The University of Georgia

University Council
Athens, Georgia 30602

January 15, 2014

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Dear Colleagues:

The attached proposal to offer the existing major in Internet Technology (M.I.T.) as an online program will be an agenda item for the January 22, 2014, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Interim Provost Libby V. Morris
Dr. Laura D. Jolly

The University of Georgia

Marie-Claude (Maric) Boudreau
Associate Professor
Department Head

Terry College of Business
Management Information Systems

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September 13th, 2013

To: Dr. Libby V. Morris,
Interim Senior Vice President for Academic Affairs and Provost

From: Marie-Claude Boudreau,
MIS Department Head
&
Charles B. Knapp,
Interim Dean, Terry College of Business

This letter is meant to support the proposal for transitioning the Master of Internet Technology (MIT) program from its current mode of delivery to an online graduate program. Currently, this program is offered in a blended learning format where approximately 50% of each course is offered onsite (at our UGA Gwinnett campus) and the remaining 50% is offered using online instruction. As an online program, the MIT would transition to be 100% online.

The faculty of the Management Information Systems (MIS) department, which offers the MIT program, met on Friday, January 18, 2013 to discuss this possible transition. By majority vote, the faculty voted to approve this transition. The proposal has also been presented to the Terry College Faculty and Dean on August, 23 2013 in conformance with the bylaws of the Terry College of Business.

Marie-Cl. Boudreau

Marie-Claude Boudreau,
MIS Department Head

Charles B Knapp

Charles B. Knapp,
Interim Dean, Terry College of Business

An Equal Opportunity/Affirmative Action Institution

Proposal for an External Degree
The University of Georgia

Institution: University of Georgia Date: 9/12/2013

College/School/Division: Terry College of Business

Department: Management Information Systems

Degree: Master's Degree (stand-alone)

Major: Master of Internet Technology

CIP Code: 11080101

Proposed Start Date: Fall 2014

1. Assessment

Demand:

According to the Technology Association of Georgia's 2013 State of the Industry Report (http://tagstateoftheindustry.com/2013/): "Georgia has positioned itself as one of the leading states in the nation for technology employment. In 2012, we added over 28,000 jobs to the technology sector and were ranked among the top 10 in the nation for technology growth. Our long-term projections show that this sector will continue to grow, creating over 90,000 jobs in Georgia by 2020." Since 2000, the Master of Internet Technology program has been working to help meet this demand with students who have been trained to be leaders in technology-based initiatives that combine business acumen with a strong technical foundation.

A 2013 Workforce Trends Report commissioned by the Metro Atlanta Chamber of Commerce (See Exhibit A, www.curriculumsystems.uga.edu/UCC/WorkforceTrendsReport) shows a continuing and growing demand for workers who can fulfill the needs of Atlanta's most competitive, high-growth industries. Some of the most significant findings in the report include:

- Signs of overall job recovery: In 2010, there were 247,283 total job openings posted in metro Atlanta (all sectors). In 2012, there were 410,571, 60% increase.
- Growth in mobility: Less than 400 mobility jobs were posted for metro Atlanta in 2010. In 2012, that number topped 2,000.
- Metro Atlanta as a digital media "super-hub"
- Health IT continues to surge: 167% growth in health IT job postings from 2010 to 2012
- Continued supply chain dominance

The foundational concepts and skills covered in the Master of Internet Technology program demonstrate a match with all but one of the eight strategic industries discussed in this report.

When our current students were asked about the potential to move from 50% face-to-face/online to 100% online most were very open to the idea. The primary advantage cited by the students included more flexibility for working on course material at their pace and in their own time. Additionally, the students expressed interest in avoiding Atlanta rush hour traffic to attend class. (Note: None of our current students are slated to shift to 100% online instruction. They were queried solely for their opinions based on their experience in the Master of Internet Technology program.)

Competition:

A competitive analysis was commissioned by the Terry College and conducted by Hanover Research (See Exhibit B, www.curriculumsystems.uga.edu/UCC/HanoverResearchCompetitiveAnalysis. The findings indicate that the program is unique, particularly when compared to national peer offerings. Three of the national peers do not offer a comparable program through any department. Most national peers offer more broadly-focused MIS degrees. Though many incorporate a focus on both IT and business fundamentals, few exhibit a comparable emphasis on Internet technologies and project-based learning. Additional key findings are listed below:

National Peers:

- Two program elements are most commonly featured as part of the value proposition of peer master's programs: five of six profiled programs prominently feature their flexible structure (e.g., online/hybrid courses, multiple locations, multiple degree pathways, customizable program length), while four of six programs emphasize the accomplishments and scholarship of their faculty.
    - While many national peers offer flexible delivery formats or program structures, only two national peer institutions—those at the University of Arizona and Arizona State University—offer fully online programs; meanwhile, only Arizona State University offers evening courses.
    - The most uncommon or infrequently mentioned elements of peer programs' value propositions include success securing grants, internship opportunities, and state-of-the-art facilities.

