



FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
FULL BOARD MEETING

Wednesday, June 12, 2013
9:00 am

Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

AGENDA

- | | |
|---|------------------------------|
| 1. Call to Order and Chair's Remarks | Chairman Albert Maury |
| 2. Election of Officers | Albert Maury |
| 3. Foundation Report | Justo L. Pozo |
| 4. Public Appearances | Albert Maury |
| 5. President's Report | Mark B. Rosenberg |
| 6. Action Items – Consent Agenda | Albert Maury |
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- | | |
|--|--|
| BT1. Minutes, March 6, 2013 | |
| BT2. Minutes, April 18, 2013 | |
| FA2. Proposed 2013-14 Fixed Capital Outlay Budget | |
| FA3. Request for Approval of Florida International University's
2014-15 Fixed Capital Outlay Legislative Budget Request,
Consisting of the five-year Capital Improvement Plan | |
| FA4. Proposed Regulation, FIU – 1113 Waiver of Tuition and Fees | |
| FA6. Amendment to Signature Authority - Authorization to Sign Checks
for Certain Foreign Research Programs and Accounts | |
| FA7. Disposition of Specified Real Property in Miami Beach | |
| FA8. Amendment of University Traffic and Parking Regulation | |
| FA9. Request for Approval to enter into a Long Term Lease from the
State of Florida Board of Trustees of the Internal Improvement
Trust Fund, as Co-Lessee with Miami-Dade County (or alternatively
to be the tenant and sublease to, Miami-Dade County), the Coconut
Grove Playhouse and Related Property | |

6. Action Items – Consent Agenda *(Continued)*

- AP1. Tenure as a Condition of Employment Nominations
- AP2. Tenure Nominations
- AP3. New Educational Site: The Wolfsonian - FIU Special Purpose Center in Downtown Miami
- AP4. New Program Proposal: B. A. Interdisciplinary Studies Degree
- AP5. New Program Proposals:
 - MSN Advanced Adult Gerontology Nurse Practitioner
 - MSN Advanced Child Nurse Practitioner
 - MSN Advanced Family Nurse Practitioner
 - MSN Advanced Psychiatric Nurse Practitioner
 - MSN Nurse Anesthetist
- P1. University Equity Report
2012-13 Enrollment, Gender Equity in Athletics, and Employment

7. Action Items

- FA1. Proposed 2013-14 Operating Budget** **Sukrit Agrawal**
 - A. University and DSO Operating Budgets
 - B. University Tuition Fee
 - C. Student Health Fee
 - D. Capital Improvement Trust Fund Fee
 - E. Tuition for Market Rate Programs, 2014-15 Academic Year
- AP6. 2013-14 University Work Plan to the Florida Board of Governors** **Cesar L. Alvarez**

8. Procurement **Kenneth A. Jessell**

9. Status Reports, Board Committees

- Athletics Committee Report **Jorge L. Arrizurieta**
- Finance and Audit Committee Report **Sukrit Agrawal**
- Academic Policy and Student Affairs Committee Report **Cesar L. Alvarez**
- Personnel Committee Report **Michael M. Adler**

10. New Business *(If any)* **Albert Maury**

11. Concluding Remarks and Adjournment **Albert Maury**

Next Full Board Meeting is scheduled for Tuesday, September 10, 2013

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Call to Order and Chair's Remarks

Proposed Board Action:

None. Information only.

Background Information:

Albert Maury, FIU Board of Trustees Chair, will convene the meeting with opening remarks.

Supporting Documentation: N/A

Facilitator/Presenter: Albert Maury, *Chair, FIU Board of Trustees*

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Election of Officers

Proposed Board Action:
Election of Officers.

Background Information:

BOG Regulation 1.001 University Board of Trustees Powers and Duties, provides in subsection (2) (b):

Each board of trustees shall select its chair and vice chair from the appointed members. Each chair shall serve for two years and may be reselected for one additional consecutive two-year term. Any exception to this term of office must be approved by a two-thirds vote of the board of trustees. The duties of the chair shall include presiding at all meetings of the board of trustees, calling special meetings of the board of trustees, attesting to actions of the board of trustees, and notifying the Board of Governors or the Governor, as applicable, in writing whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal.

FIU Board of Trustees Operating Procedures, amended 20 February 2010, provides in relevant part:

The officers of the Board are the Board Chair, Board Vice-Chair, Treasurer, and the Executive Officer and Corporate Secretary. The Board shall select the Board Chair and Board Vice-Chair at the last regularly scheduled meeting of the fiscal year for a two year term to begin September 1. The Board Chair and Board Vice-Chair shall be eligible for reselection for one additional consecutive term. Any exception to this term of office must be approved by a two-thirds vote of the Board. The Treasurer shall be appointed by the Board Chair. The University President shall serve as Executive Officer and Corporate Secretary of the Board.

Supporting Documentation: N/A

Facilitator/Presenter: Albert Maury

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Foundation Report

Proposed Board Action:

None. Information only.

Background Information:

Justo L. Pozo, FIU Foundation, Inc. Board of Directors Chair, will report on the activities of the Foundation Board since the last meeting of the Board of Trustees.

Supporting Documentation: N/A

Facilitator/Presenter: Justo L. Pozo, *Chair, FIU Foundation, Inc. Board of Directors*

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Public Appearances

Proposed Board Action:

None. Information only.

Background Information:

Public Comment Period (if timely requested and approved)

Supporting Documentation: N/A

Facilitator/Presenter: Albert Maury

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: President's Report

Proposed Board Action:

None. Information only.

Background Information:

Mark B. Rosenberg, President, will provide the University report.

Supporting Documentation: N/A

Facilitator/Presenter: Mark B. Rosenberg, *President, Florida International University*

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Approval of Minutes of Meetings held March 6, 2013; and April 18, 2013

Proposed Board Action:

Approval of Minutes of the Florida International University Board of Trustees, Full Board meeting held on Wednesday, March 6, 2013 at the FIU Modesto A. Maidique Campus, Rafael Diaz-Balart Hall, Large Courtroom, RDB 1000; and Minutes of the Full Board meeting held on Thursday, April 18, 2013 via conference call.

Background Information:

Board members will review and approve the Minutes of the Florida International University Board of Trustees, Full Board Meeting held on Wednesday, March 6, 2013 at the FIU Modesto A. Maidique Campus, Rafael Diaz-Balart Hall, Large Courtroom, RDB 1000; and Minutes of the Full Board meeting held on Thursday, April 18, 2013 via conference call.

Supporting Documentation:

Florida International University Board of Trustees Full Board Meeting Minutes: March 6, 2013 (BT1); April 18, 2013 (BT2)

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
FULL BOARD MEETING
MARCH 6, 2013
MINUTES**

1. Call to Order and Chair's Remarks

Chair Albert Maury convened the meeting of the Florida International University Board of Trustees at 2:00 p.m., on Wednesday, March 6, 2013, at the Modesto A. Maidique Campus, Rafael Diaz-Balart Hall, Large Courtroom, RDB 1000, Miami, Florida.

The following attendance was recorded:

Present:

Albert Maury, *Chair*
Michael M. Adler, *Vice Chair*
Sukrit Agrawal
Cesar L. Alvarez
Marcelo Claude
Mayi de la Vega
Laura Fariñas
Gerald C. Grant, Jr.
C. Delano Gray
Claudia Puig

Excused:

Jose J. Armas
Jorge L. Arrizurieta
Robert T. Barlick, Jr.

Justo L. Pozo, FIU Foundation, Inc. Board of Directors Chairman

Chair Maury welcomed all Trustees, University faculty and staff. He recognized College of Law Dean R. Alexander Acosta, noting that FIU Law students regularly excel in national and international competitions and graduates have consistently posted outstanding Florida Bar results. He added that FIU Law is committed to serving the community, stating that more than 27,000 hours of free legal services have been provided to approximately 400 individuals, groups and organizations in the last academic year.

On behalf of the Board, Chair Maury congratulated Trustee Cesar L. Alvarez on his reappointment to the FIU Board of Trustees. Chair Maury noted that Student Trustee and Student Government President for the Modesto A. Maidique Campus, Laura Fariñas, was approaching the end of her one year term and would not be seeking reelection. On behalf of the FIU Board of Trustees, Chair Maury extended his gratitude to Trustee Fariñas for her leadership and dedication to the Board, to the University and to the students. Trustee Fariñas stated that it was a great honor for her to have the privilege to serve the students of the University as well as an honor to serve as a member of the Board.

Chair Maury announced that the Board's Retreat has been scheduled for April 26-27, 2013 and requested that Trustees provide feedback as it relates to questions or issues that should be covered during the Retreat. He noted that all comments should be forwarded directly to the President or Board office.

Chair Maury noted that the Board's Operating Procedures provide for the Board to elect a Board Chair and Vice-Chair at the last regularly scheduled meeting of the fiscal year for a two year term to begin September 1. He added that because a vacancy in the Board Chair position existed at the Board's March 2011 meeting, the Board elected a Board Chair at that meeting, which then resulted in a vacancy in the Board Vice Chair position. Therefore, he stated, both the Board Chair and Vice Chair were elected at the March 2011 meeting for terms that were effective immediately.

A motion was made and passed that the FIU Board of Trustees adhere to the Board's Operating Procedures and conduct the election of Board Chair and Vice Chair at the Board's next regularly scheduled meeting in June and thereby provide for both the Board Chair and Vice Chair to add approximately 5 additional months to their current 2-year terms.

2. Foundation Report

Foundation Board of Directors Chair Justo L. Pozo provided the Foundation Report, noting that the Foundation's investment portfolio maintained fiscal year-to-date gains made through December 31, 2012 of approximately 5.2%, or \$9 million. He also provided a fundraising update, further noting that to date, \$19.4 million has been raised toward the year's goal of \$42 million.

3. Public Appearances

There were no public appearances.

4. President's Report

University President Mark B. Rosenberg reported that FIU's Herbert Wertheim College of Medicine (HWCOC) received full accreditation. He added that HWCOC and Univision Radio have partnered to launch a weekly Spanish-language radio program to address timely and important health issues. He presented an overview of University-wide improvement initiatives. He provided preliminary data from the Food Network South Beach Wine and Food Festival, noting that approximately 1,200 FIU students volunteered in roles including leads, interns, coordinators, and assistants. He reported that the University community welcomed former Governor of Florida, Jeb Bush, Florida State Senator Rene Garcia, former chief of staff for the U.S. Southern Command, Major General David C. Garza (retired), and British Ambassador to the U.S., Sir Peter Westmacott, for lectures and campus visits.

President Rosenberg reported that in the first Legislative/State University System of Florida Board of Governors Performance Based Funding, FIU led the State University System in terms of graduating Information Technology (IT) students with additional industrial certification, providing internships, and the percentage of IT students employed. He noted that the University will receive an additional \$3.75 million for IT programs. President Rosenberg reported on research news, noting that FIU has been awarded a grant to continue stewardship of the Aquarius Reef Base, the world's only underwater research center. He added that Chemistry professor Kevin O'Shea is working with international chemists and environmental engineers to develop a new clean technology that will destroy water toxins caused by harmful algal blooms.

President Rosenberg reported on Faculty news and achievements, noting that Dr. Paulo Chaves, Director of the HWCOR Benjamin León, Jr. Family Center for Geriatric Research and Education was recently awarded a major National Institutes of Health grant on sarcopenia, age related loss of skeletal muscle mass, and adverse functional outcomes. President Rosenberg added that Professor and Chair of FIU's Department of Biomedical Engineering Ranu Jung was named a fellow of the American Institute for Medical and Biological Engineering and that Professor of Immunology and Electrical Engineering Sakhrat Khizroev, a world-renowned inventor in the area of nanotechnology, is one of 98 innovators recently named a Charter Fellow by the National Academy of Inventors. He further noted that Research Associate in Earth and Environment Elizabeth Anderson and Assistant Professor of Biological Sciences Kenneth Feeley received \$750,000 from USAID for a new project on strengthening local capacity for prioritizing conservation research and action in the Colombian Andean-Amazon.

President Rosenberg reported on student philanthropic events that raised funds to support the American Cancer Society and the Miami Children's Hospital Foundation through the Children's Miracle Network. He provided an athletics update, noting that Jerica Coley was named to Capital One Academic All-District first team. He also reported on the achievements of the University's outstanding alumni, noting that two-time FIU alumnus Richard Blanco BS '91, MFA '97 joined a very short list of great American poets, including Robert Frost and Maya Angelou, who have had the honor of being selected as Presidential inaugural poets. He concluded the University Report with a video highlighting Richard Blanco's visit to FIU.

5. Action Items – Consent Agenda

Chair Maury added that the Finance and Audit Committee and the Academic Policy and Student Affairs Committee each recommended approval by the Board of the respective action items contained in the Consent Agenda.

Chair Maury asked for comments on any of the items included in the Consent Agenda. Hearing none, a motion was made and passed to accept the Consent Agenda, and members of the Board concurred with the following actions:

- **BT1. Minutes, November 29, 2012** – Approval of Minutes of the Florida International University Board of Trustees, Full Board meeting held on Thursday, November 29, 2012 at the FIU Modesto A. Maidique Campus, Graham Center Ballrooms.
- **BT2. Minutes, January 14, 2013** – Approval of Minutes of the Florida International University Board of Trustees Full Board meeting held on Monday, January 14, 2013 via conference call.
- **FA1. Approval to Negotiate and Enter into a Long Term Ground Sublease with the School Board of Miami-Dade County to allow the School Board to Establish, Construct, Operate and Maintain a MAST Academy at the University's Biscayne Bay Campus** – Approve that the University President or his designee negotiate and enter into a Long Term Ground Sublease with the School Board to allow the School Board to establish, construct, operate and maintain a MAST Academy at FIU's Biscayne Bay Campus on the terms outlined in the Board materials.

- **AP1. Resolution in Honor of Butler Waugh** – Adopt the Resolution in honor of Butler Waugh.

6. Action Items

FA2. Re-authorization for the Issuance of Debt to Finance the Construction of Parking Garage 6 at the University's Modesto A. Maidique Campus

Senior Vice President and Chief Financial Officer Kenneth A. Jessell presented a request to re-authorize the issuance of debt to finance the construction of Parking Garage 6 at the University's Modesto A. Maidique Campus for the Board's review. He noted that the project was previously approved by the Florida International University Board of Trustees (BOT) on March 30, 2011 and by the State University System of Florida Board of Governors (BOG) on June 20, 2011. He added that while there is no change in the amount of debt required to be issued, the project is being re-submitted for BOT approval in view of recommended changes to the project location, total project cost, changes to the project scope such as the inclusion of 35,000 square feet of shell space to accommodate classrooms and University-related retail space, and updated financial projections. He stated that the project would be constructed as a multi-story structure with approximately 2,000 parking spaces and is consistent with the University's Campus Master Plan. He further noted that the construction and associated design costs as well as site and roadway improvements, are expected to be approximately \$42.5 million. He stated that the University's Department of Parking and Transportation plans to contribute approximately \$9 million from cash reserves and auxiliary fund balances to fund the project. He added that the request from the BOG to the Division of Bond Finance would consist of the issuance of up to \$33,500,000 of fixed rate, revenue bonds to finance the construction of the project, finance capitalized interest, fund a debt service reserve fund and pay costs of issuing the bonds.

A motion was made and passed that the FIU Board of Trustees approve and request the State University System of Florida Board of Governors to approve, the issuance of revenue bonds to finance the construction of Parking Garage 6 on the University's Modesto A. Maidique campus.

FA3. Approval to Increase Existing Fees

A. Orientation

Sr. VP and CFO Jessell presented the request to increase the Orientation Fee for the Board's review, noting that orientation participation is required for all new degree-seeking undergraduate students entering FIU. He stated that research studies have indicated that comprehensive orientation programs contribute to the success and retention of students. He further noted that the Orientation Fee has not been increased since 2002, stating that the increase from the current \$35 fee to the proposed \$50 fee will cover the costs of office supplies, routine support operations, orientation leader/peer advisor training, development of new transition initiatives to include additional overnight activities, increased involvement with Athletics, increased technological presentations, and an efficient Orientation and Parent Programs website. He added that the requested \$15 increase will have minimal impact to the students as this is a one-time expense to new students and noted that it would be effective for students whose enrollment begins in Fall 2014.

A motion was made and passed that the FIU Board of Trustees request that the State University System of Florida Board of Governors approve an increase to the Orientation Fee in the amount of \$15.00.

B. Graduate Student Application

Sr. VP and CFO Jessell presented the request to increase the Graduate Student Application Fee for the Board's review, noting that the current application fee covers only a portion of the total costs associated with the review, assessment and processing of graduate applications. He added that the Graduate Student Application Fee has not been increased since 2002, stating that the increase from the current \$30 fee to the proposed \$55 fee will enable the University to cover the costs of existing services, eliminate the need to subsidize the processing of graduate applications, make system enhancements to reduce processing times, and provide funding to hire two additional full time employees to manage new federal processing requirements and improve services to prospective students.

A motion was made and passed that the FIU Board of Trustees request that the State University System of Florida Board of Governors approve an increase to the Graduate Student Application Fee in the amount of \$25.00.

7. Status Reports, Board Committees

External Relations Committee Report

Trustee Claudia Puig, Chair of the External Relations Committee, presented highlights from the Committee's meeting earlier in the day. She reported that the Committee engaged in a substantive discussion led by President Rosenberg on the Beacon Council's One Community One Goal (OCOG) Targeted Industry Strategic Plan, which she noted identified six key target industry clusters and skills that will help maximize South Florida's economic growth. She added that the OCOG Strategic Plan provides critical recommendations which led to the formation of the Academic Leaders Council (ALC). She stated that the ALC emphasizes Miami-Dade County's commitment to education and is comprised of the Miami-Dade County Public Schools' Superintendent and the Presidents of the County's colleges and universities. She reported that Sr. VP and CFO Jessell presented a preliminary outline of the proposed use of the Coconut Grove Playhouse property by FIU for educational, cultural and civic engagement purposes. She also reported that an invitation to negotiate was issued September 2012 to identify a company that will construct and operate a production, rehearsal and performance facility at BBC, noting that a response was received from Royal Caribbean Cruises, LTD.

Finance and Audit Committee Report

Trustee Sukrit Agrawal, Chair of the Finance and Audit Committee, presented highlights from the Committee's meeting earlier in the day. He noted that Allen Vann, Director of Internal Audit, provided updates on recently completed audits, work in progress and consulting services. He reported that the University and direct support organizations' operating revenues were below estimates by \$9.4M (or two percent) and that the University and direct support organizations' operating expenses were below estimates by \$34M (or eight percent). He stated that University Compliance Officer and Interim Privacy Officer Leyda Benitez provided an overview of the University's Compliance program and its history and delineated the evolution of policies and procedures, oversight and due diligence, and education and training prior to 2004 to the present. He added that Vice President of Information Technology and Chief Information Officer Robert Grillo presented an update on current projects and initiatives that are aimed to improve the efficiency of university operations and expand and strengthen critical services. He reported that Sr. VP and CFO Jessell provided a review of the State of Florida's Auditor General Financial Audit for Fiscal Year ended June 30, 2012, noting that the audit did not identify any deficiencies in internal

control over financial reporting that were considered material weaknesses. He further noted that as is stipulated in the Finance and Audit Committee Charter, the Office of Internal Audit was excused from the conversation with Senior Management. He noted that senior management provided feedback to the Committee regarding the Internal Auditor's performance.

Academic Policy and Student Affairs Committee Report

Trustee Cesar L. Alvarez, Chair of the Academic Policy and Student Affairs Committee, presented highlights from the Committee's meeting earlier in the day. He reported that Associate Professor and Director of the Office of Global Learning Initiatives Hilary Landorf provided an update on the progress of the University's Global Learning for Global Citizenship Quality Enhancement Plan (QEP). He noted that the *Global Learning for Global Citizenship* initiative is distinguished by its commitment to engage every FIU undergraduate in the development of global competencies rooted in diversity, inquiry, and active problem solving. He added that the Southern Association of Colleges and Schools (SACS) requires every SACS institution to implement a sanctioned QEP as part of its reaffirmation of accreditation. He noted that Professor Landorf reported that the University is currently on target to achieve all four QEP program goals and that FIU is increasingly recognized as a benchmark in institution-wide curriculum internationalization, within SACS and throughout the field of higher education. He also reported that College of Law Dean R. Alexander Acosta provided an update on the College's overall performance as well as its achievements over its 10 year history. He noted that the Committee welcomed FIU Law students Scott Hiaasen and Altanese P. Phenelus who discussed their respective educational and student life experiences. He stated that the Committee also welcomed Daniel J. Izquierdo, a recent graduate of the College, who discussed his experience as a member of LawBridge, FIU Law's legal residency program.

8. New Business

Chair Maury stated that in order for the Board to efficiently and effectively carry out all of its duties, a Health Affairs Task Force should be established to consider and make recommendations to the Board on matters and initiatives related to the University's Academic Health Center Health Care Network.

A motion was made and passed that the FIU Board of Trustees establish the Health Affairs Task Force.

Chair Maury requested that Trustee Jose J. Armas serve as the Task Force's Chair, noting that in consultation with the President, he will be making additional assignments to the Task Force.

9. Concluding Remarks and Adjournment

Chair Maury noted the important role of the University's Real Estate Subcommittee in providing oversight and direction to guide the physical development of FIU's campuses. He encouraged the Subcommittee to follow a regular meeting schedule in order to ensure that the University's leadership is appropriately engaged and involved in the planning process.

With no other business, Chair Albert Maury adjourned the meeting of the Florida International University Board of Trustees on Wednesday, March 6, 2013, at 3:20 p.m.

Albert Maury
Chairman
FIU Board of Trustees

Mark B. Rosenberg
Corporate Secretary
FIU Board of Trustees

MB
3.28.13

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
FULL BOARD MEETING
APRIL 18, 2013
MINUTES**

1. Call to Order and Chair's Remarks

Chairman Albert Maury convened the meeting of the Florida International University Board of Trustees at 3:20 p.m., on Thursday, April 18, 2013, via conference call.

The following attendance was recorded:

Present:

Albert Maury, *Chair*
Sukrit Agrawal
Cesar L. Alvarez
Jorge L. Arrizurieta
Robert T. Barlick, Jr.
Mayi de la Vega
Laura Fariñas
Gerald C. Grant, Jr.
C. Delano Gray
Claudia Puig

Excused:

Michael M. Adler, *Vice Chair*
Jose J. Armas
Marcelo Claure

Chairman Maury welcomed all Trustees, University faculty and staff. He thanked all Trustees for making themselves available to participate in the conference call.

2. Action Item

AP1. Honorary Degree Nomination

Trustee Cesar L. Alvarez, Chair of the Academic Policy and Student Affairs Committee, noted that the Committee met earlier in the day to review the honorary degree nomination for Dr. Herbert A. Wertheim. He added that the Faculty Senate recommended Dr. Wertheim as a recipient of a doctoral degree from the University and that Dr. Wertheim's nomination was endorsed by Founding Dean and Senior Vice President for Health Affairs John A. Rock and Provost and Executive Vice President Douglas Wartzok. He commented that Dr. Wertheim's pioneering work in developing lenses to block ultraviolet light has aided in the prevention of cataracts and retinal degeneration and has saved the sight of millions. He stated that Dr. Wertheim played a significant role in advocating for the establishment of a College of Medicine at FIU, further noting that Dr. Wertheim's continued support culminated in a truly transformational gift to endow the College. He remarked that under Dr. Wertheim's more than 30-year leadership, the Wertheim Family Foundation has provided immeasurable support to the South Florida community.

A motion was made and passed by the FIU Board of Trustees endorsing Dr. Herbert A. Wertheim as a recipient of a doctoral degree *honoris causa* from Florida International University.

3. New Business

No new business was raised.

4. Concluding Remarks and Adjournment

With no other business, Chairman Albert Maury adjourned the meeting of the Florida International University Board of Trustees on Thursday, April 18, 2013, at 3:30 p.m.

Albert Maury
Chairman
FIU Board of Trustees

Mark B. Rosenberg
Corporate Secretary
FIU Board of Trustees

MB
4.29.13

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Proposed 2013-14 - Fixed Capital Outlay Budget

Proposed Board Action:

Approve Florida International University's 2013-14 Fixed Capital Outlay Budget and authorize the University President to amend the budget as necessary, consistent with Florida Board of Governors and Florida International University Board of Trustees (the BOT) directives and guidelines.

Background Information:

Section 1013.61, Florida Statutes, requires that the BOT adopt a capital outlay budget for the ensuing year in order that the capital outlay needs of the Board for the entire year may be well understood by the public.

Florida Board of Governors Regulation 1.001(6)(a) provides, in relevant part, that each board of trustees shall submit an institutional budget request, including a request for fixed capital outlay to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors.

The capital outlay budget is part of the annual budget and shall be based upon and in harmony with the Board's capital outlay plan. The budget shall designate the proposed capital outlay expenditures by project for 2013-14 from all fund sources, as amended. The Capital Outlay Budget governs the University's capital expenditures during the year.

Supporting Documentation: 2013-14 Capital Outlay Budget Request for Florida International University

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
FINANCE AND AUDIT COMMITTEE**

PUBLIC EDUCATION CAPITAL OUTLAY PROJECTS (PECO)

Utilities / Infrastructure / Capital Renewal / Roofs (P, C, E)	\$0 ¹
Student Academic Support Center (MMC)	\$5,678,129 ²
Minor Building Repair and Maintenance	\$3,603,832 ³
TOTAL 2013-2014 CAPITAL OUTLAY BUDGET (PECO)	\$9,281,961

CAPITAL IMPROVEMENT TRUST FUND PROJECTS (CITF)

Recreation Center Expansion (MMC)	\$8,595,233
Wolf University Center Improvements (BBC)	\$1,108,352
TOTAL 2013-2014 CAPITAL OUTLAY BUDGET (CITF)	\$9,703,585⁴

P= Planning
C= Construction
E= Equipment

MMC = Modesto A. Maidique Campus
BBC = Biscayne Bay Campus

1. State University System (SUS) Total was \$0
2. SUS Total was \$70M funded from a General Revenue transfer to PECO
3. SUS Total was \$44.4M funded from PECO cash
4. SUS total was \$9,281,961 funded from Capital Improvement Fees

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

**Subject: Request for Approval of Florida International University's 2014-15
Fixed Capital Outlay Legislative Budget Request, consisting of the five-year
Capital Improvement Plan**

Proposed Board Action:

Approve Florida International University's 2014-15 Fixed Capital Outlay Legislative Budget Request, consisting of the five-year Capital Improvement Plan, and authorize the University President to amend the Legislative Budget Request as necessary, consistent with Florida Board of Governors and Florida International University Board of Trustees (the BOT) directives and guidelines.

Background Information:

Section 1013.64(4)(a), Florida Statutes, requires the BOT to update annually its fixed capital outlay budget request. In addition to Public Education Capital Outlay projects, the capital request will include Capital Improvement Trust Fund projects approved by the University's Student Government, projects from other state sources and projects from non-state sources including debt. It is anticipated that Florida International University will have the opportunity to submit an updated Fixed Capital Outlay Budget Request to the Florida Board of Governors in December 2013.

The Fixed Capital Outlay Budget Request governs the University's proposed capital expenditures during the next five years. The Fixed Capital Outlay Budget Request must be approved annually by the BOT.

Supporting Documentation:

Five-Year Capital Improvement Plan and Legislative Budget Request, *Fiscal Years 2014-15 through 2018-19*

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STATE UNIVERSITY SYSTEM
Five-Year Capital Improvement Plan (CIP-2) and Legislative Budget Request
Fiscal Years 2014-15 through 2018-19

Florida International University

BOT Meeting

6/5/2013

PECO-ELIGIBLE PROJECT REQUESTS

		2014-15	2015-16	2016-17	2017-18	2018-19
Priority		Year 1	Year 2	Year 3	Year 4	Year 5
No.	Project Title					
1	FACILITIES INFRASTRUCTURE /CAPITAL RENEWAL - UW (P,C,E)	\$10,500,000	\$10,500,000	\$10,500,000	\$10,500,000	\$10,500,000
2	STUDENT ACADEMIC SUPPORT CENTER - MMC, BT-882 (C,E)*	\$1,687,000				
3	STRATEGIC LAND ACQUISITION - UW (A)	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
4	SATELLITE CHILLER PLANT EXPANSION - MMC (P,C,E)	\$7,000,000				
5	HUMANITIES CTR., (ARTS & SCIENCES) - MMC (P,C)(C,E)	\$23,370,000	\$6,000,000			
6	REMODEL./RENOV. OF EXIST. EDUC. SPACE - MMC (P,C,E)(P,C,E)		\$20,000,000	\$8,000,000		
7	GREEN LIBRARY ADDITION - MMC (P)(C)(E)		\$13,500,000	\$26,000,000	\$6,250,000	
8	CLASSROOM/OFFICE, (ACADEMIC III) - BBC (P,C)(C,E)		\$3,385,000	\$15,400,000	\$6,215,000	
9	GRADUATE SCHOOL OF BUSINESS, Phase II - MMC (P,C)(C,E)(C,E)		\$2,710,000	\$14,000,000	\$10,000,000	\$5,290,000
10	SCIENCE LABORATORY COMPLEX - MMC (P,C)(C)(C,E)				\$29,750,000	\$21,250,000
11	REMODEL./RENOV. OF STUDENT ACADEMIC SUPPORT - BBC (P,C,E)(P,C,E)				\$20,500,000	\$2,500,000
12	REMODEL./RENOV. OF ACADEMIC DATA CENTER - MMC (P,C,E)(P,C,E)				\$12,775,000	\$7,557,500
13	ENGINEERING BUILDING - EC (P,C)(C,E)				\$1,000,000	\$11,500,000
14	TRAINING COMPLEX - MMC (P,C)(P,C,E)				\$1,200,000	\$13,200,000
15	HONORS COLLEGE - MMC (P,C)(C,E)				\$2,000,000	\$25,000,000
16	SOCIAL SCIENCE, Phase II - MMC (P,C)(C,E)				\$10,500,000	\$12,000,000
TOTAL		\$44,557,000.00	\$58,095,000.00	\$75,900,000.00	\$112,690,000.00	\$110,797,500.00

*Due from Department of Education as a result of error.

CITF PROJECT REQUESTS

Priority No.	Project Title	Year 1	Year 2	Year 3	Year 4	Year 5
1	GRAHAM UNIVERSITY CENTER EXPANSION / RENOVATIONS – MMC (P,C,E)	\$12,000,000	\$12,000,000			
2	RECREATION CENTER RENOVATIONS - MMC (P,C,E)	\$2,000,000	\$2,000,000			
3	WOLFE UNIVERSITY CENTER EXPANSION / RENOVATIONS - BBC (P,C,E)	\$3,000,000	\$3,000,000			
4	RECREATION CENTER RENOVATIONS - BBC (P,C,E)	\$1,000,000	\$1,000,000			
TOTAL		\$18,000,000.00	\$18,000,000.00	0	0	0

REQUESTS FROM OTHER STATE SOURCES

Priority No.	Project	Year 1	Year 2	Year 3	Year 4	Year 5
1	PARKVIEW HOUSING II - MMC (P,C,E)					
2	RESEARCH 1 - MMC (P,C,E)					
TOTAL		0	0	0	0	0

REQUESTS FROM NON-STATE SOURCES, INCLUDING DEBT

Priority No.	Project	Year 1	Year 2	Year 3	Year 4	Year 5
1	MEDICAL ARTS PAVILLION - MMC, (P,C E)					
2	CONFERENCE CENTER - MMC (P,C,E)					
TOTAL		0	0	0	0	0

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Proposed Regulation, FIU-1113 Waiver of Tuition and Fees

Proposed Board Action:

Approve the proposed regulation, Waiver of Tuition and Fees, and delegate authority to the University President to approve any subsequent amendments that are based on comments to the Regulation received from the Florida Board of Governors (BOG) and as a result of the regulation-making process.

Background Information:

The proposed Regulation, Waiver of Tuition and Fees, FIU-1113, is being proposed as required by the BOG. The purpose of this new Regulation is to list the categories of tuition and fee waivers provided by the University.

This Regulation is being created pursuant to the authority granted by Florida Statutes Section 1009.26 and BOG Regulation 7.008, which state that each board of trustees is authorized to waive tuition and fees. BOG Regulation 1.001 (3)(j) states that each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the BOG.

Supporting Documentation:

Proposed Regulation, FIU-1113 Waiver of Tuition and Fees

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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
FLORIDA BOARD OF GOVERNORS**

NOTICE OF PROPOSED REGULATION

REGULATION NO.: FIU-1113
REGULATION TITLE: Waiver of Tuition and Fees

SUMMARY: The purpose of this new Regulation is to list the categories of tuition and fee waivers provided by the University.

TEXT OF REGULATION: The full text of the Proposed Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the Proposed Regulation, please contact Eli Deville, Chief of Staff, Office of the General Counsel, (305) 348-2103.

AUTHORITY: Florida Statutes Section 1009.26 and BOG Regulation 7.008.

NAME OF PERSON INITIATING PROPOSED REGULATION: Douglas Wartzok, Provost and Executive Vice President.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

CONTACT PERSON REGARDING THE PROPOSED REGULATION: Eli Deville, Chief of Staff, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199. Email: devillee@fiu.edu Fax: (305) 348-3272. Phone: 305-348-2103.

DATE OF PUBLICATION: May 9, 2013

THE FULL TEXT OF THE PROPOSED REGULATION IS PROVIDED BELOW:

FIU-1113 Waiver of Tuition and Fees.

- (1) Florida International University waives tuition, non-resident tuition or associated fees for purposes that support and enhance the strategic goals of FIU including student recruitment, increasing degree production, or to provide flexibility in tuition costs for selected programs as authorized and limited by Board of Governors (BOG) Regulations and Florida Statutes.
- (2) The following general categories of tuition and fee waivers are established pursuant to BOG Regulation 7.008 and Florida Statutes Section 1009.26 that set forth specific criteria applicable to the following categories:
 - (a) Participants in Sponsored Credit Institutes and Programs.
 - (b) Certain educational expenses of a child or spouse of a Law Enforcement Officer or Firefighter killed in the line of duty.
 - (c) Students who earn credit in courses toward both a Florida high school diploma and an associate or baccalaureate degree, or enrolled in dual enrollment or early admission programs.
 - (d) Certain Florida Department of Children and Family Service foster care or adopted students.
 - (e) Graduate Interns participating in the School Psychology Training Program.
 - (f) Students enrolled in Florida Linkage Institutes Program.
 - (g) Certain educational expenses for the child of a deceased teacher or school administrator employed by a Florida District School Board who dies as a result of an unlawful and intentional act, provided such killing is related in whole or part to the fact that the individual is a teacher or school administrator.
 - (h) Homeless or temporary shelter residence students.
 - (i) Purple Heart or other superior combat decorated recipients.
 - (j) State Employees - A waiver of up to 6 credit hours per term on a space available basis.
 - (k) Admissions Deposit Fee - waived based on significant financial hardship as determined by the FIU Financial Aid Office.

- (l) Victims of Wrongful Incarceration Compensation Act - A waiver of tuition and fees for up to 120 hours.
- (3) The following additional tuition and fee waivers are authorized by the Board of Governors and may be granted for purposes that support and enhance the mission of FIU:
 - (a) Full-time University employees may be awarded a waiver of up to six (6) credit hours of tuition-free courses per term on a space available basis.
 - (b) Florida residents 60 years of age or older who enroll to audit courses on a space-available basis may be awarded a waiver for all applications, tuition and associated fees. No academic credit shall be awarded.
 - (c) Intern Supervisors may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in BOG Regulation 7.001). Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term.
 - (d) Non-resident, non-degree seeking students may be granted a waiver of the out-of-state fee. The credit hours generated must be non-state fundable and the cost for the program of study recovered from the fees charged to all students.
 - (e) Tuition differential may be waived for students who meet the eligibility requirements for the Florida public assistance grant (Sec. 1009.50, Florida Statutes).
 - (f) Public School classroom teachers employed full-time by a school district who meet the academic requirements established by the University may be granted up to six credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science, however, the waiver may not be used for courses scheduled during the school district's regular school day.
- (4) The University Board of Trustees delegates to the University Provost all authority to waive tuition and fees based on additional criteria for purposes that enhance and support the strategic goals of the University in accordance with FIU policy.

- (5) The amount of tuition waivers shall not exceed the respective tuition charged or total amount of waivers authorized by the University Board of Trustees in the University Budget.

Authority: Art. IX, Sec. 7, Fla. Constitution; Fla. Board of Governors Regulations 7.003, 7.008, Sec. 1009.24, 1009.26, F.S. History–New _____ .

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Amendment to Signature Authority – Authorization to Sign Checks for Certain Foreign Research Program Accounts

Proposed Board Action:

Amend the Signature Authority - Authorization to Sign Checks for Certain Foreign Research Program Accounts to reflect the following changes:

For the West African Water, Sanitation Hygiene Program:

Remove: Mr. Adama Ouedraogo, West African Program Office Manager

Approve: Mr. Issiaka Sawadogo, West African Program Office Manager

For the Rwanda Integrated Water Security Program:

Remove: Dr. David Mutekanga, Director
Ms. Macklean Rwivanga, Office Manager

Approve: Ms. Liliane Cyakwela, Office Manager

Background Information:

The Florida International University Board of Trustees (the BOT) is updating its official records to reflect University officers and employees authorized to sign checks to pay legal obligations on behalf of the University.

The University has depositories at banking institutions at which University funds are deposited and the University pays its legal obligations from said depositories. As such, the BOT must state with particularity the legal name and title of University employees who are authorized to sign checks to pay legal obligations of the University.

Supporting Documentation: International Water Programs, Amendment to Signature Authority

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INTERNATIONAL WATER PROGRAMS

Amendment to Signature Authority – Authorization to Sign Checks for Certain Foreign Research Program Accounts

Florida International University Board of Trustees (the BOT) approval is requested to amend a previously approved Signature Authority on the designated local depositories for the following international water programs, which were funded by the U.S. Agency for International Development (USAID):

1. West African Water, Sanitation and Hygiene Program, with USAID funding of \$28 million (the “West African Water Program”)
2. Rwanda Integrated Water Security Program with USAID funding of \$28 million

On March 30, 2011, the BOT approved the following designated local depositories for the aforementioned programs:

In Mali:	Bank of Africa -Mali (BoA) (Correspondent Bank to Societe Generale) Bamako-Mali http:// www.bank-of-africa.net
In Burkina Faso:	Societe Generale Ouagadougou, Burkina Faso http://www.sgbb.bf
In Rwanda:	Bank of Kigali Kigali, Rwanda http://www.bk.rw

On March 30, 2011, the BOT also approved the following officers and employees of the University as authorized to sign checks on accounts related to the aforementioned depositories and programs:

Kenneth A. Jessell, Senior Vice President for Finance and Administration
and Chief Financial Officer

Cecilia Hamilton, Associate Vice President and University Controller

Luis Salas, Associate Vice President for Research

Lakhdar Boukerrou, West African Program Director
(authorized only for the West African Water Program)

Emeline Bereziat, Deputy West African Program Director
(authorized only for the West African Water Program)

The BOT is requested to approve the following employees of the University as authorized to sign checks from the designated depositories as further specified below:

APPROVE Issiaka Sawadogo, Office Manager
(for the West African Water Program only)

APPROVE Liliane Cyakwela – Officer Manager
(for the Rwanda Integrated Water Security Program only)

Signature Authority has been removed for the following individuals as they are no longer employed by the University:

REMOVED - Adama Ouedraogo, Office Manager
As of February 28, 2013, Adama Ouedraogo is no longer employed by the West African Water Program.

REMOVED - David Mutekanga
As of May 14, 2012, David Mutekanga is no longer employed by the Rwanda Integrated Water Security Program.

REMOVED - Macklean Rwivanga
As of August 1, 2012, Macklean Rwivanga is no longer employed by the Rwanda Integrated Water Security Program.

All controls on the bank accounts previously approved by the Board on March 30, 2011 shall continue to apply. Specifically, those controls are:

Controls to be Placed on Bank Accounts

Access to the bank accounts by local Program staff will be kept to the minimum persons necessary to effectively perform the Programs. Controls will be implemented to ensure that the bank accounts are used appropriately for Program purposes and that FIU Program personnel maintain oversight and monitoring of the bank accounts' use. In addition to world-wide insurance coverage for liability and theft by FIU employees overseas, the following controls, which have been used successfully by FIU in other international projects, will be adhered to:

- Checks on the bank accounts will require signature by two authorized Program personnel and no cash withdrawal cards will be issued. All checks issued in the foreign countries must be cosigned by two of the authorized signatories on the account and all checks issued to one of the authorized signatories in foreign countries must be cosigned by one of the authorized signatories in FIU/Miami.
- The maximum check amount will be US\$10,000.
- There will always be one bank account in US Dollars that will receive wires from the US and another in local currency.
- The bank accounts will have a monthly balance of no more than between US\$55,000 to US\$70,000 at any given time.
- Replenishment of the bank accounts will be done only when financial reports of expenditures on the bank accounts have been approved by FIU personnel. Every month the local Program offices will send to the FIU/Miami Program office substantiated financial reports (i.e., reports with back-up documentation) detailing the expenditures for the preceding period and requesting funds to replenish the bank accounts by the amount accounted for in the report. Such reports and back-up documentation will be reviewed by the FIU Program office.
- If the local FIU Program office approves the monthly financial report, it will forward a reimbursement package to the Division of Research for its review and auditing. Each reimbursement package will have a unique Report Number that will separate it from other reports. Invoices will be submitted with the report detailing each payment made, the currency rate used, check payee, amount, and date. In addition, any deposits made will be totaled separately and will equal any deposits made to that account. After the Division of Research audits the report and if it is approved, it will then be sent to the FIU Controller's Office for wire processing and reconciliation.
- The FIU personnel reconciling the accounts will have online access to the banks accounts, if available.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Approval for Florida International University to sell the Woman's Club property to PCCO, INC., a Florida corporation, on the terms outlined in the April 19, 2013 "As-Is Real Estate Purchase and Sale Contract" executed by PCCO, Inc. and submitted as PCCO, Inc.'s best and final offer in response to FIU's invitation to negotiate No. 23-003 ("ITN").

Proposed Board Action:

Adopt the following Resolution:

The Florida International University Board of Trustees (the BOT) is the owner of real property located at 2401 Pine Tree Drive, Miami Beach, Florida 33140 commonly referred to as the Woman's Club (Woman's Club), together with all improvements thereon, more fully described on Exhibit A attached hereto and incorporated herein by reference.

The BOT has determined that: (a) the Woman's Club Property is unnecessary for educational purposes; and (b) it would be in its best interest to sell the Woman's Club Property to PCCO, Inc., based upon the best and final offer (BAFO) submitted by PCCO, Inc. to the BOT in response to the FIU ITN.

The BOT approves the sale of the Woman's Club Property to PCCO, Inc. on the terms contained in the "AS-IS" Real Estate Purchase and Sale Contract executed by PCCO, Inc. on April 19, 2013 (Purchase Agreement) and submitted to FIU as PCCO Inc.'s BAFO in response to the FIU ITN. A copy of the Purchase Agreement is attached as Exhibit B and incorporated herein by reference.

Further, if the Purchase Agreement transaction with PCCO Inc. is not closed on or before the Closing Date established in the Contract, or any extension thereof approved by the parties in writing, the BOT authorizes the University President or his designee, in their sole discretion, to proceed with sale of the Woman's Club to the party with the next highest BAFO.

The President or his designee is authorized to undertake all steps necessary or desirable to process and finalize the sale of the Woman's Club Property on the terms above and to complete any and all documents necessary or desirable to effectuate and finalize the transaction.

Background Information:

LEGAL AUTHORITY:

Florida Statutes Section 1013.28 entitled "Disposal of Property" provides in section (1)(b):

"Subject to regulations of the Board of Governors, a state university board of trustees may dispose of any land or real property to which it holds valid title which is, by resolution of the state university board of trustees, determined to be unnecessary for educational purposes as recommended in an educational plant survey."

State University System of Florida Board of Governors Regulation 1.001 University Board of Trustees Powers and Duties provides in subsection (7)(b):

“Each board of trustees shall have the authority to acquire real and personal property and contract for the sale and disposal of same, and approve and execute contracts for purchase, sale, lease, license, or acquisition of commodities, goods, equipment and contractual services, leases of real and personal property and construction.”

Supporting Documentation: Exhibit A: Legal Description for the Woman’s Club Property
Exhibit B: PCCO, Inc. Purchase Agreement

EXHIBIT A

Legal Description

Beginning at a Permanent Reference Monument situated at the intersection of the East line of Pine Tree Drive and the North line of west 24th Street, as same is shown on a Plat entitled "DEDICATION OF PORTION OF LIBERTY AVENUE AND WEST 24TH STREET", as recorded in Plat Book 26, page 13, public Records, Dade County, Florida, run in a Northerly direction along the East line of Pine Tree Drive a distance of forty-five (45) feet to the point of beginning of the tract herein described;

From said point of beginning continue in a Northerly direction along the easterly line of Pine Tree Drive a distance of seventy-five (75) feet to a point; thence run in an Easterly direction along a line parallel to and one hundred and twenty (120) feet distant from the North line of West 24th street, as same is shown on the above record Plat, a distance of three hundred and fifty (350) feet to a point; thence run in a Southerly direction along a line parallel to and three hundred fifty (350) feet distant from the East line of Pine Tree Drive, a distance of one hundred (100) feet to a point; thence run in a Westerly direction along a line parallel to and twenty (20) feet distant from the North line of West 24th Street, as same is shown on above mentioned record Plat, a distance of three hundred twenty-five (325) feet to the point of curvature (P.C.) of a circular curve, thence run along the arc of said circular curve deflecting to the right and having for its elements a radius of twenty-five (25) feet and a central angle of ninety (90) degrees, a distance of thirty nine and twenty-seven (39.27) hundredths feet to the point of tangency (P.T.) which is the point of beginning of the tract herein described containing eight tenths (0.8) acres more or less.

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"AS IS" REAL ESTATE PURCHASE AND SALE CONTRACT

This "AS-IS" Real Estate Purchase and Sale Contract (hereinafter referred to herein as the "Contract") is made and entered into by and between **PCCO, INC.**, a Florida corporation, whose principal business address is: 1680 Meridian Avenue, Suite 102, Miami Beach, Florida 33139 (the "Buyer") and The Florida International University Board of Trustees, whose principal business address is: Modesto Maidique Campus, 11200 S.W. 8th Street, PC 523A, Miami, Florida 33199, Attention: CFO and Senior Vice President, Finance and Administration (the "Seller").

WITNESSETH:

1. AGREEMENT TO SELL AND DESCRIPTION.

Seller hereby agrees to sell to Buyer and Buyer hereby agrees to purchase from Seller, under and pursuant to all the terms, provisions and conditions of this Contract, certain real estate and other improvements located thereon (hereinafter referred to as the "Property") in the County of Miami-Dade, State of Florida, located at 2401 Pine Tree Drive, Miami Beach, Florida 33140, as more particularly described in **Exhibit A** attached hereto and made a part hereof, together with all appurtenances thereto and all rights, title and interest of Seller, if any, in and to all roads, streets and ways, whether public or private, bounding the Property including all strips, gores, easements, privileges, right-of-way, riparian and other water rights, and rights to lands underlying any adjacent streets or roads to the center line of such streets and roads, and other appurtenances pertaining to or accruing to the benefit of the Property.

2. DEPOSIT.

To secure the performance by Buyer of its obligations under this Contract, Buyer agrees to pay into an escrow account with **Suzanne A. Dockerty, P.A., Real Estate Trust Account** (hereinafter referred to as "Escrow Agent"), the sum of THREE HUNDRED THOUSAND AND NO/100 (\$300,000.00) DOLLARS as earnest money within three (3) business days following Buyer's receipt of the fully executed Contract (the "Deposit").



3. PURCHASE PRICE.

The purchase price to be paid by Buyer to Seller for the Property (hereinafter referred to as the "Purchase Price") shall be THREE MILLION AND NO/100 (\$3,000,000.00) DOLLARS. The Purchase Price shall be paid to Seller as follows:

\$300,000.00	being the Deposit referred to in paragraph 2 of this Contract, which sum shall be paid to Seller at Closing (as hereinafter defined).
\$2,700,000.00	in U.S. funds, at time of Closing, subject to prorations and adjustments as hereinafter provided, to be paid by wire transfer.

4. CONDITION OF THE PROPERTY/IMPROVEMENTS: INSPECTIONS.

(a) Condition of the Property/Improvements: Inspections. The Buyer acknowledges and agrees that the Property, together with any improvements thereon, is being sold by Seller in its "**AS-IS, WHERE IS**" condition, subject to all patent and latent defects, if any, with no representation or warranty by Seller as to its fitness for any particular use or purpose, suitability, habitability, or usability, including but not limited to, the quality or condition of the Property, the manner of operating the Property and the expenses of any type related thereto, and the compliance of the Property with any laws, rules, ordinances or regulations of any governmental body. Seller makes no representations about zoning, land use, governmental use approvals, historical preservation permit or other permits for the Property. Seller makes no representation as to any environmental matters relating to the Property including, without limitation, soil conditions, or asbestos. Buyer acknowledges and agrees that Buyer shall have ample time as of Closing to verify the Property condition, and to consult appropriate professionals concerning matters affecting the Property and the transaction contemplated by this Contract. Seller does not reside in or otherwise occupy the Property. Buyer agrees to rely solely on Buyer's professional inspections and governmental agencies for verification of Property condition and allowable uses.

(b) Inspections: THERE SHALL BE NO INSPECTION PERIOD OR DUE DILIGENCE PERIOD. THE BUYER IS ACQUIRING THE PROPERTY AND THE IMPROVEMENTS THEREON IN AN "AS-IS" "WHERE IS" CONDITION.

(c) Buyer acknowledges, agrees and understands that FIU, as a public institution with public educational and ancillary facilities, is exempt from certain state and other codes under Florida Statutes Section 1013.371 as well as other relevant Florida Statutes. Therefore, there may be governmental requirements and/or monetary claims, penalties, etc. that have been closed as to FIU but that may be applicable to Buyer upon the closing of the purchase transaction under this Contract, for example only, but not by way of limitation, building, zoning, unsafe structures, 40/10 year certification and other violations, liens or fines (collectively referred to herein as "Governmental Matters"). Buyer is solely responsible for independently investigating and verifying the status of the Property and the improvements thereon, including but not limited to Governmental Matters, with all governmental authorities that it/they deem necessary.

(d) Buyer acknowledges and understands that the Property has been historically designated by the City of Miami Beach Historical Preservation Board. Any and all development, redevelopment, or demolition of the Property is subject to review, approval and permitting by the City of Miami Beach Planning Department for the Historical Preservation Board.

(e) INTENTIONALLY DELETED.

(f) Notwithstanding any provisions in this Agreement to the contrary, Buyer does and shall indemnify and hold harmless and defend Seller, its agents, employees, successors and assigns, against all losses, claims, damages, liability, attorneys' and accountants' fees and costs of litigation and all other expenses related to, growing out of, or arising from the investigation of or entry upon the Property, or other acts undertaken by Buyer, its agents, employees or assigns, under this Agreement. If Buyer does not close on the purchase of the Property under this Agreement, it shall return the Property to the condition in which it existed prior to any investigations undertaken by Buyer, its agents, employees and assigns pursuant to this Agreement.

This entire Section 4 shall survive expiration of this Contract.

5. REAL ESTATE TAXES, EASEMENTS, RESTRICTIONS AND ENCUMBRANCES

The Buyer agrees to take title to the Property "AS IS" and subject to:

- (a) Any and all outstanding taxes, including but not limited to general or special taxes, liens, including but not limited to, special liens, assessments of any type, notice(s) of violation, penalties, and any other monetary claims of governmental authorities, without prorations; and,
- (b) General or special taxes and assessments required to be paid in the year 2013; and subsequent years; and
- (c) All matters contained on the Plat of The Ocean Front Property of the Miami Beach Improvement Co., as recorded in Plat Book 5, Page(s) 7, Public Records of Miami-Dade County, Florida; and,
- (d) Permits, including open permits (if any); and,
- (e) Comprehensive land use plans, zoning, restrictions, prohibitions, and other requirements imposed by governmental authority(ies), including but not limited to any restrictions/prohibitions/ and other requirements related to designation as a historical site and/or a contributing Building within a historical site; and,
- (f) Restrictions, qualifications, and matters appearing on the plat or otherwise common to the subdivision, and all covenants, restrictions, easements, reservations, documents and other matters or interests of record; and,
- (g) Instruments of record; and
- (h) Governmental Matters or governmental claims of any type.

The entire Section 1.3.2A of Invitation To Negotiate No. 23-003 issued in connection with this Contract ("ITN") is incorporated herein by reference.

This entire Section 5 shall survive expiration of this Contract.

6. TITLE.

Buyer, at Buyer's expense, shall obtain a title insurance commitment (the "Commitment") with respect to the Property within three (3) business days from the Effective Date, subject to the Permitted Title Exceptions set forth in **Exhibit B** attached hereto and made a part hereof. The Commitment shall show that Seller is vested with and can convey to Buyer good, marketable and insurable title to the Property. If Buyer finds title to be defective, Buyer shall, within five (5) business days from the Effective Date, notify Seller in writing specifying the defect(s). Seller shall have the option, in its sole and absolute discretion, to cause such defect(s) to be cured or to elect not to cure such defect(s). In the event Seller elects not to cure the defect(s) then Buyer shall have the option of (i) closing and accepting title "**AS IS**", without reduction in the Purchase Price, or (ii) canceling this Contract in which event the Escrow Agent shall return the Deposit to Buyer, whereupon both parties shall be released from further obligations under this Contract.

7. SURVEY.

Buyer may obtain a survey of the Property from a registered Florida surveyor. If the survey shows an encroachment on the Property, or reveals unrecorded easements, or any violation of restrictions, covenants or applicable governmental regulations, the same shall constitute a title defect and Buyer shall be entitled to object to such matters in the manner provided for objecting to title defects.

8. CLOSING.

The sale and purchase of this Contract (the "Closing") shall take place on the date which will be eight (8) business days from ~~the Effective Date~~. The Closing shall take place through a so-called "Mail-Away" closing, it being understood that neither Seller nor Buyer nor their respective counsel need be physically present at Closing so long as all documents that are required to be delivered at Closing are fully executed, delivered in escrow to the Escrow Agent and available on the date of the Closing, and an authorized signatory of the affected party is available either in person or by telephone and facsimile at Closing.

Ratification of Seller's Board of Trustees at it's next meeting



9. DEFAULT.

(a) If Seller shall default in performance of any of its obligations under this Contract prior to Closing, then, Buyer's sole and exclusive remedy shall be to terminate this Contract and receive the return of the Deposit plus One Thousand Dollars (\$1,000.00).

(b) If Buyer shall default in the performance of any of its obligations under this Contract, the sole and exclusive right of Seller shall be to be paid and the sole and exclusive liability of Buyer shall be to pay liquidated damages in the amount of the Deposit, such amount being fixed as such by reason of the fact that the actual damages to be suffered by Seller in such event are in their nature uncertain and unascertainable with exactness.

10. DOCUMENTS AND CONTRACTS.

Within one (1) business day from the Effective Date, Seller shall deliver to Buyer documents and agreements that Seller may have in its possession or control which relate to the Property. Seller shall convey title to the Property by good and sufficient Special Warranty Deed. Seller agrees that at Closing, it will also deliver to Buyer: (i) an affidavit of exclusive possession (at Closing, Seller shall deliver exclusive undisputed possession of the Property to Buyer) (ii) Non-Foreign FIRPTA Affidavits and (iii) all documents reasonably required by Schedule B-I of the Commitment. Seller and Buyer shall each execute such other documents as are reasonably necessary to consummate this transaction.

11. ESCROW OF DEPOSIT.

The Deposit shall be held by the Escrow Agent on the terms and conditions hereinafter set forth:

The Escrow Agent shall not be liable for any actions taken in good faith, but only for its willful misconduct. The parties hereby indemnify and hold the Escrow Agent harmless from and against any loss, liability, claim or damage whatsoever (including reasonable attorney's fees and court costs at trial and all appellate levels) the Escrow Agent may incur or be exposed to in its capacity as escrow agent hereunder except for willful misconduct. If there be any dispute as to disposition of any proceeds held by the Escrow Agent pursuant to the terms of this Contract, the Escrow Agent is hereby authorized to interplead said amount or the entire proceeds with any court of competent jurisdiction and thereby be released from all obligations hereunder. The Escrow Agent shall not be liable for any failure of the depository.

12. NOTICES.

Notices and communications hereunder shall be given in writing and shall be deemed to have been given if sent by facsimile with confirmation of transmittal, delivered by hand, sent by recognized overnight courier (such as Federal Express) or mailed by certified mail return receipt requested, in a postage prepaid envelope, and addressed to the other party as follows:

To Seller: The Board of Trustees of Florida International University
Modesto Maidique Campus
11200 S.W. 8th Street, PC 523A
Miami, Florida 33199
Attn: CFO and Senior Vice President, Finance and
Administration

With a copy to: Florida International University
Modesto Maidique Campus
11200 SW 8th Street, PC 511
Miami, Florida 33199
Attention: General Counsel

To Buyer: PCCO, Inc.
1680 Meridian Avenue
Suite 102
Miami Beach, Florida 33139
Attention: Alan Lieberman, President

With a copy to: Leopold Korn, P.A.
20801 Biscayne Boulevard, Suite 501
Aventura, Florida 33180
Attention: Gary A. Korn, Esquire

13. CLOSING COSTS.

The parties shall bear the following costs:

- (a) The Seller shall be responsible for payment of the following: (i) the documentary stamp taxes on the Deed and the Miami-Dade County Surtax, if applicable;
- (b) The Buyer shall be responsible for payment of the following: (i) the recording fees for the Deed; (ii) any and all costs and expenses of inspections and feasibility studies and reports incident to Buyer's inspections; (iii) the cost of the survey obtained by Buyer; (iv) title search reports, updates and tax/lien searches, title examination and abstracting fees and costs; and (v) the premiums for the owner's title insurance policy to be issued from the Commitment.
- (c) Each party shall pay its own legal fees and costs.

14. CONDEMNATION.

In the event that the Property or any portion thereof is taken by eminent domain prior to Closing, Buyer shall have the option of either: (i) canceling this Contract and receiving a refund of the Deposit and all interest earned thereon, whereupon both parties shall be relieved of all further obligations under this Contract; or (ii) proceeding with Closing without reduction of the Purchase Price, and Buyer shall be entitled to all condemnation awards and settlements, if any.

15. ENTIRE CONTRACT.

This Contract constitutes the whole agreement between the parties. There are no terms, obligations, covenants or conditions other than contained herein. No modifications or variations thereof shall be deemed valid unless evidenced by a written agreement executed by both parties hereto.

16. ASSIGNMENT.

This Contract may not be assigned by Buyer without the prior written consent of Seller, except that this Contract may be assigned by Buyer to an entity controlled by ALAN LIEBERMAN without the necessity of obtaining the prior written consent of Seller.

17. SUCCESSORS.

The covenants, agreements, terms, conditions and warranties of this Contract shall be binding upon and inure to the benefit of Seller and Buyer and their respective heirs, executors, administrators, successors and assigns.

18. EFFECTIVE DATE/TIME PERIODS.

The term "Effective Date", as used herein, shall mean the latter of the date on which this Contract is executed by Seller or Buyer, as indicated by their signatures or initials, which latter date shall be the date of final execution and agreement by the parties hereto. Unless specified in this Contract to the contrary, all time periods shall be determined on calendar days. This contract is subject only to Final Ratification of Seller's Board of Trustees at its next meeting and completion of the Intent to Award notice process for # 23-003.

INITIAL
AY

19. SCOPE AND INTERPRETATION.

This Contract shall be governed and interpreted by the laws of the State of Florida. Venue shall be in Miami-Dade County, Florida.

20. BROKERAGE.

(a) Buyer and Seller covenant, represent, and warrant that they have had no dealings or communications with any broker or agent in connection with the consummation of this Contract. Buyer and Seller covenant and agree to pay, hold harmless and indemnify each other from and against any and all costs, expense, (including reasonable attorney's fees) or liability for any compensation, commissions, or charges claimed by any broker or agent whom they dealt with respect to this Contract or the negotiation thereof.

(b) The provisions of this Section shall survive the Closing.

21. DRAFTING.

The preparation of this Contract has been a joint effort of the parties who have each had an opportunity to consult with counsel and shall be construed without regard to any presumption or other rule requiring construction against the party causing this Contract to be drafted. If any words or phrases in this Contract shall have been stricken out or otherwise added, this Contract shall be construed as if the words or phrases so stricken out are otherwise eliminated or never included in this Contract. No implication or reference shall be drawn from the fact that such words or phrases were so stricken out or otherwise eliminated.

22. ITN Provisions Incorporated by Reference: The following ITN Provisions are incorporated into this Contract by reference and shall survive expiration of this Contract: Section 1.3 Specifications; and Section 4.5 Covenant Against Commissions, or Brokerage or Contingent Fees.

To the extent there is a conflict between this Contract and the above ITN Provisions, the terms of this Contract shall prevail.

IN WITNESS WHEREOF, the parties hereto, through their authorized representatives, have executed this Contract the year and date indicated.

WITNESSES:

Lizvette Torres
Lizvette Torres
Print Name

Rafael Paz
Rafael Paz
Print Name

MARINA HUANG
MARINA HUANG
Print Name

Stephanie Guzman
Stephanie Guzman
Print Name

SELLER:

The Florida International University Board of Trustees

By: Kenneth A. Jessell

Print Name: Kenneth A. Jessell

Title: Senior Vice President + CFO

Date: April 14, 2013

BUYER:

PCCO, INC., a Florida corporation

By: ALAN LIEBERMAN, President

Date: April 19, 2013



* On May 14, 2013, the Florida International University ("FIU") Board of Trustees Real Estate Subcommittee ("BOT Real Estate Subcommittee") approved the "AS-IS" Real Estate Purchase and Sale Agreement executed by PCCO, Inc. on April 19, 2013 ("PCCO, Inc. Purchase Agreement"). The Seller's BOT Real Estate Subcommittee also authorized the FIU Senior Vice President and CFO to execute the PCCO, Inc. Purchase Agreement subject only to final ratification of the FIU BOT at its next meeting and completion of the Intent to Award Notice process pursuant to the terms of ITN No. 23-003.

EXHIBIT "A"

Legal Description

Beginning at a Permanent Reference Monument situated at the intersection of the East line of Pine Tree Drive and the North line of west 24th Street, as same is shown on a Plat entitled "DEDICATION OF PORTION OF LIBERTY AVENUE AND WEST 24TH STREET", as recorded in Plat Book 26, page 13, public Records, Dade County, Florida, run in a Northerly direction along the East line of Pine Tree Drive a distance of forty-five (45) feet to the point of beginning of the tract herein described;

From said point of beginning continue in a Northerly direction along the easterly line of Pine Tree Drive a distance of seventy-five (75) feet to a point; thence run in an Easterly direction along a line parallel to and one hundred and twenty (120) feet distant from the North line of West 24th street, as same is shown on the above record Plat, a distance of three hundred and fifty (350) feet to a point; thence run in a Southerly direction along a line parallel to and three hundred fifty (350) feet distant from the East line of Pine Tree Drive, a distance of one hundred (100) feet to a point; thence run in a Westerly direction along a line parallel to and twenty (20) feet distant from the North line of West 24th Street, as same is shown on above mentioned record Plat, a distance of three hundred twenty-five (325) feet to the point of curvature (P.C.) of a circular curve, thence run along the arc of said circular curve deflecting to the right and having for its elements a radius of twenty-five (25) feet and a central angle of ninety (90) degrees, a distance of thirty nine and twenty-seven (39.27) hundredths feet to the point of tangency (P.T.) which is the point of beginning of the tract herein described containing eight tenths (0.8) acres more or less.

EXHIBIT "B"

Permitted Exceptions

- (a) Any and all outstanding taxes, including but not limited to general or special taxes, liens, including but not limited to, special liens, assessments of any type, notice(s) of violation, penalties, and any other monetary claims of governmental authorities, without prorations; and,
- (b) General or special taxes and assessments required to be paid in the year 2013; and subsequent years; and
- (c) All matters contained on the Plat of The Ocean Front Property of the Miami Beach Improvement Co., as recorded in Plat Book 5, Page(s) 7, Public Records of Miami-Dade County, Florida; and,
- (d) Permits, including open permits (if any); and,
- (e) Comprehensive land use plans, zoning, restrictions, prohibitions, and other requirements imposed by governmental authority(ies), including but not limited to any restrictions/prohibitions/ and other requirements related to designation as a historical site and/or a contributing Building within a historical site; and,
- (f) Restrictions, qualifications, and matters appearing on the plat or otherwise common to the subdivision, and all covenants, restrictions, easements, reservations, documents and other matters or interests of record; and,
- (g) Instruments of record; and
- (h) Governmental Matters or governmental claims of any type.

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Amendment of University Traffic and Parking Regulation

Proposed Board Action:

Approve the Amendment of the University Traffic and Parking Regulation FIU-1105 and delegate authority to the University President to approve any subsequent amendments that are based on comments to the Regulation received from the Florida Board of Governors and as a result of the regulation-making process.

Background Information:

The University Traffic and Parking Regulation FIU-1105 is being amended to reflect various changes, including: to allow the purchase of a semester student decal by students not required to pay the Transportation Access Fee; to add several restrictions ranging from “expired decal/permit” to “crosswalk light violation” and corresponding fines of \$20 or \$25; to provide up to four hours of free parking in metered spaces to disabled visitors; to disallow appeals for ten enumerated reasons; to add a housing garage decal and an Army ROTC (Reserve Officers’ Training Corps) decal (for non-FIU ROTC students); and to provide for review by an appeal board upon request. The rule is also being edited for clarification and to update the handling of visitor parking for departmental events.

Florida Board of Governors Regulation 1.001(3)(k) University Board of Trustees Powers and Duties provides that each board of trustees may govern traffic on the grounds of the university and in other areas in accordance with law and any mutual aid agreements entered into with other law enforcement agencies.

Florida Board of Governors Regulation 7.003(9) Fees, Fines and Penalties provides that each university board of trustees shall establish charges for parking decals, permits and parking fines.

The Regulation pertains to tuition and fees and therefore, in accordance with the Florida Board of Governors’ Regulation Development Procedure, the University Administration is required to submit the proposed amendments to the University Traffic and Parking Regulation FIU-1105 to the Florida Board of Governors for approval.

The University President will report to the Florida International University Board of Trustees (the BOT) at its next regularly scheduled meeting on any substantive change requested or made to the Regulation as a result of comments received from the Board of Governors pursuant to the regulation-making process.

Supporting Documentation: Proposed Amendment, University Traffic and Parking Regulation, FIU-1105

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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
FLORIDA BOARD OF GOVERNORS**

NOTICE OF CHANGE TO PROPOSED AMENDMENT

REGULATION NO.: FIU-1105

REGULATION TITLE: University Traffic and Parking Regulation

SUMMARY: This Regulation is being amended to reflect various changes, including: to allow the purchase of a semester student decal by students not required to pay the Transportation Access Fee; to add several restrictions ranging from “expired decal/permit” to “crosswalk light violation” and corresponding fines of \$20 or \$25; to provide up to four hours of free parking in metered spaces to disabled visitors; to disallow appeals for ten enumerated reasons; to add a housing garage decal and an ROTC decal (for non-FIU ROTC students); and to provide for review by an appeal board upon request. The rule is also being edited for clarification and to update the handling of visitor parking for departmental events.

TEXT OF REGULATION: The full text of the Notice of Change to Proposed Amended Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the Proposed Amended Regulation, please contact Eli Deville, Chief of Staff, Office of the General Counsel, (305) 348-2103.

AUTHORITY: BOG Regulations 1.001(3)(k) and 7.003(9), and Section 1006.66 FS.

NAME OF PERSON INITIATING PROPOSED REGULATION: Kenneth Jessell, Chief Financial Officer and Senior Vice President.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED AMENDED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

CONTACT PERSON REGARDING THE PROPOSED AMENDED REGULATION: Eli Deville, Chief of Staff, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199. Email: devillee@fiu.edu Fax: (305) 348-3272. Phone: 305-348-2103.

DATE OF PUBLICATION: May 24, 2013

THE FULL TEXT OF THE PROPOSED CHANGES TO THE AMENDED REGULATION ARE HIGHLIGHTED IN **YELLOW BELOW:**

FIU-1105 University Traffic and Parking Regulation.

(1) General. This regulation is applicable to all persons who operate or park a motor vehicle on the campuses of Florida International University. Every motor vehicle parked on University property must display a valid University parking decal/hang tag or parking permit. All Miami-Dade County traffic and parking ordinances which are not in conflict or inconsistent with University regulations shall extend and be applicable to the University's campuses. The Department of Parking and Transportation is authorized and empowered to enforce all university traffic and parking regulations as per Florida Statutes Section 1006.66. The University Police Department is authorized and empowered to enforce University regulations, all county ordinances and state laws. Copies of the University parking and traffic regulations are available from the Department of Parking and Transportation, the University Police Department, the Visitor Information Center and through the Florida International University web site URL <http://parking.fiu.edu>. The University assumes no liability for vehicles parked or operated on University property. The issuance of a decal or permit does not guarantee a place to park.

(2) Registration of Motor Vehicles. Vehicles used by members of the faculty, staff, students, (full or part-time), concessionaire employees and others who regularly operate a vehicle on campus must be registered with the Department of Parking and Transportation during the first day the vehicle is on campus. [Registration can be completed online at http://parking.fiu.edu or at the Parking and Transportation Offices located at the Modesto A. Maidique \(MAM\) and Biscayne Bay Campuses \(BBC\).](http://parking.fiu.edu) The registration expiration date for a vehicle registered with the Department of Parking and Transportation corresponds with the expiration date of the decal or permit associated with that vehicle. All visitors must use parking meters unless a parking permit has been provided by a University representative. Use of a motor vehicle on University property is a privilege, not a right and is made available only under this regulation (FIU-1105).

(a) Decals

1. Employees: A parking decal must be obtained for each vehicle which is, or may be, parked on the University's campuses. Decals are issued according to the classifications contained in these regulations. A decal will be issued by the Department of Parking and Transportation, upon the following conditions:

a. The owner or driver registers the vehicle with the Department of Parking and Transportation.

b. The owner or driver, unless otherwise exempt, pays the appropriate fee and provides proof of the decal classification to which he or she is entitled.

c. The owner or driver settles all outstanding parking and traffic fines and fees before a current decal or permit will be issued.

d. When two or more persons who are employed by the University reside in the same household and register more than one vehicle, each is required to purchase a separate original decal according to their classification; Duplicate decals will not be issued for either person. Replacement decal will be issued upon proof of replacement of the originally registered vehicle. If two or more persons travel together in one vehicle, only one decal is required but a duplicate decal cannot be purchased except upon proof of replacement of the originally registered vehicle.

