# SELF-SUPPORTING GRADUATE DEGREE PROGRAMS AND POLICY AT THE UNIVERSITY OF CALIFORNIA

BACKGROUND PAPER
PREPARED FOR THE COORDINATING COMMITTEE ON GRADUATE AFFAIRS
BY ACADEMIC AFFAIRS, UNIVERSITY OF CALIFORNIA OFFICE OF THE PRESIDENT

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# SELF-SUPPORTING GRADUATE DEGREE PROGRAMS AND POLICY AT THE UNIVERSITY OF CALIFORNIA

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# SELF-SUPPORTING GRADUATE DEGREE PROGRAMS AND POLICY AT THE UNIVERSITY OF CALIFORNIA

## *Executive Summary*

In 1996 the University of California adopted a *Policy on Self-Supporting Part-Time Graduate Professional Degree Programs*, in response to two related challenges: (1) how to expand UC's degree programs to serve new groups of students, especially working adults, and (2) how to find new ways to fund degree programs, in light of reduced state funding. In 1996, there were three self-supporting programs, plus six programs that eventually transitioned to full self-supporting status. Today there are 37 self-supporting programs on eight UC campuses, and campuses plan additional programs and enrollments. Self-supporting programs are also being offered in a much wider range of fields than was true a decade ago. Some programs are full-time, are not easily available to working adults, or serve students or purposes not anticipated in 1996. In some cases, the lines between state-supported and self-supporting programs have blurred.

In light of these changes, Provost Rory Hume requested that the Senate review UC's current policy on self-supporting programs, to provide guidance on whether this policy needs to be revised, as well as advice on guidelines for operation of self-supporting programs. To assist the Senate review, Provost Hume directed staff to prepare a background paper for Senate deliberations, including an overview of UC's self-supporting programs and policy and identification of issues that have emerged.

Characteristics of UC's self-supporting programs. UC's self-supporting programs typically differ from state-supported programs in various ways, but they also differ from one another in field of study, degrees awarded, and other characteristics, such as the following:

- Target student population: For example, programs may focus on working adults, foreign graduates with degrees in the field, or current UC students in related fields.

- Type of program: Programs may be part-time, alternatively scheduled or delivered, fill a unique niche, offer specialized training required for entry into professional studies, and/or be offered in collaboration with other institutions.

- Location: Programs may be offered on-campus, off-campus, and/or on-line.

- Budget and market factors: Programs may provide opportunities to offer study for which campus does not have state funding, attract additional students, and provide revenues for regular state-supported programs.

- Additional services offered: Programs may offer additional services or perks (e.g., lodging during residence periods, tutorials, case materials, textbooks, parking).

Questions and Issues Regarding Self-Supporting Graduate Programs. This review identified a number of questions and issues regarding self-supporting programs at UC, including the following (among others):

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- *What are the primary academic and other benefits of self-supporting programs to students, the campus, and the state?*

- *What fundamental principles or rationales should determine whether a graduate degree program should be, or is eligible to be, self-supporting?*

- *What specific criteria should guide the decision to make a program self-supporting?*

- *Are there criteria that should determine that a graduate program should receive a state subsidy?*

- *Is the oversight process for the establishment and review of self-supporting programs clear, and does it continue to be appropriate?*

- *Is current policy adequate to ensure that the self-supporting program is staffed with comparable levels of ladder-rank faculty?*

- *On what basis should student fee levels in self-supporting programs be set? What are the ramifications when fees in self-supporting programs are at the same level as, or lower than, fees in regular PDF programs?*

- *What is UC's commitment to providing financial support to students in self-supporting programs?*

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# Self-Supporting Graduate Degree Programs and Policy
## At the University of California

## I.  Introduction

Over the past decade, the number of self-supporting graduate degree programs offered by the University of California has more than tripled, and enrollments have more than doubled.  The types of programs offered have expanded to include a wide range of fields that target varied types of students, lead to an array of different master's and doctoral degree titles, and are offered both on- and off-campus through a variety of scheduling and delivery formats.  Campuses are also proposing a number of new self-supporting programs and are planning substantial enrollment expansion.

The University's 1996 *Policy on Self-Supporting Part-Time Graduate Professional Degree Programs* is the primary policy that governs criteria and standards for self-supporting programs.  This policy, which defines self-supporting programs as "*part-time programs that are supported with non-state funds only,*" was developed in response to two related challenges: (1) how to expand UC's degree programs to serve new groups of students, especially working adults who cannot be full-time students, and (2) how to find new ways to fund degree programs, in light of reduced state funding for higher education.

Today some self-supporting programs are full-time, are not easily available to working adults, or serve students or purposes not anticipated in 1996, and boundaries between self-supporting and state-supported programs are sometimes blurry.  These changes have raised questions about what distinctions there should be between self-supporting and state-supported programs, especially as the difference in fees for self-supporting and professional degree fee (PDF) programs has narrowed.  In August 2008, Provost Rory Hume requested that the Senate undertake a review of UC's 1996 policy on self-supporting programs, to provide guidance on whether current policy needs to be revised, as well as advice on guidelines for operation of self-supporting programs.[1]  To assist the Senate review, Provost Hume directed staff to prepare "a background paper for [Senate] deliberations that would provide a comprehensive view of our self-supporting enterprise, identifying more specifically the issues that we have seen from an administrative perspective, and providing a brief history of the existing policy and how it has evolved over the years."  This paper provides that review and is organized as follows: Section II: overview of UC's self-supporting programs; Section III: characteristics of self-supporting programs; Section IV: history of existing policies; Section V: questions and issues regarding self-supporting programs that have been raised to date; and Section VI: appendices to documents referred to (provided in a separate file).

## II.  Overview of Self-Supporting Programs at UC

### Program Scope and Growth

As of Fall 2008, there are 37 self-supporting graduate degree programs on eight UC campuses (all except Santa Barbara and Merced), with nine of these administered by University Extension.  Over half of these programs have been established in the past five years.  When the current policy was adopted in 1996, there were just three self-supporting programs, along with six

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[1] Provost Hume's August 11, 2008 letter to Senate Chair Brown is included as Appendix A.

programs that eventually transitioned to full self-supporting status.  Display 1 shows growth in number of self-supporting programs over time, by field.

| **Display 1** | | | | | |
|---|---|---|---|---|---|
| **Number of UC Self-Supporting Graduate Degree Programs** | | | | | |
| **Year Established** | **Business/ Management** | **Health Professional** | **Law** | **Other** | **Total** |
| *Prior to Self-Supporting Policy* 1972-96* | 7 | 1 | 0 | 1 | **9** |
| *After Self-Supporting Policy* 1997-2008 | 5 | 9 | 4 | 10 | **28** |
| **Total Programs** | *12* | *10* | *4* | *11* | *37* |

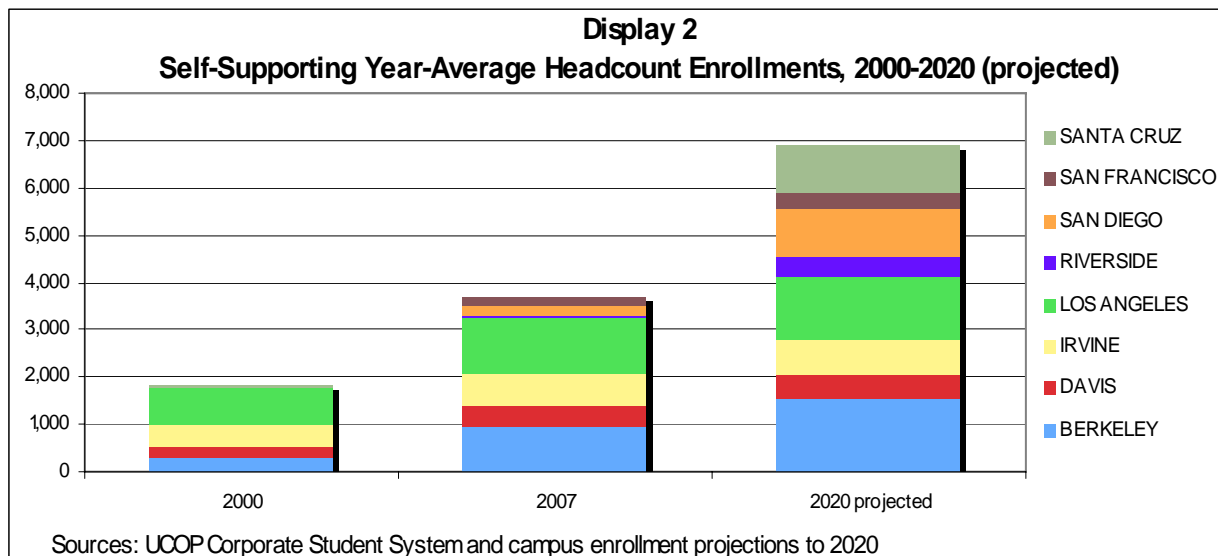*Includes programs that initially were partly state-supported.*

Campus five-year perspectives to 2013 list a number of potential new self-supporting programs, including programs in several health fields (such as nursing administration, healthcare management, health education and promotion, and a second global health sciences program), as well as programs in public policy, international affairs, accounting, and additional business/management programs.

Enrollments

Self-supporting programs enrolled about 3,700 year-average headcount students (and nearly 2,800 FTE) in 2007-08 – more than double the number in 2000.  Campus long-range enrollment plans call for nearly doubling these numbers again by 2020.  These self-supporting enrollments are a small but growing proportion of all graduate enrollments at UC.  In 2007, they were about 8% of all UC graduate enrollments (excluding medical residents); by 2020, they would be about 9% of the total, if campus enrollment plans are realized.

While over three-quarters of all self-supporting enrollments are in business/management programs, enrollments in other fields have been growing, including in education, engineering, public health, dentistry, physical therapy, and other areas.  Between 2000 and 2007, enrollments in programs other than business/management increased from 10% to 22% of total self-supporting enrollments.

Over three-fourths of all enrollments are at just three campuses: UCLA, Berkeley, and Irvine.  However, between now and 2020, Santa Cruz and San Diego (as well as Berkeley and UCLA) plan to increase self-supporting enrollments substantially, as Display 2 shows.

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**Display 2**
**Self-Supporting Year-Average Headcount Enrollments, 2000-2020 (projected)**



Sources: UCOP Corporate Student System and campus enrollment projections to 2020

Legend:
- SANTA CRUZ
- SAN FRANCISCO
- SAN DIEGO
- RIVERSIDE
- LOS ANGELES
- IRVINE
- DAVIS
- BERKELEY

Student Characteristics[2]

Nearly three-quarters of students in self-supporting programs are enrolled as "full-time students," according to UC's definition, which requires that graduate students be enrolled for eight or more units of credit in a given term.[3]  At the same time, most students are also employed full-time and take courses outside normal work hours (e.g., evenings and weekends). However, in a few programs (for example, UCSF's Master's Entry in Program in Nursing, and Doctor of Physical Therapy programs), few students work full-time; in other cases (for example, the Master of Financial Engineering programs), programs explicitly discourage or even prohibit students from working because of the programs' full-time, intensive curricula.

Compared to students in state-supported professional degree programs, students in self-supporting programs on average are older, more likely to be male, more likely to be Asian/Pacific Islander, and more likely to be non-citizen permanent residents.

Looking specifically at students in self-supporting business/management programs, a 2007 UCOP report found that little is known about their financial backgrounds, but that most of these students are employed full-time and many receive tuition assistance from their employers, although this varies by campus and program.  Unlike students in state-supported graduate professional programs, students in self-supporting programs receive little gift aid and almost no RA or TA fee remission, but they do receive a significant amount of loan assistance.

Student Fees and Funding

For 2008-09, student fees in self-supporting programs range widely by both field and campus – from about $11,000 per year in Irvine's Criminology, Law and Society M.A.S. program to over $70,000 per year in UCSF's International Dentist Program.  Fees in self-supporting programs are now generally higher by $7,000 or more (sometimes much more) than fees in comparable

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[2] Most of the student demographic data described here is based on a 2007 UCOP analysis of students in self-supporting programs as of 2005-06.

[3] Since the full-time equivalent (FTE) standard requires that a graduate student be enrolled for at least 12 credit units per term, a student may be full-time but count for less than one FTE.

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state-supported programs.  But the gap between self-supporting and state-supported program fees has fluctuated over time.  In 2005-06, fees in some state-supported Professional Degree Fee (PDF) programs, where fees had grown sharply in the first half of the decade, were actually higher than fees in corresponding self-supporting programs.  Between then and now, fees for self-supporting programs increased more rapidly.  In addition, costs for self-supporting programs in the same field at different campuses diverged substantially, especially for M.B.A. programs.  Display 3 compares student fees in state-supported and selected self-supporting M.B.A. programs at three points in time.

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**Display 3**
**Student Fees and Tuition**
**in State-Supported and Selected Self-Supporting M.B.A. Programs***

|  | 1999-2000 | 2005-06 | 2008-09 |
|---|---|---|---|
| **State-supported M.B.A.** | | | |
| Resident | $10,975 | $23,907 | $23,413-$29,117 |
| Nonresident | $20,779 | $35,475 | $35,353-$36,117 |
| | | | |
| **Self-supporting M.B.A.** | | | |
| Fully employed/evening/weekend | $19,211 | $21,800 | ~$30,030-$41,000 |
| Executive M.B.A. | $28,493 | $38,717 | ~$43,175-$51,050 |

*Note: For state-supported programs, fees include Educational Fee, Registration Fee, Fee for Selected Professional School Students, and Nonresident Tuition; does not include campus-based fees.  For self-supporting programs, fees are annual program fee.

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However, if current proposals to raise PDF fees are adopted, student fees in some PDF and some self-supporting program areas will again be relatively similar.

All self-supporting degree programs, except those administered by University Extension, must supply a cost analysis annually to the UC Office of the President Budget Office, which reviews these analyses to confirm that all program costs are met from non-state sources, in most cases completely from student fees.  New programs may request a phase-in period, generally three years, before they must show that no state funds support the program.

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Appendix B provides a brief description of each current self-supporting program, including when established, 2007-08 enrollments, and current-year fees.  Appendix C, "Comparison of Students in Self-Supporting Graduate Degree Programs with Students in State-Supported Graduate Degree Programs," a report prepared by UCOP in January 2007 in response to a request by the Coordinating Committee on Graduate Affairs, provides much additional information on self-supporting programs and students as of 2005-06.

## III.  Characteristics of UC's Self-Supporting Programs

How do UC's self-supporting programs differ from regular state-supported ones?  As noted earlier, not all self-supporting programs are part-time or are geared toward working adults, and the lines between self-supporting and state-supported programs are sometimes blurry.  In addition, in some professional training programs, part of the program is self-supporting and part

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is state-supported.  For example, the first year of the Master's Entry Program in Nursing is self-supporting, after which students move into regular state-supported nursing programs. Conversely, students preparing to become physical therapists take two years in the state-supported master's (M.P.T.) program, then move into the self-supporting doctoral (D.P.T.) program for their third year before entering into professional practice.

Nevertheless, UC's self-supporting programs typically differ from state-supported programs in various ways.  They tend to focus on a particular type of student, type of program, location, budget and market factors, and/or additional services offered, such as one or more of the following:

- Target student population:
    - working adults
    - other students who cannot study full-time in programs scheduled during the regular academic week or year because of time, pacing, or location constraints
    - foreign graduates who already have a degree in the field but need to retool for U.S. licenses
    - students likely to enter, or already in, highly remunerated fields
    - current UC students or postdoctoral scholars in related fields
- Type of program:
    - part-time programs (i.e., programs where students complete the degree in a longer time period than do students in regular full-time programs)
    - alternatively scheduled or delivered programs (e.g., programs scheduled evenings, weekends, in short intense modules, or on-line)
    - unique/niche programs not offered through the regular, state-supported enterprise, with distinctive curricula and/or distinctive prerequisites for admission
    - programs tailored to very specific professional training
    - programs offering specialized training required for entry into graduate professional studies
    - programs offered in collaboration with other institutions, including foreign institutions
- Location
    - on-campus
    - off-campus
    - on-line
- Budget and market factors
    - lower-priority programs that might not be offered at all if they had to compete for limited state dollars or caps on graduate enrollments
    - presence of similarly-priced self-supporting or high-fee programs at competitor institutions, especially comparable public institutions
    - opportunity to provide revenues for regular state-supported programs within the sponsoring school or department
    - opportunity to attract more students because self-supporting program fees in some cases may be lower than fees for corresponding PDF programs since the former do not charge professional school fees or nonresident tuition
- Additional services offered
    - additional services or perks (e.g., lodging during residence periods, tutorials, case materials, textbooks, parking)

Display 4 shows characteristics of UC's current self-supporting programs along several of these dimensions, as well as proposed programs that have been submitted for review.

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**Display 4**
**Selected Characteristics of UC's Self-Supporting Programs**
**(Current Programs & Proposals Submitted to CCGA, as of November 2008)**

**Business/Management (M.B.A.)**

| Program | Degree | Campus | Type of Program | | | Target Pop. | | | Location | | Add. services | Fees[1] |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | PT[2] | Alt. sche-duled | Parallels campus regular program | Working adults[3] | Foreign grads | Current UC studs/ postdocs | Off-campus | On-line | | |
| Haas School Evening-Weekend MBA | MBA | B | x | x | x | x | | | x | | | Med |
| Working Professional MBA (Sacramento) | MBA | D | x | x | x | x | | | x | | | Med |
| Working Professional MBA (Bay Area) | MBA | D | x | x | x | x | | | x | x | | High |
| Fully Employed MBA (FEMBA) | MBA | I | x | x | x | x | | | x[4] | x | | Med |
| Fully Employed MBA (FEMBA) | MBA | LA | x | x | x | x | | | x | | | Med |
| Rady School of Management FlexMBA Program | MBA | SD | x[5] | x | x | x | | | | x | | Med |
| Global Executive MBA | MBA | LA | | x | | x | x | | x[4] | x | | Med |
| Executive MBA (EMBA) | MBA | I | | x | x | x | | | x[4] | x | | High |
| Health Care Executive MBA (HCEMBA) | MBA | I | | x | | x | | | x[4] | x | | High |
| Executive MBA (EMBA) | MBA | LA | | x | x | x | | | x[4] | x | | High |
| Berkeley-Columbia Executive MBA | MBA | B | x | x | | x | | | x[4] | x | | High |
| Masters of Financial Engineering | MFE | B | | | | | | | | | | High |
| Master of Financial Engineering | MFE | LA | | | | | | | | | | High |
| PROPOSED: Executive MBA | MBA | R | x | x | x | x | | | | | | N/A |
| PROPOSED: Master of Professional Accountancy | MPAc | B | | x | | | | | x[4] | | | High |

*[Display continued on next page]*

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**Display 4 (continued)**
**Selected Characteristics of UC's Self-Supporting Programs**
**(Current Programs & Proposals Submitted to CCGA, as of November 2008)**

## Health Professional

| Program | Degree | Campus | Type of Program | | | Target Pop. | | | Location | | Add. services | Fees[1] |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | PT[2] | Alt. sche-duled | Parallels campus regular program | Working adults[3] | Foreign grads | Current UC studs/ postdocs | Off-campus | On-line | | |
| Public Health for Health Professionals(MPH/HP)[6] | MPH | LA | | x | x | x | | | | | | Med |
| Leadership in Health Care Organizations[7] | MAS | SD | x[5] | x | | x | | | | | | Med |
| Joint Program in Health Law w/ CA Western School of Law[7] | MAS | SD | x | x | | x | | | x[4] | | | Med |
| Global Health Sciences | MS | SF | | | | | | x | | | | Med |
| Maternal and Child Nutrition[7] | MAS | D | x | x | | x | | | | | | Low |
| Masters Entry Program in Nursing | MEPN | SF | | | | | | | | | | Med |
| Joint Doc. in Physical Therapy with SFSU | DPT | SF | | | | | | | | | | Low |
| Joint Doc. in Physical Therapy with CSU Fresno | DPT | SF | | | | | | | | | | Low |
| Professional Program for International Dentists | DDS | LA | | | x | | x | | | | | High |
| International Dentist Program (IDP) | DDS | SF | | | x | | x | | | | | High |
| PROPOSED: Science & Technology Studies (STS) in Medicine | MS | SF | x[5] | x | | x | | x | | | | Med |

## Law/Legal Studies

| Program | Degree | Campus | Type of Program | | | Target Pop. | | | Location | | Add. services | Fees[1] |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | PT[2] | Alt. sche-duled | Parallels campus regular program | Working adults[3] | Foreign grads | Current UC studs/ postdocs | Off-campus | On-line | | |
| International Commercial Law[7] | LLM | D | x | x | | x | x | | x[4] | | | Med |
| Master of Laws[7] | LLM | D | | | | | x | | | | | Med |
| Master of Laws | LLM | B | | [8] | | | x | | | | | High |
| Master of Laws | LLM | LA | | | | | x | | | | | High |

*[Display continued on next page]*

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**Display 4 (continued)**
**Selected Characteristics of UC's Self-Supporting Programs**
**(Current Programs & Proposals Submitted to CCGA, as of November 2008)**

**Engineering/Computer Science**

| Program | Degree | Campus | Type of Program | | | Target Pop. | | | Location | | Add. services | Fees[1] |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | PT[2] | Alt. sche-duled | Parallels campus regular program | Working adults[3] | Foreign grads | Current UC studs/ postdocs | Off-campus | On-line | | |
| Information and Computer Science (Embedded Systems) | MS | I | x | x | | x | x | | x[4] | | | Med |
| Engineering (online) | MS | LA | x[5] | x | x | x | | | x | x | | Med |
| Computer Engineering - Network Engineering[7] | MS | SC | x | x | | x | | | x | x | | Med |

**Other**

| Program | Degree | Campus | Type of Program | | | Target Pop. | | | Location | | Add. services | Fees[1] |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | PT[2] | Alt. sche-duled | Parallels campus regular program | Working adults[3] | Foreign grads | Current UC studs/ postdocs | Off-campus | On-line | | |
| Mentored Clinical Research Training | MAS | D | x | x | | x | | x | | | | Low |
| Clinical Research | MAS | SF | x | x | | x | | x | | | | Low |
| Clinical Research[7] | MAS | SD | x | x | | x | | | | | | Med |
| Marine Biodiversity and Conservation[7] | MAS | SD | | | | | | | | | | Med |
| Criminology, Law and Society | MAS | I | x | x | | x | | | x | x | | Low |
| Forensic Science[7] | MS | D | x[5] | x | | | | | x[4] | | | Med |
| Master of Fine Arts in Writing Program | MFA | R | x | x | x | x | | | x | | | Low |
| Educational Leadership | EdD | LA | x | x | | x | | | | | x | Low |
| PROPOSED: International Affairs | MAS | SD | | | | | | | | | | Med |

[1] Fees: Low = <$20,000/year; Med = $20,000-$40,000/year; High = >$40,000/year
[2] Program is listed as "part-time" if it is designed to allow students to complete it in a longer time period than do students in regular, state-supported programs
[3] I.e., those who are expected to be able to continue working while enrolled in the program
[4] Partly off-campus          [5] May be taken on either a full-time or part-time basis
[6] UCLA is proposing to disestablish the existing MPH/HP program and to replace it with two new self-supporting Executive MPH (MPH) degrees in (1) Healthcare Management and Policy and (2) Health Education and Promotion.
[7] Program administered by UC Extension
[8] In addition to its full-time self-supporting program, UCB has a new six-month accelerated L.L.M. program for international students, offered during two consecutive summers.

