates endorsed the APTA Vision Statement for Physical Therapy 2020 which envisions physical therapy will be provided by physical therapists who are doctors of physical therapy: “Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct
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access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in clients’ health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist-directed and supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidenced based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences. While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.”

The APTA Vision Sentence that was also approved in June 2000 states: “By 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other healthcare professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.” The APTA is unequivocally committed to a fully inclusive transition to the status of a doctoring profession. Inclusiveness means that every US-licensed physical therapist will be afforded the opportunity to attain degree parity with those practitioners who possess the DPT. In addition to the benefits for the physical therapist, an inclusive transition also benefits the profession as a greater critical mass of physical therapists are prepared to practice using the most current body of knowledge and skills, including all aspects of patient/client management.

In response to this vision, the increasing number of programs offering the entry-level DPT and an increasing number of graduates earning the entry-level DPT degree, there is a growing demand from practicing physical therapists that entered the practice of physical therapy with either a bachelor’s or master’s degree for a “Transitional” DPT (t-DPT) or sometimes called post-professional DPT. These practicing therapists are seeking to demonstrate continued competence through a t-DPT that will signify and recognize the acquisition of knowledge that could more strongly position the graduate in the current practice environment and in the future health care marketplace. The t-DPT program is intended to provide an academic augmentation that is analogous to the current professional education DPT standard, and that focuses on the changes that have occurred in physical therapy practice over the past 5 to 10 years. The t-DPT degree is conferred upon completion of a structured, post-professional educational experience and enables the US-licensed physical therapist to attain degree parity with therapists who hold the entry-level professional DPT by "filling in" any gaps between...
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their professional baccalaureate or master's degree or post baccalaureate certificate in PT education and the current academic standards for the professional entry-level DPT degree education.

There are roughly 80,000 members of the American Physical Therapists Association. Although the specific number of practicing PT’s who possess a Bachelor of Science in Physical Therapy (BSPT) or a Master of Science in Physical Therapy (MSPT) degree is not exactly known, according to the 2010 Physical Therapist Member Demographic Profile conducted by the APTA, 24.7% and 32.0% of the membership’s highest degree earned is the BSPT or the MSPT, respectively. Moreover, only ~35% of the total membership has a DPT or t-DPT. These data strongly suggests the continued demand for offering the t-DPT to meet expanding educational needs for BSPT and MPT prepared therapists. Additionally, in the July 2008 PT Magazine published by the APTA, they indicated that a strong possibility exists for graduates with a BSPT to continue practicing for another 20 to 30 years because the final dissolution of accredited BSPT programs occurred in 2002. If we project a career span of 40 years, the majority of BS-prepared PTs will retire around 2027, with some perhaps practicing through 2040. Additionally, the number of accredited Master’s degree programs in PT (MSPT) peaked in 2000, so it can be surmised that nearly all MSPT-prepared individuals will be retired by around 2040. Given these data, the APTA anticipates a period of at least 20 years during which Physical Therapists with a BSPT or MSPT will be in practice. Given that the t-DPT at FGCU would be available to students nationwide, we anticipate no shortage of prospective students who would apply and be admitted to our proposed program.

The purposes of the t-DPT at FGCU are to provide:
1. a quality educational program, through an on-line curricular format, that reflects an augmentation in the physical therapist professional body of knowledge and practice over the last 5-10 years, allowing physical therapists to complete the program in a format that supports continued employment
2. a mechanism whereby experienced physical therapists may augment their knowledge and skills in areas that, together with any specialized knowledge and experience acquired over the years, would position them more strongly as a provider of physical therapy in a competitive health care system.
3. a valuable and exciting context for learning, including the rich and diverse interactions between Physical Therapists whose respective experiences provide an invaluable source of shared learning.
4. a curriculum that is customized to particular learners based on the date and degree level awarded in physical therapy, and their knowledge and experience, thereby minimizing the prospects for duplication of content.
5. a learning context, including the learner’s experience and discourse, that reflects a breadth and depth of experience that cannot be present in a professional degree program with students who have no clinical experience.
6. Credentialing at the clinical doctorate level with the opportunity for graduates to achieve parity with other clinical and associated professions that have converted to the doctoral level including Optometry, Podiatry, Audiology, Pharmacy and Law.