2. Students: ~~Students pay a~~ [Transportation Access Fee is assessed to all students per semester, as part of their registration-enrollment fees except for students registered for fully online courses using tuition waiver, or otherwise exempted from the Transportation](#)

~~access fee who must pay the access fee to obtain a decal. students using a tuition waiver who must purchase a permit at the associated rate.~~ A student decal will be issued by the Department of Parking and Transportation to each student who pays the Transportation Access Fee under the following conditions: ~~and it is the students' responsibility to properly display the current decal in accordance with this regulation.~~

- a. The student must be currently enrolled at the University.
- ~~b. The student must pay the Transportation Access Fee.~~
- ~~b.e.~~ The student must provide a valid vehicle registration for the vehicle on which the decal will be placed.
- ~~c.d.~~ The student must settle all outstanding parking and traffic fines and fees.

~~d.e. Students registered for fully online courses, or using tuition waivers, or exempted from the transportation fee and desiring to park on campus, will need to pay the access fee at the Parking and Transportation office prior to a decal being issued~~

 3. Decal Classifications: The issuance of decals is restricted to the classifications specified in these regulations. The following decal classifications are in effect:

 a. Faculty -- A "Faculty" decal is available to persons currently employed as regular or adjunct faculty which includes the following categories: Faculty 9 Months, Faculty 12 Months, Faculty Summer A, Faculty Summer B and Adjunct. A one semester or two semester decal is available during an academic school year to employees who do not wish to purchase an annual decal.

 b. Staff— A "Staff" decal is available to persons currently employed as regular or temporary staff which includes the following categories: Staff, Administrative, Executive, OPS and OPS Student. A one semester or two semester decal is available during an academic school year to employees who do not wish to purchase an annual decal. Individuals who are currently employed by vendors or contractors with the University, or who are otherwise required by contract to obtain a decal, are also entitled to obtain a decal in this classification.

 c. Student -- A "Student" decal will be issued to those persons who are currently enrolled as students. For purposes of this regulation, a person shall be considered a student regardless of the number of hours or courses for which he or she is enrolled at the University. Students residing in the University's housing complexes are required to display a current semester housing sticker in addition to the current student decal. Students employed as faculty or staff at the University may elect to purchase a decal at the additional cost according to their classification.

 d. Alumni -- An "ALUM" decal is available to FIU graduates who are not currently enrolled at the University and entitles the holder to park in spaces designated for student parking.

 e. Administrative -- An "ADMIN" decal is available to those employees who desire a higher level of parking service or have special parking needs based upon work requirements. A one semester or two semester decal is available during an academic school year to employees who do not wish to purchase an annual decal.

 f. Executive -- An "E" decal is available to those employees who desire the highest level of parking service or convenience. A one semester or two semester decal is available during an academic school year to employees who do not wish to purchase an annual decal.

g. ROTC – A “ROTC” semester decal is available for non-FIU students registered in the program. Proof of registration in the program must be presented at the time of purchase.

h. Housing Garage Decal – A “Housing Garage” decal will be available to students residing in University housing at the MAM Campus for parking on a first come first served basis. ~~for the maximum spaces available in the garage.~~ The decal will be valid in conjunction with a current FIU Decal and FIUOne Card to provide gate entry and exit to the garage. Replacement decals may be obtained, but ~~n~~No duplicate decals will be sold. ~~for the housing garage.~~ Only replacement decals may be obtained. Cancellation of housing contracts will result in deactivation of the housing garage decal and access.

i.g. Replacement Decal – A Replacement decal is available for situations where original decal must be replaced due to an accident, the re-painting of the vehicle, stolen vehicles, etc.

j.h. Duplicate Decal -- A Duplicate decal is available to persons who have purchased an original decal for that semester or academic year. This category is for additionally owned vehicles used alternately. A duplicate decal will be issued provided the following criteria are met:

i. The additional vehicle(s) must be registered to the same address as the one listed for the original decal, ~~and~~

ii. ~~n~~No other person residing at that address is affiliated with the University (either as a student or an employee).

–A vehicle with a duplicate decal is not permitted on campus at the same time as the vehicle with the original decal. A violation of this provision will result in the ticketing, immobilization and/or towing of both vehicles.

4. Decal Registration Fees:

a. The following are the annual registration fees, exclusive of sales tax, for each decal classification:

	Original	Duplicate/ Replacement
E	\$972.00	\$30.00
Admin	\$447.00	\$20.00
Faculty and Staff (Annual base pay over \$45,000)	\$254.00	\$15.00
Faculty and Staff (Annual base pay over \$35,000)	\$227.00	\$15.00
Faculty and Staff (Annual base pay over \$25,000)	\$155.00	\$15.00
Faculty and Staff (Annual base pay \$25,000 and under)	\$133.00	\$15.00
Alumni	\$260.00	\$15.00
Student		
Fall -	N/A	\$15.00
Spring -	N/A	\$15.00
Summer A, B, or C -	N/A	\$15.00

b. The following are the one semester registration fees, exclusive of sales tax, for each decal classification:

E		\$616.00	\$30.00
Admin		\$286.00	\$20.00
Faculty and Staff			
(Annual base pay over \$45,000)		\$140.00	\$15.00
Faculty and Staff			
(Annual base pay over \$35,000)		\$24.00	\$15.00
Faculty and Staff			
(Annual base pay over \$25,000)		\$100.00	\$15.00
Faculty and Staff			
(Annual base pay \$25,000 and under)		\$ 84.00	\$15.00
<u>ROTC Decal</u>		<u>\$57.00</u>	<u>\$15.00</u>
<u>Housing Garage Decal</u>		<u>\$225.00</u>	<u>N/A</u>
Alumni		N/A	N/A
Student	Fall -	\$ 89.00	N/A
	Spring -	\$ 89.00	N/A
	Summer A, B, or C -	\$ 83.00	N/A

c. The following are the two semester registration fees, exclusive of sales tax, for each decal classification:

E		\$794.00	\$30.00
Admin		\$366.00	\$20.00
Faculty and Staff			
(Annual base pay over \$45,000)		\$197.00	\$15.00
Faculty and Staff			
(Annual base pay over \$35,000)		\$176.00	\$15.00
Faculty and Staff			
(Annual base pay over \$25,000)		\$128.00	\$15.00
Faculty and Staff			
(Annual base pay \$25,000 and under)		\$108.00	\$15.00
<u>Housing Garage Decal</u>		<u>\$450.00</u>	<u>N/A</u>
Alumni		N/A	N/A
Student	Fall -	N/A	N/A
	Spring -	N/A	N/A
	Summer A, B, or C -	N/A	N/A

d. Lost or Stolen Decals. If a decal has been lost or stolen, the incident shall be reported to the Department of Parking and Transportation, and a replacement decal shall be purchased. An “FIU Parking and Transportation Decal Affidavit”, form PT #11, Revised 03/2012, which is incorporated by reference into this regulation, must be filled out.

e. Change in Decal Status. Any employee requesting an upgrade in decal classification shall pay the difference between the appropriate fee according to the classification currently in effect and the one being requested. The old decal or identifiable parts,

including numbers, must be returned to the Department of Parking and Transportation for auditing purposes.

f. Non-Refundable Fees. All fees paid for decal registration shall be non-refundable except for instances where a person has mistakenly made a double payment and the request for refund is made within the same academic year in which the payment was made. The Transportation Access Fee and the Housing Garage Decal cost paid by the students is only refunded in the same manner as other University student fees are refunded.

g. Deactivated Decals. A decal may be deactivated if the Transportation Access Fee is not paid for the current semester. Vehicles found on campus with a deactivated decal will be ticketed and the vehicle is subject to towing at vehicle owner's expense.

(b) Permits and Permit Fees.

1. Temporary permits are issued only by the Department of Parking and Transportation to those persons who require temporary parking authorization and who are not otherwise required by these regulations or contract to obtain a decal. Permits must be applied for and are issued for durations that are commensurate with their purposes. Permits may or may not include the payment of parking fees as provided below.

2. The circumstances under which a permit rather than a decal shall be issued include but are not limited to use of a temporary vehicle; parking on the University's campuses for occasional business-related purposes; parking on the University's campuses for attendance at conferences and meetings; and visitors who are not otherwise required to obtain a decal. Any person who has a current decal and needs to use temporary transportation must obtain a temporary parking permit. These temporary parking permits are issued, free of charge, for a maximum of thirty (30) consecutive days.

3. Carpool permits. A carpool permit is available for those employees and students who register for the car sharing program. Please visit ~~via~~ the Parking & Transportation website through the GreenRide carpool website at <http://www.fiu.greenride.com>. All registrants must have a current FIU decal and must be affiliated with the university. At least two carpool permits must be displayed at the same time when parked at a carpool space.

4. Temporary 30, 60, and 90-day permits are available to persons not otherwise required by these regulations or contract to obtain a parking decal. The following are the permit fees, **exclusive of sales tax**:

30-day permit \$27.00

60-day permit \$45.00

90-day permit \$65.00

5. Specific visitor, vendor and contractor, and volunteer permits will be issued by the Department of Parking and Transportation upon payment of a fee as follows:

a. Visitor fees. Metered parking is available throughout the University at a cost of 25 cents per 15 minutes except in PC Loading which is are 50 cents per 15 minutes. Visitors can also park at the multi-space meters for \$1.00 per hour with a maximum of \$ 8.00 per day. University departments hosting an event can purchase garage or lot guest permits in advance.

b. Vendors and Contractor fees. All vendors and contractors conducting business on campus are required to purchase either a staff decal (at the lowest Staff rate listed in (1)(a)4 above) or a contractor permit. The following are the contractor permit fees, **exclusive of sales taxes**:

30-day permit \$27.00

60-day permit \$45.00

90-day permit \$65.00

c. Volunteers' fees. Upon verification, individuals outside the University who volunteer their time at either campus can purchase a volunteer permit for the following fees **exclusive of sales tax**:

30-day permit \$5.00

60-day permit \$10.00

90-day permit \$15.00

(c) Vehicle Registration Exemptions. The following persons shall not be required to register their vehicles with the Department of Parking & Transportation:

1. Representatives of news media on official business.

2. Members of the Florida International University Board of Trustees who are on campus to attend meetings and functions of the Board of Trustees. Trustees shall be issued a decal or hang tag which shall be prominently displayed in their vehicles.

3. Members of the FIU Foundation Board of Directors who are on campus to attend meetings and functions of the Foundation. Directors shall be issued a decal or hang tag which shall be prominently displayed in their vehicles.

(3) Decal, Permits, Traffic and Parking Regulations, Golf Cart, and Garage Parking

(a) Decal Regulations

 1. Display of Decal. Each driver who regularly parks a vehicle on campus shall display a valid decal or permit. It is the responsibility of the driver to properly display a decal or permit so it is easily visible and readable. Failure to display it correctly may result in a violation for improper display.

 2. Decals shall be permanently affixed to the outside of the vehicle on the left side either on the rear bumper, or the outside of the rear window. For unusually constructed vehicles, decals shall also be permanently affixed in the manner directed by the Department of Parking and Transportation upon issuance of the decal. ~~Housing and Disabled decals shall be permanently affixed adjacent to the current student decal.~~

 3. Housing ~~and Disabled~~ decals shall be permanently affixed adjacent to the current student decal.

43. The entire decal or permit must be displayed unaltered.

5. Permits shall be displayed on the front dashboard.

6.4. It is a violation of these regulations to transfer a decal or permit from one vehicle to another; alter a decal or permit, falsify documents to obtain a decal or permit or otherwise obtain or display a decal or permit in violation of the University rules and regulations. Any such act shall constitute decal fraud subject to a fine and will result in the revocation of ~~cause~~ the decal or permit. ~~to be revoked~~ In addition, the ~~and~~ vehicle may be is subject to immobilization and/or towing at vehicle owner's expense.

(b) Traffic Regulations

1. Speed Limit. The speed limit on University property is 25 miles per hour on main roads unless otherwise posted. The speed limit inside the garage is 5 mph. Speed limit inside surface lots is as posted.

2. Right-of-Way. Pedestrians and wildlife have the right-of-way over motor vehicles, including golf-carts. Pedestrians must use crosswalks when crossing a roadway.

3. Barriers. Barriers may be placed by the University at any point deemed necessary for specific temporary use. Except as required for the passage of emergency vehicles, removal of any such barrier without permission is prohibited.

4. Enforcement Directives. A directive given by a police officer or parking patroller or designee supersedes the regulations posted by sign or signal.

(c) Golf-Carts Regulations

1. Golf-carts are restricted by Florida International University for use on University facility premises only by University employees, volunteers, contractors, vendors or agents and are generally recognizable as a low speed passenger or utility type cart, vehicle, such as, but not limited to, utility terrain vehicles, including all-terrain vehicles designed for work uses, and golf carts, golf carts, mules, or gators, club car or conveyance.

2. Any person who accepts the privilege of operating ~~operates~~ a golf-cart on University premises is deemed, by so doing, to have the knowledge, training and skill to safely operate this such vehicle and shall be fully accountable for their actions and the consequences thereof.

3. Golf-cart Enforcement. Golf-carts shall be operated in accordance with the following specific regulations:

a. Golf-carts shall not be parked within 20 6-8 feet of the entrance or exit of any building, except at loading docks or ~~approved~~ designated golf-cart parking spaces.

b. Operators shall stop golf-carts at all blind intersections and sound their horns before proceeding.

c. Golf-carts shall not be parked ~~or operated~~ in any manner likely to obstruct or interfere with the flow of pedestrian or vehicular traffic in heavily traveled areas. This includes Pedestrians, as used here, shall include persons in wheelchairs or mobility assistance devices. In addition, golf carts shall not park in the following areas: fire lanes, handicap parking, meter parking, on sidewalks or ramps that would impede handicap accessibility.

d. Operators shall not bring a golf cart to rest for any period of time ~~stop for any extended period of time~~ in the middle of roads and walkways. ~~Golf carts shall not be parked on pedestrian crosswalks.~~

e. Golf-carts may be driven on sidewalks only where streets and/or parking lots are not available, and then only to the nearest street or parking lot. ~~Safety precautions shall be taken while driving golf carts through parking lots. Golf carts are not permitted in any red zones as identified on the maps which can be found at <http://policies.fiu.edu>.~~

f. Golf-carts shall not be driven through buildings or breezeways covered walkways, landscaped areas or golf cart free red zones as identified on the maps which can be found at http://policies.fiu.edu/record_profile.php?id=782. Golf carts shall not be driven through the Green Library breezeway or any other building except: 1) under circumstances of police or medical emergency, 2) in order to provide maintenance service to a location in a that specific building or to grounds in which large amounts or heavy ~~wherein~~ equipment and supplies, but not people, are being transported to the work site, 3) in order to make a delivery of large amounts or heavy materials to which cannot be otherwise transported to a specific location in a building ~~or~~; 4) in order to assist a handicapped individual or; 5) when conducting a pre-approved University tour. to pick up or drop off disabled persons.

g. ~~Where circumstances warrant operation of a golf cart in or through any University building as described above, the operator must take the route least disruptive route to building occupants or pedestrians and must follow all other operating requirements.~~

g. Use of ear phones, eating, texting, or the use of any device that may hinder the proper and safe operation of golf carts is prohibited.

(d) Parking Regulations for Surface and Garage Parking

1. Posted signs, bumper blocks, and other markings designate the various parking areas on campus. Parking areas may be restricted by decal classification, time or purpose. Parking areas restricted by decal classification, time or purpose shall be considered no parking zones to those individuals who do not fall within the restriction of the decal classification. Individuals parking in areas so restricted require a decal, hang tag, or permit. The following parking restrictions are found in areas on the University's campuses:

- | | |
|-------------------------------|-------------------------|
| a. E | i. State Vehicles |
| b. Admin | j. Time Limit Parking |
| c. Faculty/Staff | k. Housing Parking |
| d. Student | l. Service/Delivery |
| e. Meters | m. Garage Visitors |
| f. Disabled | n. Golf-Cart |
| g. Disabled Modified Vehicles | o. Carpool |
| h. Motorcycle/Motorbike/Moped | p. Head-in Parking Only |

2. Metered parking is for visitors and is enforced daily, from 7:00 a.m. to 10:00 p.m. including weekends and holidays. ~~If a meter is malfunctioning, parking in that space is prohibited.~~ A current FIU parking decal or permit does not entitle the driver to park in a metered parking space without paying the appropriate fee, unless otherwise specified on the permit.

3. Use of parking areas designated as Faculty/Staff shall be enforced between the hours of 6:00 a.m. to 7:00 p.m., Monday through Friday, unless otherwise indicated by signage. Parking in all other areas, including Executive/Administrative, Disabled and Meters shall be observed and enforced at all times.

4. Changes in designated parking areas shall become effective at such time as signage or other identifying markings are posted.

5. No motor vehicles, other than police, emergency, or golf-carts may be operated or parked at any time on the walkways, grass, service areas, driveways or other prohibited zones, except where specifically permitted by signage. No motor vehicle, motorcycle or other type of vehicle, including a bicycle, shall be parked in such a way as to create a hazard or obstruction to traffic or access. Temporary parking areas may be designated in grass areas by the placement of delineating signs, bumper blocks or other identifying marks. Parking adjacent to any University building shall be prohibited except as identified by authorized signs.

6. No person, other than a current housing resident whose vehicle is left in a housing lot, shall leave a vehicle overnight on University property without notifying the University Police Department and the Department of Parking and Transportation. Vehicles that are inoperable shall be reported immediately to the University Police Department and the Department of Parking and Transportation. Vehicles left for more than three (3) consecutive days and nights, without prior approval, or which are apparently abandoned shall be subject to towing, impoundment, and disposal at the owner's expense. The University does not assume any responsibility for motor vehicles or their contents while they are parked on campus. Vehicles

registered to current housing residents may be left in housing lots during session breaks but in no event for more than three weeks, except with permission from University housing.

7. Major repairs to vehicles shall not be performed on either campus.

8. Double-parking is not allowed at any time.

9. Head-in parking only.

10. The fact that a person may park or observe others parked in violation of the regulations without receiving a citation does not mean that the regulation is no longer in effect. Observing others illegally parked is not a valid excuse.

11. Parking on lawns, landscaped areas, sidewalks, or other areas not specifically designated by signs or curb markings as parking areas is a violation. The absence of a "No Parking" sign does not mean parking is permissible in an area.

12. Residents of housing shall abide by the parking regulations.

13. Parking a vehicle on campus following failure to pay or appeal any citation for a university traffic infraction within the time provided, or parking on campus with a revoked decal shall be considered illegal parking and is subject to towing.

14. Parking areas designated as disabled are enforced at all times and a current state issued disabled placard/hang-tag and/or license plate must be visible and properly displayed. Disabled employees and students of the University must register their vehicle with the Department of Parking & Transportation. In addition, all disabled employees and students of the University must obtain/purchase and display a current decal or permit and an FIU Registered Disabled sticker.

15. Disabled visitors with a valid disabled placard may also park in metered spaces for up to 4 hours free of charge. A valid county placard must be displayed at all times.

16. Violation of these rules or the misuse of a disabled placard may result in the immobilization and/or towing of the vehicle at vehicle owner's expense and the confiscation of the placard.

_____(e) Garage Parking:

1. A current FIU parking decal is required to park in the garages as restricted by decal classification.

2. A current FIU parking decal or permit does not entitle the driver to park in a metered parking space without paying the appropriate fee, unless otherwise specified on the permit.

3. Garage hours: Gold and PG5 Market Station Garages

_____Open 24 hours a day, 7 days per week

_____Blue, Red and Panther Garages

_____6:00 a.m. - 2:00 a.m. Mondays – Fridays

_____Closed weekends and holidays except for Special

_____Events

4. No overnight parking. Vehicles must be removed from the garage prior to posted closing hours of the garage, except for garages open 24 hours a day. Any vehicle left in the garage after hours will be ticketed and the vehicle is subject to towing at vehicle owner's expense.

5. Garage speed limit is 5 mph.

6. Skateboarding and rollerblading are prohibited in the garages.

7. Head-in Parking Only

(4) Enforcement.

(a) Violations. Failure to abide by any of the provisions of these regulations shall be considered a university parking infraction. The University may enforce university parking infractions through use of warnings, citations and fines, vehicle immobilization, towing and any other means authorized by statute.

(b) Citations. The University Police Department and the Department of Parking and Transportation are authorized to issue written citations to persons who violate this regulation. The University Police Department is also empowered to issue citations for violation of Chapter 316, Florida Statutes, and county ordinances. Only one citation per calendar day will be issued for each violation in the same location on the same vehicle.

1. Schedule of Fines. The schedule below establishes fines for the various categories of violations which are considered to be university parking infractions:

_____	No <u>Valid</u> Decal <u>or Permit</u>	\$ 20.00
_____	Parking on the Grass	\$ 20.00
	Hazardous Parking	\$ 25.00
_____	Overtime Parking <u>in Meters</u> (meter)	\$ 20.00
	All Moving Violations	\$ 25.00
	Restricted/Improper Parking	\$ 25.00
	Overtime-Overnight Parking (garage)	\$ 25.00
	Unlawfully Parked in Disabled Space	\$250.00
	Decal Fraud	\$100.00
_____	Radar Speeding Violation	\$ 25.00
	Restricted <u>Executive/Admin</u> "E" or "Admin"	\$ 30.00
	Golf-Cart Violation	\$ 25.00
	<u>Expired Decal/Permit</u>	\$ 20.00
	<u>Deactivated Decal</u>	\$ 20.00
	<u>Improper Decal Registration</u>	\$ 20.00
	<u>Unregistered Placard with FIU</u>	\$ 25.00
	Decal/ <u>Permit</u> Improperly <u>Affixed Displayed</u>	\$ 20.00
	<u>Crosswalk Light Violation</u>	\$ 20.00
	Head-in Parking Only	\$ 15.00
	Other	\$ 15.00 _____

Parking in Areas not Authorized

_____	Restricted Faculty/Staff	\$ 25.00
_____	Restricted Executive/Admin	\$ 30.00
_____	Restricted Housing	\$ 25.00
_____	No Carpool Decal/Permit	\$ 20.00

a. Impoundment and vehicle immobilization charges vary according to type of vehicle and/or type of tow or immobilization needed for the vehicle, but cost at a minimum \$50.00. If a third party towing company is used, the charge will be as determined by the third party towing company.

b. Any vehicle which remains in violation of the same regulation for more than one calendar day is subject to additional citations.

c. Uniform traffic citations for violations of Chapter 316, Florida Statutes, and county ordinances are governed by the Miami-Dade County Court and may carry higher fines or other penalties.

2. Late Charges. If a university citation is not paid or appealed in the time provided by this regulation, a \$5.00 late charge shall be assessed in addition to the fine established for the violation. The assessment of the late charge shall not preclude the University from enforcing these regulations through alternative means such as preventing registration, withholding transcripts, receiving a your diploma and/or towing, or immobilizing the vehicle. Finally, the outstanding balance will be sent to a collection agency and additional fees will be assessed.

3. Remedies for Failure to Pay Fines. In addition to the assessment of a late charge fee, and other penalties as provided in this regulation, the following remedies are available to the University:

a. Revoke parking and driving privileges on University property. A person whose parking privileges are revoked may not be issued a new parking decal until all prior outstanding citations are satisfied.

b. Prevent the person from registering as a student.

c. Withhold issuance of transcripts or degrees.

d. Use of vehicle immobilizer.

e. Tow and impound the person's car.

f. Take other action as necessary to collect the outstanding fines as delinquent accounts owed to the University such as the use of a collection agency.

4. Responsibility for Citations. The person who registers a motor vehicle with the Department of Parking and Transportation assumes responsibility for all citations issued to that vehicle. If the motor vehicle has not been registered with the Department of Parking and Transportation then the person(s) in whose name the motor vehicle is registered with the State Department of Highway Safety and Motor Vehicles shall be held responsible for citations issued to the vehicle. Employees of FIU operating state university vehicles and golf-carts shall be responsible for citations issued to such vehicle(s).

(c) Procedures For Payment Of Fines And Appeals: A person to whom a citation has been issued shall have ten (10) business days from the date of issuance to respond to the citation either by paying the fine or by filing an appeal. If payment or request for an appeal is not received within the allotted time, a late fee shall be assessed, and the University may take any authorized action to enforce the penalty.

1. Payment of Fines. Fines may be paid by credit card through the Florida International University web site URL <http://parking.fiu.edu> or in person at the Department of Parking and Transportation by check, money order, cash payment, the FIU Panther debit card, or credit card. Alternatively, payments may be mailed to the Department of

Parking and Transportation located on Modesto A. Maidique Campus; however, late fees shall be applied in the event payment is not received by the Department of Parking and Transportation within the time provided by these regulations. All payments sent by mail should include the payee's Panther ID number and citation number..

2. Appeals Process and Procedures. Appeals of citations for university parking infractions and towing/vehicle immobilization procedures and charges may be instituted by filing a written appeal through the Florida International University web site URL <http://parking.fiu.edu> or at the Department of Parking and Transportation using the "Florida International University Department of Parking and Transportation CITATION APPEAL FORM", Form PT #04 Appeal Form RVSD. 04/2009. The form is incorporated by reference into this regulation. Uniform traffic citations are not open to appeal through the University appeal process. Uniform traffic citations must be processed through the Miami-Dade County Court system. Inability to locate parking spaces or the failure of others to observe these regulations shall not be considered to be valid defenses. The completed Citation Appeal Form must include a current and accurate mailing address or email address where notices can be sent to and received by the Appellant. Complete Citation Appeal Forms will be forwarded by the Department of Parking and Transportation to an Appeal Hearing Officer for review and decision. Appeals should only be filed if a legitimate basis exists. The following reasons are not considered legitimate basis for filing an appeal and will result in the appeal being denied:

1. Disagreement with the Parking & Transportation Rules and Regulations.
2. Ignorance of the regulations.
3. Stated inability to find a permitted parking space.
4. Operation of the vehicle by another individual.
5. Failure to issue citations previously for similar violations.
6. Failure to display an event parking permit.
7. Tardiness to class and/or appointment.
8. Inability to pay fine.
9. Displayed wrong or expired permit.
10. Received incorrect verbal information from a non FIU Parking and Transportation employee.

a. Appeal Hearing Officers. There shall be appointed on each campus a University Appeal Hearing Officer or Officers who shall be responsible to resolve appeals of citations for university parking infractions and/or towed or immobilized vehicles. The Appeal Hearing Officer(s) of each campus shall be appointed, by the appropriate vice president, to serve a two-year term, and may be appointed for additional terms. It is intended that Appeal Hearing Officers will be members of the University Community.

b. Appeal Hearing Officer Procedures. Appeal Hearing Officers will receive and evaluate written appeals. They will be guided by the Parking Regulations and shall consider any relevant circumstances, as articulated in the written appeal, in making their decision(s). Appeal Hearing Officers may request further information or interview the appellant, witnesses or the citing officer. Appeals will be reviewed and appellants notified by mail.

c. Appeal Hearing Officer Decisions. Following consideration of the grounds for an appeal, the Appeal Hearing Officer shall decide on the appeal. The Appeal Hearing Officer's decision shall contain findings of fact and be reduced to writing and a copy shall be furnished to the appellant by the Department of Parking and Transportation. If your

appeal is denied, you may file a request for review by the appeal board. The appeal board will meet once a month and its decision is final.- The decision of the Appeal Hearing Officer is final without further right of review. Upon denial of an appeal, the fine assessed shall be paid within ten (10) business days of the date of notification to the appellant or a late fee will be assessed.

(d) Immobilization, Towing and Impoundment-Appeals. The University may immobilize, tow and/or impound any vehicle which is found to be parked illegally or in violation of these regulations. Parking after failing to pay a parking citation(s) within the allotted time constitutes illegal parking. A person whose vehicle has been immobilized, towed and/or impounded may appeal the tow or immobilization by filing a written appeal within ten (10) business days from the date of the impoundment. An Appeal Hearing Officer shall review the appeal within seventy-two (72) hours of receipt of the written appeal. The appellant shall receive notification of the appeal decision through the mail. If the immobilization or tow appeal is granted, the University shall refund the amount charged for the immobilization or tow. In lieu of the appeal, or pending such appeal, or if the appeal is denied, the owner of the vehicle or his/her authorized agent may obtain release of the vehicle by paying the citation(s), the immobilization and/or towing charges and any applicable delinquent fines.

(e) University ~~Departmental~~ Events.

~~All departments hosting an event, which will include external guests, have the option of purchasing parking permits for these guests. Pre-purchased parking spaces are available by contacting the Department of Parking and Transportation no later than three (3) business days, but preferably five (5) business days before the date of the event. In addition to purchasing parking permits, parking spaces may be reserved for these guests and departments are encouraged to order directional signs for each event from the Department of Parking & Transportation. Signs must adhere to the signage protocol established through the Office of Finance and Administration. The Department also handles any event requests that require transportation, including campus tours.~~

1. Any event held on campus, whether hosting internal or external guests, which may require the reservation of parking spaces, must be coordinated with the Department of Parking & Transportation. Pre-purchased parking permits and parking space reservations are available by contacting the Department of Parking and Transportation. Requests must be received seven (7) business days prior to the date of the event. A cancellation fee may be assessed if the Department is not notified at least seven (7) business days in advance of the intent to cancel the event.

2. Although temporary signs are not required for all campus events, all temporary directional signage used on our campuses must adhere to the signage protocol established through the Office of Finance and Administration. Lawn signs are not permitted at the MAM, BBC, or Engineering Campuses. Please contact the Department of Parking & Transportation to order temporary directional signage.

3. The Department also handles any event requests that require transportation, including golf cart, shuttles and campus tours. For more information, please refer to <http://parking.fiu.edu>.

Specific Authority- BOG Regulations 1.001(3)(k) and 7.003(9), and 1006.66 FS. Law Implemented 1006.66 FS. History--Formerly 6P-5.06, 10-1-75, Repromulgated 12-23-76, Amended 1-15-80, 8-20-81, 4-24-83, 8-12-85, Formerly 6C8-5.06, Amended 7-6-86, 8-31-89, 7-17-90, 7-21-91, 8-25-93, 10-

26-93, 8-17-94, 8-20-95, 8-11-96, 6-12-97, 7-08-99, 5-16-00, 5-24-01, 7-25-02, 12-2-02, 8-11-03, 6-1-04, 6-1-05, Formerly 6C8-5.006, Amended 6-2-06, 7-12-07, 8-11-08, 6-29-09, 8-10-10, 7-5-11, 7-9-12, _____.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Request for Approval to enter into a Long-Term Lease from the State of Florida Board of Trustees of the Internal Improvement Trust Fund, as Co-Lessee with Miami-Dade County (or alternatively to be the tenant and sublease to, Miami-Dade County), the Coconut Grove Playhouse and Related Property

Proposed Board Action:

Approve that the University President or his designee negotiate and enter into a long-term lease from the State of Florida Board of Trustees of the Internal Improvement Trust Fund, as Co-Lessee with Miami-Dade County (or alternatively to be the tenant and sublease to, Miami-Dade County), the Coconut Grove Playhouse and Related Property.

Background Information:

Section 1001.706(7), Florida Statutes, and State University System of Florida Board of Governors' Regulations 1.001(7) and 17.001, authorize the BOT to negotiate and enter into real property leases. FIU and Miami-Dade County believe the acquisition of the leasehold interest in the Coconut Grove Playhouse Property in Coconut Grove would serve the needs and purposes of FIU, Miami-Dade County, and the Miami-Dade Community. Miami-Dade County will be responsible for the development, improvement, management and operation of the Coconut Grove Playhouse as a major regional theatre for South Florida as well as the development, improvement, management and operation of the grounds and ancillary improvements such as parking and concessions. Miami-Dade County has identified \$20 million of capital funding to re-develop the Coconut Grove Playhouse site.

The Coconut Grove Playhouse was constructed in 1927 as a movie theatre and re-opened in 1956 as a performance theatre. Throughout the 1980's, the Playhouse gained a reputation as one of the nation's leading theatres. In 2006, the Playhouse was closed. It is currently in a state of dis-repair and there are liens and encumbrances that will need to be cleared from the title. Earlier this year, Miami-Dade County approached FIU to assist the County in acquiring the property from the State so that Miami-Dade could re-develop the Playhouse property. As a state university, FIU has first priority to lease state buildings and land that are no longer needed by other state entities before the buildings and land are offered by the State of Florida for lease, sublease or sale to a local government, the federal government or a private party.

The agreements will provide specifically for FIU's College of Architecture + The Arts, as well as other programs, to work with the operator of the theatre facility and to use the theatre and ancillary spaces to advance our academic and community engagement goals for the benefit of faculty and students, such as for workshops, performances, and classes.

The material terms of the Lease are:

- (i) Initial Ground Lease Term: up to maximum allowed by law
- (ii) Renewal Term: up to maximum allowed by law
- (iii) Lease Premises: Land and Improvements
- (iv) Rent: N/A
- (v) Operating Expenses: Miami-Dade County will be responsible for all operating expenses associated with the Playhouse facility and property during the term of the lease
- (vi) Liens and Encumbrances: Miami-Dade County will be responsible for the satisfaction and removal of all liens, encumbrances, and other title defects prior to the execution of the lease
- (vii) Capital Improvements: Miami-Dade County will be responsible for the construction, improvement and renovation of all facilities during the term of the lease
- (viii) Legal Liabilities: FIU will have no financial or operational responsibility for the property and to this end appropriate covenants, waivers, liability limitations and indemnifications, to the extent authorized by law, will be included in the Lease
- (ix) FIU Use Rights: FIU will have the use of the property for academic purposes as described above

Supporting Documentation:

Coconut Grove Playhouse Property Business Plan
Letter from the Department of Environmental
Protection, May 22, 2013

**Business Plan
Coconut Grove Playhouse Property
April 2013**

**Presented by
Florida International University**

**in consultation with
Miami-Dade County Office of the Mayor
and
GableStage**



GABLESTAGE

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Introduction

This Business Plan is a preliminary outline of the proposed use of the Coconut Grove Playhouse property in Miami, Florida by Florida International University (FIU) for educational, cultural and civic engagement purposes. It was developed in close consultation with the Office of the Mayor of Miami-Dade County and with GableStage, one of Florida's most accomplished not-for-profit theater companies, in light of the proposed partnership among FIU, Miami-Dade County and GableStage that serves as a central premise for the Business Plan.

Key Benefits to the State and Florida International University

It is important to emphasize the key benefits that acquisition of the Coconut Grove Playhouse property and this Business Plan provide to the State of Florida, FIU faculty and students, and the general public of South Florida that FIU engages to advance its educational mission:

- FIU will have a partnership with Miami-Dade County and GableStage, one of the region's preeminent non-profit theater companies and the designated operator of the regional theater facility, and can establish programs to enhance the work of FIU's College of Architecture + The Arts (CARTA) and specifically, its Theater Department, for teaching and learning, research, and performance activities (e.g., student internships; workshops with practicing theater professionals; university-sponsored performances; opportunities for theater and arts faculty to develop professional credentials through acting, directing, set and costume design, production and technical aspects of lighting and sound, etc.). See Attachment A – Vision and Mission.
- FIU will have the ability to use the theater and ancillary spaces to advance its established community engagement goals in a central, prominent Coconut Grove location and further elevate the profile and reputation of the university (e.g., lectures by FIU faculty and visiting scholars; presentations by FIU's Colleges, Centers, and Institutes; the FIU Office of Engagement; etc.).
- FIU's affiliation with a major regional theater company will accrue to the university's status as an important center for creativity and innovation, similar to the benefits enjoyed by other universities affiliated with regional theater companies such as Yale University through the Yale Repertory Theater and Brown University and the Trinity Repertory Company.
- Work on the ambitious capital and operational components of the Business Plan will be accomplished with no cost to FIU or the State of Florida.
- FIU will serve as the catalyst for a major, historic cultural site in the heart of one of Miami's oldest neighborhoods to be reactivated for educational and cultural purposes.

Key Benefits to Miami-Dade County

The key benefits of the proposed partnership between FIU and Miami-Dade County that help advance primary goals of the County's cultural development of our community and create more opportunities for its residents and visitors include:

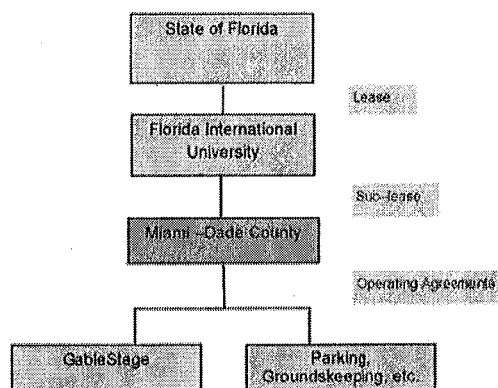
- The County will achieve its goal of re-establishing a major regional theater for South Florida, a key missing element in our cultural life and an essential part of the County's plan to establish Miami-Dade County as one of the world's newest and most vibrant cultural centers.
- The County will utilize the \$20 million of capital funds already approved by the Board of County Commissioners for the capital plan to redevelop the Coconut Grove Playhouse site to accomplish an outstanding theater complex and adequate parking to serve its audiences.
- The County will help forge a programming partnership between FIU and GableStage, the designated operator of the regional theater facility, to create outstanding educational and cultural opportunities.
- The County will implement its work plan developed in collaboration with GableStage, a non-profit organization, to build the capacity of this outstanding theater company (its staff and its volunteer board of directors) to reach its clear potential to be one of the nation's leading regional theater companies.
- The County will work with Coconut Grove stakeholders, with the inclusion of Public-Private Partnerships, to help achieve additional objectives for this project, including but not limited to helping to revitalize a neglected part of this neighborhood, serving as a catalyst for economic redevelopment, and ensuring that this historic property is treated with respect and sensitivity to the "village" ambiance of Coconut Grove.

This Business Plan is developed to provide the State of Florida with the confidence and assurance that FIU, Miami-Dade County and GableStage have sound business plans, adequate resources and the requisite expertise to accomplish the goals that are set forth and to achieve the important public purposes summarized above for the State, FIU and Miami-Dade County.

Governance and Organizational Structure

In order to accomplish the goals of this Business Plan, the following organizational and governance structure will be utilized:

- Ownership of the Coconut Grove Playhouse property will be conveyed from the State of Florida to FIU through a long-term lease.
- FIU will negotiate and execute a sub-lease with Miami-Dade County with the responsibilities and rights of each of the parties clearly delineated; the option of FIU and Miami-Dade County serving as co-lessees also is being explored (see below for key business points).
- Miami-Dade County will negotiate and execute an operating agreement* with GableStage, a non-profit theater company, to operate, program and maintain the theater (see below for key business points).



- Miami-Dade County, subject to approval by FIU through the development and management agreement, will determine the best approach to manage the remainder of the site (parking, groundskeeping, etc.).
- FIU and GableStage will establish programming partnerships directly between them.

* Miami-Dade County has a number of operating agreements with non-profit cultural organizations that manage, program and help maintain cultural facilities on its behalf (e.g., HistoryMiami, Performing Arts Center Trust, Miami Science Museum, Miami Art Museum). These partnerships add the expertise and activate the fundraising capabilities of the private sector to enhance the educational and cultural opportunities offered to the public.

Development and Management Agreement between FIU and Miami-Dade County – Key Business Points

- Miami-Dade County is responsible for funding and implementing a capital project to provide a theater, front- and back-of-house support spaces and parking, including but not limited to the competitive selection of architectural, engineering and consulting firms and the competitive selection of a contractor to build the project. FIU and Miami-Dade County, in consultation with GableStage, will agree upon a master plan for the site and a building program delineating theater spaces and sizes.
- Miami-Dade County will negotiate and execute an operating agreement with GableStage for programming and maintaining the theater and will determine the best approach to managing the rest of the site, subject to FIU's concurrence.
- Miami-Dade County will utilize revenues generated by activities on Coconut Grove Playhouse property, other than those presented by GableStage, to cover the expenses of parking and site management. Any revenues remaining after these expenses will be used by Miami-Dade County solely to help support the non-profit theater activities presented for the public's benefit by GableStage.
- Any additional future development of the site will be subject to the review and concurrence of the State, FIU and Miami-Dade County. The use of any additional revenue that may result from such development is subject to the review of the State, FIU and Miami-Dade County and the approval of the State.
- FIU will have certain defined benefits with GableStage that take into account the goals of the Business Plan for FIU's students, faculty and the community. These benefits will be agreed upon in writing between FIU and GableStage before the County's execution of an operating agreement with GableStage, which agreement shall reference and/or incorporate the benefits. While not exhaustive in scope, anticipated benefits may include joint marketing, signage and promotion; GableStage and FIU faculty and staff affiliations; workshops and master classes; use of the facilities; and other benefits necessary to advance FIU, Miami-Dade County, and the Coconut Grove Playhouse.
- Miami-Dade County is responsible for the operational and maintenance costs of the site.
- Miami-Dade County and FIU will agree upon a process for communication regarding progress and activities that may include regular meetings and reports shared with designated representatives.

Operating Agreement between Miami-Dade County and GableStage – Key Business Points

- GableStage will be responsible for operating, programming and maintaining the theater facility.

- Funding from Miami-Dade County to GableStage will be available solely through the County's competitive grants programs (currently, GableStage receives County grants through the Department of Cultural Affairs) and through parking revenues conveyed by the County to GableStage to the extent that they may be available after the County covers its expenses for parking and site management.
- GableStage and FIU will agree upon certain rights and benefits that also will be referenced and/or incorporated into the operating agreement between the County and GableStage.
- GableStage will participate in and provide input for the County's selection of capital project consultants and contractors and on the resulting work to develop a site master plan and on the theater design and construction.
- GableStage will work with the County on a management plan to help build its organizational capacity to ensure success in operating and programming the theater (e.g., fundraising, board development, operating budget forecasts, etc.).
- Miami-Dade County and GableStage will develop and agree upon terms to ensure adequate and affordable parking on the Coconut Grove Playhouse site for GableStage personnel and for audiences attending activities presented by GableStage.

Capital Plan

The Capital Plan for the Coconut Grove Playhouse property consists of establishing a theater of the appropriate size and capacity to be operated by GableStage and surface level parking to serve the theater and, to the degree possible, surrounding educational and business interests – all within the established capital budget.

Objective of the Capital Plan: Re-establish Great Regional Theater and Provide Professional Theater Opportunities for FIU Students and Faculty

The central purpose of FIU, Miami-Dade County and GableStage in regard to the Coconut Grove Playhouse property is to re-establish great regional theater on the site that was the hub for the community's major theatrical activity for more than 50 years. Professional regional theaters contribute a number of essential activities for a community's cultural life:

- They present the highest quality theater productions, ranging from classics to contemporary work.
- They serve as an incubator for new theatrical works, commissioning the best and most promising playwrights to develop and premiere their work.
- They forge partnerships with universities to develop the next generation of theater professionals, offering advanced training at the highest level to student and equity actors, designers (lighting, stage and costume), technicians, administrators and directors. In addition, they provide university faculty with opportunities for their own professional development through involvement with theater productions.
- They are a hub for employment in the theater community, providing the critical mass of job opportunities to keep talented theater professionals and graduating theater students in Miami and to offer internships to students.
- They are the largest provider of field trip and in-school performances, introducing students to the repertoire and wonder of live theater.
- They help to cultivate and support the work of other Miami theater companies, offering technical assistance, cross marketing support and joint programming opportunities.
- They help define a city as a major cultural center, in the same ways that a regional ballet company, a flagship art museum and a 21st century science center do.

The Building Program for a Regional Theater Facility

Regional theater companies require very specific kinds of facilities in which to conduct these activities. In 2008, the board of directors of the Coconut Grove Playhouse in collaboration with the Miami-Dade County Department of Cultural Affairs commissioned one of the nation's

foremost theater consulting firms, Fisher Dachs Associates (FDA), to do a preliminary building program for a regional theater. This theater program is Attachment B to the Business Plan.

Funding for the Capital Plan

Miami-Dade has approved \$20 million that is dedicated specifically for the capital expenses for the Coconut Grove Playhouse project, including "soft costs" and construction expenses:

Miami-Dade County Secured Capital Funds	
Amount	Source
\$ 5 million	Convention Development Tax bond proceeds
\$15 million	Building Better Communities-General Obligation Bond program

A preliminary "order of magnitude" cost estimate was done by FDA that demonstrated that the building program could be accomplished within the \$20 million of secured and available County funding. This calculation was based on the square footage contained in the building program and an estimated cost of \$450/s.f. for construction.

Miami-Dade County will confirm this capital cost estimate at the outset of the master plan and design work for the project and is committed to having a professional cost estimating firm as part of the consultant team that is selected to design this project. Cost estimates will be required at key benchmarks in the project's development to ensure that the project can be accomplished within the established capital budget.

In addition, Miami-Dade County is committed to working closely with FIU, community stakeholders, and with GableStage to ensure that the theater building is capable of successfully accommodating all of the functions of a regional theater company and the needs of FIU.

Operational Forecast

FIU, Miami-Dade County and GableStage are committed to a sound and sustainable plan for developing and operating the Coconut Grove Playhouse site that does not cause any additional burden to the taxpayers of Florida. As such, the steadfast criterion for the operational forecast is that the Coconut Grove Playhouse property can be managed, programmed and maintained without additional expense to the State, FIU and Miami-Dade County.

Key Premises that Support the Operational Forecast

- GableStage will be responsible for all of the costs of the operations, programming and maintenance of the theater.
- GableStage is a financially successful and stable not-for-profit organization and its board of directors is fully committed to meet its fundraising responsibilities for their activities in the theater.
- Miami-Dade County has allocated funding to hire a management consultant to work with GableStage to develop its organizational capacity and strength.
- GableStage currently receives County funding support through Miami-Dade County Department of Cultural Affairs' competitive grants programs and it is anticipated that this support will continue, subject to annual budgets adopted by Miami-Dade County.
- Miami-Dade County will use the revenue generated by the surface level parking to cover the parking operations and site maintenance.
- Any parking revenue available after the County's site expenses are covered is committed to helping support GableStage. Miami-Dade County has committed operational subsidies to its other non-profit cultural partners to ensure their success in operating and programming County facilities. Although the County cannot afford to allocate tax funds to another partner, these parking revenues, to the extent that they are available, can help GableStage achieve the mutually desired goals of financial viability, programming excellence, educational partnerships and public service.

FIU Programs at the Coconut Grove Playhouse

A number of educational, cultural and community programs that will benefit FIU will be presented by the university at the Coconut Grove Playhouse.

FIU, through its partnership with GableStage, will establish programs to enhance the work of FIU's College of Architecture + The Arts and specifically, it's Theater Department. These programs include student internships, workshops with practicing theater professionals, and opportunities for theater and arts faculty to develop professional credentials through acting,

directing, etc. In addition, FIU will have the ability to use the theater and ancillary spaces to advance its educational mission and established community engagement goals in a central, prominent Coconut Grove location and further elevate the profile and reputation of the university (e.g., theatrical and musical performances, lectures by FIU faculty and visiting scholars and presentations by FIU's Colleges, Centers and Institutes, etc.). Through the collaborative partnership with Miami-Dade County and GableStage and the reactivation of the Playhouse, expanded academic and research opportunities will be available to FIU students and faculty that would not otherwise be possible.

To the extent necessary, FIU, Miami-Dade County and GableStage are committed to working together to help identify and secure any additional funding required, such as from grants and sponsorships, for FIU to expand their programs at the Coconut Grove Playhouse.

Preliminary Operational Forecast for Regional Theater

As noted in the section above, Miami-Dade County has allocated funding to hire a management consultant to work with GableStage to develop its organizational capacity and strength.

In the interest of demonstrating the financial feasibility of GableStage's management of the theater component, a preliminary operational forecast for a regional theater has been included in this Business Plan.

Regional Theater Preliminary Operational Forecast

Expense Category	Full Year Amount
Administration	\$ 754,000.00
Theater staff (including benefits & taxes)	\$ 754,000.00
Administrative Expenses	\$ 84,500.00
Travel, Meetings, Mileage	\$ 25,000.00
Membership & Dues	\$ 6,500.00
Licenses/Fees/Permits	\$ 4,000.00
Office Equipment – Purchase	\$ 23,000.00
Misc. Program Supplies	\$ 10,000.00
Equipment Repair/Maintenance/Support	\$ 6,000.00
Professional Development/Recruitment	\$ 10,000.00
Programming	\$ 930,000.00
Artistic Personnel	\$ 750,000.00
Equipment Rental	\$ 25,000.00
Repair & Maintenance	\$ 30,000.00
Production Supplies	\$ 100,000.00
Small Equipment	\$ 15,000.00

Usher Program Expense	\$ 10,000.00
Box Office	\$ 60,000.00
Computer Systems & Support (ticket printers, PC, safe)	\$ 30,000.00
Credit Card Fees	\$ 30,000.00
Institutional Marketing	\$ 174,000.00
Brochures, Publications, Website	\$ 50,000.00
Advertising	\$ 70,000.00
Photography & Recordings	\$ 14,000.00
Public Relations/Special Events	\$ 40,000.00
Sales Expenses	\$ 25,000.00
Concessions	\$ 25,000.00
Operating Expenses	\$ 330,000.00
Utilities	\$ 200,000.00
Insurance	\$ 80,000.00
Maintenance, security, elevator, ground keeping	\$ 50,000.00
Contingency	\$ 250,000.00
Total Expenses	\$ 2,607,500.00

Revenue Category	Full Year Amount
Admissions	\$ 650,000.00
Subscriptions	\$ 325,000.00
Contracted Services	\$ 150,000.00
Corporate Support	\$ 150,000.00
Foundation Support	\$ 300,000.00
Private/Individual Support	\$ 400,000.00
Miami-Dade County Grant	\$ 250,000.00
Other Government Grants	\$ 100,000.00
Special Events	\$ 150,000.00
Other Revenue	\$ 132,500.00
Total Revenue	\$ 2,607,500.00

It should be noted that this preliminary budget relies on a conservative estimate of revenue that would be generated by parking on the site which is included in the "Other Revenue" line item. The amount of parking revenue available will affect the extent of programming that GableStage will be able to present.

It is important to emphasize that this is a preliminary "order of magnitude" estimate for the operating budget for the regional theater. A full operating pro forma will be developed by GableStage with the assistance of a management consulting firm and in cooperation with the Miami-Dade Department of Cultural Affairs. This pro forma will continue to be updated

throughout the planning, design and construction of the theater, initially as a 5-year operating forecast and subsequently as a detailed operating budget for the first year of operations of the theater.

Operation of Parking and Site Maintenance

Miami-Dade County, subject to approval by FIU through the development and management agreement, would determine the best approach to manage the parking and perform maintenance of the site.

The options that the County would consider include:

- Operating the parking and performing the maintenance itself (Miami-Dade County currently operates a number of parking sites and maintains County property); or
- Competitively selecting a parking operator and/or a maintenance provider.

This decision would depend on the approach that generates the most revenue both for the upkeep of the site (e.g., landscaping and groundskeeping, fence repairs, lighting, etc.) and subject to availability of parking revenues, for operational and programming funding support for GableStage.

It is known that prior to 2006, the Miami Offstreet Parking Authority managed the site's parking and was able to pay the Coconut Grove Playhouse \$15,000 per month after expenses. When the site master plan is completed and the amount of parking is determined, an updated forecast of parking expenses and revenues will be calculated. This will take into account the need to ensure adequate and affordable parking on the Coconut Grove Playhouse site for GableStage personnel and for audiences attending activities presented by GableStage.

Florida International University College of Architecture + The Arts (CARTA)
Vision and Mission

Vision

To inspire creative energy by engaging the South Florida community in the process of creating, producing, presenting, promoting, appreciating, and exploring the visual and performing arts

Mission

Public Engagement

Meetings, conferences, lectures, and symposia

Public Performances

Plays, concerts, and operas by FIU undergraduate and graduate students as well as visiting artists in theatre, music, and dance. Potential emphasis on children's theatre, Shakespeare, Spanish language theatre, Creole language theatre, new playwrights, etc.

Public Visual Art Exhibitions

Visual art exhibitions by FIU undergraduate and graduate students
Visual art exhibitions by Coconut Grove Arts Festival

Graduate Visual Art and Theatre Design Studios

FIU graduate art students' and FIU graduate theatre design students' work in studios

Post-Graduate Theatre Company

Post-graduate students from around world will form artists-in-residence theatre company

Post-Graduate Dance Company

Post-graduate students from around world will form artists-in-residence dance company

Master Classes

Master classes by visiting guest artists provide educational outreach to FIU students, Miami Dade County Public School students, students at private institutions, and the South Florida community

Service Courses

Non-credit courses in theatre appreciation, history of film, acting, playwriting, painting, drawing, photography, jewelry, digital art, vocal performance, music lessons, music appreciation, etc...

Classical Radio Station

House a classical radio station (Existing station can relocate or start a new station)

Live Work Space

Affordable on-site housing for visiting professors, professionals, designers, artists, performers, lecturers, students, and scholars.

Coconut Grove Playhouse - 300-seat professional theatre

Miami, FL
v1.0

DRAFT

Fisher Dachs Associates
Theatre Planning & Design

FDA

April 10, 2008
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Coconut Grove Playhouse - 300-seat professional theatre
 Miami, FL
 Building Program

V1.0
 4/10/2008

Summary of Net Square Footage Allocations

Program Element	Total nsf	% Nsf	WC's	Urinals	Sinks	Showers
Programmed Areas						
A Large Hall	11,390	50%	13	2	24	9
C Public Spaces	4,495	20%	13	1	19	0
D Administration & Building Services	2,075	9%	3	1	9	0
E Production Support	4,605	20%	0	0	3	0
Total Net Square Feet	22,565	100%	29	4	55	9
Estimated Non-Programmed Areas						
G Net Area	22,565	100%				
H Walls & Structure	2,812	12%				
I BOH Circulation	5,512	24%				
J Mechanical & Electrical	3,299	15%				
K Inaccessible Areas	1,523	7%				
Estimated Total GSF	35,710	158%				

Breakdown By Component

Program Element	Total nsf	% Nsf	WC's	Urinals	Sinks	Showers
A Large Hall						
100 Performance Spaces	7,055	62%				
200 Backstage and Support Spaces	4,335	38%				
Sub Total	11,390	100%	13	2	24	9
C Public Spaces						
700 Front-of-House and Public Spaces	4,495	100%				
Sub Total	4,495	100%	13	1	19	0
D Administration & Building Services						
800 Administration	1,700	82%				
900 Building Services	375	18%				
Sub Total	2,075	100%	3	1	9	0
E Production Support						
1000 Rehearsal Spaces	1,520	33%				
1100 Costume Shop	1,135	25%				
1115 Prop Shop	300	7%				
1300 Scenery Shop	1,650	36%				
Sub Total	4,605	100%	0	0	3	0



Fisher Dachs Associates Theatre Planning & Design

Coconut Grove Playhouse - 300-seat professional theatre

Miami, FL

Building Program

v1.0
4/10/2008**Large Hall****Summary of Net Square Footage Allocations**

Category	Total Nsf	
100 Performance Spaces	7,055	62%
200 Backstage and Support Spaces	4,335	38%
Total Net Square Feet	11,390	100%

Detailed Space List

Performance Spaces	Width	Depth	Height	Nsf	Comments
101 Auditorium	300 Seats			2,880	
102 Stagehouse Main Stage (90' grid)	80w	35d	60h	2,800 nsf	35' max prosc
103 Stage Apron	35w	3d		105	
104 Orchestra Pit Overhung Area Lift	35w	5d		175 nsf	
	35w	7d		245 nsf	
105 Trap Room	20w	16d		320	Begins about 6' upstage due to pit depth
106 Orch Pit Wagon Storage				0	
107 Counterweight Pit	0w	0d		0	
108 Dimmer Room				100	
109 Amplifier Rack Room				80	
110 Lighting Control Booth				200	
111 Sound Mix Location at Rear of Main Level				0	
112 House Sound Control Wagon Storage Room at Rear of Main Level				0	
113 VIP's / Director's Booth / Audio Description Room				0	
114 Crying Room / Photographers Booth				0	
115 Projection Booth				0	none
116 Followspot Booth				150	up to two operators
Sub-Total				7,055	62%

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Coconut Grove Playhouse - 300-seat professional theatre
 Miami, FL
 Building Program

**Backstage and Support Spaces
 Performer Accommodations**

201 Dressing Rooms				nsf	1,830	
.03 (2) Star Dressing Room (t&s)	2 occ.	16w	18d	580 nsf		
.05 (1) Four-person Principal Dressing Rm (t&s)	4 occ.	11w	23d	250 nsf		
.07 (2) Eight-person Principal Dressing Rm (t&s)	16 occ.	18w	28d	1,000 nsf		
.08 (0) 10-person Chorus Dressing Rm (t&s)	0 occ.	18w	30d	0 nsf		
Total accommodations	22 occ.					
202 Off-stage Left and Right toilets (2 unisex @ 60)					120	in hallway adjacent to stagehouse
203 Performer's Lounge					300	
204 Vending Machine/Pay Phones/Coffee Alcove(s)					in gross	
205 Call Board					in gross	
206 Pit Musician's Assembly Area	23 musicians				0	
207 Pit Musicians' / General Use Restrooms	0 ftrs				0	
	0 wc's for women				0 nsf	
	0 ftrs; 0 urinals, 0 wc's for men				0 nsf	
208 Backstage elevator (5 x 8 cab, 2 stops)					140	
Performer Support / Work Areas						
209 Wardrobe Maintenance Room					0	
210 Wigs & Make-up Running Room					0	
211 Laundry					100	Space for 2 house washer and dryers, folding
212 Backstage Catering Pantry					0	cast & crew meals, star hospitality
213 Multi-Purpose / Rehearsal Room		0w	0d	0h	0	
Staff Accommodations						
214 House TD-SM Office					100	
215 House Asst Prod Mgr Office					100	
216 Visiting Company Mgmt Office					0	
217 Visiting Stage Mgmt & Design Office					0	
218 Crew Lounge, kette, m&f lockers, m&f toilets, showers					250	
219 Wardrobe Crew Lounge					0	



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Coconut Grove Playhouse - 300-seat professional theatre

Miami, FL

Building Program

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4/10/2008**Public Spaces****Summary of Net Square Footage Allocations**

Category	Total Nsf	
700 Front-of-House and Public Spaces	4,495	100%
Total Net Square Feet	4,495	100%

Detailed Space List

Front-of-House and Public Spaces	Width	Depth	Height	Comments
701 Box Office Sales Area				
Sales Windows, 2 @ 50sf				100 nsf
Coffee area, unisex restroom				0 nsf
(1) Managers' Office				100 nsf
Staff Work Area for 2				0 nsf
Computer Room / Copy Room				0 nsf
Supplies, records storage				0 nsf
702 Box Office Foyer Area				200
703 Large Hall Public Circulation @ 7.0 nsf per seat				
Lobby Areas Total @ 3.0 nsf per seat				900 nsf
Public Circulation @ 4.0 nsf per seat				1,200 nsf
704 Large Hall Public Restrooms @ 1 fxttr/ 25 seats			12 fxttrs	610
2 individual unisex h'cap assist restroom(s)				120 nsf
7 w's for women				350 nsf
3 fxttrs; 2 urinals, 1 wc's for men				140 nsf
705 Patron Services Desk (binoculars, hearing systems, disabled assistance, info)				incl in lobby allow.
706 F.O.H. Equipment Storage (rain runners, etc.)				50
707 Program Storage				30
708 House Manager and Usher Coordinator's Office				150
709 Volunteer Ushers (10) locker and break room				0
710 Public Elevators (2 - 5 x 7 cabs, 2 stops)				255
				small half-lockers
				TBD based on design



Fisher Dachs Associates Theatre Planning & Design

Coconut Grove Playhouse - 300-seat professional theatre

Miami, FL

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4/10/2008**Donor Accommodations & Special Events**

711 Patron's Lounge / Event Room	500	discuss
Bar Area	0 nsf	
Lounge Area for 15 seated Patrons (for dinner)	315 nsf	
Furniture storage	125 nsf	
Restrooms:		
1 individual unisex h'cap assist restroom(s)	60 nsf	
Support - 2/3 Pantry , 1/3 Storage	0 nsf	
		this pantry serves all events in public spaces - confirm size with local caterer

Concessions & Sales

712 Service Bars (5 lin ft for each 200 patrons)	100	allocate proportionally
Fixed locations	10 linear ft	
	2 locations	
	2 locations	
713 Bar & Concession Storage & Prep Rm(s)	100	refine with food svc consultant, distribute as needed
714 Concession Managers Office	100	
715 Bartenders (0) locker room	0	
716 Sales Kiosk Staging / Storage	100	



Fisher Dachs Associates Theatre Planning & Design

Coconut Grove Playhouse - 300-seat professional theatre

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Building Program

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4/10/2008**Exterior Requirements & Sitework**

717 Connections to Parking Garage	exterior
718 Drop-off & valet pkg plaza/Porte Cochere	exterior
719 Bus & School Bus Parking & Cueing	exterior
720 Signage & poster cases	exterior
721 Streetscape features	exterior
722 Truck & van Parking @ Stage Door, Loading Docks, Food Service Dock, Trash area	exterior
723 Video/Audio remote truck parking (3 semi's)	exterior
724 Dumpster pads/recycling bins	exterior
Sub Total	exterior

Total Net Square Footage

4,495 100%



Fisher Dachs Associates Theatre Planning & Design Coconut Grove Playhouse - 300-seat professional theatre

Miami, FL

Building Program

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4/10/2008

Administration & Building Services

Summary of Net Square Footage Allocations

Category	Total Nsf	
800 Administration	1,700	82%
900 Building Services	375	18%
Total Net Square Feet	2,075	100%

Detailed Space List

Administration	Comments
801 Admin Offices (staff of 8 FTE)	750
802 Sec'r / Reception	200
803 Kitchenette	0
804 Small Conference Room	225
805 Large Conference Room	0
806 A/V Archive Library	0
807 PR / Advertising Storage	80
808 Work Room	0
809 Copy & Supply	50
810 File Room / Storage	150
811 Dead Storage	0
812 Computer Room	80
813 Rest Rooms	150
814 Janitors' Closet	15
Sub Total	deleted 1,700 82%

Building Services

901 Building Engineering Office	90
902 Maintenance and Operations Office	0
903 Janitorial supplies storage	100
904 Janitorial crew lockers	125
905 Janitors' Closets @ 15 nsf	60
Large Hall BOH	2 30 nsf
Studio Thr BOH	0 0 nsf
Public Areas	1 15 nsf
Admin	1 15 nsf
Sub Total	375 8%

Total Net Square Footage
2,075 100%



Fisher Dachs Associates Theatre Planning & Design

Coconut Grove Playhouse - 300-seat professional theatre

Miami, FL

Building Program

v1.0
4/10/2008**Production Support****Summary of Net Square Footage Allocations**

Category	Total Nsf	
1000 Rehearsal Spaces	1,520	33%
1100 Costume Shop	1,135	25%
1115 Prop Shop	300	7%
1300 Scenery Shop	1,650	36%
Total Net Square Feet	4,605	100%

Detailed Space List**Rehearsal Spaces**

	Width	Depth	Height	
1001 Rehearsal Hall A	40w	35d	20h	1,400 discuss sizes
1002 Stage Mgmt Office for A				0
1003 Rehearsal Storage for A				100
1004 Janitors' Closet				20
Sub Total				1,520 100%

Costume Shop

1101 Costume Directors Office	Width	Depth	Height	120	secure
1102 Costume Workroom Manager's Office				0	secure, w/ window into workroom
1103 Costume Design Office				0	secure
1104 Show Set-up Room				0	40 LF pipe rack, box storage
1105 Costume Workroom				600	Windows, power supply, ventilation
1106 Forms Storage				0	
1107 Fabric Storage				0	
1108 Dye Shop				100	Outside exhaust, power supply, water, spray booth, adjacent to Workroom
1109 Crafts Room				0	Outside exhaust, power supply, water, share dye spray booth
1110 Spray Booth				0	Outside exhaust, power supply, water, share dye spray booth
1111 Fitting Rooms				0	10 x 11.5 foot "office", mirrors, 10' tall for headgear
1112 Wig Shop				0	
1113 Understudy & Active Storage				0	
1114 Janitors' Closet				15	
1115 Costume Storage				300	
Sub Total				1,135	100%



Fisher Dachs Associates Theatre Planning & Design

Coconut Grove Playhouse - 300-seat professional theatre

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4/10/2008

Prop Shop		Width	Depth	Height
1116	Hand Prop Storage	200		secure
1117	Secure Prop Storage	100		secure
Sub Total		300	100%	
Scenery Shop		Width	Depth	Height
1301	TD's Office	150		secure
1302	Welding Area	0		
1303	Wood Construction Area	1,500	20h	
1304	Paint Area			
Sub Total		1,650	100%	
Total Net Square Footage		4,605	100%	



History and Mission

Our mission is to provide South Florida with classical, contemporary, and original theatrical productions of artistic excellence. We fully embrace the challenges of working in this multi-cultural community, and continually seek to create innovative productions that entertain as well as provoke.

For fifteen seasons, GableStage has been at the cutting edge of theatre in South Florida, striving to present the most vital works of contemporary playwrights worldwide.

In addition to our main-stage productions, we present a robust series of Educational Programs to thousands of Miami-Dade County Public Schools every year, with both in-house and school tour productions. We also mount several free productions at off-site venues every year to provide theatre to underserved communities throughout Miami-Dade County.

Founded in 1979 as Florida Shakespeare Theatre, GableStage originally performed the plays of Shakespeare in repertory, using the outdoor Casino Gardens at Vizcaya. From 1987 to 1992, Florida Shakespeare Theatre was housed in the Minorca Playhouse in Coral Gables, until it was destroyed by Hurricane Andrew. But the theatre continued to produce at the Carousel Theatre in Coral Gables in 1993 and 1994. In 1999, the theatre moved to its current home, the historic Biltmore Hotel, and became GableStage.

EDUCATIONAL PROGRAMMING

GableStage provides opportunities that address the critical needs of an arts integrated curriculum in the classroom. In a quantitative study, the College Entrance Examination Board found that from 2001 to 2005, students who were involved or exposed to theatrical and artistic experiences scored an average of 50% higher on the verbal and mathematics sections of the SAT (AATE, 2012). There is a great need for educational opportunities that foster an environment conducive to learning through the performing arts, and GableStage works strategically to implement such programs.

Our special morning performances are provided free of charge exclusively to underserved Miami-Dade County Public High School Students. We coordinate with the Miami-Dade County Public Schools Division of Life Skills to arrange student attendance at these performances.

The approximate demographic breakdown of the students we serve is as follows: 40% Hispanic, 30% African-American, 25% White, and 5% Asian/Indian/Other. We serve male and female students with or without disabilities, between the ages of 13 and 20.

Marketing Strategies

GableStage pursues a multi-pronged marketing strategy, combining blanket advertising and coverage in local media--television, print and radio--with a well-developed and constantly growing contact list consisting of thousands of email and physical addresses. We were also among the first theatres in South Florida to begin to use social media, and continue to seek the most innovative ways to interact with our audiences.

Newspaper advertisements are routinely placed in the major South Florida newspapers: THE MIAMI HERALD, THE SUN SENTINEL, THE PALM BEACH POST and THE MIAMI NEW TIMES. We have also utilized online advertisements in the internet editions of all of these outlets. As appropriate to the season/current production, advertisements are also placed in the SUNPOST, ENV MAGAZINE, CORAL GABLES GAZETTE, and EL NUEVO HERALD. Regular advertisements are also placed in South Florida magazines, such as AROUNDTOWN and the JEWISH JOURNAL. With regard to radio and television, the quality of the material presented at GableStage has been successful in attracting media coverage from Metro-Dade Television and WLRN Public Television. Most recently, we have participated in interviews on Channel 33 in South Florida and on HOT 105.1, one of South Florida's most popular minority radio stations. Public service announcements are provided by radio stations including a major sponsor, WLRN and by CLASSICAL SOUTH FLORIDA.

GableStage subscriber mailing lists are consistently increasing. These lists are used for email and hard copy bulk mailings. We send out direct mailings in South Florida of 17,000 postcards and 1,200 invitations per production. At the beginning of each season over 22,000 Season brochures are mailed to our local, regional and national subscribers. Our email contact list is over 10,000 strong, and we regularly add new contacts through our website, which also offers visitors the opportunity to become Season ticket holders.

AWARDS AND ACCOLADES

GableStage has mounted a six-play season every year since our move to our current location in 1999, and consistently received excellent reviews, as well as winning the Carbonell Award for Best Play and Best Director seven times, and Best Musical Carbonell Award twice. Overall, we have received 187 Carbonell nominations and won 50. Our touring productions of classic plays have served over 1 million Miami-Dade County Public School students since our founding as Florida Shakespeare Theatre in 1979.

GABLESTAGE **AT THE BILTMORE**

In our first fourteen seasons GABLESTAGE won
51 CARBONELL AWARDS including
7 BEST PLAY & 7 BEST DIRECTOR Awards
2 BEST MUSICAL Awards
2 BEST DIRECTOR of a MUSICAL Awards
and received
175 Carbonell Nominations



2010
BLASTED
by SARAH KANE

2009
SPEED-THE-PLow
by DAVID MAMET

2008
THE ADDING MACHINE
Music by JOSHUA SCHMIDT
Libretto by JASON LOEWITH
& JOSHUA SCHMIDT

2007
**THE LIEUTENANT
OF INISHMORE**
by MARTIN McDONAGH

2006
THE PILLOWMAN
by MARTIN McDONAGH

2005
FROZEN
by BRYONY LAVERY

2004
THE GOAT
by EDWARD ALBEE

2002
A LESSON BEFORE DYING
by ROMULUS LINNEY

2002
James Joyce's THE DEAD
Book by RICHARD NEISON
Music by SHAUN DAVEY
Lyrics conceived and adapted
by Richard Nelson & Shaun Davey

FIU / Coconut Grove Playhouse Questions and Answers

Question 1: Will the proposed operating agreements with GableStage and other operators for parking, groundskeeping, etc., require any real interest in property? If so, Chapter 18-2, F.A.C., requires competitive bidding and payment of market rent.

- The Business Plan proposes that these agreements be in the form of operating agreements and this takes into account the fact that the partners already are identified and that these relationships involve highly specialized functions. Miami-Dade County has informed us that they have operating agreements with a number of non-profit cultural organizations to manage and program property that the County owns and/or has developed and that while these agreements must be approved by their County Commission, they do not go through a competitive process given the specialized nature of the arrangements. Naturally, we will review all of this with our respective attorneys to be sure that we are following the correct process and/or pursuing allowable exceptions. It is essential for the success of the Business Plan that the relationships described in the Governance and Organizational Structure section can be achieved.

Question 2: Page 12 references an estimated \$132,500 in 'other revenue' of which parking fees are included. This is about 5% of the overall revenue; however, the Plan further states that the amount of parking revenue available will affect the extent of programming that GableStage will be able to present. Will the extent of programming depend on parking fees?

- The explanation in the Business Plan for this statement is on page 10 and is the bullet point that states:

"Any parking revenue available after the County's site expenses are covered is committed to helping support GableStage. Miami-Dade County has committed operational subsidies to its other non-profit cultural partners to ensure their success in operating and programming County facilities. Although the County cannot afford to allocate tax funds to another partner, these parking revenues, to the extent that they are available, can help GableStage achieve the mutually desired goals of financial viability, programming excellence, educational partnerships and public service."

This amount of money would constitute a single, major contribution to any non-profit cultural organization and as such help significantly with meeting their revenue goals. The County also points out that as projected, the amount of these parking revenues is lower than most of the subsidies it provides to its non-profit cultural partners; the parking revenues are projected conservatively and would help even more if the amount of the actual revenues is greater.

Question 3. Is a copy of the agreement with GableStage available for review?