Selected Local Competitors:

- The local competitors discussed in the Competitive Analysis Report from Hanover Research (www.curriculumsystems.uga.edu/UCC/HanoverResearchCompetitiveAnalysisReport) are: 1) Georgia State University, J. Mack Robinson College of Business, Department of Computer Information Systems - Executive Master of Science in Managing Information Technology, and the Master of Business Administration in CIS; 2) Georgia Institute of Technology, Ernest Scheller Jr. College of Business - MBA program with elective courses in Information Technology Management; and 3) Kennesaw State University, Coles College of Business, Department of Information Sciences - Master of Science in Information Systems.

- Four aspects of local degree programs are most commonly featured as part of area competitor value propositions: all profiled programs emphasize their flexible structure (e.g., evening or weekend classes, multiple delivery options) and their national recognition; meanwhile, two of four programs feature relevant research centers, and another two programs highlight the broader business school's accreditation in program-specific marketing materials.
- While the programs at Georgia State University and Kennesaw State University offer online courses, none of the programs offered by local competitors are available in a fully-online format.

2. Admission Requirements

All requirements for admission for the Online Master of Internet Technology program will be the same as those for the current Master of Internet Technology degree. These requirements are:

Required Documents:

- A bachelor's degree from a regionally accredited institution
- One official transcript from institutions attended (minimum undergraduate GPA = 3.0)
- GRE scores (minimum scores acceptable by the UGA Graduate School)
- Two letters of recommendation

Additional Documents for International Applicants:

- Proof of degree
- TOEFL or IELTS scores

All graduate program admissions are handled by the UGA Graduate School. Once the Graduate School reviews an application, it is forwarded to the MIT program for further review. Final decisions will be issued by letter from the UGA Graduate School.

3. Program Content

Purpose:

This proposal is created to support the transition of University of Georgia's existing Master of Internet Technology program from its current blended-learning format into a full online program.

Background:

The Master of Internet Technology program has been training our students to bridge the gap between technical know-how and business strategy. Our two-year Master of Internet Technology is a unique evening program, ideal for working professionals. The program is designed to reinforce the student's IT skill-set and complement it with project management experience and leadership clout.

Since its inception in 2000, the program has undergone several iterations as it has evolved to fill a market need for business professionals with a strong technology foundation. Several notable events in the history of the program include:

2000 – Master of Internet Technology program began as a joint venture by Terry College Management Information Systems (MIS) Department, UGA Department of Computer Sciences, and the New Media Institute. The program was a full-time, three-semester curriculum offered at the Athens campus.
2004 – Due to budget cuts and funding issues, the Master of Internet Technology program was moved off the main campus to be delivered as a "revenue generating" program out of the new Georgia Gwinnett College location. Terry MIS becomes sole entity responsible for the program. The Master of Internet Technology becomes a five-semester, part-time, professional master's program offered in the evenings two nights a week.
2006 – Due to low incoming enrollment, the decision is made to cancel the incoming class and recruit a new cohort to matriculate every other fall semester. Since that time, due to demand and increased marketing initiatives, enrollment has continued to increase.
2010 – The Master of Internet Technology program moves to the new UGA Gwinnett campus. No change in format.
2011 – Faculty of the program begin initiative to deliver courses in a blended learning format. Up to 40%-50% of class sessions are held as online classes while the rest are conducted on site at UGA Gwinnett.
2012 – Based on growth in demand, the Master of Internet Technology program returns to matriculating a new cohort of students each fall semester.

Rationale:

The next step in the evolution of the Master of Internet Technology program in order to continue its growth is to move to a full-time online format. There are several indicators and advantages that provide rationale for this proposal:

- The overall curriculum of the Master of Internet Technology program seems a natural fit for online delivery.
- Our faculty and staff have developed experience with online delivery as we have moved to a blended format.
- Online delivery provides the ability to expand our market beyond the metro-Atlanta region and potentially increase program enrollment.
- A new format provides an opportunity to adjust and update program curriculum as we work to fit the program to a 100% online instruction model.
- The move affords greater flexibility in scheduling classes and instructors for the Management Information Systems department and the Master of Internet Technology program.
- Online delivery reduces necessary travel for Athens-based faculty and elimination of commute for Atlanta-based students.
- As market research indicates, "The Terry College of Business offers the only Master of Internet Technology program among its national peers and local competitors." - See

Exhibit B: Competitive Analysis: MIT Programs - Hanover Marketing (www.curriculumsystems.uga.edu/UCC/HanoverResearchCompetitiveAnalysisReport).

- Class sizes for our current program average about 20 students/cohort. These students live within reasonable driving distance of our UGA Gwinnett campus, the venue for our face-to-face class sessions. An online program will allow us to expand the market throughout the state of Georgia and beyond. With an expanded market, a conservative estimate of program growth points to doubling the number of students/cohort to an average of 40.

The basic curriculum of the Online Master of Internet Technology program is planned to be equivalent to the current Master of Internet Technology program. The criteria for electives or substitutions for specific requirements will be equivalent as well. Some alterations may be required depending on the viability of delivering the program content in this manner. For example, it is expected that the capstone project courses will need some reworking for the online format.

While full details of delivering the capstone project are yet to be worked out, a major reworking is not expected. In fact, much of the interaction between team members and with the projects sponsors is through electronic means. It is expected that students will be assigned to virtual teams to complete the work. Industry sponsors will be recruited much like they are in our current configuration; however, these sponsors will also interact with the teams virtually via videoconferencing and online messaging. As the projects by nature incorporate Internet-based technologies, it is expected that work on the projects can proceed with virtual teams in much the same way as regularly occurs in industry.