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## IV.  UC Policies Relevant to Self-Supporting Graduate Professional Degree Programs[4]

The principal policy that currently governs self-supporting professional degree programs at UC is the *Policy on Self-Supporting Part-Time Graduate Professional Degree Programs,* adopted on June 24, 1996, as described in more detail below. This policy built on earlier policies that addressed part-time and off-campus programs and students, primarily state-supported, and on the recommendations of two related task forces created to review policy in light of needs and incentives to establish and expand self-supporting part-time programs targeting working professionals.  Subsequent policies and guidelines have revised aspects of self-supporting programs at UC, but no major revisions to the policy have occurred since 1996.  However, over the past several years, new self-supporting programs have been established that serve students or purposes not included in the 1996 policy.

1979 Policy on Part-time, Off-campus Professional Graduate Degree Programs

The 1979 policy stated that instructional costs for part-time, off-campus programs "should be borne by the State, and student fees should be used primarily to support student services," although in exceptional cases special fees could be levied.  The major thrust of the policy was the maintenance of academic quality.  It specified that off-campus programs not strain the resources of the sponsoring departments, that they have the same standards of quality as regular graduate programs, and that they be taught by regular faculty to the same degree as on-campus programs.

1981 Policy and Procedures Concerning Part-Time Study in the University of California

The 1981 policy officially recognized the need of some students for part-time study within regular (i.e., full-time) on-campus programs.  Students had to be recommended for approval of part-time study by their department or program to the appropriate dean.  Grounds for permission included occupation, family responsibilities, and health.  The policy defined a part-time graduate student as "one who is approved to enroll for one-half or less of the regular course load."  Part-time students pay the full Registration fee and half the Educational Fee (except those in the special part-time programs covered in the 1979 policy), and nonresidents pay one-half the nonresident tuition.

1994 Regents Policy on Fees for Selected Professional School Students

In January 1994, the Regents adopted a special professional degree fee (PDF), effective Fall 1994, initially for programs leading to five graduate professional degrees (D.D.S., D.V.M., M.B.A., J.D., and M.D.).  While these are state-supported programs, this policy is relevant to that for self-supporting programs for two reasons.  First, some of the factors cited by the 1994 policy for setting professional degree fee levels are similar to guidelines in the 1996 policy on self-supporting programs in determining whether a program might be self-supporting and in guiding fee levels for it.  Second, as PDF fees in several programs have risen sharply in recent years, the difference in student fees between PDF and self-supporting programs has narrowed, and other differences between the two types of programs appear to have blurred as well.

The 1994 policy set forth the following factors to be considered in setting fee levels for state-supported professional programs: the amount of resources required to sustain a program's academic quality and enrollments,  UC's ability to remain competitive with other institutions, the

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[4]  Each of the policies cited are appended in Appendix D.

cost of education for each program, the average program fees charged by comparable public and private institutions, overall State General Fund support for UC, and other market-based factors that permit UC programs to compete successfully for students. The policy also required that at least one-third of the total fee revenue be used for financial aid. Since 1994, professional degree fees have been established for programs in a total of 15 graduate degree fields, and recent proposals for new professional schools have assumed professional degree fee revenues as part of their budget. In 2007, the policy was amended to require a multiyear plan for fee increases and to clarify that fee revenues remain with the campuses and are not to be used to offset reductions in state support; in practice, these revenues remain with the sponsoring programs.

<u>1996 Policy on Self-Supporting Part-Time Graduate Professional Degree Programs</u>

The 1996 policy, approved by the President after extensive Senate and campus review, remains the primary policy that governs criteria and standards for self-supporting professional degree programs at UC. This policy sets out rules regarding the relationship of these programs to regular campus programs, initiation and review procedures, admission and enrollment standards, and policies regarding student fees and program funding. Unlike earlier policies, the 1996 policy explicitly refers to budgetary constraints as a reason for considering the establishment of self-supporting programs. In light of ongoing budgetary constraints, the preamble to the policy poses "two potentially interrelated challenges" that the new policy is intended to address:

- How can the University extend its degree programs to serve new groups of students?

- How can the University find new and creative ways to fund its degree programs?

These two rationales, plus the reaffirmation of the 1979 policy regarding quality maintenance, drive much of the policy guidelines, which include the following key points:

- Self-supporting part-time programs should be undertaken "only when a demonstrated need for a part-time program in a specific field of study exists." Justification depends on "a careful definition of the pools of employed people who need such degrees" and UC's ability to provide quality programs.

- "The University should consider expanding flexible part-time pathways to graduate professional degrees to accommodate academically qualified working adults who cannot be full-time students." Creating such programs targeted to "those who need to continue their employment while studying is consistent with the University's mission in graduate professional education."

- "The more specifically a program addresses training needs for a profession, the likelier it is that the program should be self-supporting. Market factors play a key role in making this decision and guiding appropriate fee levels." (I.e., not all part-time programs will necessarily be self-supporting.)

- "Self-supporting part-time graduate professional degree programs should adhere to the same UC academic standards as do other graduate degree programs." This includes having comparable admission standards and being taught by ladder-rank faculty to the same degree as regular programs.

- Such programs should not be undertaken if they strain the resources of the sponsoring department or have an adverse effect on regular campus programs.

- Self-supporting programs will not be funded from State General Funds.  Rather, full program costs, including but not limited to faculty instructional costs, program support costs, student services costs, and overhead, should be covered by student fees or other non-state funds.  However, new programs may be approved for a short phase-in period that permits some state subsidy until the program is able to recover all costs from non-state sources.[5]

- Provisions should be made to allow students to transfer between self-supporting and regular programs.  Access to courses in the self-supporting programs must be equally available to all qualified students.

The 1996 policy reaffirmed the quality maintenance thrust of the 1979 policy and extended it to self-supporting programs that could be offered either on- or off-campus.  In addition, the policy drew substantially from the recommendations of two UC groups, the UC Task Force on Part-Time Professional Master's Degree Programs (1994) and the Academic Planning Council's Advisory Committee on Policy for High Fee Part-Time Professional Programs (1995).  Both of these groups urged that UC expand self-supporting programs to clearly defined groups of working adults not currently being served, and both cited expected ongoing state funding constraints as one impetus for making these programs self-supporting.  A third report by a Coordinating Committee on Graduate Affairs (CCGA) Subcommittee on High-Fee, Part-time Professional Master's Programs (1995) expressed several concerns: that self-supporting programs would limit access to UC educational opportunities, that the imposition of high fees in some programs might provide a rationale for imposing similar high fees in other graduate programs, and that UC policy needed to include an explicit rationale for fees charged and for fee variations across campuses.

In November 1998, The Regents delegated authority to the President to set fees for self-supporting programs and required the President to report annually on fees charged for each program.

<u>1998 Presidential Initiative to Establish Master of Advanced Study Programs</u>

In 1998, President Atkinson announced the creation of a new degree title, the Master of Advanced Study.  Like the other part-time and/or off-campus programs discussed, the M.A.S. is intended to expand opportunities for graduate study for working adults.  However, the M.A.S. was conceived as a pathway for both graduate professional education <u>and</u> advanced liberal studies.  Also, although the programs are expected to be primarily self-supporting, state-funded options "within the campus graduate enrollment ceilings" are possible.  Guidelines for start-up grants did not identify criteria to distinguish between self-supporting and state-supported M.A.S. programs. (The 2000 Guidelines for Funding, which outline guidelines for M.A.S. planning and start-up funding grants from UCOP provide additional description of expected types of M.A.S. programs.[6])

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[5]  Currently, UC allows a three-year phase-in period for a program to be fully self-supporting; in some cases, a one-year extension has been granted.  All self-supporting degree programs except those administered by University Extension must supply a cost analysis annually to the UC Office of the President, to ensure that program revenues fully cover program costs.

[6] These Guidelines are included as part of Appendix D.

*Zusman, UCOP Academic Affairs*

# V. Questions and Issues Regarding Self-Supporting Graduate Programs

A number of questions and issues regarding self-supporting graduate programs at UC have emerged from review of UC policies, reports and campus discussions. These include the following:

<u>Principles, Criteria, and Oversight</u>

1. *What are the primary academic and other benefits of self-supporting programs to students, the campus, and the state?*

   The first question to be addressed are the core benefits, particularly the academic benefits, that self-supporting programs can create.

2. *What fundamental principles or rationales should thus determine whether a graduate degree program should be, or is eligible to be, self-supporting?*

   As noted, UC's existing policy, the 1996 *Policy on Self-Supporting Part-Time Graduate Professional Degree Programs*, presents two main reasons for establishing self-supporting graduate professional programs:

   - To extend UC degree programs <u>to serve new groups of students</u> – specifically "academically qualified working adults who cannot be full-time students" – consistent with UC's mission in graduate professional education.

   - To identify "new and creative ways <u>to fund degree programs</u>," in view of concerns that UC could no longer expect the level of state funding it had received in the past.

   Do these reasons remain adequate and appropriate bases for deciding whether to make a graduate degree program self-supporting? Is serving new groups of students alone, or meeting budget constraints alone, a sufficient basis for a program to be self-supporting? Should other reasons for making a program self-supporting be considered?

   Proponents of some self-supporting programs – for example, the Doctor of Physical Therapy (D.P.T.) and the Master's of Global Health – have proposed that these programs transition to state-supported status when funding or enrollment ceilings permit. In these cases, program proponents have explicitly noted that financial and enrollment constraints were a main reason why these programs were established as self-supporting at least initially, even though in both cases students take full-time loads and only a small percentage work full-time.[7] The UCSF campus administration has affirmed that it believes that the self-supporting option is appropriate when no state or discretionary funding is available for a program the campus would like to offer, excluding Ph.D. programs.

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[7] In February 2003, the UCSF chair of the Committee on Academic Planning and Budget, which was reviewing the proposal for the UCSF-SFSU D.P.T., stated, "Given the state (and university) budget difficulties and the time pressure that the Physical Therapy Department is under, there is no choice other than developing this program as a self-supporting program. The current budget crisis should not require that this situation be permanent… In addition, since UCSF offers the only physical therapy program in the University of California system, it would be reasonable to commit University resources to the full program when they are available...Therefore, the Committee recommends that the question of whether the program remains self-supporting be re-addressed in no more than 5 years."

3.  *What specific criteria should guide the decision to make a program self-supporting?*

    The 1996 policy's title clearly suggests that self-supporting programs are to be <u>part-time</u>, although what "part-time" means is ambiguous (see Question #4 below). However, part-time status alone is not a sufficient criterion, since part-time programs may be either state-supported or self-supporting. According to the policy's guidelines, self-supporting status becomes more appropriate as the program becomes more specifically addressed to <u>professional training</u> needs, and market factors are to play a key role in this decision. On the other hand, the 2000 guidelines for Master of Advanced Study programs (most of which were expected to be self-supporting) extended the possibility of self-supporting status to "advanced liberal studies," i.e., graduate academic studies that may not be closely linked to professional training. Almost from the start, then, there has been considerable ambiguity and latitude in the criteria that guide a program's eligibility for self-supporting status.

    Should the limited set of criteria in the 1996 policy be clarified and reaffirmed? Alternatively, given the diversity of current self-supporting students, programs, and other characteristics, should existing policy be revised to include new criteria that guide eligibility for self-supporting status? If so, what should these new criteria be? For example, should programs that are full-time (i.e., where students complete the degree in roughly the same amount of time as do students in regular state-supported programs) but that are <u>alternatively scheduled or delivered</u> to make them more accessible to working adults (e.g., programs scheduled in evenings or weekends or on-line) be explicitly recognized as eligible for self-supporting status? What about programs that target students who need to obtain, as it were, a "duplicate" degree (e.g., a dentistry degree for foreign-trained professionals)? Or programs that provide specialized training required for entry into graduate professional studies to students who had not earlier received this training (for example, UCSF's Masters Entry Program in Nursing)?

    On the other hand, does part-time study or study outside the traditional academic week and year remain an appropriate basis for deciding that a program is eligible for self-supporting status? Over the past decade, state policy makers have urged UC to extend the hours and times at which state-supported courses are offered in order to make better use of facilities, and formerly self-supporting summer term programs now receive state support. Some state-supported graduate programs (for example, Ed.D. programs at several campuses) have long offered coursework in the evening and at other times convenient to working professionals.

4.  *Are there criteria that should determine that a graduate program <u>should</u> receive a state subsidy?*

    One concern that has been expressed is that, unless there are clear-cut criteria that distinguish between state-supported and self-supporting programs, state policy makers or others may question why state-supported programs (such as Ed.D., engineering master's, or other professional degree programs) should continue to receive a state subsidy when other programs that appear similar do not.

    Some considerations on evaluating whether a program should receive a state subsidy might include the following:

    -   Level of degree awarded (i.e., doctoral versus master's)

- o There appears to be consensus within UC that Ph.D. programs should be state-funded.
- o Beyond the Ph.D., there is no clear consensus that other doctoral programs should be state funded. Current UC self-supporting programs include three non-Ph.D. doctoral programs (an Ed.D. at UCLA and two D.P.T. programs at UCSF in conjunction with two CSU campuses).

- Type of degree awarded (e.g., academic versus professional)
  - o The distinction between academic and professional degrees is not clear-cut. Some self-supporting programs lead to the M.S. degree, generally considered an academic degree, and M.A.S. guidelines allow self-supporting programs in what is usually considered an academic focus (i.e., liberal studies).

- Regular, full-time on-campus graduate degree programs offered during the usual day-time hours and academic year
  - o Some current self-supporting programs are offered during the regular academic week and year on a full-time basis to full-time students. In some cases, students sit in the same classes as students in state-supported programs, for example, in the self-supporting L.L.M. and D.D.S. programs.

- Programs that provide significant public and societal benefits.
  - o How would public benefits be identified? Do CPEC's program review guidelines provide some guidance, particularly its criteria on societal needs (which note that workforce demand is an important – but not the only – indicator of societal need) and advancement of knowledge?

- Other considerations?

5. *How should terms such as "part-time," "professional," and "working adults" be defined?*

Part of the difficulty in identifying appropriate criteria for self-supporting programs may be a lack of agreement on how key terms are defined. "Part-time" is perhaps the most problematic term in describing self-supporting programs at UC, since many are full-time programs that enroll students who take at least a minimally full-time load. Some UC working documents from 1996 suggest that the term "part-time" in this context includes full-time programs that are alternatively scheduled or delivered.

6. *Is the oversight process for the establishment and review of self-supporting programs clear, and does it continue to be appropriate?*

Under the 1996 policy on self-supporting programs, campus Graduate Councils and appropriate campus administrators must approve all new self-supporting programs, but CCGA approval is only required when a proposed self-supporting program does not correspond to a previously authorized regular program and degree title on the campus. Should policy be revised regarding CCGA's role? For example, should CCGA review all proposals for new self-supporting programs, even when a regular state-supported program and degree has been previously authorized? Alternatively, should it review only programs that are significantly different from previously authorized programs in content, delivery, and/or other specified characteristics? Or continue to review only those programs where no corresponding program and degree exists?

A number of recent self-supporting programs have been initiated by professional schools such as law and dentistry that, on some campuses, are outside the purview of the Graduate Council.  Should Graduate Council oversight be extended to include self-supporting programs in these schools?

Relationship to Regular State-Funded Programs

7. *When is it appropriate for students to transfer between self-supporting and state-funded programs?  To share classroom experiences or have access to other types of academic support or student services (e.g., faculty/staff resources, career centers)?*

   The 1996 policy states that "provisions should be made that allow students to transfer between programs" and that "Campuses may also determine which courses are available to students in both programs."  The policy does not explicitly address other types of academic support or student services.

   Campuses differ significantly in how they have addressed access by self-supporting students to state-supported courses or services while ensuring that state dollars are not expended.  In some cases (for example, in the D.D.S. programs for internationally trained dentists at UCLA and San Francisco), self-supporting students are completely integrated into the same classes that students in state-supported programs take.  Nevertheless, campus policies (e.g., at Berkeley) prohibit simultaneous student enrollment in self-supporting and state-supported courses (which would create double-counting of enrollments).  In other cases, the desire by students in self-supporting programs to make use of courses offered by state-supported programs or of other campus services may create tensions between self-supporting programs and their home department or campus, if campus administrators believe that negotiated charges for student use of campus resources do not fully cover campus costs.  Tracking the use and costs of campus services by these students may also be difficult.

   Day-to-day operational decisions on how to balance academic goals for enhancing the educational experiences of students in both self-supporting and state-supported programs while ensuring that state resources are not diverted to self-supporting programs or students appear to be ongoing challenges for campus administrators.  Appendix E lists some of the many questions that campus graduate deans and others have struggled to address.

8. *Is current policy adequate to ensure that the self-supporting program does not reduce essential faculty effort in the regular state-funded program and, conversely, that it is staffed with comparable levels of ladder-rank faculty?*

   In discussions leading up to the 1996 policy, some Senate committee members expressed concern that demand in self-supporting programs could drain faculty resources away from the regular programs.  Under current Senate policy, ladder-rank faculty teaching in self-supporting programs must be fully compensated from program revenues in proportion to their workload commitment to the program.  This can be done either as part of their assigned workload or on an overload basis (within the 120% salary limitation).  What proportion of faculty who teach in self-supporting programs do so on an overload basis, and what proportion split their workload commitment between regular and self-supporting programs?  Are any ladder-rank faculty paid entirely from self-supporting revenues?  Do

these different approaches affect faculty contributions to teaching and research in the regular program?