- There is no contract yet. The agreements between GableStage and the County and FIU will be drafted once there is a reasonable assurance that the Business Plan will move ahead and there will be a building that the County will have GableStage manage and program. GableStage has reviewed the draft Business Plan and is in agreement with

opportunities planned for the Playhouse because education is a key component of the lease?

- The answers to some of the questions above should provide you with a better feel for just how intensive and educationally integrated the activities at the Playhouse will be. In addition to the ongoing coursework, internships and other uses by FIU students and faculty described in these earlier answers, FIU's Department of Theatre independently will produce one major production (2-week run) each year and the School of Music will present one performance at the Playhouse per semester. The concept is that student classes and internships will be the ongoing educational function on the Playhouse campus and these performances will be the higher visibility events spotlighting FIU's programs for the public.

Question 11. Is the role of the Playhouse to be a source of revenue for the university, or will the Playhouse focus as an educational facility where students participate in activities to earn college credits, with theatrical productions by GableStage as a secondary activity?

- It is important to emphasize that a professional regional theater company (i.e., GableStage) intensively utilizes a theater for productions, rehearsals, educational programming, etc., thereby providing FIU with unique educational opportunities. The partnership between FIU and GableStage is the integrated model described in the earlier answers where students and faculty take advantage of these unique opportunities for learning and professional experience that are offered by affiliation with a regional theater. While the emphasis is on these extraordinary educational benefits, FIU also will pursue the real-world revenue generating opportunities that are inherent in a high profile partnership like this one (and this, in and of itself, can be of educational benefit, teaching students the business aspects of theater and music).

Additional key points provided by FIU

- FIU's proposal is designed to create a \$20 million state-of-the-art theater facility on property to be owned by FIU, through a State lease and at no cost to FIU. FIU and its partners, Miami-Dade County and GableStage, have well-documented and long histories in the following areas:

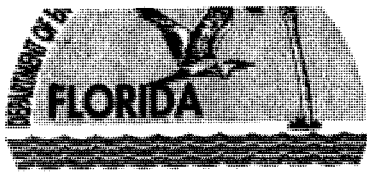
- FIU has a strong commitment to the arts through its academic programs and through its activities occurring at the Frost Art Museum, the Wertheim Center for the Performing Arts and at off-campus venues throughout the County.

- The County has extensive experience in the design, construction and management of large-scale performing arts facilities and in working with non-profit arts organizations to assure programmatic and financial success.

- GableStage has a twenty year history as the preeminent theater in Miami-Dade County, has successfully maintained relationships with local schools and colleges and already provides educational programming for more than 10,000 students annually, and each year, presents a program of the highest quality theater performances for the community.

- GableStage's theater season is original and unique each year. GableStage already utilizes local students and professionals in its productions together with playwrights, directors and actors with international recognition. With the proposed relationship, FIU, Miami-Dade County and GableStage will work together to create the maximum benefits for the university and for the community at large.

- All three partners are convinced that the creative and collaborative process we have embarked upon is such that the opportunities for educational activities and collaborations are unlimited. To the extent that more structured specifics are not in place is to be expected at this very early stage in the process. However, FIU is equally convinced that as it develops more definition, the collaborative opportunities will grow and evolve in number and in depth. At its core, the Business Plan represents far more than a commitment to a certain number of student opportunities or a certain number of days of a particular activity annually. FIU, GableStage and the County are making a commitment to a collaborative process designed to create opportunities for the FIU theater, music and arts programs in every aspect of the use and operation of a magnificent theater that is being constructed with County funds and operated by GableStage and its commitment to meeting operational costs.



ENVIRONMENTAL PROTECTION

MARJORY STONEMAN DOUGLAS BUILDING
3900 COMMONWEALTH BOULEVARD
TALLAHASSEE, FLORIDA 32399-3000

RICK SCOTT
GOVERNOR

HERSCHEL T. VINYARD, JR.
SECRETARY

May 22, 2013

Kenneth A. Jessell, Ph.D.
Senior Vice President and Chief Financial Officer
Florida International University
11200 SW 8th Street, PC 523
Miami, Florida 33199

Dear Dr. Jessell:

I would like to thank you and your staff, as well as the Miami-Dade County staff, for diligently working with Department of Environmental Protection (DEP) staff to find solutions that will once again make the Coconut Grove Playhouse property a vibrant part of the community. We sincerely appreciate your efforts as we continue to work together on future solutions.

However, the current lack of management of the Playhouse must also be considered. As you are aware, since the Board of Trustees acquired title on October 12, 2012, by operation of law as a result of the reverter in the deed from the Board of Trustees of the Internal Improvement Trust Fund to Coconut Grove Playhouse, LLC, the property has been subject to theft, vandalism and several complaints from the public regarding its physical appearance. In addition, code enforcement liens in favor of the City of Miami are accruing daily and have already accumulated to over \$1M against the Board of Trustees.

Understandably, both Florida International University (FIU) and Miami-Dade County are concerned about leasing the property because of the numerous encumbrances on the property. Notwithstanding the foregoing, as we discussed during our last phone conference, pursuant to section 253.034(6) (h), F.S., the Playhouse property must come under lease within 6 months of the date of expiration of the department's March 1, 2013 notice ("Notice"). That means FIU is required to sign the lease no later than October 15, 2013 and will be required to assume the obligation to satisfy and/or obtain releases of those encumbrances identified in Old Republic National Title Insurance Company Commitment Fund File 01-2012-016250A and the Notice at that time. As you know, there are several benchmarks to meet to make this deadline including your board as well as the county commission approval of the business plan. This should occur in June in order for our staff to present the plan before the Board of Trustees in late August or September.

In an effort to minimize any time that would be lost should FIU choose not to enter into a lease, DEP plans to proceed with appropriate measures required if the property is sold through the state competitive bid process including advertising the property for bid. Obviously, this is only contingent on the lease not getting executed. Please know that we will continue to support your efforts, but as staff to the Board of Trustees it is our responsibility to protect its interests. Therefore, if you believe the benchmarks above cannot be achieved, we ask that you send us a response that you are withdrawing your interest in a lease to help us expedite our conveyance of the property. Again, each day there is \$1000 cumulating as enforcement liens on the property against the Board of Trustees.

If you have any questions, please feel free to call me. I can be reached at 850-245-2555.

Sincerely,

Scott E. Woolam
Project Manager/Division of State Lands

cc: Lisa Martinez, Office of the Mayor, Miami-Dade Co.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Tenure as a Condition of Employment Nominations

Proposed Board Action:

Approve three (3) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

Pursuant to the Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

The TACOE nominees had tenure at their previous institutions and have been selected to receive TACOE based on the caliber of their work.

Supporting Documentation:

Tenure as a Condition of Employment Nominees

Attachment 1 – Tenure as a Condition of Employment
Nominees' Bios

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Florida International University
2012 - 2013 Tenure (as a Condition of Employment) Nominations

NAME	DEPARTMENT	PROPOSED RANK
College of Business		
Fred O. Walumbwa	Management and International Business	Associate Professor
School of Journalism and Mass Communication		
Kathy R. Fitzpatrick	Journalism and Broadcasting	Professor
Kurt Wise	Advertising and Public Relations	Professor

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Fred O. Walumbwa
Department of Management and International Business
College of Business

Fred O. Walumbwa earned his Ph.D. and Masters in Organizational Behavior and Human Resources from University of Illinois at Urbana-Champaign. He served as a tenured Associate Professor of Management at the W.P. Carey School of Business, Arizona State University, as well as Senior Research Advisor for the Washington-based Gallup Organization. Dr. Walumbwa's research interests revolve around understanding how organizations create climates more open to employee citizenship behavior, creativity/innovation, learning, knowledge sharing, voicing, and behaving ethically to foster individual, group and organizational performance. The College of Business has hired him to serve as Associate Professor in the Department of Management and International Business.

Dr. Walumbwa has published over 50 peer-reviewed articles in a wide range of top tier and prestigious journals in management and psychology such as Annual Review of Psychology, Journal of Applied Psychology, Personnel Psychology, organizational Behavior and Human Decision Processes, Journal of Operations Management, Decision Sciences, Journal of Management, Journal of Organizational Behavior, Leadership Quarterly, Business Ethics Quarterly, Applied Psychology: An International Review, and Journal of Occupational and Organizational Psychology, among others. He currently serves on the editorial boards of the Journal of Applied Psychology, Personnel Psychology, Organizational Behavior and Human Decision Processes, Journal of Management, Leadership Quarterly, and Journal of Leadership and Organizational Studies. In addition, he has published a book on authentic leadership development (2005; Elsevier Science) and several book chapters. Dr. Walumbwa is currently the Series Editor, Monographs in Leadership and Management published by Emerald Group Publishing Limited, United Kingdom.

Kathy R. Fitzpatrick

Department of Journalism and Broadcasting
School of Journalism and Mass Communication

Kathy R. Fitzpatrick received her Juris Doctor degree from Southern Methodist University and Master's and Bachelor's degrees in journalism from West Virginia University. She is a tenured professor of Public Relations and founding director of the graduate program in public relations at Quinnipiac University in Hamden, Connecticut. She formerly served as associate professor and director of the graduate program in public relations and advertising at DePaul University in Chicago. She also served as a faculty member and administrator at the University of Florida and Southern Methodist University. She is a senior public relations advisor, an attorney, and an internationally-recognized scholar in public relations and public diplomacy. She has been hired to serve as Associate Dean of Research and Graduate Programs for the School of Journalism and Mass Communications at FIU with an appointment as Professor in the Department of Journalism and Broadcasting.

Ms. Fitzpatrick's books and monographs include *U.S. Public Diplomacy in a Post-9/11 World: From Messaging to Mutuality* (Figueroa Press, 2011), *The Future of U.S. Public Diplomacy: An Uncertain Fate* (Martinus Nijhoff/Brill, 2010), *U.S. Public Diplomacy's Neglected Domestic Mandate*, (Figueroa Press, 2010) and *Ethics in Public Relations: Responsible Advocacy* (Sage, 2006). Her research has been published in top scholarly journals in communications and diplomacy. She has received six "top research paper" awards for peer-reviewed research presented at national and international conferences. She is co-editor of the Palgrave Macmillan Book Series on Global Public Diplomacy and serves on the international advisory boards of *The Hague Journal of Diplomacy* and *Public Diplomacy Magazine*. She also serves on the editorial review boards of the *Journal of Public Relations Research*, *Public Relations Review*, *Communications Quarterly*, and the *Journal of Mass Media Ethics*. She also serves on the executive committee of the Diplomatic Studies Division of the International Studies Association. Fitzpatrick formerly served as head of the Educators Academy of the Public Relations Society of America (PRSA) and is a former president of the Dallas Chapter of PRSA. She also served two terms on the PRSA Board of Ethics and Professional Standards and was a member of the task force that developed the PRSA Code of Ethics.

Kurt Wise

Department of Advertising and Public Relations
School of Journalism and Mass Communication

Kurt Wise earned his Ph.D. in Mass Communication from University of Maryland. He holds a tenured position as Professor and Chair of the Public Relations Department, School of Communications at Quinnipiac University in Hamden, Connecticut. In his role as Chair, he supervised six full-time faculty members and five part-time faculty members. Before coming to academe, Wise spent nearly two decades in media and public relations. He held positions in radio sports and news in Florida, Kentucky, and Indiana. He then served in public relations executive management positions in the political, gaming, natural resources, and medical device manufacturing fields. He served as the public relations officer for Cook Incorporated, the world's largest privately-held medical device manufacturing firm. Dr. Wise has been hired to serve as full professor in the Department of Advertising and Public Relations.

Dr. Wise's research specialty is public relations and healthcare and he has published solo-authored articles in peer-reviewed journals such as the *Journal of Public Relations Research*, *Public Relations Review*, and the *Journal of Communication in Healthcare*. He serves on the editorial boards of *Public Relations Review* and the *Journal of Communication in Healthcare*. He is a member of the Public Relations Society of America (PRSA) Health Academy and served two terms on its Executive Committee. He has been an accredited public relations counselor (APR) since 1996. Dr. Wise twice served as a delegate to the PRSA national Leadership Assembly.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Tenure Nominations

Proposed Board Action:

Approve the Tenure Nominations as specified in the Board materials.

Background Information:

Pursuant to the Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

The University President is recommending the granting of Tenure for twenty-five (25) nominees as specified in the Board materials.

Supporting Documentation:

Tenure Nominations

Attachment 2 - Tenure Process

Attachment 3 - Tenure Nominees' Bios

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**Florida International University
2012 - 2013 Tenure Nominations**

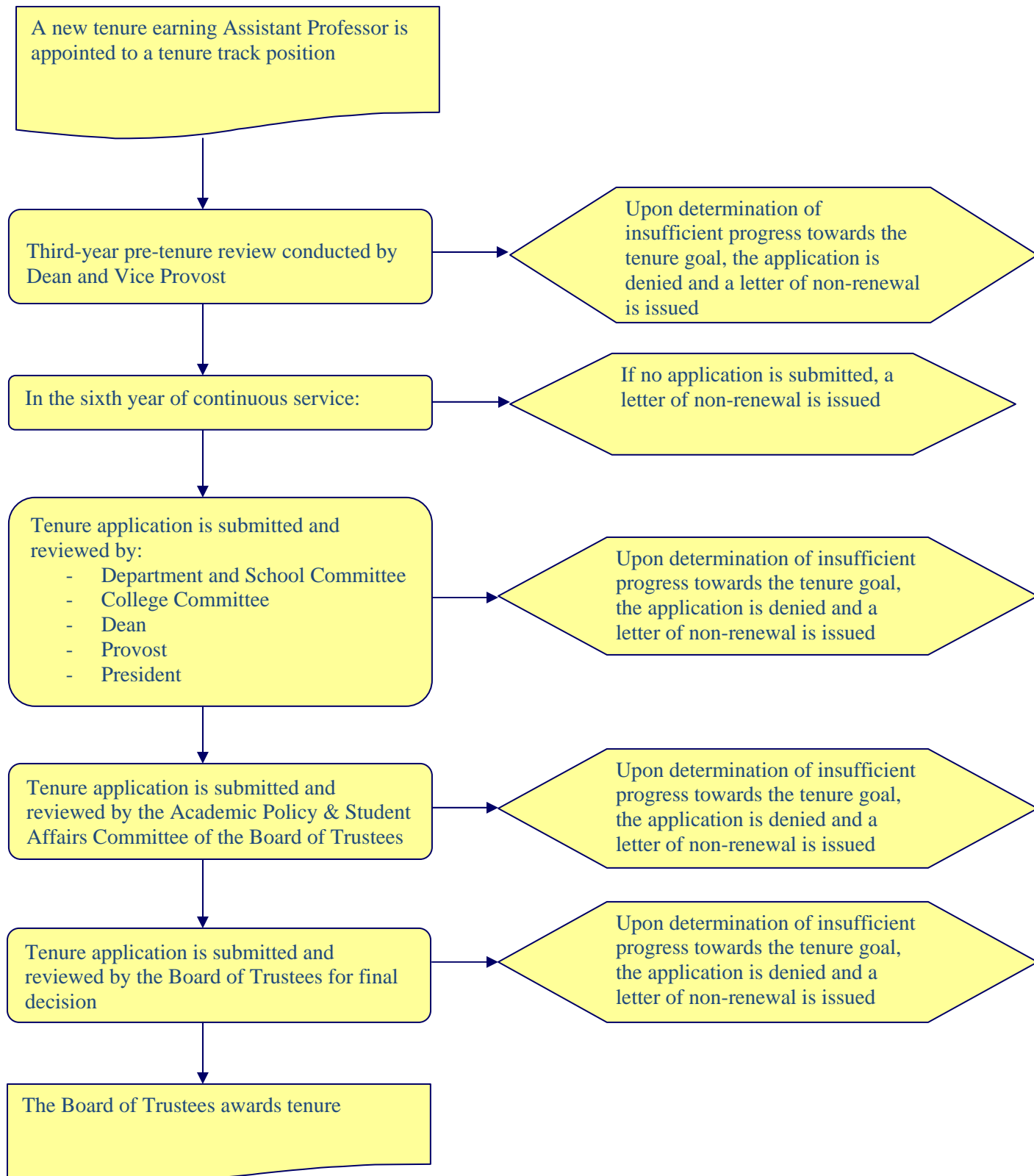
Name	Department	Proposed Rank
Chaplin School of Hospitality and Tourism Management		
Eunju Suh	n/a	Associate Professor
College of Architecture + the Arts		
Jesse Dreikosen	Theatre	Associate Professor
Jose Raul Lopez	Music	Associate Professor
David Rifkind	Architecture	Associate Professor
Michael P. Yawney	Theatre	Associate Professor
College of Arts and Sciences		
Vernon Dickson	English	Associate Professor
Juliet Erazo	Global and Sociocultural Studies	Associate Professor
Jamie L. Flexon	Criminal Justice	Associate Professor
Kai Huang	Mathematics and Statistics	Associate Professor
Barry S. Levitt	Politics and International Relations	Associate Professor
Xiaosheng Li	Mathematics and Statistics	Associate Professor
Jennifer Matey	Philosophy	Associate Professor
Pallab Mozumder	Earth and Environment	Associate Professor
Vrushali Patil	Global and Sociocultural Studies	Associate Professor
Albert K. Wuaku	Religious Studies	Associate Professor
College of Business		
Monica C. Tremblay	Decision Sciences and Information Systems	Associate Professor
College of Education		
Hyejin Bang	Leadership and Professional Studies	Associate Professor
Eric Brewe	Teaching and Learning	Associate Professor
College of Engineering and Computing		
Deng Pan	Computer and Information Sciences	Associate Professor
Gang Quan	Electrical and Computer Engineering	Associate Professor

**Florida International University
2012 - 2013 Tenure Nominations**

College of Law		
Cyra A. Choudhury	n/a	Associate Professor
Robert Stempel College of Public Health and Social Work		
Adriana Campa	Dietetics and Nutrition	Associate Professor
School of Journalism and Mass Communications		
David J. Park	Advertising and Public Relations	Associate Professor
Juliet G. Pinto	Journalism and Broadcasting	Associate Professor
Maria Elena Villar	Journalism and Broadcasting	Associate Professor

Attachment 2

Tenure Process



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Eunju Suh
Chaplin School of Hospitality and Tourism Management

Eunju Suh, Ph.D, is an Assistant Professor of Marketing and Management at Chaplin School of Hospitality and Tourism Management at FIU, where she has been a member of the faculty since 2007. Dr. Suh holds a B.S. degree in business administration from EWHA Woman's University; a M.S. degree in hospitality management, and a Ph.D. degree in hotel administration from the University of Nevada, Las Vegas. Prior to joining FIU, she worked as a Senior Gaming Analyst at the Venetian Resort Hotel Casino in Las Vegas, where she conducted marketing and operation analyses for the strategic marketing department. Her previous work experience also includes direct marketing and loyalty marketing at several major hotel casinos in Las Vegas.

During her tenure at FIU, Dr. Suh has been very productive in research as evidenced by her numerous refereed papers, proceedings and conference presentations. Her research has appeared in top-tier refereed journals in the hospitality management field such as the Cornell Hospitality Quarterly, the International Journal of Hospitality Management as well as in the refereed conference proceedings including International Council on Hotel, Restaurant, and Institutional Education (CHRIE) which is a leading international organization for educators, researchers and professionals in the hospitality and tourism fields. Dr. Suh's primary area of research involves developing theoretical models and applying empirical analysis to address problems relating to casino operations and marketing management. She currently serves as an editorial board member for the Korean Journal of Hospitality Management and is a member of CHRIE. Moreover, she has served as ad-hoc reviewer for leading hospitality academic journals and academic conferences including the Cornell Hospitality Quarterly, the International Journal of Hospitality Management, and the Journal of Business Research.

Jesse Dreikosen
Department of Theatre
College of Architecture + The Arts

Jesse Dreikosen is the Head of Design and Production in the Department of Theatre at FIU. He received his MFA in scene design from Purdue University and a BFA in theatre design from Viterbo University in La Crosse, Wisconsin. Prior to joining the faculty at FIU he worked as the resident scene designer at New Theatre in Miami, Florida. Favorite designs at New Theatre include *Madagascar* (Carbonell Nomination), *Paradise*, and *The Sunken Living Room*, which was remounted at Southern Repertory Theatre in New Orleans. He has designed around the country at such theatres as The Texas Shakespeare Festival, Shakespeare Theatre of New Jersey, The Mint Theatre, Texas Repertory Theatre Company, The Red Fern Theatre, The Ohio Theatre, The Renaissance Theatre and The 6th Street Playhouse in Santa Rosa, California. His work has been exhibited at the Prague Quadrennial in the Czech Republic. He currently holds the position of Vice-Commissioner for Education in the Scene Design & Technologies Commission for The United States Institute for Theatre Technology and Vice-Chair of Design, Technology & Management for the Kennedy Center American College Theatre Festival in Region IV. He has received numerous regional and national awards for his designs.

Mr. Dreikosen has also worked outside of theatre as a visual and marketing consultant for GAP Incorporated where he helped layout and open new GAP stores in New York, Miami, and throughout the Midwest. He was responsible for teaching the employees lighting, window displays, marketing placement and dressing mannequins. One of his major areas of research is incorporating different design opportunities into a design curriculum for theatre students, making them aware that there are many “alternative avenues” within the field of scene design.

Jose Raul Lopez
Department of Music
College of Architecture + The Arts

José Raúl López graduated from the University of Miami, School of Music with a Doctor of Musical Arts degree in Piano Performance in 1993; a Master of Music degree in Piano Performance in 1985 and a Bachelor of Music degree in 1982. López's multi-faceted career includes the position of Principal Pianist with the former Florida Philharmonic Orchestra from 1989-2002, playing over 400 orchestral/chamber music performances in Miami-Dade, Broward, Palm Beach and Monroe counties; twenty five years as Resident Ballet Accompanist for American ballet pioneer Thomas Armour, as well as substantial experience as a chamber musician and a keen exponent of contemporary music, as manifested in recordings in the Innova, Albany, SNE and Toccata Classics labels.

Dr. López's chief area of research to date has centered on analyzing and recording the complete works for solo piano by Riccardo Malipiero (1914-2003), one of the most significant Italian dodecaphonic composers of the post-World War II period. The world premiere CD recording, along with extensive CD booklet notes—which represent original musicological research— has been released on Toccata Classics, a respected British label which specializes in composers whose works are unjustly neglected or absent from the recorded catalogue. López represented FIU at the International Conference on the development of 12-tone music in Italy in 2008, in memoriam Riccardo Malipiero, where he delivered a paper on aspects of several of Malipiero's piano works. Another area of expertise is the piano works by the French Romantic composer Charles Valentin Alkan (1813-1888), whose yet-to-be recorded complete piano transcriptions will appear as a multi-CD project on Toccata Classics beginning in 2013, Alkan's bicentenary year. López is a member of the English Alkan Society and he serves as president of the South Florida chapter of the American Liszt Society at FIU, inaugurated in 2010. He is also co-founder and co-director of the 'Living Artist Concert Series' at the Deering Estate as well as a member of the Deering Estate Chamber Ensemble.

David Rifkind

Department of Architecture
College of Architecture + The Arts

David Rifkind earned his Ph.D. in Architectural History and Theory from Columbia University, Master of Architecture in History and Theory from McGill University, and Bachelor of Architecture from Boston Architectural Center. He joined FIU as Assistant Professor of Architectural History and Theory in 2007. His current research deals with urbanism and architecture in Ethiopia during the Italian occupation from 1936-1941, and is the first component in long-term studies of the built environment in modern Ethiopia and of modern architecture and urban planning throughout Africa. His work in Ethiopia has been supported by a grant from the Graham Foundation and a residency at the American Academy in Rome as the inaugural Wolfsonian Affiliated Fellow.

Dr. Rifkind's first book, *The Battle for Modernism: Quadrante and the Politicization of Architectural Discourse in Fascist Italy*, won the 2011 James Ackerman Prize for Architectural History from the Centro Internazionale di Studi di Architettura Andrea Palladio in Vicenza. The book was published by the CISA Palladio and Marsilio Editori. Dr. Rifkind also won best article awards for essays published in the two flagship journals in architectural education and history, the *Journal of Architectural Education* ("Misprision of Precedent: Design as Creative Misreading") and the *Journal of the Society of Architectural Historians* ("Gondar. Architecture and Urbanism for Italy's Fascist Empire"). He curated the 2012 exhibition, *Metropole/Colony: Africa and Italy*, in the Wolfsonian-FIU Teaching Gallery at the Frost Art Museum.

Michael P. Yawney
Department of Theatre
College of Architecture + The Arts

Michael P. Yawney's training began at New York University's Experimental Theater Wing in the early 1980s. Mr. Yawney continued his academic training at Columbia University, earning an M.F.A. in Directing. Upon graduation from NYU, he co-founded two theaters: Bad Neighbors, which specialized in topical, popular, comedic performance and DaK Theater, which used techniques of his mentor Eugenio Barba in rehearsal processes lasting up to 16 months. Eventually Yawney became the Artistic Director of Bad Neighbors popularizing serial performance in downtown New York theater and commissioning new works from playwrights including Steven Sater, Deb Margolin, Madeleine Olnek and Georg Osterman. He comes to teaching having been mentored by some of the most influential figures in theater training in the late 20th century: Anne Bogart (with whom he worked at NYU and Columbia); Eugenio Barba (the guide for DaK Theater in developing its training); Joseph Chaikin (who chose Mr. Yawney to be his assistant on one of his last workshop productions); and Stephen Wagh (as director and teacher). Under their guidance, Mr. Yawney developed his physically-based approach to performance.

Since 2001, Mr. Yawney has produced work in both South Florida and New York. Using non-mainstream techniques in the service of traditional material has brought support for his work as a playwright and director from organizations such as New York Stage and Film at Vassar, The Arsht Center for the Performing Arts (where both *The BugChasers* and *1,000 Homosexuals* broke advance sales records), and Miami-Dade Department of Cultural Affairs. He is a member of LMDA (Literary Managers and Dramaturgs of America), ATHE (Association of Theater in Higher Education), The Dramatists Guild and The Playwrights Center. Locally, he serves on the board of The South Florida Theatre League and is on the Recommendation Panel for the Carbonell Awards.

Vernon Dickson
Department of English
College of Arts and Sciences

Vernon Dickson joined FIU in the fall of 2007, having recently completed his Ph.D. in English at Arizona State University with a dual focus in Renaissance literature and rhetorical studies. Prior to joining FIU, Dr. Dickson was the Writing Center Coordinator for Arizona State University's Polytechnic campus, where he also coordinated the Academic Success Workshop Series, taught for Humanities and Arts, and received the Engaged Scholar Certificate of Distinguished Service. While at ASU, he received a Quality of Undergraduate Education Grant to design *Shakespeare Studies Online*, ASU's first fully online Shakespeare course. He also received a summer fellowship at Brigham Young University to teach Shakespeare and an advanced freshman writing course. He currently has in review at a major press a monograph exploring social and rhetorical theories and practices of imitation and emulation primarily through their enactment on the English Renaissance stage and examining their cultural significance in the often touted age of imitation—several aspects of which he has presented as papers at international, national, and regional conferences.

Dr. Dickson is an active member of the Shakespeare Association of America and the Rhetoric Society of America. He has published articles related to Shakespeare, the Renaissance, rhetorical theory, exemplarity, and emulation in *Renaissance Quarterly*, *Studies in English Literature*, and *The Papers of the Bibliographical Society of America*. He has presented papers and workshops on a range of issues and topics, including teaching methods, writing skills and strategies, online instruction, research approaches, diversity awareness, graduate student engagement, the Preparing Future Faculty program, and the Responsive PhD Initiative. He serves on a number of departmental and thesis committees within the English department. Professor Dickson presented with Kimberly Harrison on Constructing and Assessing Purposeful Writing Assignments for the Global Learning Quality Enhancement Plan (QEP).

Juliet Erazo

Department of Global and Sociocultural Studies
College of Arts of Sciences

Juliet Erazo obtained a Ph.D. in Anthropology and Natural Resources and Environment from the University of Michigan, an M.A. in Anthropology from the University of Michigan, and an M.S. in Social Sciences of Forest Management from the University of Washington. Her research interests intersect between social science theory and human-environment relationships. Her MS thesis in Forest Resource Management at the University of Washington directly led to an invitation to participate as a consultant for a World Bank/United Nations Global Environmental Facility project evaluation team in Ecuador in 1997. Dr. Erazo then pursued doctoral studies at the University of Michigan, creating an interdisciplinary degree combining requirements from the School of Natural Resources and Environment and the Department of Anthropology. She began a two-year postdoctoral position at the University of California, Berkeley, where she was able to pursue her own research and engage with a dynamic group of fellows and faculty.

In the fall of 2006, Dr. Erazo accepted the position of Assistant Professor of Anthropology at FIU. Since then, she obtained several small grants for her research, allowing her to return to Ecuador four times between 2007 and 2011. She has published articles in the highly-ranked, peer-reviewed journals *Development and Change* and *Human Ecology*, as well as two chapters in edited volumes and a Spanish translation of her dissertation (published as a book by well-regarded Ecuadorian academic publisher Abya Yala). She also completed a second book, forthcoming from Duke University Press, which expounds the substantial amount of new research and theoretical analysis conducted during her tenure at FIU. The book speaks to current questions in Indigenous Studies, Development Studies, Cultural Anthropology, and Political Ecology.

Jamie L. Flexon
Department of Criminal Justice
College of Arts and Sciences

Jamie L. Flexon is an assistant professor of criminal justice in the School of International and Public Affairs, College of Arts and Sciences at FIU. Her M.A and Ph.D. were earned at the School of Criminal Justice, University at Albany, State University of New York. While at the University at Albany, she worked as an editorial assistant and research support specialist (2001-2006) for the Utilization of Justice Statistics Program, SOURCEBOOK of Criminal Justice Statistics at the Hindelang Criminal Justice Research Center. The project is housed at the University at Albany and is funded by the Bureau of Justice Statistics, US Department of Justice.

Dr. Flexon's research interests involve the study of juvenile delinquency and policy evaluation in criminal justice generally and policy related to punishment (i.e., capital punishment). Her work frequently intersects with issues related to minority populations. Dr. Flexon's recent research has appeared in various outlets including *Journal of Quantitative Criminology*, *Crime & Delinquency*, *Journal of Criminal Justice*, *American Journal of Criminal Justice*, *International Journal of Offender Therapy and Comparative Criminology*, *Journal of Ethnicity in Criminal Justice*, *Western Criminology Review*, *Victims & Offenders*, among others. She is also author of a new book on the death penalty entitled *Racial Disparities in Capital Sentencing: Prejudice and Discrimination in the Jury Room* (2012). In addition, she is co-author of a book chapter in *Wrongly Convicted, Perspectives on Failed Justice* and a contributor to the *Encyclopedia of Criminological Theory* and the *Encyclopedia of Theoretical Criminology (Forthcoming)*. Dr. Flexon has also presented numerous papers to professional conferences and is a member of American Society of Criminology, Academy of Criminal Justice Sciences, Southern Criminal Justice Association, and the American Bar Association. She reviews for various journals including, but not limited to, *Justice Quarterly*, *Crime & Delinquency*, *Sociological Quarterly*, *International Journal of Offender Therapy and Comparative Criminology*, *Journal of Criminal Justice*, *British Journal of Sociology*, and *Victims & Offenders*, as well as for publishing companies, including Sage Publications, BH Security Books (a division of Elsevier), Jones and Bartlett Publishing and McGraw-Hill. Dr. Flexon has also served on editorial boards and is a member of the Racial & Ethnic Justice & Diversity Committee of the Criminal Justice Section of the American Bar Association.

Kai Huang
Department of Mathematics and Statistics
College of Arts and Sciences

Kai Huang received his Ph.D. from Michigan State University in 2002 and a B.S. in Mathematics from Jilin University, P.R. China. After being a Postdoc and Visiting Assistant Professor of University of California at Irvine, he joined FIU as an Assistant Professor of mathematics in August 2007.

Dr. Huang's research interests include scientific computing, numerical PDE, numerical analysis and their applications in physics and engineering. He has published thirteen papers in refereed journals, such as, SIAM: Multi-scale Modeling and Simulation, Journal of Computational Physics, Journal of Acoustic Society of America, and Journal of the Optical Society of America. Currently, he has six papers submitted to journals for possible publication. He is also collaborating with colleagues both within and beyond his department. He is now working on some problems in computational statistics with a faculty member in statistics division and a DNA structure problem with a faculty member in the Department of Chemistry. Dr. Huang has created two applied math courses since he joined FIU. Under his co-supervision, one graduate student received master degree in 2012. He is currently supervising one graduate student in math division and co-supervising four graduate students in statistics division. He served on the department hiring committee and several thesis and dissertation committees; he made his contribution to preparation of the Ph.D. program proposal for his department.

Barry S. Levitt
Department of Politics and International Relations
College of Arts and Sciences

Barry S. Levitt earned his Ph.D. in Political Science from the University of North Carolina at Chapel Hill in 2002. He also holds a B.A (with Honors) from McGill University and an M.A. from York University, both in Political Science. In 1998-99 he was a visiting scholar at the Instituto de Estudios Peruanos, Lima, Peru. In January-July 2000 he served as Director of Political Analysis for a Carter Center/National Democratic Institute election observation mission in Peru, and has done consulting work and participated in observer missions abroad for the Carter Center on several occasions since then. Prior to joining FIU in August 2007, Dr. Levitt was Assistant Professor of Political Science at Reed College, and Assistant Professor of Spanish and Latin American and Caribbean Studies (LACS) at Emory University. More recently, at FIU, he was appointed Undergraduate Director of his Department (PIR).

Dr. Levitt's research centers on political institutions in "new" democracies, especially Latin America. He studies democratization in four distinct but interrelated research areas: formal institutions and political organizations; political culture and public opinion; international organizations and regimes; and the administration of elections. Dr. Levitt is the author of the recently published *Power in the Balance: Presidents, Parties, and Legislatures in Peru and Beyond* (University of Notre Dame Press, 2012). He has also published articles in scholarly journals such as *Latin American Politics and Society*, *Latin American Research Review*, and *Journal of Politics in Latin America*. His newest publication—an article on institutional change in Turkey, coauthored with an FIU graduate student—was submitted in 2012 to *Nationalism and Ethnic Politics*. Additionally, he has contributed chapters to two peer-reviewed edited volumes published by major university presses. In support of this work, Dr. Levitt has won competitive grants and awards from several different sources. These include a grant from the Embassy of Canada in Washington DC (for research on the Organization of American States); and, most recently, a year-long research award from the National Endowment for the Humanities (to launch a new project on mass-media political humor in the Americas). Levitt is an active member of the American Political Science Association, the Midwest Political Science Association, and the Latin American Studies Association. And as an expert on the politics of democratization, he has been cited, quoted or interviewed by media outlets as varied as the Associated Press, The New York Times, the Atlanta Journal-Constitution and CNN International.

Xiaosheng Li

Department of Mathematics and Statistics
College of Arts and Sciences

Dr. Xiaosheng Li received his B.Sc. degree in Mathematics and M.Sc. degree in Mathematics from the Peking University in China in 1997 and 2000, respectively. He received his Ph.D. degree in Mathematics from the University of California at Los Angeles in 2005. He then served as an Acting Assistant Professor at the University of Washington in Seattle for three years. In 2008, he joined FIU as an Assistant Professor.

Dr. Li's research specialization is in inverse problems, an area of mathematical research in which one seeks to determine the cause of an observed or desired effect. He works on inverse boundary value problems and inverse scattering problems. The applications of his research arise in many fields, such as medical imaging, oil exploration, nondestructive testing, fluid mechanics, and quantum mechanics. Dr. Li has published seven papers in refereed journals. Of these, four are single authored. He has been awarded an NSF grant as the sole principal investigator to study inverse boundary value problems from 2011 to 2014. He was invited to present his work at many conferences and seminars, and to serve as a peer reviewer for many journals and conference proceedings. He also organized a special session during the American Mathematical Society sectional meeting in 2012.

Jennifer Matey
Department of Philosophy
College of Arts and Sciences

Jennifer Matey received a B.A. degree from Evergreen State College in Olympia, Washington and her Ph.D. at Stony Brook University, State University of New York at Stony Brook. As a graduate student, she spent a year conducting research in Paris, France as an exchange fellow at the University of Paris. She also spent three years as a visiting scholar with the Philosophy Department at the University of Arizona. She has been an Assistant Professor of Philosophy at FIU since completing her Ph.D. in 2007.

Dr. Matey's research is in the areas of philosophy of mind and the philosophical foundations of Psychology and the Cognitive Sciences. Her primary research agenda centers on metaphysical issues in Philosophy of Mind having to do with conscious experience and on the nature and scope of perceptual representation or 'content'. Her work draws on both traditional philosophical methods and ideas, as well as relevant empirical work in Psychology and the cognitive and biological sciences. She has presented her research at the major disciplinary meetings such as the American Philosophical Association, as well as the major meetings specific to her interdisciplinary research such as the Society for Philosophy and Psychology, the Southern Society for Philosophy and Psychology, and the Association for the Scientific Study of Consciousness. She has published in leading philosophical journals including *Philosophical Studies* and *Philosophical Psychology*.

Pallab Mozumder
Department of Earth and Environment
College of Arts and Sciences

Since Fall 2007, Pallab Mozumder has been employed as an Assistant Professor of Environmental Economics and Management in the Department of Earth and Environment (joint appointment with the Department of Economics) at FIU. Upon completing his Ph.D. in Environmental Economics from the University of New Mexico (UNM) in 2005, he worked as a post-doctoral fellow, funded by the U.S. Dept. of Energy, at The Environmental Institute, University of Massachusetts, until summer 2007. While at UNM, he also received an interdisciplinary Master's Degree in the Water Resources Program. He is trained in the fields of Environmental Economics, Public Policy and Interdisciplinary Management approaches addressing environmental issues. At FIU, he coordinates the Social Science Research Lab at the International Hurricane Research Center (IHRC), and he is also affiliated with Latin American Caribbean Center (LACC). Dr. Mozumder has published 18 research articles in refereed scientific journals. His research has been funded by major federal and state agencies such as the National Science Foundation (NSF), National Oceanic and Atmospheric Administration (NOAA), US Department of Energy, Florida Department of Community Affairs and Florida Sea Grant.

Dr. Mozumder has served on multiple review panels of major funding agencies allocating competitive research grants, including the National Oceanic and Atmospheric Administration (NOAA, Sectoral Applications Research Program in 2010 and Social Science Weather Research Program in 2012). He has reviewed scientific papers for 26 different peer reviewed journals (e.g. Proceedings of National Academy of Sciences, Journal of Environmental Economics and Management, Ecological Economics, Environment and Development Economics, Environmental and Resource Economics, Resource and Energy Economics, Water Resources Research, Journal of Environmental Management Risk Analysis, Natural Hazards Review, Weather, Climate & Society etc.). In addition, he reviewed two textbooks for World Scientific Publishing (2010) and SAGE Publications (2006) amongst other journals and publications.

Vrushali Patil
Department of Global and Sociocultural Studies
College of Arts and Sciences

Vrushali Patil received her Ph.D. in Sociology from the University of Maryland, College Park in 2006, also earning a Graduate Certificate in Women's Studies from the University of Maryland in 2004. Her doctoral research examined the politics of legal decolonization in the United Nations after World War II. Her research was supported by the University of Maryland Dean's Dissertation Fellowship. In 2007, she joined FIU's Department of Sociology & Anthropology (subsequently renamed the Department of Global and Sociocultural Studies) and the Women's Studies Center as an Assistant Professor. She is the dissertation advisor for three graduate students and has served on fourteen M.A. and Ph.D. student committees from several departments within FIU. In addition, Dr. Patil conducts interdisciplinary research which both draws on and contributes to sociology and gender studies literatures. Broadly, she is interested in bringing together two disparate approaches to the study of inequality, "intersectional approaches," which examine how hierarchies and inequalities having to do with race, gender, sexuality, culture, and nation may intersect to produce distinct experiences of inequality for individuals, and "transnational/globalization approaches," which examine how transnational/global processes shape hierarchies and inequalities among states.

Dr. Patil has published one book, *Negotiating Decolonization in the United Nations: Politics of Space, Identity and International Community* (Routledge) and eight peer-reviewed journal articles, five of which are sole authored. Three of the sole authored articles appear in the top ranked *Signs* and *Annals of Tourism Research*, while an additional co-authored article appears in the top ranked *Gender & Society*. In addition, she is currently working on her new book, entitled *Towards a New Gender Sociology: Decolonial, Feminist, Queer*. The book will further extend and develop the theoretical framework she started building in earlier work. Dr. Patil also participates regularly within her discipline's professional organizations, the American Sociological Association and Sociologists for Women in Society. She has held positions of leadership in both organizations. She was the Co-chair of the Caucus on Transnational Approaches to Gender and Sexuality in the former for five years. She is currently the Co-Chair of the Sister-to-Sister Committee in the latter.

Albert K. Wuaku
Department of Religious Studies
College of Arts and Sciences

Originally from Ghana, Albert Kafui Wuaku, is an assistant professor of African /African Diaspora Religions and Socio-Cultural Anthropology at FIU. He holds a Ph.D. in Religion and Socio-Cultural Anthropology from the University of Toronto (2004). He has also studied at the University of Ghana, at Legon (BA, HONS 1989), McMaster University in Canada (M.A 1995), and the Nobel Peace Institute of Oslo at the University of Oslo in Norway (Certificate in Peace Studies, 1993).

Dr Wuaku's research at FIU focuses on south to south global religious flows involving Africa and the rest of the Globe, and religious practices of immigrants from the Caribbean in the USA. He has published several articles in peer review journals, such as *Journal of Religion in Africa*, *Nova Religio: the journal of emergent religions*, *Journal of Contemporary African Studies*, and in edited volumes, on Hindu traditions taking root in Ghana, West Africa. His monograph entitled "Hindu Gods in West Africa: Ghanaian Devotees of Shiva and Krishna" is being published by E.J BRILL (July 2013). He is a recipient of the prestigious independent research grant from the American Academy of Religion for his field study on Vodou Healing processes in Miami, which is the basis of his second monograph Entitled "Hounga and Mambos as Healers in the Diaspora". He is a Steering Committee member of the African Religions group of the American Academy of Religion, and was a plenary speaker at the Academy's meeting at Chicago in November 2012. At FIU, Dr. Wuaku teaches African Religions, Religions of the Caribbean, Socio-Anthropological approaches to Religion, and Religious Ethnography. He is also an affiliate professor of the African/ African Diaspora Studies program and the Latin American and Caribbean Center.

Monica C. Tremblay
Department of Decision Sciences and Information Systems
College of Business Administration

Monica Chiarini Tremblay holds a Ph.D. in Information Systems and Decision Sciences and an M.S. in Management Information Systems from the University of South Florida. She has two decades of research and professional experience in organizational information systems and is focused on the use of information systems and techniques in healthcare. Her primary research goal focuses on data management and healthcare information systems. Her work appears in ten articles published in peer-reviewed journals, as well as fourteen peer-reviewed conference proceedings. She has received \$827,000 in combined external funding from the following sources: Veterans Administration, Florida Agency for Healthcare Administration (AHCA), Health Foundation of South Florida, and The Office of the National Coordinator for Health Information Technology (ONC), and Healthcare Information and Management Systems Society (HIMSS) of North Central Florida. Florida International University awarded Dr. Tremblay the Top Scholar award in 2012.

Dr. Tremblay's teaching efforts have been rewarded; for eight consecutive cohorts she has received the best course award for the Masters of MIS. In 2010, she was part of a two person team that developed curriculum and steered approval of a new degree in Health Informatics and Management Systems through college, university and state boards. She is well known in the IS community due to her involvement as vice-chair of the special interest group in healthcare and her frequent role as associate editor, panelist, and organizer at the main information systems' conferences. Additionally, Dr. Tremblay serves as a part of a select group of reviewers for the Agency for Healthcare Research and Quality (AHRQ). She serves as an Associate Editor for *Health Systems* and frequently reviews papers for leading AIS, AMIA, INFORMS, and ACM journals in her area. Dr. Tremblay also serves on several local advisory committees on healthcare.

Hyejin Bang
Department of Leadership and Professional Studies
College of Education

Hyejin Bang received her doctoral degree in Kinesiology (Sport Management emphasis) with a minor in Qualitative Research Method at the University of Minnesota-Twin Cities in 2007. She has been with the faculty in the Department of Leadership and Professional Studies at FIU since 2007. Her primary research areas of interest include organizational behavior, human resources, volunteerism, and brand marketing in sport. Dr. Bang has worked with Professor Packianathan Chelladurai who is a recognized scholar of management science, specializing in organizational theory and organizational behavior in the context of sport. They developed the Volunteer Motivations Scale for International Sporting Events (VMS-ISE), which has made a significant contribution to the field of sport management, especially event organizations or managers who seek a large number of volunteers for their events and develop strategies to satisfy the volunteers' needs and expectations.

Dr. Bang's research experience has touched upon a variety of populations, locations, issues, and methodologies. Her last research has extended her work on volunteer commitment in non-profit sport organizations, examining psychological attitudes and motivations to develop effective volunteer management strategies. Therefore, many of her works ultimately benefit sport organizations and managers who are eager to retain their volunteer workforce and remain effective for their operational purposes. Dr. Bang's research works have been published in numerous academic journals including *Journal of Sport Management*, *Nonprofit Management and Leadership*, *Sport Marketing Quarterly*, *Event Management*, *Journal of Sport and Tourism*. She has also presented her research at various international and national conferences.

Eric Brewe
Department of Teaching and Learning
College of Education

Eric Brewe was hired as an Assistant Professor of Science Education at FIU in Fall 2007. Prior to his arrival, he earned a Ph.D. in Curriculum and Instruction, specializing in Physics Education Research (PER) from Arizona State University, an M.S. in Physics from Arizona State University, and a B.A. in Physics from DePauw University. At Arizona State University he worked with David Hestenes and developed the Energy Thread, a framework for teaching energy in University-level Modeling Instruction Physics courses. Following his time at Arizona State University, Dr. Brewe was an Assistant Professor of Physics at Hawaii Pacific University, where he further developed and implemented Modeling Instruction. These academic experiences made Dr. Brewe an ideal candidate to work in the FIU Science Education department and to collaborate with the Physics Education Research Group through the National Science Foundation-funded Center for High Energy Physics Research and Education Outreach (CHEPREO) project.

Dr. Brewe's work has focused on developing the FIU Physics Education Research group's national profile through research in Modeling Instruction and then utilizing the results of effective instruction to promote further changes within FIU. These efforts have resulted in publication of 12 peer-reviewed papers, including two solo authored papers, and six that include graduate students as co-authors. In addition, he has been author or co-author on 12 peer-reviewed conference proceedings from national meetings. In support of this research agenda, he has been Principal Investigator (PI) on \$200,000 and Co-PI on over \$4,969,000 of externally funded grants. These external grants have supported professional development for over 250 high school physics teachers; supported two post-doctoral researchers co-mentored by Dr. Brewe as well as six current doctoral students and one Ph.D. graduate, Dr. Vashti Sawtelle, now working at University of Maryland as a Post-Doctoral Researcher. He is active within the American Physical Society, serving on the Committee on Education and leading an effort to create a Topical Group on Physics Education Research. Dr. Brewe has also served on the PhysTEC advisory council and the American Association of Physics Teachers Research in Physics Education Committee.

Deng Pan

School of Computer and Information Science
College of Engineering and Computing

Deng Pan received his B.S. and M.S. degrees in Computer Science from Xi'an Jiaotong University, China, in 1999 and 2002, respectively, and a Ph.D. degree in Computer Science from State University of New York at Stony Brook in 2007. Upon his graduation from Stony Brook, he joined the Department of Electrical and Computer Engineering at FIU as an Assistant Professor.

Dr. Pan's research interests are in high performance switch architecture, quality of service, multicast, and network security. Since he joined FIU, he has published 33 papers in peer-reviewed journals and conferences, including Institute of Electrical and Electronics Engineers (IEEE) Transactions on Computers, IEEE Transactions on Communications, Journal of Parallel and Distributed Computing. As the sole-PI, he was awarded a National Science Foundation grant entitled "A Scalable and Efficient Framework for Switch Virtualization" from 2011 to 2014. In addition, he participated in two federal grants for a total amount of \$700,000 as a Co-PI or Senior Investigator. He has one NSF proposal and two DHS proposals currently under review. Dr. Pan has actively serving the research community in such capacities as the Program Committee Member for conferences of INFOCOM, GLOBECOM, ICPP, HPCC, ICA3PP, PDCAT, and IC3, the Local Arrangement Co-Chair for GLOBECOM and CAMAD, and the Session Chair for GLOBECOM.

Gang Quan

Department of Electrical and Computer Engineering
College of Engineering and Computing

Gang Quan received his Ph.D. in 2002 from the Department of Computer Science & Engineering, University of Notre Dame, his M.S. 1994 from the Chinese Academy of Sciences, Beijing, China, and his B.S. in 1991 from the Department of Electronic Engineering, Tsinghua University, Beijing, China. Before he joined FIU in August 2009, he was an assistant professor in the Department of Computer Science and Engineering at University of South Carolina. His research interests and expertise include real-time systems, embedded system design, power-/thermal-aware computing, advanced computer architecture and reconfigurable computing. Dr. Quan is the recipient of the prestigious National Science Foundation Faculty Career Award. He won the Best Paper Award from the 38th Design Automation Conference in 2001. His paper was also selected as one of the Most Influential Papers of 10 Years at the Design, Automation, and Test in Europe Conference in 2007.

Dr. Quan's research has been well supported by external funding sources. He is the PI for four NSF research projects and two NSF Research Experiences for Undergraduates projects with combined budgets of \$1.3 million. Dr. Quan's refereed publications include three book chapters, sixteen journal articles and over fifty conference papers in the area of computer systems and design automation. Most of the conference papers underwent a rigorous review process with very low acceptance rates. Dr. Quan has served as chair and technical program committee member for many prestigious conferences and is a regular reviewer for numerous conferences and journals. Dr. Quan is a senior member of the Institute of Electrical and Electronics Engineers.

Cyra A. Choudhury
College of Law

Cyra Akila Choudhury completed her J.D. cum laude and LL.M. at Georgetown University Law Center, a master's in Comparative Politics at Columbia University, and a bachelor's in Political Science with a minor in Religion and Women's Studies at the College of Wooster. She worked as a program associate for the National Academies for five years where she coordinated specialist committees, organized over 20 meetings a year attended by Nobel Prize-winning scientists over 40 government-funded associateships, and managed the budgets of several federally-funded projects worth over 4 million dollars. In her final post, she was a Research Associate for a project on International Labor Law and wrote reports on international labor law and particularly child labor. She worked for Freshfields Bruckhaus Deringer and the New York Legal Aid Society before returning to Georgetown as the 2005 Future Law Professor Fellow until 2008. Professor Choudhury joined the FIU College of Law faculty as an Assistant Professor in 2007.

Professor Choudhury's scholarship has placed in peer reviewed journals and leading law reviews including, the *University of Colorado Law Review*, *Akron Law Review*, *Columbia Journal of Gender and the Law*, and the *Michigan Journal of International Law* and has been on numerous SSRN top ten download lists. As an expert in Islamic law and Muslims as minorities, she has appeared on television and interviewed by local and national media. Professor Choudhury is affiliated with the School of International and Public Affairs, Middle East Studies and Women Studies departments. She advises the Muslim Law Student Association (MLSA) and has moderated a number of law school events for the MLSA and the International law Student Association. She has presented her work in conferences such as AALS, The Harvard Institute for Global Law and Policy, Law and Society, Latcrit, the Applied Feminist Legal Theory Conference, ClassCrit, and the Emerging Family Law Scholars Conferences. As an expert in Islam, gender and the law, Professor Choudhury has served as a blind reviewer for peer-reviewed journals and publications in Canada, the United States and South Africa. She was twice selected as a docent for the Harvard Institute for Global Law and Policy Workshop. She serves as a mentor for the AALS Women in Legal Education interest group. She continues to serve on the board of directors of the U.S. Bangladesh Advisory Committee, a national nonprofit that promotes the mutual interests of Bangladesh and the United States to the United States Congress.

Adriana Campa

Department of Dietetics and Nutrition
Robert Stempel College of Public Health and Social Work

Adriana Campa is an Associate Professor in the Department of Dietetics and Nutrition at the Robert Stempel School of Public Health and Social Work at FIU. She received her B.S. in Nutrition at Florida International University in 1982, her M.B.A. at the University of Miami (UM) in 1985, and her Ph.D. in International Studies from the UM in 1991. She completed her Post-doctoral Fogarty Fellowship in International Health from UM in 1998. Dr. Campa became an Associate Professor in tenure track at FIU in 2007. She is a Registered Dietitian recognized by the Commission on Dietetic Registration and is a licensed Dietitian and Nutritionist by the State of Florida's Department of Health. Dr. Campa's goal is to advance public health practice by applying interdisciplinary approaches to infectious disease and nutritional research. Her principal research themes incorporate nutrition at the social, environmental, and biological level of disease states focusing on the study of HIV/AIDS.

Since coming to FIU, Dr. Campa has acted as co-Principal, co-Director and co-Investigator for several NIH-funded grants that totaled over \$21 million since 2001, along with Principal Investigator for several small intra and extramural grants (\$54,000). She has authored and co-authored more than 30 journal articles, 7 chapters, and presented more than 150 abstracts and posters in national and international conferences as a product of her students' and her own research efforts. Dr. Campa was awarded the prestigious National Outstanding Dietetics Educator Award in 2009, and nominated for various teaching awards, among them the National Carnegie Undergraduate Teaching Award and several intramural teaching recognitions. Her record of service to FIU includes being a pioneer in creating one of the first and most popular Global Learning Courses for the Global Citizenship Initiative. She is also Chair of the Health Sciences Institutional Review Board and was Chair of the college's Curriculum Committee. Dr. Campa represents her profession at the USDA National Agricultural Research, Extension, Education, and Economics Committee that advises the US Secretary of Agriculture. She is actively engaged in volunteering and community service with several organizations including in the State of Florida Emergency Medical Corps, and the State Emergency Responders for the Florida-Haitian Relief, the Emergency Respond of the WIC Program during Hurricane Andrew, The Archdioceses of Miami Emergency Relief through Radio Paz for Hurricane Mitchell in Honduras and Georges in Dominican Republic, and the International Development Organization for the Overseas Development Network at UM's School of International Studies.

David J. Park

Department of Advertising and Public Relations
School of Journalism and Mass Communication

David J. Park received his Ph.D. in mass communication from the University of Wisconsin-Madison. His research interests include new media technologies, media production and policy, consumer behavior and international communication. His professional experience in public relations began with the Chancellor's office at the University of Wisconsin-Extension as a public relations and communications assistant. Dr. Park joined the Department of Advertising and Public Relations as an Assistant Professor in 2009 and is the Graduate Program Director for the Global Strategic Communications Graduate Program.

Dr. Park's scholarship appears in numerous peer-reviewed journals while his book "Conglomerate Rock: The Music Industry's Quest to Divide Music and Conquer Wallets" (Rowman and Littlefield publishers), has been hailed by critics as "the book we have all been waiting for: a definitive treatment of how the music industry is adapting to the digital world." In addition to presenting at dozens of national and international conferences, Dr. Park has also been invited to speak on a wide range of communications topics from economic globalization and music technology, to the politics behind Hurricane Katrina media coverage. He has also received several teaching and research awards during his career, and was named a Howard Hughes Research Sabbatical Scholar (2005) and an Honorary Fellow (2005) at the University of Wisconsin-Madison in the School of Journalism and Mass Communication. In addition, he was honored for his community engagement and teaching in 2009 with the *Outstanding Faculty Contributions to Service-Learning Instruction in Higher Education Award* from the Executive Committee of the Gulf-South Summit for Service-Learning and Civic Engagement in Higher Education. In 2005 he was a Fulbright-Hayes Scholar to the Caribbean. He has also worked at ENDA Tiers-Monde in Senegal and conducted research in Argentina through a Tinker-Nave grant. In 2011, Dr. Park was also honored with FIU's *SJMC Award of Excellence for Exceptional Research/Scholarly/Professional Activity* and became a research associate at the Center for Intercultural New Media Research at Marquette University.

Juliet G. Pinto

Department of Journalism and Broadcasting
School of Journalism and Mass Communication

Juliet G. Pinto earned her Ph.D. in communication from the University of Miami's School of Communication in 2006, her master's degree from the UM Rosenstiel School of Marine and Atmospheric Science in 2000, and her bachelor's degree in environmental science from Boston University in 1997. She is a former and current member of many professional associations, including the Association for Education in Journalism and Mass Communication, the Society of Environmental Journalists, the Latin American Studies Association and the International Communication Association, and a founding member of the International Environmental Communication Association. From 2006-2010, she coordinated FIU's School of Journalism and Mass Communication (SJMC) recognized language skills and writing program, through which all SJMC students must pass.

Dr. Pinto's research focuses on media and society in Latin America, particularly in terms of civic media performance. She has conducted research regarding media and environmental reporting, access to information legislation and investigative journalism. A secondary field of interest includes U.S. Spanish-language media and questions of media use, including questions related to cultural processes and media consumption. Her research has been published in *Science Communication*, *Critical Studies in Media Communication*, *Journalism: Theory, Practice and Criticism*, *Communication Law and Policy*, *Media History*, *Florida Communication Journal*, and others, and her work was accepted for presentation at top international and national level conferences. In 2011, she guest-edited a special issue on media and citizenship for the *Taiwan Journal of Democracy*, an issue that included work from top scholars in a variety of disciplines. She is an affiliated faculty member with the FIU Latin America and Caribbean Center, and is a member of an interdisciplinary research group with LACC and the University of Miami's Center for Latin American Studies. Dr. Pinto has won numerous awards, including the SJMC 2009 Award of Excellence for Exceptional Research/Scholarly/Professional Activity; the FIU 2008 Gabor Community Award; the SJMC 2007 Award of Excellence for Exceptional Service; the 2006 Outstanding Graduate Student and Achievement Award from the University of Miami; and the 2005 First Place Award from the University of Miami Research and Creativity Forum. Dr. Pinto has been awarded the competitive SJMC Summer Research Grant every summer from 2008-2012.

Maria Elena Villar

Department of Journalism and Broadcasting
School of Journalism and Mass Communication

Maria Elena Villar holds a Ph.D. in communications and Master's in Public Health from the University of Miami, and a Bachelor's degree in Economics from Columbia University. She is Assistant Professor in the Department of Advertising and Public Relations at FIU. Her research focuses on culturally competent communication for social and behavioral change, and on strategic communication for diverse audience. Her research topics range from social determinants of disease and health, family and youth violence, mental health and drug abuse, HIV/AIDS and other infectious diseases, evaluation of program outcomes, and community coalitions for social change.

Dr. Villar has published a total of seven peer-reviewed journal articles based on her communication research; eight peer-reviewed publications in medical disciplines from her collaborations with scholars in the fields of dermatology, pediatrics, and nutrition; four published conference proceedings; one peer-reviewed book chapter; six journal manuscripts under review; 39 conference presentations, and several technical reports. Her work has been published in *Journal of Immigrant and Minority Health*, *Sex Education*, *Health and Mass Communication*, *Howard Journal of Communication*, as well as other medical journals. She has presented 39 papers and lectures at national and international refereed conferences, including, Institute for Public Relations, World Congress on Communications for Development, Latin American Studies Association, Global Health and Innovation Summit at Yale University, and the CDC National Conference on Health Communication, Marketing and Media amongst others. She also serves as social marketing director to FACES (Families and Communications Empowered for Success), a community initiative to improve behavioral health services for youth and ensure that family voices are heard. She oversees all social marketing, branding, stigma reduction and internal communication activities under a grant from the Florida Department of Children and Families and the South Florida Behavioral Network. For her work, Dr. Villar received the 2011 Gold ECCO (Excellence in Communication and Community Outreach) Award from the Substance Abuse and Mental Health Services Administration. Recently, she was recognized by FIU as a 2012 Top Scholar for her scholarly contributions.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Approval of New Educational Site: The Wolfsonian-FIU Special Purpose Center in Downtown Miami

Proposed Board Action:

Approve the establishment of The Wolfsonian-FIU facility in downtown Miami, Florida as a “special purpose center” of Florida International University.

Background Information:

Mr. Mitchell Wolfson, Jr., the founder of The Wolfsonian-FIU, has presented the University and the FIU Foundation, Inc. with a generous donation of real property located at 100 East Flagler Street (Floors 2, 8, and 9), Miami, Florida (the Property) and a planned gift of approximately 25,000 objects consisting of decorative art, works-on-paper, paintings, sculpture, rare books, and ephemera of the 1885-1945 period. The property is being donated to the FIU Foundation and will be long-term leased to the Wolfsonian-FIU for so long as it is to be used for Wolfsonian-FIU or other University purposes. The University will be responsible for all costs and expenses of operating and maintaining the property. The University anticipates that it will receive state operations and maintenance funding to operate and maintain the property.

The Wolfsonian-FIU intends to use the Property as an object study and research center for teaching, exhibition, museum administration or other educational purposes. With close to 20,000 square feet of additional space for The Wolfsonian-FIU, the Property will permit the University to finalize a \$10 million grant agreement with Miami-Dade County (County) previously allocated to The Wolfsonian-FIU under the County’s Building Better Communities General Obligation Bond Program.

The Wolfsonian-FIU Miami Beach facility is currently designated as a “special purpose center” of the University.

State University System of Florida Board of Governors (BOG) Regulation 8.009(1)(c) defines a “special purpose center” as “a unit of a university, apart from the main campus, that provides certain special, clearly defined programs or services, such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution.”

BOG Regulation 8.009(3)(d) provides that “[e]stablishing, reclassifying, relocating, or closing an additional campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the university board of trustees and, subsequently, the Board of Governors.”

Supporting Documentation:

Wolfsonian-FIU facility, Downtown, Miami - FIU Gift Presentation

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Board of Directors Meeting

Mitchell Wolfson, Jr. Gift

Wednesday, May 23, 2013

FIU FOUNDATION BOARD OF DIRECTORS

Property Details

- ✓ 100 East Flagler Street, Miami Florida
- ✓ Floors 2, 8 and 9 of nine-story, 54,000 sq. ft. condominium office building
- ✓ Constructed in 1975
- ✓ Improvements include 19,218 adjusted sq. ft. of space
- ✓ Combined 2012 Tax Assessed Value: \$1,545,705
- ✓ No current tenants; owner occupied
- ✓ Property currently houses the Donor's extensive private collection



FIU FOUNDATION BOARD OF DIRECTORS

Opportunities

- ✓ **Property Will Be Used to Support Expansion of Wolfsonian-FIU's Mission:**
 - Object Study and Research Center providing unique resources for learning and scholarly investigation
 - Teaching space with dedicated areas for teaching installations and meeting rooms
 - Exhibition space for museum, faculty and/or student-curated exhibitions
 - Public lectures
 - Tours/fund-raising events
 - Museum Administration space



FIU FOUNDATION BOARD OF DIRECTORS

Opportunities

- ✓ **The Gift Will Also Significantly Expand The Wolfsonian-FIU's Collections:**
 - Along with the real property, Mr. Wolfson has included a promised irrevocable gift of approximately 25,000 objects consisting of decorative art, works-on-paper, paintings, sculptures, rare books, and ephemera of the 1885-1945 period, to be conveyed incrementally over time
- ✓ **Facilitate Access to County Bond Funds:**
 - The 19,218 square feet of additional space will permit The Wolfsonian-FIU to finalize a \$10 million grant with Miami-Dade County previously approved as part of the Building Better Communities General Obligation Bond program



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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: New Program Proposal: B.A. in Interdisciplinary Studies

Proposed Board Action:

Approve the Bachelor of Arts in Interdisciplinary Studies (CIP 30.9999) degree program.

Background Information:

The proposed Bachelor of Arts degree in Interdisciplinary Studies recognizes that career satisfaction, mobility, and success requires an entrepreneurial matching of academic learning to new or emerging job categories. This proposed degree is designed to help students discover their unique competence and develop a coherent, efficient career-centric program of study, whether as a first-time-in-college, a transfer from another college or university, or an employee seeking career-advancement.

The proposed B.A. in Interdisciplinary Studies will draw from a wide array of FIU departments and faculty and allow its majors to meet the requirement of the degree according to their specific future educational and occupational goals, in consultation with the College of Arts and Sciences professional advisors.

Specifically, the degree answers FIU's undergraduates' need for 1) timely 120-hour degree completion 2) a gateway from FIU academics to career, especially in new or emerging occupations, and 3) overall program flexibility for those working full-time or place-bound (additionally online). As many of the majors in the proposed program will be students employed locally, it is anticipated that most of the graduates will remain in Florida, and more specifically in South Florida, to enrich its economic capital.

Complete degree requirements for this proposed program will be offered on both the Modesto A. Maidique Campus and Biscayne Bay Campus. Additionally, students may complete all degree requirements online.

The proposed degree supports Florida State University System Strategic Plan goals.

Pursuant to State University System of Florida Board of Governors Regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings (4)(b) *Bachelor's, Master's, Advanced Master's, Specialist and other Non-Doctoral Degree Programs* - Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with BOG Regulation 8.011(3) and (5).

Supporting Documentation: B.A. in Interdisciplinary Studies New Program Proposal

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Request to Offer a New Degree Program

Board of Governors, State University System of Florida

Florida International University

University Submitting Proposal

Initial Review Date

Fall 2013

Proposed Implementation Term

Last Update

Bachelor of Arts in Interdisciplinary Studies

Complete Name of Degree

Staffed By

30.9999

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

Date

Signature of Chair, Board of Trustees

Date

Provost and Executive Vice President

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	100	60	728	43,686	0	0	43,686
Year 2	150	90					
Year 3	200	120					
Year 4	250	150					
Year 5	300	180	243	43,686	0	0	43,686

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to SUS Goals

A. Description

Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The proposed Interdisciplinary Studies Bachelor of Arts degree recognizes that career satisfaction, mobility, and success requires an entrepreneurial matching of academic learning to new or emerging job categories and is, therefore, designed to help students discover their unique competence and develop a coherent, efficient career-centric program of study, whether as a first-time-in-college, a transfer from another college or university, or an employee seeking career-advancement. Its multi- or interdisciplinary curriculum also ensures that students will have developed the critical-analytical skills increasingly required in a globally-competitive employment market.

Specifically, the degree answers FIU's undergraduates' need for 1) timely 120-hour degree completion 2) a gateway from FIU academics to career, especially in new or emerging occupations 3) overall program (and additionally online) flexibility for those working full-time or place-bound and 4) efficient curricular follow-through from the exploratory tracks currently available to all students regardless of where they are in their academic career. As many of the majors in the proposed program will be students employed locally, we anticipate that the most of the graduates will remain in Florida, and more specifically in South Florida, to enrich its economic capital.

Given the many permutations possible in proposed the multi- or interdisciplinary curriculum, training and job-aptness will be unique to each student. However, most students will pursue jobs, upon graduation, at a higher level within a career already underway. Thus, for example, a student working in a quasi-secretarial position for a non-profit organization would--by developing a curriculum around writing and speech skills, Politics and International Relations, and Business--become a stronger contender as a grant writer or community outreach liaison; or a student employed in a low-level staff position for a local film/video or music production company, by taking a cohort of Music, Journalism, or Business courses, would be suitable as a production program organizer; or, likewise, a student contemplating a future Law degree, would find his/her best preparation in taking a wide array of Criminal Justice, Writing, Speech, Philosophy, Economics, or Political Science courses.

The proposed B.A. in Interdisciplinary Studies will draw from a wide array of FIU departments and faculty and allow its majors to meet the requirement of the degree according to their specific future educational and occupational goals, in consultation with the College of Arts and Sciences professional advisors. It has the solid foundation of a focus area (enhanced by the sequenced Cornerstone and Capstone courses), and the freedom to select from a diversity of university courses to build on that foundation. The requirement of 30 hours of upper-division coursework in the major (120 hours total for the B.A.) may be met through completion of coursework in the College of Arts and Sciences and, as appropriate, other FIU colleges or schools.

To ensure that students' interests, previous academic history, and career plan coincide, two courses--a second- or third-year 1-credit "Cornerstone" and a fourth-year 2-credit "Capstone"--are integrated into the 30 hours upper-division major requirements. The first helps majors devise a viable plan-of-

study; the second, a senior-year applied capstone course (a service-learning, internship/experiential learning, or research project) is designed as a gateway from FIU academics to a career-world beyond FIU.

Historically, as a scan of our SUS sister institutions reveals, “General Studies” degrees have evolved into either “Liberal Studies” or “Interdisciplinary Studies” degrees, according to each institution’s curricular inventory and responsiveness to its particular undergraduate clientele. FIU needs both the new Interdisciplinary Studies and the existing Liberal Studies baccalaureate degrees to ensure maximum flexibility/efficiency and robust career-centered training for its diverse, place-bound undergraduate population. The proposed Interdisciplinary Studies B.A. differs from the existing Liberal Studies degrees in significant ways. The Liberal Studies degree, recently revised, draws mainly on the curriculum of the Arts and Sciences, i.e., the Liberal Arts. The proposed Interdisciplinary Studies degree draws upon coursework in both the College of Arts and Sciences and other FIU colleges/schools and is explicitly career-centric.

B. SUS Goals

Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly and indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

The proposed degree supports all four of the SUS Strategic Plan goals, the first two and fourth very strongly, the third more modestly.

First, it will provide what the first goal proposes, “access to and production of degrees,” especially for a large contingent of FIU undergraduates--especially Hispanics, FIU’s principal minority group--who are place-bound, typically older students seeking an academic degree in order to improve their current job situation or to assist them in obtaining future more professionalized/elevated employment. These students will benefit from the proposed degree by using the flexibility it offers to complete their baccalaureate degree requirements more expeditiously. By also offering the degree online, FIU seeks to provide these students with the maximum number of resources to complete the degree without sacrificing rigor.

It will also strongly meet the second goal, “statewide professional and workforce needs.” The degree specifically targets job-preparedness, by allowing students to “self-tailor” their degree towards specific current or emerging occupations, with a strong oversight advising system and “Cornerstone” and “Capstone” courses that ensure a solid curricular focus and academic gateway to jobs (internships/experiential-learning and service-learning, especially).

Given the program’s interdisciplinary nature--that is, that it is not located in a singular department--the goal of (#3) “building world-class academic programs and research capacity” is not directly applicable. However, majors will be taking courses with faculty from a variety of departments who will be generating grant-funded research through their assignment in their respective departments and the Interdisciplinary Studies degree majors will be fortunate in being able to draw upon the rich assortment of faculty and programs engaged in research at FIU. The “Capstone” senior-year course includes a research-project option, which will entail specific association, for those students electing that option, with research-oriented faculty.

The degree overall or the “Capstone” requirement will not “grow” the specific or in-depth research profile of particular departments, but by bringing various departments’ research faculty into the interdisciplinary aspects of the B.A. degree’s curriculum and its majors’ research efforts, overall at

FIU, research will be more widely disseminated into the student body at large and in turn the civic/occupational arena. An example: an Interdisciplinary Studies major, having taken a variety of Psychology, Philosophy or History, and Nursing courses, could write an interdisciplinary research thesis (drawing upon the mentoring and research knowledge of faculty with diverse expertise) on the psychological-philosophical theories of “care” as applied to contemporary South Florida Nursing outpatient clinics, which, in turn, would aptly prepare the student for better candidacy in applying to a post-B.A. health-oriented or Psychology program, and also thereby benefit the community that the latter M.S.s or Ph.D.s would serve. The alliance with the Honors College for an online Honors/ Interdisciplinary Studies degree, moreover, will--uniquely in the SUS--provide high-GPA place-bound/working students with the opportunity to engage in research (via the Capstone research option) with the foremost innovative research faculty at FIU.