Has the program been approved pursuant to regulation 8.011?

Yes. The CIP code is: 51.2308.
Diploma: Doctor of Physical Therapy

Does the program lead to initial licensing or certification?

No, the t-DPT program is designed for physical therapists that are already licensed to practice physical therapy. Students for this program will need to show evidence that they are currently licensed to practice physical therapy in the state where they currently reside.

Is the program identified as a state critical workforce need?

Yes. This program will help practicing physical therapists remain current in their occupation and enhance their employment opportunities. The program is priced to be readily accessible to in-state and out-of-state students alike. Physical therapists rank within the top 10 of workforce shortage needs within health professions. Nationally, according to the US Bureau of Labor Statistics, employment of physical therapists is expected to increase 39% from 2010 to 2020 much faster than the average for all occupations. The demand for physical therapy services will continue to rise in large part to the aging baby boomer generation. Due to the large amount of physical therapists that are currently practicing who hold a bachelors or master’s degree in physical therapy, the desire for current physical therapist to receive their DPT through transitional programs such as the one proposed will be large. Additionally, the Southwest Florida region has a significant cohort of FGCU PT alumni who graduated with a Master of Science degree in Physical Therapy for whom this proposed program would be appropriate and attractive. Data from the program evaluation surveys indicates the large majority (>75%) are interested in pursuing the t-DPT. The Office of Graduate Studies reports frequent inquiries about a t-DPT program, both from FGCU alumni and other licensed physical therapists.

Are the program's admission and graduation requirements the same as other similar programs?

Yes, the admissions criteria for the t-DPT are very similar to the current criteria used for entrance into the Doctor of Physical Therapy degree at FGCU.
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Students seeking admission into the t-DPT must successfully meet the following admission criteria:

1. A bachelor's or master's degree in physical therapy from a program accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE).

2. An active physical therapy license issued by the State of Florida or their state of residence/practice.

3. A minimum GPA of 3.0 or greater (on a 4.0 scale) for the last 60 hours of the baccalaureate degree in physical therapy, or a minimum GPA of 3.0 for the master's degree in physical therapy. If the GPA is less than 3.0, then an applicant must have a minimum entrance score on the Graduate Record Exam (GRE).
   a) A minimum score of 4.0 on the Analytical portion of the Graduate Record Examination (GRE).
   b) A minimum total Quantitative-Verbal GRE score of 1000, with a minimum score of 400 on both the Quantitative and Verbal portions of the GRE, if taken prior to August 2011 or Equivalent Quantitative-Verbal (combined and individual) scores for GRE tests taken after August 1, 2011.

The graduation requirements for the t-DPT program are as follows:

Students entering program with a baccalaureate degree in physical therapy will complete all coursework listed above for a total of 30 credit hours. Transcripts of students entering the program with a master's degree in physical therapy will be evaluated for course equivalency and provided an individualized program of study. Additionally, students must apply for graduation per university guidelines and timeline; they must satisfy all university and program graduation requirements as outlined in the catalog and the DPT Student Guidebook; students must follow a Program of Study approved by the student's faculty advisor; students must receive a grade of "B" ("S" if applicable) or better on all courses within the program curriculum; and students must maintain a minimum cumulative GPA of 3.0 for all required courses in their program. Collectively, these graduation requirements are the same as the current DPT program because we are bringing the original BSPT and MSPT graduates up to the current minimal graduation requirements for the DPT.

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 human 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 January 2014: 15 credits a yr x 450.00 /credit hr
Cohort beginning January 2015: 15 credits a yr x 450.00 /credit hr
Cohort beginning January 2016: 15 credits a yr x 450.00 /credit hr

The following process was used to establish the market tuition rate.

The market tuition for the program was determined by benchmarking against other transitional doctor of physical therapy programs nationally and throughout the State of Florida. Additionally, all associated costs for managing the program were incorporated into determining the final tuition rate.

Describe any similar programs offered by another State University institution.