Conversely, questions have been asked as to whether self-supporting programs do in fact meet the same standards and criteria as regular programs with regard to who teaches in these programs and how they are evaluated, and whether maintaining the same faculty profile in both types of programs remains appropriate.

Student Fees, Financial Aid, Access and Program Revenues

9. *On what basis should student fee levels in self-supporting programs be set? Should these be determined solely by program costs and the market? What are the ramifications when fees in self-supporting programs are at the same level as, or lower than, fees in regular PDF programs?*

These questions raise still others. Should there be a relationship between the level of fees in self-supporting programs and those in the corresponding PDF program? What criteria determine the difference in fees for the same self-supporting degree program at different campuses (e.g., EMBA, L.L.M.)?

According to existing policy, student fees do not have to cover 100% of self-supporting program costs, if other non-19900[8] revenue streams are available, but in practice, fees cover all costs in most programs.

10. *Are access, affordability, and diversity concerns the same for state-supported and self-supporting programs? What is UC's commitment to providing financial support to students in self-supporting programs, and for what kind of support?*

Recently, CCGA expressed concern about "the potential exclusionary effects of high fees on applicants and students in both self-supporting graduate programs and programs that utilize differential fees," particularly for underrepresented minority students and those who came from low-income backgrounds (July 10, 2007 letter from CCGA Chair Reen Wu to Academic Council Chair John Oakley). While many students in self-supporting programs are highly paid professionals or have their fees paid by their employers, some students are not well paid and do not have fees covered by employers. Students in self-supporting programs do receive a significant amount of loan assistance but little gift aid and almost no TA or RA support. By comparison, students in state-supported professional degree fee programs get some fellowship, TA and/or RA support – although in most professional fee programs, two-thirds or more of the students' financial aid comes from loans.

On the other hand, for most self-supporting programs and students, the main access issue is ensuring that programs are scheduled and delivered in ways that make them available to time-, pacing- or location-constrained working adults.

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[8] "19900 Funds" are a combination of State Funds, Educational Fees, and University General Funds (including both nonresident tuition and a portion of federal overhead). "Non-19990 funds" are all other sources.

*Zusman, UCOP Academic Affairs*

Financial support may be particularly important in self-supporting programs for which there is no state-supported alternative and where the intensive nature of the program makes it difficult for students to work enough to cover their educational costs.

With regard to diversity, are there populations being excluded from self-supporting programs that UC wishes to reach? Again, is this question particularly pertinent where no parallel state-supported program exists – or where the state-supported PDF program itself has high cost barriers?

Other Issues

11. *What complementary relationships have been or might be developed with UC Extension?*

There are currently nine self-supporting programs administered by UC Extension at three campuses. Students are admitted through the graduate division. What are the benefits and issues of such arrangements?

12. *How should a self-supporting program work with the profession it serves?*

UC's 1996 policy says that self-supporting programs should be undertaken "in partnership with the profession served." The policy also says that members of non-UC sponsoring entities should not have a preference in enrollment. Do these guidelines remain relevant?

13. *If the policy governing self-supporting programs is revised, should practices in existing programs be modified, if they fall outside the revised policy?*

14. *Should a comprehensive policy that covers principles and criteria for regular, professional school fee, and self-supporting programs be developed?*

# Self-Supporting Graduate Degree Programs and Policy
## At the University of California

## VI.  Appendices

**Appendix A:** Provost Hume's August 11, 2008 request to Senate Chair Brown

**Appendix B:** Current University of California Self-Supporting Graduate Degree Programs and Descriptions: November 2008

**Appendix C:** Comparison of Students in Self-Supporting Graduate Degree Programs with Students in State-Supported Graduate Degree Programs (January 2007)

**Appendix D:  UC policies relevant to self-supporting programs**
- D-1: 1979 Policy on Part-time, Off-campus Professional Graduate Degree Programs

- D-2: 1981 Policy and Procedures Concerning Part-Time Study in the University of California

- D-3: 1994 Regents Policy on Fees for Selected Professional School Students

- D-4: 1996 Policy on Self-Supporting Part-Time Graduate Professional Degree Programs

- D-5: 2000 Planning & Start-Up Funding for Master of Advanced Study Programs: Guidelines

**Appendix E:  Operational Questions and Challenges for Self-Supporting Programs at UC**

# UNIVERSITY OF CALIFORNIA

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OFFICE OF THE PROVOST AND EXECUTIVE VICE PRESIDENT –
ACADEMIC AND HEALTH AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street
Oakland, California 94607-5200

August 11, 2008

ACADEMIC SENATE CHAIR BROWN

Dear Michael,

Sufficient changes have taken place in the development of self-supporting graduate programs, particularly since the implementation of professional fees in State-supported programs, that I would like to request that the Senate undertake a review of the policy on Part-Time Self-Supporting Graduate Professional Degree Programs, which was last updated in 1996. There are currently more than 30 self-supporting programs, enrolling 3,700 students annually, most of them in MBA programs, with campuses indicating plans to nearly double the number by 2020.

The 1996 policy addresses self-supporting graduate programs (i.e., programs supported entirely by student fee revenues), with an assumption that these programs would be for working adults who would be attending UC on a part-time basis. Since then, a number of self-supporting programs have been approved that are full-time, and not necessarily intended for, or easily available to working adults. This change in program assumptions raises questions about the difference between self-supporting programs and State-supported programs, answers to which become increasingly important as fee levels start to converge.

I am submitting several questions such a review might address, but it is not intended to be comprehensive or limiting. The answers may not all need to be reflected in policy, but guidance from the Senate would be helpful. The questions derive from recent administrative and operational experiences which have made it clear that the policy may require amendment.

- What criteria or philosophy should distinguish State-supported professional programs from self-supporting programs?

- When is it appropriate for students from either type of program to share classroom experiences and other types of academic support (e.g., access to staff resources, financial aid)?

- Are access, affordability and diversity concerns the same for the two types of programs?

- Are there issues of balance in a professional school between State-supported and self-supporting programs that should be addressed?

This topic would have been discussed at the June meeting of the Academic Planning Council, with a request that it be forwarded to the Senate for review. I will suggest that my successor

ACADEMIC SENATE CHAIR BROWN
August 11, 2008
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bring it to the first meeting of the APC this fall for discussion, and that the Senate's response be made to the Academic Planning Council. I have also directed staff to prepare a background paper for your deliberations that would provide a comprehensive view of our self-supporting enterprise, identifying more specifically the issues that we have seen from an administrative perspective, and providing a brief history of the existing policy and how it has evolved over the years.

For additional information and future coordination, please work with Carol Copperud, Director of Academic Planning. I wish you the best in addressing this important part of UC's academic program.

Sincerely,

Wyatt R. Hume
Provost and Executive Vice President
Academic and Health Affairs


cc:     Vice Provost Greenstein
        Vice President Lenz
        Director Copperud

**Appendix B: Current University of California Self-Supporting Graduate Degree Programs and Descriptions: November 2008**

| Program Name | Established | Brief Description | Year-Average Headcount 2007-08 | Student Fees 2008-09* |
|---|---|---|---|---|
| **Berkeley** | | | | |
| Haas School Evening-Weekend MBA | 1972 | 3-year, part-time program for working professionals | 726 | $30,030 annual fee (excludes health insurance) (New and continuing students) |
| Masters of Financial Engineering (MFE) | April 2001 | Intensive 1-year full-time program in theoretical finance and computer modeling | 66 | $49,500 annual fee (New students entering Spring 2009) |
| Berkeley-Columbia Executive MBA | Spring 2002 | 19-month, part-time dual-degree program with Columbia University | 99 | $70,000 Berkeley portion of $135,000 total program fee (New students entering Summer 2008) (Fee covers instructional program, books, accommodations, some meals, and International Seminar.) |
| Master of Laws (LLM) | Fall 2005 | 1-year full-time law program primarily for qualified foreign-trained lawyers | 83 | $42,265 annual fee (New and continuing students) |
| **Davis** | | | | |
| Working Professional MBA | Fall 1994 | 2-4 year, part-time program for working professionals with locations in Sacramento and the East Bay | 340 | Sacramento location: ~$64,224 total program fee Bay Area location: ~$81,576 total program fee (New students entering 2008) |
| International Commercial Law (LLM)** | Summer 2001 | Part-time law program (3-5 consecutive summers) primarily for qualified foreign-trained lawyers | N/A | $26,500 total program fee |
| Forensic Science (MS)** | Fall 2001 | Flexible program allowing students to take full-time or part-time coursework load | 64 | $475 per credit unit.   $22,800 total program cost (New/continuing students) |
| Master of Laws (LLM)** | Fall 2005 | 1-year full-time law program primarily for qualified foreign-trained lawyers | 18 | $27,500 annual fee |
| Maternal and Child Nutrition (MAS)** | Fall 2005 | Part-time program designed for professionals in the field of nutrition | N/A | $14,400 total program cost  (2007-08 fees) |
| Mentored Clinical Research Training (MAS) | Fall 2007 | 2-year program for junior faculty, clinical fellows and postdoctoral scholars who have pre-clinical/ translational or clinical research career goals (NIH K30 grant requires 70% time commitment to complete 2-year program) | N/A | ~$17,316 total program fee; federal grant funding allows 100% return-to-aid (New and continuing students) |

| Program Name | Established | Brief Description | Year-Average Headcount 2007-08 | Student Fees 2008-09* |
|---|---|---|---|---|
| **Irvine** | | | | |
| Executive MBA (EMBA) | 1984 | 2-year (7 quarters), full-time, alternatively scheduled program for business executives | 98 | $86,250 total program fee (New students entering Fall 2008) |
| Health Care Executive MBA (HCEMBA) | 1985 | 2-year (8 quarters), full-time program for health care administrators | 79 | $86,250 total program fee (New students entering Fall 2008) |
| Fully Employed MBA (FEMBA) | 1991 | 3-year, part-time program for working professionals | 469 | $75,970 total program fee (New students entering Fall 2008 & Spring 2009) |
| Criminology, Law and Society (MAS) | Fall 2003 | 2-year, part-time, on-line program for professionals interested or working in the criminal justice or legal fields | 37 | $10,836 annual fee (New and continuing students) |
| Information and Computer Science (Embedded Systems) (MS) | Summer 2006 | 5-quarter collaborative program between UCI and Institute of Cybernetics of the Italian National Research Council in Naples, Italy.  Coursework offered in both Irvine and Naples | 5 | $27,500 program fee (New students entering Summer 2008) |
| **Los Angeles** | | | | |
| Executive MBA (EMBA) | 1981 | 2-year, full-time, alternatively scheduled program for business executives | 135 | $51,050 annual fee (New and continuing students) |
| Fully Employed MBA (FEMBA) | 1988 | 3-year, part-time program for working professionals | 680 | $30,000 annual fee (New students entering Fall 2008) |
| Educational Leadership (EdD) | Fall 1993 | 40-month, part-time program designed to meet the needs of individuals preparing for careers of leadership and applied research mainly in the schools and community colleges | 89 | $17,304 annual fee (New and continuing students) |
| Public Health for Health Professionals (MPHHP) | 1995 | 2-year part-time specialized weekend program for professionals with three years' experience in a health care setting | 93 | $22,000 annual fee (New students entering Fall 2008) |
| Professional Program for International Dentists (DDS) | June 2002 | 2-year, full-time DDS degree program for qualified foreign-trained dentists | 25 | $50,935 annual fee (New and continuing students during 2008-09) |
| Global Executive MBA | Fall 2004 | 15-month, dual-degree program for business professionals with sessions in Singapore, Los Angeles and Shanghai.  Jointly operated with National University of Singapore. | 55 | $28,000 annual fee (New students entering in Summer 2008) |

| Program Name | Established | Brief Description | Year-Average Headcount 2007-08 | Student Fees 2008-09* |
|---|---|---|---|---|
| Master of Laws (LLM) | Fall 2005 | 1-year, full-time law program primarily for qualified foreign-trained lawyers | 48 | $41,500 annual fee (New and continuing students) |
| MS Engineering (online) | 2006-07 | Part-time on-line program for working engineers and computer scientists | 64 | $3,333.33 course fee (New and continuing students) |
| Master of Financial Engineering (MFE) | January 2008 | Intensive 1-year full-time program for training finance professionals | N/A | $50,000 annual fee (New students entering January 2009) |
| **Riverside** | | | | |
| Master of Fine Arts in Writing Program | Fall 2005 | Part-time program offered at UCR's Palm Desert campus | 26 | $440 per-unit course fee (New and continuing students) |
| **San Diego** | | | | |
| Leadership in Health Care Organizations (MAS)** | Winter 2001 | Flexible program in management and leadership for healthcare professionals with emphasis on clinical process improvement | 16 | ~$28,500 total program fee |
| Clinical Research (MAS)** | Spring 2003 | Part-time program for working professionals that provides structured, graduate-level training in clinical research methods and protocol | 39 | ~$24,000 total program fee |
| Marine Biodiversity and Conservation (MAS)** | Summer 2004 | 1-year, full-time program designed to teach professionals about marine ecosystems from the scientific, economic and policy perspectives, as well as provide important cultural and communications skills | 10 | ~$33,000 total program fee |
| Rady School of Management FlexMBA Program | Fall 2004 | Flexible, alternatively-scheduled program for working professionals | 111 | $870 unit fee (New students entering Fall 2008) |
| Joint Program in Health Law (MAS)** | Fall 2007 | Flexible, part-time collaborative program between UC San Diego School of Medicine and California Western School of Law | 13 | ~$31,000 total program fee |
| **San Francisco** | | | | |
| International Dentists Program (IDP) (DDS) | 2001-02 | 2-year, full-time DDS degree program for qualified foreign-trained dentists | 48 | $70,420 annual fee (New students entering Summer/Fall 2008) |
| Clinical Research (MAS) | Summer 2002 | 2-year part-time program for advanced pre-doctoral students, postdoctoral fellows, and faculty members who wish to master clinical research methods and | 34 | $17,500 annual fee (New and continuing students) |

| Program Name | Established | Brief Description | Year-Average Headcount 2007-08 | Student Fees 2008-09* |
|---|---|---|---|---|
| | | pursue independent research careers | | |
| Joint Doctorate in Physical Therapy with SFSU (DPT) | Fall 2004 | 1-year full-time program for licensed physical therapists. (Schedule permits part-time work.) Jointly operated with San Francisco State University. | 30 | $18,000 annual fee (New and continuing students) |
| Masters Entry Program in Nursing (MEPN) | Fall 2005 | 1-year, full-time pre-nursing program to prepare students to enroll in the State-supported Masters program in Nursing | 82 | $31,000 annual fee (New students entering Fall 2008) |
| Joint Doctorate in Physical Therapy with CSU Fresno (DPT) | Fall 2007 | 1-year full-time program for licensed physical therapists. Jointly operated with CSU Fresno. | N/A | $18,000 annual fee (New and continuing students) |
| Global Health Sciences (MS) | Fall 2008 | 1-year, 4-quarter, full-time program for UCSF health professionals recently graduated or in training | 1 | $30,650 annual fee (New students entering Fall 2008) |
| **Santa Cruz** | | | | |
| Computer Engineering - Network Engineering (MS)** | Fall 1997 | Part-time, distance-learning program offered in Silicon Valley for working engineers | 4 | $24,750 total program cost (New/continuing students) |

Notes:

* In most cases, fees shown do not include health insurance.

** Program is administrated by UC Extension. Unlike other self-supporting programs, those administered by University Extension do not need to submit an annual program cost analysis (including fee levels) to UCOP for approval.

**COMPARISON OF STUDENTS IN SELF-SUPPORTING GRADUATE DEGREE PROGRAMS WITH STUDENTS IN STATE-SUPPORTED GRADUATE DEGREE PROGRAMS**
JANUARY 2007

**EXECUTIVE SUMMARY**
Expressing concern about the cost of the University's self-supporting professional degree programs, particularly in fields that "do not provide high levels of remuneration", the Coordinating Committee on Graduate Affairs (CCGA) requested a comparison of costs and student characteristics between the University's self-supporting programs and professional degree programs that are state-supported, by January 1, 2007. A copy of the request is provided in Appendix 1.

The following report summarizes information about the various self-supporting graduate professional degree programs offered by the University and provides comparisons of the overall student population in these programs with students in state-supported professional degree programs, as well as comparisons within discipline for business/management, education, public health, and nursing programs. For several other programs, because of the specific goals of the self-supporting programs or low enrollments, comparisons are not appropriate.

As of Fall 2006, the University operates or has plans for 35 self-supporting graduate degree programs. During 2005-06, enrollment in the University's self-supporting programs totaled more than 3,150 year-average headcount students (nearly 2,600 FTE). The University's oldest and largest self-supporting programs are evening/weekend and executive MBA programs for employed professionals. These programs enroll more than 2,500 students annually and represent nearly 80% of FTE enrollment in self-supporting programs.

Compared to students in state-supported graduate academic and professional degree programs, students in self-supporting programs are older, more likely to be male, more likely to be Asian/Pacific Islander, and more likely to be non-citizen permanent residents.

While most students in the self-supporting business and management programs are employed full-time and many receive tuition assistance from their employers, little is known about the financial *backgrounds* of students in self-supporting programs. Financial *support* received by students in self-supporting programs is dramatically different from financial support for students in state-supported graduate academic and professional programs. Students in self-supporting programs receive little gift aid, receive virtually no RA/TA fee remission, but receive a significant amount of loan assistance.

Comparisons of populations with specific disciplines revealed the following:

- Business and Management: Because the business and management programs represent nearly 80% of self-supporting program enrollments, results were generally consistent with overall findings. However, because State-supported business and management students are also older and more likely to be male, differences in age and sex were smaller. Students in the self-supporting programs are less likely to be international students, less likely to receive gift assistance and somewhat less likely to receive loan assistance.

- Education: Students in the self-supporting program at the Los Angeles campus are somewhat younger and more likely to be male than students in the state-supported programs. Virtually no gift assistance is provided to students in the self-supporting program, and more than half of students in the self-supporting program receive loan assistance.

- Public Health: Students in the self-supporting program are older, more likely to be male, and more likely to be African American or Chicano/Latino and less likely to be White than students in the state-supported programs. Virtually no students in the self-supporting program receive gift assistance and a slightly smaller proportion of self-supporting program students receive loan assistance than students in state-supported programs.

- Nursing: Students in the self-supporting program were notably more likely to be White and less likely to be Asian/Pacific Islander, African American, or Chicano/Latino than students in the state-

supported programs, and more than four-fifths receive gift assistance.  Nearly 90% of students receive loan assistance averaging approximately $32,000.

**SELF-SUPPORTING PROGRAMS AT UC**

Self-supporting degree programs are developed and operated by campuses in accordance with the Regents' *Policy on Self-Supporting Part-Time Graduate Professional Degree Programs*, which established guidance for the relationship of these programs to regular on-campus programs, procedures for initiation and review, standards for admission and enrollment, and policy for setting fee levels. The latest revision of the policy was approved by the Regents in 1996 after an extensive review by campuses and the Academic Senate. The policy includes the following key statements:

- The University should consider expanding flexible part-time pathways to graduate professional degrees to accommodate academically qualified working adults who cannot be full-time students. Extending the opportunity to enroll part-time in professional master's graduate degree programs to those who need to continue their employment while studying is consistent with the University's mission in graduate professional education.

- The more specifically a program addresses training needs for a profession, the likelier it is that the program should be self-supporting. Market factors play a key role in making this decision and guiding appropriate fee levels.

- Self-supporting part-time graduate professional degree programs should adhere to the same UC academic standards as do other graduate degree programs.

- Self-supporting programs will not be funded from State General Funds. "Self-supporting" means that full program costs, including but not limited to faculty instructional costs, program support costs, student services costs, and overhead, should be covered by student fees or other non-state funds.

A copy of the policy is included in Appendix 2. In November 1998, the Regents delegated authority to set fees for self-supporting professional degree programs to the President and required the President to report annually on the fee levels. All self-supporting degree programs, except those administered by University Extension, must supply a cost analysis annually to the Office of the President to ensure that program revenues fully cover program costs.

As of Fall 2006, the University operates or has plans for 35 self-supporting graduate degree programs. During 2005-06, enrollment in the University's self-supporting programs totaled more than 3,150 year-average headcount students (nearly 2,600 FTE). Table 1 provides 2005-06 enrollments for each se;f-supporting program.

The University's oldest and largest self-supporting programs are evening/weekend and executive MBA programs for employed professionals. These alternatives to full-time "day" MBA programs were first established during the 1970s and 1980s and were made fully self-supporting following the State's fiscal crisis in the early 1990s. Today these programs enroll more than 2,500 students annually and represent nearly 80% of FTE enrollment in self-supporting programs, as shown in Chart 1.