Students who are unable to complete the capstone project will need to repeat the project courses along with the subsequent cohort. Should they continue in the program, they will be assigned to virtual teams at the beginning of the next project cycle. At this time and expected for the online program, projects start with the beginning of fall semester and continue (over two courses) until the end of the following spring semester. Depending on when a student drops out of a project course, the student will need to wait from 3 to 12 months before starting on the next project cohort.

The proposed Online Master of Internet Technology program courses are shown in Table 1. These primarily are current course offerings with some slight changes in titles to reflect planned updates in course curriculum. As course development progresses, these courses will be submitted through CAPA for approval as e-courses.

Table 1: Online Master of Internet Technology Courses

	Fall Term	Spring Term	Summer Term
Year 1	MIST 7500 – Internet Technology (3 CH) MIST 7510 - Database Management (3 CH)	MIST 7570 - Internet Programming I (3 CH) MIST 7530 - Object Oriented Systems Analysis (3 CH)	MIST 7520 - Project Management (3 CH) MIST 7571 - Internet Programming II (3 CH)
Year 2	MIST 7540 – Web Design and Usability (3 CH) MIST 7590 - Master of Internet Technology Project I (4 CH)	MIST 7550 – Digital Transformation Strategy (3 CH) MIST 7591 - Master of Internet Technology Project II (4 CH)	

4. Student Advising

With the current program, advising is handled by the administrative staff which consists of the program director and the program coordinator/advisor. This staff is housed in Athens while the majority of students have been located in the metro Atlanta area, so most advising has typically been handled via email or telephone. Advising through these modalities will continue with the possible addition of additional electronic formats.

Advising by professors via office hours will take place using appropriate online tools (Course site forums, LMS, Google Hangouts, etc.)

5. Resident Requirements

Students completing the program must meet the UGA residency requirements. As pursuant to the policies of the University of Georgia Graduate School, all enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (fall, spring, summer) until the degree is attained or status as a degree-seeking graduate student is terminated.

Synchronous Touch-Points

There will be no residential requirement for this program; however, physical attendance at synchronous touch-points will be optional.

Teamwork and leadership have been important components of the program in its current form. While much social interaction between students and faculty will be lost with an online version, it is hoped that a minimal amount can be retained with a few synchronous touch-points. A proposed model for these events is shown in Figure 1.

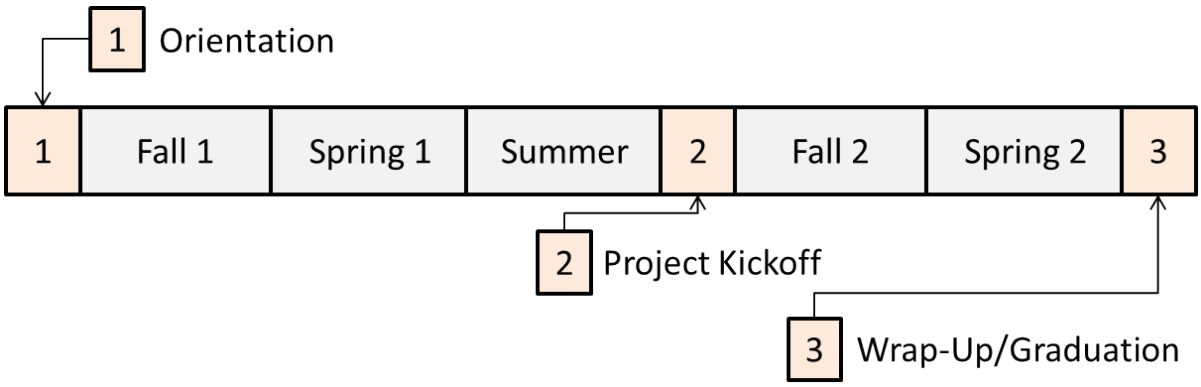


Figure 1 – Proposed Synchronous Touch-point Events

These optional campus visits are shown for the events marked 1, 2, and 3. These events may be held on the Athens campus or at one of our Metro-Atlanta facilities (UGA Gwinnett or the Terry Executive Education Center). At this point, it is expected that these events will include a local residential experience with attendance optional. The formal program will be broadcast synchronously and asynchronously online to accommodate any student who does not opt to attend the local program.

Proposed activities for these events include:

- Orientation: Introduce the professors for the next several semesters; provide an overview of course structure and topics; preview capstone projects with second-year students.
- Project Kickoff: Form teams and divvy up the capstone projects; team building activities; introduce the professors for the final semesters.
- Wrap-Up/Graduation: Present capstone project results; attend graduation ceremonies (optional).

Campus events will be staffed by the program faculty and staff. Expenses for attending faculty will be covered by the program. It's expected that some hours of each event will count as part of the course time, so remuneration to faculty for that time will be part of the normal staffing costs for their course.

Students who attend locally will be required to cover their own travel expenses, but efforts will be made to provide lodging at a reduced rate.