Currently, there is only one t-DPT program being offered as a completely distance (online) program in the State of Florida SUS system (University of South Florida). USF reportedly will enroll its last online t-DPT program cohort in fall 2013. Consequently, there will no SUS institution delivering an online t-DPT program beyond 2014. Nationally, there are only 24 distance t-DPT programs. Additionally, there are 2 other t-DPT programs offered in the State of Florida as hybrid programs (Nova Southeastern and University of St. Augustine). Based on the available data from distance programs, we propose to charge a tuition rate of $450 per credit hour which is $25.00 less per credit hour than the University of South Florida. Moreover, it represents $15.00 and $50.00 less than University of St. Augustine’s and Nova Southeastern’s programs, respectively.

University of South Florida: $475.00 per credit hour (30 credit hour program)
Nova Southeastern University: $500.00 per credit hour with student activity fee of $250 / semester (30 credit hour program)
University of St. Augustine: $465.00 per credit hour (60 credit hour program)
Here are some data for distance programs that are out of state:

University of Tennessee - Chattanooga: $3675.00 per semester for in-state, $4075.00 per semester for out of state (30 credit hour program)

Arizona School of Health Sciences at A.T. Still University: $9500.00 for the entire degree program (# of credits determined on portfolio evaluation)

Mission Alignment

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

Central to the mission of the Program in Physical Therapy are the mission and goals of Florida Gulf Coast University and the College of Health Professions and Social Work. Reflective of this, the academic program is designed to meet the needs of the practicing physical therapist. The program allows physical therapists to augment their knowledge and skills to reflect contemporary physical therapy practice at the clinical doctoral level. Students become proficient in employing current sources of information as they relate to learning and evidence-based practice. Students develop into self-directed learners through acquiring skills that aid them in being resourceful scholars and clinicians.

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 no proposed restrictions, limitations, or condition 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 the success of the policy utilizing two metrics. It will monitor the number of students enrolled on an annual basis. It will also monitor the graduation rate for each cohort.
### 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. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will be managed in a lock-step cohort format which will insure that sufficient courses are available to meet student demand and facilitate completion of the program. No similar E & G courses will be eliminated by the implementation of this 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.

This proposal will allow the University to offer the program and provide a needed service to the community. The program is expected to generate ~$67,500.00 annually based on 10 students completing 15 credits each year at $450.00 /credit hour. We anticipate the program will not be able to accept more than 20 students a year based on current faculty resources available to deliver the program.

The revenue generated from the t-DPT will be expended to cover the direct and indirect instructional costs, marketing, program administration, and to further enhance professional development of the faculty in the Department of Physical Therapy & Human Performance. No private vendors will be utilized, and the budget for the program will be placed in an auxiliary fund.

### Other Information

Provide any additional information if necessary, and complete the attached supplemental form.
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<thead>
<tr>
<th>University: Florida Gulf Coast University</th>
<th>Proposal</th>
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<tbody>
<tr>
<td>Degree Program</td>
<td>Transitional Doctor of Physical Therapy Program</td>
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<td>CIP Code</td>
<td>51.2308</td>
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<td>No</td>
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<td>Yes</td>
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<tr>
<td>Are the program's admission &amp; graduation requirements the same as other programs?</td>
<td>Yes</td>
</tr>
<tr>
<td>Current Tuition Rate</td>
<td>NA</td>
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<tr>
<td>Proposed Market Tuition Rate</td>
<td>$450 / credit hour</td>
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<tr>
<td>Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.</td>
<td>No</td>
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<tr>
<td>Other Public/Private Rates for Similar Program:</td>
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<tr>
<td>University name and rate:</td>
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<tr>
<td>University of South Florida: $475 per credit hour</td>
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<td>Nova Southeastern University: $500 per credit hour plus $250 student activity fee per semester</td>
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<tr>
<td>Length of Program (Student Credit Hours)</td>
<td>30 credit hours</td>
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<tr>
<td>Current E&amp;G Student Enrollment (Headcount):</td>
<td></td>
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<tr>
<td>Resident</td>
<td>NA - we anticipate 8 in-state (per year)</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>NA - we anticipate 2 in-state (per year)</td>
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<tr>
<td>Total</td>
<td>10 (per year)</td>
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<td>Similar Program at other SUS Institutions (if yes, provide university and program name):</td>
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<tr>
<td>University and program name:</td>
<td>University of South Florida - Transitional DPT</td>
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7.001 Tuition and Associated Fees

(1) All students shall pay tuition and associated fees, unless waived pursuant to Regulation 7.008, as authorized by the Board of Governors or its designee.