Finally, the proposed degree supports the fourth goal, “meeting community needs and fulfilling unique institutional responsibilities,” very strongly because FIU historically has had a large population of students who are at risk of having to earn more than 120 hours to complete degree requirements. These students will enhance their career opportunities by obtaining a B.A. degree sculpted to diverse post-baccalaureate job opportunities. Our students, mostly from the underrepresented groups, and many of whom are “first generation” college students will especially benefit from the degree’s combined virtues of efficiency and (diverse) career-centric focus.

C. Areas of Emphasis

If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The proposed degree addresses quite strongly two areas listed in the Area of Programmatic Strategic Emphasis: Critical Needs: (1) Education and (2) Economic Development--Regional Workforce Demand

Critical Needs--Education: Because of the flexibility within the 30 hours required for the major per se, and the open-area remaining 30 hours of upper-division electives, undergraduates either beginning in the major or transferring into it, would readily be able to satisfy the K-12 certification requirements in one if not two of the sciences areas as defined in the Florida Department of Education guidelines.

The proposed Interdisciplinary Studies B.A. requires 6 hours in the Natural Sciences and 6 additional hours in an “Expertise Focus” area. Each of the current “Plan Twos” below requires 21 hours in either Biology, Chemistry, or Earth Space/Earth Science within a total of 30 hours of mandated science courses. Thus, majors could fulfill 12 of the 21 science-discipline specific courses within the Interdisciplinary Studies curriculum itself, requiring an additional 9 hours from electives and an additional 9 hours of other science courses (that is, 18 hours of the 30 hours of electives).

For FIU students switching out of pre-Med into Interdisciplinary Studies, the flexibility and focus options as described above would allow otherwise accumulated science credit hours to carry over to the Interdisciplinary Studies B.A. without credit-hour sacrifice. Interdisciplinary Studies majors electing to pursue K-12 certification would have the appropriate rigorous science-specific courses (Biology et al.) and be able to anticipate particular and evolving K-12 STEM needs and be career-productive in those K-12 science fields without being “locked-in” to the more comprehensive start-to-finish curricula required by science majors.

Economic Development--Regional Workforce Demand: Given the multi- or interdisciplinary

curriculum of the degree, it will prepare students for a diversity of job fields. More importantly, it gives students transferable skills which will allow them to adapt to the shifting economic/job terrain and will enhance their prospects of “moving-up” within careers already established.

D. Location

Identify any established or planned educational sites at which the program is expected to be offered, and indicate whether it will be offered only at sites other than the main campus.

The proposed Interdisciplinary Studies B.A. degree will be located administratively on FIU’s Modesto A. Maidique Campus, and complete degree requirements will be offered on both the Modesto A. Maidique Campus and Biscayne Bay Campus. Additionally, students may complete all degree requirements online.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need

Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Because the proposed degree is not discipline specific, “data that support the need for more people to be prepared in this program at this level” are not available. The structure of the program implicitly embraces the universal employer need for graduates with baccalaureate training who have the capacity to bring new, interdisciplinary perspectives to their workplace as recognized by the “National Leadership Council for Liberal Education & American Promise” report, “College Learning for the New Global Century.”

B. Demand

Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

For some time, students (both FTICs and transfers) have turned to the existing Liberal Studies B.A. after unsuccessful attempts at completing the requirements or even being accepted into their initially selected majors (e.g., Business, Biology, Nursing). In both cases--as advising records reveal--students do so in order to satisfy timely 120-hour degree completion or the need to complete a degree without loss of substantial credit hours. Roughly, two-thirds of the current 1200 plus Liberal Studies majors chose the major for one of these reasons. By allowing for additional flexibility as it is trans-college rather than exclusively within Arts and Sciences, the proposed Interdisciplinary Studies B.A. will continue to serve this student clientele. With the intensified advising and oversight venues (the Cornerstone and Capstone courses), the proposed degree offers a practical and thoughtful gateway to specific career or advanced post-B.A. training.

FIU conducts an annual survey of graduating seniors. For the current Liberal Studies degree, out of 216 graduating (year 2011) respondents, to the question “did you acquire basic knowledge?” 141 and

66, respectively, responded “very strongly agree” and “very strongly disagree”; however, to the question “did the degree prepare you to assume the responsibilities of your chosen field?” the ratio, respectively, was 114 and 85. The proposed Interdisciplinary Studies B.A. with its increased flexibility but also stronger career-focused curriculum and Cornerstone/Capstone sequence, seeks to bring the second ratio closer in alignment with the first ratio: that is, although the “generalist studies” aspects of the current Liberal Studies provides its majors with “basic knowledge,” it less successfully provides them with a skill-set to “assume the responsibilities” of their career-field. The self-tailoring flexibility of the new Interdisciplinary Studies degree will lead to better specific skill-set acquisition.

Another way the proposed degree will serve the needs of the targeted students is its being available online. Assuming steady increased undergraduate enrollment over the next years at FIU, we expect to approximately serve 250 new undergraduate majors by the fourth year on a steady basis.

C. Similarity with Other Programs

If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

Four other SUS universities currently have “Interdisciplinary Studies” B.A.s: the University of Central Florida, Florida Atlantic University, the University of North Florida, and the University of Florida. However, none are “substantially similar”: FAU’s degree splits into “Interdisciplinary Studies: Arts and Humanities” and “Interdisciplinary Studies: Social Sciences”; UCF requires two areas of study (in essence, two minors or concentrations equals a major); and both UNF and UF offer Interdisciplinary Studies B.A. degrees that are “limited access” or more exclusively Ph.D.-bound honors-style and research oriented (GPA=3.0 or above, with the expectation that the student will explicitly fuse together two research interests, for example, the Geriatric Psychology and Neurobiology).

Although drawing on several pedagogic best-practice features of the above sister SUS’s (especially the Cornerstone/Capstone sequence), FIU’s proposed B.A., will maintain simultaneously (see description of program in first section above) maximum flexibility and diverse occupational focus, especially appropriate to our largely place-bound undergraduate population. The degree will prepare students for both advanced post-baccalaureate training and immediate post- baccalaureate job opportunities.

Given the substantial difference in degree goals and the place-bound nature of anticipated majors, the proposed degree will not have an impact on the degrees offered at other institutions.

D. Enrollment Projections

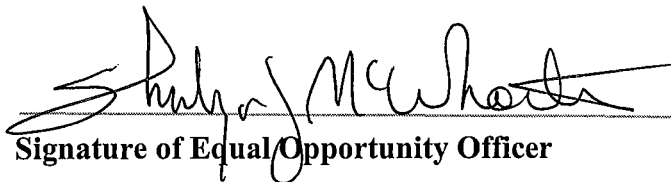
Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally, undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

The majority of current Liberal Studies B.A. majors at FIU (as reflected in annual data reports) do not initiate as Liberal Studies majors, but come to FIU with A.A. degrees or switch from other FIU majors (e.g., Biology, Journalism, Business). The new Interdisciplinary Studies B.A. is specifically designed to maximize the advanced-degree or occupational potential of such students as well as reducing credit-loss or 120-credit-hour excess. No FIU departments will see a depopulation of majors with the introduction of the new degree). The College will work with advisors in other majors so that they can advise students for whom the Interdisciplinary degree is appropriate to change their major to the proposed degree to ensure a timely graduation.

E. Diversity

Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

FIU has approximately 50,000 students from throughout the United State and more than 150 countries. The student body is a microcosm of the diverse Miami community, with nearly 70% of the student enrollment from various minority groups. The proposed program in Interdisciplinary Studies as conceptualized, is a degree-completer program. This program will draw on this diverse Miami community, who has roots all over the Caribbean, Latin America and the world. This program speaks directly to the importance of ensuring that America's previously underserved populations have a distinct opportunity to earn a university degree.


Signature of Equal Opportunity Officer

5/23/13
Date

III. Budget

A. Costs and Funding Sources

Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors approval, if appropriate.

Because the faculty, the courses, the advisors are already in place, there are no costs associated with the proposed degree other than the new time allocated by the director and associate director.

B. Resource Reallocation and Impact

If other programs will be impacted by a reallocation of resources to the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss any potential positive impacts that the proposed program might have on related undergraduate programs (ex., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Because all the resources are already in place, there will not be any impact on current expenditure nor will resources need to be reallocated. On the contrary, it will have a positive impact on the retention and graduation rate of our students.

C. Impact on Courses

Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The courses are already in place, so there are no additional workload issues for the faculty.

D. External Resources

Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

Because the proposed program requires no additional resources, no external resources have been sought.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

In as much as no additional resources are required for the implementation of this new program, the students at FIU will benefit immediately--without lateral FIU resource shifting--from the occupational diversity the degree encompasses, especially in several K-12 science fields teacher certification and vertical already-in-job field mobility (i.e., many of the anticipated majors will be able to “move-up” in their current careers by completion of the degree). As a large percentage, moreover, of the Interdisciplinary Studies majors (being place-bound) will remain within South Florida or Florida post-B.A., occupationally or in pursuit of advanced study, the local community and state at large will benefit from the overall increase in educational and economic capital.

V. Access and Articulation – Bachelor’s Degrees Only

A. 120 Credits or More

If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014.)

The proposed degree will require only 120 hours, so no exception will be required.

B. Prerequisites

List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional

tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

The 2012-13 edition of the Common Prerequisite Manual lists 2 tracks for the Interdisciplinary Studies (CIP 30.9999) degree: Track 1 offered by the University of Florida lists 8 courses, most of which are the introductory courses for the science majors (e.g., CHMX045/X045L, MACX233); Track 2 offered at the University of South Florida, lists no common pre-requisites. We have contacted Matthew Bouck in the Office of Articulation at the Florida Department of Education who informed us that we would need to request to be listed on the list for Track 2 once the approval process concluded.

C. Limited Access

If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that students transferring from the Florida College System will not be disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

We will not be seeking Limited Access status for the proposed B.A. in Interdisciplinary Studies.

D. A.S.-to-B.S. capstone

If the proposed program is an A.S.-to-B.S. capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific A.S. degrees which may transfer into the program.

The proposed program is not part of the A.S.-to-B.S. capstone.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Mission

Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The proposed B.A.'s course categories (please see Curriculum section below) fit aptly with three of FIU's four strategic themes (Arts, Environment, Global, and Health): the "Defining Social Spheres" category, which includes course options in Anthropology and International Relations, matches with the Global theme; and the "Science and its Applications" category provides courses matching with both the "Health" and "Environment" themes. "Human Aspirations around the World" category allows students to use some of the courses offered by the College of Architecture and the Arts.

FIU offers a wide-array of undergraduate degree programs specifically aligned with its strategic themes; the Interdisciplinary Studies B.A., however, will give its majors the opportunity to combine

specific training in strategic fields with innovative, cross-disciplinary perspectives. For example, majors could take a variety of science courses from FIU's "Earth and Environment" department and take social policy as well as writing and communication courses--allowing them to pursue careers in a number of environmental fields, whether professional grant-writing, natural history or science museum community outreach.

Goals as related to SUS Strategic Plan goals:

1. "Access to and production of degrees": it will increase the production of bachelor degrees, especially in respect to non-traditional (full-time working) students and transfer students or major-switching students who risk 120-credit hour excess.
2. "Meeting statewide professional and workforce needs": it will prepare students for new emerging job fields, increase vertical mobility within career, and increase K-12 certification levels.
3. "Building world-class academic programs and research capacity": those who choose to engage in a research project option as part of the Capstone course will work with diverse faculty to disseminate research knowledge beyond strict disciplinary boundaries.
4. "Meeting community needs and fulfilling unique institutional responsibilities": the degree's curricular diversity, career-centric design, and overall credit-hour efficiency are especially apt for Miami-Dade's and Broward's place-bound and full-time working, often minority, student population, who will benefit from the career mobility or "vertical" job prospects and opportunity it offers.

B. Strengths

Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed Interdisciplinary Studies program will build reciprocal strengths at FIU per below:

1. Its alliance with FIU's Honors College will provide Honors students the flexibility of pursuing the Interdisciplinary Studies optional online curriculum (see "IDH" courses in the Curriculum section). Also, this alliance will infuse the Interdisciplinary B.A. student cohort with a high-end research culture.
2. The program will work in conjunction with the "Professional Advisor" best-practices system and staff, introduced to FIU in 2010. This program monitors student progress and notifies the advisors whenever the student goes off-track.
3. Finally, depending on each student's specific "Expertise Focus" area (see Curriculum section), s/he will benefit from particular growth-area institutional centers at FIU: the Center for Humanities in an Urban Environment (CHUE) and the Southeast Environmental Research Center (SERC), among others.

C. The Process

Provide a narrative of the planning process leading up to submission of this proposal. Include a chronological table of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

The Director and Associate Director of the Liberal Studies B.A. degree at FIU, in consultation with the Dean and staff of the College of Arts and Sciences and the Provost's Office, initiated planning the proposed Interdisciplinary Studies B.A. in Summer 2012.

Fall semester 2012 was devoted to scanning best-practices Interdisciplinary Studies B.A. programs at FIU's benchmark/aspirational institutions and reviewing the curricular logic of kindredly-named degrees at other SUS institutions. Based on the best practices at these institution, we desgined a basic curriculum model which was suited to FIU's student population and the array of other curriculum/degree offerings at FIU.

The first half of Spring 2013 included drawing up Student Learning Compacts, creating provisional program descriptions, and obtaining internal FIU approval for required new courses (the Cornerstone and Capstone). Concurrently, the first half of Spring 2013 included consultation with potentially impacted other departments and alliance with the Honors College to forge an online Interdisciplinary Studies B.A. degree for students admitted into the Honors College.

Full implementation is designated for Fall semester 2013. The timetable for implementation is as follows:

1. Late spring/early summer 2013: final internal approval
2. June 2013: formal approval by the BOT
3. August 2013: informing to the FIU students, staff, faculty, and advisors of the availability of the degree and the benefits it offers our students.

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Other than the current Liberal Studies B.A., there no other degree programs whose curriculum is similar to the proposed Interdisciplinary Studies B.A. Neither program has specific professional or other accreditation standards. The degree is modeled after FIU's benchmarks, in particular Arizona State University, which is ranked highly for its Interdisciplinary Studies B.A. Through the intensive advising system--aligned with the Cornerstone and Capstone courses--students will be tracked for a) timely completion of degree, b) maintenance of GPA, and c) curriculum logic, leading to career opportunities or advanced degrees. The considerations above arose, in part, from internal review of the current Liberal Studies B.A. degree and subsequent conclusions that a large cohort of FIU undergraduates would be better served by revising the current Liberal Studies B.A. and introducing the new Interdisciplinary Studies B.A. to work in tandem with it.

In 2004 the current Liberal Studies B.A. program completed its seven-year cyclic "Program Review Report." This was followed by an on-site external review and formal report ("Report on the Liberal Studies Program, College of Arts and Sciences, Florida International University" by Donna Kuizenga, Dean, College of Liberal Arts, University of Massachusetts Boston, April 25, 2005). Dean Kuizenga's external review noted:

"As the job market continues to evolve, and as life-long job stability becomes a thing of the past for most people in the United States, there is an increasing place for an undergraduate educational program that prepares broadly educated generalists, conversant in the humanities, social sciences, sciences and arts, and who have a strong array of transferable skills. As in the world of work,

Liberal Studies students are asked to think across the traditional disciplines to engage in complex problem-solving.

An overly-vocational approach to university education, advocating early, narrow specialization is gaining currency in some quarters. This approach poses a threat to programs such as this one. As noted in response 1A, this approach fails to take into account the constantly changing nature of the market place.”

The report also highlighted that “Careful advising is the key to the success of this major” and observed that such would likely become problematic if the Liberal Studies B.A. continued to grow (it has, in fact, grown from approximately 600 to 1200 majors between 2005 and 2013).

The introduction of the new Interdisciplinary Studies B.A. and a coordinated revision of the current Liberal Studies B.A. effectively resolves the curricular tension between preparing “broadly educated generalists [with a] strong array of transferable skills” and the manifest increasing need for vocational “specialization.” The two degrees, working in tandem, through FIU’s new (initiated in 2010) system of professional advisors and the introduction of the “Cornerstone” and “Capstone” courses in each degree, will ensure stronger educational outcomes for majors anticipated to be enrolled, in total, in the new Interdisciplinary Studies B.A. and revised Liberal Studies B.A. The new Interdisciplinary Studies B.A. adopts and enhances the goals of the current Liberal Studies B.A.--a well-rounded “generalist” education--and yet is more responsive to diverse students’ career needs and aspirations. No longer preserving the “generalist” paradigm, the revised Liberal Studies B.A. will better prepare its majors by boosting its humanities options and requirements and by having them elect distinct tracks within the degree, each oriented towards the College of Arts and Sciences thematic division into three schools: the School of Integrated Science and Humanity (health), the School of International and Public Affairs (international/global), and School of Environment, Arts, and Society (environment).

VIII. Curriculum

A. Student Learning Outcomes

Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The Student Learning Outcomes appear in Appendix E.

B. Admission and Graduation

Describe the admission standards and graduation requirements for the program.

The admission standards and graduation requirements for the proposed B.A. will be identical to those of other majors in the College of Arts and Sciences. Students will be admitted into the major upon admission to the University or after selecting an Exploratory Major.

For FTICs, the requirements are as follows:

1. Graduation from an accredited secondary school or the successful completion of the GED.
2. Completion of 18 academic units in a college preparatory curriculum. The following distribution

of the 18 units is required:

- Four units of English (three units must include a substantial writing component)
- Four units of mathematics (Algebra I or higher)
- Three units of natural science (two with laboratories)
- Three units of social sciences
- Two units of the same foreign language
- Two units of academic electives.

For transfer students, the requirements are as follows:

Associate in Arts (A.A.) degree from a Florida public community college.

The same graduation requirements that apply to the other baccalaureate degree students apply to the ones seeking a B.A. in Interdisciplinary Studies:

1. A minimum of 120 semester hours in acceptable coursework is required.
2. At least half of the upper division credits in any major must have been taken in at FIU.
3. In the last 60 semester hours of enrollment, students must earn nine semester hours of elective credits through coursework outside the major, six of which are to be taken outside the department sponsoring the program.
4. Students must earn a grade of “C” or higher in all courses required for the major. A grade of “C-” or lower is not acceptable in any required course.
5. Of the total number of hours submitted for graduation, a minimum of 48 semester hours must be in upper division courses.
6. Students must demonstrate competency in a foreign language or in American Sign Language at the level of the second semester of a college language sequence. (High school courses cannot be used to fulfill this requirement.) This requirement may be met by successfully completing with a grade of ‘C’ or better (C- does not count): a) the second semester of a two-semester sequence basic language course or b) any second-year or third-year foreign language course. This requirement may also be fulfilled by presenting acceptable scores in the Advanced Placement Exam, the SAT II, the CLEP exam, or other approved instruments. Students should consult their advisors for more specific information.
7. One- and two-credit physical activity courses (with the prefixes PEL, PEM, PEN) cannot be included as part of the hours needed for graduation.

C. The Curriculum

Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The degree may be taken entirely online. It includes, as well, for students admitted into FIU’s Honors College, a 12-credit upper division online curriculum of Interdisciplinary Honors courses (IDH) that will allow Interdisciplinary Studies majors to graduate through the Honors College.

Bachelor of Arts in Interdisciplinary Studies

Degree Program Hours: 120 hours

Common Pre-requisites

In the current Pre-Requisite Manual, there are 2 tracks in the Interdisciplinary Studies major. We will be applying to have this degree incorporated into the second track for which there are no common pre-requisites.

Core Curriculum Requirements (36 hours)

First Year Experience (1 hour): SLS 1501

English Composition (6 hours): ENC 1101, Writing and Rhetoric I and ENC 1102, Writing and Rhetoric II

Humanities with Writing (6 hours): 2 3-hour courses required, one of which must be a historically-oriented course

Quantitative Reasoning (6 hours): 2 3-hour courses required, at least one of which must be in mathematics

Social Inquiry (6 hours): 3 hours in each of 2 sub-categories

Natural Science (6 hours): 2 3-hour courses required, one in the life sciences and one in the physical sciences, and two corresponding one-credit labs

Arts Requirement (3 hours)

Note: Global Learning Foundations requirement must be completed (one 3-hour course)

Required Major Courses: (30 hours)

Ten 3000- or 4000-level courses distributed in the areas below. All courses in the major must be completed with a grade of “C” or better.

With assistance from the Interdisciplinary Studies advisors, students build a concentration relevant to their future career or post-BA educational goals. Three hours of the total 30 hours for the major need to meet the discipline-specific Global Learning requirement. For students admitted into the Honors College, the B.A. degree requirements for both the Interdisciplinary Studies B.A. and Honors College upper-division curriculum may be satisfied by taking twelve credits of Interdisciplinary Honors (IDH) courses appropriate to the categories below.

Human Aspirations around the World (2 courses, 6 hours):

Courses in Literature, Philosophy, Religion, History, Art History, Art, Performing Arts (Theater and Music) or for Honors College students IDH 3034/4007

Defining Social Spheres (2 courses, 6 hours):

Courses in Anthropology, Sociology, Criminal Justice, International Relations, Political Science, Economics, Management/Public Relations or for Honors College students IDH 3034/4007

Science and its Applications (2 courses, 6 hours):

Courses in Chemistry, Biology, Earth and Environment, Engineering, Computer Science, Biomedical Engineering, or for Honors College students IDH 3034/4007

Writing and Communication in and across the Disciplines (1 course, 3 hours):

Technical Writing, Business Report Writing, Creative Writing, Journalism, Speech, Communication, or for Honors College students IDH 3034/4007

Expertise Focus, theory or applied (2 courses, 6 hours):

Two additional courses from the areas above, in consultation with a program advisor, to build upon subject-matter expertise, or for Honors College students IDH 3034/4007

IDS 3933 Cornerstone (1 course, 1 hour):

To be taken upon first semester entry into the major to devise a focused plan of study.

IDS 4934 Capstone (1 course, 2 hours):

Service learning, internships, and research project options: to be taken the intended last semester before graduation to solidify degree focus and prepare for post-BA career or advanced degrees.

Honors students may elect to satisfy 6 credits in any field above by completing a thesis (IDH 3034/4007) in the Advanced Research and Creativity in Honors option, or by completing a 6-credit study abroad experience (IDH 3034/4008).

Electives (54 credits):

The remaining hours will be taken as electives; students are encouraged, through the electives, to build upon their selected focus. Students must complete other College and University requirements.

D. Course of Study

Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Upon entry-into-major, majors take a “Cornerstone” course that charts out an individualized future plan of study within the curriculum in relation to career or advanced-training goals. A graduating-semester “Capstone” course provides an academic-to-career gateway. Usually, majors will take two courses (3 hours each) under the category “Expertise Focus” during their senior year.

Freshman Year--Fall

ENC 1101 Writing & Rhetoric I (3)
Mathematics Requirement (3)
Science Requirement (4)
Social Inquiry (3)
First-Year Experience (1)

Freshman Year--Spring

ENC 1102 Writing & Rhetoric II (3)
Mathematics Requirement (3)
Science Requirement (4)
Electives (3)

Freshman Year--Summer

Electives (3)

Sophomore Year--Fall

Arts Requirement (3)
Humanities with Writing--Historical (3)
Social Inquiry (3)
Electives (3)

Sophomore Year--Spring

Humanities with Writing (3)
Defining Social Spheres category (3)
Science and its Applications category (3)
Expertise Focus category (3)
Human Aspirations around the World category (3)

Sophomore Year--Summer

Electives (3)

Junior Year--Fall

IDS 3933 Cornerstone (1)
Defining Social Spheres category (3)

- Science and its Applications category (3)
- Human Aspirations around the World category (3)
- Upper division electives (3)
- Junior Year--Spring**
 - Defining Social Spheres category (3)
 - Science and its Applications category (3)
 - Expertise Focus category (3)
 - Human Aspirations around the World category (3)
 - Electives (3)
- Junior Year--Summer**
 - Electives (3)
- Senior Year--Fall**
 - Defining Social Spheres category (3)
 - Science and its Applications category (3)
 - Human Aspirations around the World category (3)
 - Writing and Communication in and across the Disciplines category (3)
 - Electives (3)
- Senior Year--Spring**
 - Expertise Focus category (3)
 - Capstone (2)
 - Electives (9)

E. Course Descriptions

Provide a one- or two-sentence description of each required or elective course.

As the proposed Interdisciplinary Studies B.A. curriculum draws upon the aggregate of FIU undergraduate courses, below are listed only the 2 required courses of all majors.

IDS 3933 Cornerstone—Building an Interdisciplinary Foundation (1 credit)

Students will define their interests and career goals, elect an appropriate track, assess their academic strengths and weaknesses, and familiarize themselves with the appropriate faculty and advisers pertinent to their subsequent plan of study.

IDS 4934 Capstone—Applying Knowledge (2 credits)

Students demonstrate--either through a Service Learning, Internship/Experiential Learning, or Research Project--applied culminative expertise in the focus selected via the Cornerstone and previously taken courses; the portfolio submitted serves as a gateway from FIU academics to career-path.

F. Industry Input in Curriculum

For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

Not applicable.

G. Accreditation Agencies

For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the

program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

There are no accrediting agencies for interdisciplinary studies. It will be reviewed as part of university institutional accreditation process.

H. Doctoral Program Accreditation

For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

Not applicable.

I. Program Delivery

Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The proposed Interdisciplinary Studies B.A. will be delivered face-to-face on both the Modesto A. Maidique Campus and Biscayne Bay Campus. All degree requirements will also be offered online. As the anticipated student audience will take both face-to-face and online courses (to accommodate preference and learning styles) and as that audience is largely place bound (Miami-Dade and Broward counties), collaboration with other universities is neither feasible nor necessary.

IX. Faculty Participation

A. Faculty

Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

As the proposed Interdisciplinary Studies B.A. draws upon the aggregate of FIU faculty teaching upper-division undergraduate courses, only the director and the associate director of the program are listed. The time the director and associate director will devote to the program is reflected in the table.

B. Cost and Funding

Use Table 2 in Appendix A to display the costs and associated funding resources for existing

and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

The additional costs for the proposed program are for the portion of the salaries of the director and the associate director will be devoting to the program.

C. Curriculum Vitae

Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

As the proposed Interdisciplinary Studies B.A. draws upon all faculty teaching upper division courses in the College of Arts and Sciences and other FIU schools and colleges (e.g., Journalism), and who have been credentialed within their individual units and departments, we are including only the vitae of the director and associate director.

D. Teaching, Research & Service

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

As the proposed Interdisciplinary Studies B.A. draws upon an aggregate subset of FIU faculty with teaching, research, and service assignments, whose productivity is annually evaluated as satisfactory or better in their particular units or departments, faculty productivity is not applicable. The current Liberal Studies major owns only 2 courses. However, because that program has a large number of majors, we are listing that information.

Liberal Studies	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of majors	3,091	2,663	2,428	2,682	867	731
Degrees awarded	160	147	197	221	220	12-13 data not available

Current Liberal Studies majors will be able to move to the proposed Interdisciplinary B.A. to better tailor the curriculum to meet their needs and interests and thereby increase the graduation rates, which as the table above suggests need improving.

X. Non-Faculty Resources

(continued on following page)

A. Library

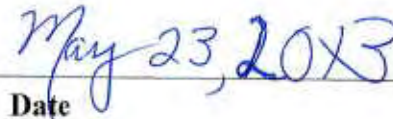
Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

A full review and listing of books, serials, and journals which may be of interest to the program is difficult to determine because of the nature of the program itself - a wide variety of options are available to the students and thus the exact course of study will vary. The combined holdings of the FIU University Libraries are about 2 million volumes, with access to 103,000 serial subscriptions, 500 databases, 165,000 electronic books, 5,800 streaming videos, 166,000 audio-visual units, and 3.6 million microform units, plus substantial collections of federal, state, local, and international documents.

Since the courses required for the proposed Interdisciplinary Studies B.A. form part of degree programs already in existence, the current library resources are sufficient to meet the research requirements of our students.



Signature of Dean of Libraries



Date

B. Library Projected Costs Regarding the Program

Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

No additional resources are required.

C. Available Facilities

Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

Existing classrooms assigned by University Office of Classroom Management are and will be utilized for all the courses. All participating faculty are already assigned existing offices, and no reallocation of offices will be needed.

D. Facilities Needed

Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction, because that information should be provided in response to X (J) below.

Laboratories are not part of the required courses; therefore, no additional laboratories or classrooms will be required.

E. Available Equipment

Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

No specialized equipment is required.

F. Equipment Needed

Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

No additional specialized equipment will be required.

G. Special Resources Needed

Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

No additional special categories of resources will be required.

H. Fellowships, Scholarships, Graduate Assistantships

Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

Like most undergraduate programs, the Interdisciplinary degree program does not have scholarships available for its undergraduate majors.

I. Internships

Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

The Interdisciplinary Studies degree includes a required “Capstone” course, which may be fulfilled through either a job internship (or work-related learning), service learning, or a research project. For the job internship (or work-related learning) or service learning options, best practices will be followed, and the sites will be drawn from a compilation of all FIU departments and units lists for such, in coordination with FIU Career Services.

J. Additional Expenses

If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

No additional capital expenditures are required.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Master of Science in Nursing (MSN) Program Proposals

Proposed Board Action:

Approve the following MSN program proposals:

MSN Advanced Adult Gerontology Nurse Practitioner
MSN Advanced Child Nurse Practitioner
MSN Advanced Family Nurse Practitioner
MSN Advanced Psychiatric Nurse Practitioner
MSN Nurse Anesthetist

Background Information:

The University's College of Nursing and Health Sciences (CNHS) graduate nursing programs prepare students for professional careers as Nurse Practitioners (NP). Today's NPs are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the NP will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordability Act becomes effective. NPs promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree Classification of Instructional Programs (CIP) code. However, in reality their degree and curricular focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the particular scope of nursing practice, it is proposed to differentiate each of the NP specialties into specific program offerings with unique CIP codes that more accurately reflect the curricular content and nursing practice. The purpose of these new program requests is to differentiate each into its unique nursing specialty and distinct practice pattern and thereby better align the degree offered with the actual scope of nursing practice parameters and designated specialty.

The proposed MSN degree programs are consistent with the State University System of Florida Strategic Planning Goals of the Florida Board of Governors, which are 1) access to and production of degrees; 2) meeting statewide professional and workforce needs; 3) building world-class academic programs and research capacity; and 4) meeting community needs and fulfilling unique institutional responsibilities. It is also aligned with Florida International University's strategic emphasis on the collaborative content area Health as expressed in the 2010-2015 strategic plan.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections

(3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*.

Supporting Documentation: New Program Proposals:

MSN Advanced Adult Gerontology Nurse Practitioner
MSN Advanced Child Nurse Practitioner
MSN Advanced Family Nurse Practitioner
MSN Advanced Psychiatric Nurse Practitioner
MSN Nurse Anesthetist

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University

University Submitting Proposal

Fall 2013

Proposed Implementation Term

College of Nursing and Health Sciences

Name of College(s) or School(s)

Nursing

Name of Department(s)/ Division(s)

Advance Practice Nursing

Academic Specialty or Field

MSN- Advanced Adult Gerontology Nurse Practitioner

Complete Name of Degree

51.3803

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

Date

Signature of Chair, Board of Trustees

Date

Provost and Executive Vice President

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	120	80.54	\$13,930	\$1,121,936	\$0	\$0	\$1,121,936
Year 2	120	80.54					
Year 3	120	80.54					
Year 4	120	80.54					
Year 5	120	80.54	\$13,930	\$1,121,936	\$0	\$0	\$1,121,936

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing & Health Sciences (CNHS) offers many advanced-level education, i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations. The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing, Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordability Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curricular focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Advanced Adult Gerontology Nurse Practitioner into the unique nursing specialty and distinct practice pattern of adolescents and young, middle and older adults and thereby better align the degree offered with the actual scope of nursing practice parameters and designated specialty.

Students in the Advanced Adult Gerontology Nurse Practitioner program are prepared to care for adolescents and young, middle and older adults. The particular expertise of the adult primary care nurse practitioner emphasizes disease prevention, health promotion, and the management of patients with acute and chronic multi-system health problems within the context of the family system. Graduates will have the education to diagnose and treat adult illnesses. The AAG-NP curriculum consists of 43 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP core knowledge component of 21 credits and an additional 22 population /specialization focused credits for a total of 43 credits. The curriculum is based upon the defined terminal outcome competencies for Advanced Adult Gerontology Nurse Practitioner as delineated by the American Association of Colleges of Nursing (AACN)- Essentials of Advanced Adult Gerontology Nurse Practitioner Competencies. AACN- March 2010 <http://www.aacn.nche.edu/geriatric-nursing/adultgeroprimcareNPcomp.pdf>

The students will graduate with a Master of Nursing Science (MSN) Degree in Advanced Adult Gerontology Nurse Practitioner (AAG-NP).

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)**

The AAG-NP program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals :

Teaching and Learning

- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation

- Strengthen quality and reputation of scholarship, research and innovation.
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement

- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The AAG-NP program graduates approximately 60 students annually. This adds 60 new NP graduates to the production of degrees statewide. The 60 AAG-NP graduates will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The AAG- NP graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly \$9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the quality of care by NPs -- including communication with patients, preventive actions, and reductions in the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly

Qualified Nursing Workforce-The Essentials of Masters Education of Nurses AACN Accessed April 19, 2013. www.aacn.nche.edu/publications/order-form/masters-essentials)

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The AAG-NP program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately \$ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

- 1. Critical Needs:**
 - Education
 - Health Professions
 - Security and Emergency Services
- 2. Economic Development:**
 - Globalization
 - Regional Workforce Demand
- 3. Science, Technology, Engineering, and Math (STEM)**

Nursing is listed as one of the Critical Needs in Health Care on the Florida Board of Governors List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. . (BOG strategic plan (2012-2025)

http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The AAG-NP program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to workforce needs and community health. Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The AAG-NP program graduates will help fulfill this need.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs; however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized.

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The need to educate NP, pediatric (CHNP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced interprofessional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008); (c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt & Kimball, 2008, FCN, 2009); d) a need for health care workers to be trained in interprofessional education (WHO, 2010); e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger, 2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, & Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHP, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case management dramatically reduces hospitalizations (Newhouse et. al. 2011). Diverse ARNPs are needed in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with "right knowledge and skills": only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the

ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met.

Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent interprofessional education in a technologically advanced curriculum and the only university offering psychiatric and pediatric NP programs.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.

(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.

<http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work>)

CNHS data 2011 to present shows average per term enrollment in the AAG- NP program of 60 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students.

However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students. As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds capacity at present and is expected to increase as the health care demands increase.

The following SUS universities offer the Advanced Adult Gerontology Nursing Practitioner program: Florida Atlantic University, Boca Raton, FL; Florida A&M, Tallahassee, FL; Florida Gulf Coast

University, Fort Meyers, FL; University of Central Florida, Orlando, FL; University of Florida, Gainesville, FL; and University of South Florida, Tampa, FL. University of Miami, Miami, FL; Barry University, Miami, FL are private schools offering the AAG- NP program. The MSN programs at Barry and University of Miami carry higher costs than FIU and this may be a factor in enrollment decisions. The geographic location continues to be another factor in matriculation decisions. Since the FIU MSN programs have been in co- existence with the private and public university since 1992, there is no perceived impact on FIU's student enrollment.

The potential for collaborative research is available locally with the University of Miami, FAU, and Barry University and certainly possible with all the SUS universities.

This request is to better align the reality of the specific scope of nursing practice, differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice Since the MSN programs exists and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable

In order to better align the reality of the specific scope of nursing practice, this request is to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice. Since the MSN programs exist and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities. Each cohort is 60 students.

Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide,(in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/ Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American - Non Hispanic	13%	24%	12%	20%
White- Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non-Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%
Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009				


Signature of Equal Opportunity Officer

5/22/13
Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.**

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is \$1,121,936. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Not applicable due to the nature of this request.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Not applicable due to the nature of this request.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Not applicable due to the nature of this request.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care

systems. With the alignment of the degree offered, the actual scope of nursing practice parameters and designated specialty will better follow nursing practice.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not applicable- Graduate Program Only

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not Applicable- Graduate Program Only

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: ... "[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: ... "to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: ... "FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: ... "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."

The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and

University.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice.
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These*

standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates (Key Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies:

- 1) Consultants' recommendations during 2007-2008
- 2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives
- 3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*
- 4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives
- 5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum
- 6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's and doctoral degrees. FIU's Office of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re-approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022. The Anesthesiology Nursing MSN program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs of the Association of Nurse Anesthetists through 2018.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)
 One Dupont Circle NW Suite 530
 Washington, DC 20036
 Website: <http://www.aacn.nche.edu/Accreditation>

Florida State Board of Nursing
 4052 Bald Cypress Way BIN CO2
 Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
 222 South Prospect Avenue, Suite 304
 Park Ridge, Illinois 60068-4010
 Website: <http://www.aana.com/accreditation/>

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

- B. Describe the admission standards and graduation requirements for the program.**

Admission Requirements for the program include:

- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:

- Completion of 43 semester credits. Minimum of 40 credits in nursing and 3 credits of non-nursing electives. The non-nursing electives are restricted to supporting courses for the specialty area.
- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the advanced adult gerontology health nurse practitioner student completes a minimum of 630 hours of clinical practice.

In addition, programs of study provide an opportunity to select elective courses. Students select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

CORE KNOWLEDGE Component

The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): NGR 5110 (*Theories in Nursing*); NGR 5035C (*Advanced Client Assessment*); NGR 5141 (*Pathophysiological Basis of Advanced Nursing Practice*); NGR 6172 (*Pharmacological Concepts in Advanced Nursing Practice*); NGR 5131 (*Culture and Advanced Nursing Practice*); NGR 5810 (*Research Methods in Nursing*) and NGR 6910C *Research Project*. These courses are completed within the prescribed plan of study.

POPULATION/SPECIALIZATION Component

In the POPULATION/SPECIALIZATION component, students in the advanced adult-gerontology health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor .

Students in advanced adult gerontology specialization are awarded three (3) credits for each clinical related course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Advanced Adult Health Nursing students complete *NGR 6201C/6201L Advanced Adult Health Nursing I Theory/Practicum* followed by *NGR 6202C/6202L Advanced Adult Health Nursing II Theory/Practicum*, and finally *NGR 6700L Role Synthesis in Advanced Adult Practice* and *NGR 6209 Clinical Decision Making in Adult Health Nursing*.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Adult-Gerontology Nurse Practitioner Program CURRICULAR COMPONENT	CREDITS
Core Knowledge (21 Credits) Graduate Nursing Core (12 Credits) NGR 5131 Culture and Advanced Nursing Practice NGR 5110 Theories of Nursing NGR 5810 Research Methods in Nursing NGR 6910C Research Project Advanced Practice Nursing Core (9 Credits) NGR 5035C Advanced Client Assessment (2 theory cr) NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice NGR 6172 Pharmacological Concepts in Advanced Nursing Practice Population/Specialization (22 Credits) NGR 6201C Advanced Adult Health Nursing I NGR 6201L Advanced Adult Health Nursing Practice I NGR 6202C Advanced Adult Health Nursing II NGR 6202L Advanced Adult Health Nursing Practice II NGR 6209 Clinical Decision Making in Adult Health Nursing NGR 6700L Role Synthesis in Advanced Adult Nursing Practice (1 theory cr) XXX XXXX Elective	3 3 3 3 3 3 3 3 3 3 4 3 21 3 3 3 3 3 4 3 22
TOTAL CREDITS Minimum program requirements for the MSN degree for Adult and Child Health = 43 Credits Theory (27 Credits) = 27 Credits X 1 Contact Hour/Credit X 15 (Total # of Semester Weeks) = 405 Contact Hours TOTAL Elective (3 Credits) = 3 Credits X 1 Contact Hour/Credit X 15 weeks = 45 Contact Hours TOTAL Research Project (3 Credits) = Contact Hours vary Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X 15 weeks = 30 Contact Hours TOTAL Clinical (9 Credits) = 9 Credits X 5 Contact Hours/Credit X 14 (Total # of Semester Weeks in Practice) = 630 Contact Hours TOTAL	43

E. Provide a one- or two-sentence description of each required or elective course.

Required Courses:

NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for

nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6201C Advanced/Adult Health Nursing I (3). Study of Advanced Adult Practice Nursing and specialization, expansion and advancement of evidence-based knowledge and skills fundamental to the role of the Adult Nurse Practitioner in primary care.

NGR 6201L Advanced Adult Health Nursing Practice I (3). Clinical implementation of evidence-based knowledge and skills required of the advanced adult practice nurse in the prevention, diagnosis and management of acute health conditions in primary care.

NGR 6202C Advanced Adult Health Nursing II (3). Continuing development of evidence-based knowledge and skills fundamental to the adult nurse practitioner role in the care of clients experiencing chronic and multisystem illnesses.

NGR 6202L Advanced Adult Health Nursing Practice II (3). Clinical implementation of evidence-based knowledge and skills fundamental to the adult nurse practitioner role in the care of the client and family experiencing chronic, multisystem illness.

NGR 6209 Clinical Decision Making in Advanced Adult Health Nursing (3). Critical analysis of clinical decision making in ANP. Synthesis of learning to recognize similarities, differences, and contextual factors related to diagnosis and management of diseases and injuries.

NGR 6700L Role Synthesis in Advanced Adult Health Nursing Practice (4). Capstone course synthesizing role functions of the Adult Advanced Practice Nurse with emphasis on professional practice issues and transition into the practice role.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

Elective Courses:

NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advanced practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams.

Types of service, roles and interdisciplinary interaction will be studied as they relate to policies, economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing

education. Curriculum construction, implementation, and evaluation are discussed from theoretical, philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

MSN Adult Gerontology program curricula incorporate professional standards and guidelines as appropriate.

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The [Nursing Advisory Council](#) consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.

Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty responds to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Graduates of the MSN-Adult Gerontology Health program are eligible to apply for national certification examinations in their specialty area through the American Academy of Nurse Practitioners (AANP) or American Nurses Credentialing Center (ANCC). Nurse practitioner graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) licensure through the State Board of Nursing.

Adult-Gerontology Nurse Practitioner Program has met ANCC's certification eligibility educational requirements. Confirmation of eligibility is effective until March 22, 2016.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technological sophisticated nursing simulation centers in the country ([Simulation for Teaching and Research \[STAR\] Center](#)); which will provide for the instruction of clinical related content and laboratory practice.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See table 4 in Appendix A.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The costs involved in the program and associated funding resources are the current ones existing for the MSN programs. Funding sources will not change from existing offerings.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Comparison of Nursing Faculty-Student Ratio (Spring, 2011 & Spring, 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		26.1	401	1:15
Spring 2012								
Graduate	22	22.0	13	8.2		29.2	352	1:12

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Pontious	Blais	Post-Master's Certificate in Nursing Education	Department of Health & Human Services/ Health Resources and Services Admin.	\$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	\$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Progr.	Area Health Education Center	\$13,000	7/1/08	6/30/09	T
Anderson	Friedemann	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/ Health Resources and Services Admin.	\$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	\$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	\$35,554	7/1/09	6/30/11	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	\$5,000	9/1/09	6/30/11	T
Gracia Jones	Chadwell, Patsdaughter	SENIORITAHS	McFarland & Assoc, Inc.	\$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	\$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Administration	\$46,296	7/1/10	6/30/15	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/10	6/30/11	T
Kulwicki		Advanced Edu in Nursing Traineeship	Health Resources and Services Administration	\$85,798	7/1/10	6/30/11	T
Pontious	Olenick (Co-PI)	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/ Health Resources and Services Admin.	\$737,938	7/1/10	6/30/13	T
Henao	Cornely	Natl Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	\$334,187	8/1/2010	4/1/14	T
Randolph	Elbaum Brunt Kulwicki	Assessment and Primary Intervention of Traumatic/Surg. Amputations in Haiti	National Institutes of Health	\$125,000	8/1/10	7/31/11	R

List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Villagomez	Kulwicki Simon Galindo	TIP/NEP	Duke University School of Nursing	\$7,500	8/1/10	8/4/10	T
Youngblut	Brooten Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/NIH	\$2,500,000	9/2010	6/30/15	R
Gracia Jones	Chadwell, Patsdaughter	MSI HIV Prevention Education for Students	Office of HIV/AIDS Policy & Abt. Associates, Inc.	\$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	\$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	\$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	\$1,250	2/1/11	6/30/11	T
Kulwicki		3 rd Annual Colloquium	Sigma Theta Tau International	\$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	\$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	\$139,413	7/1/11	6/30/12	T
Gracia Jones	Chadwell, Patsdaughter	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Admin., Center for Substance Abuse and Prevention	\$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Management Clinic	Health Foundation of South FL	\$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$7,042	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$16,059	7/1/09	6/30/10
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$143,208	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$11,896	7/1/10	6/30/11
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$18,136	7/1/10	6/30/11
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Library Subscriptions

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Geriatrics (93)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Medicine - General (859)
- Public Health - General (369)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Advanced Adult Gerontology Nurse Practitioner, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is cost prohibitive.

Citation-Ranked Journals: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-12 months of the titles.

Major Journals: A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies*, *Research in Nursing & Health*, *Journal of Advanced Nursing*, *Geriatric Nursing*, *Research in Gerontological Nursing*, *Advanced Journal of Critical Care*, *Journal of Community Health Nursing*, and *International Journal of Nursing Practice*.

Databases

The library subscribes to approximately 500 databases. Those of particular significance to support of this degree include: *CINAHL Plus with Full Text*, *HealthSource Nursing/Academic*, *MEDLINE*, *Nutrition Abstracts and Reviews*, *Health & Wellness Resource Center*, and *Cochrane Library*.

Monographic Materials

Print Books: The Green Library automatically receives, through an approval plan process, titles from university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-book is purchased instead of a print book if the electronic is published within 8 weeks of the print run. Expenditures for the approval plan are about \$1,000 a year for Nursing, defined as Library of Congress

subject class RT, and about \$10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.

Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed MSN in Advanced Adult Gerontology Nurse Practitioner. There are no major gaps in the library's collection and no additional costs for the library are anticipated.


Library Director


Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference /seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:

- Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.
- Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.
- A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.
- Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.

Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.

The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:

- A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.
- An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.
- A research center with flexible laboratory space.
- One (1) 20-seat conference room with videoconferencing capabilities.
- Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.

- Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

- A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.
- Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.
- Locked storage areas for student files and supplies on each floor.
- Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:

- An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.
- A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.
- A dedicated computer laboratory with 22 computer workstations and networked printer.
- An advanced nursing skills laboratory with high-fidelity wireless patient simulators.
- Locked storage areas for supplies, equipment, software, and student files.
- An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I& R costs for additional space and no new construction will be necessary.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:

- Computer and mobile devices to access E-mail communications and online teaching modalities
- The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
- Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
- Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care (anesthesiology) and primary care skills.

- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing skills and other nursing and health related topics.
- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student “clickers” that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., iPads) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU’s anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU’s platform for online learning. Online courses are supported by [University Technology Services](#) (hybrid courses) or [FIU Online](#) (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

There are no anticipated special categories of resources needed to implement the MSN – NP program.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN- NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs and interest, client populations, competence of the preceptor, location of the site, and available resources. The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs. Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the needs of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University

University Submitting Proposal

Fall 2013

Proposed Implementation Term

College of Nursing and Health
Sciences

Name of College(s) or School(s)

Nursing

Name of Department(s)/ Division(s)

Advance Practice Nursing

Academic Specialty or Field

MSN- Advanced Child Nurse
Practitioner

Complete Name of Degree

51.3809

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of
Trustees

President

Date

Signature of Chair, Board of
Trustees

Date

Provost and Executive Vice
President

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	40	26.87	\$14,771	\$396,890	\$0	\$0	\$396,890
Year 2	40	26.87					
Year 3	40	26.87					
Year 4	40	26.87					
Year 5	40	26.87	\$14,771	\$396,890	\$0	\$0	\$396,890

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing & Health Sciences (CNHS) offers many advanced-level education, i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations. The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing, Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordability Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curriculum focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Advanced Child Nurse Practitioner into the unique nursing specialty and distinct practice pattern of infants, children, adolescents and young adults and thereby better align the degree offered with the actual scope of nursing practice parameters and designated specialty.

Students in the Advanced Child Nurse Practitioner program are prepared to care for adolescents and young, middle and older adults. The particular expertise of the adult primary care nurse practitioner emphasizes disease prevention, health promotion, and the management of patients with acute and chronic multi-system health problems within the context of the family system. Graduates will have the education to diagnose and treat adult illnesses. The AC-NP curriculum consists of 43 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP core knowledge component of 21 credits and an additional 22 population /specialization focused credits for a total of 43 credits. The curriculum is based upon the defined terminal outcome competencies for Advanced Child Nurse Practitioner as delineated by the American Association of Colleges of Nursing (AACN)- Essentials of Advanced Child Nurse Practitioner Competencies. <http://www.aacn.nche.edu>

The students will graduate with a Master of Nursing Science (MSN) Degree in Advanced Child Nurse Practitioner (AC-NP).

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)**

The AC-NP program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals :

Teaching and Learning

- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation

- Strengthen quality and reputation of scholarship, research and innovation.
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement

- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The AC-NP program graduates approximately 20 students annually. This adds 20 new NP graduates to the production of degrees statewide. The 20AC-NP graduates will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The AC-NP graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly \$9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the quality of care by NPs -- including communication with patients, preventive actions, and reductions in

the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly Qualified Nursing Workforce- The Essentials of Masters Education of Nurses AACN Accessed April 19, 2013. www.aacn.nche.edu/publications/order-form/masters-essentials)

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The AC-NP program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately \$ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

- 1. Critical Needs:**
 - Education
 - Health Professions
 - Security and Emergency Services
- 2. Economic Development:**
 - Globalization
 - Regional Workforce Demand
- 3. Science, Technology, Engineering, and Math (STEM)**

Nursing is listed as one of the Critical Needs in Health Care on the Florida Board of Governors List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The AC-NP program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to workforce needs and community health. Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The AC-NP program graduates will help fulfill this need.

D. Identify any established or planned educational sites at which the program is expected

to be offered and indicate whether it will be offered only at sites other than the main campus.

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs, however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The need to educate NP, pediatric (AC-NP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced interprofessional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008); (c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt & Kimball, 2008, FCN, 2009); (d) a need for health care workers to be trained in interprofessional education (WHO, 2010); (e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger, 2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, & Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHP, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case management dramatically reduces hospitalizations (Newhouse et al. 2011). Diverse ARNPs are needed in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of

RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with “right knowledge and skills”: only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met.

Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent interprofessional education in a technologically advanced curriculum and the only university offering psychiatric and pediatric NP programs.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.

(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.

<http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work>)

CNHS data 2011 to present shows average per term enrollment in the AC- NP program of 40 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students.

However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students. As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds

capacity at present and is expected to increase as the health care demands increase.

The following SUS universities offer the Advanced Child Nursing Practitioner program: University of Central Florida, Orlando, FL; University of Florida, Gainesville, FL; and University of South Florida, Tampa, FL. There are no private schools offering the ACNP program. The geographic location continues to be another factor in matriculation decisions. Since the FIU MSN programs have been in co-existence with the private and public university since 1992, there is no perceived impact on FIU's student enrollment.

The potential for collaborative research is available locally with the University of Miami, FAU, and Barry University and certainly possible with all the SUS universities.

In order to better align the reality of the specific scope of nursing practice, this request is to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice. Since the MSN programs exist and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities. We intend to grow the program from 30 in Year 1 to 35 in Year 5. This growth is in anticipation of continued demand for advanced nurse practitioners as the Affordable Patient Care Act is implemented nationwide coupled with the program and college resource capacity.

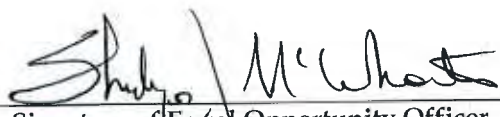
Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA 3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American - Non Hispanic	13%	24%	12%	20%
White-Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non-Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%
Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009				


Signature of Equal Opportunity Officer

5/22/13
Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.**

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is \$396,890. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Not applicable due to the nature of this request.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Not applicable due to the nature of this request.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Not applicable due to the nature of this request.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care systems. With the alignment of the degree offered with the actual scope of nursing practice parameters

and designated specialty will better follow nursing practice.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

Not applicable- Graduate Program Only

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not Applicable- Graduate Program Only

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: ... "[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: ... "to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: ... "FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: ... "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."

The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and University.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice.
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates* (Key

Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies:

- 1) Consultants' recommendations during 2007-2008
- 2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives
- 3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*
- 4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives
- 5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum
- 6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's and doctoral degrees. FIU's Office of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re- approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022. The Anesthesiology Nursing MSN program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs of the Association of Nurse Anesthetists through 2018.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle NW Suite 530
 Washington, DC 20036
 Website: <http://www.aacn.nche.edu/Accreditation>

Florida State Board of Nursing
 4052 Bald Cypress Way BIN CO2
 Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
 222 South Prospect Avenue, Suite 304
 Park Ridge, Illinois 60068-4010
 Website: <http://www.aana.com/accreditation/>

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

- B. Describe the admission standards and graduation requirements for the program.**

Admission Requirements for the program include:

- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:

- Completion of 43 semester credits. Minimum of 40 credits in nursing and 3 credits of non-nursing

- electives. The non-nursing electives are restricted to supporting courses for the specialty area.
- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the advanced Child health nurse practitioner student completes a minimum of 630 hours of clinical practice.

In addition, programs of study provide an opportunity to select elective courses. Students select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

CORE KNOWLEDGE Component

The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): NGR 5110 (*Theories in Nursing*); NGR 5035C (*Advanced Client Assessment*); NGR 5141 (*Pathophysiological Basis of Advanced Nursing Practice*); NGR 6172 (*Pharmacological Concepts in Advanced Nursing Practice*); NGR 5131 (*Culture and Advanced Nursing Practice*); NGR 5810 (*Research Methods in Nursing*) and NGR 6910C *Research Project*. These courses are completed within the prescribed plan of study.

POPULATION/SPECIALIZATION Component

In the POPULATION/SPECIALIZATION component, students in the advanced Child health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor .

Students in advanced child health specialization are awarded three (3) credits for each clinical related course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Advanced Child Health Nursing students complete NGR 6301C/6301L *Advanced Child Health Nursing I Theory/Practicum* followed by NGR 6302C/6302L *Advanced Child Health Nursing II Theory/Practicum*, and

finally NGR 6337L Role Synthesis in Advanced Child Practice and NGR 6337C Clinical Decision Making in Child Health Nursing.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Child Nurse Practitioner Program CURRICULAR COMPONENT	CREDITS
Core Knowledge (21 Credits)	
Graduate Nursing Core (12 Credits)	3
NGR 5131 Culture and Advanced Nursing Practice	3
NGR 5110 Theories of Nursing	3
NGR 5810 Research Methods in Nursing	3
NGR 6910C Research Project	3
Advanced Practice Nursing Core (9 Credits)	3
NGR 5035C Advanced Client Assessment (2 theory cr)	3
NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice	3
NGR 6172 Pharmacological Concepts in Advanced Nursing Practice	21
Population/Specialization (22 Credits)	3
NGR 6301C Advanced Child Health Nursing I	3
NGR 6301L Advanced Child Health Nursing Practice I	3
NGR 6302C Advanced Child Health Nursing II	3
NGR 6302L Advanced Child Health Nursing Practice II	3
NGR 6337 Clinical Decision Making in Child Health Nursing	3
NGR 6337L Role Synthesis in Advanced Child Nursing Practice (1 theory cr)	4
XXX XXXX Elective	3
	<u>22</u>
TOTAL CREDITS	43
Minimum program requirements for the MSN degree for Adult and Child Health = 43 Credits	
Theory (27 Credits) = 27 Credits X 1 Contact Hour/Credit X 15 (Total # of Semester Weeks) = 405 Contact Hours TOTAL Elective (3 Credits) = 3 Credits X 1 Contact Hour/Credit X 15 weeks = 45 Contact Hours TOTAL Research Project (3 Credits) = Contact Hours vary Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X 15 weeks = 30 Contact Hours TOTAL Clinical (9 Credits) = 9 Credits X 5 Contact Hours/Credit X 14 (Total # of Semester Weeks in Practice) = 630 Contact Hours TOTAL	

E. Provide a one- or two-sentence description of each required or elective course.

Required Courses:

NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6301C Advanced Child Health Nursing I (3). Development of evidence-based and theoretical knowledge for the advanced pediatric nurse in health promotion, disease prevention and management of acute health conditions in primary care settings.

NGR 6301L Advanced Child Health Nursing Practice I (3). Implementation of evidence-based knowledge and skills for the advanced pediatric nurse in health promotion, disease prevention and management of acute health conditions in primary care settings.

NGR 6302 Advanced Child Health Nursing II (3). Continuing development of evidence-based knowledge and skills fundamental to the pediatric nurse practitioner role in the care of the client and family experiencing chronic, multisystem illness.

NGR 6302L Advanced Child Health Nursing Practice II (3). Application of evidenced-based knowledge and skills fundamental to the pediatric nurse practitioner role in the care of the client and family experiencing chronic, multisystem illness.

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6337 Clinical Decision Making in Advanced Child Health Nursing (3). Critical analysis of the clinical decision making process in advanced child nursing practice. Synthesis of learning from previous clinical courses.

NGR 6337L Role Synthesis in Advanced Child Health Nursing Practice (4). Capstone course synthesizing role functions of the Pediatric Advanced Practice Nurse with emphasis on professional practice issues and transition into the practice role.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

Elective Courses:

NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advance practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams. Types of service, roles and interdisciplinary interaction will be studied as they relate to policies,

economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing education. Curriculum construction, implementation, and evaluation are discussed from theoretical,

philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

MSN Advanced Child Health program curricula incorporate professional standards and guidelines as appropriate.

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The [Nursing Advisory Council](#) consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.

Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty respond to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Graduates of the MSN-Child Health program are eligible to apply for national certification examinations in their specialty area through the American Academy of Nurse Practitioners (AANP) or American Nurses Credentialing Center (ANCC). Nurse practitioner graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) licensure through the State Board of Nursing.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technologically sophisticated nursing simulation centers in the country ([Simulation for Teaching and Research \[STAR\] Center](#)); which will provide for the instruction of clinical related content and laboratory practice.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See table 4 in Appendix A.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The costs involved in the program and associated funding resources are the current ones existing for the MSN programs. Funding sources will not change from existing offerings.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Comparison of Nursing Faculty-Student Ratio (Spring 2011 & Spring 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		26.1	401	1:15
Spring 2012								
Graduate	22	22.0	13	8.2		29.2	352	1:12

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

**List of Nursing Faculty Research (R) and Training (T) Grants
Fall 2007-Present**

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Pontious	Blais	Post-Master's Cert. in Nursing Education	Dept. of Health & Human Services/Health Resources and Services Admin.	\$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	\$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Progr.	Area Health Education Center	\$13,000	7/1/08	6/30/09	T
Anderson	Friedemann	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/Health Resources and Services Admin.	\$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	\$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	\$35,554	7/1/09	6/30/11	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	\$5,000	9/1/09	6/30/11	T
Gracia Jones	Chadwell, Patsdaughter	SENIORITAHS	McFarland & Associates, Inc.	\$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	\$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Admin.	\$46,296	7/1/10	6/30/15	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/10	6/30/11	T
Kulwicki		Advanced Education in Nursing Traineeship	Health Resources and Services Admin.	\$85,798	7/1/10	6/30/11	T
Pontious	Olenick (Co-PD)	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/Health Resources and Services Admin.	\$737,938	7/1/10	6/30/13	T
Henao	Cornely	National Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	\$334,187	8/1/2010	4/1/14	T
Randolph	Elbaum Brunt Kulwicki	Assessment and Primary Intervention of Traumatic/Surgical Amputations in Haiti	National Institutes of Health	\$125,000	8/1/10	7/31/11	R

List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Villagomez	Kulwicki Simon Galindo	TIP/NEP	Duke University School of Nursing	\$7,500	8/1/10	8/4/10	T
Youngblut	Brooten Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/NIH	\$2,500,000	9/2010	6/3015	R
Gracia Jones	Chadwell, Patsdaughter	MSI HIV Prevention Education for Students	Office of HIV/AIDS Policy & Abt. Associates, Inc.	\$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	\$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	\$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	\$1,250	2/1/11	6/30/11	T
Kulwicki		3rd Annual Colloquium	Sigma Theta Tau International	\$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	\$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	\$139,413	7/1/11	6/30/12	T
Gracia Jones	Chadwell, Patsdaughter	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Administration, Center for Substance Abuse and Prevention	\$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Mgmt. Clinic	Health Foundation of South FL	\$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$7,042	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$16,059	7/1/09	6/30/10
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$143,208	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$11,896	7/1/10	6/30/11
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$18,136	7/1/10	6/30/11
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Library Subscriptions

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Pediatrics (247)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Public Health - General (369)
- Medicine - General (859)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Advanced Child Nurse Practitioner, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is cost prohibitive.

Citation-Ranked Journals: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-12 months of the titles.

Major Journals: A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies*, *Research in Nursing & Health*, *Journal of Perinatal & Neonatal Nursing*, *Journal of School Nursing*, *MCN: The American Journal of Maternal Child Nursing*, *Journal of Child Health Care*, *Journal of Community Health Nursing*, and *International Journal of Nursing Practice*.

Databases

The library subscribes to approximately 500 databases. Those of particular significance to support of to this degree include: *CINAHL Plus with Full Text*, *HealthSource Nursing/Academic*, *Nutrition Abstracts and Reviews*, *MEDLINE*, *Health & Wellness Resource Center*, and *Cochrane Library*.

Monographic Materials

Print Books: The Green Library automatically receives, through an approval plan process, titles from university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-book is purchased instead of a print book if the electronic is published within 8 weeks of the print run.

Expenditures for the approval plan are about \$1,000 a year for Nursing, defined as Library of Congress subject class RT, and about \$10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.

Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed MSN in Advanced Child Nurse Practitioner. There are no major gaps in the library's collection and no additional costs for the library are anticipated.


Library Director

17 May 2013
Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference / seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:

- Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.
- Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.
- A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.
- Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.

Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.

The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:

- A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.
- An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.
- A research center with flexible laboratory space.
- One (1) 20-seat conference room with videoconferencing capabilities.
- Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.
- Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

- A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.
- Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.
- Locked storage areas for student files and supplies on each floor.
- Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:

- An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.
- A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.
- A dedicated computer laboratory with 22 computer workstations and networked printer.
- An advanced nursing skills laboratory with high-fidelity wireless patient simulators.
- Locked storage areas for supplies, equipment, software, and student files.
- An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I& R costs for additional space and no new construction will be necessary.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:

- Computer and mobile devices to access E-mail communications and online teaching modalities
- The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
- Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
- Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care (anesthesiology) and primary care skills.
- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing

skills and other nursing and health related topics.

- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student “clickers” that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., iPad’s) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU’s anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU’s platform for online learning. Online courses are supported by [University Technology Services](#) (hybrid courses) or [FIU Online](#) (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

There are no anticipated special categories of resources needed to implement the MSN – NP program.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN- NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs

and interest, client populations, competence of the preceptor, location of the site, and available resources. The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs. Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the needs of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University

University Submitting Proposal

Fall 2013

Proposed Implementation Term

College of Nursing and Health
Sciences

Name of College(s) or School(s)

Nursing

Name of Department(s)/ Division(s)

Family Practice Nursing

Academic Specialty or Field

MSN- Advanced Family Nurse
Practitioner

Complete Name of Degree

51.3805

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of
Trustees

President

Date

Signature of Chair, Board of
Trustees

Date

Provost and Executive Vice
President

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	240	176.25	\$13,652	\$2,406,176	\$0	\$0	\$2,406,176
Year 2	240	176.25					
Year 3	240	176.25					
Year 4	240	176.25					
Year 5	240	176.25	\$13,652	\$2,406,176	\$0	\$0	\$2,406,176

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing & Health Sciences (CNHS) offers many advanced-level education, i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations. The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing, Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordability Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curricular focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Advanced Family Nurse Practitioner into the unique nursing specialty and distinct practice pattern of families health care including adolescents and young, middle and older adults and thereby better align the degree offered with the actual scope of nursing practice parameters and designated specialty.

Students in the Advanced Family Nurse Practitioner program are prepared to care for adolescents and young, middle and older adults. The particular expertise of the adult primary care nurse practitioner emphasizes disease prevention, health promotion, and the management of patients with acute and chronic multi-system health problems within the context of the family system. Graduates will have the education to diagnose and treat adult illnesses. The AF-NP curriculum consists of 43 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP core knowledge component of 21 credits and an additional 22 population /specialization focused credits for a total of 43 credits. The curriculum is based upon the defined terminal outcome competencies for Advanced Family Nurse Practitioner as delineated by the American Association of Colleges of Nursing (AACN)- Essentials of Advanced Family Nurse Practitioner Competencies. <http://www.aacn.nche.edu>

The students will graduate with a Master of Nursing Science (MSN) Degree in Advanced Family Nurse Practitioner.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)**

The AF-NP program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals :

Teaching and Learning

- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation

- Strengthen quality and reputation of scholarship, research and innovation.
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement

- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The AF-NP program graduates approximately 120 students annually. This adds 120 new NP graduates to the production of degrees statewide. The 120 AF-NP graduates will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The AF-NP graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly \$9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the quality of care by NPs -- including communication with patients, preventive actions, and reductions in

the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly Qualified Nursing Workforce- The Essentials of Masters Education of Nurses AACN Accessed April 19, 2013. www.aacn.nche.edu/publications/order-form/masters-essentials)

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The AF-NP program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately \$ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

- 1. Critical Needs:**
 - Education
 - Health Professions
 - Security and Emergency Services
- 2. Economic Development:**
 - Globalization
 - Regional Workforce Demand
- 3. Science, Technology, Engineering, and Math (STEM)**

Nursing is listed as one of the Critical Needs in Health Care on the Florida Board of Governors' List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The AF-NP program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to the workforce needs and community health. Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The AF-NP program graduates will help fulfill this need.

D. Identify any established or planned educational sites at which the program is expected

to be offered and indicate whether it will be offered only at sites other than the main campus.

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs, however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized.

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The need to educate NP, pediatric (CHNP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced interprofessional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008); (c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt & Kimball, 2008; FCN, 2009); d) a need for health care workers to be trained in interprofessional education (WHO, 2010); e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger, 2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, & Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHP, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case management dramatically reduces hospitalizations (Newhouse et al. 2011). Diverse ARNPs are needed in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population

increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with “right knowledge and skills”: only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met.

Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent interprofessional education in a technologically advanced curriculum and the only university offering psychiatric and pediatric NP programs.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.

(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.

<http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work>)

CNHS data 2011 to present shows average per term enrollment in the AF- NP program of 240 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students.

However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students. As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds capacity at present and is expected to increase as the health care demands increase.

The following SUS universities offer the Advanced Family Nursing Practitioner program: Florida Atlantic University, Boca Raton, FL; Florida A&M, Tallahassee, FL; Florida State University, Tallahassee, FL; Florida Gulf Coast, Fort Meyers, FL; University of Central Florida, Orlando, FL; University of Florida, Gainesville, FL; University of North Florida, Jacksonville, FL; and University of South Florida, Tampa, FL. University of Miami, Miami, FL; Barry University, Miami, FL; Nova Southeastern, Fort Lauderdale, FL are private schools offering the AF- NP program. The MSN programs at Barry, University of Miami, and Nova Southeastern carry higher costs than FIU and this may be a factor in enrollment decisions. The geographic location continues to be another factor in matriculation decisions. Since the FIU MSN programs have been in co-existence with the private and public university since 1992, there is no perceived impact on FIU's student enrollment.

The potential for collaborative research is available locally with the University of Miami, FAU, and Barry University and certainly possible with all the SUS universities.

In order to better align the reality of the specific scope of nursing practice this request is to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice. Since the MSN programs exist and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities. Each cohort is 120 students.

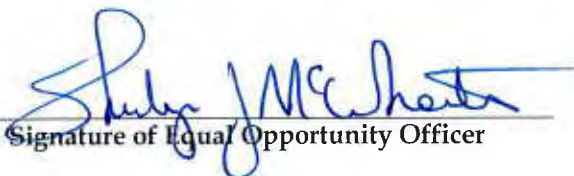
Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

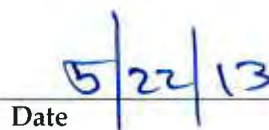
- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide,(in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/ Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American - Non Hispanic	13%	24%	12%	20%
White-Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non-Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%
Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009				


Signature of Equal Opportunity Officer


Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.**

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is \$2,406,176. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Not applicable due to the nature of this request.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Not applicable due to the nature of this request.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Not applicable due to the nature of this request.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The

MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care systems. With the alignment of the degree offered with the actual scope of nursing practice parameters and designated specialty will better follow nursing practice.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

Not applicable- Graduate Program Only

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not Applicable- Graduate Program Only

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: ... "[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: ... "to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: ... "FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: ... "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."

The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and

University.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice.
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes.*

Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates (Key Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies:

- 1) Consultants' recommendations during 2007-2008
- 2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives
- 3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*
- 4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives
- 5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum
- 6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's and doctoral degrees. FIU's Office of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re- approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022. The Anesthesiology Nursing MSN program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs of the Association of Nurse Anesthetists through 2018.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)
 One Dupont Circle NW Suite 530
 Washington, DC 20036
 Website: <http://www.aacn.nche.edu/Accreditation>

Florida State Board of Nursing
 4052 Bald Cypress Way BIN CO2
 Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
 222 South Prospect Avenue, Suite 304
 Park Ridge, Illinois 60068-4010
 Website: <http://www.aana.com/accreditation/>

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

- B. Describe the admission standards and graduation requirements for the program.**

Admission Requirements for the program include:

- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:

- Completion of 47 semester credits. Minimum of 44 credits in nursing and 3 credits of non-nursing electives. The non-nursing electives are restricted to supporting courses for the specialty area.
- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the advanced Family health nurse practitioner student completes a minimum of 770 hours of clinical practice.

In addition, programs of study provide an opportunity to select elective courses. Students select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

CORE KNOWLEDGE Component

The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): NGR 5110 (*Theories in Nursing*); NGR 5035C (*Advanced Client Assessment*); NGR 5141 (*Pathophysiological Basis of Advanced Nursing Practice*); NGR 6172 (*Pharmacological Concepts in Advanced Nursing Practice*); NGR 5131 (*Culture and Advanced Nursing Practice*); NGR 5810 (*Research Methods in Nursing*) and NGR 6910C *Research Project*. These courses are completed within the prescribed plan of study.

POPULATION/SPECIALIZATION Component

In the POPULATION/SPECIALIZATION component, students in the advanced family health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor .

Students in advanced family health specialization are awarded three (3) credits for each clinical related course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Advanced Family Health Nursing students complete *NGR 6601C/6601L Advanced Family Health Nursing I Theory/Practicum* followed by *NGR 6602C/6602L Advanced Family Health Nursing II Theory/Practicum*, and finally *NGR 6619L Role Synthesis in Advanced Family Practice* and *NGR 6748 Clinical Decision Making in Family Health Nursing*.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Family Health Nurse Practitioner Program CURRICULAR COMPONENT	CREDITS
Core Knowledge (21 Credits)	
Graduate Nursing Core (12 Credits)	3
NGR 5131 Culture and Advanced Nursing Practice	3
NGR 5110 Theories of Nursing	3
NGR 5810 Research Methods in Nursing	3
NGR 6910C Research Project	3
Advanced Practice Nursing Core (9 Credits)	3
NGR 5035C Advanced Client Assessment (2 theory cr)	3
NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice	3
NGR 6172 Pharmacological Concepts in Advanced Nursing Practice	21
Population/Specialization (22 Credits)	
NGR 6601C Advanced Family Health Nursing I	4
NGR 6601L Advanced Family Health Nursing Practice I	4
NGR 6602C Advanced Family Health Nursing II	4
NGR 6602L Advanced Family Health Nursing Practice II	4
NGR 6748 Clinical Decision Making in Family Health Nursing	3
NGR 6619L Role Synthesis in Advanced Family Nursing Practice (1 theory cr)	4
XXX XXXX Elective	3
	26
TOTAL CREDITS	
<ul style="list-style-type: none"> Minimum program requirements for the MSN degree for Family Health = 47 Credits Theory (29 Credits) = 29 Credits X 1 Contact Hour/Credit X 15 [Total # of Semester Weeks] = 435 Contact Hours TOTAL Elective (3 credits) = 3 Credits X 1 Contact Hour/Credit X 15 weeks = 45 Contact Hours TOTAL Research Project (3 Credits) = Contact Hours vary Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X 15 weeks = 30 Contact Hours TOTAL Clinical (11 Credits) = 11 Credits X 5 Contact Hours/Credit X 14 (Total # of Semester Weeks in Practice) = 770 Contact Hours TOTAL 	47

E. Provide a one- or two-sentence description of each required or elective course.

Required Courses:

NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6601C Advanced Family Health Nursing I (4).

Study of Advanced Family Practice Nursing and specialization, expansion and advancement of evidence based knowledge and skills fundamental to the role of the Family Nurse Practitioner in primary care.

NGR 6601L Advanced Family Health Nursing Practice I (4).

Clinical implementation of evidence-based knowledge and skills required to the advanced family practice nurse in the prevention, diagnosis and management of acute health conditions in Primary Care.

NGR 6602C Advanced Family Health Nursing II (4).

Continuing development of evidence-based knowledge and skills fundamental to the family nurse practitioner role in the care of clients and families experiencing chronic and multisystem illnesses.

NGR 6602L Advanced Family Health Nursing Practice II (4).

Clinical implementation of evidence-based knowledge and skills in the diagnosis and management of chronic and/or multi-system health conditions of clients and families in Primary Care.

NGR 6619L Role Synthesis in Advanced Family Health Nursing Practice (4).

Capstone course synthesizing role functions of the Family Advanced Practice Nurse with emphasis on professional practice issues and transition into the practice role.

NGR 6748 Clinical Decision Making in Advanced Family Nursing Practice (3).

Critical analysis of the clinical decision making process in advanced family nursing practice. Synthesis of learning from previous clinical courses.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry.

Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

Elective Courses:

NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advance practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams. Types of service, roles and interdisciplinary interaction will be studied as they relate to policies,

economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing education. Curriculum construction, implementation, and evaluation are discussed from theoretical,

philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

MSN Advanced Family program curricula incorporate professional standards and guidelines as appropriate.

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The [Nursing Advisory Council](#) consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.

Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty responds to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Graduates of the MSN-Family Health program are eligible to apply for national certification

examinations in their specialty area through the American Academy of Nurse Practitioners (AANP) or American Nurses Credentialing Center (ANCC). Nurse practitioner graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) licensure through the State Board of Nursing.

Family Health Nurse Practitioner Program has met ANCC's certification eligibility educational requirements. Confirmation of eligibility is effective until March 22, 2016.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technological sophisticated nursing simulation centers in the country ([Simulation for Teaching and Research \[STAR\] Center](#)); which will provide for the instruction of clinical related content and laboratory practice.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See appendix A.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**
- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over**

time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

- E. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Comparison of Nursing Faculty-Student Ratio (Spring 2011 & Spring 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		26.1	401	1:15
Spring 2012								
Graduate	22	22.0	13	8.2		29.2	352	1:12

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

**List of Nursing Faculty Research (R) and Training (T) Grants
Fall 2007-Present**

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Pontious	Blais	Post-Master's Certificate in Nursing Education	Department of Health & Human Services/Health Resources and Services Admin.	\$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	\$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Program	Area Health Education Center	\$13,000	7/1/08	6/30/09	T
Anderson	Friedemann	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/Health Resources and Services Admin.	\$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	\$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	\$35,554	7/1/09	6/30/11	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	\$5,000	9/1/09	6/30/11	T
Gracia Jones	Chadwell, Patsdaughter	SENIORITAHS	McFarland & Associates, Inc.	\$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	\$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Admin.	\$46,296	7/1/10	6/30/15	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/10	6/30/11	T
Kulwicki		Advanced Education in Nursing Traineeship	Health Resources and Services Admin.	\$85,798	7/1/10	6/30/11	T
Pontious	Olenick (Co-PD)	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/Health Resources and Services Admin.	\$737,938	7/1/10	6/30/13	T
Henao	Cornely	National Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	\$334,187	8/1/2010	4/1/14	T
Randolph	Elbaum Brunt Kulwicki	Assessment and Primary Intervention of Traumatic/Surgical Amputations in Haiti	National Institutes of Health	\$125,000	8/1/10	7/31/11	R

List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Villagomez	Kulwicki Simon Galindo	TIP/NEP	Duke University School of Nursing	\$7,500	8/1/10	8/4/10	T
Youngblut	Brooten Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/NIH	\$2,500,000	9/2010	6/3015	R
Gracia Jones	Chadwell, Patsdaughter	MSI HIV Prevention Education for Students	Office of HIV/AIDS Policy & Abt. Associates, Inc.	\$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	\$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	\$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	\$1,250	2/1/11	6/30/11	T
Kulwicki		3 rd Annual Colloquium	Sigma Theta Tau International	\$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin	\$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/Health Resources and Services Admin	\$139,413	7/1/11	6/30/12	T
Gracia Jones	Chadwell, Patsdaughter	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Administration, Center for Substance Abuse and Prevention	\$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Management Clinic	Health Foundation of South FL	\$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$7,042	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$16,059	7/1/09	6/30/10
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$143,208	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$11,896	7/1/10	6/30/11
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$18,136	7/1/10	6/30/11
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Library Subscriptions

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Public Health - General (369)
- Medicine - General (859)
- Neuroscience (170)
- Physiology (302)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Advanced Family Nurse Practitioner, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is cost prohibitive.

Citation-Ranked Journals: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-12 months of the titles.

Major Journals: A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies*, *Research in Nursing & Health*, *Journal of Advanced Nursing*, *Journal of Family Nursing*, *Journal of Community Health Nursing*, and *International Journal of Nursing Practice*.

Databases

The library subscribes to approximately 500 databases. Those of particular significance to support of to this degree include: *CINAHL Plus with Full Text*, *HealthSource Nursing/Academic*, *Nutrition Abstracts and Reviews*, *MEDLINE*, *Health & Wellness Resource Center*, and *Cochrane Library*.

Monographic Materials

Print Books: The Green Library automatically receives, through an approval plan process, titles from university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-book is purchased instead of a print book if the electronic is published within 8 weeks of the print run.

Expenditures for the approval plan are about \$1,000 a year for Nursing, defined as Library of Congress subject class RT, and about \$10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.

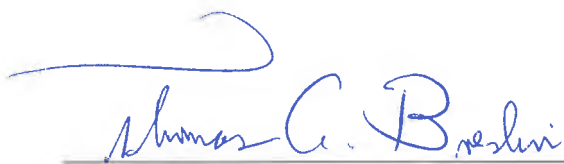
Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed Advanced Family Nurse Practitioner. There are no major gaps in the library's collection and no additional costs for the library are anticipated.



Library Director

17 May 2013

Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference /seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:

- Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.
- Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.
- A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.
- Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.

Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.

The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:

- A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.
- An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.
- A research center with flexible laboratory space.
- One (1) 20-seat conference room with videoconferencing capabilities.
- Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.
- Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

- A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.
- Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.
- Locked storage areas for student files and supplies on each floor.
- Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:

- An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.
- A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.
- A dedicated computer laboratory with 22 computer workstations and networked printer.
- An advanced nursing skills laboratory with high-fidelity wireless patient simulators.
- Locked storage areas for supplies, equipment, software, and student files.
- An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I&R costs for additional space and no new construction will be necessary.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:

- Computer and mobile devices to access E-mail communications and online teaching modalities
- The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
- Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
- Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care

- (anesthesiology) and primary care skills.
- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing skills and other nursing and health related topics.
- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student “clickers” that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., ipads) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU’s anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU’s platform for online learning. Online courses are supported by [University Technology Services](#) (hybrid courses) or [FIU Online](#) (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

There are no anticipated special categories of resources needed to implement the MSN – NP program.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN- NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs

and interest, client populations, competence of the preceptor, location of the site, and available resources. The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs. Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the need of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University

University Submitting Proposal

Fall 2013

Proposed Implementation Term

College of Nursing and Health
Sciences

Name of College(s) or School(s)

Nursing

Name of Department(s)/ Division(s)
MSN- Advanced Psychiatric Nurse
Practitioner

Advance Practice Nursing

Academic Specialty or Field

Complete Name of Degree

51.3810

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of
Trustees

President

Date

Signature of Chair, Board of
Trustees

Date

Provost and Executive Vice
President

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	40	26.87	\$13,828	\$371,546	\$0	\$0	\$371,546
Year 2	40	26.87					
Year 3	40	26.87					
Year 4	40	26.87					
Year 5	40	26.87	\$13,828	\$371,546	\$0	\$0	\$371,546

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing & Health Sciences (CNHS) offers many advanced-level education, i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations. The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing, Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordability Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curriculum focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Advanced Psychiatric and Mental Health Nurse Practitioner into the unique nursing specialty and distinct practice pattern of adolescents and young, middle and older adults and thereby better aligning the degree offered with the actual scope of nursing practice parameters and designated specialty.

Students in the Advanced Psychiatric and Mental Health Nurse Practitioner program are prepared to care for the psychiatric and mental health needs of adolescents and young, middle and older adults. The particular expertise of the adult primary care nurse practitioner emphasizes disease prevention, health promotion, and the management of patients with acute and chronic multi-system health problems within the context of the family system. Graduates will have the education to diagnose and treat adult illnesses. The APMH-NP curriculum consists of 43 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP core knowledge component of 21 credits and an additional 22 population /specialization focused credits for a total of 43 credits. The curriculum is based upon the defined terminal outcome competencies for Advanced Psychiatric and Mental Health Nurse Practitioner as delineated by the American Association of Colleges of Nursing (AACN)- Essentials of Advanced Psychiatric and Mental Health Nurse Practitioner Competencies. <http://www.aacn.nche.edu>

The students will graduate with a Master of Nursing Science (MSN) Degree in Advanced Psychiatric and

Mental Health Nurse Practitioner (APMH-NP).

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)**

The APMH-NP program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals:

Teaching and Learning

- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation

- Strengthen quality and reputation of scholarship, research and innovation.
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement

- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The APMH-NP program graduates approximately 20 students annually. This adds 20 new NP graduates to the production of degrees statewide. The 20APMH-NP graduate will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The APMH-NP graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly \$9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the

quality of care by NPs -- including communication with patients, preventive actions, and reductions in the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly Qualified Nursing Workforce- The Essentials of Masters Education of Nurses AACN Accessed April 19, 2103. www.aacn.nche.edu/publications/order-form/masters-essentials)

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The AMPH-NP program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately \$ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

- 1. Critical Needs:**
 - Education
 - Health Professions
 - Security and Emergency Services
- 2. Economic Development:**
 - Globalization
 - Regional Workforce Demand
- 3. Science, Technology, Engineering, and Math (STEM)**

Nursing is listed as one of the Critical Needs in Health Care on the Florida Board of Governors' List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The APMH-NP program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to workforce needs and community health. Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The APMH-NP program graduates will help fulfill this need.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs, however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized.

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The need to educate NP, pediatric (CHNP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced inter-professional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008); (c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt & Kimball, 2008, FCN, 2009); d) a need for health care workers to be trained in inter-professional education (WHO, 2010); e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger, 2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, & Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHP, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case

management dramatically reduces hospitalizations (Newhouse et. al. 2011). Diverse ARNPs are needed in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with “right knowledge and skills”: only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met. Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent inter-professional education in a technologically advanced curriculum and the only university offering psychiatric and pediatric NP programs.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.

(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.

<http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work>)

CNHS data 2011 to present shows average per term enrollment in the PMH- NP program of 20 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students. However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students. As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds capacity at present and is expected to increase as the health care demands increase.

Florida International University and University of South Florida, Tampa, FL, are the only SUS universities that offer the Advanced Psychiatric Nursing Practitioner program. None of the local private schools, University of Miami, Miami, FL; Barry University, Miami, FL or Nova Southeastern offer the PMH-NP program. The scarcity of the PMH-NP is apparent. Since the FIU MSN programs have been in co-existence with the USF since 1992, there is no perceived impact on FIU's student enrollment.

This request is to better align the reality of the specific scope of nursing practice, differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice. Since the MSN programs exist and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities.

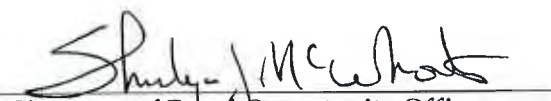
Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA 3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American - Non Hispanic	13%	24%	12%	20%
White-Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non-Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%
Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009				


Signature of Equal Opportunity Officer

5/22/13
Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.**

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was made based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is \$371,546. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Not applicable due to the nature of this request.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Not applicable due to the nature of this request.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Not applicable due to the nature of this request.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care

systems. With the alignment of the degree offered with the actual scope of nursing practice parameters and designated specialty will better follow nursing practice.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

Not applicable- Graduate Program Only

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not Applicable- Graduate Program Only

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: ... "[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: ... "to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: ... "FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: ... "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."

The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and

University.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice.
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These*

standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates (Key Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies:

- 1) Consultants' recommendations during 2007-2008
- 2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives
- 3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*
- 4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives
- 5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum
- 6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, masters and doctoral degrees. FIU's Office of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re-approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle NW Suite 530
 Washington, DC 20036
 Website: <http://www.aacn.nche.edu/Accreditation>

Florida State Board of Nursing
 4052 Bald Cypress Way BIN CO2
 Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
 222 South Prospect Avenue, Suite 304
 Park Ridge, Illinois 60068-4010
 Website: <http://www.aana.com/accreditation/>

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

- B. Describe the admission standards and graduation requirements for the program.**

Admission Requirements for the program include:

- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:

- Completion of 43 semester credits. Minimum of 40 credits in nursing and 3 credits of non-nursing electives. The non-nursing electives are restricted to supporting courses for the specialty area.
- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the Psychiatric Mental health nurse practitioner student completes a minimum of 630 hours of clinical practice.

CORE KNOWLEDGE Component

The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): NGR 5110 (*Theories in Nursing*); NGR 5035C (*Advanced Client Assessment*); NGR 5141 (*Pathophysiological Basis of Advanced Nursing Practice*); NGR 6172 (*Pharmacological Concepts in Advanced Nursing Practice*); NGR 5131 (*Culture and Advanced Nursing Practice*); NGR 5810 (*Research Methods in Nursing*) and NGR 6910C *Research Project*. These courses are completed within the prescribed plan of study.

Program of study does not indicate the need to select elective courses. However, students may select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

POPULATION/SPECIALIZATION Component

In the POPULATION/SPECIALIZATION component, students in the advanced Psychiatric Mental health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor. Students in advanced psychiatric mental health specialization are awarded three (3) credits for each clinical related course and psychopharmacology course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Psychiatric Mental Health Nursing students complete NGR 6503/6503L *Advanced Psychiatric Mental Health Nursing I Theory/Practicum* followed by NGR 6504/6504L *Advanced Psychiatric Nursing II Theory/Practicum*, NGR 6538 *Psychopharmacology for Advanced Practice Nursing*, and finally NGR 6505L *Role*

Synthesis in Advanced Psychiatric Mental Health and NGR 6560C Clinical Decision Making in Psychiatric Mental Health Nursing.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Psychiatric Mental Nurse Practitioner Program CURRICULAR COMPONENT	CREDITS
Core Knowledge (21 Credits)	
Graduate Nursing Core (12 Credits)	3
NGR 5131 Culture and Advanced Nursing Practice	3
NGR 5110 Theories of Nursing	3
NGR 5810 Research Methods in Nursing	3
NGR 6910C Research Project	
Advanced Practice Nursing Core (9 Credits)	3
NGR 5035C Advanced Client Assessment (2 theory cr)	3
NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice	3
NGR 6172 Pharmacological Concepts in Advanced Nursing Practice	<u>21</u>
Population/Specialization (22 Credits)	3
NGR 6503 Advanced Psychiatric Mental Health Nursing I	3
NGR 6503L Advanced Psychiatric Mental Health Nursing Practice I	3
NGR 6504C Advanced Psychiatric Mental Health Nursing II	3
NGR 6504L Advanced Psychiatric Mental Health Nursing Practice II	3
NGR 6538 Psychopharmacology for Advanced Practice Nursing	3
NGR 6560 Clinical Decision Making in Psychiatric Mental Health Nursing	3
NGR 6505L Role Synthesis in Advanced Psychiatric Mental Nursing Practice (1 theory cr)	<u>4</u>
	<u>22</u>
TOTAL CREDITS	
Minimum program requirements for the MSN degree for Psychiatric Mental Health = 43 Credits	43
Theory (27 Credits) = 27 Credits X 1 Contact Hour/Credit X 15 (Total # of Semester Weeks) = 405 Contact Hours TOTAL Elective (3 Credits) = 3 Credits X 1 Contact Hour/Credit X 15 weeks = 45 Contact Hours TOTAL Research Project (3 Credits) = Contact Hours vary Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X 15 weeks = 30 Contact Hours TOTAL Clinical (9 Credits) = 9 Credits X 5 Contact Hours/Credit X 14 (Total # of Semester Weeks in Practice) = 630 Contact Hours TOTAL	

E. Provide a one- or two-sentence description of each required or elective course.

Required Courses:

NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic

basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6503 Advanced Psychiatric-Mental Health Nursing I (3).
Development of an advanced practice nursing model in psychiatric-mental health across settings and populations.

NGR 6503L* Advanced Psychiatric-Mental Health Nursing Practice I (3).
Management of psychiatric mental health disorders in time-limited and extended care therapies in collaboration with health care providers across delivery systems. Blends the ARNP/CNS.

NGR 6504C Advanced Psychiatric-Mental Health Nursing II (3).
Continued development of advanced practice nursing model in the psychiatric care of individuals, groups and families across settings and populations.

NGR 6504L* Advanced Psychiatric-Mental Health Nursing Practice II (3).
Application of advanced practice nursing model with clients who have complex psychiatric problems or are at high risk. Collaborative process in therapy, consultation, and planned change.

NGR 6505L Role Synthesis in Advanced Psychiatric Mental Health Nursing Practice (4).
Advanced psychiatric/mental health nursing role with diverse population. Role developed through contractual agreements with faculty and mentors.

NGR 6538 Psychopharmacology for Advanced Practice Nursing (3).
Background for neurobiological pharmacologic, psychiatric, and age dynamic factor to advanced practice nurse prescribing of psychiatric medications.

NGR 6560 Clinical Decision Making in Advanced Psychiatric Mental Health (3). Critical analysis of the clinical decision making process in advanced psychiatric mental health nursing practice. Synthesis of learning from previous clinical courses.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

Elective Courses:

NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advance practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams. Types of service, roles and interdisciplinary interaction will be studied as they relate to policies, economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing education. Curriculum construction, implementation, and evaluation are discussed from theoretical, philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

MSN: Advanced Psychiatric program curricula incorporate professional standards and guidelines as appropriate.

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The [Nursing Advisory Council](#) consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.

Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty responds to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Graduates of the MSN-Psychiatric Mental Health program are eligible to apply for national certification examinations in their specialty area through American Nurses Credentialing Center (ANCC). Nurse

practitioner graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) licensure through the State Board of Nursing.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities, that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technological sophisticated nursing simulation centers in the country ([Simulation for Teaching and Research \[STAR\] Center](#)); which will provide for the instruction of clinical related content and laboratory practice.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See table 4 in Appendix A.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The costs involved in the program and associated funding resources are the current ones existing for the MSN programs. Funding sources will not change from existing offerings.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of**

excellence.

Comparison of Nursing Faculty-Student Ratio (Spring, 2011 & Spring, 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		26.1	401	1:15
Spring 2012								
Graduate	22	22.0	13	8.2		29.2	352	1:12

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

**List of Nursing Faculty Research (R) and Training (T) Grants
Fall 2007-Present**

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Pontious	Blais	Post-Master's Certificate in Nursing Education	Department of Health & Human Services/Health Resources and Services Admin.	\$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	\$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Program	Area Health Education Center	\$13,000	7/1/08	6/30/09	T
Anderson	Friedemann	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/Health Resources and Services Admin.	\$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	\$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	\$35,554	7/1/09	6/30/11	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	\$5,000	9/1/09	6/30/11	T
Gracia Jones	Chadwell, Patsdaughter	SENIORITAHS	McFarland & Associates, Inc.	\$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	\$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Admin.	\$46,296	7/1/10	6/30/15	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/10	6/30/11	T
Kulwicki		Advanced Education in Nursing Traineeship	Health Resources and Services Admin.	\$85,798	7/1/10	6/30/11	T
Pontious	Olenick (Co-PD)	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/Health Resources and Services Admin.	\$737,938	7/1/10	6/30/13	T
Henao	Cornely	National Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	\$334,187	8/1/2010	4/1/14	T
Randolph	Elbaum Brunt Kulwicki	Assessment and Primary Intervention of Traumatic/Surgical Amputations in Haiti	National Institutes of Health	\$125,000	8/1/10	7/31/11	R

List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Villagomez	Kulwicki Simon Galindo	TIP/NEP	Duke University School of Nursing	\$7,500	8/1/10	8/4/10	T
Youngblut	Brooten Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/NIH	\$2,500,000	9/2010	6/3015	R
Gracia Jones	Chadwell, Patsdaughter	MSI HIV Prevention Education for Students	Office of HIV/AIDS Policy & Abt. Assoc., Inc.	\$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	\$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	\$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	\$1,250	2/1/11	6/30/11	T
Kulwicki		3 rd Annual Colloquium	Sigma Theta Tau International	\$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	\$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	\$139,413	7/1/11	6/30/12	T
Gracia Jones	Chadwell, Patsdaughter	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Admin., Center for Substance Abuse and Prevention	\$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Management Clinic	Health Foundation of South FL	\$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$7,042	7/1/09	6/3010
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$16,059	7/1/09	6/3010
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$143,208	7/1/09	6/3010
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$11,896	7/1/10	6/3011
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$18,136	7/1/10	6/3011
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.**

Library Subscriptions

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Psychiatry - General (80)
- Clinical Psychology (41)
- Psychiatric Disorders, Individual (66)
- Psychotherapy (83)
- Public Health - General (369)
- Medicine - General (859)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Advanced Psychiatric Nurse Practitioner, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, APA PsycArticles, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is prohibitive.

Citation-Ranked Journals: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-24 months of the titles.

Major Journals: A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies*, *Research in Nursing & Health*, *Journal of Advanced Nursing*, *Nursing Research*, *International Journal of Mental Health Nursing*, *Journal of Psychiatric and Mental Health Nursing*, and *International Journal of Nursing Practice*.

Databases

The library subscribes to approximately 500 databases. Those of particular significance to support of to this degree include: *CINAHL Plus with Full Text*, *HealthSource Nursing/Academic*, *Health and Psychosocial Instruments (HAPI)*, *PsycInfo*, *MEDLINE*, *Health & Wellness Resource Center*, and *Cochrane Library*.

Monographic Materials

Print Books: The Green Library automatically receives, through an approval plan process, titles from

university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-book is purchased instead of a print book if the electronic is published within 8 weeks of the print run. Expenditures for the approval plan are about \$1,000 a year for Nursing, defined as Library of Congress subject class RT, and about \$10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.


Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed MSN in Advanced Psychiatric Nurse Practitioner. There are no major gaps in the library's collection and no additional costs for the library are anticipated.


Library Director


Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference / seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:

- Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.
- Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.
- A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.
- Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.
- Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.

The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:

- A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.
- An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.
- A research center with flexible laboratory space.
- One (1) 20-seat conference room with videoconferencing capabilities.
- Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.
- Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

- A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.
- Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.
- Locked storage areas for student files and supplies on each floor.
- Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:

- An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.
- A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.
- A dedicated computer laboratory with 22 computer workstations and networked printer.
- An advanced nursing skills laboratory with high-fidelity wireless patient simulators.
- Locked storage areas for supplies, equipment, software, and student files.
- An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I& R costs for additional space and no new construction will be necessary.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:

- Computer and mobile devices to access E-mail communications and online teaching modalities
- The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
- Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
- Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care (anesthesiology) and primary care skills.
- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing skills and other nursing and health related topics.

- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student “clickers” that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., ipads) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU’s anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU’s platform for online learning. Online courses are supported by [University Technology Services](#) (hybrid courses) or [FIU Online](#) (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

There are no anticipated special categories of resources needed to implement the MSN – NP program.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN- NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs

and interest, client populations, competence of the preceptor, location of the site, and available resources. The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs. Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the need of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University

University Submitting Proposal

Fall 2013

Proposed Implementation Term

College of Nursing and Health
Sciences

Name of College(s) or School(s)

Nursing

Name of Department(s)/ Division(s)

Advance Practice Nursing

Academic Specialty or Field

MSN- Nurse Anesthetist

Complete Name of Degree

51.3804

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of
Trustees

President

Date

Signature of Chair, Board of
Trustees

Date

Provost and Executive Vice
President

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	70	77.66	\$13,019	\$1,011,046	\$0	\$0	\$1,011,046
Year 2	70	77.66					
Year 3	70	77.66					
Year 4	70	77.66					
Year 5	70	77.66	\$13,019	\$1,011,046	\$0	\$0	\$1,011,046

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing & Health Sciences (CNHS) offers many advanced-level education, i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations. The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing, Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordability Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curriculum focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Nurse Anesthesia into the unique nursing specialty and distinct practice pattern of nurse anesthetists thereby better aligning the degree offered with the actual scope of nursing practice parameters and designated specialty.

Nurse anesthetists are health care specialists who have been providing anesthesia care to patients in the United States for nearly 150 years. When anesthesia is administered by a nurse anesthetist, it is recognized as the practice of nursing and when administered by an anesthesiologist, it is recognized as the practice of medicine. Regardless of whether their educational background is in nursing or medicine, all anesthesia professionals administer anesthesia the same way combining the art and science of their profession. Today there are more than 44,000 Certified Registered Nurse Anesthetists (CRNA) who personally administer more than 32 million (or about 65%) of all anesthetics given to patients annually in the United States. CRNAs practice in every setting in which anesthesia is delivered and are leading the way in safe, cost-efficient, quality care in anesthesia practice. In the majority of urban and suburban settings, nurse anesthetists work in a collaborative team practice with physician anesthesiologists. They are also the sole anesthesia providers in approximately two-thirds of all rural hospitals in the United States, enabling these healthcare facilities to offer obstetrical, surgical and trauma stabilization services. In some states, CRNAs are the sole providers in nearly 100 percent of the rural hospitals.

Graduates will have the education to diagnose and treat adult illnesses. The CRNA curriculum consists of 71 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP

core knowledge component of 21 credits and an additional 50 population / specialization focused credits for a total of 71 credits. The curriculum is based upon the defined terminal outcome competencies for Nurse Anesthetists as delineated by the American Association of Colleges of Nursing (AACN) <http://www.aacn.nche.edu>

The students will graduate with a Master of Nursing Science (MSN) Degree in Nurse Anesthesia.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)**

The CRNA program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals:

Teaching and Learning

- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation

- Strengthen quality and reputation of scholarship, research and innovation
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement

- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The CRNA program graduates approximately 35 students annually. This adds 35 new NP graduates to the production of degrees statewide. The 35 CRNA graduates will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The CRNA graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly \$9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the quality of care by NPs -- including communication with patients, preventive actions, and reductions in the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly Qualified Nursing Workforce- The Essentials of Masters Education of Nurses AACN Accessed April 19, 2103. www.aacn.nche.edu/publications/order-form/masters-essentials)

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The CRNA program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately \$ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

- C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Areas of Programmatic Strategic Emphasis:

- 1. Critical Needs:**
 - Education
 - Health Professions
 - Security and Emergency Services
- 2. Economic Development:**
 - Globalization
 - Regional Workforce Demand
- 3. Science, Technology, Engineering, and Math (STEM)**

Nursing is listed as one of the Critical Needs in Health Care on the Florida Board of Governors List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The CRNA program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to workforce needs and community health.

Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The CRNA program graduates will help fulfill this need.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs, however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The need to educate NP, pediatric (CHNP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced inter-professional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008); (c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt & Kimball, 2008, FCN, 2009); d) a need for health care workers to be trained in inter-professional education (WHO, 2010); e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger, 2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, & Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHP, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case management dramatically reduces hospitalizations (Newhouse et. al. 2011). Diverse ARNPs are needed

in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with “right knowledge and skills”: only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met.

Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent inter-professional education in a technologically advanced curriculum.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.

(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.

<http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work>)

CNHS data 2011 to present shows average per term enrollment in the AAG- NP program of 30 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students. However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students. As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health

Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds capacity at present and is expected to increase as the health care demands increase.

The following SUS universities offer the CRNA Nursing Practitioner program: University of Florida, Gainesville, FL; and University of South Florida, Tampa, FL; Florida Gulf Coast University, Naples, FL; and University of North Florida. University of Miami, Miami, FL; Barry University, Miami, FL are private schools offering the CRNA program. The CRNA programs at Barry and University of Miami carry higher costs than FIU and this may be a factor in enrollment decisions. The geographic location continues to be another factor in matriculation decisions. Since the FIU MSN programs have been in co-existence with the private and public university since 1992, there is no perceived impact on FIU's student enrollment.

The potential for collaborative research is available locally with the University of Miami, FAU, and Barry University and certainly possible with all the SUS universities. This request is to better align the reality of the specific scope of nursing practice, differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice. Since the MSN programs exist and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities. There are 35 students in each cohort.

Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

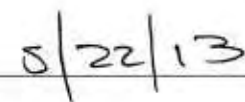
- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA 3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American – Non-Hispanic	13%	24%	12%	20%
White-Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non-Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%
Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009				


Signature of Equal Opportunity Officer


Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is \$1,011,046. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Not applicable due to the nature of this request.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

Not applicable due to the nature of this request.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

Not applicable due to the nature of this request.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care

systems. With the alignment of the degree offered with the actual scope of nursing practice parameters and designated specialty will better follow nursing practice.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

Not applicable- Graduate Program Only

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not Applicable- Graduate Program Only

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: ... "[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: ... "to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: ... "FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: ... "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."

The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and

University.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These*

standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates (Key Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies:

- 1) Consultants' recommendations during 2007-2008
- 2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives
- 3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*
- 4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives
- 5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum
- 6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, masters and doctoral degrees. FIU's Office of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re-approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022. The Anesthesiology Nursing MSN program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs of the Association of Nurse Anesthetists through 2018.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)
 One Dupont Circle NW Suite 530
 Washington, DC 20036
 Website: <http://www.aacn.nche.edu/Accreditation>

Florida State Board of Nursing
 4052 Bald Cypress Way BIN CO2
 Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
 222 South Prospect Avenue, Suite 304
 Park Ridge, Illinois 60068-4010
 Website: <http://www.aana.com/accreditation/>

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

- B. Describe the admission standards and graduation requirements for the program.**

Admission Requirements for the program include:

- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:

- Completion of 71 semester credits. Minimum of 44 credits in nursing and 3 credits of non-nursing electives. The non-nursing electives are restricted to supporting courses for the specialty area.
- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the advanced Family health nurse practitioner student completes a minimum of 3240 hours of clinical practice.

Program of study does not indicate the need to select elective courses. However, students may select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

CORE KNOWLEDGE Component

The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): NGR 5110 (*Theories in Nursing*); NGR 5035C (*Advanced Client Assessment*); NGR 5141 (*Pathophysiological Basis of Advanced Nursing Practice*); NGR 6172 (*Pharmacological Concepts in Advanced Nursing Practice*); NGR 5131 (*Culture and Advanced Nursing Practice*); NGR 5810 (*Research Methods in Nursing*) and NGR 6910C *Research Project*. These courses are completed within the prescribed plan of study.

POPULATION/SPECIALIZATION Component

In the POPULATION/SPECIALIZATION component, students in the advanced family health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor .

Students in advanced family health specialization are awarded three (3) credits for each clinical related course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Anesthesiology Nursing students complete a total of 71 credits/81 if in Bridge Program. These credits

include 21 credits of CORE KNOWLEDGE and 50 credits of POPULATION/SPECIALIZATION. The anesthesiology nursing curriculum is designed to meet program outcomes requisite for entry into practice as a CRNA upon successful completion of a national certification examination administered by the National Board of Certification and Re-Certification of Nurse Anesthetists (NBCRNA). Anesthesiology nursing students complete a lock-step curriculum that incorporates the CORE KNOWLEDGE and POPULATION/SPECIALIZATION as outlined above and which meets, or exceeds, the educational requirements set forth by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Bridge Program

In 2008, a graduate entry “bridge” option was extended to all applicants to the MSN program; the “bridge” option had existed since 2001 for the Anesthesiology Nursing track. RN applicants with a baccalaureate degree other than nursing can apply to the MSN program; however, these applicants must have completed an Associate Degree in Nursing, be licensed as a RN, and take three baccalaureate level “bridge” courses of seven (10) credits (*NUR 3119 Professional Nursing: Concepts & Issues*, *NUR 3668 Nursing Leadership in Global Health Care*, and *NUR 4636C Care of Families: Community Health Nursing*) to advance through the nurse practitioner or nurse anesthetist areas of specialization.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

CURRICULAR COMPONENT	CREDITS*
Core Knowledge (21 Credits)	
<i>Graduate Nursing Core (12 Credits)</i>	
NGR 5131 Culture and Advanced Nursing Practice	3
NGR 5110 Theories of Nursing	3
NGR 5810 Research Methods in Nursing	3
NGR 6979 Master's Paper	3
<i>Advanced Practice Nursing Core (9 Credits)</i>	
NGR 5035C Advanced Client Assessment	3
NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice	3
NGR 6172 Pharmacological Concepts in Advanced Nursing Practice	3
	21
Population/Specialization (50 Credits)	
NGR 6421 Principles of Anesthesiology Nursing I	2
NGR 6400 Chemistry and Physics for Anesthesiology Nursing I	2
NGR 6493 Technology in Anesthesiology Nursing	1
NGR 6460 Pharmacology in Anesthesiology Nursing I	1
NGR 6431L Anesthesiology Nursing Practicum I	1
NGR 6422 Principles of Anesthesiology Nursing II	3
NGR 6404 Advanced Bioscience in Anesthesiology Nursing I	3
NGR 6461 Pharmacology of Anesthesiology Nursing II	2
NGR 6490 Regional Anesthesia	2
NGR 6401 Chemistry and Physics for Anesthesiology Nursing II	1
NGR 6432L Anesthesiology Nursing Practicum II	2
NGR 6423 Principles of Anesthesiology Nursing III	2
NGR 6433L Anesthesiology Nursing Practicum III	3
NGR 6424 Principles of Anesthesiology Nursing IV	2
NGR 6405 Advanced Bioscience in Anesthesiology Nursing II	3
NGR 6434L Anesthesiology Nursing Practicum IV	4

NGR 6435L Anesthesiology Nursing Practicum V	4
NGR 6436L Anesthesiology Nursing Practicum VI	4
NGR 6437L Anesthesiology Nursing Practicum VII	4
NGR 6492 Professional Aspects of Anesthesiology Nursing	1
NGR 6491 Advanced Anesthesiology Nursing Seminar	3
	<u>50</u>
TOTAL CREDITS	71
*Minimum program requirements for MSN degree for Anesthesiology Nursing = 71 Credits	
<p>Theory (45 Credits) = 45 Credits X 1 Contact Hour/Credit X 15 (Total # of Semester Weeks) = 675 Contact Hours TOTAL</p> <p>Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X 15 weeks = 30 Contact Hours TOTAL</p> <p>Master's Paper (3 Credits) = Contact Hours vary</p> <p>Clinical (3 Credits) = 3 Credits X 8 Contact Hours/Credit X 15 (Total # of Semester Weeks in Practice) = 360 Contact Hours TOTAL (semesters 1-2)</p> <p>Clinical BCLS/ACLS/PALS Certification = 30 contact hours TOTAL</p> <p>Clinical (19 Credits) = 19 Credits X 10 Contact Hours/Credit X 15 (Total # of Semester Weeks in Practice) = 2850 Contact Hours TOTAL (semesters 3-7)</p>	

* Bridge Courses:

NUR 3119 Professional Nursing: Concepts & issues (3 credits)

NUR 3668 Nursing Leadership in Global Health Care (3 credits)

NUR 4636C Care of Families: Community Health Nursing (4 credits)

E. Provide a one- or two-sentence description of each required or elective course.

Required Courses:

NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

NGR 6400 - Chemistry and Physics for Anesthesiology Nursing I (2)

Detailed study of the chemical and physical principles which apply to physiology, pharmacology and anesthesia equipment. Emphasis is placed on biochemistry and physics of gases and vapors.

NGR 6401 - Chemistry and Physics for Anesthesiology Nursing II (1)

A continuation of the focus on the biochemical and physical principles required for understanding the mechanisms, actions, equipment and theories as they apply to anesthesia practice.

NGR 6404 - Advanced Bioscience for Anesthesiology Nursing I (3)

Course in human anatomy, physiology, and pathophysiology to include the effects of anesthesia on the cell, the circulatory system, and the respiratory system.

NGR 6405 - Advanced Bioscience for Anesthesiology Nursing II (3)

Study of the anatomy and physiology of the endocrine, excretory, and neurological systems. This will progress to the pathophysiology of these systems with emphasis on the application of anesthesia.

NGR 6421 - Principles of Anesthesiology Nursing I (2)

Broad field orientation to practice. Study of the areas of pre, intra, and post-anesthesia planning and action. The induction and emergence from anesthesia, monitoring and record keeping are included.

NGR 6422 - Principles of Anesthesiology Nursing II (3)

The course will emphasize the anesthetic management of the pediatric, geriatric and obstetrical patient. The course will review the specific anesthetic needs for each specialty.

NGR 6423 - Principles of Anesthesiology Nursing III (2)

Principles of cardiothoracic anesthesia, preoperative assessment, pre, intra, and postoperative management, extra-corporeal circulation, cardiac assist devices, and pharmacological intervention.

NGR 6424 - Principles of Anesthesiology Nursing IV (2)

The course will emphasize the anesthetic management of the emergency and trauma patient. A review of the assessment process, clinical management, and placement of appropriate monitoring lines.

NGR 6431L - Anesthesiology Nursing Practicum I (1)

Introduction to the art and science of anesthesiology nursing. This course presents the basic concepts and introduces the students to the clinical component of the anesthesia management technique..

NGR 6432L - Anesthesiology Nursing Practicum II (2)

Clinical anesthesiology correlation conferences on a weekly basis. This clinical component includes the fundamentals of patient interaction under the direct supervision of a CRNA instructor.

NGR 6433L - Anesthesiology Nursing Practicum III (3)

(Include Clinical Case Conference). Case presentations to include the clinical component of anesthesia of progressively advanced cases. The instruction is under the direct supervision of CRNA to include between university semesters.

NGR 6434L - Anesthesiology Nursing Practicum IV (4)

Seminar presentations weekly. Clinical experience: anesthetic management of advanced specialties, including insertion of monitoring lines as appropriate, and progression begin on-call experience.

NGR 6435L - Anesthesiology Nursing Practicum V (4)

Students will incorporate information learned in Practicum I-IV in order to anticipate anesthesia needs for patients in all clinical settings, including post-operative and chronic pain management.

NGR 6436L - Anesthesiology Nursing Practicum VI (4)

Advanced practice to include completion of clinical competencies in all specialty areas. This includes professional conduct of the advanced practitioner to include knowledge of advance practice role.

NGR 6437L - Anesthesiology Nursing Practicum VII (4)

Course in which a graduate functions as the primary nurse anesthetist, and the instructor as a consultant. Experience will be provided with management within the department of anesthesiology.

NGR 6460 - Pharmacology of Anesthesiology Nursing I (1)

Pharmacology of drugs affecting the autonomic nervous system as well as anesthetic agents. Administration and doses of the drugs is included.

NGR 6461 - Pharmacology of Anesthesiology Nursing II (2)

Course will study the uptake, distribution and biotransformation of anesthetics, including the advanced study of therapy in anesthesia of specialty areas and treatment of complications.

NGR 6490 - Regional Anesthesia (2)

Theoretical and clinical aspects of the administration and management of regional anesthesia. Anatomy, physiology and pharmacology will be studied/applied to the administration of anesthetic blocks.

NGR 6491 - Advanced Anesthesiology Nursing Seminar (3)

Advanced clinical review as presented by the graduate students regarding specific case presentations. The course will serve as a review for the National Certification Examination. Prerequisite:

NGR 6492 - Professional Aspects of Anesthesiology Nursing (1)

This course explores: American Association of Nurse Anesthetists, Councils on Accreditation, Certification and Practice and Professional issues for the practice model of Anesthesiology in Nursing.

NGR 6493 - Technology in Anesthesiology Nursing (1)

The use and care of anesthesia equipment (mechanical and electronic) are discussed. Computers and their uses in anesthesiology are also included.

Elective Courses:

NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advance practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams. Types of service, roles and interdisciplinary interaction will be studied as they relate to policies, economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM

framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing education. Curriculum construction, implementation, and evaluation are discussed from theoretical, philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The [Nursing Advisory Council](#) consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.

Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty responds to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Upon completion of the program, graduates will be eligible to take the National Certification Examination to become a Certified Registered Nurse Anesthetist (CRNA) as well as apply for the Advanced Registered Nurse Practitioner (ARNP) credential with a specialization as a nurse anesthetist from the Florida Board of Nursing.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers;**

or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technological sophisticated nursing simulation centers in the country ([Simulation for Teaching and Research \[STAR\] Center](#)); which will provide for the instruction of clinical related content and laboratory practice.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See table 4 in Appendix A.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The costs involved in the program and associated funding resources are the current ones existing for the MSN programs. Funding sources will not change from existing offerings.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Comparison of Nursing Faculty-Student Ratio (Spring 2011 & Spring 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		26.1	401	1:15
Spring 2012								
Graduate	22	22.0	13	8.2		29.2	352	1:12

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

**List of Nursing Faculty Research (R) and Training (T) Grants
Fall 2007-Present**

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Pontious	Blais	Post-Master's Certificate in Nursing Education	Department of Health & Human Services/ Health Resources and Services Admin.	\$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	\$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Program	Area Health Education Center	\$13,000	7/1/08	6/30/09	T
Anderson	Friedemann	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/ Health Resources and Services Admin.	\$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	\$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	\$35,554	7/1/09	6/30/11	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	\$5,000	9/1/09	6/30/11	T
Gracia Jones	Chadwell, Patsdaughter	SENIORITAHS	McFarland & Associates, Inc.	\$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	\$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Admin.	\$46,296	7/1/10	6/30/15	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	\$10,000	7/1/10	6/30/11	T
Kulwicki		Advanced Education in Nursing Traineeship	Health Resources and Services Admin.	\$85,798	7/1/10	6/30/11	T
Pontious	Olenick (Co-PD)	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/ Health Resources and Services Admin.	\$737,938	7/1/10	6/30/13	T
Henao	Cornely	National Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	\$334,187	8/1/2010	4/1/14	T
Randolph	Elbaum Brunt Kulwicki	Assessment and Primary Intervention of Traumatic/Surgical Amputations in Haiti	National Institutes of Health	\$125,000	8/1/10	7/31/11	R

List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Villagomez	Kulwicki Simon Galindo	TIP/NEP	Duke University School of Nursing	\$7,500	8/1/10	8/4/10	T
Youngblut	Brooten Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/NIH	\$2,500,000	9/2010	6/3015	R
Gracia Jones	Chadwell, Patsdaughter	MSI HIV Prevention Education for Students	Office of HIV/ AIDS Policy & Abt. Associates, Inc.	\$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	\$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	\$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	\$1,250	2/1/11	6/30/11	T
Kulwicki		3 rd Annual Colloquium	Sigma Theta Tau International	\$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	\$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	\$139,413	7/1/11	6/30/12	T
Gracia Jones	Chadwell, Patsdaughter	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Admin., Center for Substance Abuse and Prevention	\$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Management Clinic	Health Foundation of South FL	\$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	\$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$7,042	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$16,059	7/1/09	6/30/10
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$143,208	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$11,896	7/1/10	6/30/11
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$18,136	7/1/10	6/30/11
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	\$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	\$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.**

Library Subscriptions

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Anesthesiology (58)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Public Health - General (369)
- Medicine - General (859)
- Neuroscience (170)
- Physiology (302)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Nurse Anesthetist, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is cost prohibitive.

Citation-Ranked Journals: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-12 months of the titles.

Major Journals: A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies*, *Research in Nursing & Health*, *Journal of Advanced Nursing*, *Nursing Research*, *Biological Research for Nursing*, *Pain Management Nursing*, *Clinical Nursing Research*, and *International Journal of Nursing Practice*.

Databases

The library subscribes to approximately 500 databases. Those of particular significance to support of this degree include: *CINAHL Plus with Full Text*, *HealthSource Nursing/Academic*, *MEDLINE*, *Health & Wellness Resource Center*, and *Cochrane Library*.

Monographic Materials

Print Books: The Green Library automatically receives, through an approval plan process, titles from university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-

book is purchased instead of a print book if the electronic is published within 8 weeks of the print run. Expenditures for the approval plan are about \$1,000 a year for Nursing, defined as Library of Congress subject class RT, and about \$10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.


Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed MSN in Nurse Anesthetist. There are no major gaps in the library's collection and no additional costs for the library are anticipated.


Library Director

17 May 2013
Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new \$47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference /seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:

- Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.
- Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.
- A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.
- Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.
- Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.

The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:

- A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.
- An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.
- A research center with flexible laboratory space.
- One (1) 20-seat conference room with videoconferencing capabilities.
- Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.
- Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

- A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.
- Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.
- Locked storage areas for student files and supplies on each floor.
- Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:

- An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.
- A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.
- A dedicated computer laboratory with 22 computer workstations and networked printer.
- An advanced nursing skills laboratory with high-fidelity wireless patient simulators.
- Locked storage areas for supplies, equipment, software, and student files.
- An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I&R costs for additional space and no new construction will be necessary.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:

- Computer and mobile devices to access E-mail communications and online teaching modalities
- The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
- Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
- Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care (anesthesiology) and primary care skills.
- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing skills and other nursing and health related topics.

- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student “clickers” that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., ipads) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU’s anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU’s platform for online learning. Online courses are supported by [University Technology Services](#) (hybrid courses) or [FIU Online](#) (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

There are no anticipated special categories of resources needed to implement the MSN- NP program.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN- NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs and interest, client populations, competence of the preceptor, location of the site, and available resources.

The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs.

Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the need of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: University Equity Report

Proposed Board Action:

Approve the University Equity Report.

Background Information:

In accordance with Florida Board of Governors Regulation 2.003, Equity and Access, Florida International University has prepared an annual Florida Equity Report for 2012-13 that encompasses enrollment, gender equity in athletics, and employment.

The Florida International University Board of Trustees (the BOT) must approve the annual University's Equity Report prior to submission to the Florida Board of Governors.

The University President shall submit the Report to the Chancellor of the State University System.

Florida Board of Governors Regulation 2.003 Equity and Access (5) provides that each university shall prepare an annual Florida Equity Report in accordance with Regulation 2.003 and reporting guidelines established by the Board of Governors Office.

Supporting Documentation: University Equity Report

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2013 FLORIDA EDUCATIONAL EQUITY ACT REPORT



2013

Florida Equity Report:
Enrollment, Sex Equity in Athletics and Employment
Report Year: 2012-2013



Data Year: July-June, 2012-2013

Approved by University Board of Trustees:

Albert Maury, Chairman

Date

Approved by University President:

Mark B. Rosenberg, President

Date

Submitted by:

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FLORIDA EQUITY REPORT
2012-2013

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PART I. Executive Summary

Florida International University (FIU) submits the 2012-2013 Florida Educational Equity Act (FEEA) report that encompasses enrollment, gender equity in athletics, and employment as required by Florida Statute. The Enrollment and Employment reports focus on women and members of four race/ethnic protected classes: Black non-Hispanic (B); Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN). Each University Equity Officer is responsible for preparing for approval by the Board of Trustees and the University President, and submitting the FEEA Report to the Florida Board of Governors annually.

Of the 50,394 students who currently attend FIU, approximately 56% are females and 44% males. FIU's dynamic student body reflects the vibrant diversity of South Florida:

- 62% Hispanic
- 12% White Non-Hispanic
- 14% Black Non-Hispanic
- 3% Asian or Pacific Islander
- 9% Other minority groups
- 56% Female
- 44% Male

In addition to its diverse ethnic groups, the university serves a large percentage of economically disadvantaged students. Nearly 50 percent of all undergraduate students at FIU receive financial aid, and nearly 60 percent of those financial aid recipients come from families with annual household incomes under \$30,000.

On the national level, FIU holds a competitive ranking among the top colleges and universities graduating students from under-represented ethnic groups. In May 2012 *Hispanic Outlook in Higher Education Magazine* ranked FIU as the top producer in the United States for baccalaureate and master's degrees to Hispanic students. Similarly, the 2012 *Diverse Issues in Higher Education* notes that FIU is one of the top producers of African American baccalaureates in the U.S., ranging from first in the nation to 50th (varying by major) in the number of its graduates. Seven academic programs at FIU, in order, hospitality administration, finance, public administration, natural resources, health administration, physical sciences, and engineering, are among the top 25 university programs nationally in terms of their production of African American baccalaureates. FIU is 22nd in the nation in granting baccalaureate degrees to African American undergraduates.

2011-2012 Goals and Results

Goal:

Increase FIU's Black, Asian and American Indian full-time student enrollment over the next five years.

Results:

In Fall 2010, 84.4% of the FTICs at FIU were under-represented minorities. There was a notable decrease in Fall 2011 to 80.9% of full-time FTICs students from under-represented groups. In the Fall 2012 semester, this percentage increased to 85% of full-time FTICs students from under-represented groups. Therefore, FIU exceeds the 80% benchmark on percent of under-represented FTIC minorities. There is also a considerable increase in the percentage of Black FTIC this year at the university. In Fall 2010, a 10.1% Black FTIC was observed. In the Fall 2011, this percentage decreased to 9.8%. In the Fall 2012, this percentage has increased to 13.5%.

FIU's overall first-year retention rate of 81.3% is 4.6%% higher than the national average for public PhD granting universities, and 1.1% higher than the PhD Private University average of 80.2%, however, FIU's Black

students (73.1%) have a 3.6% lower rate than the national average for all students (majority and minority in classification). The University will continue its efforts to increase retention of Black students at FIU.

Graduate Participation

Goal:

Increase the proportion of research doctorates awarded to Black students by 0.5% each year so that by 2014-2015 Black students will represent 18% of research doctorates awarded to domestic students.

Results:

A total of 151 research doctoral degrees were conferred for the AY 2011-2012 (Chart 7), up from 148 doctoral degrees conferred for the AY 2010-2011. The percentage of research doctoral degrees that were awarded to Black students slightly increased from 9.5% in AY 2010-2011 to 9.9% for a total of 15 doctoral degrees conferred in AY 2011-2012. Black females were awarded 13 doctoral degrees. Black students represented 15.3% of the domestic doctoral enrollment in Fall 2011.

Goal:

Identify the most promising recruiting venues for the recruitment of talented Hispanic and African American students.

Results:

The FIU University Graduate School (UGS) has engaged in more strategic recruitment activities that address our goals of minority and international recruitment. UGS representatives attended four McNair Research Conferences and four minority specific professional organization conferences (National Society for Black Engineers, Annual Biomedical Research Conference for Minority students, Emerging Research National Conference in STEM, and the McKnight Fellowship Orientation) for the purpose of recruiting underrepresented graduate students. Recruitment initiatives are also under way to continue expanding and strengthening the presence of FIU in minority-populated markets. UGS has increased participation in The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM). UGS will be hosting a GEM GRAD Lab in Fall 2013.

Goal:

Increase academic and financial support of African-American and Hispanic graduate students.

Results:

UGS admitted and funded eight McKnight Doctoral students for the 2012-2013 academic year. It was the largest cohort of incoming groups of McKnight Fellows at FIU in one academic year. For the AY 2013-2014, FIU will welcome six new McKnight Fellows starting in Fall Semester 2013. McKnight Fellows, who are Black or Hispanic doctoral students, are supported by the Florida Education Fund (FEF). They will receive a \$10,000 enhancement and a medical insurance supplement from the UGS at FIU. UGS also awarded its five institutionally funded FIU McNair Graduate Fellowships and two Minority Biomedical Research Support Awards to new students starting in Fall Semester 2013.

Gender Equity in Athletics

Goal:

Decrease the gap between the female athlete participation rate and female student enrollment rate.

Results:

In Annual Year 2012-13, the Athletic Department has made tremendous gains in participation rates of females versus male student-athletes. The university continues to make progress with this goal. In addition to our continued efforts of proactively inviting walk-ons to our female sports programs, the new National Collegiate Athletic Association (NCAA) women's sport of sand volleyball was added to our program. In effort to further address the disparity in participation rates, these strategies continue to be implemented and have been successful in narrowing the gap. Such strategies include: adding the women's sport, enforcing roster caps to limit the squad size for the men's sports teams, encouraging additional walk-ons for women's sports teams, and hiring top-level head coaches for women's sports to attract more female student-athletes. In Fall 2012, females were 56.2% of students enrolled full-time at the university compared to 47.7% of student-athletes. While the University female enrollment remained virtually the same, the participation of female student-athletes increased by 4.0% making an increase for the last four consecutive years.

Table A: 2011-2012 Female Athletes Participation Rates

WOMEN ATHLETES	2011-12 Annual Year*	2012-13 Annual Year*	GAP VARIANCE
Enrollment*	56.3%	56.2%	0.1%
Participation	42.9%	43.7%	4.0%

*Source: Student Data Course File (OPIE)

Goal: Increase the number of NCAA maximum allowable coaching position in women sports.

Results: The coaching positions are being advertised and should be filled in July 2013.

Employment

Goal:

The university has set an overall goal of increasing the cultural and gender diversity of its faculty and staff. Specifically, the following goals are made to increase employment diversity:

Results:

Tenured Faculty: From 2011-2012, the University successfully increased its percentage of tenured professors from the ethnic/racial protected classes with increases of 50% in Non-Resident Alien category, 100% in the American Indian/Alaskan Native category, and 19.7% for Asians. Additionally, females also fared well with a 9.2% increase. From 2007-2012, the Non-Resident Alien category maintained a steady increase of 50% while the other categories suffered slight decreases. The University will work to increase these numbers in the future.

Tenure Track Faculty: The University has made progress in recruiting the ethnic/racial protected classes from 2011-2012. The only exception can be noted in the recruitment of Black professors which decreased slightly. The University did fairly well in its recruitment of Hispanics with an 18.8% increase and 10.6% increase in recruitment of women. We experienced a decline in the amount of Black professors between 2007-2012; however, a significant improvement was seen in the university's recruitment of women with an increase of

44.6%. The university will continue its commitment to advertise career opportunities in female and minority publications with an emphasis on publications.

Description of Plan Development

The process of preparing this report involved a number of offices and the utilization of various data sources. See following table for details:

PART	REPORTING AREA	RESPONSIBLE AREA
I	Executive Summary	Equal Opportunity Programs and Diversity
II	Policies and Procedures in Support of Equity	Equal Opportunity Programs and Diversity
III	Academic Program Reviews	Office of Planning and Institutional Research, Student Affairs, Enrollment Support, University Graduate School
IV	Gender Equity in Athletics	Intercollegiate Athletics
V	Employment Representation	Office of Planning and Institutional Research, Office of the Provost
VI	Areas of Improvement and Achievement	Office of the Provost
VII	Protected-Class Representation in the Tenure Process	Office of the Provost and Academic Budget Office
VIII	Promotion and Tenure Committee Composition	Office of the Provost, Academic Budget Office
IX	Other Requirements	Office of the Provost, Academic Budget Office, Board of Trustees

Data Sources: Florida BOG files, Student Data Course File, Affirmative Action Plan, Prior Year's Equity Report, Tenure and Promotion Reports, Athletic Reports, Various Integrated Postsecondary Education Data System (IPEDS) reports.

PART II. Policies and Procedures in Support of Equity

The following policies and procedures have been specifically formulated to ensure equity at Florida International University. The prohibition policies and reporting procedures are updated on the webpage on an annual basis and widely disseminated to the university community.

President's EEO Policy Statement

The University recognizes the importance of eliminating employment barriers and therefore, has established a non-discriminatory policy for its employees and applicants for employment. The policy provides for employment decisions to be made on a non-discriminatory basis without regards to a person's race, color, gender, religion, creed, national origin, disability, marital status, political opinions or affiliations, Vietnam or disabled veteran status, sexual orientation, or age, except as provided by law. It is designed to assure each applicant or

employee has an equal opportunity in recruitment, examination, appointment, training, promotion, compensation, retention, and/or other employment practices.

Policies and Procedures

Accommodation of Employees with Disabilities

<http://hr.fiu.edu/uploads/EOPD/Disability.pdf>

Non-Discrimination Policy & Discrimination Complaint Procedures

<http://regulations.fiu.edu/regulation>

Accommodations at University Sponsored Public Events for Persons with Disabilities

http://hr.fiu.edu/uploads/file/Acc_Pu_Events.pdf

AIDS Policy

<http://hr.fiu.edu/uploads/file/AIDS.pdf>

Language in the Workplace

http://hr.fiu.edu/uploads/EOPD/Lang_Work.pdf

Processing of Discrimination Complaints Filed with External Compliance Agencies

<http://hr.fiu.edu/uploads/EOPD/Discrimination.pdf>

Sexual Harassment/Educational Equity Grievance Procedure

http://hr.fiu.edu/uploads/EOPD/Sex_Hars.pdf

PART III. Academic Program Reviews

Under the Academic Program Reviews, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for protected class students: female, and the four protected class race/ethnic codes; in addition, they display official total including white, non-resident alien, and not reported.¹ Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report.

Program Area: UNDERGRADUATE STUDENTS

ENROLLMENT

Benchmarks for enrollment of under-represented groups, which include Black Non-Hispanic, Hispanic, Asian/Pacific Islander and Native American, are based on percentages of comparable public Title IV institutions using the most recent and relevant reports from IPEDS, the Florida Department of Education, the Florida Board of Governors, or ACT, Inc. For each indicator, the benchmark selected will be identified and comparisons analyzed. Interventions are identified if FIU performance falls below the 80% margin of the benchmark. This 80% margin assessment strategy is proposed in the guidelines for producing the Access and Equity Report.

Chart 1. First-Time-in College (FTIC) Enrollment, Fall 2012 and Summer Continuing into Fall 2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two Races	Unk	Total
Men	30	244	2	56	1246	3	212	36	15	1844
Women	42	314	3	74	1540	3	233	46	25	2280
Total	72	558	5	130	2786	6	445	82	40	4124
Category % of Total	1.7%	13.5%	0.1%	3.2%	67.6%	0.1%	10.8%	2.0%	1.0%	100.0%

Source: IPEDS 2011-12 Part A, Fall enrollment by race, ethnicity, and gender. Column 2, Transfer-In

A = Asian

AI/AN = American Indian/Alaskan Native

B = Black or African American

H = Hispanic or Latino

NRA = Non-resident alien

W = White

Unk = Unknown

NH/OPI = Native Hawaiian or Other Pacific Islander

Benchmark for Data Assessment:

The specific comparison benchmark for FTIC enrollment is the percent of under-represented FTIC minorities at FIU versus the percent of under-represented FTIC minority students throughout the SUS. The most recent comparative data published by the Florida Board of Governors is for Fall 2011.

Data Assessment:

Last year, 80.9% of the FTICs at FIU were under-represented minorities. In the Fall 2012 term this percentage increased to 85% of full-time FTICs students from under-represented groups. Therefore, FIU exceeds the 80% benchmark on percent of under-represented FTIC minorities.

Chart 2. Florida College System Associate of Arts (A.A.) Degree Transfers, Fall 2012 and Summer Continuing into Fall 2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two Races	Unk	Total
Men	201	202	0	33	703	3	158	21	19	1,340
Women	274	271	1	32	953	3	189	21	29	1,773
Total	475	473	1	65	1656	6	347	42	48	3,113
Category % of Total	15.3%	15.2%	0.0%	2.1%	53.2%	0.2%	11.1%	1.3%	1.5%	100.0%

Source: IPEDS 2011-12 Part A, Fall enrollment by race, ethnicity, and gender. Column 2, Transfer-In

Benchmark for Data Assessment:

The Florida Education and Training Placement Information Program (FETPIP) is a data collection and consumer reporting system established by Florida Statutes Section 1008.39 to provide follow-up data on Associate in Arts graduates from the Florida College System (community colleges) and others². The most recent report represents the post graduation placement of AA graduates from 2009/2010. Specifically, this report represents the number of AA graduates, by race, which enrolled in public universities within the State of Florida. These statewide outcomes provide the benchmark for comparison purposes.

² <http://www.fldoe.org/fetpip/>

Data Assessment:

According to the most recent FETPIP report, 27,113 AA graduates from 2010/2011 enrolled in Florida public universities. This cohort consisted of 42.7% minority students in the following racial groups: 3.6% Asian, 13.2% Black, 25.6% Hispanic and 0.3% American Indian. In comparison, 70.7% of full-time AA transfers at FIU in fall 2012 were minority students consisting of 2.1% Asian, 15.2% Black, 53.2% Hispanic, and 0.2% Native Hawaiian or Other Pacific Islanders.

Targeted Improvement:

No targeted improvements are required for this group.

RETENTION

Chart 3. Retention of Full-Time FTICs Entering Fall 2012, or Summer 2012 and Continuing into Fall After One Year

	NRA	B	AI/AN	A	H	NH/PI	W	≥ Two Races	Unk	Female	Male	Total
Cohort	107	409	2	122	2848	14	345	300	44	2252	1939	4191
Category % of Total	2.6%	9.8%	0.0%	2.9%	68.0%	0.3%	8.2%	7.2%	1%	53.7%	46.3%	100%
After 1 year	69	299	2	107	2394	12	257	229	38	1869	1538	3407
Retention Rate	64.5%	73.1 %	100%	87.7%	84.1%	85.7%	76.3%	76.3%	86.4%	83.0%	79.3%	81.3%

Source: IPEDS 2011-12 Part A, Fall enrollment by race, ethnicity, and gender. Column 2, Transfer-In

Benchmark for Data Assessment:

The benchmark for measuring this outcome is the first year retention rate of FTIC students attending public PhD-granting institutions. This information is reported in the annual ACT Retention Trend report.

Data Assessment:

The 2012 ACT Retention Trend reported that 76.7% of the first year students who enrolled in a public PhD-granting university in Fall 2011 returned to their universities for a second year in Fall 2011. FIU's overall first-year retention rate of 81.3% is 4.6% higher than the national average for public PhD granting universities, and 1.1% higher than the PhD Private University average of 80.2%. FIU's under-represented student groups do especially well compared to the first-year retention rate (76.7%) of the Public PhD cohort. FIU's Hispanic and Asian students (84.1% and 87.7% retention, respectively) have higher retention rates than the overall national average, exceeding it by 7.5% and 11.0%, respectively. FIU's Black students (73.1%) have a 3.6% lower rate than the national average for all students (majority and minority in classification), and there were too few American Indian students in the cohort (n=2) to be reviewed.

Targeted Improvement/Intervention:

No targeted improvements are required for this group. However, overall FIU retention dropped by 0.7% compared to last year, which was a smaller drop than the 1.2% drop in the national Public PhD retention rate. Also, FIU's Hispanic and Black student retention also dropped compared to the previous year: 0.5% and 0.8%, respectively. These declines require closer investigation, though the fact that they are less than the national rate declines suggests non-FIU-specific factors at work. Asian students, in contrast, showed an increase in retention rate of 1.6%. With an eye to improving on-time graduation rates as well as first year retention, FIU has now embarked on its most ambitious effort to reshape the university around student success. The eight key elements compromising this initiative are listed under the strategy to improve FIU's six-year graduation rates.

GRADUATION

Chart 4. Graduation Rate After Six Years of Full-Time FTICs, Beginners and Early Admits Entering Fall 2006, Summer 2006 and Continuing into Fall

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two Races	Unk	Female	Male	Total
Cohort	90	433	6	166	2534	2	627	11	22	2100	1791	3891
Category % of Total	2.3%	11.1%	0.2%	4.3%	65.1%	0.1%	16.1%	0.3%	0.6%	54.0%	46.0%	100%
After 6 years Number of Graduates	60	160	0	89	1316	0	261	4	5	1144	751	1895
Percent Graduated	66.7%	37.0%	N/A	53.6%	51.9%	N/A	41.6%	36.4%	22.7%	54.5%	41.9%	48.7%
Category %Graduated	3.2%	8.4%	N/A	4.7%	69.4%	N/A	13.8%	0.2%	0.3%	60.4%	39.6%	100%
Number Retained	65	210	3	109	1671	1	300	9	7	1337	1038	2375
Percent Retained	72.2%	48.5%	50.0%	65.7%	65.9%	50.0%	47.8%	81.8%	31.8%	34.4%	26.7%	61.0%
Category %Retained	2.7%	8.8	0.1%	4.6%	70.4%	0.0%	12.6%	0.4%	0.3%	56.3%	43.7%	100.0%

Source: Preliminary Numbers from BOG Retention File

Benchmarks for Data Assessment:

Three indicators are used to test institutional performance in the graduation of under-represented groups:

- 1) Six-year graduation rate of under-represented minority students graduating at FIU versus the national six-year graduation rate of students attending public Title IV college/universities.
- 2) Percent of ethnicity that graduated as compared to the ethnic group's percent of the original cohort. For example, Black students were 11.1% of the 2006 full-time FTIC cohort, and were 8.4% of the graduating cohort indicating a graduation rate falling short of the University's overall graduation rate.
- 3) Percent of the ethnicity that is retained, defined as those who have graduated plus those still enrolled, as compared to the ethnic group's percent of the original cohort. For example, Black students are 11.1% of the original cohort and 8.8% of those retained, a rate lower than the overall University retention rate.

Data Assessment:

- 1) Six-year graduation rate: According to the National Center for Education Statistics First Look, Fall 2011 report⁴, p.9, Table 3, 56.1% of undergraduates attending public 4-year Title IV institutions graduated with a baccalaureate degree within six years. FIU's 48.7% six-year graduation rate is 7.4 percentage points below the national average, or 86.8% of the national average. However, FIU's six-year graduation rates for its two largest under-represented student groups are almost as high as or better than the national averages for 4-year public institutions: Black students 37.0% FIU vs. 37.9% national (97.6% overlap); and Hispanic students 51.9% FIU vs. 47.9% national (108.4% overlap). (The American Indian/Alaska Native group with only six students is not sufficiently large for meaningful comparison). FIU's two largest percentage point gaps are with student groups who have the highest graduation rates nationally: Asian students 53.6% FIU vs. 68.1% national (78.7% overlap); and White non-Hispanics with 41.6% FIU vs. 60.2% national (69% overlap).

⁴ <http://nces.ed.gov/pubs2012/2012174rev.pdf>

- 2) Percent of ethnicity graduating compared to its percent of the cohort – For Hispanic and Asian students, the percentage of graduates within six years met or exceeded the percentage each group represented in the entering FTIC cohort in 2005: Hispanic students made up 65.1% of the cohort but 69.4% of graduates; Asian students were 4.3% of the cohort and 4.7% of graduates. (The American Indian/Alaska Native group with only six students is not sufficiently large for meaningful comparison). Black students were 11.1% of the initial cohort but only 8.4% of the graduates, an overlap of 75.7%, less than the benchmark of 80%, placing this group outside the acceptable margin.
- 3) Percentage of ethnicity retained – FIU met or exceeded the 80% margin for Hispanic and Asian student groups, but not for Black students (75.7%). In the first two of these under-represented student groups, the percentage of the students retained in the seventh year met or exceeded 80% of the percentage each group represented within the entering FTIC cohort in 2006.

Targeted Improvements/Interventions:

FIU shows a marked increase in its six-year graduation rate from last year: from 43.3% to 48.7%, an increase of 5.4 percentage points. Every ethnic group with significant enrollment showed increased graduation rates from the previous to the current year. For example, Black graduation increased from 31.1% to 37%. In percentage points, the increases were: Black, 5.9; Asian, 7.2; Hispanic, 5.3; and White, 3.6.

This increase is a result of the university's significant investment, begun last year, in the Graduation Success Initiative (GSI). The GSI, a large-scale realignment of the university structure, policy and practice, includes seven key elements, which are identified below. In addition, the University has invested in major innovations in math education:

Graduation Success Initiative

1. Students are now admitted directly into their major.
2. Undecided students are admitted to an "Exploratory" track in one of six career areas. Undergraduate Education advisors work with them to determine a viable major within 45 credits.
3. Alternative programs have been created for selective admissions majors and an Interdisciplinary Major for students electing to combine disciplines in order to achieve their career objectives.
4. FIU has implemented an on-line tracking system (eAdvising) with Critical Indicators in each major to identify students as "on" or "off" track, based on their performance in courses that have been identified as predictors of on-time graduation in their major; GPA; timely progress to degree, and other indicators of academic progress.
5. Accountability for retention and graduation is now assigned to each College in a manner that encourages continual student guidance into the appropriate program for their success.
6. Colleges and Schools will be funded on a planned enrollment basis.
7. Student Academic Support Services has received significant funding for advisors so that every student can have an assigned advisor with an appropriate caseload, and tutoring support has increased.

Mathematics Education Innovations

FIU's gateway math courses have had failure rates of up to 70%, contributing to student drop-out. In Fall 2012, following several years of pilot studies, the Mathematics Department rolled out two very significant changes in math instruction:

- 1) The Department received university funding to implement a Mathematics Emporium Computer Lab approach to teaching high failure rate introductory mathematics courses, with seating for over 200 students.