Many of the other self-supporting programs operated by the University are small, part-time, unique within the UC system, and can be considered niche programs. In addition, these programs are relatively young; 23 of the University's 35 self-supporting programs were established since 2000.

- On-line programs: The Irvine campus offers a two-year part-time on-line Criminology, Law and Society program for professionals interested or working in the criminal justice or legal fields. During 2006-07, the Los Angeles campus will launch a new on-line engineering program culminating in the master's degree.

- Joint programs: The Berkeley and Los Angeles campuses offer joint MBA programs with Columbia University and the National University of Singapore, respectively. The Irvine campus this year established a new Information and Computer Systems program with the Instituto di Cibernetica Edoardo Caianiello in Naples, Italy and the San Diego campus this fall established a joint program in Health Law with California Western School of Law.

- <u>Off-site programs:</u>  The Riverside campus offers its part-time MFA in Creative Writing program at its Palm Desert Campus and the Santa Cruz campus offers its part-time computer engineering program at the Silicon Valley Center.

- <u>Programs for foreign-trained students:</u>  Both the Los Angeles and San Francisco campuses established programs in which foreign-trained dentists join regular dentistry students for the final two years of the DDS program.  In 2005-06, the three UC law schools at Berkeley, Davis and Los Angeles converted their Master of Law programs, which primarily enroll foreign-trained lawyers, to self-supporting programs.

- <u>Other niche programs:</u>  The San Francisco campus offers the only master's entry program for individuals without previous nursing preparation but who hold a baccalaureate/bachelor's degree in another field.  The self-supporting program offers one year of generalist foundation training in nursing, allowing students to continue into the MS program specialty coursework.  In addition, the San Francisco campus offers the University's only Doctor of Physical Therapy program.  Operating jointly with San Francisco State University, the program allows students to achieve the newly-required doctorate for licensing purposes.  The first two years of the program, during which students complete the MS degree is state-supported.  The third and final year, focused on the doctorate, is self-supporting.

Descriptions and establishment dates for each program are provided in Appendix 3.

**Chart 1: Self-supporting Program FTE Enrollment by Discipline, 2005-06**



Other, 3.2%
Public Health, 3.5%
Law, 3.4%
Health Professions and Related Fields, 5.6%
Educational Leadership, 2.7%
Dentistry, 2.8%
Business and Management, 78.8%

Source: UC Corporate Student System and campus reports.

4

28
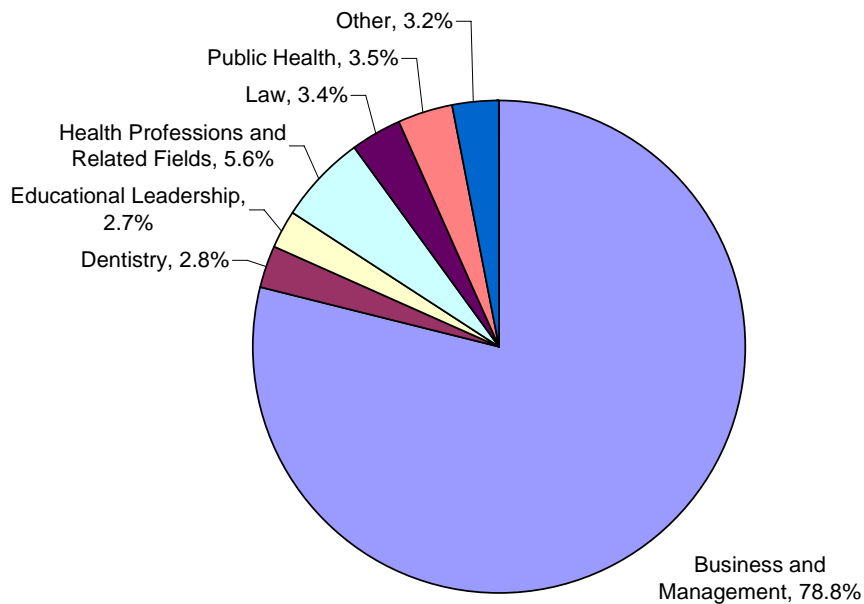
**Table 1: Self-supporting Graduate Professional Degree Program Enrollment, 2005-06**

| Program | Fall Headcount | Year-average Headcount | Full-year FTE |
|---|---|---|---|
| Berkeley | | | |
|     Evening/Weekend MBA | 668 | 641.0 | 387.2 |
|     Executive MBA – Columbia Joint Program | 128 | 97.0 | 59.5 |
|     Master of Financial Engineering | 59 | 59.5 | 53.6 |
|     Master of Laws (LLM) | 54 | 53.0 | 53.4 |
| Davis | | | |
|     Forensic Science (MS) | 60 | 55.0 | 26.5 |
|     International Commercial Law (LLM) | | (summer only) | 3.0 |
|     Maternal and Child Nutrition (MAS) | 9 | 11.0 | 5.7 |
|     Master of Laws (LLM) | 11 | 11.0 | 9.0 |
|     Working Professional MBA | 277 | 259.3 | 164.8 |
| Irvine | | | |
|     Executive MBA | 81 | 85.7 | 115.9 |
|     Fully Employed MBA | 438 | 462.7 | 439.4 |
|     Criminology, Law & Society (MAS) | 45 | 44.3 | 32.6 |
|     Health Care Executive MBA | 63 | 64.7 | 87.2 |
|     Information and Computer Systems (MS) | | (opened Summer 2006) | |
| Los Angeles | | | |
|     Educational Leadership (EdD) | 101 | 91.3 | 70.6 |
|     Engineering (MS) | | (opening Winter 2007) | |
|     Executive MBA | 137 | 137.0 | 126.6 |
|     Executive MBA – Singapore Joint Program | 36 | 21.7 | 15.3 |
|     Fully Employed MBA | 592 | 578.3 | 460.0 |
|     International Dentistry (DDS) | 24 | 23.7 | 23.7 |
|     Master of Financial Engineering | | (planned for 2008) | |
|     Master of Laws (LLM) | 22 | 22.0 | 22.3 |
|     Public Health for Health Professionals (MPH) | 85 | 87.7 | 91.8 |
| Riverside | | | |
|     Creative Writing (MFA) | 2 | 2.0 | 1.4 |
| San Diego | | | |
|     Health Law – California Western Joint Program (MAS) | | (opening Fall 2007) | |
|     Flex MBA for Working Professionals | 107 | 109.3 | 128.5 |
|     Clinical Research (MAS) | 33 | 31.0 | 12.6 |
|     Leadership in Health Care Organizations (MAS) | 17 | 15.3 | 8.1 |
|     Marine Biodiversity & Conservation (MAS) | 7 | 7.0 | 10.1 |
| San Francisco | | | |
|     Clinical Research (MAS) | 36 | 34.0 | 34.0 |
|     International Dentistry (DDS) | 48 | 48.0 | 48.0 |
|     Master's Entry Program in Nursing | 75 | 74.3 | 74.3 |
|     Physical Therapy (DPT) | 16 | 16.0 | 16.0 |
| Santa Cruz | | | |
|     Computer Engineering (MS) | 11 | 9.3 | 5.4 |
| Total | 3,242 | 3,152.1 | 2,586.5 |

Source: UC Corporate Student System and campus reports.

**COMPARISON OF OVERALL STUDENT POPULATIONS**

Table 2 provides demographic characteristics and financial aid received for graduate academic and professional students in all state-supported UC graduate programs for comparison with students in self-supporting programs.  For purposes of this comparison, students in state-supported professional degree programs are those subject to the Fee for Selected Professional School Students as well as student not subject to the fee but in programs related to training for a specific profession, such as architecture, city planning, communications, education, and health professions.

Compared to students in state-supported graduate academic and professional degree programs, students in self-supporting programs are:

- <u>older</u> – In Fall 2005, the median age for students in self-supporting programs was 31, compared to 27 for graduate academic students and 26 for professional students.

- <u>more likely to be male</u> – Two-thirds of students in self-supporting programs during Fall 2005 were male, compared to 56% of graduate academic students and just 41% of professional students.

- <u>more likely to be Asian/Pacific Islander</u> – While just 20% of graduate academic students and 30% of professional students were Asian and Pacific Islander during Fall 2005, 40% of students in self-supporting programs were Asian/Pacific Islander.  Both state-supported professional students and self-supporting students were less likely to be White than academic graduate students.

- <u>more likely to be non-citizen permanent residents</u> – Nearly 90% of self-supporting students were domestic students, compared with 80% of graduate academic students and 94% of professional degree students.  In Fall 2005, 15% of self-supporting students were non-citizen permanent residents, compared with just 6% of graduate academic students and 5% of professional students.  Students in state-supported professional degree programs and self-supporting programs were less likely than graduate academic students to be international.  Self-supporting programs enroll more international students than state-supported professional degree programs, but that is due in part to the specific goals of several of the programs.

Financial support for students in self-supporting programs is dramatically different from financial support for students in state-supported graduate academic and professional programs. Three-fifths of students in state-supported graduate academic programs receive gift aid and nearly two-thirds receive fee remissions for work as research and teaching assistants, while less than 30% receive loan assistance.  Students in state-supported professional program are also very likely to receive gift aid (66%, due in part to the University's return-to-aid policy), but 75% receive loan assistance and just 8% receive RA/TA fee remission.  In contrast, students in self-supporting programs:

- <u>receive little gift aid</u> – Just 12% of students in self-supporting programs received gift aid during 2005-06, although the average amount of aid for recipients was about equal (~$10,000) to that of state-supported professional students.

- <u>receive virtually no RA/TA fee remission</u> – Given that most students in self-supporting programs are employed full-time, very few have the opportunity to work as research or teaching assistants.

- <u>receive a significant amount of loan assistance</u> – Students in self-supporting programs were significantly less likely to receive loan assistance than state-supported professional students, likely because they were employed full-time and because many receive tuition assistance from their employers.  Among the 46% who did receive loan assistance in 2005-06, the average loan amount was about equal to that of professional students with loan assistance ($20,000).

**Table 2: Characteristics of Students and Financial Support Received, State-supported Graduate Programs and Self-supporting Programs (Fall Term Enrollment)**

|  | State-supported Programs | | | | Self-supporting | |
|  | Academic | | Professional[1] | | Programs | |
|  | 1999 | 2005 | 1999 | 2005 | 1999 | 2005 |
|---|---|---|---|---|---|---|
| Total Enrollment | 22,663 | 28,922 | 12,167 | 12,885 | 1,910 | 3,225 |
| **Age** | | | | | | |
| 24 and under | 22% | 24% | 31% | 33% | 1% | 4% |
| 25-29 | 43% | 45% | 47% | 47% | 31% | 31% |
| 30-34 | 19% | 19% | 13% | 13% | 34% | 37% |
| 35-39 | 8% | 6% | 5% | 4% | 17% | 17% |
| 40+ | 7% | 6% | 4% | 3% | 16% | 11% |
| Median Age | 27 | 27 | 26 | 26 | 32 | 31 |
| **Sex** | | | | | | |
| Female | 43% | 44% | 55% | 59% | 29% | 34% |
| Male | 57% | 56% | 45% | 41% | 71% | 66% |
| **Race/Ethnicity - Domestic** | | | | | | |
| American Indian | 1% | 1% | 1% | 1% | 0% | 0% |
| Asian/Pacific Islander | 18% | 20% | 28% | 30% | 28% | 40% |
| African American | 3% | 3% | 4% | 5% | 3% | 3% |
| Chicano/Latino | 8% | 9% | 10% | 11% | 6% | 5% |
| White | 70% | 67% | 57% | 53% | 63% | 52% |
| Race/Ethnicity Unknown | 9% | 15% | 11% | 15% | 14% | 17% |
| **Citizenship/Visa Status** | | | | | | |
| Domestic | 80% | 78% | 93% | 94% | 96% | 89% |
| U.S. Citizen | 72% | 72% | 86% | 89% | 67% | 73% |
| Non-citizen | 7% | 6% | 7% | 5% | 8% | 15% |
| Missing | 1% | 0% | 1% | 0% | 21% | 0% |
| International | 20% | 22% | 7% | 6% | 4% | 11% |
| Student Visa | 17% | 20% | 6% | 5% | 1% | 4% |
| Employment Visa | 0% | 0% | 0% | 0% | 1% | 5% |
| Other | 2% | 2% | 1% | 1% | 2% | 2% |
| **Gift Aid** | | | | | | |
| Total Received* | $133.1 | $229.0 | $53.0 | $82.3 | $3.1 | $4.1 |
| Recipients | 14,334 | 17,342 | 7,901 | 8,437 | 286 | 399 |
| Percentage | 63% | 60% | 65% | 65% | 15% | 12% |
| Average Award | $9,285 | $13,204 | $6,706 | $9,752 | $11,012 | $10,315 |
| **RA/TA Remission** | | | | | | |
| Total Received* | $49.6 | $160.6 | $2.5 | $6.0 | $0.00 | $0.01 |
| Recipients | 14,142 | 19,073 | 1,088 | 1,065 | 2 | 6 |
| Percentage | 62% | 66% | 9% | 8% | 0% | 0% |
| Average Award | $3,509 | $8,422 | $2,327 | $5,633 | $1,211 | $2,144 |
| **Loans** | | | | | | |
| Total Received* | $41.8 | $61.7 | $120.2 | $210.1 | $11.7 | $29.9 |
| Recipients | 5,706 | 8,126 | 8,364 | 9,645 | 739 | 1,478 |
| Percentage | 25% | 28% | 69% | 75% | 39% | 46% |
| Average Award | $7,325 | $7,596 | $14,376 | $21,788 | $15,836 | $20,245 |

Source: UC Corporate Student System.
* In millions of dollars.
[1] Includes programs in professional disciplines, but not subject to the Fee for Selected Professional School Students.

**COMPARING SPECIFIC PROGRAMS**
Because many of the University's self-supporting programs are small and many of the programs are unique and/or fill special niches, comparisons with the University's traditional state-supported graduate degree can be difficult.  Table 3 attempts to identify appropriate state-supported comparison programs for the University's self-supporting programs by discipline.

The easiest and most appropriate comparison to make is between the University's self-supporting business and management programs and similar, albeit full-time state-supported master's programs.  It is also possible to compare the self-supporting education and public health programs with their state-supported counterparts.  San Francisco's master's entry program in nursing can be compared with the regular MS/MN programs, although this comparison is complicated by the fact that the entry program students continue into the MS program.

The dentistry and law programs are targeted toward foreign-trained students, making comparisons with state-supported programs inappropriate.  Because the University does not presently offer anything similar to the Doctorate in Physical Therapy program at the San Francisco campus, that program also cannot be compared to other programs.  The small sizes and niche status of the remaining self-supporting programs also make comparisons problematic.

**Table 3: University of California Self-supporting Programs and State-supported Comparison Programs**

| Self-supporting Programs | State-supported Comparison Programs |
|---|---|
| **Business and Management Programs** | |
| • Berkeley – Evening/Weekend MBA<br>• Berkeley – Executive MBA – Columbia<br>• Berkeley – Master of Financial Engineering<br>• Davis – Working Professional MBA<br>• Irvine – Executive MBA<br>• Irvine – Fully Employed MBA<br>• Irvine – Health Care Executive MBA<br>• Los Angeles –Executive MBA<br>• Los Angeles – Executive MBA – Singapore<br>• Los Angeles – Fully Employed MBA<br>• San Diego – Flex MBA | Full-time Master's-level Business and Management programs at Berkeley, Davis, Irvine, Los Angeles, Riverside, and San Diego. |
| **Dentistry Programs** | |
| • Los Angeles – International Dentistry<br>• San Francisco – International Dentistry | Programs are designed for foreign-trained students; no comparison is relevant. |
| **Education Programs** | |
| • Los Angeles – Educational Leadership (EdD) | EdD programs at Berkeley, Davis, Irvine, San Diego, Santa Barbara, and Santa Cruz. |
| **Law Programs** | |
| • Berkeley – Master of Laws (LLM)<br>• Davis – Master of Laws (LLM)<br>• Davis – International Commercial Law (LLM)<br>• Los Angeles – Master of Laws (LLM) | Programs are targeted to foreign-trained students; no comparison is relevant. |
| **Nursing Programs** | |
| • San Francisco – Master's Entry Program | MN/MS programs at Los Angeles and San Francisco. |
| **Physical Therapy Programs** | |
| • San Francisco – Physical Therapy (DPT) | No comparable UC program. |
| **Public Health Programs** | |
| • Los Angeles – MPH for Health Professionals | MPH programs at Berkeley, Davis, and Los Angeles. |
| **Miscellaneous Programs** | |
| • Davis – Forensic Science<br>• Davis – Maternal and Child Nutrition<br>• Irvine – Criminology, Law & Society<br>• Riverside – Creative Writing<br>• San Diego – Clinical Research<br>• San Diego – Leadership in Health Care Orgs.<br>• San Diego – Marine Biodiversity & Cons.<br>• San Francisco – Clinical Research<br>• Santa Cruz – Computer Engineering | Professional degree programs. |

**BUSINESS AND MANAGEMENT MASTER'S DEGREE PROGRAMS**
Business and management programs at the Berkeley, Davis, Irvine, Los Angeles, and San Diego campuses make up the bulk of self-supporting program enrollments. In 2005-06, these programs enrolled nearly 2,600 headcount and more than 2,000 FTE students, representing nearly 80% of self-supporting program enrollment. The programs include stand-alone executive and working professional MBA programs, a specialty program for health professionals, joint programs with other institutions, and programs in financial engineering.

With the exception of the Berkeley Master of Financial Engineering program, which is full-time, campuses report that nearly 100% of students in self-supporting business and management programs are employed full-time while enrolled, and these programs typically meet at night or on weekends.

Information about the proportion of students whose employers pay their fees is inconsistent. The Irvine and San Diego campuses report that approximately one-third of students have their fees paid by their employers, while the Berkeley campus reports that 70% of students in the Evening/Weekend MBA program receive some financial support from their employers.

Table 4 shows tuition and fee levels for state-supported full-time "day" MBA programs and self-supporting business and management programs. The costs of fully-employed MBA and evening/weekend MBA programs are roughly equivalent to costs for California residents in the day programs, while the costs for executive MBA, financial engineering program, and joint MBA programs are roughly equivalent to costs for nonresident students in the day programs.

**Table 4: Student Tuition and Fees for Business/Management Master's Degree Programs**

|  | 1999-00 | 2005-06 |
|---|---|---|
| State-supported Programs |  |  |
| Full-time MBA |  |  |
|   Resident | $10,975 | $23,907 |
|   Nonresident | $20,779 | $35,474 |
|  |  |  |
| Self-supporting Programs |  |  |
|   Fully Employed / Evening/Weekend | $19,211 | $21,800 |
|   Executive MBA | $28,493 | $38,717 |
|   Master of Financial Engineering | n/a | $38,500 |
|   Joint MBA Programs | n/a | $34,167 |

Note: For state-supported programs, includes Educational Fee, Registration Fee, Fee for Selected Professional School Students, Nonresident Tuition, and campus-based fees. For self-supporting programs, includes annual program fee.

Table 5 shows characteristics of students and financial support received for state-supported and self-supporting master's level business and management programs.

- Consistent with the earlier results for all self-supporting programs, students in the business and management self-supporting programs are older (median age 31 versus 28), more likely to be male (74% versus 68%), and more likely to Asian/Pacific Islander (43% versus 33%) than students in the state-supported "day" programs.

- Students in the self-supporting programs are less likely to be international students (9% versus 26%), consistent with the focus of these programs on working professionals.

- Also consistent with earlier results, students in self-supporting business and management programs are much less likely to receive gift assistance (10% versus 52%) and somewhat less likely to receive loan assistance (47% versus 57%).

- Among those who do receive assistance, gift aid amounts are roughly equivalent (~$11,000) but average loan assistance amounts are lower for students in self-supporting programs (~$18,000 versus ~$26,000).