(2) Tuition shall be defined as the basic fee assessed to students for enrollment in credit courses at any of the state universities. Non-resident tuition shall be defined as the basic fee and out-of-state fee assessed to non-resident students for enrollment in credit courses at any of the state universities. The out-of-state fee is the additional fee charged to a non-resident student. The non-resident tuition must be sufficient to offset the full instructional cost of serving the non-resident student. Calculations of the full cost of instruction shall be based on the university average of the prior year’s cost of programs using the expenditure analysis.

(3) Effective with the Fall 2011 term, undergraduate tuition shall be $103.32 per credit hour.

(4) Each university board of trustees may set tuition for graduate, including professional, programs.

(5) Each university board of trustees may set out-of-state fees for undergraduate and graduate, including professional, programs.

(6) Associated fees shall include the following fees and other fees as authorized by the Board of Governors:
   (a) Student Financial Aid Fee;
   (b) Capital Improvement Fee;
   (c) Building Fee;
   (d) Health Fee;
   (e) Athletic Fee;
   (f) Activity and Service Fee;
   (g) Non-Resident Student Financial Aid Fee, if applicable;
   (h) Technology Fee; and
   (i) Tuition Differential.

(7) Students shall pay tuition and associated fees or make other appropriate arrangements for the payment of tuition and associated fees (installment payment, deferment, or third party billing) by the deadline established by the university for the courses in which the student is enrolled, which shall be no later than the end of the second week of class.
(8) Registration shall be defined as the formal selection of one or more credit courses approved and scheduled by the university and tuition payment, partial or otherwise, or other appropriate arrangements for tuition payment (installment payment, deferment, or third party billing) for the courses in which the student is enrolled as of the end of the drop/add period.

(9) Tuition and associated fees liability shall be defined as the liability for the payment of tuition and associated fees incurred at the point at which the student has completed registration, as defined above.

(10) Tuition and associated fees shall be levied and collected for each student registered in a credit course, unless provided otherwise in Board regulations.

(11) Each student enrolled in the same undergraduate college-credit course more than twice shall pay tuition at 100 percent of the full cost of instruction and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. The university may review and reduce these fees paid by students due to continued enrollment in a college-credit class on an individual basis contingent upon the student’s financial hardship. For purposes of this paragraph, first-time enrollment in a class shall mean enrollment in a class fall semester 1997 or thereafter. Calculations of the full cost of instruction shall be based on the system-wide average of the prior year’s cost of undergraduate programs in the state university system using the expenditure analysis.

(12) Each FAMU student enrolled in the same college-preparatory class more than twice shall pay 100 percent of the full cost of instruction to support continuous enrollment of that student in the same class, and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. Calculations of the full cost of instruction shall be based on FAMU’s average of the prior year’s cost of remedial undergraduate programs using the expenditure analysis and adjusted by the percentage budget increase in the current year appropriation.

(13) A university board of trustees may submit a proposal for a block tuition policy to the budget committee for consideration by the committee during a November meeting. The proposed block tuition policy for resident undergraduate or graduate students shall be based on the per-credit hour tuition amount. The proposed block tuition policy for nonresident undergraduate or graduate students shall be based on the per-credit-hour tuition and out-of-state
fee amount. The block tuition policy can only be implemented beginning with the fall term.

(a) The proposal shall be submitted in a format designated by the Chancellor and include at a minimum:
1. An explanation of the process used to determine the block tuition ranges.
2. An explanation of how the university will ensure that sufficient courses are available to meet student demand.
3. A description of how the policy is aligned with the mission of the university.
4. A declaratory statement that the policy does not increase the state’s fiscal liability or obligation.
5. An explanation of any proposed restrictions, limitations, or conditions to be placed on the policy.
6. A clear statement that any student that is a beneficiary of a prepaid tuition contract, purchased prior to the first fall term in which the block tuition is implemented, will not be included in any block tuition policy and will be billed on a per-credit-hour basis. The university shall work with the Florida Prepaid Board to determine how block tuition will be paid for beneficiaries of prepaid tuition contracts after implementation of block tuition. The university shall report the final resolution to the budget committee.
7. An estimation of the economic impact that implementation of the policy will have on the university and the student by identifying the incremental revenue the university anticipates collecting if this policy is implemented and the financial impact on the typical student subject to the policy.
8. A description of any outcome measures that will be used to determine the success of the policy, including but not limited to, time to degree, course load impact, and graduation rates.