6. Program Management

Contact Information:

The administrative staff and faculty involved in the Master of Internet Technology program will have primary responsibility for maintaining program quality. Additionally, faculty of the Terry MIS department will retain oversight on program quality and curriculum revisions. All such revisions will be subject to the normal Terry College and UGA approval processes. Primary point of contact is:

Name: Dr. Craig A. Piercy
Title: Director, Master of Internet Technology Program
E-mail: cpiercy@uga.edu

Transition Timeline:

It is proposed that courses for the Online Master of Internet Technology program will begin with the matriculating class of fall semester 2014. During the first two semesters, the final onsite cohort will be conducted with a full transition to online beginning in summer 2015. The following chart in Figure 2 illustrates the proposed transition timeline.

As shown in the figure, development of the overall program will begin in fall 2013 (or as soon as approved). It is expected that the first two courses to be delivered online will be developed during spring and summer of 2014. Course development for all subsequent online courses will take place one semester prior to the course offering. It is expected that experience and lessons learned from earlier development should help reduce development time for later courses.

At this time, courses will continue to be offered in “lockstep” format, with students entering in the fall of one year expected to complete the program after five semesters of completed coursework (end of spring semester two years after matriculation.)

One implication of our lockstep curriculum is that students who are unable to complete the program may be delayed a few semesters before they can reenter the program should they wish to do so. Should a student withdraw completely from the program within the first three semesters, he/she will be allowed to return to the beginning of the next semester that corresponds to the semester of withdrawal.

During the last two semesters, students will be completing their team capstone project. Should a student withdraw from one of the project courses, he/she will be required to repeat the courses from the beginning with the next cohort. The project cycle begins each fall semester.

Special circumstances that require a student to withdraw from a single course (non-project course) or to retake a course will be handled on a case-by-case basis. In most cases it will be possible for a student to make up the course by taking an extra approved course during one of the later semesters.

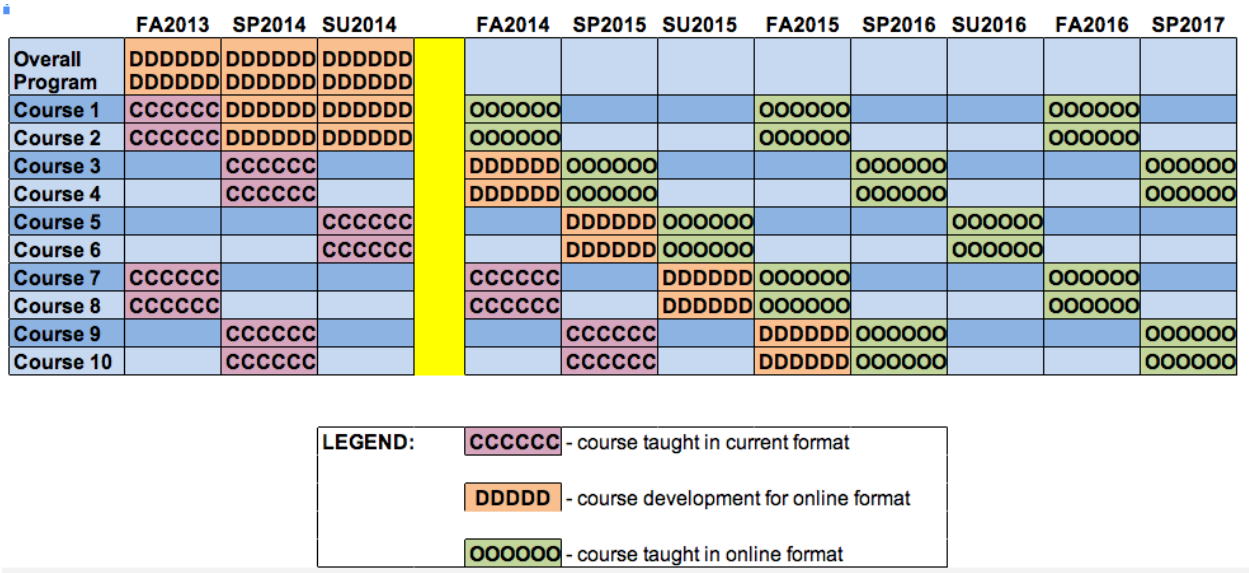


Figure 2 – Proposed Transition Timeline

Faculty Development:

As faculty work to develop the online version of their course, they will need support in best practices for creating, managing and implementing an online course. It is expected that faculty training will be required in these best practices as well as with the tools used to create material and build an online course. To the extent possible, our faculty will utilize UGA training resources and support provided by the UGA Online office. When necessary, faculty will be provided with funding to attend external training opportunities.

Technology Support:

Course delivery will rely heavily on the online technologies selected by UGA's online initiative. It's expected that this program will utilize the LMS and conferencing systems selected and supported by UGA whenever possible. To fully utilize these resources, each instructor will need to be equipped with appropriate systems. Laptops (Mac- or Windows-based depending on instructor preference) with built-in webcams will be issued to each instructor along with appropriate headphones and microphone.

Appropriate software will also be made available for faculty to use in development of course material for online delivery. This will include screen capture and audio/video capture and editing capabilities. Full use will be made of the resources available through the Terry College, UGA Online Office and the Center for Teaching and Learning.