**Table 5: Characteristics of Students and Financial Aid Received, Business and Management Master's Degree Programs (Fall Term Enrollment)**

| | State-supported Programs | | Self-supporting Programs | |
|---|---|---|---|---|
| | 1999 | 2005 | 1999 | 2005 |
| Total Enrollment | 1,647 | 1,506 | 1,712 | 2,586 |
| **Age** | | | | |
| 24 and under | 8% | 8% | 1% | 1% |
| 25-29 | 67% | 64% | 32% | 30% |
| 30-34 | 20% | 24% | 36% | 40% |
| 35-39 | 4% | 4% | 17% | 18% |
| 40+ | 1% | 1% | 14% | 10% |
| Median Age | 28 | 28 | 31 | 31 |
| **Sex** | | | | |
| Female | 33% | 32% | 27% | 26% |
| Male | 67% | 68% | 73% | 74% |
| **Race/Ethnicity - Domestic** | | | | |
| American Indian | 0% | 0% | 0% | 0% |
| Asian/Pacific Islander | 26% | 33% | 30% | 43% |
| African American | 3% | 2% | 2% | 2% |
| Chicano/Latino | 7% | 7% | 5% | 4% |
| White | 64% | 59% | 63% | 51% |
| Race/Ethnicity Unknown | 18% | 13% | 14% | 18% |
| **Citizenship/Visa Status** | | | | |
| Domestic | 77% | 74% | 96% | 91% |
| U.S. Citizen | 66% | 66% | 64% | 74% |
| Non-citizen | 6% | 8% | 9% | 17% |
| Missing | 4% | 0% | 23% | 0% |
| International | 23% | 26% | 4% | 9% |
| Student Visa | 20% | 24% | 1% | 2% |
| Employment Visa | 1% | 0% | 1% | 5% |
| Other | 2% | 2% | 2% | 2% |
| **Gift Aid** | | | | |
| Total Received* | $4.8 | $8.6 | $3.1 | $2.7 |
| Recipients | 813 | 784 | 281 | 260 |
| Percentage | 49% | 52% | 16% | 10% |
| Average Award | $5,844 | $10,957 | $11,115 | $10,414 |
| **RA/TA Fee Remission** | | | | |
| Total Received* | $0.5 | $1.1 | $0.0 | $0.0 |
| Recipients | 262 | 202 | 2 | 1 |
| Percentage | 16% | 13% | 0% | 0% |
| Average Award | $1,959 | $5,294 | $1,211 | $2,797 |
| **Loans** | | | | |
| Total Received* | $13.4 | $23.2 | $11.0 | $22.2 |
| Recipients | 837 | 862 | 689 | 1,209 |
| Percentage | 51% | 57% | 40% | 47% |
| Average Award | $16,045 | $26,965 | $15,942 | $18,339 |

Source: UC Corporate Student System.
* In millions of dollars.

**EDUCATION DOCTORATE PROGRAMS**
Established in 1993, the Los Angeles campus operates the only self-supporting program in education at the University.  Following an effort in the early part of the decade to develop joint Ed.D. programs, as of 2005, the Berkeley, Davis, Irvine, San Diego, Santa Barbara, and Santa Cruz campuses all offer state-supported programs culminating in the Doctor of Education degree.

Table 6 shows tuition and fee levels for state-supported Ed.D. programs and the self-supporting program at Los Angeles.  At $15,625 annually, the self-supporting program costs nearly double the total fees paid by California residents in the state-supported programs.

**Table 6: Student Tuition and Fees for Education Doctorate (Ed.D.) Programs**

|  | 1999-00 | 2005-06 |
|---|---|---|
| State-supported Programs |  |  |
|   Resident | $4,578 | $8,708 |
|   Nonresident | $14,572 | $23,669 |
|  |  |  |
| Self-supporting Programs |  |  |
|   Education Leadership | $11,369 | $15,625 |

Note: For state-supported programs, includes Educational Fee, Registration Fee, Fee for Selected Professional School Students, Nonresident Tuition, and campus-based fees.  For self-supporting programs, includes annual program fee.

Table 7 provides characteristics of students and financial aid received by students in the state-supported and self-supporting Education Doctorate programs.

- Students in the self-supporting program at the Los Angeles campus are somewhat younger (median age 35 versus 41) and more likely to be male (45% versus 37%) than students in the state-supported programs.

- The ethnic distributions of the two populations are almost identical, and more than 95% of both groups are citizens.

- While two-thirds of students in the state-supported programs receive gift aid, virtually no gift assistance is provided to students in the self-supporting program.

- More than half of students in the self-supporting program receive loan assistance, compared to just 28% of students in the state-supported programs.  Those receiving loans also receive a higher average amount (~$17,000 versus ~$11,000).

**Table 7: Characteristics of Students and Financial Aid Received, Education Doctorate (Ed.D.) Programs (Fall Term Enrollment)**

| | State-supported Programs | | Self-supporting Programs | |
|---|---|---|---|---|
| | 1999 | 2005 | 1999 | 2005 |
| Total Enrollment | 65 | 227 | 84 | 101 |
| Age | | | | |
| 24 and under | 0% | 0% | 2% | 0% |
| 25-29 | 14% | 6% | 14% | 22% |
| 30-34 | 22% | 17% | 27% | 28% |
| 35-39 | 17% | 23% | 12% | 19% |
| 40+ | 48% | 54% | 45% | 32% |
| Median Age | 39 | 41 | 36 | 35 |
| Sex | | | | |
| Female | 65% | 63% | 58% | 55% |
| Male | 35% | 37% | 42% | 45% |
| Race/Ethnicity - Domestic | | | | |
| American Indian | 0% | 2% | 0% | 0% |
| Asian/Pacific Islander | 7% | 12% | 12% | 16% |
| African American | 12% | 11% | 12% | 11% |
| Chicano/Latino | 13% | 18% | 20% | 17% |
| White | 68% | 57% | 57% | 56% |
| Race/Ethnicity Unknown | 8% | 17% | 8% | 4% |
| Citizenship/Visa Status | | | | |
| Domestic | 100% | 100% | 99% | 99% |
| U.S. Citizen | 89% | 96% | 95% | 98% |
| Non-citizen | 11% | 4% | 4% | 1% |
| Missing | 0% | 0% | 0% | 0% |
| International | 0% | 0% | 1% | 1% |
| Student Visa | 0% | 0% | 0% | 0% |
| Employment Visa | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 1% | 1% |
| Gift Aid | | | | |
| Total Received | $114,835 | $384,891 | $140 | $250 |
| Recipients | 34 | 151 | 1 | 2 |
| Percentage | 52% | 67% | 1% | 2% |
| Average Award | $3,378 | $2,549 | $140 | $125 |
| RA/TA Fee Remission | | | | |
| Total Received | $33,818 | $53,974 | $0 | $0 |
| Recipients | 11 | 9 | 0 | 0 |
| Percentage | 17% | 4% | 0% | 0% |
| Average Award | $3,074 | $5,997 | $0 | $0 |
| Loans | | | | |
| Total Received | $138,129 | $691,129 | $96,486 | $914,878 |
| Recipients | 14 | 64 | 9 | 53 |
| Percentage | 22% | 28% | 11% | 52% |
| Average Award | $9,866 | $10,799 | $10,721 | $17,262 |

Source: UC Corporate Student System.

**MASTER OF PUBLIC HEALTH PROGRAMS**

The Los Angeles campus offers weekend courses for working professionals seeking the MPH degree in community health sciences and health services.  Full-time state-supported programs are offered by the Berkeley, Davis and Los Angeles campuses.  In 2005-06, the campuses established a fee for professional students in the state-supported public health programs.

Table 8 shows fee levels for students in the state-supported and self-supporting MPH programs.  During 2005-06, students in the self-supporting program at Los Angeles paid approximately 50% more than students in the full-time state-supported programs.

**Table 8: Student Tuition and Fees for Public Health Master's (MPH) Programs**

|  | 1999-00 | 2005-06 |
|---|---|---|
| State-supported Programs |  |  |
| Resident | $4,405 | $12,110 |
| Nonresident | $15,399 | $24,622 |
|  |  |  |
| Self-supporting Programs |  |  |
| MPH for Health Professionals | $15,000 | $18,000 |

Note: For state-supported programs, includes Educational Fee, Registration Fee, Fee for Selected Professional School Students, Nonresident Tuition, and campus-based fees.  For self-supporting programs, includes annual program fee.

Table 9 provides characteristics of students and financial aid received for the state-supported and self-supporting MPH programs.

- In 2005, students in the self-supporting program at Los Angeles were older (median age 33 versus 26) and more likely to be male (35% versus 21%) than students in the state-supported programs.

- In addition, self-supporting program students were also more likely to be African American (11% versus 6%) or Chicano/Latino (18% versus 10%) and less likely to be White (43% versus 56%) than students in the state-supported programs.  Few students in any of the programs were international students.

- Compared to three-fourths of students in the state-supported program, virtually no students in the self-supporting program received gift assistance.

- A slightly smaller proportion of self-supporting program student (55% versus 64%) receive loan assistance than students in state-supported programs, but those who do receive a higher average amount of assistance (~$19,000 versus $14,000).

**Table 9: Characteristics of Students and Financial Aid Received, Public Health Master's (MPH) Programs (Fall Term Enrollment)**

| | State-supported Programs | | Self-supporting Programs | |
|---|---|---|---|---|
| | 1999 | 2005 | 1999 | 2005 |
| Total Enrollment | 536 | 433 | 90 | 85 |
| **Age** | | | | |
| 24 and under | 36% | 36% | 1% | 5% |
| 25-29 | 40% | 38% | 19% | 28% |
| 30-34 | 12% | 13% | 23% | 22% |
| 35-39 | 5% | 6% | 21% | 13% |
| 40+ | 7% | 8% | 36% | 32% |
| Median Age | 26 | 26 | 36 | 33 |
| **Sex** | | | | |
| Female | 73% | 79% | 58% | 65% |
| Male | 27% | 21% | 42% | 35% |
| **Race/Ethnicity - Domestic** | | | | |
| American Indian | 0% | 0% | 1% | 0% |
| Asian/Pacific Islander | 36% | 28% | 21% | 28% |
| African American | 5% | 6% | 9% | 11% |
| Chicano/Latino | 9% | 10% | 11% | 18% |
| White | 50% | 56% | 58% | 43% |
| Race/Ethnicity Unknown | 6% | 12% | 15% | 8% |
| **Citizenship/Visa Status** | | | | |
| Domestic | 94% | 94% | 99% | 98% |
| U.S. Citizen | 87% | 91% | 91% | 93% |
| Non-citizen | 7% | 3% | 8% | 5% |
| Missing | 0% | 0% | 0% | 0% |
| International | 6% | 6% | 1% | 2% |
| Student Visa | 5% | 4% | 0% | 0% |
| Employment Visa | 0% | 0% | 0% | 0% |
| Other | 1% | 1% | 1% | 2% |
| **Gift Aid** | | | | |
| Total Received* | $1.6 | $2.8 | $0.03 | $0.02 |
| Recipients | 258 | 318 | 4 | 3 |
| Percentage | 48% | 73% | 4% | 4% |
| Average Award | $6,353 | $8,692 | $6,513 | $5,167 |
| **RA/TA Fee Remission** | | | | |
| Total Received* | $0.2 | $0.6 | $0.0 | $0.0 |
| Recipients | 93 | 108 | 0 | 0 |
| Percentage | 17% | 25% | 0% | 0% |
| Average Award | $1,989 | $5,585 | $0 | $0 |
| **Loans** | | | | |
| Total Received* | $2.8 | $3.9 | $0.6 | $0.9 |
| Recipients | 280 | 279 | 41 | 47 |
| Percentage | 52% | 64% | 45% | 55% |
| Average Award | $10,006 | $14,073 | $15,183 | $18,802 |

Source: UC Corporate Student System.
* In millions of dollars.

**NURSING PROGRAMS**

The San Francisco campus offers the University's only master's entry program for individuals without previous nursing preparation but who hold a baccalaureate/bachelor's degree in another field. The second and third years of the program are state-supported and offer MS nursing specialty coursework. The first year of the program is self-supporting, full-time, and provides four quarters of generalist foundation training in nursing. The San Francisco campus also offers the traditional two-year master's program, as does the Los Angeles campus; both programs are state-supported.

Table 8 shows fee levels for students in the state-supported and self-supporting master's level nursing programs at Los Angeles and San Francisco and the self-supporting master's entry program at San Francisco. During 2005-06, students in the self-supporting program at San Francisco paid $15,000 more than students in the state-supported nursing master's degree programs.

**Table 10: Student Tuition and Fees for Nursing (M.S., M.N. and M.E.P.N.) Programs**

|  | 1999-00 | 2005-06 |
|---|---|---|
| State-supported Programs |  |  |
| Resident | $6,471 | $11,556 |
| Nonresident | $16,275 | $23,801 |
|  |  |  |
| Self-supporting Programs |  |  |
| Master's Entry Program | $16,000 | $27,000 |

Note: For state-supported programs, includes Educational Fee, Registration Fee, Fee for Selected Professional School Students, Nonresident Tuition, and campus-based fees. For self-supporting programs, includes annual program fee.

Table 11 provides characteristics of students and financial aid received for the state-supported and self-supporting nursing programs.

- In 2005, students in the self-supporting program at San Francisco were slightly younger (median age 27 versus 30).

- Students in the self-supporting entry program were notably more likely to be White (81% versus 57%) and less likely to be Asian/Pacific Islander, African American, or Chicano/Latino than students in the state-supported programs. Virtually all of the students in these programs are U.S. citizens.

- While 57% of students in the state-supported master's programs receive gift assistance, 83% of students in the self-supporting preparatory program receive gift aid. Average gift aid amounts were roughly equal ($5,000).

- Nearly 90% of students in the self-supporting program receive loan assistance and in 2005, the average amount of loan assistance was $33,000, compared to 60% of students in the state-supported programs, who received average loans of approximately $15,000.

**Table 11: Characteristics of Students and Financial Aid Received, Nursing (M.S., M.N. and M.E.P.N.) Programs (Fall Term Enrollment)**

|  | State-supported | |
|---|---|---|
|  | 2005 | 2005 |
| Total Enrollment | 566 | 75 |
| **Age** | | |
| 24 and under | 6% | 20% |
| 25-29 | 42% | 52% |
| 30-34 | 23% | 15% |
| 35-39 | 12% | 4% |
| 40+ | 17% | 9% |
| Median Age | 30 | 27 |
| **Sex** | | |
| Female | 91% | 88% |
| Male | 9% | 12% |
| **Race/Ethnicity - Domestic** | | |
| American Indian | 1% | 0% |
| Asian/Pacific Islander | 27% | 16% |
| African American | 5% | 0% |
| Chicano/Latino | 10% | 3% |
| White | 57% | 81% |
| Race/Ethnicity Unknown | 6% | 7% |
| **Citizenship/Visa Status** | | |
| Domestic | 99% | 100% |
| U.S. Citizen | 91% | 99% |
| Non-citizen | 8% | 1% |
| Missing | 0% | 0% |
| International | 1% | 0% |
| Student Visa | 1% | 0% |
| Employment Visa | 0% | 0% |
| Other | 0% | 0% |
| **Gift Aid** | | |
| Total Received* | $1.7 | $0.3 |
| Recipients | 324 | 62 |
| Percentage | 57% | 83% |
| Average Award | $5,305 | $5,032 |
| **RA/TA Fee Remission** | | |
| Total Received* | $0.0 | $0.0 |
| Recipients | 10 | 0 |
| Percentage | 2% | 0% |
| Average Award | $3,729 | $0 |
| **Loans** | | |
| Total Received* | $5.0 | $2.2 |
| Recipients | 339 | 66 |
| Percentage | 60% | 88% |
| Average Award | $14,885 | $32,978 |

Source: UC Corporate Student System.
* In millions of dollars.

**Appendix 1: Academic Council Request for UCOP Analysis of Feel Levels for Self-Supporting Professional Degree Programs.**

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Chair, Academic Council and Assembly of the Academic Senate
Telephone: (510) 987-9303
Fax: (510) 763-0309
Email: John Oakley at ucop.edu

Faculty Representative to the Board of Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

August 9, 2006

WYATT R. HUME
PROVOST AND EXECUTIVE VICE PRESIDENT-ACADEMIC AFFAIRS

RE:   Academic Council Request for UCOP Analysis of Fee Levels for Self-Supporting Professional Degree Programs

Dear Rory,

At its July 26, 2006, meeting, the Academic Council approved a request of the Coordinating Committee on Graduate Affairs (CCGA) for a report/analysis comparing the profiles of students in UC's self-supporting graduate professional degree programs with those of students enrolled in non-self-supporting professional degree programs. CCGA's request was prompted by the UCOP report on fee levels for self-supporting professional degree programs, which was submitted by President Dynes to The Regents in March 2006. The UCOP report raises significant concerns for the Academic Council and CCGA about UC's ability to fulfill its mission of providing equal access to professional schools for all California residents.

Additional details are included in the enclosed letter of July 5, 2006, from CCGA. If you have any questions or identify any problems with fulfilling this request, please let me know.

Sincerely,

John Oakley, Chair
Academic Council

Copy:       Academic Council
            Coordinating Committee on Graduate Affairs (CCGA)
            María Bertero-Barceló, Academic Senate Executive Director

Encl:       1

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COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)
Duncan Lindsey, Chair
dlindsey@ucla.edu

The Assembly of the
Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 587-6138
Fax: (510) 763-0309

July 5, 2006

JOHN OAKLEY, CHAIR
ACADEMIC COUNCIL

**RE: Fee Levels for Self-Supporting Professional Degree Programs**

Dear John,

At a recent meeting, CCGA discussed the UCOP report on fee levels for self-supporting professional degree programs, which was submitted to the Regents by President Dynes in March. Members noted that the fees for many of these self-supporting professional programs have steadily increased from year-to-year, making it increasingly difficult for students to afford and enroll in these programs. This is even more pronounced in professional fields that do not provide high levels of remuneration.

At issue is UC's ability to fulfill its mission of providing equal access to professional schools to California residents. In fact, some members argued that UC is in effect restricting access to self-supporting professional programs for many low income minority and disadvantaged California students. Assuming that most students fund their professional graduate education through student loans, members surmised that such high fees for UC's professional programs results in high debt loads for UC graduates. While high levels of debt may be more manageable for graduates who pursue careers in business and law, it is much less so for graduates of nursing, education, and writing programs.

CCGA is primarily interested in a comparison between self-supporting professional programs and those professional programs that are not managed on a self-supporting basis. Therefore, CCGA is formally requesting a report/analysis of the student profiles in the self-supporting graduate professional degree programs with students enrolled in non self-supporting graduate degree programs. Members suggested a comparison of these two kinds of professional programs based on both educational costs and program student composition in terms of race, ethnicity, family income (if available), as well as any other criteria that are appropriate. The committee would like to receive this report no later than January 1, 2007. If you have any questions, please let me know.

Respectfully submitted,

Duncan Lindsey

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**Appendix 2: University of California Policy**

<div align="right">

University of California
June 24, 1996

</div>

### POLICY ON SELF-SUPPORTING PART-TIME GRADUATE PROFESSIONAL DEGREE PROGRAMS

Preamble

The University has entered an era in which state funding for higher education has been reduced and is not expected to represent in the future the proportion of the University's budget that it has in the past. This poses two potentially interrelated challenges: How can the University extend its degree programs to serve new groups of students? And how can the University find new and creative ways to fund its degree programs?

In 1994, the UC Task Force on Part-time Professional Master's Degree Programs advocated that UC expand such opportunities for groups of clearly defined students not now served by UC's regular programs. In 1995, the Advisory Committee on Policy for High Fee Part-Time Professional Programs urged the University to create a climate of encouragement and support for creative new approaches to delivering part-time professional education. This policy is a revision of UC's 7-30-79 Policy on Part-Time Off-Campus Professional Graduate Degree Programs, based on advice from both these groups.

The purpose for offering part-time graduate professional degree programs is to serve a public need. Once the need has been identified, the next decision should be whether the program should be self-supporting. As a matter of course, it is likely that the more specifically a program addresses training needs for a profession, the likelier it is that the program should be self-supporting. Market factors playa key role in making this decision and guiding appropriate fee levels.

Self-supporting part-time graduate professional degree programs should adhere to the same UC academic standards as do other graduate degree programs.

The University should consider expanding flexible part-time pathways to graduate professional degrees to accommodate academically qualified working adults who cannot be full-time students. Extending the opportunity to enroll part-time in professional master's graduate degree programs to those who need to continue their employment while studying is consistent with the University's mission in graduate professional education. As provided by Academic Senate Regulation 694, courses to satisfy the requirements of such programs may be given, either in whole or in part, at off-campus sites. The following outlines University policy relative to self-supporting part-time graduate professional programs, offered in both on-campus and off-campus locations and through electronic means.

I.    General

   A.    Self-supporting part-time graduate professional degree programs may be undertaken only when a demonstrated need for a part-time program in a specific field of study exists. Justification for expansion of part-time programming depends on a careful definition of the pools of employed people who need such degrees and the ability of the University to provide appropriate graduate degrees of quality to them.