(b) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees’ proposal is denied, within five days, the university board of trustees may request reconsideration by the Board’s Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors’ denial to consider a university board of trustees request for reconsideration.

(c) Every five years, the university board of trustees shall review the policy to determine if it has met its intended outcomes and whether the policy should
be continued or modified. The university board of trustees shall submit its findings to the Board.

(14) As a component of the annual university Work Plan, a board of trustees may submit a proposal to the budget committee of the Board of Governors by May 31 of each year to establish an increase in the undergraduate tuition differential to be implemented with the fall academic term. The tuition differential shall promote improvements to undergraduate education and provide financial aid to undergraduate students who have financial need. University boards of trustees shall have flexibility in distributing need-based financial aid awards according to university policies and Board of Governors’ regulations.

(a) The aggregate sum of tuition and tuition differential can not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year.
1. The tuition differential may be assessed on one or more undergraduate courses or all undergraduate courses and may vary by campus or center location.
2. The sum of undergraduate tuition and associated fees per credit hour may not exceed the national average undergraduate tuition and fees at four-year degree granting public postsecondary educational institutions.
3. Students having prepaid contracts in effect on July 1, 2007, and which remain in effect, are exempt from paying the tuition differential.
4. Students who were in attendance at the university before July 1, 2007, and maintain continuous enrollment may not be charged the tuition differential.

(b) The university board of trustees’ proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:
1. The course or courses for which the tuition differential will be assessed.
2. The amount that will be assessed for each tuition differential proposed.
3. The purpose of the tuition differential.
4. Identification of how the revenues from the tuition differential will be used to promote improvements in the quality of undergraduate education and to provide financial aid to undergraduate students who have financial need.
   a. For the purposes of the following subsection,
      i. “Financial aid fee revenue” means financial aid fee funds collected in the prior year.
      ii. “Private sources” means prior-year revenue from sources other than the financial aid fee or the direct appropriation.
for financial assistance provided to state universities in the General Appropriations Act.

b. At least thirty percent of the revenue shall be expended to provide need-based financial aid to undergraduate students to meet the cost of university attendance. If the entire tuition and fee costs of resident students who have applied for and received Pell Grant funds have been met and the university has excess funds remaining, the university may expend the excess portion on undergraduate education.

i. Universities shall increase undergraduate need-based aid over the prior year by at least thirty percent of the tuition differential.

ii. This expenditure shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the general appropriations act, or from private sources.

iii. If a university’s total undergraduate need-based awards does not meet or exceed the sum of the prior year’s undergraduate need-based awards plus thirty percent of new tuition differential funds, the university may still be considered in compliance. However, the university shall provide detailed documentation demonstrating that the difference is attributed to a decrease in financial aid fee collections (Regulation 7.003(18)), tuition differential collections, the direct appropriation for student financial assistance in the General Appropriations Act, and/or a decrease in foundation endowments that support undergraduate need-based aid awards.

c. The remaining revenue shall be expended on undergraduate education.

5. Indicate how the university will monitor the success of the tuition differential in achieving the purpose for which the tuition differential is being assessed.

(c) The budget committee will examine data gathered as part of the University Annual Reports instituted pursuant to Regulation 2.002 to inform members’ deliberations regarding institutional proposals for tuition differential increases. At a minimum, the committee will review:

1. Undergraduate retention and graduation rates.
2. Percentage of students graduating with more than 110 percent of the hours required for graduation.
3. Licensure pass rates for completers of appropriate undergraduate programs.
4. Number of undergraduate course offerings.
5. Percentage of undergraduate students who are taught by each instructor type.
6. Average salaries of faculty who teach undergraduate courses.
7. Undergraduate student-faculty ratio.
8. Other university specific measures identified by the boards of trustees pursuant to subparagraph (14)(b)5.
9. Number of need-based financial aid awards provided, average award, and median award.