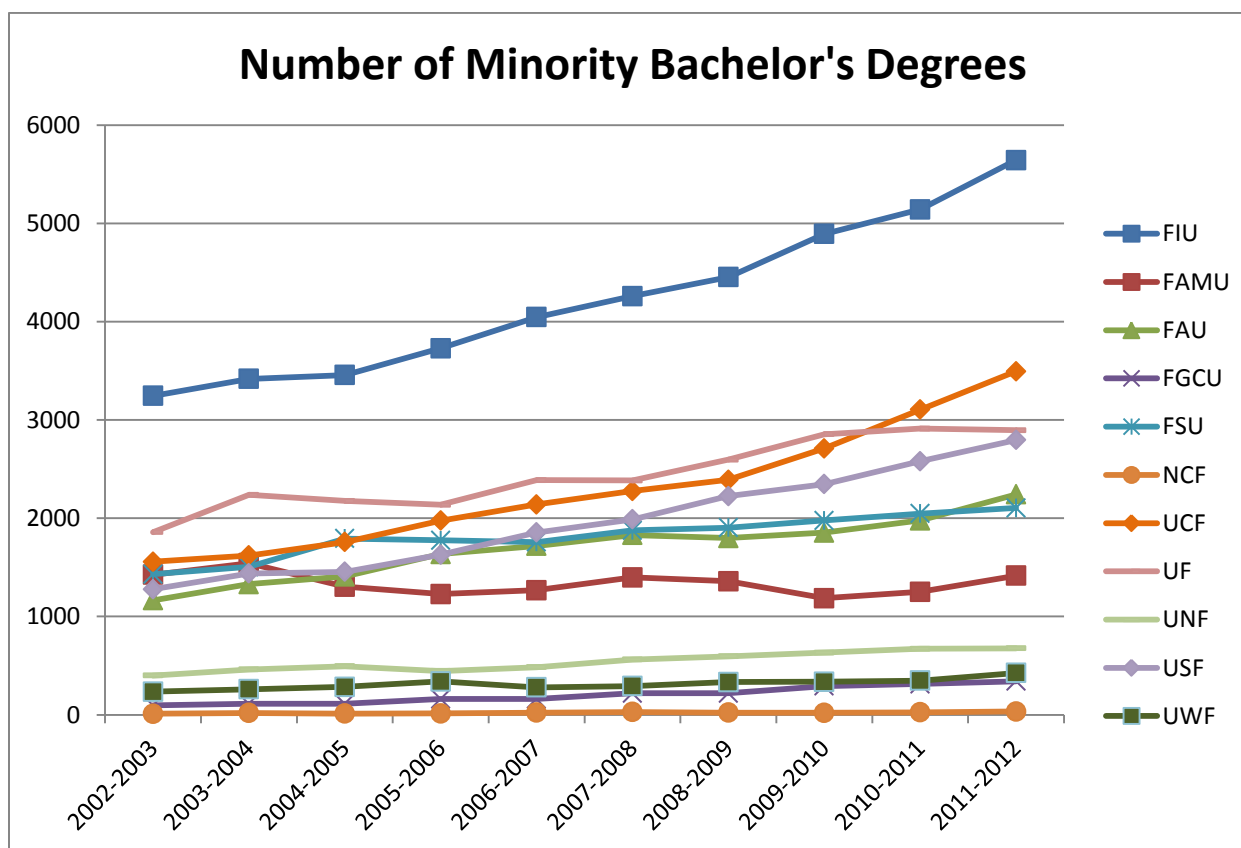
2) The department added a lower-level course in its math sequence to bring the FIU curriculum into concordance with the math sequence used in the other state universities.

These changes raised Fall 2012 gateway mathematics course passing rates to over 50%, and are expected to rise to 70% as the system is further improved.

Chart 5. Bachelor's Degrees Awarded, Annual Year 2011-2012

	NRA	B	AI/AN	A/OPI	H	W	Unk	T
Men	192	335	2	101	1,869	394	33	2,684
Women	314	519	5	132	2,680	572	42	3,953
Total	506	854	7	233	4,549	966	75	7,238
Category % of Total	7.0%	11.8%	0.1%	3.2%	62.8%	14.2%	0.8%	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.



Data source: Florida BOG Interactive University Data Tool, Data Accessed May 2, 2013.

Benchmarks for Data Assessment: The benchmarks selected for bachelor's degrees awarded are the number and percent of under-represented students at FIU awarded baccalaureate degrees compared to the number and percent of BA/BS degrees awarded to under-represented students in the rest of the state

university system (SUS). FIU endeavors to be the top grantor of baccalaureate degrees to under-represented students in the state, and to have 80% of its graduates be under-represented students.

Data Assessment: In 2011-12, 57,491 baccalaureate degrees (first major) were awarded to undergraduates throughout the Florida State University System (SUS). FIU awarded 7,240 bachelor's degrees, of which 5,645 or 78% were to Black, Hispanic, Asian or American Indian students. FIU graduated the most under-represented students in the SUS (i.e., 5,645, next highest was UCF at 3,495), and had the second highest percentage of under-represented students (its 78% was second to FAMU, which had 97%). FIU met its goals of graduating the highest number of under-represented students in the SUS, and was close to its goal of having a graduating baccalaureate class that was 80% under-represented students.

Within the SUS, FIU was first in the state in number of Hispanic baccalaureate graduates (4,549), fifth in Black graduates (854), fifth in Asian graduates (233), and tied for eighth place for American Indian graduates (7).

On the national level, FIU holds a competitive ranking among the top colleges and universities graduating students from under-represented ethnic groups. *Hispanic Outlook in Higher Education Magazine*⁵ in May 2012 ranked FIU as the top producer in the United States for baccalaureate and master's degrees to Hispanic students. Similarly, the 2012 *Diverse Issues in Higher Education* notes that FIU is one of the top producers of African American baccalaureates in the U.S., ranging from first in the nation to 50th (varying by major) in the number of its graduates. Seven academic programs at FIU, in order, hospitality administration, finance, public administration, natural resources, health administration, physical sciences, and engineering, are among the top 25 university programs nationally in terms of their production of African American baccalaureates. FIU is 22nd in the nation in granting baccalaureate degrees to African American undergraduates.

Targeted Improvement: No targeted improvements are identified for this area.

Program Area: GRADUATE STUDENTS

Chart 6. Master's Degrees Awarded, Annual Year 2011 - 2012

	NRA	B	AI/AN	A	H	NH/O PI	W	≥ Two Races	Unk	T
Men	255	128	1	37	482	1	221	7	18	1150
Women	300	258	1	60	834	1	301	18	30	1803
Total	555	386	2	97	1316	2	522	25	48	2953
Category % of Total	18.8%	13.1%	0.1%	3.3%	44.6%	0.1%	17.7%	0.8%	1.6%	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

Two thousand nine hundred fifty-three master's degrees were conferred during the AY 2011-2012 (Chart 6), an increase of 12.9% from AY 2010-2011. A total of 1,803 master's degrees were awarded to women (61.0%) compared to 1,150 master's degrees awarded to men (38.9%). The gender proportion of master's degrees conferred in AY 2011-2012 closely reflects that of male/female population of the total FIU graduate student body (59.3% female and 40.6% male). Hispanic females represented the largest gender-specific fraction, 28.2% followed by Hispanic males, 16.3% of the total number of master's degrees awarded for AY 2011-2012.

⁵ <http://www.hispanicoutlook.com/top-100-schools.htm>

White and Black females represented 10.1% and 8.7% of masters degrees awarded in AY 2011-2012, respectively.

In comparison with AY 2010-2011, both female and male students made gains in the total number of master's degrees awarded, such that the proportion of degrees awarded to females held steady at 60%. For the AY 2011-2012, females within the Black, Asian/Pacific Islander, Hispanic and White categories were awarded more master's degrees in comparison with their male counterparts, a trend that was also observed for the AY 2010-2011.

Hispanic students were awarded the largest number of master's degrees, with 1,316 conferrals representing 42.8% of the total number of master's degrees awarded in 2011-2012. Non-resident alien (NRA) students accounted for the second largest fraction, 21.0% of the total number of master's degrees awarded in the AY 2010-2011. A total of 386 master's degrees were awarded to Black students, representing 13.1% of all degrees awarded. Asian/Pacific Islander students accounted for 3.3% of the total master's degrees conferred. White students were awarded 17.7% of all degrees conferred. Two master's degrees were conferred to an American Indian/Alaska Native student.

Small gains were made in master's degrees awarded to Black students, 386 or 13.1% compared to 339 or 13.2% in AY 2010 – 2011. The number of degrees awarded to Black females increased from 242 in AY 2010-2011 to 258 in AY 2011 to 2012. In addition, the number of degrees awarded to Black males also increased from 97 in AY 2010-2011 to 128 in AY 2011-2012.

Chart 7. Doctoral Degrees Awarded, Annual Year 2011-2012

	NRA	B	AI/AN	A	H	NH/O PI	W	≥ Two Races	Unk	T
Men	33	2	0	2	16	0	20	0	0	73
Women	20	13	0	4	19	0	22	0	0	78
Total	53	15	0	6	35	0	42	0	0	151
Category % of Total	35.1%	9.9%	N/A	4.0%	23.2%	N/A	27.8%	N/A	N/A	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees.
Chart for 99.0000, all disciplines.

Data Assessment of Doctoral Degrees Awarded

A total of 151 research doctoral degrees were conferred for the AY 2011-2012 (Chart 7), up from 148 doctoral degrees conferred for the AY 2010-2011. The majority of doctoral degrees (51.0%) were awarded to female students.

Research doctorates awarded to Black females increased from 10 in AY 2010-2011, to 13 research doctoral degrees awarded in AY 2011-2012. Whereas, the number of doctoral degrees awarded to Black males decreased from 4 in AY 2010 – 2011 to 2 in AY 2011-2012. Black students represented 9.9% of the total doctoral degrees awarded, a slight increase from 9.4% in AY 2010-2011.

Non-resident Aliens (35.1%) and Hispanic students (23.2%) students together made up 58.2% of the total number of doctoral-degree recipients. Hispanic students had an increase in the number of doctoral-degree awarded, from 29 in AY 2010-2011 to 35 in AY 2011-2012. Forty-two doctoral degrees were awarded to White students, or 27.8% of the total number of doctoral degrees awarded, up from 37 or 25.0% in AY 2010-2011. Asian/Pacific Islander students earned 4.0% of the doctoral degrees, which was approximately the same as AY 2010-2011. No doctoral degrees were recorded for the American Indian/Alaska Native group during the AY 2011-2012.

Chart 8. First Professional Degrees Awarded, Annual Year 2011-2012

	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ Two Races	Unk	T
Men	0	5	0	2	39	0	53	3	3	105
Women	1	10	0	6	64	0	42	2	0	125
Total	1	15	0	8	103	0	95	5	3	230
Category % of Total	0.4%	6.5%	N/A	3.5%	44.8%	N/A	41.3%	2.2%	1.3%	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, First professional degrees. Chart for 99.0000, all disciplines.

Data Assessment of First Professional Degrees Awarded

For AY 2011-2012, the designation of “Professional Doctorates” represents degrees awarded through the College of Law (JD) and the College of Nursing and Health Sciences (DPT-Doctorate Physical Therapy) (Chart 8). Two hundred and thirty degrees were awarded under the professional doctorate category.

Males represent 45.6% and females 54.3% of the degree recipients. Hispanic students represented the largest group with 44.8% of degree recipients, a slight decrease from AY 2010-2011 (47.3%). White students represented the second largest group with 41.3% of degree recipients. Black students represented 6.5% of the degrees awarded. There were no degrees granted to American Indian/Alaska Natives. NRA and Asian/Pacific Islander students represent a small fraction (< 5%) of the professional degrees awarded.

Targeted Improvement

FIU makes a significant contribution to the total number of graduate degrees awarded nationally to resident Hispanic and Black students. Currently, we are ranked second in the nation for Graduate Schools enrolling Hispanics; number one in awarding master’s degrees to Hispanics in Business and third for master’s and Ph.D. General STEM degrees awarded to Hispanic students (NCES-IPEDS degrees granted in 2011).

The percentage of research doctoral degrees that were awarded to Black students slightly increased from 9.5% in AY 2010-2011 to 9.9% for a total of 15 doctoral degrees conferred in AY 2011-2012. Black females were awarded 13 doctoral degrees. Black students represented 15.3% of the domestic doctoral enrollment in fall 2011. Although the number of doctoral degrees awarded to Hispanics increased from 19.6% in AY 2010-2011 to 23.2% in AY 2011-2012, the percentage of research doctoral degrees awarded to Hispanic students is much lower than the percentage of master’s degrees awarded to Hispanic students (44.6%) at FIU, suggesting that Hispanics are not pursuing doctoral degrees at the same rate that they are pursuing master’s degrees.

The University Graduate School (UGS) will explore activities to increase doctoral-degree productivity of Black students to be more representative of the FIU graduate population (approximately 22.4%). UGS plans to establish better mechanisms for assessing and mentoring Black and Hispanic students to help with the timely completion of their graduate degrees. The Graduate Minority Opportunity Program (GMOP) has been revised to actively target retention and success of incoming graduate Black and Hispanic students. Mentoring, professional development and academic support activities were structured to increase engagement level of this group. UGS is also an active member of the Florida Education Fund (FEF) McKnight Doctoral Fellowship program. The McKnight Fellowship program is designed to increase the number of Black and Hispanic students that complete the doctoral degree. The current retention rate of McKnight fellows at FIU is 80%. Thirty-one McKnight fellowships have been awarded to FIU graduate students since 1984 and, we have an incoming cohort of six fellows for AY 2013-2014. In addition, in AY 2012-2013, UGS participated in the NSF/CGS Doctoral Initiative for Attrition and Completion (DIMAC) study for minority students in STEM. UGS

was one of 20 graduate schools chosen from around the nation and we received an award of \$30,000 to participate in the study.

Targeted Goals

After careful evaluation of our data, we have identified recruitment and retention of Black students as a primary goal for our graduate programs, specifically in STEM. We are particularly focused on increasing the number of Black males students participating and completing research doctoral degrees. A secondary goal is the recruitment and retention of Hispanic doctoral students. Our goal is to increase the proportion of research doctorates awarded to Black students by 0.5% each year so that by 2014-2015 Black students will represent 18% of research doctorates awarded to domestic students. Approximately 35.7% of FIU doctoral degrees conferred during the AY 2011-2012 to US residents were awarded to Hispanic students. Our goal is to increase the proportion of research doctorates awarded to Hispanic students by 1.0% each year so that by 2014-2015 Hispanic students will represent 38% of research doctorates awarded to domestic students.

Recruitment

The FIU University Graduate has engaged in more strategic recruitment activities that address our goals of minority and international recruitment. UGS representatives attended four McNair Research Conferences and four minority specific professional organization conferences (National Society for Black Engineers, Annual Biomedical Research Conference for Minority students, Emerging Research National Conference in STEM, and the McKnight Fellowship Orientation) for the purpose of recruiting underrepresented graduate students. Recruitment initiatives are also under way to continue expanding and strengthening the presence of FIU in minority-populated markets. UGS has increased participation in The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM). UGS will be hosting a GEM GRAD Lab in fall 2013.

As a result of our recent recruitment activities, FIU will have six new McKnight Fellows starting in Fall Semester 2013. McKnight Fellows, who are Black or Hispanic doctoral students, are supported by the Florida Education Fund (FEF). They will receive a \$10,000 enhancement and a medical insurance supplement from the UGS at FIU. UGS also awarded its five institutionally funded FIU McNair Graduate Fellowships to new students starting in Fall Semester 2013 and two Minority Biomedical Research Support Awards.

Retention

The UGS funded several initiatives aimed at retaining minority graduate students during the AY 2010-2011. The Graduate Minority Opportunities Program (GMOP) and the McNair Graduate Fellowship Award assisted in the retention of Black and Hispanic students. The GMOP provided a \$2,000 award to thirty historically underrepresented students and provided retention-focused workshops (library research skills, writing skills, and the overall graduate experience), and networking opportunities. Additionally, in partnership with our Center for Excellence in Writing, Center for Leadership and Service and the Library graduate students received assistance with graduate-level writing via workshops and one-on-one tutoring. FIU McNair Fellows (largely URM students pursuing a master's or doctoral degree), are fully supported by UGS during the first half of their graduate education and supported by their graduate program during the second half in the form of a graduate assistantship.

For the 2013-2014 AY, UGS will host a welcome reception for all of its McKnight and McNair fellowship recipients to provide the opportunity of networking with their mentors and UGS leadership who will provide academic support throughout their graduate experience. In addition, in fall 2012, UGS applied for the NSF's Alliances for Graduate Education and the Professoriate (AGEP) grant that can be used to improve retention and recruitment practices geared toward Black and Hispanic graduate students. UGS has also partnered with Division of Research and the College of Engineering to submit an application to the NSF Bridge to Doctorate Program, a program aimed at increasing the number of underrepresented students that obtain a PhD degree in a STEM field.

STUDENT SERVICES

1. Academic Advising

GUIDANCE AND COUNSELING

Prior to 2012, FIU utilized a 2+2 advising model. In that model, all first-time-in-college (FTIC) students received centralized academic advising in the Undergraduate Education Academic Advising Center. Once those students completed the majority of the general education requirements and the appropriate prerequisites for their respective majors, they were referred to the respective college for advisement through certification for graduation. All incoming transfer students who had earned more than 30 credits were also referred directly to their respective college and received academic guidance through graduation. The only exception to that policy was for students who were pursuing design or performance-based degrees through the College of Architecture and the Arts. Those students received academic advising from their college/department from admission through graduation.

Beginning with the students who entered FIU in Summer of 2012, all FIU students are now admitted directly to their respective majors. As such, we have moved away from the 2+2 advising model since students now receive academic advising from their college/department upon admission to the university. The one exception to this is for those students who have not identified a major. These students are admitted to one of our Exploratory Studies tracks and receive advising from the Undergraduate Education Academic Advising Center until they identify an appropriate major.

As a part of this initiative, the university has continued reviewing student to advisor ratios to ensure that they are both manageable (for both advisors and students) and align with the standards that have been identified by the National Academic Advising Association. In an effort to achieve a ratio of 300 students per academic advisor (as a maximum), several academic advisors have been added since 2009. There have also been resources set aside to continue adding academic advisors over the next few years because a reduced student to advisor ratio has proved to improve retention and graduation rates. Some of the current and projected ratios (which also take into account planned enrollment growth) are provided below:

<u>Academic Year</u>	<u>University-wide Student/Advisor Ratio</u>
2010-2011	550:1
2011-2012	526:1
2012-2013	452:1
2013-2014	404:1
2014-2015	379:1

Equity in Advising

All students at FIU have equal access to utilize academic advising services at FIU. We are committed to ensuring equitable treatment for all students and to employ a diverse staff of academic advisors who can serve as guides and mentors for our diverse student population. All students now also have access to a new online advising tool (My_eAdvisor) that provides students with a dashboard containing information on all degree requirements and opportunities to send messages to and make appointments with their assigned academic advisor.

Within the Undergraduate Education Academic Advising Center, we track all student visits and feel confident that the demographics of our advising visits mirror the demographic breakdown of our student population. In an

effort to provide additional assistance to those students who are “at-risk,” those students with cumulative grade point averages below 2.0 are required to meet with an academic advisor prior to registering each semester. All other students participate in academic advising on a voluntary basis through appointments and on a ‘walk-in’ basis or by communicating with their assigned advisor utilizing their My_eAdvisor dashboard.

Workshops

The Academic Advising Center offers various workshops to provide additional resources to our students. This year, we offered 15 workshops on subjects including Beating Procrastination, Choosing a Major, Linking Courses with Career Skills, Finding Motivation, Networking and Preparation for Registration.

Staff

Our office is responsible for training all new academic advisors that are hired. The orientation program consists of 3 days of classroom training and an online training module that was developed to assist with academic advisor professional development. Moreover, we have satellite advisors at the various schools and colleges across campus. Students can be advised at the College of Arts and Sciences, Architecture and the Arts, Business, Education, Engineering and Computing, Nursing, Social Work and Dietetics, Journalism and Hospitality Management. We also offer extended hours on Monday-Thursday when classes are in session. One of our advisors, Walter Maldonado, was named the 2013 National Academic Advising Association’s Region IV Academic Advisor of the Year

Advising and Support Websites:

General Advising and Graduation Success Reference: gsi.fiu.edu

First-Year Advising: undergrad.fiu.edu/advising

Center for Academic Success: undergrad.fiu.edu/cas

Center for Excellence in Writing: writingcenter.fiu.edu/

Contact Information for all Academic Majors/Programs: mymajor.fiu.edu

2. Admission to Academic Program

The Golden Scholars Summer Bridge Program (GSSBP) was established in the summer of 2012 as an access and success initiative targeting underrepresented minorities primarily from Title I and Schools In Need of Improvement (SINI) from Miami-Dade County Public Schools. GSSBP is an alternative admissions program for selected under-represented students who are low income and will be the first generation in their household to attend college. Students in the program are required to live on residential facilities on campus and received financial aid packages that cover 100% of their cost of attendance to include room and board, books and all tuition and fees.

Cohort size is determined each year by recruitment efforts, and may vary. The inaugural Summer 2012 cohort included 40 students, with the same number being targeted for Summer 2013.

GSSBP offers participants intensive academic preparation, individualized & group advising, and personal attention from faculty and staff throughout the summer. As new FIU Panthers, GSSBP students will have the opportunity to sharpen their academic skills, and develop a support network of students, faculty and staff, by becoming familiar with the FIU community and its vast resources. GSSBP students enroll in two courses from the University Core

Curriculum (UCC) and a mandatory Freshman Experience course. Students enrolled in the GSSBP receive full credit for courses that subsequently become part of their official FIU transcript.

Thirty nine out of the 40 students who participated in the GSSBP in the summer 2012 transitioned into the Fall semester for a persistence rate of 97.5% and 38 of them persisted to the spring semester for a fall-to-spring persistence rate for the original cohort of 95%.

The Dual-Admission Program (DAP) continues to provide access to students who do not meet FIU's entry criteria after high school graduation. Participating colleges are Miami Dade College (MDC), Broward College, Palm Beach State College and Florida Keys College; with MDC providing the larger cohort of participants each year. Identified FIU applicants are invited to accept admissions to one of four colleges to pursue an Associate's degree. Upon successful completion of their degree, DAP participants are guaranteed admission to any of the non-limited access program offered at FIU. Since its inception in 2006 over 5,600 students have accepted FIU's offer of admissions into the DAP with 274 DAP graduates of FIU programs to date. FIU continues to strive for improvement in these outcomes and had dedicated additional resources to facilitate participant transition by hiring bridge advisors to work on-site with students. Currently we have bridge advisor offices at three MDC campuses—Kendall, Wolfson, and West.

3. Health Services

The mission of the Student Health Services (SHS) is to “provide affordable and accessible student-focused medical care and promote healthy lifestyles through education, mentorship, and research activities thus facilitating the academic success of our students. One of our values includes the celebration of diversity in a global environment of open communication and mutual respect. We proactively assess our diverse population, and work with university and community partners to address the changing needs of our students, in a holistic, innovative and supportive environment where optimal health can be realized.”

Health education, health promotion, wellness, pharmacy, laboratory, immunizations, preventive health, primary care, and specialty services are available to all registered students and non-registered students for pre-matriculation purposes. First aid services are also offered to all those in need. Any individual that needs assistance and meets the eligibility requirements is seen regardless of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other classification that is protected by law or university policy; however at the present time the demographic data collected by the department is limited to gender, ethnicity and age. Utilization of the services provided at the SHS by individuals in these categories is listed below.

SHS Gender by Encounter Count

Division	Male	Female	Other	All Encounters
BBC General Medical	1611	5584	12	7207
BBC Wellness	184	512	4	700
MMC General Medical	7308	9988	100	17396
MMC Wellness	975	1215	19	2209
MMC Women's Clinic	15	7160	34	7209
Pharmacy	150	1247	2	1399
Total	10243	25706	171	36120

*Note: BBC denotes Biscayne Bay Campus
MMC denotes Modesto Maidique Campus*

SHS Gender by Percentage

Division	Male	Female	Other
BBC General Medical	22.4%	77.5%	0.2%
BBC Wellness	26.3%	73.1%	0.6%
MMC General Medical	42.0%	57.4%	0.6%
MMC Wellness	44.1%	55.0%	0.9%
MMC Women's Clinic	0.2%	99.3%	0.5%
Pharmacy	10.7%	89.1%	0.1%

Analysis: The gender ratio of patients seen at the SHS is similar and reflects the national trends for health care at colleges and universities as well as statistics in ambulatory health care settings in the community.

SHS Ethnicity by Encounter Count

Ethnicity	BBC General Medical	BBC Wellness	MMC General Medical	MMC Wellness	MMC Women's Clinic	Pharmacy
American Indian	18	0	16	16	6	0
Asian	419	58	1268	87	334	87
Black	1977	194	2630	211	1111	135
Hispanic	2754	214	8183	616	3941	777
White	1462	152	3883	347	1397	315
Not Reported / Unknown	164	63	534	871	78	41
Other	334	19	865	61	342	44
Total	7128	700	17379	2209	7209	1399

SHS Ethnicity by Percentage

Ethnicity	BBC General Medical	BBC Wellness	MMC General Medical	MMC Wellness	MMC Women's Clinic	Pharmacy
American Indian	0.3%	0.0%	0.1%	0.7%	0.1%	0.0%
Asian	5.9%	8.3%	7.3%	3.9%	4.6%	6.2%
Black	27.7%	27.7%	15.1%	9.6%	15.4%	9.6%
Hispanic	38.6%	30.6%	47.1%	27.9%	54.7%	55.5%
White	20.5%	21.7%	22.3%	15.7%	19.4%	22.5%
Not Reported / Unknown	2.3%	9.0%	3.1%	39.4%	1.1%	2.9%
Other	4.7%	2.7%	5.0%	2.8%	4.7%	3.1%

Analysis: The ethnicity of patients who receive on-campus clinical care and consultative services at Student Health Services mirrors the overall ethnicity of students enrolled at the University.

SHS Patient Age by Encounter Count

Division	Under 18	18 - 25	26 - 35	Over 35
BBC General Medical	1	4594	1903	705
BBC Wellness	0	365	211	94
MMC General Medical	25	10425	5398	1531
MMC Wellness	0	730	1202	259
MMC Women's Clinic	7	5145	1845	226
Pharmacy	0	934	381	62
Total	33	22193	10940	2877

SHS Patient Age by Percentage

Division	Under 18	18 - 25	26 - 35	Over 35
BBC General Medical	3.0%	20.7%	17.4%	24.5%
BBC Wellness	0.0%	1.6%	1.9%	3.3%
MMC General Medical	75.8%	47.0%	49.3%	53.2%
MMC Wellness	0.0%	3.3%	11.0%	9.0%
MMC Women's Clinic	21.2%	23.2%	16.9%	7.9%
Pharmacy	0.0%	4.2%	3.5%	2.2%

MMC denotes Modesto Maidique Campus

Analysis: The age range of patients seen by the Student Health Services staff is comparable to the general student population at the two major campuses of Florida International University.

4. Club and Intramural Athletics

The FIU Intramural Sports program (IM), through the commitment of the Division of Student Affairs' Department of Recreation Services, fosters student development in important life skills such as leadership, competitiveness, teamwork, and sportsmanship. In support of the mission of the University and the Division of Student Affairs, Recreation Services promotes active, healthy lifestyles for FIU's vibrant and diverse community through quality participation opportunities, educational experiences, and support services. Through intramurals, students of all backgrounds are encouraged to practice a balanced lifestyle while developing habits that have a positive impact on their physical health and fitness.

The 2011-12 Recreation Center usage figures demonstrate a 14.6% increase in participation over the previous year; consistently show a 2:1 male to female ratio which reflects the national trend. In intramurals, the overall number of teams increased by 43%, both total female and overall participation increased by 20%. The number of women's club sport participants has increased with the growth of women's equestrian and rugby clubs, as well as coed clubs like quidditch and martial arts.

To increase women's participation, the use of instructional clinics (especially in sports less familiar to women) will continue to be used; promotional methods focusing on social media will be increased; use of NCAA freshman female interest assessment data will be continued; and regular departmental assessment methods will continue. In addition, the University's opening of the new residence hall near the Recreation Center will generate increased usage in and of its own.

	FIU 2010/2011		FIU 2011/2012	
	# Teams	Percentage	# Teams	Percentage
IM Sport Teams				
Female	88	15%	119	14%
Male	443	76%	654	78%
Co-Rec	55	9%	67	8%
Total	586	(+63%)	840	(+43%)
IM Sport Participants⁴				
Female	895	19%	1,148	22%
Male	3,818	81%	4,154	78%
Total	4,713	(+76%)	5,302	(+12.5%)
IM Sport Participations⁵				
Female	3,388	18%	4,147	20%
Male	15,893	82%	16,280	80%
Total	19,281	(+11%)	20,427	(+6%)
Sport Club Participants				
	21 total clubs		23 total clubs	
Female	127	33%	131	31%
Male	261	67%	293	69%
Total	388	(+80%)	424	(+9%)

5. Student Financials

The Office of Financial Aid administers student financial aid in accordance with federal and state laws, regulations and guidelines as well as institutional policies and procedures. The office is audited annually to ensure federal and state aid programs are properly managed and funds are timely disbursed to students.

In terms of benchmarking, this office compares its full-time, first time degree seeking undergraduates receiving aid against the national average derived for four year public Title IV institutions. We strive to exceed 80% of the national average of students who receive federal, state and institutional aid. The chart below illustrates the University's favorable comparison when applying the 80% rule.

The most recent national data for 2009 shows that 79% of the full-time, first-time degree seeking undergraduates received aid. The institution exceeded the 80% rule in terms of percentage of total students aided (115%), students receiving federal grants (186%), students receiving state grants (226%), and institution grants (124%).

Full-time, First-time Degree/Certificate Undergraduates Receiving Financial Aid

	%Receiving					Average \$ Amount			
	Students	Federal Grants	State Grants	Inst.	Loans	Federal Grants	State Grants	Inst.	Loans
2009: National Avg*	79	28	38	37	47	\$4,157	\$3,152	\$4,186	\$5,972
2011: FIU Avg**	91	52	86	46	28	\$5,021	\$2,835	\$1,431	\$5,202
FIU/National Avg	1.15	1.86	2.26	1.24	n/a	1.208	.90	0.34	n/a
80% Threshold	Yes	Yes	Yes	Yes	n/a	Yes	Yes	No	n/a
*Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Student Financial Aid component. **Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2011 (most recent institutional data submission to NCES)									

Looking at the data for the average amount of award, the institution met or exceeded the 80% rule for federal grants, where Pell grants were increased in amounts and eligibility criteria expanded nationally, and State grants. Institutional grants did not meet the 80% threshold for average aid. Our relatively low tuition cost contributes to a lower average amount on institutional grants. Additionally, increased need and enrollment put pressure on limited resources institutionally.

6. Housing

The Department of Housing and Residential Life at FIU offers residential students a vibrant and diverse living and learning experience. The diversity of the residential community takes many forms. It includes differences related to race, ethnicity, national origin, gender, socioeconomic status, sexual orientation, religion, age, and ability. Contained in this report is information regarding housing assignment information, residents and staff demographics and an overview of departmental diversity initiatives and programs.

Housing Assignments Information and Demographics: Residential students are informed via the housing agreement that assignments are made by the Housing Office without regard to race, religion, national origin, sexual orientation, age, disability, or any legally protected status. Adapted Housing is available upon advanced written request and availability.

RESIDENTIAL STUDENTS DEMOGRAPHICS:				
CLASSIFICATION	FALL 2011		FALL 2012	
	COUNT	PERCENT	COUNT	PERCENT
GENDER				
Females	1614	58.35%	1605	58.26%
Males	1152	41.65%	1150	41.74%
ETHNICITY				
African American	906	32.75%	969	35.17%
Asian	172	6.22%	129	4.68%
Hispanic	791	28.60%	776	28.17%
Native American	37	1.34%	33	1.20%
Not Reported	50	1.81%	50	1.81%
Other	278	10.05%	289	10.49%
White	532	19.23%	509	18.48%
AGE				
16-17	67	2.42%	96	3.48%
18-20	1715	62%	1772	64.32%
21-25	881	31.85%	800	29.04%
26-30	78	2.82%	63	2.29%
31-over	25	0.90%	24	0.87%

Program Initiatives and Highlights for 2012/2013:

The Department of Housing and Residential Life is guided by the belief that celebrating diversity enriches and empowers the lives of all people. This is accomplished through the department's policies as well as the programmatic, staffing and educational initiatives. All students who choose to live in or visit the residential communities are expected to understand and abide by all housing policies. Among these, residents are aware that housing does not tolerate any form of bigotry, harassment, intimidation, threat, or abuse, whether verbal or written, physical or psychological, direct or implied. Any reported incidents are handled through the university judicial process. There were a total of 75 diversity programs conducted in the residential areas during the 2012-2013 academic year. These were accomplished through various collaborative efforts with other campus partners; the "Grab 'n Go Programs" offered by in-hall staff, where residents are taken to other campus wide initiative by their RA's; and through a series of passive programs and initiatives (i.e. Poster Campaigns and Bulletin Boards).

Below is the number of programs conducted in each residential area as well as a list of highlighted diversity events that occurred within the department.

IN-HALL DIVERSITY PROGRAMMING									
	BVH	PH	EVE	LVN	LVS	UA	UT	ARC	TOTAL
# of Programs	11	12	15	9	12	9	7	0	75

RLC Jason Chokel served on the MLK Planning Committee for the 2012-2013 school year to assist with the January 2013 MLK events.

Everglades Hall staff and the Residential Life Diversity Committee hosted “Drag Ball” exposing students to the culture and issues surrounding the LGBTQA community, over 100 students in attendance.

Panther Hall staff partnered with the Center for Leadership and Service to promote issues of Diversity and Social Justice in the Living and Learning Community. On February 13, 2013 – “Let’s talk about it!” Residents watched the movie “American Violet” and discussed injustice.

Panther Hall staff sponsored a program, “It’s because I’m _____, Isn’t it” with the Women’s Center talking to residents about stereotypes. At the program 22 residents discussed how they were affected by negative stereotypes, and how they hope to overcome them.

Panther Hall staff hosted, “Coexist” with a faculty member exploring on-campus religious diversity. More than 35 residents participated in the discussion and the professor challenged residents to think how religion can influence social justice.

Academic Series Committee presented the, “Culture Shock” program with live music and food from different cultures. A professor was invited in to share his personal story, and explore the concept of diversity.

The Lakeview North staff sponsored, “International Love” a program that discussed interracial dating. Residents really enjoyed this program and they expressed their views on the topic and how the world is changing.

The Lakeview North staff hosted, “Ja-Maken” a program that embraced the Jamaican culture and residents were able to discuss Jamaica and eat traditional Jamaican food.

The University Apartments staff held, “Ballin on a Budget”_a hands-on simulation to educate residents about privilege and socio-economic status. Participants were given various amounts of play money to have the ability to buy food. However, not everyone was treated equally; some were treated to a pasta dinner, while others got crackers.

The University Apartments staff hosted, “Losing My Religion” with Professor Mary Lou Pfeiffer who presented on various topics of religious diversity.

The Diversity Committee sponsored, “Disability Dinner” where residents were exposed to different types of disabilities including (vision, speech, missing limb). During the program students were fed a meal and had to participate with the disability that was assigned to them.

The University Apartments staff held, “Age Ain’t Nothin but a Number” where residents were educated about how age defines people. Participants were given questions to discuss and share their thoughts, opinions, and perspectives about how age influences all of us.

The University Apartments staff hosted, “Confetti Cake” where residents were asked to think about their layers of diversity that make them unique and different from one another. The learning moment compared our layers of diversity to the many layers in a cake. Each recipe is unique. The residents enjoyed learning about one another and enjoying some cake treats as well.

The Department of Residential Life has a diverse staff which includes a full-time staff, student assistants, desk assistants, mail assistants and tutors. In total, the residence halls have 35 full-time staff and 178 student employees.

COLLEGE OF MEDICINE

FIU’s Herbert Wertheim College of Medicine has been granted full accreditation, fulfilling a promise university leaders made to build a public medical school in Miami committed to training a new generation of physicians. The Wertheim College of Medicine graduated its inaugural class of 33 students on April 29, 2013. The Herbert Wertheim College of Medicine aims to create a diverse and inclusive environment in which everyone feels valued and included. HWCOC values all dimensions of diversity among medical students, faculty, and staff, including but not limited to age, race/ethnicity, gender, gender identity, sexual orientation, physical ability, and geographic diversity.

- To enhance diversity among students, HWCOC’s admissions criteria goes beyond grade point averages and MCAT scores, giving value to personal attributes (e.g., motivation for medicine and for FIU, leadership, compassion, languages spoken, economic/educational disadvantaged status), personal experiences (e.g., community service, clinical experiences, overcoming hardships).
- To enhance diversity among faculty and staff, HWCOC’s Assistant Dean for Diversity works closely with Human Resources staff to ensure a diverse applicant pool is established and considered in the hiring process for all faculty and staff. An Associate Dean for Women in Medicine and Science is responsible for ensuring gender equity in recruitment, retention, and advancement opportunities within HWCOC.

An important focus of HWCOC’s diversity policy is “blending of different life and cultural experiences.” HWCOC students are engaged in the South Florida community through a broad variety of activities with community organizations. Through these activities, students interact with patients and professionals that have diverse characteristics, attributes, and experiences, all of which enhance the diverse learning environment for medical students. In addition we have enacted the following diversity initiatives:

- HWCOC NeighborhoodHELP™: This program addresses the goal of inculcating cultural competence through required service learning. Through all 4 years of the medical education program, students undergo experiential learning as they interact with various community agencies and members of households in underserved diverse neighborhoods.
- Diversity and Inclusion Taskforce: The Diversity and Inclusion Taskforce was formed to address issues of diversity and inclusion at HWCOC. The Taskforce comprises faculty, administration, staff, and student representatives. The overriding purpose of the Taskforce was to develop an HWCOC diversity strategic plan that complements the Mission and Value statements. The Taskforce meets quarterly to foster and promote diversity initiatives and programs throughout the year.

- **Climate Assessment:** Beginning March 2011, FIU HWCOT launched a diversity climate assessment to collect baseline data on the extent to which HWCOT is an inclusive and welcoming environment for all faculty, staff, and students. Most of the data was collected within a 3-month time frame from 196 faculty, staff, and students (49% response rate). This assessment provided data to the Office of Diversity and Inclusion, allowing the office to develop a strategic plan for diversity at the institution. Some of the major findings indicate that HWCOT has a diverse environment and that 80% of respondents are “very pleased” with their work environment and feel it is a warm and welcoming environment.
- **Diversity Awareness Workshops:** The Office of Diversity and Inclusion sponsored a series of Diversity Workshops. The workshops were designed as an introduction to help participants understand the significance of diversity in enhancing our learning and working environments, and how we can relate to each other more respectfully.

Pipeline Initiatives.

The HWCOT has a number of pipeline programs and partnerships to engage the community. These initiatives include:

- **Florida International University:** HWCOT partners with the Office of Pre-Health Professions Advising and Pre-Collegiate programs to enhance diversity in the pool of well-prepared applicants for admission to medical school.
- **Students in Healthcare and Research Professions Program (SHARP):** This pipeline program prepares and inspires talented under-represented minority high school students in 9-12 grade to pursue careers in medicine, health science, or health-related research.
- **HWCOT Doctors of Tomorrow Program:** This program provides a 1-week residential training opportunity at the HWCOT for Florida residents who have completed their sophomore year in a pre-medical program at a college in the State of Florida.
- **HWCOT Summer Science Training and Research (STAR):** This program provides an 8 -week residential training opportunity for college students to participate in at FIU HWCOT.
- **Miami-Dade County Public Schools:** HWCOT offers programs to MDCPS students including tours of HWCOT, reading tutors and after-school tutoring activities.
- **Florida Memorial University:** HWCOT has conducted semi-annual workshops with students at Florida Memorial University to provide information on pursuing a career in medicine.
- **National Medical Association Affiliate, James Wilson Bridges Medical Society:** This organization has provided financial support for HWCOT pipeline activities.
- **100 Black Men of South Florida (100BMSF):** Through 100 Black Men of South Florida. HWCOT has arranged annual daylong events for middle school boys, in which they tour the FIU campus and participate in interactive lab exercises at HWCOT and the College of Nursing and Health Sciences.

COLLEGE OF LAW

The College of Law is committed to diversity throughout its faculty, administration and students. Its rankings recognize this diversity.

- Ranked #1 most diverse faculty in Florida by Princeton Review; #3 nationally.
- Ranked #1 best environment for minority students in Florida by Princeton Review; #2 nationally.
- Ranked #1 most diverse law school in Florida by National Jurist; #3 nationally.
- Ranked #1 most diverse law school in Florida by U.S. News and World Reports; #7 nationally.

Faculty & Administration.

The College of Law's faculty is diverse. Overall, 43% of its faculty is of diverse backgrounds, 48% are women. The College of Law's diversity is pervasive and visible at all levels. All but one of the Deans is of a diverse background, more than half are women. The tenured faculty is likewise diverse. Of the fifteen tenured faculty, seven (47%) are of diverse backgrounds: two are of African descent, four of Hispanic descent and one of Middle-Eastern descent; additionally, and three are women. The junior, tenure-track faculty is even more diverse, a fact that implies increased future diversity among tenured faculty. Of the six junior faculty, three are women (50%) and four (67%) are of diverse backgrounds: one of African descent, one of Hispanic descent, one of American-Indian descent and one of Middle-Eastern descent. Among administrative department heads, 100% of directors and associate directors are of diverse backgrounds (two of African descent; four of Hispanic descent), and two-thirds are women.

The College of Law has achieved this diversity through purposeful recruiting. Its faculty appointments committee has been charged with searching affirmatively for diverse candidates. The committee members themselves are diverse. This year's committee, for example, consisted of six senior faculty: two of African descent and two of Hispanic descent; and three are women. Recent faculty hires have reflected this diversity. Over the past four years, four of the six faculty hired are of diverse backgrounds (two of African descent, one of Hispanic descent and one of Native American descent).

Students & Enrollment.

The College of Law's enrollment places it among the few majority-minority law schools in the nation. Its percentage of minority enrollment is 59.6%. This percentage has steadily increased over the last few years (56.3% in 2011, 56.6% in 2010, 55.7% in 2009 and 53.2% in 2008). Its percentage of female enrollment is 51.6%. This percentage, likewise, has steadily increased (50.1% in 2011, 51.2% in 2010, 47.7% in 2009 and 46.2% in 2008). Although many of the College of Law's diverse students are Hispanic (44.9%), its student body includes a substantial number of African-Americans (11.0%) and other minorities (3.8%).

As with the faculty, the student body's diversity is pervasive and visible at all levels. Diverse students excel at the College of Law. They are among its best. Its top first year student for each of the past three years has been diverse. Two of the three have been of African descent, the third of Hispanic descent. Its top first year and second year students this year are diverse (Hispanic and African-American). Among its moot court finalists, more than 60% have been diverse. And the winners more so: the 2012 winning team was comprised of an African-American male and a Hispanic male; the 2013 winning team was comprised of two African-American females. Diversity is evident among student leaders as well, including this year's study body president. Importantly, academic success has yielded post-graduation success. Diverse students are finding excellent employment opportunities and succeeding in the workplace.

We achieve these results by actively recruiting diverse students and then by helping them succeed in law school and subsequently in the job market. These efforts include:

- Aggressive Prospect Generation: The Office of Admissions & Financial Aid utilizes LSAC's CRM and data management system, ACES2, to generate new prospective student leads by selecting

criteria that the institution seeks for a variety of purposes. Within the overall recruitment plan, a group identified as "minority candidates" was selected to receive additional outreach in an attempt to counteract the shortage of minority applicants. (See table below provided by LSAC Current Volume Report on 4/5/2013.) The CRS search resulted in 661 prospects nationwide that were invited to apply by email and their application fee was waived. The effort resulted in 19 applications to FIU Law. Admissions offers with scholarship were made to 3 candidates, 7 were admitted without scholarship, 2 were waitlisted, 5 are currently pending review from the admissions committee, and 2 were not offered admission. A CRS search for candidates in Puerto Rico was also initiated and this resulted in 516 candidates of which 7 applied. As of this writing, 3 applicants have been referred to committee, 1 is pending review, and 3 were not offered admission.

- **Telephone Campaign:** A telephone campaign was initiated in late March, to African American student that were offered admission into the FIU College of Law entering class of 2013. This campaign coincided with the approaching deposit deadline date of 4/1/2013. The admitted students were contacted by a faculty member, as well as, a student representative of the Black Law Student Association (BLSA) in an attempt to welcome the admitted student and encourage seat deposit commitment. This effort resulted in a 21% yield with 4 out of 19 candidates submitting their seat deposit.
- **Advertising:** This year the College of Law was featured and advertised in several publications highlighting diverse populations in legal education. Ad space featuring 3rd year law student Ama-Mariya Ampah, Class of 2013 and Mayowa Odusanya, J.D. '09 was purchased for The Black Student's Guide to Law Schools, published by On Being a Black Lawyer. Black Pre-Law Magazine included an advice column by 3rd year law student Charlyn Stanberry. Ad space was purchased in Hispanic Business Magazine (hispanicbusiness.com) to accompany the release of their annual Top 10 Best Schools for Law rankings which placed FIU College of Law at #2. National Jurist listed FIU Law as 3rd most diverse law school in the country.
- **On Campus Pre-Law Recruiting:** In partnership with the Leadership Council of Legal Diversity (LCLD) and the Society of American Law Teachers (SALT), a BA to JD event targeting prelaw students drew over 100 participants that included prelaw advisors, prospective law students, faculty and administrators, and law school admissions counselors. Various mediums were utilized to promote the event throughout the FIU campus and to other undergraduate institutions. A CRS search was generated in order to contact prospects by email.

The College of Law was selected by the Council on Legal Education Opportunity (CLEO) to host a series of prelaw workshops as part of the CLEO Connection program which ran from October 2012 – March 2013. CLEO also accepted FIU Law's proposal to host the regional summer ASAP/AIE workshops. Additionally, the College of Law's proposal to host the 2014 Annual Meeting of Law School Diversity Professional was accepted.

- **Off Campus Pre-Law Recruiting:** This year the Office of Admissions participated in 103 off-campus recruitment events, of which 11 were geared towards minority recruitment and pipeline initiatives. The following is a list of law fairs and the applicant results of its participation. These fairs took place in the fall and targeted prelaw students, mostly at undergraduate institutions or locations with strong minority representation:

Atlanta University Consortium (Morehouse, Spelman, Clark Atlantic)
 CLEO ASAP Regional Conferences (Chicago, Houston, NY)
 FIU Multicultural Graduate Symposium
 Latino Justice PRLDEF
 Mid-Atlantic Conference

National Black Prelaw Conference
Puerto Rico Law Fairs:
SALT BA to JD – DC Event
St. John's Diversity Fair
Wisconsin Minority Prelaw

The College of Law was also invited to speak on a number of panels, three of which were specific to minority recruitment and diversity in legal education: The Mid-Atlantic Conference at Howard University, the LSAC Forum in Los Angeles' panel on Diversity Admissions, and LSAC/Street Law's seminar for community college educators.

- Career Planning and Placement: The staff at the Career Planning and Placement Office ("CP&P") is committed to serving students by finding employers that are committed to diversity. To this end, the staff has identified a variety of diversity programs, including minority job fairs and off-campus interview programs. The CP&P keeps students informed of opportunities and supports them during the application process. The staff of the CP&P understands that diversity comes in many different forms, and students have the opportunity to participate in a wide variety of job fairs including the Southeastern Minority Job Fair (SEMJF), Hispanic National Bar Association Career Fair, Lavender Law Career Fair, Vault/MCCA Legal Diversity Career Fair and IMPACT Career fair.

Pipeline Initiatives.

The College of Law believes that fostering diversity includes engaging the local community to increase future diversity, i.e., to broaden the pipeline of diverse student interested in and prepared to attend law school. The College of Law's Dean, prior to joining FIU, received the CLEO (Council on Legal Educational Opportunity's) legacy award. Since joining FIU, he has been named to the ABA Council for Racial and Ethnic Diversity in the Education Pipeline and the ABA's Commission on Hispanic Legal Rights & Responsibilities. The College of Law's Senior Associate Dean is deeply involved in the South Florida community, and has for years taken a special interest in pipeline work. As a result the College of Law is engaged in several activities to increase the number of younger students interested in, and prepared for, law school. These include:

1. In the summer of 2012, in conjunction with the College of Education, the FIU Law Office of Student Services hosted the 2nd Annual Math and Civics Summer Institute for Liberty City 3rd, 4th, and 5th graders. The Math & Civics Summer Institute aims to build a new national model for transforming disenfranchised young people into educational change agents in their communities. Using innovative techniques, the Institute gets elementary students excited about learning mathematics and teaches them youth rhetorical and civic skills.
2. On September 12, 2012 FIU Law hosted a leadership program sponsored by the Florida Diversity Council. University students throughout South Florida participated.
3. On November 3, 2013 FIU Law sponsored an Ethics Summit, bringing together Miami-Dade County Public Schools' parents, students, administrators, school board members and university officials.
4. In collaboration with the Law School Admissions Council's (LSAC) DiscoverLaw program, the FIU Law Office of Admissions and Financial Aid hosted a high school visit day on Monday, February 25th to strengthen pipeline efforts within the local community. Four area high schools: Hialeah Law Academy, Coral Reef Senior High, Law Enforcement Officers Memorial High, and COPE Center North were invited and over 100 students from underrepresented and diverse ethnic and socioeconomic backgrounds were in attendance. The program, held in the Rafael Diaz-Balart Hall, featured a video presentation from current law students discussing why they chose to attend law school; a mock class

taught by the Honorable José M. Rodríguez, Circuit Judge of the 11th Judicial Circuit of Florida; an interactive law student panel; and a tour of the building with current law-student ambassadors.

PART IV. SEX EQUITY IN ATHLETICS

A. Sex Equity in Athletics

Each university shall prepare an annual update to the Gender Equity Plan and conduct an assessment of goal achievement in accordance with Florida Statute (Ch. 1006.71).

Chart 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement?
1. Sports offerings	Survey completed in January 2013	
2. Participation rates, male and female, compared with full-time undergraduate enrollment		Yes
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Softball Grandstand	Yes
4. Scholarship offerings for athletes	Equitable	
5. Funds allocated for:		
a) the athletic program as a whole	Equitable	
b) administration	Equitable	
c) travel and per diem allowances	Equitable	
d) recruitment	Equitable	
e) comparable coaching	Three (3) men's sports have NCAA maximum allowable full-time coaches while six (6) women's sports have the NCAA maximum allowable coaching positions, but only one has the maximum with full-time employees, others are graduate assistants.	Yes
f) publicity and promotion	Equitable	
g) other support costs	Equitable	
6. Provision of equipment and supplies	Equitable	

B. Areas for Improvement

Each university shall identify areas for improvement from the previous year's update which included a timetable for improvement in this data year. Each university shall specify the extent to which those gender equity goals have been accomplished.

Chart 2. Sex Equity in Athletics - Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Participation Rates	Narrowed the gap by adding the new sport of women's sand volleyball which	Completed first season
Softball Facility	Architect designed grandstand expansion.	Bid going out in May and construction will be completed by softball competitive season 2014.
Comparable Coaching	Women's softball, soccer and volleyball	Advertising positions and hire for July 1, 2013

C. Basis for Compliance

Each university shall check one basis below for assuring that it is in compliance with the Florida Educational Equity Act:

- ☐ Accommodation of interests and abilities
- ☐ Substantial proportionality
- ☒ History and practice of expansion of sports

Chart 3. 2011-2012 Athletic Participation by Sport

	Males				Females				Total			
	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13
Baseball	30	35	39	35	0	0	0	0	30	35	39	35
Basketball	15	14	14	16	13*	12	14	15	28	26	28	31
Golf	0	0	0	0	5*	7	8	7	5	7	8	7
Softball	0	0	0	0	17	19	22	21	17	19	22	21
Swimming	0	0	0	0	23	23	26	27	23	23	26	27
Tennis	0	0	0	0	8	8	8	6	8	8	8	6
Track&Field & Cross Country	28	30	28	25	31	44	37	43	59	74	62	68
Volleyball	0	0	0	0	14*	14	14	19	14	14	14	19
Soccer	22	24	23	24	24	25	26	26	46	49	49	50
Football	90	99	98	99	0	0	0	0	90	99	98	99
Sand Volleyball	0	0	0	0	0	0	0	18				18
Total Participants	185	202	202	199	135	152	155	182	320	354	354	381
% of Participants	57.8%	57.0%	57.0%	52.2%	42.1%	42.9%	43.7%	47.7%				
Fall 2011 EF2A Student Enrollment	19,370	23,956	20,977	22,008	25,591	31,070	26,922	28,369				
Percent Student Enrollment	43.0%	43.4%	43.7%	43.6%	56.7%	56.3%	56.1%	56.2%				

Numbers are based on anyone who was eligible to compete the last day prior to the first date of completion in the sports' competitive season.

Chart 4. Female Enrollment Rates Compared to Participation Rates 2010-2011 and 2011-2012

Women Athletes	2011-2012	2012-2013	Gap Difference
Enrollment	56.3%	56.2%	0.1%
Participation	43.7%	47.7%	4.0%

According to the table, in Fall 2012, females were 56.2% of students enrolled full-time at the university compared to 47.7% of student-athletes. This component does not meet compliance due to the more than 5% gap between the percentage of participants and the percentage of female students enrolled in Fall 2012. However, while the University female enrollment remained virtually the same, the participation of female student-athletes increased by 4.0% making an increase for the last four consecutive years.

Program Overall Effectiveness

The Department of Intercollegiate Athletics at Florida International University is committed to ensuring Title IX compliance. The annual interest survey results continue to indicate that the sports offerings are meeting the interests and abilities of our demographic and thus affirming the University is in compliance with the Florida Educational Equity Act (FEEA).

In AY 2012-13, the Athletic Department has made tremendous gains in participation rates of females versus male student-athletes. In addition to our continued efforts of proactively inviting walk-ons to our female sports programs and placing a roster cap on the male sports, this year the new NCAA women's sport of sand volleyball was added to our program. These efforts produced a significant increase in the participation rates of females as compared to males which lowered slightly. These strategies continue to be implemented and are successful in narrowing the gap. Such strategies include: adding the women's sport, enforcing roster caps to limit the squad size for the men's sports teams, encouraging additional walk-ons for women's sports teams, and hiring top-level head coaches for women's sports to attract more female student-athletes.

The department continues with the plans to improve facilities to continue with the tremendous strides we have made in the last several years in renovating and expanding locker rooms facilities for our women's and men's basketball, women's and men's soccer, volleyball, sand volleyball, women's swimming and diving and track and field/cross country teams. Although athletic facilities continue to be an area that needs improvement, construction projects are planned to enhance facilities as funds are identified. Construction was completed in fall 2012 adding electrical and installing a lighting system in our 3,000sf softball batting cage. The architecture plans are complete and construction is set to begin on the softball stadium grandstand expansion in May/June 2013 and to be completed prior to the start of the 2014 season. As illustrated, several facility improvements are completed or planned to address the needs of our student-athletes but generally, the facility constraints we have are not gender related but are experienced by all participants equally.

The actual amount of funds spent on women's and men's programs differs but the quality of services for each program is equitable. The budget figures meet the needs of the programs.

The Department of Intercollegiate Athletics emphasizes excellence in academics, community involvement, and competition. All academic services (e.g., tutoring services, computer lab, academic advising) are available irrespective of gender to assist the student-athlete in achieving academic success. This year we have graduated one hundred (100) student-athletes. Two learning specialists are employed and available to all student-athletes. Each team is assigned an academic advisor and our coaches play a key role in encouraging and monitoring student athletes in their academics.

PART V. EMPLOYMENT REPRESENTATION

Chart 1. Category Representation – Tenured Faculty

Indicator	NRA	B	AI/AN	A	A/PI	H	NH/O PI	W	≥ Two More	NR	Female	Total
Number, Fall 2012	9	27	2	79	N/A	60	0	270	0	0	130	447
Number, Fall 2011	6	24	1	66	N/A	60	0	278	0	0	119	435
Percentage Change From Fall 2011 - 2012	50.0%	12.5%	100%	19.7%	N/A	0.0%	N/A	-2.9%	N/A	N/A	9.2%	2.8%
Number, Fall 2007	6	28	0	N/A	58	68	N/A	301	N/A	0	137	461
Percentage Change from Fall 2007- 2012	50%	3.6%	N/A	N/A	N/A	11.8%	N/A	-10.3%	N/A	N/A	-5.1%	3.0%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2012, 2011 and 2007												

From AY 2011-2012, the University successfully increased its percentage of tenured professors from the ethnic/racial protected classes with increases of 50% in Non-Resident Alien category, 100% in the American Indian/Alaskan Native category, and 19.7% for Asians. Additionally, females also fared well with a 9.2% increase. From 2007-2012, the Non-Resident Alien category maintained a steady increase of 50% while the other categories suffered slight decreases. The University will work to increase these numbers in the future.

Chart 2. Category Representation – Tenure-Track Faculty

Indicator	NRA	B	AI/AN	A	A/PI	H	NH/O PI	W	≥ Two More	NR	Female	Total
Number, Fall 2012	43	11	2	45	N/A	19	0	120	0	0	104	240
Number, Fall 2011	41	12	1	41	N/A	16	0	109	0	0	94	220
Percentage Change From Fall 2011 - 2012	4.9%	-8.3%	100%	9.8%	N/A	18.8%	N/A	10.1%	N/A	N/A	10.6%	9.1%
Number, Fall 2007	42	23	1	N/A	27	19	N/A	83	N/A	0	72	195
Percentage Change from Fall 2007- 2012	2.4%	52.2%	100%	N/A	N/A	0.0%	N/A	44.6%	N/A	N/A	44.4%	23.1%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2012, 2011 and 2007												

The University has made progress in recruiting the ethnic/racial protected classes from 2011-2012. The only exception can be noted in the recruitment of Black professors which decreased slightly. The University did fairly well in its recruitment of Hispanics with an 18.8% increase and 10.6% increase in recruitment of women. There was a decline in the amount of Black professors between 2007-2012 but a significant increase in the university's recruitment of women with an increase of 44.6%. The university will continue its commitment to advertising career opportunities in female and minority publications with an emphasis on publications.

Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

Indicator	NRA	B	AI/AN	A	A/PI	H	NH/OPI	W	≥ Two More	NR	Female	Total
Number, Fall 2012	71	31	0	28	N/A	60	0	263	2	0	259	503
Number, Fall 2011	21	26	0	22	N/A	60	0	170	0	1	161	310
Percentage Change From Fall 2011 - 2012	238.1%	19.2%	N/A	27.3%	N/A	0.0%	N/A	54.7%	N/A	-100.0%	60.9%	62.3%
Number, Fall 2007	7	12	0	N/A	12	68	N/A	109	N/A	0	87	172
Percentage Change from Fall 2007- 2012	914.3%	158.3%	N/A	N/A	N/A	11.8%	N/A	141.3%	N/A	N/A	197.7%	192.4%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2012, 2011 and 2007												

Analysis of the employment representation for this category indicates a 192.4% increase in the ethnic/racial protected classes from Fall 2007 to Fall 2012. Female recruitment also produced an overall increase of 197.7%. The institution also demonstrated a significant increase for Black faculty with an increase of 158.3% and an increase of 237.5% for Hispanic faculty. Perhaps our highest achievement was in the area of Non-resident aliens which yielded a 914.3% increase. These totals indicate the universities commitment to recruiting a diverse faculty supporting its mission to be Worlds Ahead.

Chart 4. Category Representation – Executive/Administrative/Managerial Employees

Indicator	NRA	B	AI/AN	A	A/PI	H	NH/OPI	W	≥ Two More	NR	Female	Total
Number, Fall 2012	9	85	0	27	N/A	317	0	302	0	2	447	742
Number, Fall 2011	8	81	0	27	N/A	302	1	296	0	0	423	715
Percentage Change From Fall 2011 - 2012	12.5%	4.9%	N/A	0.0%	N/A	5.0%	-100.0%	2.0%	N/A	N/A	5.7%	3.8%
Number, Fall 2007	11	53	1	N/A	19	196	N/A	237	N/A	0	283	517
Percentage Change from Fall 2007- 2012	-18.2%	60.4%	-100.0%	N/A	N/A	61.7%	N/A	27.4%	N/A	N/A	58.0%	43.5%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2012, 2011 and 2007												

Analysis of the employment representation for this category demonstrates an increase in all of the ethnic/racial protected classes with an increase of 43.5% from 2007-2012. There was an increase of 60.4% for Blacks, 61.7% for Hispanics. The recruitment for Asians and Non-resident Aliens declined but the amount of female employees in this category increased by 58%.

PART VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT 2011-2012

The areas of improvement and achievement are documented throughout the report.

PART VII. PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS, 2011-2012

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	6	0	1	0	5
Black or African American	2	0	1	0	1
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	9	0	1	0	7
Other, Not Reported	0	0	0	0	0
Total Male (Number and Percent) (include Other, Not Reported)	18 56.3%	0 0.0%	3 75.0%	0 0.0%	14 56.0%
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	0	0	4
Black or African American	1	1	0	0	0
Hispanic	4	1	1	0	2
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	5	0		0	5
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (include Other, Not Reported)	14 43.8%	2 100.0%	1 25.0%	0 0.0%	11 44.0%
GRAND TOTAL	32	2	4	0	25

*APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

*WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION, Annual Year 2011-2012

	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																		
No University-wide Committee																		
College of Architecture & the Arts																		
College Committee	0	0	0	0	0	0	0	0	3	1	0	0	1	0	0	0	4	1
Architecture Dept. Committee	0	0	0	0	0	0	0	0	2	1	0	0	1	2	0	0	3	3
Music Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	7	1	0	0	7	1
Theatre Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
College of Arts & Sciences																		
College Committee	1	0	0	0	0	0	0	0	1	0	0	0	3	2	0	0	5	2
Criminal Justice Dept. Committee	0	0	0	0	0	1	0	0	2	0	0	0	1	1	0	0	3	2
Earth & Environment Dept. Committee	1	0	0	0	4	0	0	0	3	0	0	0	10	3	0	0	18	3
English Dept. Committee	0	3	0	0	0	1	0	0	0	0	0	0	11	7	0	0	11	1
Global Sociocultural Studies (GSS) Dept. Committee	1	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	4	1
Mathematics & Statistics Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
Philosophy Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	5	2	0	0	5	2
Politics & Int'l Relations Dept. Committee	0	0	0	0	1	0	0	0	3	0	0	0	11	4	0	0	15	4

Religious Studies Dept. Committee	0	0	0	0	0	0	0	0	0	0	1	0	0	5	3	0	0	5	4
College of Business Administration																			
College Committee	0	1	0	0	3	1	0	0	0	0	0	0	1	0	0	0	0	3	3
Accounting Dept. Committee	0	1	0	0	4	0	0	0	0	0	0	0	0	1	0	0	0	5	1
Decision Sciences & Info. Systems Dept. Committee	0	1	0	0	4	1	0	0	0	0	0	0	0	4	0	0	0	8	2
College of Education																			
College Committee	1	0	0	0	1	0	0	0	0	0	0	0	0	1	2	0	0	3	2
Leadership & Professional Studies Dept. Committee	0	0	0	0	0	0	0	0	0	1	1	0	0	3	2	0	0	4	3
Teaching & Learning Dept. Committee	0	1	0	0	0	0	0	0	0	0	0	0	0	4	4	0	0	4	5
College of Engineering & Computing																			
College Committee	0	0	0	0	3	0	0	0	1	0	0	0	0	3	0	0	0	7	0
Electronic & Computer Engineering Dept. Committee	0	0	0	0	2	0	0	0	0	1	0	0	0	5	0	0	0	8	0
Mechanical & Materials Engineering Dept. Committee	1	0	0	0	3	1	0	0	0	0	0	0	0	6	0	0	0	10	1
Computer Information Science Dept. Committee	1	0	0	0	8	0	0	0	0	0	0	0	0	8	1	0	0	17	1
School of Hospitality & Tourism Management																			
College Committee	0	0	0	0	1	0	0	0	0	1	0	0	0	2	1	0	0	4	1
No Dept. Committee																			
College of Law																			

College Committee	2	0	0	0	0	0	0	0	2	1	0	0	6	3	0	0	10	4
No individual "departments" within the College of Law																		
College of Nursing & Health Sciences																		
College Committee	0	0	0	0	0	0	0	0	1	0	0	0	1	3	0	0	2	3
No Dept. Committee																		
School of Journalism & Mass Communication																		
College Committee																		
No Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	3	2			3	2
Robert Stempel College of Public Health & Social Work																		
College Committee	1	0	0	0	1	0	0	0	0	0	0	0	4	0	0	0	6	0
Dietetics & Nutrition Dept. Committee	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	4

PART IX. Other Requirements

A. The Budgetary Incentive Plan

Although the University has experienced extensive budget reductions over the past several years, FIU has continued supporting the use of financial resources for the Equity Accountability Plan. As units identify qualified individuals, Academic Affairs will provide funding to support these hires outside of the Faculty Funding model, a distribution model for new faculty lines, considered Window of Opportunity lines. Also, Academic Affairs annually supports the leadership program for minority and female participants selected for the FIU Educational Enhancement Leadership Program.

Chart 1: 2011 Budgetary Incentive Plan

Estimated Expenditures	2011-12 Projected	2011-12 Actual	2012-13 Projected
Window of Opportunity Lines	\$1,275,000	\$1,275,000	\$1,275,000
Faculty Advertising	\$15,000	\$15,000	\$15,000
Enhancement Leadership Grant	\$10,000	\$32,000	\$32,000

B. President's Evaluation

The University's and President's goals are established each fiscal year and are approved by the Board of Trustees. After the fiscal year has ended, the results are summarized and presented to the Board of Trustees along with the goals for approval at the Fall Board meeting. The goal established for the 2010-2011 fiscal year pertaining to the Florida Equity Report was to increase the diversity of the University environment, both in ideas and in enrollment and employment equity as reflected in the Florida Educational Equity Act Report.

C. Top Administrators' Evaluations

FIU has a comprehensive annual assessment program for all senior administrators. Each chairperson, dean, vice provost, and vice president are required to file an accountability report for the previous year which specifically reviews the goals set for that year's work-plan, as well as a work-plan for the upcoming year.

The review process takes place in a distributed authority and responsibility framework. Chairpersons meet with their Dean, Vice Provosts meet with the Vice President for Academic Affairs, Deans and Vice Presidents reporting to the Provost meet with the Provost, the Vice Presidents reporting to a Senior Vice President meet with the Senior Vice President, and the Provost and Senior Vice Presidents meet with the President.

Strategic direction, including direction on meeting equity goals, flows in the opposite direction: from the President down through the respective layers to the Chairpersons. Meeting equity goals is always a component of accountability evaluation. Because equity goals are important for the University, they are not discussed only in an annual evaluation. The responsible leaders review progress toward equity goals with each hire. If it appears an equity goal may not be met, the responsible leader meets with his or her superior at the time, rather than waiting for an annual review. This proactive approach means that we have not had unsatisfactory staff evaluations in this area.

The success shown in the overall University report could only be achieved through each person in a leadership role taking equity goals seriously in his or her suite of responsibilities and making sure that each person reporting to him or her does likewise.

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Proposed 2013-14 University and Direct Support Organizations Operating Budgets

Proposed Board Action:

Approve the FIU 2013-14 University and Direct Support Organizations (DSO) Operating Budgets and authorize the University President to amend the budget consistent with Legislative, Board of Governors' and Florida International University Board of Trustees (the BOT) directives and guidelines.

Background Information:

The BOT is required to adopt an annual budget for the general operation of the University prior to submission to the Florida Board of Governors. The fiscal year 2013-14 Proposed Operating Budget for the University is due to the Florida Board of Governors on June 21, 2013.

The DSOs (FIU Athletics Finance Corp., FIU Foundation, Inc., and FIU Research Foundation, Inc.) and The Florida International University Academic Health Center Health Care Network Faculty Group Practice, Inc. have prepared their annual budgets for review and approval by the BOT, pursuant to Florida Statutes and regulations of the Board of Governors and the University.

The following funding groups are included:

- A. Educational and General (E&G)
- B. Auxiliary Enterprises Proposed Budget Allocation
- C. Intercollegiate Athletics Proposed Budget Allocation
- D. Activity and Service Proposed Budget Allocation
- E. Technology Fee Proposed Budget Allocation
- F. Board Approved Fees Budget Allocation
- G. Contracts and Grants Proposed Budget Allocation
- H. Student Financial Aid Proposed Budget Allocation
- I. Concessions Proposed Budget Allocation
- J. FIU Athletics Finance Corp
- K. FIU Foundation, Inc.
- L. FIU Health Care Network
- M. FIU Self-Insurance Program
- N. FIU Research Foundation, Inc.
- O. University Treasury Operations
- P. Fixed Capital Outlay

Authority for the University President to amend the budget is necessary to accommodate changes consistent with Legislative, Board of Governors' and BOT directives and guidelines. The University President shall keep the BOT informed of any changes in excess of two percent (2%) made to the total approved 2013-14 Operating Budget during the operating year.

Florida Statute 1011.40(2) provides that “each university board of trustees shall adopt an operating budget for the operation of the university as prescribed by law and rules of the Board of Governors.” The University has prepared the proposed 2013-14 Operating Budget in accordance with the requirements set forth in Florida Board of Governors Regulations 9.007 and 9.011.