Support Staff:

It is anticipated that additional support staff will be needed for a quality online program. Current administrative staff consists of the program director and a program coordinator. Coordinator

responsibilities include student advising, monitoring the program budget, and administrative assistance to the director. As the program director and coordinator are fully employed with their primary duties, they will be unable to provide additional support to faculty conducting courses.

To fill this need, it is proposed initially to fund a graduate student position with the responsibility of supporting faculty teaching online courses each semester. This student will provide:

- aid to faculty in developing and maintaining course material
- help communicating with students through online forums, office hours, etc.
- grading support in order to ensure timely feedback.

Course Assessments:

Individual student assessment has typically been carried out using a variety of methods– individual and team assignments, individual and team development projects, writing assignments, quizzes and exams. It is expected that we will continue to use a variety of methods as we transition online. It is expected that many of the courses will include a proctored final exam as part of the individual assessment. These exams can be accomplished via partnerships with proctoring sites or by using one of the technology-enabled proctoring services under review by the UGA Online office.

Intellectual Property Issues:

The Online Master of Internet Technology Program along with its faculty and staff will abide by the intellectual property (IP) policies set out by the Intellectual Property Policy of the University (http://www.ovpr.uga.edu/docs/policies/tco/intellectual-property). These policies address IP ownership of any materials created for courses as well as fair use of IP created by those outside of the program.

7. Library and Laboratory Resources

Because of the nature of the Master of Internet Technology program, all students are required to obtain their own laptop computer for use with their courses. Courses have typically required one or more textbooks and/or software purchases. All hands-on, lab style work is related to application development, so a laptop (or desktop PC) with appropriate software is generally sufficient for students' work with the material.

Open and free resources are used when appropriate and when they are of sufficient quality. These would typically be made available via the course LMS site or as links to external Web sites.

Additional support will be provided through the UGA Distance Learning Librarian. The goal of the UGA Libraries' Distance Learning Service is to ensure that distance learners at UGA have access to library services equivalent to on-campus students. Contact information for the Distance Learning Librarian and more information on current distance learning resources can be found at http://www.libs.uga.edu/ref/dl/.

8. Budget

Exhibit C presents a detail budget projection based on expected program enrollment from 2012 to 2016. This projected budget includes revenues and costs for supporting current students and new students in fall 2013 who will continue the current blended learning delivery format. Starting with fiscal year 2013-2014, expenses are included for training faculty, obtaining technology, providing for course development, and hiring graduate student support. Additional development costs are incurred in fiscal year 2014-2015.

For the revenue calculations, an eRate is used that is equivalent to the in-state differential rate for the current revenue generating program in Gwinnett. Based on the marketing studies provided by Hanover and the UGA Online Office, this rate compares well with competing programs. Exhibit D provides the Proposed FY 2013 Graduate Professional Program Tuition Rates.

Using this rate and modest enrollment estimates, the program should be self-supporting by fiscal year 2015-2016.

Requested startup funds for transitioning to an online degree program are as follows:

Course Development:	$25,000.00
Technology/Software:	$15,000.00
Graduate Assistant:	$19,000.00
Transitional MIS Dept. Support:	$10,000.00
Totals:	$69,000.00

- **Course Development:** Based on development of the first 5 courses at $5000/course. Development costs for the additional 5 courses should be covered via program revenues.
- **Technology/Software:** Equipping instructors for the first 5 courses at $3000/instructor. Basic setup would include recent model laptop with video conferencing capabilities (webcam/microphone) and appropriate software for creating and delivering courses.
- **Graduate Assistant:** Discussed in program management section above. Rate based on average rate for Terry College graduate assistantship.
- **Transitional MIS Dept. Support:** To cover any costs of using MIS Dept. resources during program transition to online.
- These funds are expected to be repaid through the use of program revenue within 3 years of start of the online program (see line 36 of Exhibit C - Project Budget).

9. Program Costs Assessed to Students

In addition to tuition and fees, students will potentially be required to bear additional costs for the following items. Items 1 through 3 are typically required for the current onsite version of the Master of Internet Technology program.

1. Recent model laptop or desktop PC equipped with webcam and video-conferencing capabilities
2. Course material (may include texts, articles/cases)
3. Smart phone (iPhone, Android, or Windows phone) for use with mobile application development.
4. Exam proctoring (The program will utilize options supported by UGA Online and/or utilized by current Terry online initiatives.)
5. Optional travel to onsite events (see previous discussion of local touch-points)

As pursuant to the policies of the University of Georgia Graduate School, all enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (fall, spring, summer) until the degree is attained or status as a degree-seeking graduate student is terminated.

10. Accreditation

As part of the Terry College of Business, the program will be subject to AACSB accreditation guidelines. Governance of the program's accreditation will continue to be guided by the Terry College of Business policies.

Exhibit A: 2013 Workforce Trends Report

(This report is available on the Curriculum Systems website at www.curriculumsystems.uga.edu/UCC/WorkforceTrendsReport.pdf.)

Exhibit B: Competitive Analysis: MIT Programs - Hanover Marketing

(This report is available on the Curriculum Systems website at www.curriculumsystems.uga.edu/UCC/HanoverResearchCompetitiveAnalysisReport.pdf.)