   B.    Such programs shall not be undertaken if they strain the resources of the department that sponsors them or have an adverse effect on regular programs on campus. If the campus determines that the part-time graduate professional degree program should be offered on a self-supporting basis,[1] such programs should set the goal of becoming fully self-supporting as quickly as possible; "self-supporting" means that full program costs,

---

[1] In this policy, "self-supporting" is used for part-time programs that are supported with non-state funds only; the State General Fund subsidy has been removed from the part-time program.

including but not limited to faculty instructional costs, program support costs, student services costs, and overhead, should be covered by student fees or other non-state funds. The sponsors of each proposed self-supporting program should submit a fiscal phase-in plan with their request for approval of proposed student fees to the Office of the President.

C.      By expanding self-supporting programming that serves practitioners, the department may have access to additional field-based resources (working students, their employers, and field-based lecturers) that it might not otherwise be able to afford. Therefore, these programs should be undertaken in partnership with the profession served.

D.      Courses may be offered on-campus, at appropriate off-campus locations, or in a combination of on-campus and off-campus facilities. The possibility of using distance technologies (computer- and video-based, e-mail, etc.) should also be engaged as appropriate.

II.      Relationship to Regular On-Campus Programs

A.      Self-supporting part-time graduate professional degree programs should be held to the same standards of quality as regular programs, as determined by the appropriate Graduate Council. Because students should meet the same standards of quality in the part-time and regular programs, provisions should be made that allow students to transfer between programs. Campuses may also determine which courses are available to students in both programs, keeping in mind that regular and part-time programs should have comparable availability of faculty and courses.

B.      Any part-time programs should be established by academic departments and staffed with ladder-rank faculty on the same basis as regular programs. Certain practice-oriented degree programs may warrant a higher proportion of non-regular faculty (e.g., clinical/adjunct faculty, lecturers, visitors) but that proportion must be in keeping with the standards of each campus' Graduate Council. Courses offered in these programs should be taught by a mix of faculty members that parallels the mix of faculty in regular programs. When regular programs employ some combination of Senate faculty and guest lecturers or consultants, courses for part-time programs may use a similar combination. Under no circumstances shall anyone teach in part-time programs whose appointment has not been subject to the appropriate academic review.

C.      Self-supporting programs will not be funded from State General Funds and reports of state-funded enrollments will exclude students in self-supporting programs. However, these enrollments will be reported to the Office of the President as a separate category which is not counted against the campus budgeted (state-funded) enrollment target. During the approved phase-in period, distribution of enrollment between state and non-state targets will conform to specifications of the phase-in plan.

D.      The Dean of the school or college offering the program and the Academic Vice Chancellor are responsible for assuring that program publicity and marketing meet the highest standards of quality and accuracy.

E.      Self-supporting part-time graduate professional degree programs may be administered in cooperation with University Extension where and when appropriate.

III.      Initiation and Review Procedures

A.      Departments, groups of departments, or schools offering graduate professional degree programs under the jurisdiction of a Graduate Division may propose that such programs be offered in whole or in part at off-campus sites or by distance learning technologies.

B.  Such proposals must be approved by campus Graduate Councils, as well as by appropriate campus administrators.

C.  Graduate Councils or other duly appointed campus review bodies shall review such programs as part of regularly scheduled campus program reviews, on the same basis on which regular academic programs are reviewed.

IV.  Admission and Enrollment

A.  Admission standards for the part-time program should be comparable in effect to those for the regular program.

B.  Students must be admitted to a Graduate Division through the regular admissions process in order to enroll in any program established under this policy.

C.  Access to courses offered as part of these programs must be equally available to all qualified students. No preference in enrollment may be given to members of any non-University sponsoring organization.

D.  Admission criteria may specify some type or period of work experience in the field.

V.  Student Fees and Program Funding

A.  The President is responsible for reviewing and recommending to The Regents any proposed self-supporting program fees for part-time graduate professional degree programs and subsequent increases or decreases.

B.  Self-supporting program fees should be levied such that as quickly as possible they will cover all program costs.

C.  Self-supporting program fees should be based on a full and accurate assessment of all program costs, including but not limited to faculty instructional costs, program support costs, student services costs, and overhead. The proposed self-supporting fee, its phase-in plan, and its justification shall be submitted with the proposal for the program to the President. When the self-supporting fee has been fully implemented, no State General Funds will be provided to the program. If the program fails to reach full self-support in line with its phase-in plan, state funds will be withdrawn from its support.

D.  When the self-supporting program fee has been fully implemented (i.e., when all State funds have been withdrawn from the program), the campuses may not collect the Educational Fee or the University Registration Fee.

E.  University employees enrolled in self-supporting part-time professional degree programs are not eligible for reduced course fees. However, this provision does not preclude the option of the DC employer subsidizing a portion of the fee.

F.  Program deficits will be covered by the campuses; however, state funds cannot be used to cover any deficit, except during the start-up years under the approved phase-in plan.

VI.  Programs that Do Not Correspond to Currently Authorized Graduate Professional Programs

A.  Proposals may be considered for self-supporting part-time graduate professional degree programs that do not correspond to regular programs that a campus is authorized to offer.

B.  Such proposals shall be subject to the same procedures for approval as apply to all

proposals for new graduate degrees.

C.      These programs should originate with a unit that is already authorized to conduct graduate work on the campus at the level that is at least equal to the level of the proposed graduate professional program.

D.      If approved, such programs shall be conducted in accord with the policies set forth in this statement.

**Appendix 3: University of California Self-supporting Graduate Degree Programs and Descriptions**

| Program Name | Established | Brief Description |
|---|---|---|
| **Berkeley** | | |
| Berkeley-Columbia Executive MBA | Spring 2002 | 19-month, part-time dual-degree program with Columbia University. |
| Haas School Evening-Weekend MBA | 1972 | 3-year, part-time program for working professionals. |
| Masters of Financial Engineering (MFE) | April 2001 | Intensive 1-yearfull-time program in theoretical finance and computer modeling. |
| Master of Laws (LLM) | Fall 2005 | 1-year full-time law program primarily for qualified foreign-trained lawyers. |
| **Davis** | | |
| Master of Laws (LLM) | Fall 2005 | 1-year full-time law program primarily for qualified foreign-trained lawyers. |
| Maternal and Child Nutrition (MAS) | Fall 2005 | Part-time program designed for professionals in the field of nutrition. |
| International Commercial Law (LLM) | Summer 2001 | Part-time summer law program primarily for qualified foreign-trained lawyers |
| Forensic Science (MS) | Fall 2001 | Flexible program allowing students to take full-time or part-time coursework load. |
| Working Professional MBA | Fall 1994 | 2-4 year, part-time program for working professionals with locations in Sacramento and the East Bay. |
| **Irvine** | | |
| Executive MBA (EMBA) | 1984 | 2-year, full-time program for business executives. |
| Fully Employed MBA (FEMBA) | 1991 | 3-year, part-time program for working professionals. |
| Health Care Executive MBA (HCEMBA) | 1985 | 2-year, full-time program for health care administrators. |
| Information and Computer Systems (MS) | Summer 2006 | 15-month, part-time program with coursework located both at Irvine campus and Naples, Italy. Emphasis in Embedded Systems. |
| Criminology, Law and Society (MAS) | Fall 2003 | 2-year, part-time, on-line program for professionals interested or working in the criminal justice or legal fields. |
| **Los Angeles** | | |
| Educational Leadership (EdD) | Fall 1993 | 40-month, part-time program designed to meet the needs of individuals preparing for careers of leadership and applied research in the schools and community educational programs. |
| Executive MBA (EMBA) | 1981 | 2-year, full-time program for business executives. |
| Fully Employed MBA (FEMBA) | 1988 | 3-year, part-time program for working professionals. |
| Master of Laws (LLM) | Fall 2005 | 1-year, full-time law program primarily for qualified foreign-trained lawyers. |
| Public Health for Health Professionals (MPHHP) | 1995 | 2-year part-time specialized weekend program for professionals with three years' experience in a health care setting. |
| Professional Program for International Dentists (DDS) | June 2002 | 2-year, full-time DDS degree program for qualified foreign-trained dentists. |

| Program Name | Established | Brief Description |
|---|---|---|
| **Los Angeles** | | |
| UCLA-NUS Excecutive MBA | Fall 2004 | 15-month, dual-degree program for business professionals with sessions in Singapore, Los Angeles and Shanghai. Jointly operated with National University of Singapore. |
| MS Engineering (online) | 2006-07 | Part-time on-line program for working engineers and computer scientists. |
| Master of Financial Engineering | January 2008 | Intensive 1-year program in theoretical finance and computer modeling. |
| **Riverside** | | |
| Master of Fine Arts in Writing Program | Fall 2005 | Part-time program offered at UCR's Palm Desert campus. |
| **San Diego** | | |
| Joint Program in Health Law (MAS) | Fall 2007 | Collaborative program between UC San Diego School of Medicine and California Western School of Law. |
| FlexMBA Program | Fall 2004 | Flexible 2-year, alternatively-scheduled program for working professionals. |
| Leadership in Health Care Organizations (MAS) | Winter 2001 | Flexible program in management and leadership for healthcare professionals with emphasis on clinical process improvement. |
| Marine Biodiversity and Conversation (MAS) | Summer 2004 | 1-year, full-time program designed to teach professionals about marine ecosystems from the scientific, economic and policy perspectives, as well as provide important cultural and communications skills. |
| Clinical Research (MS) | Spring 2003 | Part-time program for working professionals with structured, graduate-level training in clinical research methods and protocol. |
| **San Francisco** | | |
| International Dentist Program (IDP) | 2001-02 | 2-year, full-time DDS degree program for qualified foreign-trained dentists. |
| Clinical Research (MS) | Summer 2002 | 2-year part-time program for advanced pre-doctoral students, post-doctoral fellows, and faculty members who wish to master clinical research methods and pursue independent research careers. |
| Masters Entry Program in Nursing (MEPN) | Fall 2005 | 1-year, full-time pre-nursing program to prepare students to enroll in the Masters program in Nursing. |
| Joint Doctorate in Physical Therapy (DPT) | Fall 2004 | 1-year full-time program for licensed physical therapists. Jointly operated with San Francisco State University. |
| **Santa Cruz** | | |
| Computer Engineering - Network Engineering (MS) | Fall 1997 | Part-time program offered in Silicon Valley for working engineers. |

**Appendix 4: Characteristics of Students in Self-Supporting Degree Programs by Program**

**Characteristics of Students in Self-supporting Business/Management Master's Degree Programs, by Campus and Program, Fall 2005**

| | Berkeley | | | Davis | Irvine | | | Los Angeles | | | San Diego |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | EWMBA | MFE | Columbia MBA | WPMBA | HCEMBA | EMBA | FEMBA | Singapore MBA | EMBA | FEMBA | FlexMBA |
| Total Enrollment | 668 | 59 | 128 | 277 | 63 | 81 | 438 | 36 | 137 | 592 | 107 |
| Age | | | | | | | | | | | |
| 24 and under | 0% | 10% | 0% | 1% | 0% | 0% | 4% | 0% | 0% | 1% | 2% |
| 25-29 | 22% | 49% | 7% | 34% | 13% | 0% | 47% | 6% | 1% | 45% | 21% |
| 30-34 | 53% | 34% | 35% | 37% | 24% | 30% | 32% | 25% | 28% | 42% | 39% |
| 35-39 | 21% | 7% | 34% | 18% | 25% | 32% | 12% | 39% | 36% | 10% | 22% |
| 40+ | 5% | 0% | 23% | 10% | 38% | 38% | 4% | 31% | 35% | 2% | 15% |
| Median Age | 32 | 29 | 35 | 31 | 37 | 37 | 29 | 35 | 37 | 30 | 33 |
| Sex | | | | | | | | | | | |
| Female | 27% | 17% | 22% | 22% | 38% | 25% | 33% | 17% | 25% | 26% | 26% |
| Male | 73% | 83% | 78% | 78% | 62% | 75% | 67% | 83% | 75% | 74% | 74% |
| Race/Ethnicity - Domestic | | | | | | | | | | | |
| American Indian | 0% | 0% | 1% | 0% | 0% | 2% | 1% | 0% | 0% | 0% | 2% |
| Asian/Pacific Islander | 54% | 50% | 26% | 31% | 44% | 34% | 47% | 29% | 22% | 48% | 30% |
| African American | 2% | 4% | 3% | 2% | 0% | 0% | 2% | 0% | 5% | 2% | 0% |
| Chicano/Latino | 1% | 0% | 4% | 3% | 4% | 3% | 6% | 0% | 6% | 4% | 8% |
| White | 44% | 46% | 67% | 63% | 51% | 61% | 44% | 71% | 67% | 47% | 60% |
| Race/Ethnicity Unknown | 14% | 16% | 12% | 12% | 27% | 23% | 25% | 7% | 18% | 17% | 48% |
| Citizenship/Visa Status | | | | | | | | | | | |
| Domestic | 87% | 53% | 97% | 96% | 98% | 99% | 94% | 42% | 98% | 93% | 91% |
| U.S. Citizen | 58% | 34% | 84% | 83% | 90% | 84% | 83% | 39% | 85% | 79% | 71% |
| Non-citizen | 29% | 19% | 13% | 13% | 8% | 15% | 11% | 3% | 13% | 15% | 20% |
| International | 13% | 47% | 3% | 4% | 2% | 1% | 6% | 58% | 2% | 7% | 9% |
| Student Visa | 1% | 46% | 0% | 0% | 0% | 0% | 0% | 58% | 0% | 0% | 2% |
| Employment Visa | 10% | 0% | 2% | 0% | 0% | 1% | 6% | 0% | 1% | 4% | 7% |
| Other | 2% | 2% | 2% | 4% | 2% | 0% | 0% | 0% | 1% | 3% | 0% |

Source: UC Corporate Student System.

**Characteristics of Students in Other Self-supporting Degree Programs, by Campus and Program, Fall 2005**

| | Berkeley | Davis | Irvine | Los Angeles | | San Diego | | San Francisco | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Master of Laws | Forensic Science | Criminology, Law & Society | Dentistry | Master of Laws | Clinical Research | Leadership in Health Care Organizations | Clinical Research | Dentistry | Physical Therapy |
| Total Enrollment | 54 | 60 | 45 | 24 | 22 | 33 | 17 | 36 | 48 | 16 |
| Age | | | | | | | | | | |
| 24 and under | 15% | 45% | 47% | 0% | 27% | 0% | 0% | 0% | 4% | 31% |
| 25-29 | 48% | 38% | 36% | 58% | 50% | 15% | 12% | 11% | 67% | 44% |
| 30-34 | 24% | 10% | 11% | 33% | 18% | 30% | 24% | 53% | 23% | 0% |
| 35-39 | 7% | 3% | 0% | 4% | 5% | 33% | 29% | 28% | 4% | 13% |
| 40+ | 6% | 3% | 7% | 4% | 0% | 21% | 35% | 8% | 2% | 13% |
| Median Age | 28 | 25 | 25 | 28 | 27 | 35 | 39 | 33 | 28 | 26 |
| Sex | | | | | | | | | | |
| Female | 54% | 72% | 62% | 71% | 50% | 61% | 53% | 61% | 75% | 63% |
| Male | 46% | 28% | 38% | 29% | 50% | 39% | 47% | 39% | 25% | 38% |
| Race/Ethnicity - Domestic | | | | | | | | | | |
| American Indian | 0% | 0% | 3% | 0% | n/a | 0% | 0% | 0% | 0% | 0% |
| Asian/Pacific Islander | 20% | 29% | 21% | 18% | n/a | 31% | 46% | 50% | 75% | 40% |
| African American | 20% | 2% | 5% | 9% | n/a | 0% | 8% | 3% | 0% | 0% |
| Chicano/Latino | 0% | 4% | 21% | 45% | n/a | 6% | 0% | 3% | 6% | 0% |
| White | 60% | 65% | 51% | 27% | n/a | 63% | 46% | 44% | 19% | 60% |
| Race/Ethnicity Unknown | 44% | 17% | 13% | 31% | n/a | 27% | 7% | 11% | 6% | 6% |
| Citizenship/Visa Status | | | | | | | | | | |
| Domestic | 17% | 97% | 100% | 67% | 0% | 67% | 82% | 100% | 35% | 100% |
| U.S. Citizen | 11% | 93% | 98% | 13% | 0% | 52% | 76% | 94% | 2% | 100% |
| Non-citizen | 6% | 3% | 2% | 54% | 0% | 15% | 6% | 6% | 33% | 0% |
| International | 83% | 3% | 0% | 33% | 100% | 33% | 18% | 0% | 65% | 0% |
| Student Visa | 69% | 3% | 0% | 17% | 95% | 12% | 18% | 0% | 31% | 0% |
| Employment Visa | 0% | 0% | 0% | 17% | 5% | 15% | 0% | 0% | 29% | 0% |
| Other | 15% | 0% | 0% | 0% | 0% | 6% | 0% | 0% | 4% | 0% |

Source: UC Corporate Student System.
Note: Data for the Master of Laws program and the Maternal and Child Nutrition MAS program at Davis were not available.  The Riverside Creative Writing MFA, San Diego Marine Biodiversity and Conservation MAS, and Santa Cruz Computer Engineering MS programs enrolled less than 15 students during Fall 2005 and are therefore not shown.

1405 Part-Time, Off-Campus Professional Graduate Degree Programs
 UC Santa Barbara                                Policy 1405
 Policies
 Issuing Unit:  Academic Affairs                Date: October 1, 1979

PART-TIME, OFF-CAMPUS PROFESSIONAL
GRADUATE DEGREE PROGRAMS

## I.  REFERENCE

A.  President's Policy on Part-Time, Off-Campus Professional
Graduate Degree Programs, July 30, 1979.

## II.  POLICY

Extending the opportunity to enroll part-time in professional
master's degree programs to those who need to continue their
employment while studying is consistent with the University's
mission in graduate professional education. As provided by Academic
Senate Regulation 694, courses to satisfy the requirements of such
programs, either in whole or in part, may be given at off-campus
sites. The following outlines University policy relative to such
programs.

A.  General:

1.  Part-time, off-campus professional graduate degree
programs may be undertaken only when a demonstrated need
for them exists.

2.  Such programs shall not be undertaken if they strain the
resources of the department that sponsors them or have an
adverse effect on regular programs on campus.

3.  Off-campus courses may be given only at sites where access
for purposes of instruction is acquired and controlled by
the University.

4.  Under special circumstances, with the concurrence of the

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local Graduate Council and the Chancellor and approval of the President, on-campus facilities may be used for these programs. Proposals for such use must contain explicit justification of the special circumstances.

B.   Relationship to Regular On-Campus Programs:

1.   These programs shall have the same standards of quality as regular graduate programs, as determined by the appropriate Graduate Council.

2.   Courses offered in these programs should be taught by regular faculty members when corresponding courses in on-campus programs are taught by regular faculty. When on-campus programs employ some combination of regular faculty and guest lecturers or consultants, off-campus courses may be taught in the same way. Under no circumstances shall anyone teach off-campus programs whose appointment has not been subject to the appropriate academic review.

3.   The determination of whether to include students enrolled in these programs within existing campus enrollment targets shall be made on a case-by-case basis as part of the program approval process. For purposes of computing the University's enrollment FTE, students in these programs shall be treated the same as on-campus part-time students.

C.   Initiation and Review Procedures:

1.   Departments, groups of departments, or schools offering professional master's degree programs under the jurisdiction of a Graduate Division may recommend that such programs be offered in whole or in part at off-campus sites.

2.   Such recommendations must be approved by local Graduate Councils, as well as by appropriate campus administrators.

3.   Graduate Councils shall review such programs annually.

D.   Admission and Enrollment:

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1.  Students must be admitted to a Graduate Division through the regular admissions process in order to enroll in any program established under this policy.

2.  Access to courses offered as part of these programs must be equally available to all qualified students. No preference in enrollment may be given to members of any non-University sponsoring organization.

3.  Admission criteria may specify some type or period of work experience in the field.

E.  Student Fees and Program Funding:

1.  In accord with existing policy, instructional costs for part-time graduate degree programs should be borne by the State, and student fees should be used primarily to support student services. However, in the case of in adequate State support to meet the needs of such programs offered off-campus, non-State funds may be used.

2.  In exceptional cases, special student fees, over and above regular fees for part-time students, may be levied and applied to meet a portion of the costs of the program. In such cases the proposed special fee and its justification shall be submitted with the proposal for the program and shall be approved by the President or by The Regents as appropriate.