Supporting Documentation:	2013-14 Proposed University and DSO Operating Budgets
Facilitator/Presenter:	Sukrit Agrawal, <i>Finance and Audit Committee Chair</i>

Florida International University
Board of Trustees Financial Summary
2013-14 Budget
Overview¹

<i>(In millions of dollars)</i>	Final Budget ²	Forecast	Forecast vs.	Requested Budget	Forecast vs.
	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Revenue / Receipts					
University					
Educational and General (net) ³	\$ 371.1	\$ 376.1	\$ 5.0	\$ 421.7	\$ 45.6
University	334.0	339.2	5.2	378.5	39.3
College of Medicine	37.1	36.9	(0.2)	43.2	6.3
FIU Self-Insurance Program	0.5	0.5	-	0.5	-
Auxiliary Enterprises	188.9	183.5	(5.4)	195.3	11.8
Intercollegiate Athletics	23.6	23.9	0.3	25.4	1.5
Activities and Service	15.8	15.8	-	16.0	0.2
Technology Fee	8.3	8.1	(0.2)	9.0	0.9
Board Approved Fees	0.5	0.5	-	0.5	-
Contracts and Grants	97.0	97.3	0.3	102.0	4.7
Student Financial Aid	163.4	145.1	(18.3)	147.0	1.9
Concessions	1.0	0.7	(0.3)	0.7	-
Direct Support Organizations / Component Units					
FIU Athletics Finance Corp	3.6	3.6	-	3.6	-
FIU Foundation Inc.	28.6	30.7	2.1	48.4	17.7
FIU Health Care Network	1.8	1.4	(0.4)	3.8	2.4
FIU Research Foundation Inc.	0.1	0.1	-	-	(0.1)
Interfund Adjustments ⁴	(14.7)	(16.3)	(1.6)	(15.5)	0.8
Total Operating Revenues	889.5	871.0	(18.5)	958.4	87.4
University (net)	12.7	14.4	1.7	10.8	(3.6)
FIU Foundation Inc.	12.8	14.1	1.3	12.7	(1.4)
Total Investment Revenues	25.5	28.5	3.0	23.5	(5.0)
Student Loans ⁵	299.9	212.4	(87.5)	261.0	48.6
Total Revenues / Receipts	1,214.9	1,111.9	(103.0)	1,242.9	131.0
Expenses					
University					
Educational and General	397.9	383.9	(14.0)	425.2	41.3
University	361.5	348.3	(13.2)	382.5	34.2
College of Medicine	36.4	35.6	(0.8)	42.7	7.1
FIU Self-Insurance Program	0.5	0.2	(0.3)	0.2	-
Auxiliary Enterprises	167.2	156.4	(10.8)	171.6	15.2
Intercollegiate Athletics	22.7	22.6	(0.1)	23.6	1.0
Activities and Service	16.0	16.2	0.2	16.5	0.3
Technology Fee	8.4	9.4	1.0	8.9	(0.5)
Board Approved Fees	0.5	0.6	0.1	0.5	(0.1)
Contracts and Grants	98.5	99.9	1.4	101.1	1.2
Student Financial Aid	165.5	145.7	(19.8)	147.2	1.5
Concessions	0.7	0.7	-	0.7	-
Direct Support Organizations / Component Units					
FIU Athletics Finance Corp	2.4	2.0	(0.4)	2.4	0.4
FIU Foundation Inc.	21.5	17.5	(4.0)	31.0	13.5
FIU Health Care Network	3.5	3.3	(0.2)	5.0	1.7
FIU Research Foundation Inc.	-	-	-	-	-
Interfund Adjustments ⁴	(14.7)	(16.3)	(1.6)	(15.5)	0.8
Total Operating Expenses	890.6	842.1	(48.5)	918.4	76.3
Principal Payment of Debt ⁶	7.5	7.5	-	8.5	1.0
Student Loans ⁵	299.9	212.4	(87.5)	261.0	48.6
Total Expenses	1,198.0	1,062.0	(136.0)	1,187.9	125.9
Change in Net Assets (incl. Investments)	\$ 16.9	\$ 49.9	\$ 33.0	\$ 55.0	\$ 5.1
Change in Net Assets (excl. Investments)	\$ (8.6)	\$ 21.4	\$ 30.0	\$ 31.5	\$ 10.1

Florida International University
Board of Trustees Financial Summary
2013-14 Budget
Overview¹

Notes:

¹ The financials presented above reflects the state budgeting methodology which differs from full accrual Financial Statements. The following have the most significant impact:

- *Depreciation of Assets:* For budgeting purposes equipment purchases are fully expensed in their acquisition year, therefore depreciation is not included in the budget.
- *Payables:* At fiscal year-end, E&G expenses will include year end commitments (encumbrances) which have not yet been invoiced.
- *Unrealized gains and losses:* The investment results are recognized as revenues in the budget however GASB accounting principles require that it be recorded as a non-operating revenue / expense.

² Final Budget FY 2012-13 has been restated to reflect a reporting change whereby Direct Support Organization (DSO) Reimbursements to the University previously reported under Auxiliary Enterprises are now reported under Contracts and Grants. There is no impact to the overall budget as this is a shift between funding sources for both revenues and expenses.

³ E&G revenues include State Funding and Tuition and are net of waivers, uncollectible amounts and 30% Financial Aid need-based amounts per BOG regulation. \$4.0M of the difference between E&G Revenues and Expenses will be funded from prior years carry forward; the remaining \$0.5M represents positive change in net assets related to the College of Medicine.

⁴ Interfund transactions have been included in the individual funds to allow for individual fund performance analysis. This has resulted in higher revenues and expenses by fund. The Interfund Adjustments eliminate this double counting of revenues and expenses with the exception of interfund transactions for auxiliary services provided to other units and Direct Support Organizations which have not been eliminated.

⁵ Student loans represent a pass through for the university.

⁶ Principal payment of debt is reflected above per BOG requirement that debt service payments be shown on a cash basis.

Florida International University
Financial Summary
2013-14 E&G Revenue Growth

	General Revenue	Educational Enhancement (Lottery)	Total State Funding	Student Fee (net)	Total
<i>(In thousands of dollars)</i>					
<u>I. University (ex-Legislative Items: Risk Management & Financial Aid)</u>					
2012 - 13 Base Budget	\$ 119,310	\$ 20,502	\$ 139,812	\$ 191,543	\$ 331,355
Deduct Prior Year Non-Recurring	(1,250)	-	(1,250)		(1,250)
Restore Prior Year Non-Recurring Reduction	24,292	-	24,292		24,292
Health Insurance Annualization & Premium Adj.	2,637		2,637		2,637
Plant Operations & Maintenance Annualization	1,236		1,236		1,236
2012 - 13 Adjusted Recurring Base Budget	\$ 146,225	\$ 20,502	\$ 166,727	\$ 191,543	\$ 358,270
2013 - 14 Incremental Changes					
• Tuition ¹				3,955	3,955
• Infrastructure: PO&M New Space	1,946		1,946		1,946
• Legislative Line Items					
Florida Retirement System Adjustment	6,597		6,597		6,597
Incentive Funding - Technology (SB 1076)	3,750		3,750		3,750
Washington Center	350		350		350
Panther Life Program	300		300		300
Center for Democracy	500		500		500
• Educational Enhancement Trust Fund adj.	(4,182)	4,182	-		-
Total Incremental Changes	9,261	4,182	13,443	3,955	17,398
2013 - 14 Base Budget	\$ 155,486	\$ 24,684	\$ 180,170	\$ 195,498	\$ 375,668

<u>II. University (Legislative Items: Risk Management & Financial Aid)</u>					
2012 - 13 Adjusted Base Budget	\$ 2,610		\$ 2,610		\$ 2,610
Adjustment to Risk Management Base	273		273		273
2012 - 13 Adjusted Recurring Base Budget	\$ 2,882	\$ -	\$ 2,882	\$ -	\$ 2,882
2013 - 14 Base Budget	\$ 2,882	\$ -	\$ 2,882	\$ -	\$ 2,882

<u>I. & II. University</u>					
2012 - 13 Adjusted Base Budget	\$ 121,920	\$ 20,502	\$ 142,422	\$ 191,543	\$ 333,965
Adjustments to Base Budget	27,188	-	27,188	-	27,188
2012 - 13 Adjusted Recurring Base Budget	\$ 149,107	\$ 20,502	\$ 169,609	\$ 191,543	\$ 361,152
Total Incremental Changes	9,261	4,182	13,443	3,955	17,398
2013 - 14 Base Budget	\$ 158,368	\$ 24,684	\$ 183,052	\$ 195,498	\$ 378,550

¹ Tuition revenues are net of waivers, uncollectible amounts and 30% Financial Aid need based amounts per BOG regulation.

Florida International University
Financial Summary
2013-14 E&G Revenue Growth

	General Revenue	Educational Enhancement (Lottery)	Total State Funding	Student Fee (net)	Total
<i>(In thousands of dollars)</i>					
III. College of Medicine (ex-Legislative Items: Risk Management)					
2012 - 13 Adjusted Base Budget	\$ 26,882		\$ 26,882	\$ 10,274	\$ 37,156
Health Insurance Annualization & Premium Ad	166		166		166
2012 - 13 Adjusted Recurring Base Budget	\$ 27,048	\$ -	\$ 27,048	\$ 10,274	\$ 37,322
2013 - 14 Incremental Changes					
• Tuition ²				2,740	2,740
• Legislative Line Item					
Medical School Phase-in of Students	724		724		724
Florida Retirement System Adjustment	514		514		514
Neuroscience Centers of Florida Foundation	1,000		1,000		1,000
Primary Care Residency Program	831		831		831
Total Incremental Changes	3,069	-	3,069	2,740	5,809
2013 - 14 Base Budget	\$ 30,117	\$ -	\$ 30,117	\$ 13,014	\$ 43,131

IV. College of Medicine (Legislative Items: Risk Management)

2012 - 13 Adjusted Base Budget	\$ 21		\$ 21		\$ 21
Adjustment to Risk Management Base	5		5		5
2012 - 13 Adjusted Recurring Base Budget	\$ 26	\$ -	\$ 26	\$ -	\$ 26

III. & IV. College of Medicine

2012 - 13 Adjusted Base Budget	\$ 26,903	\$ -	\$ 26,903	\$ 10,274	\$ 37,177
Adjustments to Base Budget	171	-	171	-	171
2012 - 13 Adjusted Recurring Base Budget	\$ 27,074	\$ -	\$ 27,074	\$ 10,274	\$ 37,348
Total Incremental Changes	3,069	-	3,069	2,740	5,809
2013 - 14 Base Budget	\$ 30,143	\$ -	\$ 30,143	\$ 13,014	\$ 43,157

² Tuition revenues are net of uncollectible amounts

Florida International University
Financial Summary
E&G Summary

	Final Budget	Forecast	Forecast vs.	Requested	Forecast vs.
(In millions of dollars)	2012-13	2012-13	Final Budget	Budget ¹	Requested Budget
<u>I. University:</u>					
Revenues					
General Revenues ²	\$ 120.7	\$ 125.0	\$ 4.3	\$ 153.5	\$ 28.5
General Revenues - Legislative Line Item	1.3	1.0	(0.3)	4.9	3.9
Educational Enhancement (Lottery) ²	20.5	20.5	(0.0)	24.7	4.2
Gross Tuition	228.9	229.2	0.3	234.4	5.2
Waivers	(22.5)	(21.0)	1.5	(23.6)	(2.6)
Financial Aid (30%)	(14.8)	(15.5)	(0.7)	(15.3)	0.2
Net tuition ³	191.6	192.7	1.1	195.5	2.8
Total Revenue Available	\$ 334.0	\$ 339.2	\$ 5.1	\$ 378.5	\$ 39.4
Expenditures					
Salaries and Benefits	251.7	248.7	(3.0)	268.1	19.4
OPS	31.6	32.3	0.7	33.4	1.1
Expense	69.3	60.7	(8.6)	73.6	12.9
OCO	8.9	6.6	(2.3)	7.4	0.8
Total Operating Expenses	361.5	348.3	(13.2)	382.5	34.2
Net Assets	\$ (27.5)	\$ (9.1)	\$ 18.4	\$ (4.0)	\$ 5.2
GAP Mitigation					
Carry forward	27.6	21.4	(6.2)	4.0	(17.4)
Net GAP after Non-recurring funds	\$ 0.1	\$ 12.2	\$ 12.2	\$ (0.0)	\$ (12.2)
<u>II. College of Medicine:</u>					
Revenues					
General Revenues	26.9	26.9	0.0	28.3	1.4
General Revenues - Legislative Line Item	-	-	-	1.8	1.8
Gross Tuition	10.4	10.1	(0.3)	13.2	3.1
Waivers	(0.2)	(0.1)	0.1	(0.2)	(0.1)
Net tuition ³	10.2	10.0	(0.2)	13.0	3.0
Total Revenue Available	\$ 37.1	\$ 36.9	\$ (0.2)	\$ 43.2	\$ 6.2
Expenditures					
Salaries and Benefits	30.8	29.0	(1.8)	33.7	4.7
OPS	0.7	1.0	0.3	1.2	0.2
Expense	4.8	5.1	0.3	7.8	2.7
OCO	-	0.4	0.4	-	(0.4)
Total Operating Expenses	36.4	35.6	(0.8)	42.7	7.1
Net Assets	\$ 0.8	\$ 1.4	\$ 0.6	\$ 0.5	\$ (0.9)
GAP Mitigation					
Carry forward	-	-	-	-	-
Net GAP after Non-recurring funds	\$ 0.8	\$ 1.4	\$ 0.6	\$ 0.5	\$ (0.9)

Notes:

¹ The amounts reported as state appropriations are based on the appropriations bill approved by the legislature (SB 1500).

² Total FY 2013-14, excluding College of Medicine, General Revenue and Lotto restoration, is \$24.3M. Additional net pass-throughs of \$17.6M (PO&M of \$3.2M, Legislative line items \$4.9M, retirement and health insurance adjustments \$9.2M and risk management insurance \$0.3M) was offset by non-recurring reduction of \$1.3M.

³ Tuition revenues are net of waivers, uncollectible amounts and 30% Financial Aid need based amounts per BOG regulation.

Florida International University
Financial Summary
E&G Summary

(In millions of dollars)

I. University Carry Forward:

FY 2012-13 Beginning Balance	\$ 82.9
Expenditure Forecast FY 2012-13	(50.7)
Estimated Unused FY 2012-13 Current Year Funds	12.1
FY 2013-14 Estimated Beginning Balance	\$ 44.3
FY 2013-14 Expenditures:	(16.8)
• E&G Funding GAP	(4.0)
• Legislative Earmarked Funds	(5.3)
• Capital Campaign Investment	(2.6)
• Health Services Compliance	(1.0)
• College and Area Commitments	(3.9)
FY 2013-14 Estimated Ending Balance	\$ 27.6
Commitments for FY 2014-15 and Later:	(1.1)
• Legislative Earmarked Funds	(1.1)
Estimated Available Balance	\$ 26.4

II. College of Medicine Carry Forward:

FY 2012-13 Beginning Balance	\$ 5.6
Expenditure Forecast 2012-13	(2.5)
Estimated Unused FY 2012-13 Current Year Funds	0.8
Estimated Tuition from FY2012-13	0.6
FY 2013-14 Estimated Beginning Balance	\$ 4.6
FY 2013-14 Expenditures:	(4.6)
• Strategic Initiatives	(2.2)
• Tuition Remission	(1.4)
• Facilities and Information Technology Infrastructure	(1.0)
Estimated Available Balance	\$ -

**Florida International University
Financial Summary
Total Auxiliary Enterprises**

<i>(In thousands of dollars)</i>	Final Budget 2012-13	Forecast 2012-13	Forecast vs. Final Budget	Requested Budget 2013-14	Forecast vs. Requested Budget
Operating Revenues ¹	\$ 188,857	\$ 183,481	\$ (5,376)	\$ 195,282	\$ 11,802
<u>Expenditures</u>					
Salaries and Benefits	61,017	58,162	(2,854)	70,139	11,977
OPS	22,894	19,883	(3,011)	17,208	(2,675)
Expense	74,027	72,023	(2,004)	73,570	1,547
OCO	4,301	1,525	(2,777)	2,646	1,122
Debt Service Interest	4,967	4,829	(138)	8,060	3,231
Total Operating Expenses	167,205	156,422	(10,784)	171,623	15,201
Net Operating Income	21,651	27,059	5,407	23,659	(3,399)
Investment Revenues	24	86	62	73	(13)
Principal Payment of Debt	(6,905)	(6,905)	(0)	(7,847)	(942)
Operational Transfers	0	-	(0)	-	(0)
Change in Net Assets	14,771	20,241	5,469	15,885	(4,355)
<u>Fund Balance</u>					
Beginning Fund Balance	122,814	119,569		134,657	
Change in Net Assets	14,771	20,241		15,885	
Capital Expenditures	(28,915)	(6,101)		(33,909)	
Third Party Transfers	-	(0)		-	
Institutional Transfers	(1,227)	948		(83)	
Ending Fund Balance	\$ 107,443	\$ 134,657		\$ 116,550	

Notes

Budget figures represent total revenue and expenditures for all Auxiliary activities, hence interdepartmental transactions have not been eliminated.

¹ A&S Transfers to Student Centers, Extracurricular activities and Children's Center have been reclassified to revenues.

Financial Highlights

FY 2012-13 revenues are lower than budgeted mostly due to a change in the methodology of recording the revenue sharing agreement between Higher Ed Holdings and College of Business. Operating expenses are lower mostly for the same reason, although there were increased expenditures in academic auxiliaries.

Revenue increases for FY 2013-14 will be driven primarily by growth in academic auxiliaries, including market rate programs and recharge centers, by the opening of the new student residence, Parkview Hall, and a health fee increase. As a result, operating expenses are projected to increase for academic auxiliaries and Housing. Debt service is increasing due to initial payments for Parkview Hall and Parking Garage VI.

Capital expenditures represent cash outflows for the construction of the Management and New Growth Opportunities (MANGO) Building by FIU Online, College of Business, and Business Services. Other capital expenditures include cash contributions by Housing towards Parkview Hall construction and towards needed improvements in other halls.

**Florida International University
Financial Summary
Academic Auxiliaries**

<i>(In thousands of dollars)</i>	Final Budget 2012-13	Forecast 2012-13	Forecast vs. Final Budget	Requested Budget 2013-14	Forecast vs. Requested Budget
Operating Revenues	\$ 88,745	\$ 81,976	\$ (6,769)	\$ 89,244	\$ 7,268
<u>Expenditures</u>					
Salaries and Benefits	31,569	31,510	(60)	37,917	6,407
OPS	16,320	14,474	(1,846)	11,187	(3,287)
Expense	35,801	32,916	(2,885)	37,430	4,514
OCO	416	783	366	248	(535)
Debt Service Interest	-	-	-	-	-
Total Operating Expenses	84,106	79,682	(4,424)	86,781	7,099
Net Operating Income	4,639	2,294	(2,345)	2,463	169
Investment Revenues	7	32	26	23	(10)
Principal Payment of Debt	-	-	-	-	-
Operational Transfers	1,824	(870)	(2,694)	(1,549)	(679)
Change in Net Assets	6,470	1,456	(5,014)	936	(520)
<u>Fund Balance</u>					
Beginning Fund balance	50,432	46,447		47,282	
Change in Net Assets	6,470	1,456		936	
Capital Expenditures	(11,836)	(1,080)		(14,595)	
Third Party Transfers	-	-		-	
Institutional Transfers	600	459		472	
Total Fund Balance	\$ 45,665	\$ 47,282		\$ 34,095	

Academic Auxiliary programs are comprised primarily of market rate programs, web based courses, conferences, labs, recharge centers and distance learning programs. The revenues generated serve to support the actual programs and their growth.

Financial Highlights

During FY 2012-13, a change in methodology by the Office of the Controller for recording the revenue sharing agreement between Higher Ed Holdings and the College of Business has caused a negative revenue variance of \$5.9M and a positive variance in operating expenses in the same amount. Those funds are now reflected in the Agency Fund.

Aside from the change in methodology, academic auxiliary revenue is less than budget by \$0.8M mostly due to lower enrollment in College of Business, College of Arts & Sciences, and Engineering & Computer Science.

Overall operating expenses increased by \$1.5M. Savings in temporary employees have been offset by higher programmatic expenditures across multiple colleges, particularly in College of Business where scholarship and rent expenditures were higher than planned.

Capital expenditures in FY 2012-13 included transfers to Facilities from College of Business and FIU Online for the Management and New Growth Opportunities (MANGO) Building.

Revenues for FY 2013-14 are projected to increase by \$7M, driven in large part by growth in the College of Business' existing and new programs, College of Arts and Sciences' Aquarius recharge center, School of Hospitality Management's Institute for Hospitality and Tourism Education and Research, College of Medicine's new Antigua program, and the Wall of Wind recharge center.

Expense growth of \$7M is mostly driven by an increase in permanent salary expenses due to a need to service revenue growth, salary adjustments, and a shift in instruction from adjuncts and faculty overloads to full time faculty in the College of Business. Similarly, operating expenses are increasing in the College of Business to appropriately support expected growth.

Capital expenditures in FY 2013-14 include cash outflows by FIU Online and the College of Business for the construction of the Management and New Growth Opportunities (MANGO) Building.

**Florida International University
Financial Summary
Housing**

<i>(In thousands of dollars)</i>	Final Budget 2012-13	Forecast 2012-13	Forecast vs. Final Budget	Requested Budget 2013-14	Forecast vs. Requested Budget
Operating Revenues	\$ 24,467	\$ 24,770	\$ 303	\$ 29,237	\$ 4,467
<u>Expenditures</u>					
Salaries and Benefits	4,115	3,519	(596)	4,020	501
OPS	1,141	680	(460)	1,386	706
Expense	12,272	10,751	(1,521)	10,630	(121)
OCO	74	13	(61)	415	402
Debt Service Interest	2,842	2,702	(140)	5,004	2,302
Total Operating Expenses	20,444	17,666	(2,779)	21,455	3,790
Net Operating Income	4,022	7,104	3,082	7,781	677
Investment Revenues	6	17	12	16	(2)
Principal Payment of Debt	(3,983)	(3,983)	-	(4,957)	(974)
Operational Transfers	28	23	(4)	28	4
Change in Net Assets	73	3,162	3,089	2,868	(294)

Fund Balance

Beginning Fund balance	21,888	20,781		23,943	
Change in Net Assets	73	3,162		2,868	
Capital Expenditures	(8,307)	-		(6,365)	
Third Party Transfers	-	-		-	
Institutional Transfers	-	-		-	
Total Fund Balance	\$ 13,654	\$ 23,943		\$ 20,446	

The Housing Auxiliary generates revenues in the form of rental income from students seeking housing facilities on campus and from summer conference housing.

Financial Highlights

Occupancies in FY 2012-13 averaged 98% at the Modesto Maidique Campus (MMC) and 82% at the Biscayne Bay campus (BBC). The aggregate FY 2012-13 blended occupancy rate was on par with budget at 96%. Higher revenues are attributed to an increase in demand for Bay Vista Housing. Operating expense variances were mostly attributable to unfilled positions and lower operating expenditures due to deferring a few maintenance related projects to next fiscal year.

Expected occupancy in FY 2013-14 is projected at 97% at MMC and 70% at BBC, resulting in an expected blended occupancy rate of 92%. Rental rates at MMC are increasing an average of 2.8% for existing halls. FY 2013-14 will be the first year of operation for Parkview Hall and will increase the number of revenue generating beds by 596 for a grand total of 3,454.

Higher operating costs are expected to result from filling all vacant and new positions and additional operating expenses for Parkview Hall. Other capital outlays include a generator for Panther Hall and a facilities work order system. Debt service payments are increasing as the first debt service payments for Parkview Hall are due in FY 2013-14.

Capital expenditures in FY 2013-14 represent investments in building improvements required at Everglades, Lakeview and Panther Halls. It also includes a cash contribution towards the construction of Parkview Hall.

Housing continues to have sufficient operating revenues to cover the debt service payment and meet required debt service ratios. The fund balance is held as a reserve for major repairs and capital replacement, and for future expansion of Housing facilities.

**Florida International University
Financial Summary
Parking and Transportation**

<i>(In thousands of dollars)</i>	Final Budget 2012-13	Forecast 2012-13	Forecast vs. Final Budget	Requested Budget 2013-14	Forecast vs. Requested Budget
Operating Revenues	\$ 13,986	\$ 14,322	\$ 336	\$ 14,117	\$ (205)
<u>Expenditures</u>					
Salaries and Benefits	2,298	2,114	(183)	2,636	521
OPS	628	555	(72)	485	(71)
Expense	4,556	4,484	(72)	3,818	(666)
OCO	264	72	(192)	28	(45)
Debt Service Interest	2,123	2,125	2	3,056	931
Total Operating Expenses	9,868	9,351	(517)	10,022	670
Net Operating Income	4,118	4,971	853	4,095	(876)
Investment Revenues	2	7	5	6	(1)
Principal Payment of Debt	(2,815)	(2,815)	-	(2,890)	(75)
Operational Transfers	164	-	(164)	168	168
Change in Net Assets	1,469	2,163	694	1,379	(784)

Fund Balance

Beginning Fund balance	8,844	8,803		10,961	
Change in Net Assets	1,469	2,163		1,379	
Capital Expenditures	(500)	(5)		(4,500)	
Third Party Transfers	-	-		-	
Institutional Transfers	-	-		-	
Total Fund Balance	\$ 9,813	\$ 10,961		\$ 7,840	

The Parking and Transportation auxiliary operating revenues are primarily generated from parking decals and fees charged to students, faculty, staff and visitors. There are currently 5 garages and 52 parking lots in operation totaling 14,658 parking spaces. In addition, this auxiliary also services all vehicles owned by the University.

Financial Highlights

In FY 2012-13, increased collection of parking access fees and vehicle services revenues drive the positive revenue variance. Expenses are favorable with savings in permanent salaries, other personnel services and operating expenses.

During FY 2012-13, the Board of Governors approved the issuance of a fixed rate revenue bond not to exceed \$33.5M for the purpose of financing Parking Garage VI (PGVI) on Modesto Maidique Campus on the premise that student parking access fees will not increase for the next six (6) fiscal years.

For FY 2013-14, operating revenues are projected to be slightly lower as a result of a decrease in vehicle services revenues. Higher operating expenses are mostly due to market salary adjustments, reclassifying temporary employees to permanent personnel and increased debt service interest partially offset by lower operating expenditures.

Capital expenditures include a cash outflow to facilities for PGVI.

Parking continues to have sufficient operating revenues to cover the debt service payment and meet required debt service ratios. The fund balance is held as a reserve for major repairs and capital replacement, and for future expansion of parking facilities.

**Florida International University
Financial Summary
Student Health Services**

<i>(In thousands of dollars)</i>	Final Budget 2012-13	Forecast 2012-13	Forecast vs. Final Budget	Requested Budget 2013-14	Forecast vs. Requested Budget
Operating Revenues	\$ 9,496	\$ 9,662	\$ 165	\$ 10,758	\$ 1,097
<u>Expenditures</u>					
Salaries and Benefits	6,251	5,541	(710)	7,101	1,559
OPS	1,134	1,050	(84)	1,036	(14)
Expense	1,898	2,466	568	2,417	(49)
OCO	82	22	(60)	59	37
Debt Service Interest	-	-	-	-	-
Total Operating Expenses	9,366	9,080	(286)	10,612	1,533
Net Operating Income	131	582	451	146	(436)
Investment Revenues	-	-	-	-	-
Principal Payment of Debt	-	-	-	-	-
Operational Transfers	-	2	2	-	(2)
Change in Net Assets	131	584	453	146	(438)

Fund Balance

Beginning Fund balance	4,134	5,265		5,849	
Change in Net Assets	131	584		146	
Capital Expenditures	(1,000)	-		-	
Third Party Transfers	-	-		-	
Institutional Transfers	-	-		-	
Total Fund Balance	\$ 3,265	\$ 5,849		\$ 5,995	

The Student Health Centers at MMC and BBC provide health, wellness, and mental health care services to students, who fund the operations through a health fee paid each semester. Services provided at no additional cost include routine medical exams, certain screenings, medical education, counseling and disability services. Other clinical services, such as laboratory tests, immunization and pharmacy services are available for a nominal fee.

Financial Highlights

Operating revenues for FY 2012-13 are virtually flat vs. original budget with the exception of a small increase in services not covered by the health fee. An increase in operating expenses is due to higher than planned expenditures for materials and supplies and also repairs and maintenance. This is offset by savings in salaries due to unfilled positions.

Overall revenues for FY 2013-14 are increasing as a result of a \$10.50 increase per semester to the health fee. The health fee will increase to \$93.69 from \$83.19 per semester and the increase was recommended unanimously by the Health Fee Committee. The fee increase will cover salary market equity adjustments, Human Resource compliance, additional counseling personnel and programs, a disability consultant as well as increases in services for preventive and wellness care.

Florida International University
Financial Summary
Other Auxiliaries

<i>(In thousands of dollars)</i>	Final Budget 2012-13	Forecast 2012-13	Forecast vs. Final Budget	Requested Budget 2013-14	Forecast vs. Requested Budget
Operating Revenues	\$ 52,162	\$ 52,751	\$ 588	\$ 51,927	\$ (824)
<u>Expenditures</u>					
Salaries and Benefits	16,784	15,478	(1,305)	18,466	2,988
OPS	3,672	3,124	(548)	3,115	(9)
Expense	19,500	21,405	1,905	19,275	(2,130)
OCO	3,464	634	(2,830)	1,896	1,263
Debt Service Interest	2	2	0	-	(2)
Total Operating Expenses	43,421	40,643	(2,778)	42,752	2,109
Net Operating Income	8,741	12,108	3,366	9,175	(2,933)
Investment Revenues	10	30	20	28	(2)
Principal Payment of Debt	(107)	(107)	(0)	-	107
Operational Transfers	(2,016)	845	2,860	1,354	509
Change in Net Assets	6,630	12,876	6,246	10,557	(2,319)
<u>Fund Balance</u>					
Beginning Fund balance	37,516	38,273		46,622	
Change in Net Assets	6,630	12,876		10,557	
Capital Expenditures	(7,273)	(5,016)		(8,449)	
Third Party Transfers	-	(0)		-	
Institutional Transfers	(1,827)	489		(555)	
Total Fund Balance	\$ 35,046	\$ 46,622		\$ 48,175	

Other auxiliaries include the remaining activities which have revenues essentially derived from the following:

- Commission and rental earnings from food service, bookstore and retail operations managed by the office of Business Services
- Support from the student activity and service (A&S) fee for student and recreational centers
- Interdepartmental services such as duplicating, information technology and telecom, construction service reimbursement charges and the shared services fee. The shared services fee funds the pro-rata share of university-wide services indirectly benefitting auxiliary businesses (such as functions performed by legal, finance, human resources, etc.) along with funding special non-recurring projects.
- Other auxiliary enterprises support marketing and sponsorship activities, such as the operations of the South Beach Wine and Food Festival, along with alumni activities and miscellaneous university-wide initiatives.

Financial Highlights

Variances in FY 2012-13 revenues were driven by South Beach Wine & Food Festival and External Relations partly offset by UTS and construction service reimbursements (CSR). Higher operating expenses in South Beach Wine & Food Festival and External Relations were compensated by salary savings in both permanent and temporary positions across multiple units. Savings in operating capital outlays (OCO) are due to unrealized purchases in UTS.

Capital expenditures include outflows by Student Affairs towards the Recreation Center. It also includes expenditures by Business Services for various projects and also towards the Management and New Growth Opportunities (MANGO) building.

Florida International University
Financial Summary

Revenues for FY 2013-14 are planned to decrease by a \$0.8M. Revenue is expected to decrease in UTS, External Relations and in South Beach Wine & Food Festival. However, an increase is expected in construction reimbursement services (CSR) due to new and existing construction projects.

Personnel expenses are expected to increase as vacant positions are filled and new positions are added to maintain and support desired service levels. Units projecting the greatest increase include the Division of Finance, Student Affairs, Facilities Operations, and UTS. Savings in operating expenses are attributed to External Relations, UTS, and South Beach Wine & Food Festival. An increase in OCO expenditure in UTS is due to equipment needed for new and existing projects as well as for replacement of obsolete equipment.

FY2012-13 marked the last debt payment by Business Services to Wells Fargo for a loan originally issued in 2007 for equipment needed in the renovations of the Graham and Wolfe University centers.

Capital expenditures include construction expenses for the Management and New Growth Opportunities (MANGO) building being

**Florida International University
Financial Summary
Intercollegiate Athletics**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Operating Revenues	\$ 23,634	\$ 23,942	\$ 308	\$ 25,355	\$ 1,413
<u>Expenditures</u>					
Salaries and Benefits	8,120	8,671	551	8,284	(387)
OPS	552	608	56	731	123
Expense	7,409	6,975	(434)	8,090	1,115
Scholarships	6,551	6,358	(193)	6,535	177
OCO	50	7	(43)	10	3
Total Operating Expenses	22,682	22,620	(62)	23,650	1,030
Net Operating Income	952	1,322	371	1,705	383
Investment Revenues	1	2	1	1	(0)
Operational Transfers	900	(600)	(1,500)	400	1,000
Change in Net Assets	1,852	724	(1,128)	2,106	1,382
<u>Fund Balance</u>					
Beginning Fund Balance	1,370	932		350	
Change in Net Assets	1,852	724		2,106	
Capital Expenditures	-	(366)		-	
Institutional Transfers	(1,419)	(940)		(1,634)	
Total Fund Balance	\$ 1,803	\$ 350		\$ 822	

Intercollegiate Athletics is the functional area of the University responsible for team sports and their support activities. The Athletics Stadium operations and its associated bonds are reflected in the Athletics Finance Corp., a Direct Support Organization (DSO) within FIU.

Financial Highlights

FY 2012-13 revenues end favorable to budget, primarily due to increased contributions from the Athletics Finance Corporation and FIU Foundation as well as higher NCAA & Conference participation payments. However, Athletics did experience a negative impact on revenues when the football team did not qualify for a bowl game and from lower than expected athletic fees.

Expenses are flat to budget with savings in team travel, scholarships, and insurance being offset by severance payments.

Capital expenditures include cash outflows towards new softball stadium seating and sand volleyball courts.

Institutional Transfers consist primarily of payments to the Athletics Finance Corporation of pledged revenues applied towards the payment of Stadium debt service payments.

The short-term loan in the amount of \$1.5M from Treasury to Athletics for the construction of the North Side expansion to the FIU stadium was paid on December 2012. This payment is reflected as an operational cash transfer.

In FY 2013-14, revenues are projected to increase from student fees, game guarantees, and NCAA & Conference participation payments.

Expenses are increasing 5%, mostly due to initiation and contribution fees charged by Conference USA.

Institutional Transfers primarily consist of payments to the Athletics Finance Corporation of pledged revenues applied towards the payment of Stadium debt service payments and funding of the marching band.

In FY 2010-11, Treasury Operations entered into a working capital agreement with Athletics in which four annual disbursements will be made totaling \$5.0M. The first and second disbursements were made in June 2011 and December 2011 in the amounts of \$1.9M and \$1.8M respectively. The third disbursement in the amount of \$0.9M is expected in June 2013. The fourth and last disbursement for \$0.4M will be made in June 2014. These disbursements are reflected as operational transfers.

**Florida International University
Financial Summary
Activity and Service**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Operating Revenues	\$ 15,795	\$ 15,761	\$ (33)	\$ 16,008	\$ 246
Expenditures					
Salaries and Benefits	2,403	2,087	(316)	2,575	488
OPS	920	752	(168)	870	118
Expense	12,665	13,318	654	13,103	(215)
OCO	1	0	(1)	-	(0)
Total Operating Expenses	15,989	16,158	169	16,548	390
Net Operating Income	(194)	(396)	(203)	(540)	(144)
Investment Revenues	-	-	-	-	-
Change in Net Assets	(194)	(396)	(203)	(540)	(144)
Fund Balance					
Beginning Fund Balance	8,654	9,838		9,617	
Institutional Transfers	189	175		189	
Change in Net Assets	(194)	(396)		(540)	
Total Fund Balance	\$ 8,649	\$ 9,617		\$ 9,265	

The Activity and Service Fee fund is the student life component of the University which supports clubs, organizations, student centers and recreational sports for all campuses. The purpose of this activity is to provide students with the opportunity to enhance learning through co-curricular activities. The principle funding source for this activity fee is a per credit hour fee charged to all students.

Financial Highlights

Revenue and expense activity for FY 2012-13 are essentially on target vs. budget.

The Activity and Service Fee will remain unchanged in FY 2013-14 at \$12.87 per student credit hour.

Revenues in FY 2012-13 are slightly below budget mainly due to lower than projected enrollment offset by unbudgeted revenues from Homecoming activities. Expenses are above budget due to unbudgeted Homecoming activities and Scholarships offset by savings from vacant positions.

In FY 2013-14, revenues are projected to increase slightly due to the inclusion of fees charged through the market rate programs. Expenses are projected to increase as due to budgeting of vacant positions and additional costs incurred to service areas related to international students, clubs and organizations.

The fund balance is held as a reserve to cover unexpected repairs and building maintenance at the Wolfe University Center, Graham Center and both MMC and BBC recreation centers.

Florida International University
Financial Summary
Technology Fee

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
(In thousands of dollars)	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Operating Revenues	\$ 8,330	\$ 8,074	\$ (256)	\$ 9,019	\$ 945
Expenditures					
Salaries and Benefits	900	803	(96)	885	82
OPS	712	631	(81)	692	61
Expense	6,065	7,094	1,029	5,863	(1,231)
OCO	725	897	172	1,500	603
Total Operating Expenses	8,402	9,424	1,023	8,939	(485)
Net Operating Income	(71)	(1,350)	(1,279)	80	1,430
Investment Revenues	-	-	-	-	-
Change in Net Assets	(71)	(1,350)	(1,279)	80	1,430
Fund Balance					
Beginning Fund Balance	914	1,770		420	
Change in Net Assets	(71)	(1,350)		80	
Capital Expenditures	-	-		-	
Institutional Transfers	-	-		-	
Total Fund Balance	\$ 842	\$ 420		\$ 500	

The Technology Fee fund monitors the revenues and resulting expenses related to the Technology Fee. Technology fee revenues are 5% of base tuition. The fee revenues are used to enhance instructional technology resources for students and faculty. Project proposals are reviewed by the Technology Fee Committee which makes investment recommendations to the President for final approval. The Committee is composed of 12 members (6 students & 6 Faculty / Staff) from across the University.

Financial Highlights

Current projects include renovation of classrooms with up-to-date audio visual equipment, investments in course capturing technologies, and the Moodle to Blackboard conversion.

In FY2012-13, revenues are lower mainly due to lower enrollment and higher than expected waivers. Expenditures have increased as part of a planned reduction of fund balances.

Revenues in FY 2013-14 will increase mostly due to tuition increases and inclusion of fees charged through market rate programs. Expenses continue to reflect spending on projects consistent with revenue levels.

**Florida International University
Financial Summary
Board Approved Fees**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Operating Revenues	\$ 502	\$ 502	\$ (0)	\$ 502	\$ 0
Expenditures					
Salaries and Benefits	-	36	(36)	-	36
OPS	-	14	(14)	-	14
Expense	502	516	(13)	502	13
OCO	-	-	-	-	-
Total Operating Expenses	502	566	(63)	502	63
Net Operating Income	-	(64)	64	-	64
Investment Revenues	-	-	-	-	-
Change in Net Assets	-	(64)	(64)	-	64
Fund Balance					
Beginning Fund Balance	-	225		161	
Change in Net Assets	-	(64)		-	
Capital Expenditures	-	-		-	
Institutional Transfers	-	-		-	
Total Fund Balance	\$ -	\$ 161		\$ 161	

Board Approved Fees are fees specific to the University and have been approved by the Board of Governors.

This fee currently consists of the Florida Bar Test Preparation Fee.

Only those students in certain programs where licensing to practice requires successful completion of an examination and where FIU provides this preparation through a third party vendor are charged the fee. Only students in the College of Law Bar Preparation course are required to pay the fee.

The purpose of the test preparation fee is to increase accessibility to test preparation courses in programs where students are expected to obtain specific preparation for a practice-based examination. By making the test preparation a required activity in the final semester of the program, the fee will be part of the cost of attendance and thus eligible for financial aid.

Financial Highlights

Expenses for FY 2012-13 are higher than budgeted due to payments to the third party vendor for services performed in the prior year.

The fee and third-party vendor expenses are expected to remain unchanged for FY 2013-14.

**Florida International University
Financial Summary
Contracts & Grants**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Operating Revenues	\$ 96,955	\$ 97,284	\$ 329	\$ 102,029	\$ 4,745
Expenditures					
Salaries and Benefits	46,677	49,134	2,457	48,395	(739)
OPS	14,948	14,829	(119)	11,646	(3,184)
Expense	33,419	32,467	(952)	39,299	6,832
OCO	3,381	3,402	21	1,791	(1,611)
Debt Service Interest	71	31	(40)	-	(31)
Total Operating Expenses	98,497	99,864	1,367	101,131	1,267
Net Operating Income	(1,542)	(2,580)	(1,038)	898	3,478
Investment Revenues	-	(5)	(5)	-	5
Change in Net Assets	(1,542)	(2,585)	(1,043)	898	3,483
Fund Balance					
Beginning Fund Balance	5,765	21,850		19,261	
Change in Net Assets	(1,542)	(2,585)		898	
Third Party Transfers	-	1,483		-	
Institutional Transfers	1,154	(1,487)		58	
Total Fund Balance	\$ 5,377	\$ 19,261		\$ 20,217	

Contracts and Grants includes sponsored research, public service and training activities, incidental non-research initiatives and Direct Support Organization (DSO) Reimbursements.

Sponsored Research revenues are derived from Federal, State, Local and Private sources in support of the sponsored programs of the University. The use of these funds is restricted to the specific purpose for which they are awarded. Sponsored Research awards are comprised of Direct Costs and Facilities & Administrative (F&A) Costs. Direct Costs are those costs directly related to research projects such as the salaries and benefits of researchers and supplies, while F&A costs represent the University's overhead costs which are not directly allocable to a specific project such as administration functions, utilities, etc.

Expenditure levels of the Division of Research administration are driven by the university's direct research expenditures and the associated F&A cost recovery. F&A cost recovery derived from sponsored research projects supports the administrative costs of Sponsored Research and provides funding to deans, department chairs and faculty in support of research.

Incidental non-research activities receive revenue from external sources in exchange for goods or services that are incidental to the main activities of the university. DSO Reimbursements are revenues received from the University's 501c3 Direct Support Organizations which exist solely to support the University's mission.

Financial Highlights

The federally negotiated F&A cost reimbursement rate is currently 45%. Since State and other sponsors often reimburse at a lower rate than the federally negotiated rate, the FY 2012-13 awarded actual recovery rate is forecast at 21.7%. The FY 2013-14 budgeted F&A returns on Sponsored Research are \$14M, equivalent to a blended rate of 21.2%.

Total FY 2012-13 revenues are \$0.3M higher than current budget primarily from \$0.4M in Sponsored Research revenues and \$1.1M incidental non-research revenue offset by a \$1.2M shortfall in DSO Reimbursements. Total FY 2013-14 revenues are budgeted higher than current year mainly due to \$9.4M revenues in DSO Reimbursements as units rely more heavily on funding support from the FIU Foundation and FIU HealthCare Network. Also contributing to the higher revenue budget is \$0.8M incidental non-research activities offset by a \$5.4M decrease in budgeted Sponsored Research revenues, mainly as a result of a sequester-related drop in federal spending.

Florida International University

Financial Summary

Contracts & Grants

FY 2012-13 expenses are \$1.4M higher than budgeted mainly due to greater spending in Sponsored Research \$0.8M and incidental non-research activities \$0.6M as needed to generate the higher revenues mentioned above.

The FY 2013-14 budget anticipates an increase in expenses of \$1.3M, mainly in DSO Reimbursement activities of \$6.3M and incidental non-research initiatives of \$0.7M offset by a decrease in Sponsored Research spending of (\$5.6M) in keeping with the reduced revenue budget for Sponsored Research.

The Division of Research currently uses 9% of the F&A return to support administrative positions of the University including positions in the Controller's Office, EH&S, Human Resources, Audit and the University Graduate School.

**Florida International University
Financial Summary
Student Financial Aid**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Operating Revenues	\$ 163,402	\$ 145,055	\$ (18,347)	\$ 146,987	\$ 1,932
Expenditures					
Salaries and Benefits	1,639	1,569	(70)	1,725	156
OPS	1,547	1,354	(193)	1,792	438
Expense	162,264	142,802	(19,463)	143,687	886
OCO	-	-	-	-	-
Total Operating Expenses	165,451	145,725	(19,726)	147,204	1,479
Net Operating Income	(2,049)	(670)	1,379	(217)	453
Investment Revenues	6	20	13	19	(1)
Change in Net Assets	(2,043)	(650)	1,392	(199)	452
Fund Balance					
Beginning Fund Balance	5,101	13,777		13,127	
Change in Net Assets	(2,043)	(650)		(199)	
Total Fund Balance	\$ 3,059	\$ 13,127		\$ 12,928	

Student Financial Aid is the functional area of the University responsible for administering Financial Aid to students. It is comprised of funding from student financial aid fees, support from federal and state financial aid awards, institutional programs, as well as numerous private scholarships.

Financial Highlights

In FY 2012-13, the decrease in revenues and expenses vs. budget was mainly driven by a change in eligibility standards for Pell Grants (\$15.4M) and Florida Bright Futures Scholarship (\$2.0M) along with a decrease in departmental scholarships (\$1.8M). There were major changes in eligibility standards; for Pell Grants the maximum number of semesters was limited to 12 and in Bright Futures, SAT eligibility scores for the Florida Medallion Scholars were raised from 980 to 1020.

Revenue projections for FY 2013-14 show a slight increase due to Financial Aid Fees, \$1.3M, slightly offset by stricter eligibility standard changes for grants and scholarships.

Expenses include aid disbursements and are increasing mainly due to Pell Grants, Institutional Grants and the projected spend down of the institutional aid fund balance.

OPS expense includes "authorized" Work Study. In FY 2012-13, OPS expenditures decreased slightly vs. budget mainly due to the University and department match which was implemented to offset award obligations after federal funding and lack of historical supplemental funding. In FY 2013-14, the amount per award and number of awards are increasing slightly along with department match continuing at 25% of the award.

Student Financial Aid includes institutional aid revenues which are derived from financial aid fees to students (net of administrative costs), allocation from tuition differential fee (30% of fees collected) and E&G tuition allocation. FY 2013-14 budgeted revenue of \$30.1M is projected to increase by \$1.0M, mainly driven by higher financial aid fees. Institutional aid disbursements in FY 2013-14 are expected to exceed revenues, consistent with the five-year plan to manage the spend down of the fund balance by funding need-based and merit type scholarships in future years.

Florida International University
Financial Summary
Concessions

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Operating Revenues	\$ 1,020	\$ 706	\$ (314)	706	\$ (1)
<u>Expenditures</u>					
Salaries and Benefits	-	3	3	1	(2)
OPS	-	37	37	14	(23)
Expense	720	623	(97)	691	67
OCO	-	-	-	-	-
Total Operating Expenses	720	663	(57)	706	43
Net Operating Income	300	43	(257)	0	(43)
Investment Revenues	-	-	-	-	-
Change in Net Assets	300	43	(257)	0	(43)
<u>Fund Balance</u>					
Beginning Fund Balance	381	456		499	
Institutional Transfers	(300)	0		-	
Change in Net Assets	300	43		0	
Total Fund Balance	\$ 381	\$ 499		\$ 499	

This activity contains all the commission based revenues from beverage and pouring, snack vending as well as student housing laundry machines. The commission revenues in the concession fund are used to support the purchase of food and refreshment items at University wide events, e.g., holiday party, faculty and staff recruitment, commencements, training, lecture series, board of trustees, student housing socials and convocation events.

Financial Highlights

The beverage pouring and vending contract with Pepsi provides an annual amount for sponsorship in addition to commission on product sales. Pepsi will provide an annual tiered sponsorship for exclusive pouring rights valued at \$5.0M over the life of the contract.

In FY 2012-13 the entire sponsorship revenue of \$625k was budgeted to be recorded in Concessions and the \$300k allotted to FIU Athletics Finance Corp. reflected as an institutional transfer out. Due to an accounting change the net amount of \$325k was booked directly to Concessions revenue resulting in a negative variance to budget with a corresponding offset in Institutional Transfers.

The Concession fund will receive \$325K of Pepsi sponsorship revenue in FY 2013-14. Additionally, vending and laundry revenues are projected to remain in line with FY 2012-13 forecasts.

**Florida International University
Financial Summary
FIU Athletics Finance Corp**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Total Revenues	\$ 3,617	\$ 3,594	\$ (23)	\$ 3,612	\$ 18
<u>Expenditures</u>					
Salaries	-	-	-	-	-
OPS	-	-	-	-	-
Expense	754	733	(21)	749	16
OCO	-	-	-	-	-
Net Unrealized Investment Loss	-	(136)	(136)	-	136
Debt Service Interest	1,652	1,442	(210)	1,634	192
Total Operating Expenses	2,406	2,039	(367)	2,383	343
Net Operating Income	1,211	1,555	344	1,230	(326)
Principal Payment of Debt ¹	(637)	(637)	0	(656)	(19)
Change in Net Assets	574	918	344	573	(345)
<u>Net Assets</u>					
Beginning Net Assets	4,172	4,904		5,822	
Change in Net Assets	574	918		573	
Total Net Assets	\$ 4,746	\$ 5,822		\$ 6,395	

The Athletics Finance Corp serves as the entity to finance and operate the FIU Football Stadium. Primary sources of revenues are transferred into the AFC from the university's Athletics Department and include beverage vending and pouring contract support, naming rights, premium suite and ticket revenues and a percentage of athletic student fees (per statute 1010.62). These revenue streams are pledged to the annual debt service associated with the stadium's construction cost.

Financial Highlights

FY 2012-13 revenue is lower than budgeted mainly due to shortfall in ticket sales and lower premium seating partly because of increased portion of suite ticket valuation as donations. This is partially offset by increased Athletics fee support and unbudgeted contributions.

FY 2012-13 operating expenses are lower due to savings in utilities and equipment, offset by unanticipated bank and accounting fees. The favorable debt interest is due to lower 3-month LIBOR interest rates.

FY 2013-14 budgeted revenues are projected to increase slightly driven by the growth in ticket and concession sales through the Marketing team's efforts and the onboarding of the new football coach.

FY 2013-14 expenses are projected to increase mainly due to an increase in debt service payments based on anticipated higher interest rates calculated by the Office of the Treasurer. Other operating expenses are expected to remain flat.

**Florida International University
Financial Summary
FIU Foundation Inc.**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
REVENUES:					
<u>Contributions:</u>					
Endowments	\$ 12,897	\$ 11,325	\$ (1,572)	\$ 18,847	\$ 7,522
Scholarships & Programs (Non-Endowed)	8,549	10,193	1,644	19,569	9,376
Building Funds	1,751	3,730	1,979	3,901	171
Annual Fund	903	635	(268)	1,259	625
Pledged Revenue	-	-	-	-	-
Total Contributions	24,100	25,882	1,782	43,576	17,694
<u>Other Revenues:</u>					
MARC Building - Rental Income	1,669	1,912	243	1,672	(240)
Foundation Enterprise Holdings I	249	204	(45)	227	23
Foundation Enterprise Holdings II	-	31	31	130	98
Estimated Investment Returns	12,818	14,126	1,308	12,726	(1,400)
Administrative Fee	2,605	2,615	10	2,800	186
Total Other revenues	17,341	18,888	1,547	17,555	(1,333)
Total Revenues	41,441	44,770	3,329	61,132	16,361
EXPENDITURES:					
<u>University Programs:</u>					
Scholarships & Programs	10,148	9,797	(351)	14,106	4,309
Building Funds	3,301	935	(2,366)	3,552	2,617
Annual Fund	809	809	(0)	926	117
Total University programs	14,258	11,541	(2,717)	18,584	7,043
<u>Operational:</u>					
MARC Building	909	751	(158)	904	153
Foundation Enterprise Holdings I	159	128	(31)	171	43
Foundation Enterprise Holdings II	-	10	10	79	69
Administrative Reserve	1,609	1,574	(35)	1,743	169
General Reserve	1,949	864	(1,085)	6,686	5,822
Administrative Fee	2,605	2,615	10	2,800	186
Total Operational Expenditures	7,231	5,943	(1,288)	12,384	6,441
Total Operating Expenses	21,489	17,484	(4,005)	30,968	13,484
Net Operating Income	\$ 19,952	\$ 27,287	\$ 7,335	\$ 30,164	\$ 2,877

Financial Highlights

Revenues:

The FY 2013-14 endowment revenue budget is based on pledges, gift agreements, and other certifiable criteria likely to deliver cash of \$18.8M. Non-endowed scholarships and programs receipts are expected at \$19.6M, almost 50% of which are expected from the College of Arts & Sciences; Wolfsonian Museum; College of Medicine; and Athletics. Only 43% of total contributions expected in FY 2013-14 are budgeted for endowments where historically approximately 75% of receipts were in support of endowments.

Building fund gifts are expected at \$3.9M with the bulk going to College of Arts & Sciences Kampong building and Hospitality Management for the new dining facility. Other significant projects are the Hospitality Management Graduate building and the FIU Football Stadium expansion. Budgeted Annual Fund revenues are derived from Board of Directors dues, President's Council dues, the Annual Giving Campaign, and the 3% Foundation Advancement Initiative. In keeping with directions from the FIU Foundation Inc.'s Board of Directors, this budget does not address changes in pledged revenues receivable.

The MARC building is currently at 100% occupancy but conservatively budgeted at 95% occupancy with rental rates increasing by 1.5% in FY 2013-14. Foundation Enterprise Holdings I is a wholly-owned subsidiary of the Foundation currently holding 5,353 SF of commercial real-estate on Washington Avenue on Miami Beach. Revenues represent rental income. Foundation Enterprise Holdings II is a single member LLC currently holding the museum property of the recently acquired Jewish Museum of Florida (JMOF). Budgeted Revenues for FY 2013-14 are transfers from the JMOF projects in FIU Foundation to cover building expenses.

Florida International University
Financial Summary
FIU Foundation Inc.

Investment returns for FY 2013-14 are projected at 6% or \$12.7M and assume a \$200M beginning fund value and net cash flows into the portfolio consistent with budgeted cash receipts and expenses.

Administrative fee revenues are budgeted at \$2.8M based on expected FY 2013-14 investment returns and on a 2% administrative fee charged to endowments at year's end in support of FY 2014-15 administrative operations.

Expenses:

Scholarship and Program expenses are increasing by 39%. The College of Medicine, Wolfsonian Museum, College of Arts & Sciences, College of Business Administration, and Athletics account for 67% of this budget.

Based on university construction schedules, drawdowns for building fund proceeds are expected to be \$1.5M for the Hospitality Management dining facility; \$1.2M for the MANGO Building; \$0.8M for Stocker Astrophysics Center and \$0.1M for the Law School building.

Budgeted MARC building expenses are relatively flat in comparison to the current year budget. The balance in the MARC reserve as of March 31, 2013 is \$5.3M. Foundation Enterprise Holdings I expenses reflect customary costs related to owning commercial real-estate including management fees and a replacement reserve. Foundation Enterprise Holdings II expenses include insurance and repairs to the dome, the air conditioning and other repairs and maintenance.

Administrative operations are funded by the Administrative Fee charged on June 30 of the prior year. As such, the FY 2013-14 Administrative Fee of \$2.8M will fund operations in FY 2014-15. The operations expense budget is based on investment returns and a 2% administrative fee charged to endowments consistent with their signed gift agreements.

**Florida International University
Financial Summary
FIU Health Care Network**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Total Revenues	\$ 1,754	\$ 1,429	\$ (325)	\$ 3,790	\$ 2,362
<u>Expenditures</u>					
Salaries	2,011	2,163	151	3,579	1,416
OPS	386	199	(187)	305	106
Expense	1,005	882	(123)	982	100
OCO	-	-	-	-	-
Debt Service Interest	71	81	10	104	22
Total Operating Expenses	3,474	3,325	(149)	4,969	1,644
Net Operating Income	(1,721)	(1,896)	(176)	(1,179)	718
Change in Net Assets	(1,721)	(1,896)	(176)	(1,179)	718
<u>Net Assets</u>					
Beginning Net Assets	-	264		649	
Institutional Transfers	250	2,281		530	
Change in Net Assets	(1,721)	(1,896)		(1,179)	
Total Net Assets	\$ (1,471)	\$ 649		\$ (0)	

The FIU Health Care Network (HCN) serves as the entity for the collection and administration of income generated from the university's clinical operations. Pursuant to FL BOG Regulation 9.017 governing SUS Faculty Practices, the distribution of all faculty practice funds will be for the improvement and support of the academic mission of FIU.

The FIU Faculty Group Practices provide primary care and select specialty care to FIU faculty, staff and their dependents. The HCN, however, has no employees. All functions related to clinical enterprises are performed by FIU personnel. This report reflects the combined activities of the University units and HCN units which form the clinical services arm of the University.

Financial Highlights

FY 2012-13 revenues are lower than budget due to lower than expected patient volumes and lower than expected revenues from practice space rentals to outside physician partners.

FY 2012-13 expenses include university employment and other costs related to clinical operations. Savings reflect cost control in keeping with lower than expected revenues, offset by increased physician salaries for new service lines.

FY 2012-13 Change in Net Assets is funded by a reimbursement of \$1.5M from Miami-Dade County for construction costs associated with Phase 1 of the Ambulatory Care Center and the proceeds of a \$5.3M start-up loan provided by the University; the loan is reflected as an institutional transfer.

FY 2013-14 revenues are projected to increase by \$2.4M accounting for greater patient volumes, an expansion of services offered, a new Faculty Group Practice location in Broward County and management services revenue from initiatives with the American University of Antigua (AUA) and Jackson Memorial Hospital. Some physician leasing is also expected to contribute to revenues.

FY 2013-14 projected expenses include reimbursements to the university for professional services, incremental startup costs for the new Faculty Group Practice Broward location, professional service expenses related to the AUA initiative and practice operation costs.

This report is based on the materials expected to be presented to the HCN Board of Directors at their June 2013 meeting.

**Florida International University
Financial Summary
FIU Self-Insurance Program**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Total Revenues	\$ 470	\$ 503	\$ 33	\$ 500	\$ (3)
<u>Expenditures</u>					
Salaries	-	-	-	-	-
OPS	-	-	-	-	-
Expense (Admin. & Overhead)	470	200	(270)	200	0
OCO	-	-	-	-	-
Incurred But Not Reported - Contingent Liability Expense	-	-	-	-	-
Total Operating Expenses	470	200	(270)	200	0
Net Operating Income	(0)	303	303	300	(3)
Investment Earnings	-	3	0	-	(0)
Change in Net Assets	(0)	306	306	300	(3)
<u>Fund Balance</u>					
Beginning Fund Balance	1,313	1,452		1,758	
Change in Net Assets	-	306		300	
Institutional Transfer	-	-		-	
Total Fund Balance	\$ 1,313	\$ 1,758		\$ 2,058	

The Self-Insurance Program has been established by the Florida Board of Governors regulation 10.001 to provide professional liability protection to the Florida Board of Governors, the FIU Board of Trustees and other authorized entities and individuals. The Self-Insurance Program (SIP) entity serves to record the activities associated with the Self-Insurance Program and is subject to oversight by the SIP Council.

The Self-Insurance Program includes coverage for the clinical activities of the Colleges of Medicine and Nursing, and University Health Services. Revenues include funding for premium contributions and claims bill insurance premiums directly associated with the SIP. In addition, provision is made for administrative expenses primarily for the University of Florida as the SIP administrator.

Financial Highlights

The FY 2012-13 forecast revenues exceeded budget due to extra funding necessary to cover prior year delayed expenses. FY 2013-14 budgeted revenues are current estimates only since the SIP Council has not yet approved the premiums for FY 2013-14.

FY 2012-13 forecast expenses are favorable compared to current year budget due to lower than expected premium and claims expenses. FY 2013-14 budgeted expenses are current estimates only since the SIP Council has not yet approved the premiums for FY 2013-14.

**Florida International University
Financial Summary
FIU Research Foundation, Inc.**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Total Revenues	\$ 60	\$ 60	\$ -	\$ 20	\$ (40)
<u>Expenditures</u>					
Expense	18	23	5	43	20
Debt Service Interest	-	-	-	-	-
Total Expenditures	18	23	5	43	20
Net Operating Income	42	37	(5)	(23)	(60)
Principal Payment of Debt	-	-	-	-	-
Unrealized Gains & Losses	-	-	-	-	-
Change in Net Assets	42	37	(5)	(23)	(60)
<u>Net Assets</u>					
Beginning Net Assets	223	189		226	
Change in Net Assets	42	37		(23)	
Institutional Transfers	-	-		-	
Total Net Assets	\$ 265	\$ 226		\$ 203	

The FIU Research Foundation serves as an agent with respect to special Grants awarded to the University. These activities and the entire amount of the grant is recognized by FIU in the Sponsored Research Development Trust Fund and is not in the budget above.

Financial Highlights

FY 2012-13 revenue funding from the Division of Research to cover outstanding prior year expenses and budgeted current year expenses.

FY 2012-13 forecast operating expenses include audit and accounting fees.

FY 2013-14 projected revenues are expected to come from anticipated royalties to cover the accounting and other operating expenses.

FY 2013-14 budgeted operating expenses are \$18k for audit and accounting fees, and \$25k professional service fees for outsourcing the technology management and commercialization services.

**Florida International University
Financial Summary
University Treasury Operations**

	Final Budget	Forecast	Forecast vs.	Requested Budget	Forecast vs.
<i>(In thousands of dollars)</i>	2012-13	2012-13	Final Budget	2013-14	Requested Budget
Investment Revenues	\$ 13,478	\$ 15,202	\$ 1,724	\$ 11,705	\$ (3,497)
Operating Expenditures	\$ (796)	\$ (799)	\$ (3)	\$ (893)	\$ (94)
Net Revenues	\$ 12,683	\$ 14,403	\$ 1,721	\$ 10,812	\$ (3,591)
Net Operating Income	12,683	14,403	1,721	10,812	(3,591)
Investment Earnings Distribution	(1,337)	(643)	695	(351)	291
Operational Transfers	(900)	600	1,500	(400)	(1,000)
Change in Net Assets	\$ 10,445	\$ 14,361	\$ 3,915	\$ 10,061	\$ (4,300)

Treasury Operations revenue consists of earnings from the University's investment portfolio. Earnings include interest income, realized gains (which are reinvested each month) and unrealized gains / losses

Financial Highlights

Investment earnings in FY 2012-13 are expected to be higher than budget as a result of higher investment returns. Investments are projected to return 5% versus 4% in the budget. The Strategic Capital Pool is expecting a 6.2% return and the Working Capital Pool is projected at a 1.4% return. Investment earnings are projected to be lower in FY 2013-14 due to the return to historical investment returns (4%). FY 2012-13 forecasted expenses are expected to remain in line with the budget. FY 2013-14 expenses are expected to increase due to personnel, investment consulting and financial fees.

Investments Earnings are distributed to E&G (Carry Forward), Auxiliary Enterprises and Financial Aid. E&G funds receive the Special Purpose Investment Account (SPIA) rate and the non-E&G funds receive the risk free rate (30-Day T-Bill). FY 2012-13 distributions are expected to be significantly lower than plan due to the significant reduction in the interest eligible funds. The reduction of the interest eligible funds is a result of the State's intention to spend down E&G fund balances. FY 2013-14 distributions are projected to be lower than FY 2012-13 due mostly to lower SPIA rates.

Treasury Operations extended a \$1.5M short term loan to Athletics for stadium renovations in March 2012. This loan was paid in full in December 2012. In FY 2010-11, Treasury Operations entered into a working capital agreement with Athletics, in which, four annual disbursements will be made, totaling \$5.0M. The first and second disbursements were made in June 2011 and December 2011 in the amounts of \$1.9M and \$1.8M, respectively. The third disbursement in the amount of \$0.9M is expected in June 2013. The fourth and last disbursement for \$0.4M will be made in June 2014. These disbursements are reflected as operational transfers.

Florida International University
Financial Summary
Fixed Capital Outlay

STATE UNIVERSITY SYSTEM PROJECTS
2013-14

PUBLIC EDUCATION CAPITAL OUTLAY (PECO)

Utilities / Infrastructure / Capital Renewal/ Roofs (P,C,E)	0
Student Academic Support Center (MMC)	5,678,129

TOTAL	\$ 5,678,129
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MAINTENANCE REPAIR RENOVATION AND REMODELING

\$ 3,603,832

(From Public Education Capital Outlay and Debt Service Trust Fund)

CAPITAL IMPROVEMENT TRUST FUND (CITF) PROJECTS

Recreation Center Expansion (MMC)	8,595,233
Wolf University Center Improvements (BBC)	1,108,352

TOTAL	\$ 9,703,585
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Notes:

- *Capital Improvement Trust Fund (CITF): Capital Improvement Trust Fund Fee projects are authorized by Florida Statutes; generally, an appropriation is requested every two or three years based on availability of funds.*
- *Alec P. Courtelis Facility Enhancement Challenge Grant Program: no funds have been allocated to the University in FY 2013-14 for this program.*

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Amendment of University Tuition Fees Schedule Regulation for the 2013-14 academic year

Proposed Board Action:

Approve the Amended Regulation FIU-1101 Tuition Fees Schedule and delegate authority to the University President to approve any subsequent amendments that are based on comments to the Regulation received from the Board of Governors as a result of the regulation-making process.

Background Information:

The Florida State Legislature has included the following language in the HB 5001 (General Appropriations Act):

Tuition for graduate and professional programs and out-of-state fees for all programs shall be established pursuant to section 1009.24, Florida Statutes

In accordance with the 2013 General Appropriations Act (HB 5001), Florida Statutes Section 1009.24, HB 5201, and the Board of Governors Regulations 1.001, 7.001, and 7.003, recommendations are presented with regard to increasing tuition, the Financial Aid fee, and the Technology fee for Graduate and Law students, adding the Nursing and Health Sciences graduate degree programs to the graduate degree programs (i.e., Medicine and Law) for which tuition and fees will be authorized separately from other graduate degree programs, authorizing the President or appropriate designee to establish continuing education programs and set the cost therefor, and increasing the Capital Improvement Trust Fund fee, and Health fee for all students.

The Regulation pertains to tuition and fees and therefore, in accordance with the Florida Board of Governors' Regulation Development Procedure, the University is required to submit the regulation to the Florida Board of Governors for approval.

The University President will report to the Florida International University Board of Trustees (the BOT) at its next regularly scheduled meeting on any substantive change requested or made to the Regulation as a result of comments received from the Board of Governors as part of the regulation-making process.

Supporting Documentation: Tuition and Fees Schedule 2013-14, FIU-1101

Facilitator/Presenter: Sukrit Agrawal, *Finance and Audit Committee Chair*

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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
FLORIDA BOARD OF GOVERNORS
NOTICE OF CHANGE TO PROPOSED AMENDEMENT**

REGULATION TITLE: Tuition and Fees Schedule
REGULATION NO.: FIU-1101

SUMMARY OF THE REGULATION: The regulation provides the tuition and associated fees charged to students attending FIU. The major revisions to the regulation include, increasing tuition, Financial Aid fee, and Technology fee for **Undergraduate**, Graduate and Law students, adding the Nursing and Health Sciences graduate degree programs to the graduate degree programs (ie, Medicine and Law) for which tuition and fees will be authorized separately from other graduate degree programs, authorizing the President or appropriate designee to establish continuing education programs and set the cost therefor, and increasing the Capital Improvement Trust Fund fee, and Health fee for all students.

TEXT OF REGULATION: The full text of the Amended Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the Amended Regulation, please contact Eli Deville, Chief of Staff, Office of the General Counsel, devillee@fiu.edu (305) 348-2103.

AUTHORITY: Board of Governors Regulations 1.001, 7.001, and 7.003 and the 2013 General Appropriations Act.

NAME OF PERSON INITIATING PROPOSED REGULATION: Kenneth Jessell, CFO and Senior Vice President

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

THE CONTACT PERSON REGARDING THIS REGULATION IS: Eli Deville, Chief of Staff, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199. Email: devillee@fiu.edu. Phone: 305-348-2103, Fax: (305) 348-3272.

DATE OF PUBLICATION: June 3, 2013

THE FULL TEXT OF THE PROPOSED CHANGES TO THE AMENDED REGULATION IS HIGHLIGHTED IN **YELLOW** BELOW:

FIU 1101 Tuition and Fees Schedule

(1) Tuition is defined as the basic fee charged to a student for enrollment in credit courses provided by the Florida International University and the out-of-state fee assessed to non-residents. Tuition and associated fees consists of the following:

1. Tuition (basic fee);
2. Student Financial Aid Fee;
3. Capital Improvement Trust Fund Fee;
4. Health Fee;
5. Athletic Fee;
6. Activity and Service Fee; ~~and~~
7. Tuition Differential Fee (Undergraduates); and
8. Technology Fee.

In addition to the fees set forth in 1.-8. above, a non- resident student, as defined by the Florida Board of Governors', will pay the Out-of-State Fee and the Non-Resident Student Financial Aid Fee.

(2) Registration is defined as consisting of two components:

(a) Formal enrollment in one or more credit courses approved and scheduled by the University; and

(b) Payment of tuition and associated fees, or other appropriate arrangements for payment (installment payment, deferment, or third party billing), for the courses in which the student is enrolled.

(3) A student is liable for tuition associated with all courses for which the student is registered at the end of the drop/add period. The fee payment deadline shall be as determined by the University.

(4) The following tuition and associated fees shall be levied and collected on a per credit hour basis, effective the fall semester indicated for each student regularly enrolled, unless provided otherwise by law, or Board of Governors or University regulation.

(a) Undergraduate – Fall ~~2012~~2013

<u>Fee – Per Credit Hour</u>	<u>Undergraduate</u>			
	<u>Resident</u>		<u>Non Resident</u>	
Tuition	\$103.32	\$105.07	\$103.32	\$105.07
*Tuition Differential ⁽¹⁾	\$52.29		\$52.29	
Out of State Fee			\$393.62	
Financial Aid	\$5.16	\$5.25	\$5.16	\$5.25
Out of State Financial Aid			\$19.68	
Capital Improvement Trust Fund	\$6.76	\$8.76	\$6.76	\$8.76
Activity & Service	\$12.87		\$12.87	
Athletic	\$16.10		\$16.10	
Technology Fee	\$5.16	\$5.25	\$5.16	\$5.25

(b) Graduate – Fall ~~2012~~ 2013⁽²⁾

	<u>Graduate</u> Student enrolled prior to Fall 2006			
	<u>Resident</u>		<u>Non</u> <u>Resident</u>	
<u>Fee – Per Credit Hour</u>				
Tuition	\$335.38	\$352.15	\$335.38	\$352.15
Out of State fee			\$480.08	
Financial Aid	\$16.76	\$17.60	\$16.76	\$17.60
Out of State Financial Aid			\$24.00	
Capital Improvement Trust Fund	\$6.76	\$8.76	\$6.76	\$8.76
Activity & Service	\$12.87		\$12.87	
Athletic	\$16.10		\$16.10	
Technology Fee	\$16.76	\$17.60	\$16.76	\$17.60

	<u>Graduate</u> Students enrolled in Fall 2006 or thereafter			
	<u>Resident</u>		<u>Non</u> <u>Resident</u>	
<u>Fee – Per Credit Hour</u>				
Tuition	\$351.31	\$368.88	\$351.31	\$368.88
Out of State Fee			\$480.08	
Financial Aid	\$17.56	\$18.44	\$17.56	\$18.44
Out of State Financial Aid			\$24.00	
Capital Improvement Trust Fund	\$6.76	\$8.76	\$6.76	\$8.76
Activity & Service	\$12.87		\$12.87	
Athletic	\$16.10		\$16.10	
Technology Fee	\$17.56	\$18.44	\$17.56	\$18.44

(c) Law – Fall ~~2012~~ 2013⁽³⁾

<u>Law</u> <u>Students enrolled prior to Fall 2006</u>				
<u>Fee – Per Credit Hour</u>	<u>Resident</u>		<u>Non Resident</u>	
Tuition	<u>\$485.84</u>	<u>\$534.42</u>	<u>\$485.84</u>	<u>\$534.42</u>
Out of State Fee			\$437.61	
Financial Aid	<u>\$24.29</u>	<u>\$26.72</u>	<u>\$24.29</u>	<u>\$26.72</u>
Out of State Financial Aid			\$21.88	
Capital Improvement Trust Fund	<u>\$6.76</u>	<u>\$8.76</u>	<u>\$6.76</u>	<u>\$8.76</u>
Activity & Service	\$12.87		\$12.87	
Athletic	\$16.10		\$16.10	
Technology Fee	<u>\$24.29</u>	<u>\$26.72</u>	<u>\$24.29</u>	<u>\$26.72</u>

<u>Law</u> <u>Students enrolled in</u> <u>Fall 2006 or thereafter</u>				
<u>Fee – Per Credit Hour</u>	<u>Resident</u>		<u>Non Resident</u>	
Tuition	<u>\$508.97</u>	<u>\$559.86</u>	<u>\$508.97</u>	<u>\$559.86</u>
Out of State Fee			\$437.61	
Financial Aid	<u>\$25.44</u>	<u>\$27.99</u>	<u>\$25.44</u>	<u>\$27.99</u>
Out of State Financial Aid			\$21.88	
Capital Improvement Trust Fund	<u>\$6.76</u>	<u>\$8.76</u>	<u>\$6.76</u>	<u>\$8.76</u>
Activity & Service	\$12.87		\$12.87	
Athletic	\$16.10		\$16.10	
Technology Fee	<u>\$25.44</u>	<u>\$27.99</u>	<u>\$25.44</u>	<u>\$27.99</u>

⁽¹⁾ Tuition Differential fee shall not be charged to students who are beneficiaries of prepaid tuition contracts and exempt under the requirements as described in Florida Statutes section 1009.24 or to any student who was in attendance at FIU before July 1, 2007, and who maintains *continuous enrollment.