Exhibit C: Proposed Budget

Online Master of Internet Technology Budget Projection

Line #		2012-13	2013-14	2014-15	2015-16
1	Program Name: Master of Internet Technology				
	Projected Enrollments				
2	New Students	19	16	30	40
3	Existing Students (blended)	20	19	16	30
4	**Total Enrollments**		35	46	70
	Projected Student Credit Hours				
5	New Student Credit Hours	228	192	360	480
6	Existing Student Credit Hours	400	380	320	600
7	**Total Student Credit Hours**	628	572	680	1080
	E-Rate Tuition* (no entry required unless differing from UGA				
8	Base tuition per credit hour	$308	$317	$327	$337
9	Differential Tuition per credit hourIf program is requesting a different rate, change the figure entered for each year -- assume a $25 increase every other year)If program is requesting a different rate, change the figure entered for each year -- assume a $25 increase every other year)	$453	$467	$481	$495
10	Total E-Rate Tuition Per Credit Hour	$761	$784	$807	$832
	Tuition Revenue **				
11	Total Base Tuition	$193,424	$181,461	$222,195	$363,485
12	Total Differential Tuition Revenue	$284,484	$266,889	$326,800	$534,606
13	**Total Tuition Revenue**	$477,908	$448,351	$548,995	$898,090
	Degree/Certificate Program Departmental Budget				
	Program Expenses ***				
14	Direct Instructor Support Costs	$125,660.00	$134,200.00	$134,200.00	$134,200.00
15	Graduate Assistants (1 doctoral for year)		$19,000	$19,000	$19,000
16	Faculty Course Development Support (5 + 3 + 2 * $5000/course)		$25,000	$15,000.00	$10,000.00
17	Program Coordinator (20% of $87,000)	$17,400	$17,400	$17,400	$17,400
18	Advising Support (55% of 35000)	$19,250.00	$19,250.00	$19,250.00	$19,250.00
19	Clerical Support (10% of 30,000)	$3,000	$3,000	$3,000	$3,000
20	Professional Development (10 conferences/training @ 1500)	$15,000.00	$15,000	$15,000	$15,000
21	Instructor Technology (Hardware/Software) (5 + 3 * $3000/course)		$15,000.00	$9,000.00	
22	Supplies/Operating	$15,000.00	$15,000.00	$20,000.00	$25,000.00
23	Transitional Departmental Support		$10,000.00		
24	Additional Marketing	$35,000.00	$35,000.00	$35,000.00	$35,000.00
25	Course Development/Enhancement ***	**PROVIDED BY THE UNIVERSITY**			
26	Faculty Training ***				
27	Marketing ***				
28	Student Support ***				
29	Other Expenses (travel, touch point events, technology, services)	$25,000.00	$25,000.00	$25,000.00	$25,000.00
30	**Total Program Expenses**	$255,310	$332,850	$311,850	$302,850
	Program Revenue				
31	E-Rate Differential Tuition Revenue	$284,484	$266,889	$326,800	$534,606
32	Grant Funds				
33	Other: (Name source)				
34	College/Department Redirection				
35	**Total Revenue Allocated for Program**	$284,484	$266,889	$326,800	$534,606
36	**Annual Program Balance (Total Program Revenue less Total Program Expenses)**	$29,174	-$65,961	$14,950	$231,756

Notes:

*An E-Rate Tuition is charged for fully online programs. The e-Rate Tuition is the sum of the Base Tuition and the E-Rate Differential Tuition. Each year UGA sets a standard E-Rate Differential Tuition. Programs may request approval for an alternate E-Rate Differential Tuition by providing a justification for the difference as part of the Request to Offer an Online Program form.

** The e-Rate Differential Tuition Revenue is derived by multiplying the E-Rate Differential Tuition rate by the number of credit hours to be generated per year. This amount will go to the college to support the program. In addition, departments and colleges are encouraged to consider other funds that may be available at the college/department level will be used to support this program. These should be identified on this sheet in the Program Revenue section (lines 30-32).

*** Program expenses are costs that will be incurred by the college/department with the development and offering of the new program. The University will provide services centrally for course development, faculty training, marketing, and student services. These items have been blacked out on this form and need not be addressed in the program budget.

5/28/2013

Exhibit D: Proposed FY 2013 Graduate Professional Program Tuition Rates

University of Georgia
Proposed FY 2013 Graduate Professional Program Tuition Rates
Revised 11/22/11