F.  Programs that Do Not Correspond to Regular On-Campus Programs:

1.  Proposals for part-time, off-campus professional degree programs that do not correspond to regular on-campus programs may be considered.

2.  Such proposals shall be subject to the same procedures for approval as apply to all proposals for new graduate degrees.

3.  These programs should originate with a unit or department that is already authorized to conduct graduate work on campus at the level that is at least equal to the level of the proposed off-campus program.

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4.   If approved, such programs shall be conducted in accord
with the policies set forth in this statement.

Please direct questions about these policies to Meta.Clow@vcadmin.ucsb.edu. For
questions or comments regarding the format of the above information, please
contact webcontact@ucsbuxa.ucsb.edu.

Return to the UCSB home page.
Last Modified By: EBH, 7/09/98

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March 17, 1981

CHANCELLORS

Dear Colleagues:

As you know, the attached "Policy and Procedures Concerning Part-Time Study in the University of California" is the product of a lengthy series of careful reviews by the Academic Senate and the Council of Chancellors. I am pleased to approve it, effective immediately.

Sincerely,

David S. Saxon
President

Attachment

cc:

        Members, President's Administrative Council
        Assistant Vice President Cox
        Assistant Vice President Bovell
        Principal Officers of The Regents
        Professor Aaron, Chair, Academic Council
        Ms. Linda Sabo, Chair, Student Body President's Council

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Office of the President
March 17, 1981

POLICY AND PROCEDURES CONCERNING PART-TIME STUDY
IN THE UNIVERSITY OF CALIFORNIA

This statement on policy and procedures implements the "Policy on Part-Time Study" in the University of California adopted by the Academic Council on May 14, 1980. That Policy reads, in part:

> "The University of California recognizes the legitimate need for part-time study. The University should be open to qualified students who for reasons of occupation, family responsibility, or health, are not able to attend full-time."

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I. General

    A. Degree programs in the University may be open to part-time students wherever good educational reasons exist for so doing.

    B. No majors or other degree programs will be offered only for part-time students, except as specifically authorized by the Academic Senate. (The University's Policy on Part-Time Off-Campus Professional Graduate Degree Programs (July 30, 1979) describes the procedures for implementing one type of degree program intended only for part-time students.)

    C. For the purposes of this statement of policy and procedures, the following definitions apply.

        A part-time undergraduate student is one who is approved to enroll for 10 units or fewer, or an equivalent number of courses per quarter.

        A part-time graduate student is one who is approved to enroll for one-half or less of the regular course load stipulated in Academic Senate Regulation 702, or as otherwise defined by the campus Academic Senate.

II. Admissions and Enrollment

    A. The same admissions standards that apply to full-time students will apply to part-time students.

    B. Approval for individual students to enroll on a part-time basis will be given for reasons of occupation, family responsibilities or health.

    C. Approval to enroll as a part-time student shall be given by the appropriate dean, upon recommendation by the department or program.

III. Fees and Salary Titles

    A. Part-time students will pay the full Registration Fee and one-half the Educational Fee paid by full-time students, except in special part-time professional degree programs covered by the Policy on Part-Time Off-Campus Professional Graduate Degree Programs (July 30, 1979).

    B. Non-resident part-time students will pay one-half the nonresident tuition.

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C. Part-time graduate students will be eligible for appointment, at the discretion of the graduate dean, to salary titles requiring regular registration in graduate status, such as Teaching Assistant and Research Assistant. However, their appointments will be limited to no more than one-half the maximum appointment available to full-time students.

IV. <u>Part-Time Graduate Study and the Normative Time to Degree Policy</u>

Prior to candidacy part-time graduate students will acquire time to the degree under the Normative Time to Degree Policy at onehalf the rate of full-time students for those quarters during which they are approved for part-time study. After advancement to candidacy, all graduate students shall be considered full-time under the Normative Time Policy.

V. <u>Campus Procedures</u>

Detailed procedures required to carry out the general policy arid procedures listed above should be developed on each campus as needed.

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# The Regents of the University of California

## Current Policies

Please email questions
or comments about the
Regents' website to

POLICY ON FEES FOR SELECTED PROFESSIONAL SCHOOL STUDENTS
Approved January 21, 1994
Amended July 2007

(1) A Fee for Selected Professional School Students be assessed to students enrolled in graduate professional degree programs, as determined by The Regents, to sustain and enhance the quality of the professional schools' academic programs and services.

(2) Revenue from professional school fees will remain with the campuses and will not be used to offset reductions in State support.

(3) Fees for professional school students will be approved by The Regents, within the context of a multi-year plan that is subject to annual reconsideration.

(4) The Provost is responsible for ensuring that the leadership of each campus designs a multi-year plan of fee increases for each professional degree program in a manner that effectively advances the program's mission and strategic academic plan.

(5) In developing a program's multi-year plan, the following factors are among those to be taken into consideration: the amount of resources required to sustain academic quality at, and enrollments in, the particular professional degree program; the ability of the program to remain competitive with other institutions of similar quality; the cost of education for each specific degree program; the resident and nonresident tuition and fees charged by comparable public and private institutions for each specific program; and other market-based factors (such as scholarship and grant support) that permit the degree program to compete successfully for students. Within this context, different fee levels may be set for professional programs in the same discipline at different campuses.

(6) Financial aid targeted for students enrolled in professional degree programs is necessary to ensure access to the degree program, and to minimize financial barriers to the pursuit of careers in public service. The Provost is responsible for ensuring that each campus complements its proposed multi-year plans for professional degree programs with financial aid measures, including scholarships, grants and loan repayment assistance programs, to adequately meet these goals. Financial aid sources should be supplemented by an amount equivalent to at least 33 percent of new professional school fee revenue or by an amount necessary to ensure that financial aid sources are equivalent to at least 33 percent of all professional school fee revenue. Campuses will regularly evaluate and report on the effectiveness of these financial aid measures.

University of California
June 24, 1996

## POLICY ON SELF-SUPPORTING PART-TIME GRADUATE PROFESSIONAL DEGREE PROGRAMS

Preamble

The University has entered an era in which state funding for higher education has been reduced and is not expected to represent in the future the proportion of the University's budget that it has in the past. This poses two potentially interrelated challenges: How can the University extend its degree programs to serve new groups of students? And how can the University find new and creative ways to fund its degree programs?

In 1994, the UC Task Force on Part-time Professional Master's Degree Programs advocated that UC expand such opportunities for groups of clearly defined students not now served by UC's regular programs.  In 1995, the Advisory Committee on Policy for High Fee Part-Time Professional Programs urged the University to create a climate of encouragement and support for creative new approaches to delivering part-time professional education. This policy is a revision of UC's 7-30-79 Policy on Part-Time Off-Campus Professional Graduate Degree Programs, based on advice from both these groups.

The purpose for offering part-time graduate professional degree programs is to serve a public need.  Once the need has been identified, the next decision should be whether the program should be self-supporting. As a matter of course, it is likely that the more specifically a program addresses training needs for a profession, the likelier it is that the program should be self-supporting. Market factors play a key role in making this decision and guiding appropriate fee levels.

Self-supporting part-time graduate professional degree programs should adhere to the same UC academic standards as do other graduate degree programs.

The University should consider expanding flexible part-time pathways to graduate professional degrees to accommodate academically qualified working adults who cannot be full-time students. Extending the opportunity to enroll part-time in professional master's graduate degree programs to those who need to continue their employment while studying is consistent with the University's mission in graduate professional education. As provided by Academic Senate Regulation 694, courses to satisfy the requirements of such programs may be given, either in whole or in part, at off-campus sites. The following outlines University policy relative to self-supporting part-time graduate professional programs, offered in both on-campus and off-campus locations and through electronic   means.

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I.    <u>General</u>

   A.    Self-supporting part-time graduate professional degree programs may be
         undertaken only when a demonstrated need for a part-time program in a specific
         field of study exists. Justification for expansion of part-time programming depends
         on a careful definition of the pools of employed people who need such degrees and
         the ability of the University to provide appropriate graduate degrees of quality to
         them.

   B.    Such programs shall not be undertaken if they strain the resources of the
         department that sponsors them or have an adverse effect on regular programs on
         campus. If the campus determines that the part-time graduate professional degree
         program should be offered on a self-supporting basis,* such programs should set
         the goal of becoming fully self-supporting as quickly as possible; "self-supporting"
         means that Ml program costs, including but not limited to faculty instructional
         costs, program support costs, student services costs, and overhead, should be
         covered by student fees or other non-state funds. The sponsors of each proposed
         self-supporting program should submit a fiscal phase-in plan with their request for
         approval of proposed student fees to the Office of the President.

   C.    By expanding self-supporting programming that serves practitioners, the
         department may have access to additional field-based resources (working students,
         their employers, and field-based lecturers) that it might not otherwise be able to
         afford. Therefore, these programs should be undertaken in partnership with the
         profession   served.

   D.    Courses may be offered on-campus, at appropriate off-campus locations, or in a
         combination of on-campus and off-campus facilities. The possibility of using
         distance technologies (computer- and video-based, e-mail, etc.) should also be
         engaged as appropriate.

II.   <u>Relationship to Regular On-Campus Programs</u>

   A.    Self-supporting part-time graduate professional degree programs should be held to
         the same standards of quality as regular programs, as determined by the
         appropriate Graduate Council. Because students should meet the same standards
         of quality in the part-time and regular programs, provisions should be made that
         allow students to transfer between programs. Campuses may also determine

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*In this policy, "self-supporting" is used for part-time programs that are supported with non-state
finds only; the State General Fund subsidy has been removed from the part-time program.

which courses are available to students in both programs, keeping in mind that regular and part-time programs should have comparable availability of faculty and courses.

B.   Any part-time programs should be established by academic departments and staffed with ladder-rank faculty on the same basis as regular programs.   Certain practice-oriented degree programs may warrant a higher proportion of non-regular faculty (e.g., clinical/adjunct faculty, lecturers, visitors) but that proportion must be in keeping with the standards of each campus' Graduate Council.   Courses offered in these programs should be taught by a mix of faculty members that parallels the mix of faculty in regular programs.   When regular programs employ some combination of Senate faculty and guest lecturers or consultants, courses for part-time programs may use a similar combination. Under no circumstances shall anyone teach in part-time programs whose appointment has not been subject to the appropriate academic review.

C.   Self-supporting programs will not be funded from State General Funds and reports of state-funded enrollments will exclude students in self-supporting programs. However, these enrollments will be reported to the Office of the President as a separate category which is not counted against the campus budgeted (state-funded) enrollment target. During the approved phase-in period, distribution of enrollment between state and non-state targets will conform to specifications of the phase-in plan.

D.   The Dean of the school or college offering the program and the Academic Vice Chancellor are responsible for assuring that program publicity and marketing meet the highest standards of quality and accuracy.

E.   Self-supporting part-time graduate professional degree programs may be administered in cooperation with University Extension where and when appropriate.

III.   Initiation and Review Procedures

A.   Departments, groups of departments, or schools offering graduate professional degree programs under the jurisdiction of a Graduate Division may propose that such programs be offered in whole or in part at off-campus sites or by distance learning technologies.

B.   Such proposals must be approved by campus Graduate Councils, as well as by appropriate campus administrators.

C.   Graduate Councils or other duly appointed campus review bodies shall review

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such programs as part of regularly scheduled campus program reviews, on the same basis on which regular academic programs are reviewed.

IV.    Admission  and  Enrollment

A.    Admission standards for the part-time program should be comparable in effect to those for the regular program.

B.    Students must be admitted to a Graduate Division through the regular admissions process in order to enroll in any program established under this policy.

C.    Access to courses offered as part of these programs must be equally available to all qualified students. No preference in enrollment may be given to members of any non-University  sponsoring  organization.

D.    Admission criteria may specify some type or period of work experience in the field.

V.    Student Fees and Program Funding

A.    The President is responsible for reviewing and recommending to The Regents any proposed self-supporting program fees for part-time graduate professional degree programs and subsequent increases or decreases.

B.    Self-supporting program fees should be levied such that as quickly as possible they will cover all program costs.

C.    Self-supporting program fees should be based on a full and accurate assessment of all program costs, including but not limited to faculty instructional costs, program support costs, student services costs, and overhead. The proposed self-supporting fee, its phase-in plan, and its justification shall be submitted with the proposal for the program to the President.   When the self-supporting fee has been fully implemented, no State General Funds will be provided to the program. If the program fails to reach full self-support in line with its phase-in plan, state funds will be withdrawn from its support.

D.    When the self-supporting program fee has been fully implemented (i.e., when all State funds have been withdrawn from the program), the campuses may not collect the Educational Fee or the University Registration Fee.

E.    University employees enrolled in self-supporting part-time professional degree programs are not eligible for reduced course fees. However, this provision does not preclude the option of the UC employer subsidizing a portion of the fee.

F.      Program deficits will be covered by the campuses; however, state funds cannot be used to cover any deficit, except during the start-up years under the approved phase-in plan.

VI.      <u>Programs that Do Not Correspond to Currently Authorized Graduate Professional Programs</u>

A.      Proposals may be considered for self-supporting part-time graduate professional degree programs that do not correspond to regular programs that a campus is authorized to offer.

B.      Such proposals shall be subject to the same procedures for approval as apply to all proposals for new graduate degrees.

C.      These programs should originate with a unit that is already authorized to conduct graduate work on the campus at the level that is at least equal to the level of the proposed graduate professional program.

D.      If approved, such programs shall be conducted in accord with the policies set forth in this statement.

**Implementation Guidelines for the Policy on Self-Supporting Part-Time Graduate Professional Degree Programs**

Faculty FTE

All faculty must be funded directly from the revenue of self-supporting programs in proportion to the faculty member's workload commitment to the program. This includes the involvement of faculty from other departments. Alternatively, faculty can be paid for overload teaching within the 120% salary limitation that governs teaching in University Extension. Appropriate campus review committees should be vigilant to ensure that the overload option and 120% salary limitation are used appropriately.

Office of the President Budget Office Review and Oversight

Upon final approval of this policy, the Office of the President Budget Office will have responsibility to ensure compliance.

Review and Approval of Phase-in Plan:  Both existing and new self-supporting part-time graduate professional degree programs are covered by this policy. Proposals for new self-supporting part-time professional degree programs, including a plan and timetable for phasing in fees that will assure self-support, should be submitted to the Office of the President Budget Office, which will coordinate the internal Office of the President interoffice review. Proposals should include information on the status of all current self-supporting programs on the proposers' campus and a worksheet showing cost components on which the self-supporting fee is based.

Fees: Office of the President Budget Office, working with the campuses, has alreadyy developed a methodology for establishing the minimum special fee a program should charge to assure that it is self-supporting; the Office of the President Budget Office will work with the campuses to apply that methodology to any proposed program.

Campuses with programs that do not charge at least the minimum special fee as determined by the agreed-upon methodology, and therefore are not fully self-supporting, will submit a proposal that specifies when the program will be self-supporting.  The Office of the President Budget Office interprets the proposed policy language "as quickly as possible" to mean that normally a program will achieve self-support within three years.

Upon Regental approval of the special fee, the Office of the President Budget Office will monitor implementation of the phase-in plan.  If the program does not reach self-sufficiency within the time specified in its plan, state funds will be withdrawn from its support.

Enrollments: Proposals for phasing in a special fee and phasing out state support should also include a plan for reporting enrollments during the phase-in period. During the phase-in period, program enrollments will be counted as state-funded based on the proportion of the minimum fee that is being charged.  If the fee charged is 75% of the minimum, for example, then 25% of the enrollment will be counted as state-funded.

# UNIVERSITY OF CALIFORNIA

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OFFICE OF THE PRESIDENT

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http://www.ucop.edu

November 22, 2000

CHANCELLORS

Dear Colleagues:

I am pleased to announce the renewed availability of planning grants for departments, schools, or colleges that would like to plan new Master of Advanced Study (MAS) programs. This fall, the Coordinating Committee on Graduate Affairs and Academic Council approved the first MAS program, a UCSD MAS in Management of Heathcare Organizations. Several other MAS proposals are being reviewed by campus Senates in preparation for CCGA review. Therefore, it is timely to begin a second round of program development by means of planning grants.

I am making available one-year grants to cover planning costs, and guidelines for proposals are enclosed. These guidelines reflect suggestions from the Coordinating Committee on Graduate Affairs, based on its experience reviewing the first proposal. I would like to call attention to the fact that after the first round of planning grants, CCGA requested that we invite Master of Advanced Study proposals for programs of advanced liberal studies, as well as career-oriented programs. This request is reflected in the call for proposals. CCGA has also developed a set of review guidelines, enclosed with the call for proposals, that takes into account the aims and targeted students for these programs.

Proposals are due in the Office of the President on February 1, 2001. I hope you will bring this grant competition to the attention of all interested faculty.

Sincerely,

/s/ Richard C. Atkinson

Richard C. Atkinson
President

Enclosure

cc:    Members, President's Cabinet
       Academic Senate Chair Cowan
       CCGA Vice Chair Brunk
       Council of Vice Chancellors

Office of the President                                                November, 2000

**PLANNING AND START-UP FUNDING FOR MASTER OF ADVANCED STUDY PROGRAMS–Round 2**

**GUIDELINES FOR FUNDING**

The Office of the President is pleased to announce the availability of new one-year planning grants and extensions of current planning grants for academic departments, schools or colleges that wish to plan a Master of Advanced Study (MAS) program.  The Master of Advanced Study is conceived as a pathway to advanced professional education and to advanced liberal studies for working adults.  This new degree will enable individuals to pursue advanced degrees congruent with their career or life goals.

The Master of Advanced Study would be especially suitable when:

C      The program would serve specific groups of working professionals with well-defined needs for advanced degree work: while some degrees will be tailored to career advancement, other degrees may enable individuals to pursue new career directions or advanced liberal studies.

C      The program would be offered on a schedule and/or in a location that would increase access for working adults.

C      The program is conceived as primarily self-supporting, though state-funded options within the campus graduate enrollment ceilings might also be appropriate.

C      The program might productively be offered in collaboration with University Extension.

**Planning Grants to Develop Pilot Master of Advanced Study Programs**

Interested departments can request new or renewal planning grants of up to $25,000 per year for one year, with an option to apply for a second year. Planning grants can be used to support market surveys, development of new approaches to course delivery, dedicated computers, promotional materials and advertising, and other planning needs.

Special Invitation: Faculty interested in developing a MAS in advanced liberal studies are encouraged to apply.  Peer private universities, including Chicago, Harvard, and Stanford, have found a sustained interest among working

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professionals for a master's degree that expands their education in the liberal arts.  Review criteria for MAS planning grants with a liberal studies focus will take into account the special interests of potential students in this kind of education.


**Issues to Consider in Planning Pilot Programs**

Academic departments, schools and colleges will need to prepare a business plan as part of developing pilot programs. The business plan should address the following:

C       Provide a description of the proposed pilot program.

C       Indicate the market for the degree.  The potential market for the MAS program needs to be carefully assessed to assure viability.

C       Anticipate approaches, such as late day or weekend scheduling or instruction at off-campus sites, that will assure accessibility to students to be served by the program.

C       Evaluate alternative strategies for financing the program.  The departments  need to weigh the issues surrounding self-supporting fees carefully.   The Extension Divisions of each campus have significant experience in setting fees and can bring that expertise to cooperative programs.  Departments that do not choose to work with Extension will need to follow the guidelines for assessing program costs as a basis for setting fees, included in Appendix A.

C       Assess the quality of the program.   The academic department, school or college should have a clear plan for assuring continued quality of its existing programs while creating a high quality MAS program.  The Coordinating Committee on Graduate Affairs has developed a set of guidelines for review of MAS proposals, taking into account issues of advanced training for working adults (See Appendix B).  CCGA has determined that since the MAS is geared to the non-academic student, proposers may choose not to include a capstone requirement.

•       Assure that students have access to a source of financial support.  While it is anticipated that many MAS students will have their fees covered by their employer, not all will.  Access to support such as loan funds needs to be available to those students.

C       Consider faculty workload.  A clear plan is needed to assure that existing

programs are sustained while embarking on a MAS initiative.  A department developing a MAS degree will want to pay special attention to faculty compensation issues.  The following options may be considered in compensating faculty:

1.  Teaching as Part of an Assigned Workload.  Under this general title, which covers faculty who teach in the new programs as part of their assigned teaching load, there are three options for compensating faculty.  In option A, the department would buy out the faculty member's state-supported salary and the department would do this each time the faculty member teaches in the program.  Hence, if a faculty member teaches one of the courses in a MAS program during the 1999-2000 school year, an appropriate portion of his/her salary during that year would be covered by fee revenue.  This option assumes a temporary commitment to the self-supporting program.