⁽²⁾ The additional Graduate fees for students enrolled in Graduate programs in the Fall 2006 or thereafter shall not apply to a graduate student who was enrolled in a graduate program prior to Fall 2006, and such student's enrollment has not lapsed in four terms before re-enrolling in the same graduate program. Effective Spring term 2009, the additional fees for students enrolled in

*the fall 2006 or thereafter shall not apply to a graduate student who was enrolled in a graduate program prior to Fall 2006, provided such student maintains *continuous enrollment.*

*(3) The additional Law fees for students enrolled in the law school in the Fall 2006, or thereafter, shall not apply to a law school student who was enrolled in a law program prior to Fall 2006, and such student's enrollment has not lapsed in four terms before re-enrolling in the same law program. Effective Spring term 2009, the additional fees for students enrolled in the fall 2006, or thereafter, shall not apply to a law school student who was enrolled in a law program prior to Fall 2006, provided such student maintains *continuous enrollment.*

**For purposes of the Tuition Differential fee, the Graduate fees, and the Law fees, "continuous enrollment" means the student has not been absent from the University for two (2) or more consecutive terms (excluding summer terms and military withdrawals.)*

(d) Nursing Practicum Programs Fall 2013

Master of Science in Nursing in Advanced Adult Gerontology Nurse Practitioner

Master of Science in Nursing in Advanced Child Nurse Practitioner

Master of Science in Nursing in Advanced Family Nurse Practitioner

Master of Science in Nursing in Psychiatric and Mental Health Nurse Practitioner

Master of Science in Nursing in Nurse Administration

	Resident	Non-resident
<u>Fee – Per Credit Hour</u>		
Tuition	\$487.88	\$487.88
Out of State fee		\$480.08
Financial Aid	\$ 24.39	\$ 24.39
Out of State Financial Aid		\$ 24.00
Capital Improvement Trust Fund	\$ 8.76	\$ 8.76
Activity & Service	\$ 12.87	\$ 12.87
Athletic	\$ 16.10	\$ 16.10
Technology Fee	\$ 24.39	\$ 24.39

Master of Science in Nursing in Nurse Anesthetist

	Resident	Non-resident
<u>Fee – Per Credit Hour</u>		
Tuition	\$645.82	\$645.82
Out of State fee		\$480.08
Financial Aid	\$ 32.29	\$ 32.29
Out of State Financial Aid		\$ 24.00
Capital Improvement Trust Fund	\$ 8.76	\$ 8.76
Activity & Service	\$ 12.87	\$ 12.87
Athletic	\$ 16.10	\$ 16.10
Technology Fee	\$ 32.29	\$ 32.29

Master of Science in Athletic Training Education

	Resident	Non-resident
<u>Fee – Per Credit Hour</u>		
Tuition	\$494.88	\$494.88
Out of State fee		\$480.08
Financial Aid	\$ 24.74	\$ 24.74
Out of State Financial Aid		\$ 24.00
Capital Improvement Trust Fund	\$ 8.76	\$ 8.76
Activity & Service	\$ 12.87	\$ 12.87
Athletic	\$ 16.10	\$ 16.10
Technology Fee	\$ 24.74	\$ 24.74

Master of Science in Speech Language Pathology

	Resident	Non-resident
<u>Fee – Per Credit Hour</u>		
Tuition	\$598.88	\$598.88
Out of State fee		\$480.08
Financial Aid	\$ 29.94	\$ 29.94
Out of State Financial Aid		\$ 24.00
Capital Improvement Trust Fund	\$ 8.76	\$ 8.76
Activity & Service	\$ 12.87	\$ 12.87
Athletic	\$ 16.10	\$ 16.10
Technology Fee	\$ 29.94	\$ 29.94

Master of Science in Occupational Therapy

	Resident	Non-resident
<u>Fee – Per Credit Hour</u>		
Tuition	\$544.88	\$544.88
Out of State fee		\$480.08
Financial Aid	\$ 27.24	\$ 27.24
Out of State Financial Aid		\$ 24.00
Capital Improvement Trust Fund	\$ 8.76	\$ 8.76
Activity & Service	\$ 12.87	\$ 12.87
Athletic	\$ 16.10	\$ 16.10
Technology Fee	\$ 27.24	\$ 27.24

Doctorate in Nursing Practice

	<u>Resident</u>	<u>Non-resident</u>
<u>Fee – Per Credit Hour</u>		
Tuition	\$487.88	\$487.88
Out of State fee		\$480.08
Financial Aid	\$ 24.39	\$ 24.39
Out of State Financial Aid		\$ 24.00
Capital Improvement Trust Fund	\$ 8.76	\$ 8.76
Activity& Service	\$ 12.87	\$ 12.87
Athletic	\$ 16.10	\$ 16.10
Technology Fee	\$ 24.39	\$ 24.39

Doctorate in Physical Therapy

	<u>Resident</u>	<u>Non-resident</u>
<u>Fee – Per Credit Hour</u>		
Tuition	\$562.88	\$562.88
Out of State fee		\$480.08
Financial Aid	\$ 28.14	\$ 28.14
Out of State Financial Aid		\$ 24.00
Capital Improvement Trust Fund	\$ 8.76	\$ 8.76
Activity & Service	\$ 12.87	\$ 12.87
Athletic	\$ 16.10	\$ 16.10
Technology Fee	\$ 28.14	\$ 28.14

(5) The following College of Medicine tuition and associated fees shall be levied and collected on an academic year basis, effective the fall semester indicated for each student regularly enrolled, unless provided otherwise by law, or Board of Governor or University regulation.

College of Medicine- Fall ~~2012~~ 2013

	<u>College of Medicine</u>			
<u>Fee - Per Academic Year</u>	<u>Resident</u>		<u>Non Resident</u>	
Tuition	\$31,938.37		\$31,938.37	
Out of State Fee			\$30,000.00	
Financial Aid	\$1,596.91		\$1,596.91	
Out of State Financial Aid			\$1,500.00	
Capital Improvement Trust Fund	<u>\$338.00</u>	<u>\$438.00</u>	<u>\$338.00</u>	<u>\$438.00</u>
Activity & Service	\$643.50		\$643.50	

Athletic	\$825.00		\$825.00	
Technology Fee	\$1,596.91		\$1,596.91	
Health	\$166.38	<u>\$187.38</u>	\$166.38	<u>\$187.38</u>
Parking	\$178.00		\$178.00	
Total	<u>\$37,283.07</u>	<u>\$37,404.07</u>	<u>\$68,783.07</u>	<u>\$68,904.07</u>

(6) Effective the Fall 2005 term, during any semester in which a graduate nonresident student has been appointed as a Graduate Assistant for at least .25 FT, the Out-of-State fee for the student shall be \$0.00 per credit hour.

(7) Effective the Fall 2009 term, during any semester in which a graduate nonresident is receiving a full fellowship, the Out-of-State fee for the student shall be \$0.00 per credit hour.

(8) The following fees shall be levied and collected on a per semester basis, effective the fall semester indicated for each student regularly enrolled (excluding College of Medicine students, whose fees are charged on an annual basis), unless provided otherwise by law, or Board of Governors or University regulation.

Fall ~~2012~~ 2013

	Resident		Non-Resident	
Fee – Per Semester				
Health	\$83.19	<u>\$93.69</u>	\$83.19	<u>\$93.69</u>
Athletic	\$10.00		\$10.00	

(9) Effective the Fall Semester 2009, each student enrolled in the same undergraduate course more than twice shall be assessed an additional sum to cover 100 percent of the full cost of instruction as established by the Board of Governors for each such course in addition to the tuition and associated fees set forth above.

(10) Students in their last year of Law School shall pay a test preparation fee, at cost, to cover test preparation programs offered as part of the law school program of instruction, including a Florida Bar examination preparation course.

(11) Optional fees.	
Orientation fee	\$ <u>5035.00</u>
Tuition Installment Service Charge	\$ 15.00
Identification Card (annually)	\$ 10.00
Replacement	\$ 15.00
Fee for Transcript	\$ 10.00
Fee for Diploma replacement	\$ 10.00
Late Payment fee	\$100.00
Late Registration fee	\$100.00
Off-Campus Fee	cost

Distance Learning Fee	cost
Fingerprinting	cost
Materials and Supplies fee	cost
Equipment Use Fee	cost
Convenience Fee	cost
Library Fines and Penalties	varies

(12) For students who enter a community college or university for the first time in the 2009-2010 academic year and thereafter, the University shall require the student to pay an excess hour surcharge equal to 50 percent of the tuition rate for each credit hour in excess of 120 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.

(13) For students who enter a community college or university for the first time in the 2011-2012 academic year and thereafter, the University shall require the student to pay an excess hour surcharge equal to 100 percent of the tuition rate for each credit hour in excess of 115 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.

(14) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education for the first time in fall 2012 or thereafter shall pay an excess hour fee equal to 100 percent of the undergraduate tuition identified in Florida Board of Governors Regulation 7.001(3) for each credit hour in excess of 110 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.

(15) The University President is authorized to establish, and determine the cost of, continuing education credit and non-credit courses and programs as provided in Board of Governors' Regulation 8.002. The President may delegate authority for credit courses and programs to the Provost and for non-credit courses and programs to any designee with responsibility for such programs.

(16) In academic years 2009-2010, 2010-2011, 2011-2012, 2012-2013, the President or if delegated, Provost, is authorized to charge up to 15% more than the tuition amounts set forth in subsection 4(b) for each respective fiscal year as additional tuition for graduate program(s) in the College of Nursing and Health Professions for which there is additional cost due to clinical curricular requirements; provided such additional tuition shall not exceed the actual additional costs.

~~(15)~~ (17) Throughout the FIU Regulations where the University is charging a fee or service based on cost, the University President / Designee has the authority to approve the amount of the charge.

Authority: Florida Board of Governors Regulations 1.001, 7.001, and 7.003 and the ~~2013~~ General Appropriations Act, History- New 11-3-02, Amended 9-3-03, 8-22-04- 9-1-05, Formerly 6C8-6.010, Amended 6-20-06, 7-20-07, 11-20-07, 6-25-08, 9-29-08, 7-14-09, 8-10-10, 7-5-11, 7-9-12, _____13.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Student Health Fee

Proposed Board Action:

Approve the proposed Florida International University Health Fee Increase from the current \$83.19 per student headcount to \$93.69 per student headcount effective the Fall term of 2013 for academic year 2013-14.

Background Information:

The University Fee Committee has approved an increase in the Health Fee in the amount of \$10.50 per student headcount effective with the Fall term, 2013. The University President has approved the fee increase after consultation with the Student Government presidents.

The proposed increase will raise the Health Fee from \$83.19 per student headcount to \$93.69 per student headcount. In accordance with Florida Statutes §1009.24(11) and the State University System of Florida Board of Governors' Regulation 7.003 Fees, Fines and Penalties, the increase was decided by a fee committee comprised of 50% (3) students and 50% (3) faculty/staff. The following procedure was used by the committee:

1. Two public hearings were advertised (through posters, electronic messaging and the student newspaper) and held at the Modesto A. Maidique campus and the Biscayne Bay campus to hear comments and address concerns from the University community.
2. Following the hearings, the fee committee convened to discuss and vote on the proposal. A vote was held by the fee committee approving the increase with a vote of six (6) in favor, and none opposed.
3. The recommendation was forwarded to the University President and Vice President for Student Affairs for approval and was approved.

This increase will be reflected, along with any other changes, in a revised FIU-1101 Tuition Fees Schedule regulation which will be presented to the Florida International University Board of Trustees (the BOT) for approval. The approved Regulation will then be forwarded to the Board of Governors for its approval.

Supporting Documentation:

Fee Committee Recommendations to University President
University Fee Committee, 2012-13 Summary of Meetings and Activities
Calculation of Fee Cap and Allowable Fee Increase

Facilitator/Presenter:

Sukrit Agrawal, *Finance and Audit Committee Chair*

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April 3, 2013

Dear Vice President Lunsford:

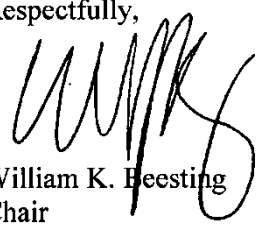
As chair of the University Fees Committee this year, I am pleased to forward our recommendations for student fees for the 2013-14 year. Specifically, the committee has recommended that the student Health Fee be increased by 2.845 percent, which amounts to \$10.50 per student headcount. This will increase the per student health fee from \$83.19 to \$93.69, and if approved by the University Board of Trustees, will become effective in the Fall 2013 term.

The additional revenue from the recommended fee increase will be approximately \$1,036,000 for 2013-14. Though the request for an increase could have been as high as 5%, the beneficiaries of the increase requested only the 2.845%, paring their request in recognition of the current financial state. The committee members also recognized a strong concern from students about the rising cost of education, and in particular, student tuition. However, the committee did validate the need to sustain current initiatives and enhance others, hence, the determination of the 2.845 %increase.

The committee held a total of four meetings, which included one day for an open forum public hearing at each campus.. Furthermore, the public hearings were publicized via The Beacon newspaper and notices were placed in Housing. Electronic announcements of the hearings were also made through the LCD displays in the Graham Center and the Wolfe Center. The Student Government Council (SGC) at MMC and BBC posted the announcement of the hearing on their website as well as having the notices on their LCD displays. The SGC at BBC sent an e-mail blast of the notice to their students.

All committee members were present at the initial meeting which included one person who telephoned. All committee members were present at the final meeting, and at least one-half of the committee members attended each public hearing. The final vote of the committee on the fee increase was unanimous. I attach copies of the Fee Committee membership, Florida Statute 1009 dealing with fees and the allowable fee increase, and a summary of the student fees at each SUS institution in 2012. If you have any questions, please contact me.

Respectfully,

A handwritten signature in black ink, appearing to read "W. Beesting", is written over the typed name and title.

William K. Beesting
Chair

c: Matilde Gramling
Fee Committee Members

Office of the Associate Dean of Undergraduate Education
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<http://www.fiu.edu>

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**University Student Health Fee Committee, 2012-13
Summary of Meetings and Activities
April 4, 2013**

The University Fee Committee was appointed by President Mark B. Rosenberg's designee, Interim Vice President for Student Affairs Larry Lunsford, in consultation with the Student Government Association (SGA) in January of 2013. The three student voting members were: Laura Fariñas, SGA President for the Modesto A. Maidique Campus (MMC); Pablo Haspel, SGA President for the Biscayne Bay Campus (BBC); and Liane Sippin, SGA Senator at Large and Speaker Pro Tem at MMC,. The three faculty/staff voting members were Korrin Anderson , Mariela Gabaroni and Nancy Hernandez. Dr. William Beesting served as the committee's Chairperson. Other interested parties attending the meetings included, Matilde Gramling, Silvana Rogelis, and Directors of the various Student Health Services departments. Dr. Larry Lunsford attended the first meeting and gave the opening charge to the committee.

Two meetings were held by the committee, plus two public hearings:

March 4, 2013 – Committee Meeting

Dr. Lunsford provided opening remarks by thanking members for agreeing to serve on the committee and explaining the usual process of meetings, forums and discussions. He charged them with looking at the potential for a Health Fee increase. The committee is to make a recommendation that complies with the Florida Statute limiting the maximum increase to five (5) percent. He further explained the enrollment growth of the university in the past three years since the last health fee increase.

Dr. Lunsford further explained the University's rotation cycle for consideration of fee increases. FIU's past precedent is to rotate the fee increases so that only one of the three areas involved, Athletics, Activity and Service (A&S), and Health fees, is considered individually at one time.

Dr. Lunsford explained how the departments in the Student Health Services area have submitted a request consisting of critical needs, noting that many pertain to compliance issues. He noted that the request was held conservative in order to take into consideration the increase in student fees. He charged the committee to review the request for sufficient justification to warrant a consideration for an increase in Student Health Fee.

The Chairperson introduced Dr. Cheryl Nowell, Interim Assistant Vice President for Student Affairs and Director for Counseling and Health Services, noting that Dr. Nowell is responsible for the oversight of the Student Health Services area.

Dr. Nowell introduced the Directors that were present, and noted the areas which they supervised. In attendance were: Sharon Aaron, Victim's Empowerment; Therese Boyd from Student Health Services at BBC; Dr. Oscar Loynaz, Student Health Services at MMC; and Amanda Niguidula, Disability Resource Center.

Dr. Nowell delineated the list of needs in the area which amounted to \$1.036 million dollars and included the following:

- Nurse's salary market equity adjustment
- Human Resource Compliance to convert long term employed Other Personnel Services (OPS) employees to benefits-earning positions
- Accreditation Compliance
- Disability Consultant
- Needs at Student Health Services (SHS) at BBC and Counseling
- Counseling – medication provision
- Specialty services

The floor was open to questions as Dr. Nowell described each request. Questions were addressed by Dr. Nowell or a SHS member.

As the Chair distributed the Florida Statute pertaining to student fees, the composition of the Committee and the State University System (SUS) comparison of fees, he explained each item. The Chair explained that the process going forward could include another meeting to get further clarification on the requests being presented for the increase if the committee felt it was necessary, two public hearings on the proposed fee increase, one at MMC and another at BBC, and a final meeting where the committee vote would be recorded.

Public Hearings:

The Public Hearings were publicized in the Beacon (FIU's student-run newspaper) and notices were placed in Housing. Electronic announcements of the hearings were also made through the LCD displays in the MMC Graham Center and the BBC Wolfe University Center. The Student Government Council (SGC) at MMC and BBC posted the announcement of the hearings on their website as well as having the notices placed on their LCD displays. The SGC at BBC sent an e-mail blast of the notice to their students.

March 28, 2013: Modesto Maidique Campus Public Hearing

The first public hearing was held at MMC in GC 150. Eighteen individuals attended the hearing, which commenced at 10:15 a.m. and ended at 10:55 a.m.

The chairperson opened the hearing, introduced the committee members present and introduced the request for an increase for the Student Health fee. He explained that the current Health fee is \$83.19 per-student headcount and explained that the maximum allowable increase would amount to \$18.55 per student headcount, but that the Student Health Services areas intentionally are limiting their request to a \$10.50 per headcount increase in recognition of the student's concern with rising fees. He explained the importance of public opinion and feedback to the process, and then introduced Dr. Nowell who presented the justification for requesting the increase. Dr. Nowell introduced the members of her team and proceeded to detail the items for the requested increase.

The floor was then open for questions. A student who suffered from Multiple Sclerosis was in the audience and questioned the types of services that the area offered and how it might help her. Another student expressed support for the provision of medication that was part of the request. The students in the audience all expressed support of the request. There was not one student who expressed disagreement. There was, however a student who questioned why the legislature didn't provide funding for student health.

The chairperson concluded the meeting with a statement asking the audience to e-mail the Fee Committee panel with any questions/concerns they might still have.

March 28, 2013: Biscayne Bay Campus Public Hearing

The second public hearing was held at the BBC in WUC 155. Twelve individuals attended the hearing which commenced at 2:15 p.m. and ended at 2:40 p.m. The chairperson introduced the committee members present and explained the request for an increase to the Student Health fee in a similar fashion as was presented earlier in the day at the MMC public hearing. The chairperson explained the fee increase process.

The chair explained the importance of public opinion and feedback to the process, and then introduced Dr. Nowell who presented the need for the \$10.50 increase. Dr. Nowell introduced the members of her team, which were available to address questions and concerns from.

Questions raised included an inquiry on whether part of the fee increase request included laboratory services, followed by a question for the group to inform them of what types of laboratory services are provided.

A committee member posed the question to the audience if they would "be ok with a \$10.50 per student increase" in the health fee. Answers included: "I think it's real humble to request less than the 5% max and \$10.50 would be o.k." Another member of the audience commented, "I agree with the increase including the salary increases because it's to provide services for us." Overall, all student comments were positive towards an increase.

The chairperson concluded the meeting with a statement asking the audience to e-mail the Fee Committee panel with any questions/concerns they might still have.

March 28, 2013 Committee Meeting

This meeting was called for the purpose to vote on the proposed increase. Prior to the vote, the floor was open for discussion and to address any remaining questions. The chairperson had the committee members present at each of the public hearings tell the others what they had heard. Each member noted something particular to each of the public hearings they attended, and all committee members noted that the students were supportive of the health fee increase.

Laura Fariñas suggested that the committee first vote to identify if the fee be increased, and if agreed, then they could vote for the amount.

Pablo Haspel moved that there should be a Student Health Fee increase. Korrin Anderson seconded the vote. The vote passed with unanimous support.

Laura Fariñas then moved to increase the Student Health Fee by \$10.50 per student headcount. Nancy Hernandez seconded the vote. The vote passed with unanimous support.

The Chairperson thanked the committee for their hard work.

FLORIDA INTERNATIONAL UNIVERSITY
CALCULATION OF FEE CAP AND ALLOWABLE FEE INCREASE

PER STUDENT CR. HR.:

Fall 2012

Spring 2013 (Projected)

SCH

Athletics

Activity and Service Fee

PER STUDENT HEADCOUNT

Fall 2012

Spring 2013 (Projected)

HEADCOUNT

Athletics

Health Fee

TOTAL REVENUES (Fall:Spring)

TOTAL STUDENT CREDIT HOURS (Fall:Spring)

TOTAL CREDIT HOUR EQUIVALENT FEE

Adjust for \$2.00 Legislative Increase not part of Cap

ADJ. TOTAL CREDIT HOUR EQUIVALENT FEE

40% CAP

2012-13 Undergraduate Matriculation

40% of Adjusted(1) Undergraduate Matriculation

Room under the 40% Cap

Tuition cap

Max Tuition Cap

Allowable Increase per Credit Hour

Allowable Increase per Headcount

Health (HC)

Athletics (SCH)

Activity & Service (SCH)

2013-14	
2012-13	Revenues
475,186	
436,991	
912,177	
\$16.10	\$14,686,050
\$12.87	\$11,739,718
	\$26,425,768
50,400	
44,566	
94,966	
\$10.00	\$949,660
\$83.19	\$7,900,222
	\$8,849,882
	\$35,275,649
	912,177
	\$38.67
	<u>-\$2.00</u>
	\$36.67
\$103.32	40%
	\$41.32
	\$4.65
2.84%	\$1.10
	\$1.10
	\$10.50
\$83.19	\$93.69
\$16.10	\$16.10
\$12.87	\$12.87

BOG Regulation 7.003 4b

(b) The sum of the activity and service, health, and athletic fees a student is required to pay to register for a course shall not exceed 40 percent of the tuition. Within the 40 percent cap, universities may not increase the aggregate sum of activity and service, health, and athletic fees more than 5 percent per year or the same percentage increase in tuition, whichever is higher..

Maximum Fee increase 5% cap, but increasing at 2.84%	\$10.50	This is the fee increase per Headcount
If \$10.5 is fully applied to Health, the Health fee could increase from \$83.19 to	\$93.69	This will represent a 2.84 % increase in the Health fee

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES

June 12, 2013

Subject: Capital Improvement Trust Fund Fee

Proposed Board Action:

Approve the proposed Florida International University Capital Improvement Trust Fund Fee increase from the current \$6.76 per student credit hour to \$8.76 per student credit hour effective the Fall term of 2013 for academic year 2013-14.

Background Information:

The proposed increase will raise the Capital Improvement Trust Fund Fee for the 2013-14 academic year from \$6.76 per student credit hour to \$8.76 per student credit hour. In accordance with Florida Statutes §1009.24 and Board of Governors' Regulation 7.003 Fees, Fines and Penalties, the increase was decided by a fee committee half of whom were students appointed by Student Government and the other half appointed by the University President. The following procedure was used by the committee:

1. Two public hearings were advertised (through posters, electronic messaging and the student newspaper) and held at the Modesto A. Maidique campus and the Biscayne Bay campus to hear comments and address concerns from the University Community.
2. Following the hearings, the fee committee convened to discuss and vote on the proposal. The committee voted unanimously in favor of the fee increase.
3. The recommendation was forwarded to and approved by the University President.

As required by Section 1009.24(8) of the Florida Statutes quoted above, and Board of Governors Regulation 7.003, Fees, Fines and Penalties, the University Fee Committee has approved an increase in the Capital Improvement Trust Fund Fee in the amount of \$2.00 per student credit hour effective with the Fall term of 2013. The University President has approved the fee increase after consultation with the Student Government presidents.

This increase will be reflected, along with any other changes, in a revised FIU-1101 Tuition Fees Schedule Regulation being presented to the Florida International University Board of Trustees (the BOT) for approval. The approved Regulation will then be forwarded to the Board of Governors for its approval.

Supporting Documentation: Fee Committee Recommendations to University President
 University Fee Committee, 2012-13 Summary of Meetings
 and Activities
 CITF Fee cap calculation

Facilitator/Presenter: Sukrit Agrawal, *Finance and Audit Committee Chair*

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April 3, 2013

Dear Vice President Lunsford:

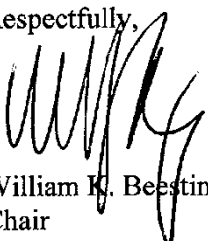
As chair of the Capital Improvement Trust Fund (CITF) Fee Committee this year, I am pleased to forward our recommendations for student fees for the 2013-14 year. Specifically, the committee has recommended that the CITF fee be increased by \$2.00 per student credit hour. This will increase the per student credit hour CITF fee from \$6.76 to \$8.76, and if approved by the University Board of Trustees, will become effective in the Fall 2013 term.

It was estimated that the additional revenue from the recommended fee increase would be approximately \$2.3 million for 2013-14. The committee members would like to see more strategic planning of projects so that student fees will not have to be considered for an increase every year. However, the committee did validate the need to sustain current initiatives and enhance others, hence, the determination of the increase.

The committee held a total of five meetings, which included one day for an open forum public hearing at each campus. Furthermore, the public hearings were publicized via The Beacon newspaper and notices were placed in Housing. Electronic announcements of the hearings were also made through the LCD displays in the Graham Center and the Wolfe Center. The Student Government Council (SGC) at MMC and BBC posted the announcement of the hearing on their website as well as having the notices on their LCD displays. The SGC at BBC sent an e-mail blast of the notice to their students.

All committee members were present at the initial meeting. All committee members were present at the final meeting, and at least one-half of the committee members attended each public hearing. The final vote of the committee on the fee increase was unanimous. I attach copies of the Fee Committee membership, FS 1009.24 dealing with fees and the allowable fee increase, and a summary of the student fees at each SUS institution in 2012. If you have any questions, please contact me.

Respectfully,



William K. Beesting
Chair

c: Matilde Gramling
Fee Committee Members

Office of the Associate Dean of Undergraduate Education
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FRS 1-800-955-8771

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University Capital Improvement Trust Fund Fee Committee, 2012-13
Summary of Meetings and Activities
April 2, 2013

The University Capital Improvement Trust Fund (CITF) Fee Committee was appointed by President Mark B. Rosenberg's designee, Interim Vice President Larry Lunsford, in consultation with the Student Government Association (SGA) on January 30, 2013. The three student voting members were: Laura Fariñas, SGA President for the Modesto A. Maidique Campus (MMC); Pablo Haspel, SGA President for the Biscayne Bay Campus (BBC); and Liane Sippin, SGA Senator at Large and Speaker Pro Tem at MMC. The three faculty/staff voting members were Korrin Anderson, Mariela Gabaroni and Nancy Hernandez. Dr. William Beesting served as the committee's Chairperson. Guests and interested parties attending meetings included Matilde Gramling and James Wassenaar. Dr. Larry Lunsford attended the first meeting and gave the opening charge to the committee.

Three meetings were held by the committee in addition to two public hearings:

March 11, 2013 – Committee Meeting

Dr. Lunsford provided opening remarks by thanking members for agreeing to serve on the committee and explaining the usual process of meetings, forums and discussions. He stated the uses for the CITF fee, and noted its current amount of \$6.76 per student credit hour. He added that the fee was increased last year by \$2 but added that it still does not produce sufficient funding to address the needs of the university. The uses for the fee were delineated and included the funding of construction and renovations of non-academic (student) buildings. Dr. Lunsford charged the committee with consideration for a CITF fee increase of \$2 per student credit hour (SCH). The committee is to make a recommendation that complies with Florida Senate Bill 5201 limiting the maximum increase to \$2 per credit hour. He elaborated that the decision process includes listening to students at public hearings so that students can voice their opinions. The committee decision needs to be submitted for posting to the Florida International University Board of Trustees.

It was explained how the CITF fee which was passed last year and has been earmarked for Graham University Center expansion but that the scope of the work was reduced to meet available funding. The current request for a \$2 increase in CITF fee would be applied towards the expansion of the MMC Recreation Center. It was explained how more space is needed to meet the current demand as well as the anticipated increased demands upon the opening of new residential housing in Fall, 2013.

A discussion followed regarding the process for the allocation of the CITF funds. It was explained how allocations are normally made every three (3) years and the distribution amount is dependent on the amounts generated from enrollment and investment outcomes. It was asked how CITF funds are distributed. In answer to the question, it was explained how each university's CITF fee is collected and joined with other State University System (SUS) institutional CITF fees and the money is bonded collectively for efficiency. When it comes time for an allocation, each university receives from the investment pool the amount back in proportion to what it has contributed.

Mr. Robert Frye, Director for the MMC Recreation Center presented the University's vision for the expansion of the Center. He distributed copies of the PowerPoint presentation that was to be presented and described in detail the slides as they were presented. He delineated the following:

- Increased use of the facility since its opening in August, 2005
- The impact of new residential housing on the use of the recreation center
- The 201- NIRSA/NASPA Impact Study of students in relation to the Recreation Center
- Composition of Recreation Center usage at MMC
- Description of the expansion of space and addition of exercise and wellness opportunities that would be made

The committee noted that a \$2 per SCH increase would generate an estimated \$2.3 million dollars. A committee member expressed concern with the possibility of a recurring proposal of a CITF increase. It was explained that the request for a student fee increase is considered by university administration along with other university fees before being proposed for consideration by a committee.

A guest at the meeting noted that the Engineering students would like to see more recreation offerings at their building in Sweetwater.

The committee was satisfied that Mr. Frye's presentation was sufficiently detailed and well presented, as well as the fact that he was able to answer all of their questions. Therefore, it was decided that an additional committee meeting prior to the public hearing was not necessary.

Public Hearings:

The public hearings were publicized in the Beacon (FIU's student-run newspaper) and notices were placed in Housing. Electronic announcements of the hearings were also made through the LCD displays in the MMC Graham Center and the BBC Wolfe University Center. The Student Government Council (SGC) at MMC and BBC posted the announcement of the hearings on their website as well as having the notices placed on their LCD displays. The SGC at BBC sent an e-mail blast of the notice to their students.

March 25, 2013: Modesto A. Maidique Campus Public Hearing

The first public hearing was held at MMC in GC 140. Twenty one students as well as four members of the community attended the hearing, which commenced at 10:30 a.m. and ended at 11:30 a.m.

The chairperson opened the hearing, introduced the committee members present and named those absent. He then introduced the request for an increase to the current CITF fee. He explained that the current CITF fee is \$6.76 per-student credit hour and explained that the maximum allowable increase would amount to \$2.00 per student credit hour. He explained the importance of public opinion and feedback to the process. Mr. Robert Frye then detailed the request for the expansion of the Recreation Center at MMC with the visual aid of the same PowerPoint presentation that was made to the student fee committee on March 11. After the presentation, questions were taken from the audience. Remarks from the students were generally supportive. Many remarked that it “sounded like a great idea that would bring FIU to “Worlds Ahead,” while another student said that “the idea was really nice and would benefit a lot of students”. Yet another remarked that “It’s good and would encourage health and fitness.” Questions ranged from asking how soon the expansion could take place to particular questions regarding why some of the classes at the gym have an additional charge.

Mr. Andrew Black, Assistant Director of the Recreation Center at MMC added that the recreation center aids in the retention and graduation of students since it is one factor to help students increase fitness that helps towards this goal.

A final remark from a student was that it is a “forward way of thinking and that it is a smart way of thinking by going forward and moving to a larger venue.”

The chairperson concluded the meeting with a statement asking the audience to e-mail the Fee Committee panel or their SGA President with any questions/concerns they might still have.

March 25, 2013: Biscayne Bay Campus Public Hearing

The second public hearing was held at the BBC in WUC 155. Ten individuals attended the hearing which commenced at 2:30 p.m. and ended at 3:00 p.m. The format presented was the same as the earlier MMC public hearing. The chairperson introduced the committee members present and stated the amount being requested and the reason for a CITF fee. He noted that the request being made was for an expansion to the MMC recreation center. Mr. Frye then presented the PowerPoint presentation with the vision for an expansion to the MMC Recreation Center to the audience. The chairperson explained the fee increase process.

A student questioned if the expansion included additional parking. Another noted that approximately 50,000 students were being asked to fund something that is only at MMC. They questioned why the increase from last year could not be used for the recreation center project. At which point, the collection and distribution process of CITF funds were elaborated to the audience.

One student stated that it was interesting to see how many people go to the Rec Center, but personally, "I would not like to see an increase."

In general, the students in attendance at BBC raised questions but were less vocal, (other than the one student comment) on a preference for or against the increase.

March 26, 2013 Committee Meeting

This meeting was called for the purpose to vote on the proposed increase. The chairperson reminded the committee that the vote they make represents a recommendation that is made to President Rosenberg and the Board of Trustees. All members of the committee were present. Prior to the vote, the floor was opened for discussion and any remaining questions.

The chairperson asked the committee members who were present at the MMC forum to please share with the rest of the committee the reactions/comments which were heard.

One member stated that the comments had an overall positive tone. A student committee member noted that the students liked the idea of what the fee would be used for.

Comments from the BBC public forum were discussed. It was commented how one student was not supportive and it was explained that the reason was that an increase was approved last year and "she didn't want an increase this year." The committee noted that a lot of students did not attend the BBC forum.

A member of the committee raised the concern that there is the potential that this fee could be increased yearly and students are increasingly paying more fees. It was agreed that there is a need for an increase but noted that differential tuition is being increased, along with the consideration of a Student Health Fee increase. A student committee member stated that he would like to see more strategic planning so that projects are planned without the need to considered fee increases every year.

Overall, committee members were in agreement that there is a need for the \$2 increase in the CITF fee and felt that it would be a good investment for the students and the university.

It was requested that a vote first take place to determine if an increase should be granted and then to discuss the amount.

Laura Fariñas moved to vote on the increase in the CITF fee. Pablo Haspel seconded the motion. The vote was passed with five members voting for an increase and one member opposed.

The committee discussed the amount for the increase. One member expressed feeling comfortable with an increase between \$1 and \$1.50 per SCH. Another member believed that the committee should recommend the full \$2 increase. Furthermore, the member stated that he would like to note for the record that the “elected officials” release the CITF money that the students have paid.”

Nancy Hernandez motioned for a vote to increase the CITF fee by \$2 per SCH. Mariela Gabaroni seconded the motion. The vote passed with four members voting for the \$2 increase and 2 members opposed.

The Chairperson thanked the committee for their hard work.

March 29, 2013 Committee Meeting

On March 29, a student committee member notified Matilde Gramling by e-mail that she would like to have the CITF committee meet again since she had further thoughts about her vote.

Due to the nature of the request and the imminent deadline, Matilde Gramling was able to reconvene the committee to meet that same afternoon. The meeting was held in MMC GC 1223. Two of the staff members participated in the meeting telephonically.

The chairperson explained the reason for the meeting. It was noted that although the vote to grant the increase passed, the student committee member that voted against the increase felt it was necessary to note that she now supported the increase. Laura Fariñas motioned to reconsider the vote. Nancy Hernandez seconded the motion. The vote was passed unanimously.

Laura Fariñas then motioned for the committee to increase the CITF fee by \$2 per SCH. Liane Sippin seconded the motion. A vote was taken (again) and passed with unanimous support.

The chairperson thanked the committee again for diligence.

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FLORIDA INTERNATIONAL UNIVERSITY
CITF Fee cap calculation

	Tuition (per credit hour)	Out-of-State Fee (per credit hour)	Total (per credit hour)	<u>Max CITF Fee</u>	Current CITF fee	Allowable increase
Undergraduate Resident	\$103.32		\$103.32	\$10.33	\$6.76	\$2.00
Undergraduate Non Resident	\$103.32	\$393.62	\$496.94	\$49.69	\$6.76	\$42.93
Graduate Resident prior to Fall 06	\$352.15		\$352.15	\$35.22	\$6.76	\$2.00
Graduate Non Resident prior to Fall 06	\$352.15	\$480.08	\$832.23	\$83.22	\$6.76	\$76.46
Graduate Resident	\$368.88		\$368.88	\$36.89	\$6.76	\$2.00
Graduate Non Resident	\$368.88	\$480.08	\$848.96	\$84.90	\$6.76	\$78.14
Law Resident prior to Fall 06	\$534.43		\$534.43	\$53.44	\$6.76	\$2.00
Law Non Resident prior to Fall 06	\$534.43	\$437.61	\$972.04	\$97.20	\$6.76	\$90.44
Law Resident	\$559.87		\$559.87	\$55.99	\$6.76	\$2.00
Law Non Resident	\$559.87	\$437.61	\$997.48	\$99.75	\$6.76	\$92.99

	Tuition (per Academic Year)	Out-of-State Fee (per Academic Year)	Total (per Academic Year)	<u>Max CITF Fee</u>	Current CITF fee	Allowable increase
College of Medicine Resident	\$31,938.37		\$31,938.37	\$3,193.84	\$238.00	\$100.00
College of Medicine Non Resident	\$31,938.37	\$30,000.00	\$61,938.37	\$6,193.84	\$238.00	\$5,955.84

HB 5201:

(8)(a) The Capital Improvement Trust Fund fee is established as \$4.76 per credit hour per semester.

(b) Beginning with the 2012 fall term, each university board of trustees may increase the Capital Improvement Trust Fund fee. Any increase in the fee must be recommended by a Capital Improvement Trust Fund committee, at least half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chair, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, with final approval by the university board of trustees. An increase in the fee may occur only once each fiscal year and must be implemented beginning with the fall term. The Board of Governors shall adopt regulations and timetables to implement the fee.

(c) The fee may not exceed 10 percent of the tuition for resident students or 10 percent of the sum of tuition and out-of-state fees for nonresident students. The fee for resident students shall be limited to an increase of \$2 per credit hour over the prior year. The Capital Improvement Trust Fund fee may be used to fund any project or real property acquisition that meets the requirements of chapter 1013. The Division of Bond Finance of the State Board of Administration shall analyze any proposed reductions to the Capital Improvement Trust Fund fee to ensure consistency with prudent financial management of the bond program associated with the revenues from the fee.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Tuition for Market Rate Program, 2014-15 Academic Year

Proposed Board Action:

Approve the market tuition rate for the online Master of Science in Human Resource Management offered through continuing education, beginning academic year 2014-15.

Background Information:

According to Florida Statutes §1009.24 (15)(a):

The Board of Governors may approve:

3. A proposal from a university board of trustees to implement flexible tuition policies, such as ... market tuition rates for graduate-level online courses or graduate-level courses offered through a university's continuing education program...

(b) A proposal developed pursuant to paragraph (a) shall be submitted in accordance with guidelines established by the Board of Governors. Approval by the Board of Governors of such proposal must be made in accordance with the provisions of this subsection.

Pursuant to State University System of Florida Board of Governors (BOG) Regulation 7.001(15) Tuition and Associated Fees, university boards of trustees may submit proposals for market tuition rates for graduate-level courses offered online or through the university's continuing education unit. The proposals must be submitted to the BOG for consideration by the budget committee during the November meeting.

Supporting Documentation: Request to Establish Market Tuition Rates – Online Master of Science in Human Resource Management

FIU Market Rate Tuition Proposal 2014-15, Summary Table

Facilitator/Presenter: Sukrit Agrawal, *Finance and Audit Committee Chair*

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**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:	June 12, 2013
Proposed Implementation Date (month/year):	Fall 2014
Market Tuition Rate and Process	
<p>Explain the process used to determine market tuition.</p> <p>The market rate tuition for the Online Master of Science in Human Resource Management (MSHRM) program was determined by benchmarking against other national and State of Florida programs. All associated costs of managing the program are also included in the rate.</p> <p>Below are other factors that are taken into account when determining the rate:</p> <ul style="list-style-type: none">- Development cost and support for online courses.- Marketing and recruitment.- Additional services provided to students including a 4-day residency, graduation reception, and course materials including electronic and academic preparation. <p>The demand for online programs, particularly professional master's degrees is increasing. Analysis of other online master's degrees in the human resource management presents a favorable environment for program success.</p> <p>Several factors point to program success.</p> <ol style="list-style-type: none">1. Relatively low number of programs being offered online by reputable institutions.2. Current demand experienced in FIU's on-campus MSHRM program.3. We believe there is a demand for the program in all Caribbean countries, especially Puerto Rico that operates under same legal framework for HR.4. The program was previously successfully offered in Jamaica and the success in Jamaica makes us believe there will be continuous demand for the program in the region due to FIU CBA reputation.5. We also expect demand from northeast where few accredited schools exist other than Cornell University and the name recognition of our faculty is higher.6. The average minimum time to completion of comparable online MSHRM degree is 24 months. FIU's proposed online MSHRM degree program utilizes mini-terms and thus is completed in half that time (12 months).	

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

For 2014-2015, the online MSHRM program tuition will be \$35,000 for residents and non-residents. All these may be adjusted by up to 15% for 2015-16 and each year thereafter.

The following comparable programs were used to set the market rate tuition:

NYU, \$63,462R/NR 42 credits
Penn State, \$25,575R/NR 33 credits
Devry Univ.\$ 33,824R/NR, 48 credits
Villanova Univ. \$27,899R/NR, 30 credits
Univ. of Scranton, \$33,617R/NR, 39 credits

Mission Alignment

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

The Online MSHRM program is well aligned with the mission of the University, the College of Business Administration, and the Department of Management and International Business.

In serving the mission of the University, the Online MSHRM program promises to engage our local and global community by providing greater access to this program's AACSB accredited first rate education via the flexible online format.

Declaratory Statement

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

This policy 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:

There are no 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

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

accountability measures for all graduate programs. An end of the program survey will be used to measure student satisfaction. The goal is to enhance a globally recognized graduate program in human resource management.

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 that will ensure that sufficient courses are available to meet student demand and facilitate completion of 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 program 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 for one year of the program. The revenue will be spent to cover direct and indirect instructional costs, program administration, enhanced student career and academic services, marketing, course development (online and face to face) and online delivery, technical support, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise. The expected enrollment per cohort is 50 students.

Other Information

See attached supplemental form.

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**State University System
Market Tuition Proposal**

		Proposal
1	Degree Program	Master of Science in Human Resources Management (Online)
2	Has the program been approved pursuant to Regulation 8.011?	Yes
3	Does the program lead to initial licensing or certification?	No
4	Is the program identified as a state critical workforce need?	No
5	Are the program's admission & graduation requirements the same as other programs?	Yes
6	Current Tuition Rate	\$32,500
7	Proposed Market Tuition Rate	\$35,000R/NR with up to 15% increase each year thereafter
8	5 Other Public/Private Rates for Similar Program:	
9	University name and rate:	NYU, \$63,462R/NR, 42 credits
10	University name and rate:	Penn State, \$25,575R/NR, 33 credits
11	University name and rate:	Devry Univ. \$ 33,824R/NR, 48 credits
12	University name and rate:	Villanova Univ. \$27,899R/NR, 30 credits
13	University name and rate:	Univ. of Scranton, \$33,617R/NR, 39 credits
14	Length of Program (SCH)	36
15	Student Enrollment (Headcount):	
16	Resident	40
17	Non-Resident	10
18	Total	50
19	Similar Program at other SUS Institutions (if yes, provide	No
20	University and program name:	n/a
21	University and program name:	n/a
22	University and program name:	n/a
23	University and program name:	n/a
24	Different Rate for Resident vs. Non-Resident (NR)?	No

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: 2013-14 University Work Plan to the Florida Board of Governors

Proposed Board Action:

Approve the 2013-14 University Work Plan.

Background Information:

The Florida Board of Governors requires that all State University System institutions submit an annual work plan.

Florida Board of Governors Regulation 2.002(3), University Work Plans and Annual Reports, provides that each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

Supporting Documentation: 2013-14 University Work Plan

Facilitator/Presenter: Cesar L. Alvarez, *Academic Policy and Student Affairs
Committee Chair*

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FIU

2013-14 Work Plan



Florida International University

Work Plan Presentation for 2013-14 Board of Governors Review

STATE UNIVERSITY SYSTEM *of* FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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1. STRATEGY

- a. Mission Statement
- b. Vision Statement
- c. Statement of Strategy
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2. KEY PERFORMANCE INDICATORS

- a. Goals Common to All Universities
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- c. Institution Specific Goals

3. OPERATIONS

- a. Fiscal Information (*includes Tuition Differential Fee Request*)
- b. Enrollment Planning
- c. Academic Program Coordination

4. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

VISION STATEMENT (What do you aspire to?)

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

FIU is the public anchor institution for the greater Miami area. We see ourselves as a solutions center for the community through the application of our research, learning and engagement energies. And we are proud to have just awarded our 200,000th degree! Most degree holders live and work in the three county area of South Florida. Nationally, FIU is the largest producer of minority degrees at the bachelor's level, and the largest producer of bachelor's and master's degrees awarded to Hispanics, including STEM degrees. These facts drive the FIU strategy for our regional and national markets.

Regionally, the community's business leaders have asked FIU – through President Rosenberg – to chair an academic leaders' council that is working collaboratively to ensure that county-wide higher education initiatives are directed to job creation and entrepreneurship. FIU is a major player in the Beacon Council's One Community One Goal (OCOG) strategic plan, an economic development initiative targeted to growing industries and strengthening the local economy. This plan pivots around education as the foundation for Miami-Dade County's economic development. It calls for a new ecosystem of growth. We are responding with short- and long-term initiatives consistent with BOG planning in six targeted industry clusters identified as critical drivers of job creation in the community.

As the business community places a greater emphasis on the role of education in job creation, FIU is focusing on results-oriented initiatives to improve market-related responsiveness. Our mission, vision and strategy for the 2013-14 academic year are focused: We are committed to improving early employment-related matching of student interest and aptitudes with available academic majors and jobs to ensure a more efficient and timely progression to degree and employment thereafter. We are aggressively expanding internship opportunities locally, nationally, and internationally. We will deepen our role as the nation's leading producer of STEM degrees for minority students through expanded science offerings, more peer-led learning groups, and progressive faculty-led curricular and applied market-based research.

Nationally, the FIU approach to minority STEM education is gaining visibility: Dr. Rosenberg was invited to speak before the President's Council of Advisors on Science and Technology in Washington D.C. in late 2012. An advisory group of leading U.S. scientists and engineers, PCAST sought recommendations on the federal government's imminent plan for STEM education. As a follow-on, President Rosenberg will likely be appointed to the National Research Council's study for STEM completions "Barriers/Opportunities in Completing Two and Four-Year STEM Degrees".

Business and cost efficiencies remain central to our strategy. We have expanded on-line and on-and off-campus weekend classes (FIU has the highest classroom space utilization rate in the SUS at 161% of statutory requirements), reduced energy costs (FIU leads the SUS in energy conservation for five straight years, 2007-2012), and gained new revenue through adult learner degree programs.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

FIU's strength is its community responsiveness. We are entrepreneurial. We believe that we have an obligation to put our research and learning to work. We take pride in student achievement: our graduates are leaders in their fields. For instance, the Florida Teacher of the Year 2012 and a National Teacher of the Year Finalist is an FIU doctoral student. As a majority-minority institution of higher education with a global outlook, we send the message that diversity and excellence can be coterminous. We excel in building win-win partnerships with public and private institutions, locally and globally. Our graduates are among the best in the SUS in getting high-paying jobs after graduation. We are ranked as one of the top 100 universities globally under 50 years old. We ranked first in the state for IT performance funding because of partnerships with industry and placement of our graduates. Our 6-year graduation rate for Hispanics is in the top 5 of large Hispanic Serving Institutions, but we can do better: our greatest opportunity/imperative in the next three years is to improve our six-year graduation rate.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1) *Graduation Success Initiative (GSI)*: GSI is a comprehensive system for improving retention and graduation rates at FIU. As part of this initiative, FIU hired 65 new faculty, advisors, and academic support staff in 2012-13 funded with tuition differential dollars; and implemented My eAdvisor, an automated tracking tool that provides students and advisors with feedback regarding students' progress on their Major Maps. Our redesign of College Algebra to marry high tech (computer-assisted teaching algebra) with high touch (individualized instruction using Learning Assistants) continued the improvement in pass rate from 33% in 2010-11, to 48% in 2011-12, to 52% in 2012-13. When we required small groups of students to meet with a learning assistant one hour per week in addition to one hour of lecture and three hours in the Math Lab, the pass rate increased to 61%.

2) *Enhancing STEM Success*: We are generating multiple initiatives to advance STEM education. FIU is a lead member of the Mathematics Teacher Education Partnership, a national, APLU-led effort to prepare for implementation of the new national standards for Mathematics. FIU leads the country in the number of students serving as trained learning assistants (LA): 163 students work as LAs with their fellow students to enhance success in STEM fields. FIU launched the STEM Transformation Institute bringing student-centric, research driven curricula to bear across STEM disciplines to enhance the success of our students. We have signed an MOU with Miami-Dade County Public Schools to establish a MAST Academy (STEM focused) magnet school on the Biscayne Bay Campus that will directly interface with our marine and biological scientists. FIU is the leader in Life Sciences South Florida, a consortium of 16 institutions and economic development agencies established to develop South Florida and nurture the nascent cluster of industries in the life sciences.

3) *Preparing Students for the Workforce through Internships*: FIU continues to increase the number of internships available to students to gain practical workforce experience. FIU's Office of Engagement received funding this spring from the Miami Foundation to create a county-wide regional talent development program, in partnership with academic, economic development, non-profit agencies and local industry. This initiative provides internships for students seeking a practical pre-graduation experience from employers. Another new program has just placed eight FIU students in practical internships in major hotels in Macao—a major hotel center serving the huge Chinese market. These students will translate these placements into permanent, higher paying jobs right here in Florida.



KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'¹, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

¹ The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
National Ranking for University and Programs					
FIU has developed a five-year enrollment management plan that allows for significant growth in the number of students, advisors and faculty. The faculty growth will be in strategic areas that enhance external funding, faculty awards, and doctoral degree production. These are the primary metrics of national preeminence.					
Avg. SAT Score (for 3 subtests)	-29 points ¹	1699	1704	1710	1720
Avg. High School GPA	.07 points	3.7	3.7	3.75	3.8
Professional/Licensure Exam First-time Pass Rates ²					
Exams At or Above National/State Benchmark	n/a	3	3	4	5
Exams Below National/State Benchmark	n/a	2	2	1	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
SUBTOTAL OF IMPROVING METRICS	1	1	3	3	3
Operational Efficiency					
Freshman Retention Rate	-2%	82%	82%	82%	83%
FTIC Graduation Rates					
In 4 years (or less)	4%	23%	23%	24%	25%
In 6 years (or less)	0%	47%	48%	49%	50%
AA Transfer Graduation Rates					
In 2 years (or less)	1%	22%	22%	23%	24%
In 4 years (or less)	-1%	62%	62%	63%	64%
Percent of Bachelor's Degrees Without Excess Hours	-4%	56%	56%	56%	58%
Average Time to Degree (for FTIC)	0.3 yrs	5.5 yrs	5.5 yrs	5.5 yrs	5.4 yrs
SUBTOTAL OF IMPROVING METRICS	3	1	5	7	7
Return on Investment					
Bachelor's Degrees Awarded	36%	7,238	7,618	8,019	8,884
Percent of Bachelor's Degrees in STEM	-1.5%	16% ³	16%	16.25%	16.75%
Graduate Degrees Awarded	60%	3,383	3,690	3,987	4,687
Percent of Graduate Degrees in STEM	-7.8%	15%	15%	15.25%	16%
Percent of Baccalaureate Graduates Employed in Florida	-6% ³	67% ⁴	67%	67%	68%
Percent of Baccalaureate Graduates Continuing their Education in Florida	0% ³	21% ⁴	21%	21%	22%
Annual Gifts Received (\$M)	40.7%	\$ 15.3 M	\$ 24.1 M	\$ 43.6 M	\$ 66 M
Endowment (\$M)	44.3%	\$ 132.5 M	\$ 163.4 M	\$ 185.8 M	\$ 242.9 M
SUBTOTAL OF IMPROVING METRICS	4	4	6	8	8
TOTAL OF IMPROVING METRICS	8	6	14	18	18

Notes: (1) SAT trends are based on 3 years. (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods. (3) Total degrees have increased by 24% since 2006. (4) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.



KEY PERFORMANCE INDICATORS

Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	67%	5	6	7	9
National Academy Members*	100%	2	2	2	2
Number of Post-Doctoral Appointees	104%	57	55	56	58
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	4	4	4	4
SUBTOTAL OF IMPROVING METRICS	3		1	2	2
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	9.3%	\$118,058	\$120,000	\$126,000	\$139,133
Science & Engineering Research Expenditures (\$M)	-8.0%	\$83,639	\$85,020	\$89,271	\$98,576
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	-15.41%	\$76,895	\$78,156	\$82,064	\$90,618
Percent of Research Expenditures Funded from External Sources	32.4%	71%	66%	66%	66%
Patents Issued	100%	1	1	3	8
Licenses/Options Executed	0%	0	1	3	10
Licensing Income Received (\$M)	9%	\$0.06	\$0.04	\$0.05	\$0.15
Number of Start-up Companies	0%	0	1	2	4
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	Nat. Rank & Fin. Rank	n/a	n/a	n/a
Research Doctoral Degrees Awarded	51%	151	155	166	180
Professional Doctoral Degrees Awarded	167%	230	251	290	423
SUBTOTAL OF IMPROVING METRICS	6		7	9	9
TOTAL OF IMPROVING METRICS	9		8	11	11

Note: An asterisk (*) indicates that 2010-11 is the latest data available for these metrics.



KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshmen in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1 Bachelor's Degrees Awarded to Minorities	41%	5,688	6,021	6,372	7,139
Metric #2 Bachelor's Degrees in Areas of Strategic Emphasis	32%	3,040	3,183	3,333	3,655
Metric #3 Graduate Degrees in Areas of Strategic Emphasis	37%	1,336	1,409	1,485	1,652

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

Goal 1. *The 2010-15 Worlds Ahead Strategic Plan encourages interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning. Therefore, FIU plans to increase fully online student credit hours offered to 20% by year 2015. This will bring technology innovation to the classroom and provide current and prospective students additional access to higher education.*

Metric: Increase Percentage of Student Credit Hours Offered Fully Online	11%	19.3%	20%	20.5%	22%
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Goal 2. *The Strategic plan calls for increasing the percentage of full-time students at the lower, upper, GRAD 1 and GRAD 2 levels by 2 percent for year 2015. This goal is a building block in the University's effort to increase its graduation rate. The expectation is that increasing full-time enrollment as well as expanding student-support services will have a positive correlation with the number of students who complete their degrees within six years.*

Metric: Gradual Shift to a Higher Percentage of Full-time Students	2%	65%	65.5%	66%	67%
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OPERATIONS



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Forecast	2013-14 Appropriations
Education & General – Main Operations						
State Funds	\$ 215.6	\$ 196.0	\$ 202.5	\$ 168.8	\$ 146.4	\$ 183.1
Tuition	\$ 133.6	\$ 138.4	\$ 165.2	\$ 185.0	\$ 208.2	n/a
TOTAL MAIN OPERATIONS	\$ 349.2	\$ 334.4	\$ 367.7	\$ 353.8	\$ 354.6	n/a
Education & General – Health-Science Center / Medical Schools						
State Funds	\$ 11.5	\$ 22.3	\$ 26.1	\$ 26.3	\$ 26.9	\$ 30.1
Tuition	\$ 0	\$ 1.2	\$ 2.5	\$ 5.4	\$ 10.0	n/a
TOTAL HSC	\$ 11.5	\$ 23.5	\$ 28.6	\$ 31.7	\$ 36.9	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL IFAS	n/a	n/a	n/a	n/a	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 360.7	\$ 357.9	\$ 396.2	\$ 385.5	\$ 391.5	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

OTHER BUDGET ENTITIES

Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 108.9	\$ 148.4	\$ 163.4	\$ 171.6	\$ 178.6	n/a
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Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 80.8	\$ 88.9	\$ 91.2	\$ 94.2	\$ 99.4	n/a
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Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 108.1	\$ 135.3	\$ 175.8	\$ 186.4	\$ 192.4	n/a
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Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 0	\$ 0.01	\$ 0.02	\$ 0.32	\$ 1.43	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES	\$ 297.8	\$ 372.6	\$ 430.4	\$ 452.5	\$ 471.8	n/a
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UNIVERSITY REVENUES GRAND TOTAL	\$ 658.5	\$ 730.5	\$ 826.7	\$ 838.0	\$ 863.3	n/a
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FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,100	\$3,100	\$3,100
Tuition Differential Fee	\$960	\$1,569	\$1,569	\$1,569	\$1,569
Percent Increase	15%	15%	0%	0%	0%
Required Fees ¹	\$1,616	\$1,746	\$1,827	\$1,887	\$1,934
TOTAL TUITION AND FEES	\$5,675	\$6,414	\$6,495	\$6,555	\$6,602

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	39%	45.16%	46.86%	45.88%	48.29%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$14,901	\$15,985	\$17,256	\$17,705	\$17,339
Student Loan Cohort Default Rate (2nd Year)	4.8%	5.8%	6.5%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	n/a	9.7%	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students. Average Amount of Debt includes parent loans.

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,417	\$1,220	\$11,330	\$2,000	\$2,380	\$23,347
AT HOME	\$6,417	\$1,220	\$3,692	\$2,808	\$2,212	\$16,349

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	9,012	53%	\$12,992	-\$953	\$7,362	\$3,737
\$40,000-\$59,999	1,720	10%	\$15,289	\$1,919	\$4,335	\$3,443
\$60,000-\$79,999	1,080	6%	\$15,988	\$2,826	\$3,234	\$3,341
\$80,000-\$99,999	831	5%	\$16,261	\$3,318	\$2,731	\$3,143
\$100,000 Above	2,134	12%	\$16,220	\$3,314	\$2,564	\$2,172
Missing	2,346	14%	n/a	\$5,861	\$0.00	\$0.00
TOTAL	17,123	100%	AVERAGE \$14,129	\$1,247	\$5,755	\$3,414

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments.
Undergraduate Student Advisors	Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	274
Total Number of Advisors Hired or Retained (funded by tuition differential):	48
Total Number of Course Sections Added or Saved (funded by tuition differential):	1,456
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
FIU Tuition Differential Grants	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	6,938
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$791
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$96.82
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,350



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual*	Estimated
	2012-13	2013-14
	-----	-----
FTE Positions:		
Faculty	175.2	175.2
Advisors	48.0	55.0
Staff	75.1	73.1
Total FTE Positions:	298.3	303.3
Balance Forward from Prior Periods		
Balance Forward	\$ 372,327	\$ 342,885
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 372,327	\$ 342,885
Receipts / Revenues		
Tuition Differential Collections	\$ 41,590,650	40,525,026
Interest Revenue - Current Year	\$ -	-
Interest Revenue - From Carryforward Balance	\$ -	-
Total Receipts / Revenues:	\$ 41,590,650	\$ 40,525,026
Expenditures		
Salaries & Benefits	\$ 22,356,573	\$ 22,669,619
Other Personal Services	\$ 2,085,119	\$ 1,176,364
Expenses	\$ 1,870,522	\$ 1,753,398
Operating Capital Outlay	\$ 2,166,033	\$ 2,448,666
Student Financial Assistance	\$ 13,141,846	\$ 12,819,866
Expended From Carryforward Balance	\$ -	-
**Other Category Expenditures	\$ -	-
Total Expenditures:	\$ 41,620,093	\$ 40,867,912
Ending Balance Available:	\$ 342,885	\$ (1)
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



FISCAL INFORMATION (continued)

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	\$22.00	\$32.00	\$52.29	\$52.29	\$52.29	\$52.29	\$52.29
Total Base Tuition & Differential per Credit Hour	\$117.67	\$135.32	\$155.62	\$155.62	\$155.61	\$155.61	\$155.61
% Change		15.0%	15.0%	0.0%	0.0%	0.0%	0.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$4.76	\$4.76	\$6.76	\$8.76	\$8.76	\$8.76	\$8.76
Activity & Service	\$11.60	\$11.60	\$12.87	\$12.87	\$12.87	\$14.44	\$14.44
Health							
Athletic	\$14.51	\$15.56	\$16.10	\$16.10	\$18.09	\$18.09	\$18.09
Transportation Access							
Technology ¹	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Fees	\$40.43	\$42.24	\$46.05	\$48.05	\$50.04	\$51.61	\$51.61
Total Tuition and Fees per Credit Hour	\$158.10	\$177.56	\$201.67	\$203.67	\$205.65	\$207.22	\$207.22
% Change		12.3%	13.6%	1.0%	1.0%	0.8%	0.0%
<u>Fees (block per term):</u>							
Activity & Service							
Health	\$83.19	\$83.19	\$83.19	\$93.69	\$93.69	\$93.69	\$93.69
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$81.00	\$81.00	\$88.94	\$89.00	\$89.00	\$89.00	\$89.00
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$174.19	\$174.19	\$182.13	\$192.69	\$192.69	\$192.69	\$192.69
% Change		0.0%	4.6%	5.8%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,530.07	\$4,059.58	\$4,668.52	\$4,668.52	\$4,668.41	\$4,668.41	\$4,668.41
Total Fees for 30 Credit Hours	\$1,561.28	\$1,615.58	\$1,745.76	\$1,826.88	\$1,886.58	\$1,933.68	\$1,933.68
Total Tuition and Fees for 30 Credit Hours	\$5,091.35	\$5,675.16	\$6,414.28	\$6,495.40	\$6,554.99	\$6,602.09	\$6,602.09
\$ Change		\$583.81	\$739.12	\$81.12	\$59.59	\$47.10	\$0.00
% Change		11.5%	13.0%	1.3%	0.9%	0.7%	0.0%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid ³	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$15,338.67	\$15,868.18	\$16,477.12	\$16,477.12	\$16,477.01	\$16,477.01	\$16,477.01
Total Fees for 30 Credit Hours	\$2,151.68	\$2,206.01	\$2,336.19	\$2,417.31	\$2,477.01	\$2,524.11	\$2,524.11
Total Tuition and Fees for 30 Credit Hours	\$17,490.35	\$18,074.19	\$18,813.31	\$18,894.43	\$18,954.02	\$19,001.12	\$19,001.12
\$ Change		\$583.84	\$739.12	\$81.12	\$59.59	\$47.10	\$0.00
% Change		3.3%	4.1%	0.4%	0.3%	0.2%	0.0%
<u>Housing/Dining⁴</u>	\$9,983.97	\$10,123.97	\$10,303.97	\$10,662.64	\$10,965.81	\$11,278.08	\$11,397.05
\$ Change		\$140.00	\$180.00	\$358.67	\$303.17	\$312.27	\$118.97
% Change		1.4%	1.8%	3.5%	2.8%	2.8%	1.1%



ENROLLMENT PLANNING

Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-4.0%	15,640	44.7%	15,458	43.7%	15,615	43.7%	15,773	43.7%
FTIC (Profile Admit)	-60.4%	166	0.5%	166	0.5%	167	0.5%	169	0.5%
AA Transfers*	59.4%	14,407	41.2%	14,858	42.0%	15,004	42.0%	15,151	42.0%
Other Transfers	15.8%	4,758	13.6%	4,861	13.8%	4,910	13.8%	4,958	13.8%
Subtotal	17.1%	34,971	100%	35,343	100%	35,696	100%	36,051	100%
GRADUATE STUDENTS									
Master's	9.1%	6,240	76.8%	6,463	76.8%	6,528	76.8%	6,593	76.8%
Research Doctoral	24.1%	1,182	14.6%	1,212	14.4%	1,290	15.2%	1,308	15.2%
Professional Doctoral	47.5%	701	8.6%	743	8.8%	684	8.0%	687	8.0%
Subtotal	13.6%	8,123	100%	8,418	100%	8,502	100%	8,588	100%
NOT-DEGREE SEEKING	192.1%	4,705		5,879		5,891		5,903	
MEDICAL	n/a	167		360		440		480	
TOTAL	24.2%	47,966		50,000		50,529		51,022	

Note*: AA transfers refer only to transfers from the Florida College System.

Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	167.2%	4,923	20.3%	4,761	19.3%	5,271	21.1%	5,789	23.0%
HYBRID (50%-79%)	-47.4%	348	1.4%	332	1.3%	224	0.9%	113	0.4%
TRADITIONAL (<50%)	4.0%	19,014	78.3%	19,589	79.4%	19,452	78.0%	19,307	76.6%
TOTAL	16.9%	24,285	100%	24,682	100%	24,947	100%	25,209	100%
GRADUATE									
DISTANCE (80%)	237.8%	449	9.6%	414	8.4%	454	9.2%	496	10.0%
HYBRID (50%-79%)	14.9%	39	0.8%	43	0.9%	29	0.6%	15	0.3%
TRADITIONAL (<50%)	14.1%	4,175	89.6%	4,464	90.7%	4,460	90.2%	4,455	89.7%
TOTAL	21.9%	4,663	100%	4,921	100%	4,943	100%	4,966	100%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours for which students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face-to-face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than 49%* of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
Florida Resident									
LOWER	7,860	8,929	7,860	9,297	9,381	9,467	9,553	9,640	1.5%
UPPER	11,682	14,111	11,682	14,354	14,497	14,642	14,788	14,936	1.1%
GRAD I	2,588	2,491	2,588	2,524	2,549	2,574	2,600	2,626	1.1%
GRAD II	818	939	818	981	991	998	1,005	1,012	1.5%
TOTAL	22,948	26,470	22,948	27,156	27,418	27,681	27,946	28,214	1.3%
Non- Resident									
LOWER	n/a	564	n/a	587	593	598	604	609	1.5%
UPPER	n/a	783	n/a	796	804	812	820	828	1.1%
GRAD I	n/a	588	n/a	595	601	607	614	620	1.1%
GRAD II	n/a	448	n/a	469	474	477	480	483	1.5%
TOTAL	2,138	2,383	2,138	2,447	2,472	2,494	2,518	2,540	1.3%
TOTAL									
LOWER	n/a	9,493	n/a	9,884	9,974	10,065	10,157	10,249	1.5%
UPPER	n/a	14,894	n/a	15,150	15,301	15,454	15,608	15,764	1.1%
GRAD I	n/a	3,079	n/a	3,119	3,150	3,181	3,214	3,246	1.1%
GRAD II	n/a	1,387	n/a	1,450	1,465	1,475	1,485	1,495	1.5%
TOTAL	25,086	28,853	25,086	29,603	29,890	30,175	30,464	30,754	1.3%
TOTAL (US FTE)	33,448	38,471	33,448	39,471	39,853	40,233	40,619	41,005	1.3%

Medical Student Headcounts *(FTE does not apply)*

Medical Doctorate									
FLORIDA RESIDENT	248	239	248	320	385	420	420	420	11.9%
NON-RESIDENT	32	42	32	40	55	60	60	60	7.4%
TOTAL	280	281	280	360	440	480	480	480	11.3%
Dentistry									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Veterinary									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pharmacy									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



ACADEMIC PROGRAM COORDINATION

New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Anthropology (BA)	45.0201	GLOBAL	FAU, FGCU, FSU, UF, UCF, USF, UNF		100	2013
Interdisciplinary Studies (BA)	30.0000		UCF, UNF		300	2013

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

DOCTORAL PROGRAMS

New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIE S WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Biochemistry	26.0202	STEM	FSU		15	2015
Latin American Studies	05.0107	GLOBAL	UCF		40	2014
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Physician Assistant	51.0912	HEALTH	UF		30	2014
Medical Physics (PSM)	51.2202	STEM	FAU		24	2014
Forensic Science (PSM)	43.0106	SECURITY	UF*, UCF*		50	2014
Environmental Policy & Management (PSM)	03.0103	STEM	FGCU*		32	2014
Bioethics	51.3201		USF		25	2014
DOCTORAL PROGRAMS						
International Crime and Justice	43.0104	SECURITY	FSU		35	2014
Linguistics	16.0102	GLOBAL	UF		15	2014
Mathematical Science	27.0101	STEM	UF, FSU, FAU, USF		24	2015
Creative Writing	23.1302				25	2015

*Offers a master of science.



KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see link .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see link .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see link .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see link .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see link .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see link .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see link .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see link .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see link .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Post-doctorates in Science & Engineering (also known as the GSS) – see link .



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at link), but now data must be queried via WebCASPAR – see link .
Return on Investment	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see link .
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see link , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see link .
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see link .
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see link .
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see link .
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see link .
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see link .
National rank is higher than predicted by Financial Resources Ranking <i>based on US News & World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see link .
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see link .

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Procurement

Proposed Board Action:

None. Information only.

Background Information:

Senior Vice President of Administration and Chief Financial Officer Kenneth A. Jessell will discuss procurement and purchasing procedures.

Supporting Documentation: N/A

Facilitator/Presenter: Kenneth A. Jessell

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Status Reports, Board Committees

Proposed Board Action:

None. Information only.

Background Information:

These Committees met prior to the regular Board meeting: Athletics; Finance and Audit; Academic Policy and Student Affairs; and Personnel. The Committee Chairs will present status reports.

Supporting Documentation: N/A

Facilitator/Presenter:

Jorge L. Arrizurieta, *Athletics Committee Chair*

Sukrit Agrawal, *Finance and Audit Committee Chair*

Cesar L. Alvarez, *Academic Policy and Student Affairs Committee Chair*

Michael M. Adler, *Personnel Committee Chair*

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: New Business

Proposed Board Action:

Information. Action, as necessary.

Background Information:

Board members will raise new business, if any.

Supporting Documentation: N/A

Facilitators/Presenters: Albert Maury

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

June 12, 2013

Subject: Concluding Remarks and Adjournment

Proposed Board Action:

None. Information only.

Background Information:

Albert Maury, Chair, FIU Board of Trustees will adjourn the meeting with closing remarks.

Supporting Documentation: N/A

Facilitators/Presenters: Albert Maury, *Chair, FIU Board of Trustees*

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