		FY 2012 Current			FY 2013 Proposed Rates		
		Base Rate	Differential	Total	Base Rate	Differential	Total
Core Graduate Rate	Full Time	$ 3,600	$ -	$ 3,600	$ 3,700	$ -	$ 3,700
	Per hour	$ 300	$ -	$ 300	$ 308	$ -	$ 308
	Full Time	$ 10,950	$ -	$ 10,950	$ 11,200	$ -	$ 11,200
	Per hour	$ 913	$ -	$ 913	$ 933	$ -	$ 933
College of Pharmacy - PharmD							
Instate	Full Time	$ 3,600	$ 3,158	$ 6,758	$ 3,700	$ 3,246	$ 6,946
	Per hour	$ 300	$ 264	$ 564	$ 308	$ 271	$ 579
Out-of-State	Full Time	$ 10,950	$ 5,580	$ 16,530	$ 11,200	$ 5,707	$ 16,907
	Per hour	$ 913	$ 466	$ 1,378	$ 933	$ 476	$ 1,409
School of Law - JD							
Instate	Full Time	$ 3,600	$ 4,117	$ 7,717	$ 3,700	$ 4,231	$ 7,931
	Per hour	$ 300	$ 344	$ 644	$ 308	$ 353	$ 661
Out-of-State	Full Time	$ 10,950	$ 5,321	$ 16,271	$ 11,200	$ 5,442	$ 16,642
	Per hour	$ 913	$ 443	$ 1,356	$ 933	$ 454	$ 1,387
College of Veterinary Medicine -DVM							
Instate	Full Time	$ 3,600	$ 3,640	$ 7,240	$ 3,700	$ 3,640	$ 7,340
	Per hour	$ 300	$ 304	$ 604	$ 308	$ 304	$ 612
Out-of-State	Full Time	$ 3,600	$ 3,640	$ 7,240	$ 3,700	$ 3,640	$ 7,340
	Per hour	$ 300	$ 304	$ 604	$ 308	$ 304	$ 612
Master of Social Work							
Instate	Full Time	$ 3,600	$ 352	$ 3,952	$ 3,700	$ 362	$ 4,062
	Per hour	$ 300	$ 30	$ 330	$ 308	$ 31	$ 339
Out-of-State	Full Time	$ 10,950	$ 463	$ 11,413	$ 11,200	$ 474	$ 11,674
	Per hour	$ 913	$ 40	$ 952	$ 933	$ 40	$ 973
Master of Public Health							
Instate	Full Time	$ 3,600	$ 382	$ 3,982	$ 3,700	$ 393	$ 4,093
	Per hour	$ 300	$ 32	$ 332	$ 308	$ 34	$ 342
Out-of-State	Full Time	$ 10,950	$ 291	$ 11,241	$ 11,200	$ 298	$ 11,498
	Per hour	$ 913	$ 24	$ 937	$ 933	$ 26	$ 959
Master of Public Administration							
Instate	Full Time	$ 3,600	$ 524	$ 4,124	$ 3,700	$ 539	$ 4,239
	Per hour	$ 300	$ 44	$ 344	$ 308	$ 46	$ 354
Out-of-State	Full Time	$ 10,950	$ 367	$ 11,317	$ 11,200	$ 375	$ 11,575
	Per hour	$ 913	$ 31	$ 944	$ 933	$ 32	$ 965
College of Education - Graduate Programs*							
Instate	Full Time	$ 3,600	$ 524	$ 4,124	$ 3,700	$ 539	$ 4,239
	Per hour	$ 300	$ 44	$ 344	$ 308	$ 46	$ 354
Out-of-State	Full Time	$ 10,950	$ 367	$ 11,317	$ 11,200	$ 375	$ 11,575
	Per hour	$ 913	$ 31	$ 944	$ 933	$ 32	$ 965
Master of Landscape Architecture & Master of Historic Preservation							
Instate	Full Time	$ 3,600	$ 704	$ 4,304	$ 3,700	$ 724	$ 4,424
	Per hour	$ 300	$ 59	$ 359	$ 308	$ 61	$ 369
Out-of-State	Full Time	$ 10,950	$ 524	$ 11,474	$ 11,200	$ 536	$ 11,736
	Per hour	$ 913	$ 44	$ 957	$ 933	$ 45	$ 978