(d) The budget committee shall review each proposal and advise the university board of trustees of the need for any additional information or revision to the proposal. The budget committee will make a recommendation to the Board of Governors at the next scheduled meeting.

(e) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees’ proposal is denied, within five days the university board of trustees may request reconsideration by the Board’s Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

(f) Each university board of trustees that has been approved to assess a tuition differential shall submit the following information to the Board of Governors General Office in a format and at a time designated by the Chancellor, so that such information can be incorporated into a system report that will be submitted to the Governor and Legislature by January 1.

1. The amount of tuition differential assessed.
2. The course or courses for which the tuition differential was assessed.
3. Total revenues generated.
4. Number of students eligible for a waiver as outlined in Regulation 7.008(20), number of these students receiving a waiver, and the value of these waivers.
5. Detailed expenditures (submitted as a part of the August operating budget).
6. Detailed reporting of financial aid sources and disbursements sufficient to meet the requirements in subparagraph (14)(b)4.
7. Data on indicators outlined in subparagraph (14)(c).
(g) Universities must maintain the need-based financial aid revenue generated from the tuition differential in a separate Education and General account, with the revenue budget in the Student and Other Fee Trust Fund.

(h) If, after approval by the Board of Governors, a university determines that modifications need to be made to the monitoring and implementation of the proposed undergraduate improvement programs, the university shall notify the Chancellor.

(15) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university’s continuing education unit when such courses constitute an approved degree program or college credit certificate program. Proposals shall be submitted to the budget committee for consideration by the committee during a November meeting.

(a) Proposals to charge market tuition rates for degree programs and college credit certificate programs shall be considered by the Board only if documentation is provided that demonstrates:

1. The programs have been approved in accordance with Regulation 8.011 and have established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.

2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the State University System of Florida Strategic Plan, 2005-2013, Areas of Programmatic Strategic Emphasis, as amended in 2009. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.

3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.

(b) If approved by the Board, the university shall operate these programs for a pilot period in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot period, the Board shall approve no more than five new graduate-level degree programs or college credit certificate program proposals per academic year. After three years, the university shall present its findings to the Board budget committee.
The university findings shall include, but not be limited to, program enrollments, degrees produced, and enrollments in similar state funded programs. The budget committee will then make any appropriate recommendations to the Board for changes of market tuition rates programs.

(c) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:
   1. A description of the program and its compliance with the requirements outlined in (15)(a).
   2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
   3. A description of similar programs offered by other state university system institutions.
   4. An estimate of the market tuition rate to be charged over the next three years. Any annual increase shall be no more than 15 percent over the preceding year.
   5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.
   6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state’s fiscal liability or obligation.
   7. An explanation of any differentiation in rate between resident and non-resident students paying market tuition rate.
   8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.
   9. A description of any outcome measures that will be used to determine the success of the proposal.
   10. In addition, the following information will be included with the proposal:
      a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.
      b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state-funded courses.
      c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.
      d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.
(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees’ proposal is denied, within five days, the university board of trustees may request reconsideration by the Board’s Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors’ denial to consider a university board of trustees request for reconsideration.

(e) If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.

(f) Enrollments and degrees granted in market tuition rate program cohorts shall be reported in a manner to be determined by the Chancellor.

(g) Credit hours generated by courses in market tuition rate program cohorts shall not be reported as fundable credit hours and all costs shall be recouped within the market tuition rate.

(h) Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.

(i) Each university approved to offer market tuition rates shall provide an annual status report in a format designated by the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.001, Adopted 4-8-79, Renumbered 12-16-74, Amended 6-28-76, 7-4-78, 8-6-79, 9-28-81, 12-14-83, 7-25-84, 10-2-84, 10-7-85, Formerly 6C-7.01, Amended 12-25-86, 11-16-87, 10-19-88, 10-17-89, 10-15-90, 9-15-91, 1-8-92, 11-9-92, 7-22-93, 8-1-94, 11-29-94, 4-16-96, 8-12-96, 9-30-97, 12-15-97, 8-11-98, 9-30-98, 8-12-99, 8-3-00, 8-28-00, 8-12-01, Amended and Renumbered as 7.001 09-25-08, Amended 12-10-09, 11-04-10, 01-20-11, 9-15-11.