2.  Teaching as Part of Assigned Workload:   In option B, the faculty member's salary is also covered by fee revenue from the program, but the appropriate percentage of salary would be covered on a permanent basis.   Hence, the department would use fee income on a permanent basis to fund the proportion of the faculty member's salary equivalent to his/her teaching in the self-supporting program.  This option assumes a more permanent commitment to the self-supporting program

3.  Teaching as Part of Assigned Workload:  In option C the department would cover the equivalent of time spent teaching in the self-supporting program by hiring a temporary replacement for the state-supported program.  The fee income from the self-supporting program would be used to cover the cost of the temporary replacement.  In this option,  faculty members continue to receive their entire salary from state sources.

4.  Teaching as an Overload: When a faculty member's instruction is seen as an assignment beyond the normal teaching load, there are two options for compensating faculty.  In option A, a faculty member would teach as an overload in the self-supporting program and be compensated according to the current policy on Extension teaching (compensation limited to 20% of current salary); when adopted, the new UC policy on consulting would govern overload payments.

5. Teaching as an Overload: In option B, faculty would teach as an overload in the self-supporting program, but the department would use fee income from the program to provide the faculty member with research assistance, teaching assistance, or other types of support for the faculty member's research program.

In options 1 and 2 above, the department will have to assess the appropriate proportion of the faculty member's salary to be covered through fee revenue. In making a determination of the proportion of a faculty member's time to be allocated to teaching in these programs, the department should consider the full array of Senate faculty member responsibilities, which include teaching, research and service.

NOTE: Self-supporting MAS programs should conform to the June 1996 Policy on Self-Supporting Part-Time Graduate Professional Degree Programs. The Policy is included in Appendix C.

**Senate Review**

When final proposals for new Master of Advanced Study programs have been completed, they will need to go through the customary campus and Systemwide Senate review procedures. For self-supporting programs, the Office of the President Budget Office needs to receive for review the campus analysis leading to the proposed fee.

**Guidelines for Proposals**

Proposals for one-year grants to plan and initiate pilot MAS programs should include the following:

1. A narrative discussion of the proposed program, limited to five pages.

2. A schedule for development of the proposed MAS pilot program;

3. A detailed budget request;

4. The endorsement of department, school or college; if applicable, Extension Dean; and Academic Vice Chancellor.

## Submission of Proposals for Planning Grants

Proposals should be sent via the campus Executive Vice Chancellor or Vice Chancellor for Academic Affairs no later than February 1, 2000 to Vice Provost Julius Zelmanowitz, 1111 Franklin Street, 11th Floor, Oakland, CA 94607-5200.

# APPENDIX A

## Advisory Regarding Establishment of Fees for Self-Supporting Programs

Note: This advisory is intended to assist departments that wish to plan self-supporting programs but choose not to work with University Extension.

In consultation with UC campuses, the Office of the President has developed a standardized methodology which examines whether proposed fees in part-time, professional programs are sufficient to generate revenue at least equal to projected costs, that is, that the program will be "self supporting."

A program's full cost consists of direct and indirect costs. Direct costs are based on the proposed program's expenditures for faculty's salary and benefits, staff and general assistance salary and benefits, S&E, equipment, financial aid if offered, etc. Indirect costs are based on college-wide and campuswide expenditures.

The proposed fee revenue generated by the expected enrollment must at least equal full program costs. If a program is not expected to be self-supporting in its first year, the campus should present a plan whereby fee revenue is increased so that it is at least equal to the program's full cost during its third year.

Campuses that wish to establish a self-supporting program can contact Richard Santee, Budget Office, Office of the President to develop a cost analysis for the proposed program (510/987-9111; richard.santee@ucop.edu).

### Appendix H
### Guidelines for CCGA Review of MAS Programs

The Master of Advanced Studies (MAS) is intended primarily for individuals who are engaged in full-time employment and wish to upgrade their skills and develop their knowledge in order to achieve professional advancement. However, the degree may well prove to be of interest to individuals who do not have vocational goals in mind, so the MAS may also prove to be a conduit by which UC can extend its mission of general education to a broad segment of the California population. Each realization of the MAS degree on a campus in any particular field or discipline must be submitted to CCGA in the usual manner of Academic Senate approval at the system level.

The MAS indicates that recipients of the degree have adopted a part-time rather than a full-time approach to their studies. It does not indicate that the degree in any way requires a less demanding course of study than full-time Masters' degrees. Consequently, CCGA reviewers should be particularly attentive to the composition, structure, and requirements of the degree. Proposers of MAS degrees should indicate whether they are following the Masters I or II plans and, when they deviate substantially from these plans, they should provide detailed justification for so doing.

CCGA should arrange for at least one internal (UC) and one external reviewer, in addition to the internal review material submitted by the Office of the President. The external reviewer should not be expected to evaluate the new MAS program in a national context, as is done with the evaluation of regular programs. Rather, the reviewer should be asked to comment primarily on the academic integrity of the proposed MAS.

The following are some of the questions and criteria CCGA reviewers might wish to consider as they review new MAS programs

1) **Is there a demonstrated demand for this degree program?** As the MAS is part-time and primarily vocational, does the proposal make a compelling case that a sufficient market exists either within the geographical region adjacent to the UC campus, or, in the case of those programs that will depend substantially on distance-learning, in the state of California? Does the proposal include a description and comparison of potentially competing programs? Wherever possible, proposals should include documentary evidence as to need, such as letters from prominent professionals in the field in which the MAS is being offered or the results of a market survey.

2) **Is the faculty committed to teach the MAS?** According to the 1996 UC Policy on Self-Supporting Part-Time Graduate professional programs, all MAS programs should be staffed with ladder-rank faculty on the same basis as regular programs. Have adequate provisions been made to ensure the program will be permanently staffed so as to fulfill the requirements of this policy?

3) **Will the MAS negatively impact the regular programs of the academic unit offering the MAS?** Some faculty may teach in the MAS program as an overload and it is to be assumed that they will receive compensation for this, additional to their regular salary. Is there any danger that the regular programs at both the graduate and undergraduate levels might suffer because of faculty teaching in the MAS? Is there any indication that teaching in the MAS might negatively influence the research output of faculty?

4) **What are the roles of the Academic Senate and University Extension?** In several cases the MAS program will be advertised and perhaps even administered by University Extension. Have the respective roles of these two entities been adequately defined? Do the two entities have equal expectations of the program?

**What is the role of the department, interdepartmental program, graduate group, or certificate program?** Does the administrative unit have full control over the conception and development of the program? Does it have full control over determining the curriculum and staffing of the program?

5) **What are the admissions requirements?** Admissions standards for part-time graduate programs should be appropriate to maintain a high quality comparable to regular programs. Does the decision as to who should be admitted into the program rest solely with Academic Senate faculty members?

6) **Does the proposed program have a capstone requirement?** As the MAS degree is to be structured on the Master I or II models, it is to be assumed that there is a capstone requirement. Certain programs may not, however, require one. If there is no capstone requirement, does the proposal make a convincing argument for its omission? (Note that a capstone requirement does not necessarily have to be a thesis or even a comprehensive exam. As the MAS is primarily vocational in intent, it can be expected that capstone requirements might be different from those expected in a full-time degree program). What provision has been made to ensure that students will have the opportunity, at the end of their studies, to engage in a thorough overview of the work undertaken through the entire program?

7) **Is the workload for the proposed degree program reasonable?** There is a particular difficulty and challenge in devising a master's program that both sustains the high standards required of UC graduate programs and enables students to study effectively while being employed full-time. Does the proposed program meet this challenge?

8) **Has fullest advantage been taken of the part-time nature of the program?** Given the part-time nature of the program, it will be possible to schedule instruction in non-traditional schedules, e.g. evening hours, intensive weekend or week-long sessions, field trips etc. Are the proposers resourceful in devising the program schedule?

9) **Is the advising system adequate?** It can be anticipated that faculty advising may be crucial to the success of individuals completing the MAS program. Given the distinct possibility that MAS students will not be as familiar with the UC system as full-time students, advising will be particularly important. Are adequate provisions made for substantial advising? Are the faculty committed to it?

10) **Have the financial aspects of the program been fully worked through?** According to UCOP's budget office, MAS programs must be either self-supporting or entirely state-supported. However, MAS programs that are envisaged ultimately to be self-supporting may be phased in with state funds. Is the argument that a proposed MAS program will ultimately be self-supporting convincing or not? How reliable is the evidence that it will eventually achieve self-

supporting status? If the program is not instantly self-supporting, are the phase-in financial provisions for the new program adequate? Will they draw resources from established full-time programs already taught in the department, interdepartmental program, graduate group, or certificate program? Has financial aid (either scholarships or loan funds) been provided sufficient to provide access for qualified students and to ensure diversity in the student community?

11) **Is regular review of the MAS program guaranteed?**   As all MAS programs will be administered by academic departments, interdepartmental programs, graduate groups, or certificate programs, the MAS programs should be reviewed at the time of the regular review of the administrative unit conducted at the campus level. Do the proposers demonstrate a full awareness of this requirement?

**APPENDIX C**

University of California                                        June 24, 1996

**POLICY ON SELF-SUPPORTING PART-TIME GRADUATE PROFESSIONAL DEGREE PROGRAMS**

Preamble

The University has entered an era in which state funding for higher education has been reduced and is not expected to represent in the future the proportion of the University's budget that it has in the past. This poses two potentially interrelated challenges: How can the University extend its degree programs to serve new groups of students? And how can the University find new and creative ways to fund its degree programs?

In 1994, the UC Task Force on Part-time Professional Master's Degree Programs advocated that UC expand such opportunities for groups of clearly defined students not now served by UC's regular programs. In 1995, the Advisory Committee on Policy for High Fee Part-Time Professional Programs urged the University to create a climate of encouragement and support for creative new approaches to delivering part-time professional education. This policy is a revision of UC's 7-30-79 Policy on Part-Time Off-Campus Professional Graduate Degree Programs, based on advice from both these groups.

The purpose for offering part-time graduate professional degree programs is to serve a public need. Once the need has been identified, the next decision should be whether the program should be self-supporting. As a matter of course, it is likely that the more specifically a program addresses training needs for a profession, the likelier it is that the program should be self-supporting. Market factors play a key role in making this decision and guiding appropriate fee levels.

Self-supporting part-time graduate professional degree programs should adhere to the same UC academic standards as do other graduate degree programs.

The University should consider expanding flexible part-time pathways to graduate professional degrees to accommodate academically qualified working adults who cannot be full-time students. Extending the opportunity to enroll part-time in professional master's graduate degree programs to those who need to continue their employment while studying is consistent with the University's mission in graduate professional education. As provided by Academic Senate Regulation 694, courses to satisfy the requirements of such programs may be given, either in whole or in part, at off-campus sites. The following outlines University policy relative to self-supporting part-time graduate professional programs, offered in both on-campus and off-campus locations and through electronic means.

I.      General

     A.     Self-supporting part-time graduate professional degree programs may be undertaken only when a demonstrated need for a part-time program in a specific field of study exists.  Justification for expansion of part-time programming depends on a careful definition of the pools of employed people who need such degrees and the ability of the University to provide appropriate graduate degrees of quality to them.

     B.     Such programs shall not be undertaken if they strain the resources of the department that sponsors them or have an adverse effect on regular programs on campus.  If the campus determines that the part-time graduate professional degree program should be offered on a self-supporting basis,*  such programs should set the goal of becoming fully self-supporting as quickly as possible;  "self-supporting" means that full program costs, including but not limited to faculty instructional costs, program support costs, student services costs, and overhead, should be covered by student fees or other non-state funds.  The sponsors of each proposed self-supporting program should submit a fiscal phase-in plan with their request for approval of proposed student fees to the Office of the President.

     C.     By expanding self-supporting programming that serves practitioners, the department may have access to additional field-based resources (working students, their employers, and field-based lecturers) that it might not otherwise be able to afford.  Therefore, these programs should be undertaken in partnership with the profession served.

     D.     Courses may be offered on-campus, at appropriate off-campus locations, or in a combination of on-campus and off-campus facilities.  The possibility of using distance technologies (computer- and video-based, e-mail, etc.) should also be engaged as appropriate.

II.      Relationship to Regular On-Campus Programs

     A.     Self-supporting part-time graduate professional degree programs should be held to the same standards of quality as regular programs, as determined by the appropriate Graduate Council.  Because students should meet the same standards of quality in the part-time and regular programs, provisions should be made that allow students to transfer between programs.  Campuses may also determine which courses are available to students in both programs, keeping in mind that regular and part-time programs should have comparable availability of faculty and courses.

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*In this policy, "self-supporting" is used for part-time programs that are supported with non-state funds only;  the State General Fund subsidy has been removed from the part-time program.

B.  Any part-time programs should be established by academic departments and staffed with ladder-rank faculty on the same basis as regular programs.  Certain practice-oriented degree programs may warrant a higher proportion of non-regular faculty (e.g., clinical/adjunct faculty, lecturers, visitors) but that proportion must be in keeping with the standards of each campus' Graduate Council.  Courses offered in these programs should be taught by a mix of faculty members that parallels the mix of faculty in regular programs.  When regular programs employ some combination of Senate faculty and guest lecturers or consultants, courses for part-time programs may use a similar combination.  Under no circumstances shall anyone teach in part-time programs whose appointment has not been subject to the appropriate academic review.

C.  Self-supporting programs will not be funded from State General Funds and reports of state-funded enrollments will exclude students in self-supporting programs.  However, these enrollments will be reported to the Office of the President as a separate category which is not counted against the campus budgeted (state-funded) enrollment target.  During the approved phase-in period, distribution of enrollment between state and non-state targets will conform to specifications of the phase-in plan.

D.  The Dean of the school or college offering the program and the Academic Vice Chancellor are responsible for assuring that program publicity and marketing meet the highest standards of quality and accuracy.

E.  Self-supporting part-time graduate professional degree programs may be administered in cooperation with University Extension where and when appropriate.

III.  Initiation and Review Procedures

A.  Departments, groups of departments, or schools offering graduate professional degree programs under the jurisdiction of a Graduate Division may propose that such programs be offered in whole or in part at off-campus sites or by distance learning technologies.

B.  Such proposals must be approved by campus Graduate Councils, as well as by appropriate campus administrators.

C.  Graduate Councils or other duly appointed campus review bodies shall review such programs as part of regularly scheduled campus program reviews, on the same basis on which regular academic programs are reviewed.

IV.  Admission and Enrollment

A.  Admission standards for the part-time program should be comparable in effect to

those for the regular program.

B. Students must be admitted to a Graduate Division through the regular admissions process in order to enroll in any program established under this policy.

C. Access to courses offered as part of these programs must be equally available to all qualified students. No preference in enrollment may be given to members of any non-University sponsoring organization.

D. Admission criteria may specify some type or period of work experience in the field.

V. Student Fees and Program Funding

A. The President is responsible for reviewing and recommending to The Regents any proposed self-supporting program fees for part-time graduate professional degree programs and subsequent increases or decreases.

B. Self-supporting program fees should be levied such that as quickly as possible they will cover all program costs.

C. Self-supporting program fees should be based on a full and accurate assessment of all program costs, including but not limited to faculty instructional costs, program support costs, student services costs, and overhead. The proposed self-supporting fee, its phase-in plan, and its justification shall be submitted with the proposal for the program to the President. When the self-supporting fee has been fully implemented, no State General Funds will be provided to the program. If the program fails to reach full self-support in line with its phase-in plan, state funds will be withdrawn from its support.

D. When the self-supporting program fee has been fully implemented (i.e., when all State funds have been withdrawn from the program), the campuses may not collect the Educational Fee or the University Registration Fee.

E. University employees enrolled in self-supporting part-time professional degree programs are not eligible for reduced course fees. However, this provision does not preclude the option of the UC employer subsidizing a portion of the fee.

F. Program deficits will be covered by the campuses; however, state funds cannot be used to cover any deficit, except during the start-up years under the approved phase-in plan.

VI. Programs that Do Not Correspond to Currently Authorized Graduate Professional Programs

A.  Proposals may be considered for self-supporting part-time graduate professional degree programs that do not correspond to regular programs that a campus is authorized to offer.

B.  Such proposals shall be subject to the same procedures for approval as apply to all proposals for new graduate degrees.

C.  These programs should originate with a unit that is already authorized to conduct graduate work on the campus at the level that is at least equal to the level of the proposed graduate professional program.

D.  If approved, such programs shall be conducted in accord with the policies set forth in this statement.

**Appendix E: Operational Questions and Challenges for Self-Supporting Programs at UC**

Day-to-day operational decisions on how to balance academic goals for enhancing the educational experiences of students in both self-supporting and state-supported programs while ensuring that state resources are not diverted to self-supporting programs or students raise many challenges for campus administrators. Among the questions that campus administrators have raised are the following:

Relationship to regular state-funded programs and services

- When is it appropriate for students to transfer between self-supporting and state-funded programs?

- Under what circumstances is it appropriate for students in self-supporting programs to take courses in state-supported programs, either on an elective basis or as part of their required curriculum? Particularly for elective courses, how can campuses determine that campus costs are fully covered by the self-supporting program or students?

- Should students in self-supporting programs be able to enter into concurrent degree programs, where the other program is state-supported? If so, what fees do they pay? How is the fee structure managed, and how are degrees awarded in the same quarter?

- How should student capstone projects be evaluated when these are group-conducted projects?

- Should these students be eligible to participate in intercampus exchange programs?

- Under what conditions might these students make use of career or other campus services?

- Are students in self-supporting programs eligible to serve on the Graduate Assembly?

- Should self-supporting programs operate as free-standing, with a firewall between them and state-supported programs and services? Or should self-supporting and state-supported programs be more integrated, in order for students in both types of programs to benefit from these interactions?

- Should campus reviews of self-supporting programs be conducted separately from those of the corresponding state-funded program?

Financial support

- Should self-supporting programs be required to set aside a portion of fee revenue for financial aid?

- Where financial support is provided, should students in self-supporting programs be eligible for fellowships? teaching assistantships? research assistantships?

- If a student in a self-supporting program is appointed as a TA, is the program obligated to pay fee remissions, given UAW contract obligations?

- What is UC's obligation to assist international students who run out of the funds on which they relied to obtain their visas, especially when the student is in a self-supporting program specifically serving international students?

Campus mission

- How do self-supporting programs enhance the campus's commitment to diversity? What recruitment efforts are made to diversify those in the self-supporting programs?

- Does it matter that self-supporting programs, unlike regular graduate (academic) programs may be less likely to be programs that undergraduates would eventually be drawn into?

Additional fee and program funding issues

- What are the campus and system-level review processes for the approval of new or higher fees in self-supporting programs? Are these adequate?

- When students in state-supported or self-supporting programs take a single course in another self- or state-supported major, how are fees assessed?

- Should campuses be able to charge additional campus-based fees to self-supporting program students?

- How should the appropriate financial contribution to the campus by a self-supporting program be determined?

  o How are extra administrative and computer programming costs that arise with self-supporting programs that do not follow the regular academic year calculated?

  o How are the costs of administering financial aid for students in self-supporting programs calculated? How is the higher cost of administering financial aid for programs that require special, often manual, processes (e.g., the program is off-cycle, the packaging policies and fund sources for aid are unique, etc.) factored in?

  o What is the potential loss of nonresident tuition revenue to the campus where students in self-supporting programs are not California residents?

  o What is the cost to the campus where self-supporting programs utilize limited campus space for day-time programs?

  o How should programs' expectations regarding service (e.g., requests to have regular staff schedules modified to accommodate evening students) be addressed?

  o How is revenue from these programs returned to cover campus overhead costs?

Faculty

- How should faculty teaching in self-supporting programs be compensated? How is such faculty effort tracked and reported?

- Can ladder-rank faculty be permanently paid 100% from self-supporting fee revenues?

- When ladder-rank faculty teaching in self-supporting programs have their teaching in the regular program reduced, does this reduce access by state-supported students to these faculty?

- How is faculty teaching in self-supporting programs monitored, to ensure that teaching by ladder-rank faculty is done to the same extent as in the corresponding regular program?

- Can an adjunct faculty member chair a self-supporting degree program?


Other issues

- What is the impact of self-supporting, part-time students on a campus's Long Range Development Plan, especially in those instances when students attend class during the daytime?