** See specific degree programs eligible for tuition differential below.*

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		FY 2012 Current			FY 2013 Proposed Rates		
		Base Rate	Differential	Total	Base Rate	Differential	Total
Master of Environmental Planning and Design							
Instate	Full Time	$ 3,600	$ 704	$ 4,304	$ 3,700	$ 724	$ 4,424
	Per hour	$ 300	$ 59	$ 359	$ 308	$ 61	$ 369
Out-of-State	Full Time	$ 10,950	$ 524	$ 11,474	$ 11,200	$ 536	$ 11,736
	Per hour	$ 913	$ 44	$ 957	$ 933	$ 45	$ 978
Doctor of Public Health							
Instate	Full Time	$ 3,600	$ 644	$ 4,244	$ 3,700	$ 662	$ 4,362
	Per hour	$ 300	$ 54	$ 354	$ 308	$ 56	$ 364
Out-of-State	Full Time	$ 10,950	$ 510	$ 11,460	$ 11,200	$ 522	$ 11,722
	Per hour	$ 913	$ 43	$ 956	$ 933	$ 44	$ 977
Master of Accountancy							
Instate	Full Time	$ 3,600	$ 1,725	$ 5,325	$ 3,700	$ 1,773	$ 5,473
	Per hour	$ 300	$ 144	$ 444	$ 308	$ 149	$ 457
Out-of-State	Full Time	$ 10,950	$ 1,295	$ 12,245	$ 11,200	$ 1,325	$ 12,525
	Per hour	$ 913	$ 108	$ 1,021	$ 933	$ 111	$ 1,044
Master of Food Technology - Gwinnett							
Instate	Full Time	$ 3,600	$ 2,714	$ 6,314	$ 3,700	$ 2,789	$ 6,489
	Per hour	$ 300	$ 227	$ 527	$ 308	$ 233	$ 541
Out-of-State	Full Time	$ 10,950	$ 166	$ 11,116	$ 11,200	$ 170	$ 11,370
	Per hour	$ 913	$ 14	$ 927	$ 933	$ 15	$ 948
School of Law - LL.M. Program							
Instate	Full Time	$ 3,600	$ 1,752	$ 5,352	$ 3,700	$ 1,801	$ 5,501
	Per hour	$ 300	$ 146	$ 446	$ 308	$ 151	$ 459
Out-of-State	Full Time	$ 10,950	$ 1,313	$ 12,263	$ 11,200	$ 1,343	$ 12,543
	Per hour	$ 913	$ 109	$ 1,022	$ 933	$ 113	$ 1,046
Full-time MBA Program - Athens							
Instate	Full Time	$ 3,600	$ 2,197	$ 5,797	$ 3,700	$ 2,258	$ 5,958
	Per hour	$ 300	$ 184	$ 484	$ 308	$ 189	$ 497
Out-of-State	Full Time	$ 10,950	$ 3,532	$ 14,482	$ 11,200	$ 3,613	$ 14,813
	Per hour	$ 913	$ 295	$ 1,208	$ 933	$ 302	$ 1,235
Master of Internet Technology - Gwinnett							
Instate	Full Time	$ 3,600	$ 5,285	$ 8,885	$ 3,700	$ 5,432	$ 9,132
	Per hour	$ 300	$ 441	$ 741	$ 308	$ 453	$ 761
Out-of-State	Full Time	$ 10,950	$ 4,210	$ 15,160	$ 11,200	$ 4,306	$ 15,506
	Per hour	$ 913	$ 351	$ 1,264	$ 933	$ 360	$ 1,293
Executive MBA Program							
Instate		$ 72,000		$ 72,000			
Out-of-State		$ 74,000		$ 74,000			
Fast Track Professional I							
Instate		$ 48,000		$ 48,000			
Out-of-State		$ 60,000		$ 60,000			
Executive Ed.D. in Higher Education - Current tuition began January 2012							
Instate		$ 55,825		$ 55,825	$ 55,825		$ 55,825
Out-of-State		$ 90,516		$ 90,516	$ 90,516		$ 90,516

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** Major Code		FY 2012 Current			FY 2013 Proposed Rates		
		Base Rate	Differential	Total	Base Rate	Differential	Total
Ph.D. 0168	Counseling Psychology						
M.Ed. 0169	College Student Affairs Administration						
M.Ed. 0166	Communication Sciences and Disorders						
M.Ed. 0829	Professional Counseling						
Ph.D. 0159	Counseling and Student Personnel Services				Athens and Gwinnett		
M.Ed. 0874	Social Studies Education						
M.Ed. 0835	Special Education						
M.Ed. 0845	Workforce Education						
M.A.T. 0222	Early Childhood Education (M.A.T.)						
M.Ed. 0247	Educational Administration and Policy (M.Ed.)				Athens and Gwinnett		
M.A.T. 0285	English Education (M.A.T.)						
M.A.T. 0348	Foreign Language Education (M.A.T.)						
M.A.T. 0565	Mathematics Education (M.A.T.)						
M.A.T. 0589	Middle School Education (M.A.T.)						
M.A.T. 0740	Science Education (M.A.T.)				Athens and Gwinnett		
M.A.T. 0874	Social Studies Education (M.A.T.)						
M.A.T. 0835	Special Education (M.A.T.)						
M.A.T. 0845	Workforce Education (M.A.T.)						
Ed.S. 0247	Educational Administration and Policy (Ed.S.)				Athens and Gwinnett		
Ed.D. 0248	Educational Leadership (Ed.D.)				Athens and Gwinnett		

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		FY 2012 Current			FY 2013 Proposed		
		Base Rate	Differential	Total	Base Rate	Differential	Total
Forestry - Undergraduate							
Instate	Full Time (7 hrs or more)	$ 3,641	$ 530	$ 4,171	$ 3,750	$ 546	$ 4,296
	6 hours or less	$ 2,163	$ 315	$ 2,478	$ 2,228	$ 324	$ 2,552
Out-of-State	Full Time	$ 12,746	$ 2,069	$ 14,815	$ 12,855	$ 2,087	$ 14,942
	6 hours or less	$ 7,563	$ 1,228	$ 8,791	$ 7,628	$ 1,239	$ 8,866
Bachelor of Landscape Architecture							
Instate	Full Time (7 hrs or more)	$ 3,641	$ 546	$ 4,187	$ 3,750	$ 562	$ 4,313
	6 hours or less	$ 2,163	$ 323	$ 2,486	$ 2,228	$ 333	$ 2,561
Out-of-State	Full Time	$ 12,746	$ 1,712	$ 14,458	$ 12,855	$ 1,727	$ 14,582
	6 hours or less	$ 7,563	$ 1,016	$ 8,579	$ 7,628	$ 1,025	$ 8,652